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**An Investigation into English as a Foreign Language Teachers and
Learners' Attitudes towards the Impact of Social Media Platforms on
Academic Writing**

The Case of Master Students at Biskra University

Thesis submitted to the Department of Letters and Foreign languages in partial fulfillment
of the requirements for the Degree of **Master in Sciences of Language**

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Declaration

I, Katre Nada Kheris, solemnly affirm that the dissertation submitted in fulfillment of the requirements for a Master's degree in Sciences of Language is entirely the result of my personal effort. All content is original unless properly cited. I also confirm that this work has not been previously submitted to any other university or institution for the award of any degree or qualification. This research was carried out and finalized at Mohamed Khider University of Biskra, Algeria.

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Date:

Dedication

In the name of Allah, the most gracious, the most merciful

I dedicate this humble, yet sincere work to

My mother, who sacrificed her life so we can live ours, who lives every day putting us before her. None of this would be possible without you.

My father who once told me, “if you were not my daughter, I would have wished you were,” I say: believe me, if you were not my father, I would not be the person I am today

My siblings who have been, are, and will always be my greatest blessing

My besties Dounia and Zinab, My beloved souls and unpaid therapist. Thank you for being my home away from home

And lastly, I dedicate this to myself. For having the strength to survive this year, for completing what I set out to do, and for persevering when giving up felt like the easier choice. You’ve earned the right to be proud — now, tomorrow, and always.

Acknowledgements

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Abstract

Social media has become an integral part of students' daily communication, raising concerns about its influence on formal academic writing. This study investigated the attitudes of Master 2 EFL students and teachers at Biskra University regarding the impact of social media use on students' academic writing performance. Anchored in a mixed-method case study design, the research employed semi-structured questionnaires with students and semi-structured interviews with teachers to gain insight into participants' perceptions and experiences. The findings revealed that frequent engagement with social media platforms fosters habits of informal language use, increases the frequency of grammatical errors, and disrupts textual coherence. Both students and teachers acknowledged the struggle to maintain appropriate academic tone and structure in written work. Teachers further emphasized the need for explicit instruction in academic writing and digital literacy to counterbalance the informal influences of social media. Although some pedagogical benefits of social media, such as enhanced exposure to the English language, are noted, the study emphasized the need for targeted teaching strategies to reduce its negative impact and support the development of formal writing competencies among EFL learners.

Keywords: academic writing, social media, attitudes, EFL students, EFL teachers

List of Abbreviation

EFL: English as a Foreign Language

M2: Master Two

SM: Social Media

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General Introduction

1. Background of the Study

Social media incorporation in the educational system has deeply replaced the traditional educational functioning, especially in terms of language acquisition. Digital platforms, namely Facebook, Instagram, Ticktok, and Snapchat, encourage modern EFL students to work rapidly in English, where communication, brevity, rapidity and colloquial (Obar & Wildman, 2015) dominated. For EFL students, continuous use of these platforms can promote continuous, low-term writing practices, which can improve the audience awareness, grammatical experimentation and terminology retention (Abdelhakim & Ahmed, 2023).

According to Khan's (2022), semi-practical studies, structured posts on Facebook increased paragraph organization and lexical diversity among undergraduate EFL learners due to colleague reaction and collaborative editing procedures. Similarly, Al-Nibi et al. (2018) said that interactive features of social media help students improve their syntax structures through real -time communication, especially beneficial for those who are not immersed in English -speaking environment.

However, the academic writing conferences often stand on the contrary with the informal, brief and sometimes non-standard language prevalent on social media. According to several studies, students are transmitting rapidly colloquial, brief, and fragmented syntax in academic assignments, which compromise harmony and create disciplinary difficulties (Al-Ali, 2014). In a survey that was undertaken with Libyan EFL undergraduates indicated that 68% regularly struggle to distinguish between informal social media conferences and educational writing criteria, causing inconsistent tone and organizational errors in academic letters (Abdelhakim & Ahmed, 2023). These difficulties are extended by the widespread use of platforms that prefer speed on accuracy, where emojis and autocorrect features deliberately replace language accuracy. Consequently, teachers indicate that they spend

excessive time to correct the work of students such as inconsistent sentence construction, inappropriate terminology options, and more dependence on basic grammar rules for errors (Alharbi, 2024).

Contingency internet discourse requires many skills to change academic writing, including the deep understanding of purpose and rhetoric conferences of the audience which usually underdeveloped in social media settings. Additionally, harmony and consistency, two essential indicators of academic writing proficiency, are negatively affected by the fragmented communication style prepared on these platforms. According to various studies, EFL students who regularly participate in mutual social media interactions produce mixed writing styles which are characterized by inconsistent subject transition and weak logic (Abdelhakim & Ahmed, 2023). For example, an examination of essays written by Saudi EFL undergraduates showed that 42% of students used a tendency related to a trend (Alharbi, 2024). These results highlight the cognitive conflict that arises when students try to balance the structured, evidence-based standards of academic writing with the correlatable, unfair nature of digital platforms.

Emerging teaching approaches try to reduce these difficulties by using social media benefits while maintaining academic criteria. Awareness of style conferences is shown to improve through relevant projects, which require students to customize content in the media, such as an analytical essay (International Language Expert, 2025) as an analytical essay.

In addition, learners are designed to seriously engage their informal instincts internally without any online material, when they receive clear training in digital literacy, including moral citation practices and sources evaluation (Khan, 2022). In addition to offering a structured colleague review environment, associate projects involving academic blogs or closed Facebook groups enable students to practice formal registers while

maintaining interactive elements that encourage participation (Al-Naib et al., 2018; International Language Experst, 2025).

2. Statement of the Problem

For EFL students, widespread inclusion in everyday communication of social media has produced a linguistic puzzle. Casual, condensed and multi-nature of platforms such as Instagram, X (formerly Twitter), Facebook, and Snapchat fought rapidly with the requirements of academic writing criteria, even though they provide opportunities for real-world language practice (Khan, 2022). For Master 2 EFL students, who should demonstrate advanced performance in academic writing to meet both educational and professional demands, this stress is particularly clear. Despite increasing awareness about the influence of social media on learning language, teachers are unable to address its double effects due to three important intervals.

First, current research graduate level EFL focuses limited on specific difficulties experienced by students, which mainly focus on graduate population. Master 2 students are expected to connect with the texts of advanced, well organized scholars, as they prepare for career in education, translation or international communication. However, there may be frequent contact habits such as fragmented syntax, colloquial diction and irregular coherence for informal digital conversation, which compromises the necessary accurate and formalities on this advanced level (Abdelhakim & Ahmed, 2023). The issue was confirmed by the Alharbi (2024) survey of the Saudi graduate students, which revealed that 58% of them faced challenges in "switching registers" between academic writing and social media, which highlights a structural obstruction between informal and formal literacy practices.

Secondly, teachers' attitude towards social media's influences remains unexplored. Although the educational writing challenges of students are widely accepted, few studies address how teachers see these problems or adapt to instructional strategies to address them.

Moreover, no comprehensive study has proposed practical, research-based solutions to reduce these issues. As a result of this reality, teachers lack resources to exploit the benefits of social media simultaneously - such as the awareness of the audience and the increase in cooperative learning - while reducing its harmful effects on academic writing.

Thirdly, the sociological reference of EFL education increases these challenges. In many areas, Master 2 students experience limited immersion in English outside the digital environment, making social media their primary field for language interaction (Al-Naibi et al., 2018). Without structured guidance, students risk the internal grammatical simplicity and informal tone of online communication, which struggles with the complexity demanded by literature reviews or research proposals.

To improve the EFL instructions and ensure the educational success of students, these shortcomings must be addressed. If the difference between educational writing standards and digital communication criteria is unbridled, graduate students may continue to experience linguistic uncertainty, which may obstruct their ability to contribute meaningfully to the educational discourse. Conversely, understanding how both teachers and students look at the issue and prepare balanced strategies to cover informal and formal writing styles, it may be possible to transform social media into a tool for mastery of social media with linguistic obstruction.

3. The Research Questions

The present study attempted to bridge the aforementioned research gap by answering the following research questions:

Q1: How do teachers and students' perceive the effects of social media on the vocabulary, grammar, and coherence of EFL students' academic writing?

Q2: What challenges do EFL students face in adapting their writing from social media discourse to academic writing?

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Q3: What are students' attitudes towards the impact of social media on their academic writing?

Q4: What attitudes do teachers hold towards the impact of social media on students' academic writing?

Q5: How can teachers address the influence of social media on academic writing to support students in maintaining formal writing standards?

4. Research Hypotheses

As a first attempt to answer the research questions, we hypothesize that:

H1: Regular social media usage increases informal language, grammatical mistakes, and incoherent structure, which would have a negative influence on EFL students' academic writing.

H2: EFL students who are more engaged in social media conversations encounter challenges to distinguish between informal and formal writing styles.

H3: EFL students may have negative attitudes vis-à-vis the influence of social media platforms on their academic writing.

H4: EFL teachers may have negative attitudes towards the influence of social media platforms on students' academic writing.

H5: Integrating some focused teaching strategies may mitigate the effects of social media on students' academic writing.

5. Research Objectives

The current study aims to:

1. Raise teachers and students' awareness of the effects of social media on the vocabulary, grammar, and coherence of EFL students' academic writing.
2. Determine the difficulties students encounter while switching from informal social media discourse to formal academic writing style to help them overcome these problems.

3. Investigate possible strategies that teachers might use in order to minimize social media's negative influence on academic writing and, instead, enhance its benefits for EFL learning.

6. Research Methodology for this Study

Given that this study focuses on describing a specific educational phenomenon which is the attitudes of teachers and learners' towards the impact of social media on academic writing, and considering the nature of the research questions and objectives, it is evident that the research is fundamentally descriptive. Accordingly, this study employs a mixed method research approach grounded in an interpretivist paradigm, which emphasizes understanding participants' subjective experiences and meanings within their specific context. To deeply investigate how teachers and learners view the influence of social media on academic writing, this research adopts a mixed method case study design which enables the researcher to obtain an in-depth examination of attitudes and experiences of participants within this defined educational setting. This approach supports a comprehensive understanding of the issue through contextualized and interpretive analysis.

6.1. Data Collection Tools

Regarding data collection, the researcher used two collection instruments: a semi-structured questionnaire and semi-structured interview. The questionnaires were administered to master 2 EFL students with the aim of collecting information about their experiences using social media, their perceptions about its effects on academic writing in terms of terminology, grammar and coherence, the use of informal social media communication patterns in academic context, and the difficulties they face in formal academic writing.

In parallel, the semi-structured interviews were conducted with EFL teachers who currently teach Master students. These interviews provided qualitative insights into teachers' views about the impact of social media on students' writing skills. The flexibility of the

semi-structured interview format allowed the researcher to detect specific issues and collect fine, intensive data that complements quantitative conclusions.

6.2. Population, and Sampling Technique

The study was conducted with (34) Master 2 students of English at Biskra University. The sample was selected using purposive non-probability sampling technique as Master 2 students were expected to be active users of social media platforms who were required to produce extensive written work as part of their degree requirements. In addition, five (05) EFL teachers from the Department of Language and English Literature at Biskra University were interviewed to achieve valuable insights about the influence of social media platforms on students' academic writing performance.

7. Choice of the Writing Style

This research follows the American Psychological Association (APA) 7th edition writing style which has been selected for its appropriateness to the field of Social Sciences, wherein this study is situated. An exception, however, has been made concerning the use of the text justification feature. This stylistic decision was agreed upon collaboratively between the researcher and the supervisor to ensure consistency and clarity in presentation.

8. Significance of the Study

This study is significant for several reasons. First, it addresses a timely and increasingly relevant issue in the field of English as a Foreign Language (EFL): the impact of social media on academic writing. As digital platforms become central to students' daily communication habits, understanding how these platforms influence formal writing is crucial for shaping effective pedagogical strategies.

Second, by focusing on Master 2 EFL students at Biskra University—students who are expected to demonstrate a high level of academic writing proficiency—the study sheds

light on the real-world challenges faced at an advanced level of education. These insights are vital for educators, curriculum designers, and policymakers who seek to maintain academic standards while acknowledging the pervasive role of social media in students' linguistic development.

Third, the study contributes to the limited body of research that simultaneously considers both students' and teachers' perspectives. This dual lens enables a more comprehensive understanding of the problem, bridging the gap between student behaviors and instructor expectations.

Lastly, the findings can help inform the development of targeted digital literacy programs and writing instruction techniques that mitigate the negative influences of social media while leveraging its potential benefits. In doing so, the study offers practical implications for enhancing EFL academic writing instruction in Algerian universities and similar contexts worldwide.

9. Structure of the Dissertation

This dissertation is divided into two main parts, aiming to provide a comprehensive analysis of teachers and students' attitudes towards the influence of Social Media on Master 2 EFL students' academic writing. The dissertation begins with a general introduction, which outlines the background of the study, explains the research problem, and defines the study objectives, research questions, hypotheses, methodology and significance of the study.

The first chapter is dedicated to literature review. It is divided into two sections. The first section deals with social media, it presents the concept of social media and its development, its classification, its relationship with language learning and its role in educational settings. It also discusses challenges associated with social media platforms, its role in language acquisition, vocabulary development, and grammatical accuracy. The second section, academic writing, examines the definition and importance of academic

writing in the EFL contexts and highlights the general difficulties encountered by EFL students. This section provides the theoretical basis for the empirical investigation by examining dynamic relations between informal social media discourses and formal needs of academic writing.

The second chapter presents the analysis and discussion of the study's findings. In this chapter, the researcher analyzes and interprets the results.

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Introduction

The frequent integration of social media in students' daily life, especially as learners of English highlights the importance of exploring the various ways social media's platform influence writing skills. This chapter establishes the theoretical foundation of the study. It is divided into two sections. The first section reviews literature on social media, their function in educational contexts, its development and distinctive characteristics of social media platforms. It attempts to provide an important review on the effect of social media learning focusing on its benefits and challenges and emphasizing its dual role as a source of language learning and source of potential linguistic and stylistic difficulties. The second section reviews literature on academic writing providing its definition, its nature, purpose and importance in EFL education. It also reveals the essential characteristics that distinguish academic writing from other types of discourse. In addition, this section discusses specific challenges faced by EFL students when producing written work in academic setting.

Section 1: Social Media

1.1. Definition of Social Media

The term social media is defined in various ways and refers to a range of web-based platforms and services that facilitate communication with digital communities and the creation and sharing of content. These platforms give their users the chance to communicate with one another, make friends, learn about the world around them, and then function in a cooperative environment where they can share important information. According to MacKee et.al. (2017, p.17), social media includes "web-based services, allowing individuals, communities, and organizations to cooperate, connect, interact and create communities, which are easily accessible to them, which are able to create, co-build, share and attach them" (p. 17). This definition highlights the interactive and participatory nature of social media platforms, positioning them as spaces for collective expression and communication in digital

environments. Definition highlights interaction and participation of social media platforms, keeping them as a place for collective expression and communication in digital settings.

Similarly, Boyd and Ellison (2007) have described social media as web-based services that provide users with the ability to: create public or private profiles, manage the personal list of connections, and navigate both their own and the network of others. This definition emphasizes the social dimension of these platforms, allowing individuals to adapt their virtual appearance and maintain digital relationships.

In the same context, Kaplan and Haenlein (2010) define social media as a collection of online applications rooted in the principles and technologies of Web 2.0, enabling users to produce and share their own content. This definition, along with others, underscores both the technological framework and the social potential of social media, highlighting how individuals communicate and interact in the contemporary digital era.

1.2. Evolution of Social Media

Social media websites have made widespread growth in digital technology and changes in communication paradigms in the last few decades (Kaplan & Haenlein, 2010). The emergence of several leading platforms was observed in the late 1990s and early 2000s, with early websites such as sixggress.com provided users the ability to create personal profiles and establish virtual networks (Boyd & Ellison, 2007). This early innovation kept a groundwork for later platforms such as Friends, MySpace and LinkedIn, each contributed to the developed landscape of online interaction and digital community building (Ellison & Boyd, 2013). These early platforms expanded possibilities for virtual social networking, gradually replaced the methods that were connected to individuals and transmitted to digital places.

The year 1994 was a significant year for the establishment of social media, as it witnessed the emergence of Facebook. It rapidly grew to become the most used social

network in the world, thanks to mechanisms like the real-name policy and the assertion of truly human connections (Ellison, Steinfield, & Lampe, 2007). In the subsequent years, other platforms such as Instagram, WhatsApp, Tiktok , and Twitter (now X) emerged, photo sharing, microblogging, instant messaging, and short-form video content (Kietzmann et al., 2011) and diversified social media landscape by presenting various communication formats. Recent studies confirm that, by 2024, more than five billion individuals - representing more than 62% of the global population - actively use social media platforms (Statista, 2024). Additionally, empirical evidence suggests that the average person spends more than two hours daily on these sites, underlining his broad role in contemporary communication and digital culture (Kemp, 2024).

1.3. Types of Social Media

Social media platforms can be classified into different categories, according to their core aims and features. Kietzmann et al. (2011) classified these networking sites into different categories, such as:

1.3.1. Social Networking Sites

This category of social media platforms is specially designed to provide opportunities and vacancies to users for interaction, information exchange and personal or private profiles. Platforms like Facebook, LinkedIn and WhatsApp give this type of example, enable users to create community and network that facilitates both social and professional engagement. Through these networks, individuals can connect with others, share materials, and cooperate within various social and professional contexts, highlighting the multicolored role of these platforms in contemporary digital communication.

1.3.2. Media-Sharing Websites

They are also called media-sharing platforms, which are mainly designed to create, share and exchange multimedia content such as pictures, videos and music (IGI Global, n.d.). Prominent examples of these material communities include Tiktok, Instagram and YouTube, which have become important and wider in the digital landscape. These platforms promote creativity, self-expression and audience engagement by offering different types of interactive features that encourage users to produce and spread various forms of media content (Kapoor et al., 2018).

1.3.3. Micro Blogging Systems

An important example of this category is X, earlier known as Twitter. These platforms facilitate the posting of brief updates, links and multimedia content, which encourage users to share real -time information and to engage in immediate conversations (Smith, 2023)

1.3.4. Discussion Boards and Communities

Through these communities, users can broadcast information, share ideas, and engage in various discussions about general interests or inquiries on platforms such as Reddit and Quora. These sites prioritize knowledge exchange and community-operated dialogues, allowing participants to create advice, debate subject and cooperative informative resources (Smith & Anderson, 2020).

1.3.5. Messaging Apps

Private, real -time communication is the primary objective of applications such as WhatsApp and Messenger, which allows users to directly engage in text messages, voice calls and video conversations. These platforms emphasize immediate and individual connections, supporting both individual and group interactions in the synchronous digital environment.

It is widely accepted that social media platforms have different characteristics that indicate their classification; however, they continue to display shared main features including network development, social engagement, and construction of user-related materials (Kaplan & Haenlein, 2010).

These elements are essential for promoting virtual communication and cultivation of digital connections. In addition to widely quoted classification by Kietzmann (2011), many scholars have proposed alternative classifications reflecting the continuous development of the social media scenario. For example, Schmidt (2018), mainly shares as a platforms dedicated to distribute and interaction with visual media, share the services, such as pictures and videos, likes and comments to enable engagement through choices and comments. Meanwhile, Peters (2009) identifies social bookmarking services - Digital tools that allow users to collect, organize and share web bookmarks, facilitate collaborative research and material management.

1.4. Social Media and Language Learning

Research has shown that social media has shaped intensive language learning experiences for students, especially English learning as a foreign language (EFL). On one hand, it offers valuable opportunities for collaborative learning, authentic communication and cross-cultural exchange. Platforms such as Facebook, Instagram, X (formerly Twitter), and WhatsApp provide avenues to the learners to interact with indigenous speakers, reach the use of real -life language, including idiomatic expressions and colloquial and to improve their overall language proficiency (Blattner & Fiori, 2009). The availability of both synchronous and asynchronous communication promotes opportunities to participate in meaningful discussions for learners, obtain colleagues and expert reactions, and refines their

communication ability beyond the boundaries of traditional classrooms (Wang & Vásquez, 2012).

In addition, the integration of multimodal materials such as videos, podcasts, and interactive posts enhance the engagement and complete various teaching styles, such as authentic, imperishable language inputs with platforms such as YouTube and Tiktok, which supports listening and pronunciation (Almuhanha, 2023; Sarita & Corsino, 2025). Additionally, social media collaborative supports educational communities, where learners co-form knowledge, exchange response, and interact on meaning, align with the sociological principle of Vagotsky, which underlines the importance of social interactions in cognitive development (Umar et al, 2023).

Despite these clear benefits, the influence of social media on learning language is controversial due to its underlying challenges. A major concern is the prevalence of informal, user-related materials that often occur with grammatical errors, slang, summation and non-standard language forms. Without expert moderation, students are at risk of internalizing incorrect linguistic patterns, which can be especially detrimental for those aiming to develop academic or formal language proficiency (Butabayeva & Mohammadi, 2023). Another issue arises from the unnecessary nature of social media learning, as platforms lead to systematic progresses found in traditional classes and lack of widespread courses. As a result, learners can increase skills such as speaking and listening, neglecting important areas such as writing and grammar (Ansari & Khan, 2020). In addition, diverse, often consistent streams of entertainment-focused materials may focus less on information overload, cognitive distraction, and educational objectives (Butabayeva & Mohammadi, 2023). Finally, the entertaining and social nature of these platforms can overcome the attention of students from academic activities, resulting in poor time management and low academic achievement (Ansari & Khan, 2020)

1.5. Social Media and Education

The participation of social media in education is beyond learning the language, which incorporates a wide range of directive, administrative and collaborative activities within the educational environment. Manca and Ranieri (2016) highlighted that social media platforms not only promote student engagement, but also encourages students' learning practices and assistance in developing digital literacy - a significant ability in the modern educational and professional world.

Similarly, Joosten (2012) emphasized that social networking sites have become more informal, accessible and interactive communication channels than traditional educational devices, and have become students' favorite platforms for class discussions and colleagues. Additionally, Falahah and Rosmala (2012) noted various applications of social media in academic contexts, including assignments, reinforcing lessons, managing examinations, teaching materials sharing, sharing materials, sharing, and facilitations between students and trainers, which exhibit the adaptability and multiplicity of these platforms.

Despite these benefits, the integration of social media in educational settings presents several ongoing challenges. The most pressurized concerns include distraction, information overload, privacy violations, and the risks of superficial or passive student engagement (Manca & Ranieri, 2016). Sobaih et al. (2016) emphasized the importance of addressing issues related to security, time management and moral ideas to ensure that social media is used effectively and responsibly in educational contexts. In addition, Hamid et al. (2015) argued that while social media can be highly beneficial in some subjects, it cannot suit every academic field equally-especially in subjects such as biology, chemistry, or engineering, where hands use and specialized instructional techniques are required. This insight outlines

the need for careful, -sensitive integration of social media in educational strategies, balanced their interactive benefits with potential boundaries and disciplinary requirements.

Section 2: Academic Writing

1.7. Definition of Academic Writing

Educational writing is widely recognized as a complex cognitive process and communication activity; scholars have offered various definitions to catch its multidimensional nature. It is important to understand these definitions to understand the standards and expectations placed on educational authors - especially EFL students who will not only have to navigate linguistic challenges, but also to do unfamiliar educational conferences. Swales and Feak (2012) have described academic writing as a 'thesis-drive', meaning that it is structured around a central logic or research question that guides the development of lessons. Hyland (2024) further refined the definition by underlining the need of academic writers, so that they can adopt an official tone yet; often employ hedging strategies to accept the developed and provision of scholars' knowledge.

Beyond focusing the focus on the final product, Flower and Hayes (1981) introduced a process-oriented perspective of academic writing, seen it as a repeated, cyclic activity, where the author constantly generates ideas, organizes his ideas, and modify his work. This concept echoed by McCombes (2019) encourages writers to treat writing as a developed procedure rather than a certain, one -time Act, which highlights the importance of drafting, editing and obtaining creative response. Additionally, educational writing is rapidly understood as a socio-cultural practice, which is embedded within specific discourse communities, as argued by Katz (2006) and Curry (2010). This approach is not in the form of a neutral or universal skills, but not as a neutral or universal skills in the form of norms, styles and conferences of rhetoric of educational fields and cultural references. Bringing these approaches together, academic writing emerges as a sophisticated, multi-prolific

attempt, which not only demands the mastery of linguistic and formal conferences, but is also aware of the expectations, disciplinary practices and comprehensive socio-cultural environment of the audience-one challenge that is especially pronounced for EFL learners.

1.8. Characteristics of Academic Writing

Academic writing is categorized by a number of unique features that cooperate to ensure credibility, rigor, and clarity. These characteristics are what define its distinctiveness among other genres of writing like creative, journalistic, or casual writing. These features include:

1.8.1 Focused and Unambiguous Argumentation

Academically structured tasks are made on an accurate, streamlined argument or thesis, which is examined and clearly developed into the later parts of the text. As mentioned earlier, Walliman (2001) stated that educational writing is "thesis-operated", showing that the author expects to combine with a central argument throughout the work. This stability maintains clarity and enhances the understanding of readers about the direction and purpose of the text.

To ensure consistency and logical progress, academic writers employ well-defined subject sentences that clearly indicate the main idea of each paragraph (Swales & Feak, 2012). Additionally, to demonstrate significant engagement with the subject, authors are expected to accept and address counter gums by supporting their claims with evidence from reliable, official sources. This not only strengthens logic, but also refers to educational integrity and balanced logic.

1.8.2 Complex Vocabulary and Sentence Structure

The main features of academic writing that distinguish it from casual communication are its sophisticated vocabulary and variety of sentence structures. The use of formal,

domain-specific language is necessary to make unique complex concepts artistic for different regions. For example, in psychology, words such as 'cognitive incompatibility' and 'operator conditioning' express skillful ideas (Festinger, 1957) efficiently. Similarly, in the discipline of economics, manifestations such as "market balance" and "elasticity of demand" are indispensable for accurate and accurate discussion (Mankiw, 2014).

In addition, incorporating diverse sentence structures enhances both engagement and readability. As Hyland (2009) notes, employing a variety of sentences makes the presentation of information more dynamic and facilitates understanding of complex arguments. With this, in alignment, Swales and Feak (2012) emphasize that the useful use of sophisticated terminology and diverse sentence pattern not only effectively expresses intellectual content, but also demonstrates the author's mastery of the subject matter. Together, these elements are essential to obtain clarity, accuracy and rights in academic communication.

1.8.3 Structured and Logical Organization

The established organizational patterns used in educational writing enhance the understanding of the readers about the material being discussed. For example, in scientific writing, IMRAD structure - which stands for introduction, functioning, result and discussion - is usually employed, which consistently provides a clear outline to present research findings (Katz, 2006). Conversely, chronological or thematic patterns are often used in humanities and social sciences. Despite the region, however, all academic writing prioritizes logical cohesion and clear sequencing of ideas.

Communism is obtained through the use of harmonious devices - such as pronouns references and recurrence - and "however," "therefore," and "vice versa" such as transitional manifestations that originally combine ideas and arguments (McCombes, 2019). This structured approach allows readers to navigate complex arguments more effectively and

detect more easily information, eventually improves understanding and engagement with text.

1.8.4 Evidence-Based Reasoning

In academic writing, claims should be supported by reliable evidence. In academic writing, claims must be supported by reliable evidence. Writers should summarize, paraphrase, or directly quote from existing literature while ensuring proper citation to avoid plagiarism (Perrin, 2012)., . Hyland (2004) stated that the provisional nature of educational knowledge is often expressed through careful use of hedging language, which accepts alternative approaches and expresses caution.

In addition, the evidence requires significant evaluation to integrate, where writers assess the validity and relevance of sources and synthesize data for the manufacture of well rational arguments (Flowerdew & Li, 2009). In clear support, this hardness reduces the perseverance and reliability of educational texts.

1.8.5 Impersonal and Formal Tone

To maintain fairness and professionalism, educational writing usually employs a formal and indiscriminate tone. It often comes in favor of passive constructions and nominal on emotional language and first-person pronouns (Katz, 2006). For example, "We conducted the experiment, instead of writing" academic writing priority ", was used."

However, Hyland (2004) notes a gradual change towards more individual engagement in some subjects, especially in discussion classes where researchers can use first-person pronoun to clarify their role. Despite this trend, the overall tone is humble and respectable.

1.8.6 Respect for Formatting and Style Guidelines

Educational writing follows strict formatting and style guidelines that differ on the basis of discipline and publication site. Familiarity with citation styles such as APA, MLA, or Chicago is required to produce reliable and publishable work (American Psychological Association, 2020). The appropriate citation not only credits the original authors, but also allows readers to verify the sources and look forward to the subject. Additionally, the use of accurate vocabulary, avoiding colloquial and careful attention to grammar and punctuation is important in academic writing (Perin, 2012). The mastery of these conferences reflects the author's affiliation with the scholarly community.

1.9. Importance of Academic Writing in EFL Education

In EFL instruction, where students must develop both language proficiency and the capacity to write in accordance with academic norms, academic writing is especially important.

1.9.1 Enhancing Cognitive-Academic Language Proficiency

EFL learners can process and generate complex ideas in English by developing their ability to use discipline-specific vocabulary and complex syntactic structures, which are critical for academic success (McCombes, 2019). This development also promotes cognitive flexibility and metalinguistic awareness (Hyland, 2004).

1.9.2 Fostering Critical Thinking Skills

Because academic writing assignments require students to evaluate sources, synthesize data, and create cogent arguments, they foster critical thinking (Walliman, 2001). Activities like research proposals, argumentative articles, and literature reviews promote higher-order thinking skills beyond language proficiency (Flowerdew & Li, 2009).

1.9.3 Developing Cross-Cultural Communication Competence

Western rhetorical traditions, which frequently place an emphasis on directness, explicitness, and linear reasoning, are introduced to EFL learners through academic writing. In contrast, many other cultures may emphasize indirectness or circular reasoning in their rhetorical techniques (Connor, 1996). Students that are proficient in academic writing conventions are better equipped to contribute to global academic communities (Katz, 2006).

1.9.4 Meeting Assessment and Certification Requirements

A strong base in educational writing enables students to successfully meet the harsh demands of higher education, where clear and motivational communication is important for educational achievement. Educational writing proficiency is not only important for admission to higher education programs, but also for success on standardized tests such as TOEFL and IELTS, which assesses the ability of candidates to engage with complex texts and to build consistent logic (Perrin, 2012).

Students receiving instructions in English as a foreign language (EFL) are better equipped to deal with these challenges, as they receive risk for a variety of academic styles and evaluation norms used in higher education. This instruction enhances students' clarity, consistent and logic skills by emphasizing educational writing conferences and processes (Hyland, 2009; Coffin et al., 2003).

In addition, EFL programs promote significant thinking and analytical abilities, helping students to meet institutional standards by developing the necessary skills. As a result, educational writing proficiency is indispensable for success in class and achievement of long-term educational goals.

1.9.5 Supporting Professional and Academic Advancement

The ability to write well-structured research papers, reports and proposals in English enhances employment and progress in today's rapid global educational and professional

environment (McCombes, 2019). As a result, proficiency in educational writing provides access to professional networks and participation in global scholarship (Flowerdew & Li, 2009).

1.10. Challenges of Academic Writing for EFL Students

The making of an educational writing is necessary, but several ways in which EFL can be challenging for students include linguistic, rhetorical, psychological, and institutional.

1.10.1 Linguistic Challenges

EFL students face many linguistic challenges that obstruct their language learning and proficiency. An important issue is pronunciation and pronunciation, which can influence both their confidence and understanding when speaking (Alharbi, 2020). Vocabulary acquisition also presents difficulties, as students often struggle to learn and use new words effectively, limit their ability to express complex ideas (Perrin, 2012).

Grammar faces additional challenges, especially in understanding the sentence structure and stressful use. Many EFL learners make grammatical errors due to the transfer of syntax from their native languages (Hyland, 2004). Cultural differences and language make learning more complicated, as students cannot understand embedded idiom expressions or cultural contexts in language, which can lead to misunderstanding (Zhang, 2019).

Hearing understanding can also be problematic, as students often find it difficult to follow indigenous speakers due to varying accents and varying speech rates (Chen, 2021). Writing proves to be particularly difficult, many students struggled to organize their ideas logically and followed the academic conferences (Lee, 2020). It is necessary to address these linguistic challenges to improve overall language capacity for EFL learners and succeed academic and professional.

1.10.2 Rhetorical and Organizational Difficulties

Writing consistent paragraphs and developing hypotaxis these are common challenges for writers (English as a foreign language) writers. His writing style may sometimes appear mechanical or fragmented due to excessive use of transitional terms or over-neutralism on simple connectors (Walliman, 2001). Research suggests that effective use of connectors greatly improves clarity and consistency in writing (Hinkel, 2001).

Additionally, proper use of sources faces difficulties, as insufficient citation and contradiction can be inadvertently literary theft (Swales & Feak, 2012). Many EFL writers struggle to follow the academic discourse conventions, obstructing their ability to clear their ideas clearly. Concerns arising from pressure to produce quality writing in the second language often causes writers to rely on basic sentence structures, limiting the depth and complexity of their analysis (Kellogg, 2008).

1.10.3 Psychological and Affective Barriers

For students of EFL (English as a foreign language), it is necessary to address psychological challenges of educational writing, as writing anxiety, perfection and low inspiration can obstruct their ability to clearly express ideas. Second language writing anxiety (SLWA) can struggle with arranging their ideas to avoid writing students, and can reduce creativity and engagement by becoming highly self-conscious (Choi, Lee, & Kim, 2024).

Pressure to produce innocent work can lead to paralysis, resulting in dysfunction and negative self-determination, which further complicates the writing process (Flett & Hewitt, 2014). This stress often creates a vicious cycle where the fear of making mistakes reduces both inspiration and participation in the writing activities (Pajares, 2003). Additionally, research indicates that perfection can increase anxiety, further affects performance (Stoeber

& Otto, 2006). As a result, anxiety and perfection can distinguish students from the writing process due to low motivation (Ryan & Deci, 2000).

1.10.4 Institutional and Pedagogical Constraints

EFLS (English as a foreign language) students face important challenges in developing their writing skills due to limited instructional time, insufficient response quality and limited access to educational resources (Katz, 2006). While proficiency in grammar and vocabulary is necessary, writing in a foreign language also requires skills such as logically organizing and applying appropriate educational conferences. However, several EFL course allocates only a minimum time for course writing instructions, which limits students' practice and skill reinforcement opportunities.

Further, the response students get is sometimes scanty or substandard; this denies students the chance to detect and fix their mistakes while improving upon their general writing ability. Without a vast and creative response, students lack the ability to identify their weakness and figure out how to work on it. Additionally, many EFL learners lack adequate access to essential educational resources such as writing guides, reference materials and technical equipment, which are important for independent teaching and skill development. Traditional teaching methods emphasize the last written product and root remembering instead of the writing process. These methods often face specific challenges in front of EFL students, including cognitive demands of writing in another language, cultural differences in writing and difficulties with educational discourse. As a result, these systemic boundaries obstruct the writing development of EFL students and fail to address their personal needs (Hyland, 2004).

Conclusion

In conclusion, this chapter has provided a comprehensive theoretical framework for understanding the complex relationship between social media use and academic writing in EFL contexts. The reviewed literature highlighted the dual nature of social media platforms, which, while offering opportunities for language practice, such as enhancing vocabulary, audience awareness, and engagement, and also introduce challenges that conflict with the formal demands of academic writing. These challenges include the frequent use of informal language, disrupted syntax, and inconsistent coherence. Additionally, the chapter has addressed the cognitive and pedagogical tensions that emerge when learners attempt to reconcile the informal nature of digital communication with the structured requirements of academic discourse. The evidence suggests a pressing need for targeted pedagogical approaches and digital literacy instruction to help students maintain formality, accuracy, and coherence in their writing. This theoretical foundation serves as a basis for the forthcoming empirical investigation and will guide the analysis and interpretation of data in the subsequent chapter.

Chapter Two: Fieldwork

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Introduction

This chapter concentrates on the empirical investigation of the study. It outlines the methods of collecting, analysing, and discussing data in order to explore teachers and learners' attitudes towards the impact of social media on academic writing. Examining teachers and learners' attitudes offers insight into how social media influences academic writing, particularly in terms of vocabulary, syntax, coherence, and the shift from informal to formal writing styles. This chapter outlines the research methodology used to achieve the study's objectives. It presents the overall research strategy, including the sampling methods, data collection tools, and analysis procedures. The chapter also details the interpretation of data gathered from teachers and students to address the research questions and provide meaningful insights into the topic.

2.1. Research Methodology for this Study: Choice and Rationale

2.1.1. Research Paradigm

According to Guba and Lincoln (1994), a research paradigm is a collection of ideas and procedures that direct the selection of research methodologies and data interpretation. In this study, the chosen research paradigm serves as the foundational lens through which the research is framed, guiding the development of the methodology and informing the selection of the design, approach, and data collection methods. The interpretivist paradigm emphasizes understanding a phenomenon through the perspectives of those directly involved, acknowledging that reality is subjective and shaped by individual experiences. As such, it does not seek generalization but values the uniqueness of each participant's viewpoint, which may differ due to varied social and educational backgrounds (Alharahsheh & Pius, 2020). Rooted in interpretivism, this paradigm aligns with the belief that reality is socially constructed and shaped by individual experiences and perceptions. Unlike

positivism, which assumes an objective and observable reality, the interpretivist stance adopted in this research recognizes that teachers and students' attitudes toward the influence of social media on academic writing are subjective and best understood through participants' personal accounts. This perspective directly informs the study's mixed method approach, emphasizing in-depth exploration and interpretation.

2.1.2. Research Approach

Research approaches serve as foundational frameworks that guide the entire research process starting from the formulating of hypotheses to the selection of data collection and analysis techniques. In other words, research approaches provide structured guidance for conducting a study, covering all stages from framing research questions to collecting, analyzing, and interpreting data. Hence, choosing the appropriate approach is a critical decision, and it should align with the researcher's underlying philosophical assumptions. Three primary research approaches are commonly recognized: qualitative, quantitative, and mixed methods, each corresponding to different paradigms and research aims.

In light of the interpretivist paradigm adopted in this study, which emphasizes understanding subjective experiences, a mixed method approach has been selected. This approach is well-suited to the study's aim of exploring teachers' and students' attitudes towards the influence of social media on academic writing, as it allows for in-depth exploration of participants' perceptions, views and experiences.

2.1.3. Research Design

A research design serves as a structured plan that guides the study, ensuring it is both feasible and effective in addressing the research questions. Establishing a clear design is a critical step in the research process, beginning with identifying the main aims of the study and then selecting a suitable strategy to achieve them. There is no universally fixed design; rather, the design should align with the specific purpose of the research, commonly, referred

to as the principle of "fitness for purpose." In essence, the research goals dictate the design, which in turn influences the chosen methods (Cohen et al., 2018).

Following this principle, the present research adopts a mixed method case study design, as it aligns with the goal of exploring teachers and students' attitudes towards the influence of social media on academic writing. The case study design is widely recognized research design used to investigate a specific phenomenon within its real-life context, particularly in the social and life sciences or to gain an in-depth understanding of an issue or event within a clearly defined setting (Coombes, 2022). Case studies are especially valuable when researchers aim to explore the "how," "why," or "what" of a phenomenon, allowing for an in-depth contextual examination of complex issues as they naturally occur such as participants' perspectives within a specific educational setting. Thus, aligning with the study's aim to understand how social media influences aspects such as vocabulary, grammar, and coherence in students' writing, a mixed method case study design is adopted. By focusing on a particular group within a natural setting, the case study allows for a rich, contextualized understanding of the phenomenon.

2.1.4. Data Collection Method

Data collection is a fundamental stage in any research process, as it provides the raw information needed to answer the research questions and achieve the study's objectives. In qualitative and quantitative research, data collection typically focuses on gathering rich insights from participants through methods that allow for flexibility and depth. The choice of data collection methods should align with the research approach, design, and paradigm to ensure that the information gathered is both relevant and meaningful within the study's context. Therefore, it is essential for the researcher to choose appropriate tools to obtain meaningful data. Among the commonly employed methods, namely, questionnaires, interviews, observations, focus groups, and tests; this study utilized a semi-structured

questionnaire for students and conducted semi-structured interviews with teachers to gather in-depth insights.

2.1.4.1. Students' Questionnaire

A questionnaire is a structured data collection instrument consisting of a series of questions designed to gather information from respondents. It can include both closed-ended and open-ended items and is commonly used in educational and social research to explore participants' opinions, attitudes, behaviors, or experiences. Questionnaires are widely used due to their ease of construction, high flexibility, and ability to quickly collect large amounts of data in a format that is straightforward to analyze (Dörnyei, 2003). They allow researchers to collect data efficiently from a large number of participants while maintaining consistency in the responses.

The study employed a semi-structured questionnaire as the main tool for gathering data from the students. The questionnaire was distributed via Google form. The researcher designed the questionnaire according to a comprehensive examination of pertinent literature on social media's impact on academic writing. Then, it was customized to meet the study's objectives. Moreover, the questionnaire was divided into multiple sections for respondents' convenience and logical flow, each section addressing distinct aspects of the research inquiries, such as demographic information, usage trends, and opinions regarding social media's influence on scholarly composition.

The questionnaire comprised three main sections: the first collected demographic details, the second explored students' social media usage and its perceived impact on their academic writing, including vocabulary, grammar, and coherence, while the third examined students' perceptions on the pedagogical approaches and institutional measures implemented to support them in overcoming the negative effects of social media on academic writing.

A mix of close-ended and open-ended questions was used to gather both quantitative data and personal insights. Concerning the administration and delivery of the questionnaire, Google Forms was used to disseminate the survey online. Through class social media groups and institutional email lists, students were given access to the survey, enabling them to fill out the questionnaire without limitations of time or place.

2.1.4.1. 1. Piloting and Validation. The piloting stage is a preliminary phase in the research process where data collection instruments. Its main purpose is to identify potential issues such as ambiguous questions, unclear instructions, or design flaws. This stage allows researchers to make necessary revisions to ensure the reliability, validity, and clarity of the final instruments before full-scale data collection begins (Creswell & Creswell, 2018). Prior to administering the questionnaire within the case study, a pilot test was conducted. In the piloting stage, the questionnaires and opinionnaire were distributed to three (3) M2 students who frequently use social media to complete were the questionnaire in person. The pilot aimed to identify any ambiguous or difficult questions, verify that the responses aligned with the study's objectives, and eliminate any redundant items. The students reported that the questionnaire was clearly organized, logically structured, and contained easily understandable questions. This trial was conducted on April 6th, 2025, with all participants confirming that the questionnaire was clear, thorough, and free from repetition.

After administering the initial draft of the students' semi-structured questionnaire, it was also submitted to two experts via email for content validation. The experts recommended few revisions to enhance the clarity and accuracy of the instrument. Consequently, these recommendations were incorporated into the second version of the questionnaire.

2.1.4.2. Teachers Interviews

The interview is a data collection method in which the researcher engages directly with participants to gather in-depth information about their experiences, opinions, or perceptions. It typically involves open-ended questions that allow for detailed and flexible responses. According to Kvale (1996), an interview is “a conversation with a purpose,” aimed at obtaining descriptions of the interviewee’s lived world to interpret the meaning of the described phenomena.

The study's goals of examining EFL teachers' attitudes on how social media affects students' academic writing were carefully considered when creating the semi-structured interview guide. An important aspect of this study was the selection of interview questions. To obtain detailed and reflective responses, the researcher used open-ended questions, supplemented by follow-up prompts based on the teachers’ replies. This method encouraged teachers to share practical examples from their classroom experiences, allowing for the collection of rich and nuanced data. The interviews were recorded, then transcribed and then analyzed using thematic analysis.

2.1.4.2.1. Piloting and Validation. The piloting stage of the interview served as a crucial preliminary step in qualitative research to test the effectiveness, clarity, and appropriateness of the interview questions. It helps the researcher identify ambiguities, detect potential misunderstandings, and refine question wording or sequencing to ensure the intended meaning is conveyed (Kvale & Brinkmann, 2009). A pilot test of the interview was conducted with two EFL teachers who were not part of the main sample. This process helped assess whether the questions effectively addressed the research objectives and encouraged participants to share detailed, reflective responses. Based on the feedback received during

the pilot, minor adjustments were made to improve question clarity and ensure the interview elicited comprehensive, contextually relevant data.

In addition to that, the researcher sought expert validation to ensure its clarity, relevance, and alignment with the study's aims. Specifically, the interview and opinionnaire were emailed to two academic specialists, who confirmed that the interview was well developed, clear, and relevant to the study's objectives.

2.1.4.3. Data Analysis Procedures

Data analysis is an iterative process conducted alongside and following data collection, employing statistical techniques for quantitative data and methods like coding, thematic (content) analysis, and narrative or grounded theory approaches for qualitative data to identify and interpret key themes and relationships (Cohen et al., 2018). Since this study adopts a qualitative approach, most collected data were qualitative in nature. Because this study employs a qualitative approach, all data gathered were inherently qualitative. The researcher used a semi-structured questionnaire for M2 students, combining closed- and open-ended questions to explore their social media usage habits and perceptions of its impact on vocabulary, grammar, coherence, and overall academic writing—and semi-structured interviews with their teachers. The interviews did not yield statistical data; rather, they enriched the questionnaire findings by uncovering teachers' detailed perceptions of social media's influence on academic writing. To clarify and organize these insights, the analysis is presented through thematic tables, graphs and pie charts.

2.1.5. Population and Sampling Techniques

In social science research, sampling strategies fall into two main categories: probability sampling and non-probability sampling. Probability sampling aims to create a representative subset by giving every individual in the population an equal chance of

selection. this includes simple random, systematic, stratified random, and cluster sampling (Pandey & Pandey, 2015). In contrast, non-probability sampling methods—such as convenience, voluntary, snowball, quota, and purposive sampling indicates the selection of participants based on specific criteria or availability rather than equal-selection chances (Creswell, 2014).

In this study, a non-probability, purposive sampling strategy was employed to select M2 EFL students and their teachers because they were deemed most knowledgeable about the influence of social media on academic writing. In addition, they were expected to have extensive firsthand experience with academic writing and the influence of social media that would provide a broad spectrum of perspectives, while their accessibility within the defined case study ensures efficient and context-rich data collection. This intentional selection aligns with case study principles, maximizing the relevance and depth of insights gathered. This technique aligns with case study research, where the aim is to gain in-depth insights from a specific group rather than to generalize to a wider population. By purposefully choosing individuals with direct experience of the phenomenon, the researcher ensured that the data collected would be both relevant and richly detailed.

Accordingly, our population composed of EFL teachers and Master two students of English at department of English Language and Literature at Biskra University. More specifically, (34) M2 EFL students, identified for their regular use of social media platforms, were selected to complete the semi-structured questionnaire. In parallel, (05) EFL teachers with demonstrated expertise in teaching academic writing were chosen for in-depth, semi-structured interviews. While this techniques does not support statistical generalization, it ensures that the data are rich, contextually grounded, and deeply relevant to understanding how social media influences academic writing within the defined cohort. The researcher

purposively selected the participants based on their possession of specific characteristics essential to the study sample.

2.2. Analysis of Results

Due to the mixed-methods approach adopted in the study, the analysis process varies depending on the collected data type, whether it is quantitative or qualitative.

2.2.1. Questionnaire

Section One: Background Information

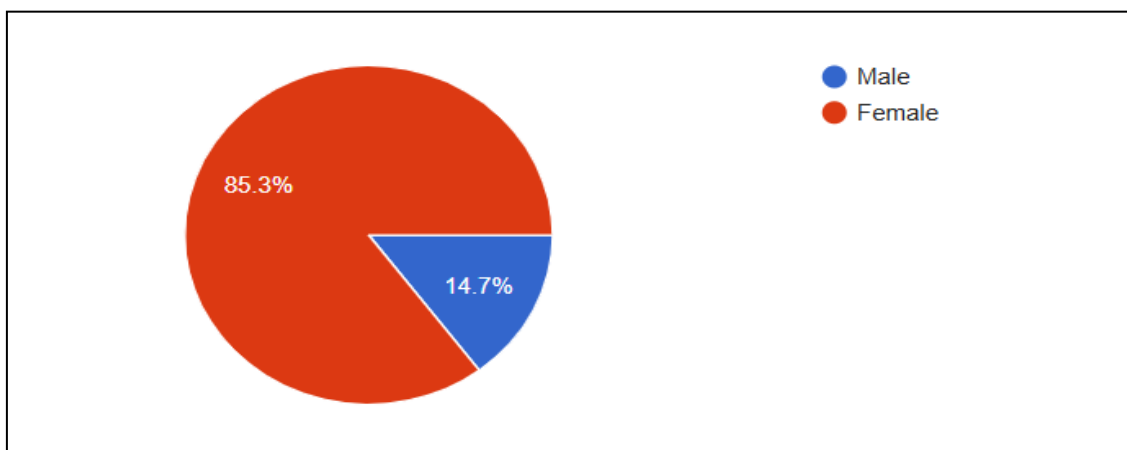
Item 01: What is your Gender?

This item illustrates students' gender distribution

Table 1

Students Gender Distribution

Gender	Number	Percentage (%)
Female	29	85.3%
Male	05	14.7%
Total	34	100%

Graph 1*Students Gender Distribution*

As illustrated in the Table 1 and Graph 1 above, the majority of respondents were female. Out of 34 Master 2 students who answered the questionnaire, 29 of them were female accounting for 85.3%. On the other hand, the number of male who answered the questionnaire is 5 male participants representing 14.7% of the total sample. The preview results indicate that females are more interested in learning English as a forging language at master level than males in Biskra University.

Item2: How frequently do you use social media platforms?

This question aims to identify how often Master 2 EFL students at Biskra University use social media platforms.

Table 2*Frequency of Students' Usage of social media*

Usage Frequency	Number	Percentage (%)
Daily	30	88.2%
Several times a week	02	5.9%

Weekly	02	5.9%
Rarely	00	00%
Never	00	00%

Based on the outputs presented in Table 2, the results of the analysis of students' responses regarding their frequency of social media use indicate that the vast majority of the sample members engage with these platforms on a daily basis. Specifically, 88.2% of the total sample, consisting of 34 students, reported daily usage. Meanwhile, the proportions of those who use social media on a weekly basis or multiple times per week were equal, each accounting for 5.9%. No instances of "rare" or "no use" were recorded. These findings reflect the widespread reliance and intensive presence of social media in the daily lives of the students.

Table 3

Descriptive Statistics of Usage Frequency

Statistics	Sample Size	Mean	Standard Deviation	Total Sum
Value	34	4.82	0.52	164

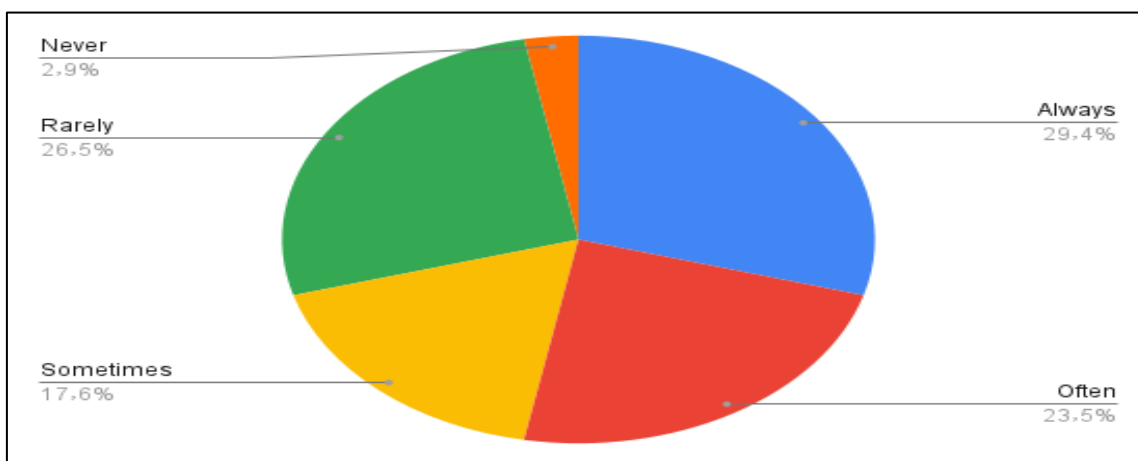
According to Table 3, the mean score of students' responses reached 4.82 on a five-point scale, indicating a high average that reflects the prevalence of daily social media use. Additionally, the standard deviation was relatively low 0.52, suggesting a high degree of homogeneity among the sample in their patterns of social media usage.

Section Two: Effects of Social Media on Academic Writing

The aim of this section is to gather detailed insights into how digital communication habits may shape or alter students' academic writing skills..

Item 3: How often do you use social media for writing in English?

The purpose of this question is to measure the frequency with which Master 2 EFL students engage in writing activities on social media.

Graph 2*The Use of Social Media for Writing in English***Table 4***Descriptive Statistics on the Use of Social Media for Writing in English*

Statistics	Sample Size	Mean	Standard Deviation	Total Sum
Value	34	3.50	1.26	119

Based on the results in Graph 2, the majority of participants engage in writing in English on social media platforms with considerable regularity. Among the 34 respondents, over half of them (52.9%) reported that they "Always" or "Often" use social media for writing in English. While 17.6% of the students selected "Sometimes" and 26.5% chose "Rarely," only 2.9% reported "Never" using social media for writing in English.

Moreover, as observed in Table 4, the mean score of 3.50 suggests a moderate to high frequency of social media use for English writing among participants. The standard deviation of 1.26 suggests a moderate degree of variability in responses, indicating that while many participants use social media for English writing frequently, a notable proportion do so less often

Item4: Which social media platform do you use the most for writing in English?
(Select all that apply)

This question aims to identify the specific social media platforms that EFL students commonly use for practicing or producing written English.

Table 5

Distribution of Social Media Platforms Most Used by Participants for Writing in English

Platforms	Number of Choices	Percentage of Responses	Percentage of Participants
Facebook	18	30.0%	56.3%
Instagram	18	30.0%	56.3%
Twitter (X)	01	1.7%	3.1%
WatsApp	11	18.3%	34.4%
TikTok	7	11.7%	21.9%
Others	5	8.3%	14.7%
Total	60	100%	186.7%

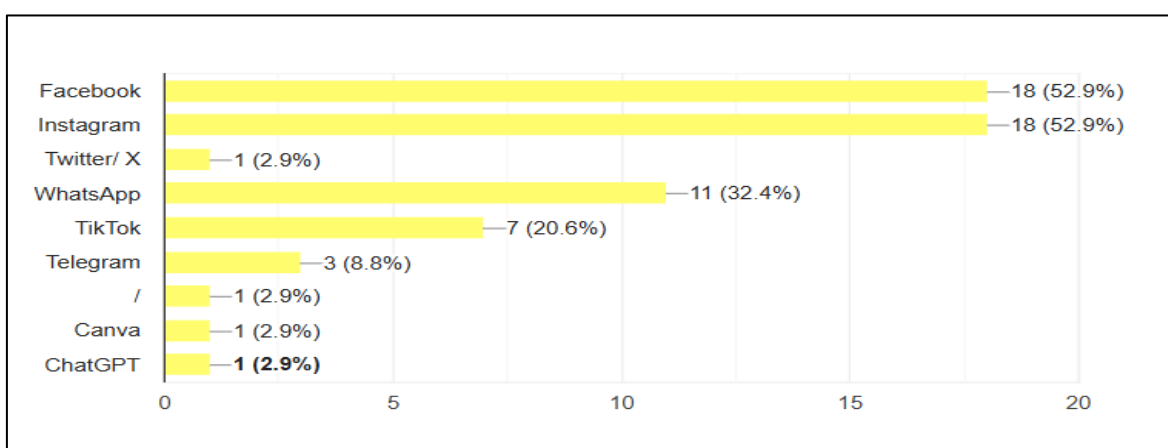
Based on the outputs of Table 5, the results of the question analysis regarding social media platforms used by students for writing in English revealed that the two most frequently used platforms are Facebook and Instagram. Specifically, 56.3% of the sample indicated

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using each of these platforms, representing 30% of the total recorded selections. Following these, WhatsApp was chosen by 34.4% of the students, accounting for 18.3% of the total responses. The results also showed that 21.9% of the students reported using TikTok, which corresponds to 11.7% of the overall selections.

Graph 3

Distribution of Social Media Platforms Most Used by Participants for Writing in English



Regarding other platforms not listed among the closed-ended options, 14.7% of the sample reported using them. These platforms included Telegram (3 students), ChatGPT, and Canva (one student each), collectively constituting 8.3% of the total selections. Conversely, Twitter registered the lowest usage rate, with only one student mentioning it, representing 1.7% of the total responses.

Item 5: To what extent do you agree with the following statements?

The goal of this question is to measure students' attitudes and opinions towards the following statements on a graded scale, typically using a Likert scale format. The statements are:

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- My social media usage has influenced my vocabulary choice in academic writing.
- Unconsciously I use informal words (slang, abbreviations) in academic writing.
- My sentence structure has been affected by my habits on social media

Graph 4

Students' Perceptions of the Influence of Social Media Usage on Academic Writing Skills

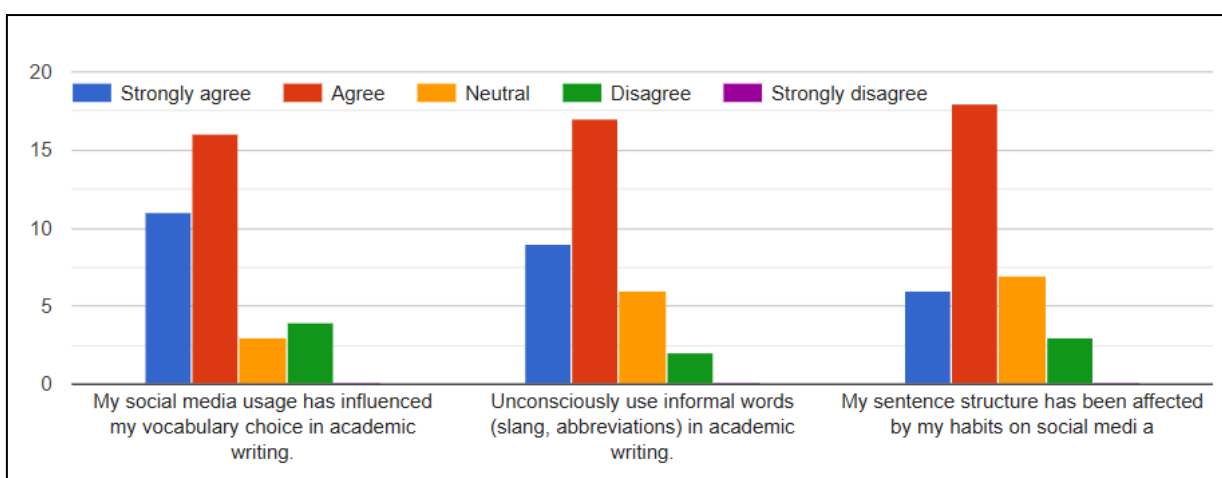


Table 6

Descriptive Statistics of Students' Perceptions of the Influence of Social Media Usage on Academic Writing Skills

Statements	Sample Size	Mean	Standard Deviation	Total
Statement 1	34	4.00	0.95	136
Statement 2	34	3.79	0.83	135
Statement 3	34	3.79	0.84	129

On a 5-point Likert scale, the descriptive statistics show that all three assertions had mean values near or above 3.75. The highest mean score, 4.00, with a standard deviation of 0.95, was given to Statement 1: "My social media usage has influenced my vocabulary choice in academic writing." The means of statements 2 and 3, which deal with the unintentional use of colloquial language and its impact on sentence structure, are 3.79, while the standard deviations are 0.83 and 0.84, respectively. These numbers show that respondents generally concur that using social media has a big impact on their academic writing.

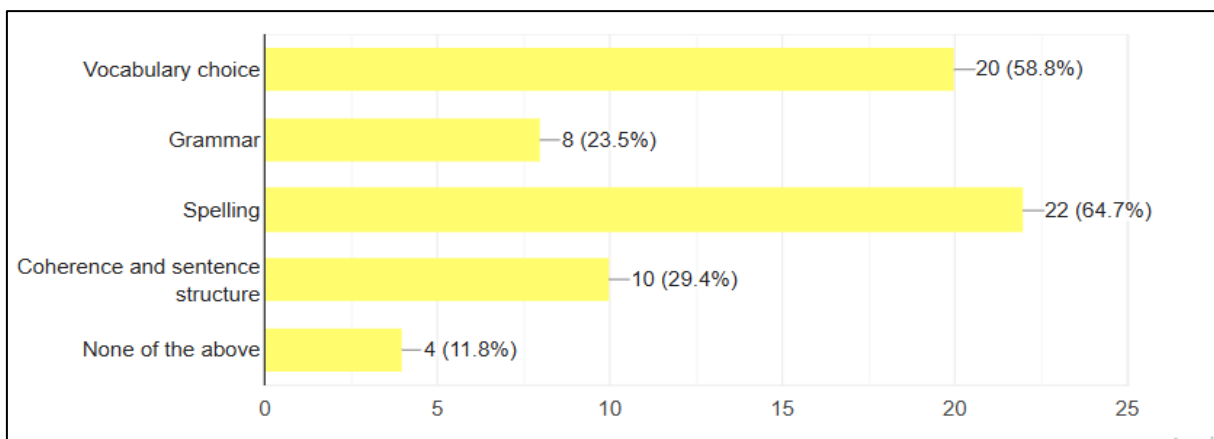
These results are further corroborated by the results in Graph 4, which demonstrates that most students "agree" or "strongly agree" with each of the three claims. For every sentence, the "agree" option is the most often chosen response; very few students indicated dissent or extreme disagreement. This distribution demonstrates a robust and uniform perception throughout the sample.

Item 6: Which of the following writing aspects do you think has been most affected by your social media usage? (Select up to 2 options)

This question seeks to elicit informed self-assessments regarding the aspects of writing that may have undergone noticeable influence—whether positive or negative—as a consequence of habitual interaction with digital communication platforms.

Graph 5

Distribution of Students' Responses Regarding Social Media's Influences on Writing Components

**Table 7**

Distribution of Academic Writing Aspects Most Affected by Social Media Usage

Writing Aspects	Number of Choices	Percentage of Responses	Percentage of Participants
Vocabulary	20	31.3%	58.8%
Grammar	9	14.1%	26.5%
Spelling	21	32.8%	61.8%
Coherence	10	15.6%	29.4%
None	4	6.3%	11.8%
Total	64	100%	188.2%

The analysis of students' responses, as illustrated in Graph 5 and Table 7, reveals that vocabulary choice is perceived as the most affected aspect of academic writing due to social media usage, with 20 out of 64 total choices (31.3% of responses) and 58.8% of participants indicating its influence. Spelling follows closely, accounting for 19 choices (29.7% of responses) and impacting 55.9% of participants, while grammar is identified by 14 responses

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(21.9%) and 41.2% of participants as being influenced. Coherence and cohesion are considered the least affected, with only 10 responses (15.6%) and 29.4% of participants selecting this aspect. Remarkably, just one responder (1.6%) said that social media had no influence on any part of writing. According to these statistical results, students primarily identify vocabulary and spelling as the aspects of academic writing that are most susceptible to the negative effects of social media, while grammar and coherence are less affected. This underscores the necessity of focused educational interventions to target these particular areas.

Item 7: How difficult is it for you to switch from social media writing habits to academic writing?

This question aims to investigate students' perceived level of difficulty when shifting from the informal writing styles commonly used on social media platforms to the more structured and formal nature of academic writing.

Graph 6

Students' Perceived Difficulty in Transitioning from Social Media to Academic Writing

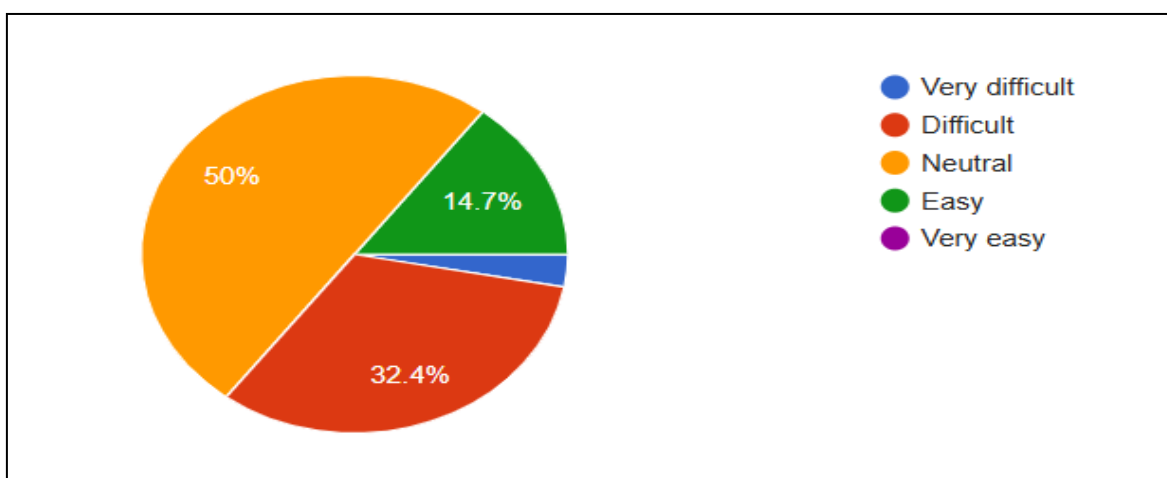


Table 8*Students' Perceived Difficulty in Transitioning from Social Media to Academic Writing*

Statistics	Sample Size	Mean	Standard Deviation	Total
Value	34	2.76	0.74	94

According to the statistical insights shown in Table 8 and Graph 6, students generally view this shift as relatively difficult, with a mean score of 2.76 (SD = 0.74) on a Likert scale. This conclusion is clearly supported by the pie chart: 50% of respondents assessed the shift as "neutral," 32.4% found it "difficult," and 14.7% found it "very difficult," while just a small minority thought it "easy" or "very easy." Together with the comparatively low mean and moderate standard deviation, the prevalence of "neutral" and "difficult" replies indicates that, although a sizable percentage of students do not find the shift particularly difficult, a sizable amount do.

These findings highlight the necessity of focused assistance and teaching methods to enable more seamless transitions from casual social media communication to the more formal standards needed for academic writing.

Item 8: What are the most common mistakes you make in academic writing due to social media influence?

The aim of this question is to identify the recurrent errors in students' academic writing that can be attributed to the linguistic and stylistic influence of social media usage.

Table 9*Students' Most Common Mistakes*

Most Common Mistakes	Number of Choices	Percentage of Responses	Percentage of Participants
Grammar Errors	09	18.37%	26.47%
Lack of Coherence	06	12.24%	17.65%
Informal Vocabulary	25	51.02%	73.53%
Spelling Mistakes	08	16.33%	23.53%
None	01	2.04%	2.94%
Total	49	100%	144.12%

According to Table 9's data, "Informal Vocabulary" is the most common problem, appearing in 25 out of 49 total choices (51.02% of responses) and being mentioned by 73.53% of participants. This suggests that students have a strong propensity to use non-academic language, which is probably influenced by their social media usage. At nine selections (18.37%) and 26.47% of participants, "Grammar Errors" is the second most common mistake. "Spelling Mistakes" comes in second with eight choices (16.33%) and 23.53% of participants. The less frequently reported "Lack of Coherence" affects 17.65% of individuals and has six alternatives (12.24%). It is noteworthy that just one respondent, or 2.04% of participants, said there were no typical mistakes.

These results highlight the fact that students' informal vocabulary is the most common problem, with grammar and spelling also being major areas of concern. According to this distribution, academic writing treatments should emphasize teaching students to identify and steer clear of colloquial language while simultaneously focusing on spelling and grammar correction to improve writing quality overall.

Item 9: Do you think social media has a negatives or positive influence on your academic writing?

This question aims to assess students' overall perception of social media's impact, positive or negative, on their academic writing.

Graph 7

Students' Attitudes towards Social Media Influence

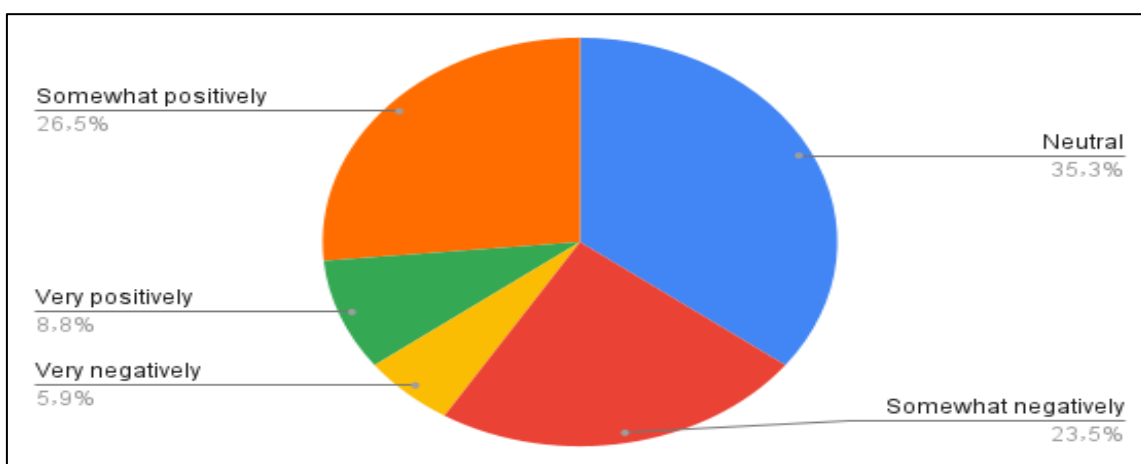


Table 10

Students' Attitudes towards Social Media Influence

Statistics	Sample Size	Mean	Standard Deviation	Total
Value	34	3.08	1.05	105

The 34 respondents' responses are distributed in a complex manner, as seen in Graph 7 and Table 10. On a Likert-type scale, the mean attitude score is 3.08 with a standard deviation of 1.05, indicating that students generally have a neutral to somewhat favorable opinion about the impact of social media. This distribution is further depicted in the pie chart: The majority of students—35.3%—selected "Neutral," with 26.5% viewing the influence

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"Somewhat positively." In contrast, only 5.9% thought social media influence was "Very negatively," 8.8% thought it was "Very positively," and 23.5% thought it was "Somewhat negatively." A moderate range of responses is shown by the comparatively large standard deviation, which reflects the sample's varied attitudes.

Overall, these results imply that although a majority of students maintain a neutral stance, a sizable fraction view social media's influence favorably, with fewer students voicing disapproving opinions. This distribution emphasizes the intricacy of student viewpoints and the significance of taking into account both good and negative aspects when assessing how social media affects educational settings.

Item 10: Have you tried to change your writing habits to reduce social media negative influence?

The goal of this question is to investigate whether students have taken conscious steps to modify their writing practices in order to counteract the negative influence of social media on their academic writing.

Graph 8

Changing Writing Habits Due to Social Media Influence

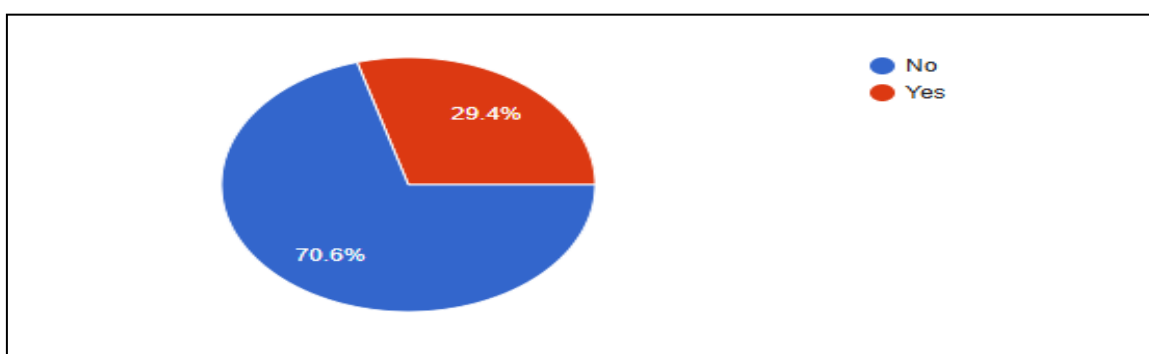


Table 11

Changing Writing Habits Due to Social Media Influence

The answer	Frequency	Percentage (%)
Yes	24	70.6%
No	10	29.4%
Total	34	100%

From the results in Graph 8 and Table 11 we notice that out of 34 respondents, 24 students (70.6%) indicated that they have changed their writing habits as a result of social media, while 10 students (29.4%) reported no change. The pie chart visually reinforces this distribution, with a substantial majority selecting "Yes" and a smaller proportion selecting "No." This significant majority suggests that social media exerts a considerable influence on students' writing behaviors, prompting most students to adapt or alter their academic writing practices. The findings highlight the pervasive reach of social media in shaping not only language use but also broader writing habits, underscoring the importance of addressing these changes in educational settings to ensure that students maintain appropriate academic writing standards.

➤ Respondents Justifications of their Answers

The respondents, who answered with yes, were asked to explain how they changed their habits in order to reduce social media platforms influence. Some of the participants reported efforts to reduce screen time by allocating specific periods for social media engagement, coupled with increased utilization of traditional pen-and-paper methods for journaling and other writing activities. Additionally, respondents engaged in reading books and producing book reviews as a means to social media's impact. Second, participants actively sought strategies to improve their academic writing abilities, such as taking academic writing classes, preparing on standardized writing tests (like the IELTS), and

reading materials about academic writing. These tactics show that students are actively working to mitigate the negative impact of social media on their writing..

Thus, according to the findings, we observe that students are aware of the potential negative impact of social media on their academic writing and are taking deliberate steps to preserve and improve their writing skills

Section Three: Teaching Strategies and Institutional Support

The aim of this section is to examine the pedagogical approaches and institutional measures implemented to support students in overcoming the negative effects of social media on academic writing.

Item 11: Do your teachers discuss the impact of social media on academic writing in class?

This question aims to assess whether teachers actively address the impact of social media on academic writing during instruction.

Table 12

Discussing Social Media Influence on Academic Writing

The answer	Frequency	Percentage (%)
Yes	20	58.8%
No	14	41.2%
Total	34	100%

It is clear from the statistics in Table 12 that 20 students (58.8%) out of 34 respondents said their teachers do bring up this subject in class. However, according to 14 students (41.2%), there is no discussion of it. According to this distribution, most educators are actively including students in discussions on social media's impact on academic writing, demonstrating their understanding of the platform's applicability in modern learning

environments. Nonetheless, the fact that more than 40% of students have never heard of such conversations suggests that teaching methods vary and that there is need for this subject to be more uniformly incorporated into academic writing curriculum.

This finding underscores the importance of systematically addressing the challenges and implications of social media use within educational settings to better prepare students for academic writing demands.

Item 12: What strategies do you think teachers should use to help students overcome social media's negative effects on academic writing?

This question aims to explore students' views on teaching strategies that could help reduce social media's negative impact on academic writing.

Table 13

Students' Views on Teaching Strategies

Theme	Description	Example Strategies
Academic Writing Practice	More writing exercises, workshops, journaling	Books, textbooks, handouts
Raising Awareness	Educating students about social media's negative impact	Classroom discussions, sensitization
Encouraging Reading	Promoting reading of formal and academic texts	Ban informal language in class, reduce social media usage
Peer Feedback	Using peer review and collaborative correction	Peer feedback sessions

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Limiting Informal Language and Social Media Use	Discouraging informal language and excessive social media	Creative use of platforms, formal language in chats
Linking Academic Writing to Social Media	Using social media positively and academically	Creative use of platforms, formal language in chats
Uncertainty/General Suggestions	Lack of specific ideas or broad suggestions	“No idea”, “several strategies”

Several important themes emerged from the examination of students' answers to the question about methods teachers should employ to lessen social media's detrimental effects on academic writing. The focus on encouraging academic writing practice was a recurring topic. To improve students' academic writing abilities, several students recommended that professors promote more regular and diverse writing assignments, like essays, research papers, and journaling. Peer review sessions and writing workshops were also suggested as useful ways to give students chances to hone their writing skills in a constructive setting. Students' awareness of the need to blend formal academic writing with informal social media language through consistent effort and participation is shown in this practice-focused approach.

The necessity of increasing awareness of the detrimental effects of social media on academic writing was another significant subject. A number of students pointed out that educators ought to talk openly about the negative consequences of social media language usage, like the excessive use of acronyms and colloquial terms, and urge students to consider how these behaviors may affect their academic performance. It was believed that raising students' awareness of these problems was essential to encouraging them to use more suitable language and writing styles.

The idea of promoting the reading of formal and scholarly books was closely tied to this. Students often stated that in order to help them develop their vocabulary and expose

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them to appropriate academic writing styles, teachers should encourage their students to read a lot of books, scholarly papers, textbooks, and other formal materials. It was thought that making these tools available and incorporating them into lessons would help students become better writers and less dependent on colloquial language from social media.

The data also revealed the theme of collaborative learning and peer feedback. According to some students, professors should lead peer review meetings where students can comment on and edit each other's work. In addition to encouraging critical thinking and self-awareness, this method builds a cooperative learning atmosphere that aids in the growth of academic writing abilities.

In order to lessen its detrimental impacts, a number of students also suggested restricting the use of colloquial language and cutting back on social media use. Among the recommendations were banning colloquialisms in the classroom, restricting the overuse of acronyms, and urging pupils to limit their social media usage. These answers show that teachers are aware of the widespread impact of informal digital communication and want to draw more distinct lines between academic and informal language environments.

Interestingly, fewer students suggested making a positive connection between social media and academic writing. They suggested that professors encourage the use of formal language even in digital communication by assisting students in using social media platforms more creatively and academically. This shows an understanding that social media is a vital part of students' life and that utilizing it positively could enhance academic writing growth.

Finally, it's important to note that several students acknowledged a lack of particular ideas or ambiguity about techniques, which suggests that the problem is complicated and may call for additional support and advice from instructors. All things considered, these results imply that a comprehensive strategy that incorporates more practice, awareness-building, reading encouragement, peer cooperation, language control, and creative social

media use could successfully assist students in overcoming the detrimental effects of social media on their academic writing.

2.2.1.1. Discussion of the Result

The results of the questionnaires provided by Master 2 EFL students show that social media platforms have a complex and multidimensional effect on academic writing skills. The findings highlight that although social media is a useful instrument for informal practice and language exposure, it also presents serious problems that may compromise formal academic writing standards.

One notable finding is that students usually admit that social media has an impact on their academic writing's language selection, grammatical precision, and general coherence. Many participants report using colloquial language, casual idioms, and abbreviations—all of which are common on social media sites like Facebook, Instagram, and WhatsApp—in their academic writing. This observation supports the claims made by Abdelhakim and Ahmed (2023) that regular use of digital communication can make it difficult to distinguish between formal and informal registers, particularly for EFL learners. Alharbi's (2024) results about the ongoing difficulty of "register switching" among advanced EFL students are further supported by students' reports of transferring non-standard grammar and fragmented syntax from social media into academic writing.

The information also shows how hard it is for students to modify their writing to fit academic requirements. The speed and brevity of social media interactions can lead to disjointed thoughts and a lack of coherence in academic work. Effective academic writing requires coherence and suitable tone, both of which students acknowledge they struggle to maintain. According to earlier studies (Al-Ali, 2014; Al-Naibi et al., 2018), informal digital communication has a detrimental effect on the structure and readability of scholarly papers.

Notwithstanding these difficulties, the answers to the questionnaire show a range of opinions regarding social media's place in academic writing. Some students highlight possible advantages, even though many are aware of the disadvantages, which include a rise in grammatical errors and colloquial language. These include heightened motivation to write in English, more chances for group learning, and improved audience awareness. This dual viewpoint is supported by the literature (Khan, 2022), which contends that social media can aid in some facets of language development if used properly.

Importantly, a number of students express a desire for more specific training and advice on how to traverse the boundaries between informal and formal writing. This implies that teaching academic writing and digital literacy together may enable students to maximize social media's benefits while reducing its drawbacks. As a result, educators play a crucial role in facilitating this process. The findings show that effective instructional tactics should involve clear teaching regarding register, genre, and audience, as well as opportunities for students to practice formal writing in both digital and academic contexts.

In conclusion, the questionnaire's results support the study's original hypotheses: frequent usage of social media does raise the risk of colloquial language, grammatical errors, and an unintelligible structure in academic writing. EFL students have a difficult time telling the difference between formal and informal writing, and their opinions on social media's influence are nuanced, expressing both worries and an appreciation of its possible advantages. Addressing these difficulties will need a balanced strategy that blends digital literacy into academic writing teaching, enabling students to become more adaptive and proficient writers in both contexts.

2.2.2. Teachers' Interviews

Item 01: Could you briefly describe your experience in teaching English at the Master 2 level?

The question aimed to highlight teachers' experience in teaching Master 2 students.

Table 14

Teachers' Teaching Experience

Interviewees	Answers
<p>Teacher 01</p>	<p>I have had a rewarding experience teaching English at the Master 2 level, working with highly motivated students who already have a strong language foundation. My focus has been on developing their critical thinking, research skills, and academic writing, particularly in applied linguistics and literature. I've enjoyed guiding them through complex texts, research methodologies, and academic discourse, and it's been fulfilling to see their intellectual growth and development of scholarly voices in a stimulating classroom environment.</p>

Teacher 02	I've taught English at the Master 2 level for a few years. In my classes I usually focus on students' level at academic writing, literary analysis, and critical thinking. My classes typically involve discussions, text analysis, and writing workshops, helping students refine their skills and produce high-quality research papers. I've worked with students from diverse backgrounds, adapting my teaching approach to meet their needs and interests.
Teacher 03	I taught Master students for about three years. It was a brilliant experience.
Teacher 04	It has been such an informing, fruitful and interesting experience.
Teacher 05	I have taught Master 2 students for one year in discourse analysis module, and it had been such a great experience

The interview responses indicate that teachers generally find teaching English at the Master 2 level to be a rewarding and stimulating experience. They highlight working with highly motivated students who already have a strong language foundation. Developing students' critical thinking, research, and academic writing skills is the primary goal, and this is frequently accomplished through seminars, workshops, and conversations.

Teachers express satisfaction with the intellectual engagement and professional growth this level offers. While some responses are detailed, emphasizing specific teaching methods and fulfillment, others are brief but still reflect a positive and meaningful experience.

Item 2: What kinds of assignments do you generally provide your students with for academic writing?

The aim of this question is to explore the types of assignments teachers give to their Master 2 students.

Table 15

Types of Assignments administered by teachers

Interviewees	Answers
<p>Teacher 01</p>	<p>Depending on the course level and subject matter, I generally provide my students with a diverse range of assignments designed to develop various essential skills: analytical essays to dissect complex texts or issues and formulate well-supported arguments; research papers to foster research and synthesis abilities such as the exploration of scholarly sources and the integration of evidence into their own analysis; argumentative essays to take a stance on a debatable topic and persuasively support their</p>

	claims with logical reasoning and evidence; and summary and response papers to cultivate concise and focused writing.
Teacher 02	I usually ask learners to summarise lessons and check extra resources and write what they learnt about a particular idea or theory.
Teacher 03	I usually ask them to write essays, or summarise articles or book extracts
Teacher 04	I ask them to do research and write a research paper round a given topic
Teacher 05	The nature of discourse analysis module does not require a lot of assignments and research papers. So, in the year I have taught Master 2 I did not give them any assignments

According to the teachers' comments, a variety of assignment kinds are used to help students hone their research and analytical writing abilities. For instance, Teacher 01 explains giving students research papers, summaries, critical reviews, and analytical essays with the goal of promoting critical thinking and cogent arguments. In a similar vein, Teacher 02 talks about giving students research-based essays and book reviews, which call for them to interact with scholarly sources and offer their own assessments. Teacher 03 and Teacher 04 also highlight the use of written essays and research papers, with Teacher 03 sometimes assigning book reviews to diversify students' writing experiences. Teacher 05 notes a preference for research analysis and critical review assignments, emphasizing depth over quantity by not giving many short tasks. Overall, the results show that educators place a high value on lengthy, research-based assignments that encourage students to think critically and independently about the subject matter.

Item 03: Have you observed the influence of social media usage on the academic writing of your students? If yes, what is the type of influence? (Negative or positive)

To explore instructors' experiential insights into the perceived impact of social media engagement on students' academic writing practices.

Table 16

Teachers' Perspectives on the Nature of Social Media's Influence on Academic Writing

Interviewees	Answers
Teacher 01	<p>Yes, I've observed the influence of social media on students' academic writing.</p> <p>Unfortunately, the impact is often negative, manifesting in:</p> <ul style="list-style-type: none"> - Informal tone and language

	<ul style="list-style-type: none"> - Overuse of abbreviations and colloquialisms - Lack of coherence and structure - Increased plagiarism and patch writing - Decreased attention to grammar, punctuation, and spelling - Reliance on oversimplified or superficial content These habits can compromise the quality and credibility of academic writing.
Teacher 02	Yes, I have observed. The influence is predominantly negative: a decline in formal tone, imprecise vocabulary, and a disregard for standard punctuation and sentence structure in their academic essays and research papers.
Teacher 03	I cannot say the impact of social media precisely, but there is the influence of internet and it's negative.
Teacher 04	Yes, positive
Teacher 05	Yes, sure. Particularly negative one, like using abbreviations, less academic language, etc.

The teachers' responses to the question regarding the influence of social media usage on students' academic writing reveal a strong consensus about the predominantly negative

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impact of social media on writing quality at the Master 2 level. This theme is evident across nearly all responses, with teachers identifying several specific areas of concern that align with current academic discourse on digital literacy and language change.

Firstly, the responses highlight a decline in formal writing standards, which teachers attribute to the informal nature of communication on social media platforms. Teacher 01 provides a detailed account, noting issues such as the overuse of abbreviations and colloquialisms, lack of coherence and structure, and increased plagiarism and spelling mistakes. This teacher also observes a diminished attention to grammar, punctuation, and spelling, as well as a reliance on superficial or unverified content. These observations are consistent with research findings that suggest social media can erode students' awareness of academic conventions and encourage writing habits that are incompatible with scholarly expectations. Teacher 02 echoes these concerns, specifically mentioning a decline in formal register, reduced vocabulary, and a tendency for students to use informal patterns and shortcuts in their academic essays and research papers. This response underscores the challenge students face in transitioning from the casual, rapid communication style of social media to the more rigorous demands of academic writing.

Other teachers provide more succinct answers, but their perspectives reinforce the overall negative assessment. Teacher 03 directly states that the influence of social media is "mostly negative," while Teacher 04 simply affirms the existence of this influence. Teacher 05 elaborates that the negative effects are particularly evident in the use of abbreviations and loss of academic language.

Collectively, these responses suggest that social media usage poses significant challenges for academic writing at the graduate level. The main issues identified include the infiltration of informal language, reduced attention to academic conventions, and a general

decline in the quality and credibility of student writing. These findings highlight the need for targeted pedagogical interventions that help students recognize and overcome the influence of social media on their academic work, such as explicit instruction in academic writing conventions, critical digital literacy, and strategies for maintaining formality and coherence in scholarly communication. Including these insights in your dissertation will underscore the importance of addressing digital influences in contemporary academic writing instruction.

Item 04: Based on your viewpoint, what aspects of writing are most affected by social media use?

The purpose of this question is to elicit participants' perceptions regarding the dimensions of writing most susceptible to the influence of social media usage.

Table 17

Teachers' Views on the Writing Aspects Most Impacted by Social Media

Interviewees	Answers
Teacher 01	The aspect most affected is creativity and vocabulary
Teacher 02	Accuracy, organization, vocabulary, tone and style
Teacher 03	Grammar, sentence structure, and punctuation marks
Teacher 04	Diction and style
Teacher 05	I would say, mainly, grammar.

According to the teachers' comments, which are displayed in the table, there is general agreement that social media use has a detrimental effect on a number of essential

elements of academic writing at the Master 2 level. Most significantly, educators point to specific impacts on creativity, vocabulary, grammar, and style. For instance, Teacher 02 highlights the wide range of effect by expanding on Teacher 01's ideas on originality and language to include accuracy, organization, tone, and style. Teachers 03 and 05 provide a strong emphasis on punctuation, syntax, and sentence structure, arguing that students' understanding of academic traditions may be undermined by the casual language patterns of social media. Teacher 04 also identifies style and diction as problematic.

When taken as a whole, these answers imply that the informal communication style of social media compromises students' academic writing in terms of both technical precision and expressive quality, highlighting the necessity of focused teaching tactics to address these issues in higher education.

Item 05: Do students find it difficult to differentiate between formal academic writing and informal social media writing?

The aim of this question is to investigate students' ability to distinguish between the conventions of formal academic writing and the informal style characteristic of social media discourse.

Table 18

Teachers' Perspectives on Students' Awareness of Writing Register Differences

Interviewees	Answers
Teacher 01	Yes, sometimes.

Teacher 02	They do yes
Teacher 03	Of course
Teacher 04	Yes
Teacher 05	Yes, many of them do.

According to the data displayed in the above table we observe that the participants' answers reveal a unanimous agreement among the interviewed teachers that social media does indeed influence students' academic writing. The consistency of affirmative responses—such as “Yes, sometimes,” “They do, yes,” “Of course,” “Yes,” and “Yes, many of them do”—demonstrates a collective recognition among educators of the tangible impact social media has on writing. While the answers do not specify particular aspects such as grammar, vocabulary, or structure, the unequivocal nature of the responses suggests that teachers perceive the effect of social media as both widespread and significant. This highlights the importance of further investigation into the specific dimensions impacted and supports the integration of targeted pedagogical interventions in academic writing curricula.

Item 06: Which writing mistakes do you frequently notice that can be connected to students' usage of social media?

The purpose of this question is to identify recurrent writing errors that may plausibly be attributed to students' engagement with social media platforms.

Table 19*Recurrent Writing Errors Attributed to Social Media Use: Teachers' Observations*

Interviewees	Answers
Teacher 01	<p>Some common writing mistakes linked to social media usage include:</p> <ol style="list-style-type: none"> 1. Informal language and tone: Using slang, abbreviations, or colloquialisms in formal writing. 2. Typos and grammatical errors: Careless mistakes due to habitual brevity in social media posts. 3. Lack of coherence and structure: Disjointed paragraphs or poor logical flow. 4. Overuse of clichés and buzzwords: Relying on trendy phrases rather than precise language. 5. Inadequate citation and referencing: Potential for plagiarism due to casual online content sharing. <p>These mistakes can undermine the quality and credibility of academic writing.</p>
Teacher 02	Abbreviated writing (ex: 2be, w8, n8, etc) , no punctuation mark, no capitalization, incorrect verb conjugation
Teacher 03	They use abbreviations a lot and very informal language.
Teacher 04	The use of informal expressions and some slanginess
Teacher 05	Mostly, the use of abbreviation, informal tone, grammar like omitting the s of the third person pronoun.

As observed in the table, the most frequently mentioned issues include the use of informal language and tone, such as slang, abbreviations, and colloquialisms, as well as grammatical errors and typos. Teachers also note a lack of coherence and structure in students' writing, frequent use of informal expressions, and inadequate citation or

referencing. Additionally, problems like sentence blurring, omission of punctuation and capitalization, and confusion of verb tenses are highlighted. Overall, the responses indicate that social media habits lead to a more casual, less accurate, and less organized style of writing in academic contexts.

Item 07: How do students usually react to your criticism on these matters?

The aim of this question is to examine teachers' perspectives on students' typical reactions to corrective feedback related to writing issues influenced by social media.

Table 20

Teachers' Observations of Students' Reactions to Feedback to Social Media-Related Writing Issues

Interviewees	Answers
Teacher 01	Most of them don't really care or benefit from teacher's correction of those mistakes
Teacher 02	They build on them and take them into account.
Teacher 03	They react with heedful consideration
Teacher 04	No reaction
Teacher 05	Most of the time, they accept it and do not take it in a personal way.

The table summarizes teachers' observations of how students respond to feedback on social media-related writing issues. The responses show a range of student attitudes: some students are indifferent or show no reaction (Teachers 01 and 04), while others respond

positively by considering or building on the feedback (Teachers 02 and 03). Teacher 05 notes that most students accept the feedback without taking it personally. Overall, student reactions vary from disengagement to constructive acceptance, indicating different levels of openness to improving their academic writing based on teacher feedback.

Item 08: Would you mention any methods or teaching practices you personally use to help your students overcome the negative impact of social media on their academic writing performance?

To identify teaching practices used to reduce the negative impact of social media on students' academic writing.

Table 21

Pedagogical methods implemented by Teachers

Interviewees	Answers
Teacher 01	I usually ask them to write paragraphs or essays inside the classroom without the use of the phone
Teacher 02	I usually teach writing as it is without focus on overcoming this particular issue.
Teacher 03	I ask them to read academic books
Teacher 04	Dictation and reading
Teacher 05	I try to encourage them to use social media not only for informal content, but using them for academic purposes like following academic content.

The table reveals varied approaches among teachers regarding the negative influence of social media on students' academic writing. Teacher 01 employs a restrictive strategy by banning phone use during writing tasks, aiming to minimize distractions and informal

language. Teacher 02 does not address the issue directly, maintaining a traditional focus on standard writing instruction. Teacher 03 encourages academic reading, while Teacher 04 uses dictation and reading exercises to reinforce formal language skills. Notably, Teacher 05 adopts an integrative approach, guiding students to use social media for academic purposes rather than solely informal communication.

Overall, the responses highlight a mix of direct restriction, traditional literacy practices, and positive digital integration. However, most teachers rely on conventional methods, with only a minority explicitly addressing social media's unique challenges. This suggests a need for more targeted strategies and professional development to effectively support students in overcoming the negative impact of social media on academic writing.

Item 09: What is your advice for other teachers and educators concerning the effect of social media on students' academic writing?

The goal of this question is to elicit experienced-based recommendations from teachers regarding effective strategies for addressing the influence of social media on students' academic writing.

Table 22

Teachers' Advice for Other Teachers

Interviewees	Answers
Teacher 01	My advice for educators includes:

	<ol style="list-style-type: none"> 1. Raise awareness: Discuss the differences between formal and informal writing. 2. Set clear expectations: Establish guidelines for academic writing standards. 3. Model good writing: Demonstrate proper writing techniques. 4. Provide feedback: Address specific areas for improvement. 5. Encourage critical thinking: Teach students to evaluate online sources critically. 6. Integrate digital literacy: Incorporate lessons on responsible social media use. 7. Foster a growth mindset: Emphasize writing as a skill that develops over time. By taking these steps, educators can help students develop strong academic writing skills despite social media's influence.
Teacher 02	Teach writing to inspire creativity, not simply to write according to rigid inflexible standards.
Teacher 03	They should advise their students to use social media with some cautiousness and care.
Teacher 04	Try to overcome social media writing in academic situation
Teacher 05	From my perspective, this is student-centred matter. As for that, my advice is for students rather than teachers. They should control they social media usage and manage the content they follow.

Teachers suggest several strategies to help students overcome the negative effects of social media on academic writing. Teacher 01 recommends raising awareness about the

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differences between formal and informal writing, setting clear guidelines, modeling good writing, giving specific feedback, promoting critical thinking, and using real-life examples to illustrate mistakes. Teacher 02 emphasizes rejecting social media standards in favor of academic norms. Teacher 03 advises cautious social media use and keeping informal language out of academic work. Teacher 04 encourages regular academic writing practice. Teacher 05 suggests using social media intentionally for academic purposes, such as following educational pages, to turn it into a learning tool rather than a distraction.

Overall, the advice combines awareness, skill-building, and positive engagement with digital media to improve academic writing.

Item 10: Would you like to add anything else regarding this topic?

The goal of this question is to provide respondents with the opportunity to share additional insights, reflections, or concerns that may not have been addressed in the preceding items.

Table 23

Teachers' Additional Insights

Interviewees	Answers
Teacher 01	Teachers' duty in this era is raise students' awareness about the importance of “digital literacy” in today's educational landscape. Educators can play a crucial role in teaching students how to navigate the digital world effectively, including understanding the nuances of different writing styles for various contexts (e.g., academic vs. social media). By fostering both critical thinking and adaptability in writing, educators can better prepare students for success in both their academic and professional lives.
Teacher 02	Using social media may prove to be beneficial for language practice despite the negative influence
Teacher 03	Social media truly contribute to the efficiency of academic writing but they do have side effects.
Teacher 04	No, best regards
Teacher 05	No, thank you. Best of luck.

The teachers' additional insights reveal both challenges and opportunities regarding social media's impact on academic writing. Teacher 01 offers a nuanced perspective, emphasizing that digital literacy is now essential. They argue that students must learn to navigate and adapt to different writing contexts—formal and informal—highlighting the educator's role in fostering this adaptability. This suggests that rather than simply resisting

social media's influence, integrating digital literacy into teaching can empower students to use digital platforms more effectively and responsibly. Teacher 02 focuses on the risks, noting that social media may desensitize students to language accuracy, which can undermine their academic writing skills. Teacher 03 adds that social media not only affects writing efficiency but can also introduce additional negative side effects, possibly alluding to issues like distraction or overuse of informal language. In summary, while there is clear concern about social media's negative influence, the responses—especially from Teacher 01—point to the value of proactive, literacy-based educational strategies that help students adapt and thrive in a digital world.

2.2.2.1. Discussion of the Results

A careful examination of the teachers' interview answers shows many related themes involving social media and Master 2 EFL students' academic writing. Teachers often said that students' academic assignments often reflect informal language, shorter forms, and faulty grammar because of using social media sites all the time. These observations show that students' writing styles are changing as they bring their digital writing style to school. Teachers reported seeing cases of “u” for you, emojis, and sentences that are incomplete or run-on; these all compromise the formal quality and coherence expected of essays.

Teachers often complain that students do not know how to differentiate between the informal register seen on social media and the formal style they see in school. Many students seem unaware of appropriate register. Consequently, their written submission shows inconsistency not only in tone but also in vocabulary and organization. This difficulty is mostly seen at the stage of Master 2 students who must be an advanced academic. Teachers said they have problems because social media has more concise and quick interactions. Academic writing is longer and has evidence.

Teachers generally think bad things about social media and its influence on students. Several teachers highlighted that they had a bigger workload to correct unwieldy structures, grammatical errors, and inappropriate vocabulary. Academic literacy standards are thought to be declining as a result of the many occurrences of these problems. Nonetheless, some teachers recognised that social media can have benefits for pedagogy, for example, greater awareness of audience, collaborative learning and authentic use of language. When built into the curriculum these features may help develop language. But students must be explicitly taught about register and style.

According to a teacher, strategies to overcome negative social media effects on writing were suggested. One of the most significant recommendations emerging from the investigation was to explicitly instruct the differences between informal and formal registers. Teachers advocated for special lessons and practical activities where students change informal social media material into formal academic writing. Also stressed was the necessity of training students in digital literacy that entails evaluating sources, citing ethically and using language appropriate to the context. In addition, some teachers suggested implementing peer review and collaborative writing in academic blogs or closed social media groups. Such activities allow students to use formal registers and enjoy the interactive features of online platforms.

Insights from these interviews reveal that social media has a complex relationship with academic writing that is not straightforward. Although social media offers authentic uses of language, they can make writing no longer suitable or explicit and informal for academic work. The results show how important structured teaching interventions and ongoing teacher support may help students deal with these challenges. By enhancing students' linguistic knowledge and building their digital literacy, teachers can help students

maintain formal writing standards while taking advantage of the motivating factors of technology use and digital communication.

Overall, the teachers' views indicate the challenges and opportunities of using social media as a tool for EFL academic writing. The key implication for curriculum development and instructional practice is to strike a balance between embracing student life and ensuring academic quality. The study guide for the professionals, using these findings they can enhance the academic writing using digital informants.

2.2.3. Summary of Results

The findings of this dissertation show how social media sites are perceived to affect the academic writing of Master 2 EFL students of Biskra University by both students and their teachers. To a great extent, both groups agree that frequent social media use leads to the infiltration of informal language, the increase in grammatical errors and the decline in the coherence of writing. The results tend to support the hypothesis of the study suggesting that regular usage of social media imparts users with informal communication patterns that don't comply with formal standards in academics.

Most of the students face great difficulty in changing to the formal, coherent style of academic writing from the informal, short and mostly incomplete style of social media. Many students acknowledge the fact that their day-to-day use of social media disallows them to organize or tonally present their communication accurately. So, their academic work often lacks clarity. Students consume most of their linguistic ability in the digital space and tend to use colloquial vocabulary or grammar that does not conform to the standards of English. This ends up getting reproduced in their academic assignments as well.

Students' attitudes towards social media as a tool for academic writing have mixed feelings. As according to them, the negative impacts of social media on their academic

writing is an important issue. However, they also acknowledge its benefits, for instance, using the language more often and being more conscious of their audience. Nonetheless, the linguistic challenges and structural problems that social messages bring outweigh their advantages. Teachers echo these same issues and claim that student writing now requires more work to fix given that their use of informal language and writing mistakes based on social media are very common now.

It is important to provide explicit instruction in formal writing and digital literacy to help students deal with the competing demands of social and academic communication. Even though it has some imperfect examples, students and teachers will say social media gives way to interactions, cooperation, and motivation.

Teachers want the inclusion of special writing strategies that raise awareness of register differences, enhance digital literacy, and also provide ample practice opportunities for formal academic writing. These interventions are believed to play an important role in limiting the adverse effects of social media and to use it for creating interest in language use.

In short, the findings show that social media is having an unintended impact on the informal writing style, besides the fast form of communication. EFL students who are looking for academic advancement experience difficulty because of this tension. The research paper recommends maintaining a delicate balance between addressing the pitfalls of social media influence and utilizing its motivational and interactive strengths. In the end, whether students will improve their academic writing skills will depend upon their awareness of such situations and the skills needed to switch from informal to formal writing.

Conclusion

This chapter has provided an exhaustive review of the empirical investigation conducted into the attitudes of Master 2 EFL students and teachers at Biskra University

towards the impact of social media on academic writing. By means of questionnaire and interview findings, the study documented the prevalence of informal features, grammatical errors and incoherent writing that has been observed in students' academic writing. Most students and teachers held habitual social media use responsible for these problems. As per the study's findings, students find it difficult to distinguish between informal language of digital telecasts and formal language of academic conventions. Also, teachers' extra effort and more demand to counter this in their teaching and feedback. The results reveal the negative effects of a high level of social media use in the absence of more explicit pedagogies. There are some benefits, such as improved motivation and collaborative opportunities. This chapter provides essential empirical evidence for the discussion of the subsequent implications, recommendation and further area for research.

General Conclusion

This dissertation analysed the relation between social media usage and academic writing of Master 2 EFL students at Biskra University. We looked at the attitudes of both students and teachers in this respect. As per the study, it is social media that is influencing the academic writing of the students by adding informal language, grammatical errors and incoherence which are opposite to the formal requirements of academic writing. It causes obstacles among students since they have a social media language that they use daily to which they have to now respond formally with academic evidence and proper English.

This dissertation was divided into two main parts and aimed to provide a comprehensive analysis of teachers' and students' attitudes towards the influence of social media on the academic writing of Master 2 EFL students at Biskra University. It began with a general introduction that presented the background of the study, outlined the research problem, and defined the study's objectives, research questions, hypotheses, methodology, and significance. The first chapter offered a review of the related literature and was divided into two sections. The first section examined the concept of social media, its development, classifications, and its relationship with language learning and educational contexts. It also discussed the challenges posed by social media use and its effects on language acquisition, vocabulary growth, and grammatical accuracy. The second section focused on academic writing, exploring its definition, relevance in EFL contexts, and the common difficulties encountered by EFL learners. This section further established the theoretical grounding for the empirical investigation by exploring the interplay between the informal discourse typical of social media and the formal requirements of academic writing. The second chapter presented a detailed analysis and discussion of the study's findings, in which the researcher interpreted the collected data in light of the research objectives.

Students face considerable obstacles in changing from social media writing to academic writing, according to the findings of the study. The challenges stem from being used to conversational phrases, non-standard sentence structures, and abbreviations from social media ads, which were often found in academic pieces written by students due to which the pieces lacked clarity. Both students and teachers are aware about these issues. Students feel that these formal tendencies will stop them from performing their best in their exam. Teachers also think that they have to do extra efforts to rectify such informal tendencies of their students in the essay writing.

The study notes certain advantages derived from the use of social media such as the use of language, discovery of audience and collaborative learning. The gains are not enough to counterbalance the downsides unless supported by a concerted effort in teaching. Education officials stress the need for explicit teaching of formal writing skills and digital literacy in schools. Through such instruction, students would develop the important capacity and ability to distinguish between informal and formal registers, to handle the demands of academic writing.

The study also notes that the limited immersion in English outside the digital world creates more reliance on social media for the use of English by these students in a broader sociolinguistic context. They depend on it and it hinders the degree they internalise conventions. As a result, the research recommends a pedagogical practice that exploits the interactive and motivational power of social media platforms while at the same time reminding students of the pressure of strict academic writing conventions.

To sum up, a better insight about how advanced EFL learners transform their academic writing due to social media is offered by this study. The study demonstrates the need for pedagogical frameworks that are holistic, research-informed, purposeful and take into consideration the role of social media in impeding language use through informal styles

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and incoherence, as well as engaging students in purposeful language. Efforts like these will allow Master 2 EFL students to offer better formal writings and understand academic writing challenges. Their digital literacy will also enhance as a result of such attempts. As such, this study sheds light on how curriculum designers, regulators, and teachers can improve the EFL teaching and learning process.

Study Limitations

While this study provides valuable insights into the attitudes of Master 2 EFL students and their teachers regarding the impact of social media on academic writing at Biskra University, several limitations should be acknowledged. First, the research was conducted within a single institution and involved a relatively small and purposively selected sample (forty students and a limited number of teachers). This restricts the generalizability of the findings to other EFL contexts or broader student populations. The qualitative case study design, while offering depth and contextual richness, inherently limits the extent to which results can be extrapolated beyond the immediate research setting.

Second, data collection relied primarily on self-reported perceptions through questionnaires and interviews. Such methods, though effective for capturing subjective experiences, may be influenced by social desirability bias or participants' awareness of the research focus. There is also the possibility that participants' responses were shaped by their current academic pressures or recent experiences, rather than reflecting their broader or long-term attitudes.

Third, the study focused on the perceived impact of social media on academic writing without a direct, systematic analysis of students' written work. As a result, the findings are interpretive rather than empirically demonstrative of language change or error patterns. Additionally, the research did not account for potential moderating variables such as students' overall digital literacy, frequency of social media use, or prior training in formal writing, all of which could influence the relationship between social media habits and academic writing proficiency.

Lastly, the scope of social media considered in the study was limited to commonly used platforms (e.g., Facebook, Instagram, TikTok, Snapchat). The rapidly evolving digital landscape means that new platforms and modes of communication could present different challenges or opportunities for academic writing that were not captured within this research.

Recommendations and Suggestions

In light of these limitations, several recommendations can be made for both educational practice and future research. Firstly, it is recommended that EFL programs at the graduate level integrate explicit instruction in digital literacy and register awareness into their curricula. Such instruction should help students critically distinguish between informal and formal writing styles, and provide practical strategies for adapting their language use to academic contexts. Teachers should also be equipped with professional development opportunities focused on addressing the linguistic challenges posed by social media, as well as on leveraging its motivational and collaborative potential in the classroom.

Further research is needed to build on the findings of this study. Future studies could adopt a mixed-methods approach, combining qualitative insights with quantitative analysis of actual student writing samples to empirically assess the specific linguistic features affected by social media use. Expanding the sample to include multiple universities, different educational levels, or a more diverse student population would enhance the generalizability and robustness of the findings.

Additionally, longitudinal research could provide a more dynamic understanding of how social media habits and academic writing proficiency evolve over time, particularly as students progress through their academic careers. Investigating the impact of specific social media platforms, or the effects of targeted pedagogical interventions (such as academic

blogging, peer review via closed groups, or digital writing workshops), would yield actionable insights for curriculum designers and educators.

Finally, future research should consider the role of individual learner variables—such as motivation, language proficiency, and prior exposure to academic writing—in mediating the effects of social media. Exploring how these factors interact could offer a more nuanced understanding of the challenges and opportunities presented by digital communication in EFL learning environments.

In summary, while this dissertation advances our understanding of the intersection between social media and academic writing among advanced EFL learners, addressing its limitations through broader, more empirical, and longitudinal research will be essential for developing effective, evidence-based educational strategies in the digital age

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Appendices

Appendix A: Students' Questionnaire

The Impact of Social Media on Academic Writing

This questionnaire aims to collect data for academic research on how social media platforms influence

Master 2 EFL students' academic writing skills

* Indicates required question

Email *

Your email

Q1. What is your gender? *

- ☐ Male
- ☐ Female

Q2. How frequently do you use social media platforms? *

- ☐ Daily
- ☐ Several times a week
- ☐ Weekly
- ☐ Rarely
- ☐ Never

Effects of Social Media on Academic Writing

Q3. How often do you use social media for writing in English? *

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

Q4. Which social media platform do you use the most for writing in English? (Select all that apply) *

- ☐ Facebook
- ☐ Instagram
- ☐ Twitter/ X
- ☐ WhatsApp
- ☐ TikTok
- ☐ Other: _____

Q5. To what extent do you agree with the following statements? *

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
My social media usage has influenced my vocabulary choice in academic writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unconsciously use informal words (slang, abbreviations) in academic writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sentence structure has been affected by my habits on social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Which of the following writing aspects do you think has been most affected by your social media usage? (select up to 2 options) *

- ☐ Vocabulary choice
- ☐ Grammar
- ☐ Spelling
- ☐ Coherence and sentence structure
- ☐ None of the above

Q7. How difficult is it for you to switch from social media writing habits to academic writing? *

- ☐ Very difficult
- ☐ Difficult
- ☐ Neutral
- ☐ Easy
- ☐ Very easy

Q8. What are the most common mistakes you make in academic writing due to social media influence? *

- ☐ Grammar errors
- ☐ Lack of coherence
- ☐ Informal vocabulary
- ☐ Spelling mistakes
- ☐ Other: _____

Q9. Do you think social media has a negative or positive influence on your academic writing? *

- ☐ Very positively
- ☐ Somewhat positively
- ☐ Neutral
- ☐ Somewhat negatively
- ☐ Very negatively

Q9. Do you think social media has a negative or positive influence on ^{*} your academic writing?

- ☐ Very positively
- ☐ Somewhat positively
- ☐ Neutral
- ☐ Somewhat negatively
- ☐ Very negatively

Q10. Have you tried to change your writing habits to reduce social ^{*} media negative influence?

- ☐ No
- ☐ Yes

If yes, explain how ^{*}

Your answer

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Clear form

Teaching Strategies and Institutional Support

Q11. Do your teachers discuss the impact of social media on academic writing in class? ★

☐ Yes

☐ No

Q12. What strategies do you think teachers should use to help students overcome social media's negative effects on academic writing? ★

Your answer

Appendix B: Teachers' Interview

Teachers' Interview

This interview is part of a research study titled "An Investigation into Teachers and Students' Attitudes towards the Impact of Social Media Platforms on EFL Students' Academic Writing". The purpose of this interview is to collect insights from EFL teachers regarding their perceptions and experiences with the impact of social media platforms on their Master 2 students' academic writing. In addition, it seeks to gather information about the pedagogical methods and strategies they employ to reduce or manage these effects. The findings will contribute to a better understanding of both the challenges and classroom practices related to social media in the EFL writing context.

1. Could you briefly describe your experience in teaching English at the Master 2 level?

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.....

.....

2. What kinds of assignments do you generally provide your students with for academic writing?

.....

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.....

3. Have you observed the influence of social media usage on the academic writing of your students? If yes, what is the type of influence? (Negative or positive)

.....

.....

.....

4. Based on your viewpoint, what aspects of writing are most affected?

.....

.....

.....

5. Do students find it difficult to differentiate between formal academic writing and informal social media writing?

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.....

6. Which writing mistakes do you frequently notice that can be connected to students usage of social media?

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7. How do students usually react to your criticism on these matters?

.....

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.....

8. Would you mention any methods or teaching practices you personally use to help your students overcome the negative impact of social media on their academic writing performance?

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.....

9. What is your advice for other teachers and educators concerning the effect of social media on students' academic writing?

.....

.....

.....

10. Would you like to add anything else regarding this topic?

.....

.....

.....

ملخص الدراسة

أصبحت وسائل التواصل الاجتماعي جزءًا لا يتجزأ من التواصل اليومي للطلبة، مما أثار مخاوف بشأن تأثيرها على الكتابة الأكاديمية الرسمية. تسعى هذه الدراسة إلى استقصاء مواقف طلبة الماستر 2 وأساتذة اللغة الإنجليزية كلغة أجنبية بجامعة بسكرة تجاه تأثير استخدام وسائل التواصل الاجتماعي على أداء الطلبة في الكتابة الأكاديمية. واعتمادًا على منهج دراسة الحالة النوعية، توظف هذه الدراسة استبيانات شبه مهيكلة مع الطلبة، ومقابلات شبه مهيكلة مع الأساتذة، بهدف استقصاء تصورات وتجارب المشاركين. تكشف النتائج أن الاستخدام المتكرر لمنصات التواصل الاجتماعي يعزز عادات استعمال اللغة غير الرسمية، ويزيد من وتيرة الأخطاء النحوية، ويؤثر سلبًا على التماسك النصي. وقد أقر كل من الطلبة والأساتذة بصعوبة الحفاظ على النبرة الأكاديمية الملائمة وبنية النص الرسمية في الكتابات الأكاديمية. كما شدد الأساتذة على ضرورة إدراج تعليم صريح للكتابة الأكاديمية ومهارات الوعي الرقمي، لمواجهة التأثيرات غير الرسمية لوسائل التواصل الاجتماعي. وعلى الرغم من الإشارة إلى بعض الفوائد البيداغوجية لاستخدام هذه الوسائل، مثل زيادة التعرض للغة الإنجليزية، تؤكد الدراسة على الحاجة إلى استراتيجيات تعليمية موجهة للحد من تأثيراتها السلبية ودعم تنمية مهارات الكتابة الرسمية لدى متعلمي اللغة الإنجليزية كلغة أجنبية

الكلمات المفتاحية:

الكتابة الأكاديمية، وسائل التواصل الاجتماعي، المواقف، طلبة اللغة الإنجليزية كلغة أجنبية، أساتذة اللغة الإنجليزية كلغة أجنبية.