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Submitted and Defended by:

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Investigating Student's Attitudes towards the Use of Social Media in Studying during the Pandemic COVID-19
The Case of First Year Master Students at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in Partial

Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Declaration

I, MANAMANI Omar, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedication

I am honored to dedicate this work to my beloved parents first of all my lovely light of my life, my pure joule ever my mom Teffahi Fatiha and my dear father Mustapha for their encouragements and support, I alsodedicate this work to my second dear beloved parents my second mom my Aunt Khoukha and her late husband uncle Abelbaki.

I dedicate this work to Ourselves MAESTO OMAR for believing in myself, for my hard work over all these past year, for being so optimistic, determined, and hard worker to be the first Manamani's who graduate with master two degree in the English language after a long challenging studying trip.

To my sweet shining diamonds sisters Djamila, Ghaniya , Amal and Hayat , as well as to my BFFs, my backup in life my dear brothers Mohamed and Merzak diga man and to all my sweet adorable little nieces and nephews

To all my beloved one who supported me and encouraged me to finish my work I cannot name you all or thank you enough , yet you are all in my heart, my sincere gratitude.

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Abstract

After the wide spread of COVIOD -19 around the world and in order to protect lives universities were locked down and students were unable to continue their studies. Therefore, EFL students found themselves in need to look for an alternative solution to continue their studies. The solution to this situation was administered by the ministry of higher education and scientific research in using ICT thorough online learning in order to facilitated the learning process more for EFL student during the Coronavirus crisis. Therefore the current study investigates student's attitudes towards the use of social media in studying during the pandemic COVID-19 of Firsdt Year master students of English at Biskra University.This investigation aims at exploring the effects of pandemic of COVID-19 on studying EFL during quarantine of COVID -19. it also aims at identifying the challenges faced by EFL students in using social media while studying during the pandemic COVID-19 and finally identifying EFL students' attitudes towards the usefulness of social media platforms used in studying during the pandemic COVID-19.We hypothesize that EFL student have positive attitude towards the use of social media in studying during the pandemic COVID-19.Inorder to achieve the aim of this study, we adopted a qualitative approach. We administrated one questionnaire as a data collection tool for master one EFL students to investigate their attitude about the usefulness of social media in studying online during the Coronavirus pandemic. Based on the research results obtained, we can conclude that the students have a positive attitude concerning the use of SM while studying online during the pandemic COVID-19.

Keywords: ICT, Social media, COVID-19, online learning, attitudes, educational technology, Coronavirus.

List of Abbreviation and Acronyms

EFL: English as Foreign Language

ICT: Information and Communication Technology

WWW: World Wide World

SM: Social Media

COVID-19: 'CO' stands for corona, 'VI' for virus. 'D' for disease and '19' for the year it was speared 2019.

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General Introduction

STDUENT'S ATTITUDES TOWORDS STUDYING VIA SOCIAL MEDIA

1. Background of the Study

It is generally agreed that the world's educational system is no longer the same after the emergence of technology wide world especially these last years. E-learning is taking a larger part of nowadays studying after the unavailability of face to face or traditional learning because of the wide spread of pandemic Covid-19 all over the world. The use of modern technology like Information and Communication Technology (ICT), social media beside other studying means such as apps exist before Covid-19 allow students to peruse with their studies.

Thanks to technology now people are able to do their work or study freely and easily they can even work or study from homes using computers, tablets, or smart phones using stable internet connection .Social media witnessed a rapid growth during this period and become widely use in all the domains of our life .Student use different social media to keep up to data with their studies during the COVID-19 since they offer the opportunity to learn whenever and wherever they want. They are easy to use and raise students' motivation and engagement to learn because they fit student's different types, needs and styles. Social media help students to be updated with the latest lessons, be able to attend classes online, Courses, news about their study.

After the spread of the pandemic COVID-19, students were unable to be present at schools or universities, so they were obliged to switch to learn and online through social media platform(s).Most of social plat forms provide a free virtual learning spaces not only to learn English as a foreign language (EFL), but also to develop other skills and hobbies in safe environment from their homes and above all they reduce the risk of getting infected by coved 19. Social media provide a new perspective and new ways of studying, for EFL students during the quarantine and pandemic COVID-19 period.

2. Statement of the Problem

Studying online through social media during the pandemic **COVID-19** was not an easy task for both students and teachers. It was challenging; they encountered several obstacles. Through this study, the researcher aims at exploring students' challenges with the use of social media for studying EFL during such unexpected circumstances. He aims also at investigating their attitudes towards the usefulness of social media platforms studying EFL during this period.

3. Research Questions

This study is based on the following questions:

RQ1. How does pandemic **COVID-19** affect the way EFL is being studied?

RQ2. What are the challenges faced by EFL students while using social media in studying during the pandemic **COVID-19**?

RQ3. What are student's attitudes towards using social media in studying English as a foreign language during quarantine?

4. Research Hypothesis

As a first attempt to answer our research question, we hypothesize that:

- Students have positive attitudes towards the use of social media in studying EFL during the pandemic **COVID-19**.

5. Research Aims

This study aims at

1. Exploring the effects of pandemic of **COVID-19** on studying EFL during quarantine.

2. Identifying the challenges faced by EFL students in using social media while studying during the pandemic **COVID-19**.

3. Identifying student's attitudes towards the usefulness of social media platforms use in teaching and studying EFL during the pandemic **COVID-19**.

6. Significant of the Study

From EFL student`s attitudes, the researcher seeks to diagnose the different obstacles/ challenges they faced while depending on social media platforms during the pandemic **COVID-19** .Additionally, the findings of this investigation will help in suggesting some solutions that may increase students' familiarity with online learning and that may help them cope with the different challenges that they may encounter in similar emergency situations in the future.

7. Research Methodology

7.1 The choice of method

This current research will be conducted to investigate EFL student's attitudes towards the use of social media in studying during the pandemic **COVID-19**. For this, this research will take the form of single method approach since we are going to use qualitative data gathering tool.

7.2 Population and sample

We will choose the EFL first-year master level students at Biskra University to be the population of our current investigation (n= 369) because they were in a critical level last year (L3). They were highly motivated to get their license diploma and even this year they are moving to Master two level. Therefore, they were expected to be more engaged to learn online via social media platforms. We will try to work with the largest possible number of students in order to obtain more valuable and reliable data.

7.3 Data collecting tools

As long as we are going to follow the single method approach to collect the required data, this research investigation will be built upon a qualitative data gathering tool. For qualitative, we will use a semi-structured questionnaire as a quantitative data gathering tool with students in order to diagnose the different difficulties they faced when teaching and

studying online and to explore their attitudes towards the use of social media in studying EFL during the pandemic **COVID-19**.

8. Structure of the Dissertation

This research is divided into two basic parts theoretical part which is going to be composed of two main chapters. The first one is going to be about the EFL student's use of social media in studying online during the pandemic COVID-19: its definitions, types, etc. The second chapter will be about EFL students' attitudes towards studying online via social media during pandemic COVID -19. Moreover, in the second part of the dissertation will be devoted to the fieldwork and data analysis.

Chapter One

EFL Student's Use of Social Media in Studying during the Pandemic COVID-19

STDUENT'S ATTITUDES TOWORDS STUDYING VIA SOCIAL MEDIA

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STDUENT'S ATTITUDES TOWORDS STUDYING VIA SOCIAL MEDIA

Introduction

This chapter introduces, explains and discusse the use of social media by EFL students in studying during the pandemic COVID-19.First, we will starts with a general to overview of information and communication technology (ICT). After that we move to definitions of social media and types of social media like e – learning, model platforms, Google and some of its services like Google Drive Google Classrooms. Third, we discuss students and teachers use of social media during the COVID-19 periods. Finally, we will mention the obstacles faced by students in using social media in studying during this unusual situation.

1. An Overview of Information and Communication Technology (ICT)

We are living in the 21st century the age of technology, the era of development in all fields as education, economy, politics, and culture, social changes of life due to the rapid growth of information and communication technology **(ICT)** in our world. Social media extends from IT to facilitate the tasks of everyday life weather at home, work place or at study environment. ''a range of electronic technologies and world wide web which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations'' (as cited in Chapman, Slaymaker, 2003, p. 5). In other words refers to the usefulness of wide range of communication and technology instrument all tech devices such as computers, smart phones or tablets to accomplish different tasks in a comfortable, flexible and easy manner. ICT gives a new perspective in how we communicate information from one to another, also adds more new information and ideas to develop people`s knowledge on wide range of topics.

According to Meyer (1997:4), ICT`s are the hardware, software telecommunication technology, human skills and intellectual content that enables the study, design, development, implementation or use of intellectual expressions. To say that technology helps human to develop their skills and be more creative, encourage innovation and development in varies

ways and aspect in human life. It helps to transmit, store, code and decode information, use of wireless signals and software programming systems.

EFL classrooms and students make use of ICT in varies ways such as social media to make study more accessible and flexible. For foreign language learners weather in face to face setting or in virtual one .ICT help EFL students in learning the foreign language providing plenty of authentic materials as copra linguistics , show how language are used natural setting , provide the needed social media for student to study via internet when ever and where ever they are.

2. Social Media

Investopedia refers to social media as a computer based technology helps users to share and discuss ideas, concepts, and files in a virtual network. It gives users and connectors connecters to share videos, documents very rapidly using Smartphone, computers or tablets via application or web-based software. Investopedia. Com

2.1. Definitions

Modern technology has developed and facilitates human daily tasks in various fields thanks to information communication technology (ICT). First social media used to connect with friends and members of family. Due to the massive growth of technology and the demands of the new era, social media adopted to different fields our human life. Social media users is over 3.8 billion users within an average of 145 minutes per day and still on a growing since the spread of COVID-19.Students for instance were obliged to sustain their studies via social media .

Social media are interactive technologies that allow the creation or sharing, exchanging of information, ideas, career, interests, via virtual communities. (Wikipedia)

Social media is a universal term refers to variety of online platforms such as blogs, business networks, collaborative projects, enterprise social bookmarking, social gaming, and

video sharing in a virtual word. Social media allows users to interact as if they are I real life (www.liebertupub.com)

"Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is Internet-based and gives users quick electronic communication of content. Content includes personal information, documents, videos, and photos. Users engage with social media via a computer, tablet, or Smartphone via web-based software or applications." (www.investopedia.com)

"A category of sites that is based on user participation and user-generated content . They include social networking sites like LinkedIn, Facebook, or My Space, social bookmarking sites like Del.icio.us, social news like Digg or simpy, and other sites that are centered on user interaction." Lazworld

According to Capilano (2020) social media works such as making videos, audio, photos, texts or even multimedia share and publish information to enable largest members to get access to in such virtual dimension as blogs or video sharing platforms .It allows groups of people to create, share. And discuss or comment on particular content. www.Capilano University. Com

Social media platforms are websites and applications that enable users to create and share content or to participate in social networking , YouTube, Facebook, twitter , model platform, and Google meet /zoom are all social media platforms that EFL students make use of them as in important application of the Internet to keep up with their studies online. It helps EFL students get access to lectors posted by teachers, be able to take part of online lesson or classrooms meeting online. Even the administration find ways to benefit from social media in

planning for online meetings, post lessons , post news concerning study planning in news section or exam results.

2.2 Types of Social Media

Social media is taking a large part of people's daily activities since it helps them to save, time, money and energy with the several types and different advantages it provides.

2.2.1. Social networking Sites

It refers to the use of websites and applications to communicate informally with each other find people with similar interests, allows users get to know new people ,connect one another like family and friends, use of group discussion through networks and location such as Facebook Twitter, and LinkedIn that promote knowledge, ideas sharing and interaction among people. (Delvalle.bphc.org). It permit to users to post and download files, photos and messages also it gives them the opportunity to take part in live discussion everywhere and anywhere that are important to each one.

2.2.2. Image Sharing Sites

It allows users to publish and share images in the virtual world in privately or with other users. (Delvalle.bphc.org).It allows people to use visual material, info graphics, and captures like Imgur, flickr, Pinterest, pinterest, Snapshot and Instagram. (Sproutsocial.com\ types of social media). Here users upload and share images express their knowledge attitude, personality and state of mind to communicate and comment between them.

2.2.3 Video Sharing

Refers to different virtual platforms which changes the way we look and use videos. They   allow users to create personal blogs to upload videos or watch and download videos like YouTube, Vimeo. Also, it saves more time and energy for users to get access to the desirable content neither reading nor writing gust watching and listening with good quality.(Biteable.com) On the same hand, it transformed the medium into something

accessible. The videos are easy to access, it helps to educate users and inform about news to be up to data to every new in multiple fields.

2.2.4 Blog(s)

They are publishing websites that allows the writers and users to express themselves, ideas, share and discover what is new in the area of your interests (Biteable.com).Blog(s) such as Blogger, Worldpress, Tumblr, Medium permits users to publish and download documents, posts, articles and links to connect them with their readers, flowers and visitors. It helps users to subscribe .connect, comment and discuss among themselves since it gives them new way to rich larger number of audience through, writing.

Online social media and social network service using internet connection from computers, smart phones or tablets to allow users to accomplish different tasks. Users are able sustain their work or studies from home in the light of the spread of pandemic covid 19 all over the world. Furthermore, it helps to build communicating awareness through formal and informal social media and to connect with people from different places from your home. Also, many social media have different functions that allows you to do multiple tasks at once for instance to exchange messages, make individual or group video call or chat, post, chare, and download photos, texts, multimedia or files among other users .

To conclude, it permits users to join and add friends into groups to obtain several services and to keep up to date, latest news about pages and groups people you are interested in or following. It shows worthful use of ICT to save time, money and energy in such emergency situation.

3. E- Learning

E- Learning is a system of learning that uses electronic media, typically over the internet (Oxford Learners Dictionaries).

"Learning by electronic means" refers to the use of the web and new learning, distributed technology applications to improve the process of acquiring new knowledge or updating new knowledge. E-learning is used in national education programs, higher education programs, company training programs, and continuing education programs. While e-learning can take the form of a fully online course, or a hybrid course, with part of online education and part of classroom instruction, e-learning does not always require Internet access since it can also be practiced on the local sites and networks of the company or the university, or through the use of portable media tools. Allen and Seaman (2008)

It refers to a learning done by studying at home using computers and courses provided on the internet, and the process of providing courses on the internet. (Cambridge Dictionary)

An online education or e- learning service is a website which teaches and helps students Improve in certain subjects such as English, math and science. These are normally used by schools to let online students learn from home and complete online homework. (Wikipedia .com)

E-learning or electronic learning refers to the process of learning as whole studying, teaching, lecturing, and courses sharing posting using online websites or different media platforms. Educational videos, e-books, PDFs, word documents, PowerPoint, online meeting, online classroom are among the tools used in e-learning. Not only, enable teachers to carry on the process of delivering lessons or lectors, but also helps students to sustain their studies with no delay, do their homework, tests even exams from home, get access to the courses, take Part in online classes or meetings from home using their computers, tablets or smart phones. E-Learning permit students to be active part of the learning process as in real life traditional learning they can interact, comment and participate, ask for recommendation from the part of the teacher.

A large number of universities and schools are using this virtual wide learning environment that carries unlimited number of possibilities for students to continue their study

any time and everywhere .A large number of teaching institution provide full online learning so the students do not have to attend physical classrooms and urge them to take online sessions, meeting live with teachers or recorded lectures , obtaining courses from Moodle platforms beside being assessed and evaluate online to get their diploma or certificate even administrative transaction.

In recent decades, the use of information and communication technology (ICT) for educational purposes has increased, and the spared of network technologies has coursed e-learning practices to evolve significantly (Kahiigi et all. 2008). Technology development and World Wide Web (WWW) make a shift in all files of life and education is one of them. It helps the emergence and development of E-learning that teachers, students, and staff make use of it especially after the spared of COVID-19.After the lockdown of universities students found the solution in e-learning to carry on their studies and reducing the risk of getting infected by COVID-19 especially during the quarantine.

E-learning is an efficient and flexible service among others provided by the WWW since the emergence of Internet. E-learning provides multimedia materials to overcome obstacles faced by EFL students with the usefulness of the technological devices. This new environment serves different learning styles and learners types with the potential of developing new skills, obtain new information from different credible sources, so they possible be free and motivated to learn. E-learning meets individual needs of students, for instance it provides lectures at any time consistently, enable both teachers and students to accomplish the learning process online and save time and energy. E-learning is seen as a major factor in the success of the student s in the absence or unavailability of traditional teaching.

4. Google

Modern technology facilitates the task of information research thanks to several research websites and engines such as Google, Opera, Wikipedia and Research gate. These

research engines are daily used by millions of people around the world using different links and apps with an internet connection that provide us with a large number of resources, enable us to accomplish different researches, and help us to find information on any topic in every field. They do millions of researches operations, answer millions of questions throughout large number of web pages .Every day there are new news, documents, studies researches, books, journals with information added to these research engines. Students make use of Google and other research engines to accomplish different tasks in their studies with the different services Google provides especially in e-learning environment.

Google is an American company and research engine founded on 1998 by Sergey Brin and Larry Page .It has over 50 Internet services and product, from e-mail, drive, classroom or meet, maps, assistant and online document creation to software for mobile phones and tablet computers. It is designed to crawl and index the web efficiently and produce much possible satisfying results than existing system to provide you with the most adequate and relevant results to your request with several languages. Www. Britannica. Com

4.1 Google drive

Google drive is a file storage and synchronization service developed by Google on 2012. It allows users to store files in the cloud, synchronize files across devices, and share files to be used later on. It offers web interference, offers apps works offline for both computers and Android and IOS smart phones and tablets. Drive contains Google documents, Google sheets, Google fusion tables, Quick office and Google slides, Google keep that allows users to create and edit documents, presentations, form, drawings and others. En, m.wikipidia.org

To begin with, Drive offers free storage with 15 G and pied document storage up to 5 terabytes with the chance to share in public or with friend these documents beside other total free services. Also, providing backup data section with apps like Chrome, web application and files of Microsoft office format. Moreover, It backs up and protects your previous and

impotent files as, send, receive and store large files using G-mail to be more accessible and at hand. Google drive provide efficient built in research engine that you may search by type of file, image, owner or even video as by keyboard. Also it helps us to open and edit various types texts , PDF, word of documents even if your computer does not has the system to support that type f document using Adobe Suite files.

4.2. Google Classroom

Google classroom is a free web service developed by Google for schools that aims to simplify creating, distributing, and grading assignments. The primary goal of Google classroom is to streamline the process of sharing files between teachers and students to be saved in Drive or separate folder .Wikipidia.org

Google classroom is a free service from Google to permit students with Google account an easy access to a form of class in virtual world. This service becomes more frequently used and fashionable in resent time widely used for the evolution of e-learning with the progress of ICT especially after the spread of covid 19.Teachers Keep students assessments and evaluation fare and ongoing, keep face to face online meeting with students. Connect from home or elsewhere using internet connection, in class and virtual classes

The main aim of Google classroom is to maintain and facilitate the task of studying and teaching. First, it easily communicate and connect with guardians and automatically then them updates .Add students directly, or by sharing a code or a link with members of the class so they can all join the online class. Set up class in minutes and set a work and create class work that appears on student's calendars, provides participants with an audio or transcript version of the session or meeting as it allows users to comment and stay up to date for more quick responses .. Keep user's accounts, information. Privacy and document safe have free copies o lessons, have assignments and homework, tests an exams online and facilitate task of correcting papers and following each student.

5. Moodle Platform

Moodle platform is considered as major tool in online learning that help both teachers and students to success the teaching learning process. Moodle platform provide a virtual learning seating with flexible use.

5.1 Definitions

Modular Object- Oriented Dynamic Learning or simply Moodle was designed first by Martin Dougiamas in 2002and it primary function was to provide educators, administrators, and learners with an open, robust, source and free platform to create and evaluate personalized learning. Moodle becomes most widely used   Learning Management System (LMS) that support user's training and learning in different organization in the world. Now it becomes the first. (eThinkeducation.com)

It is online educational platform that provides custom learning environments for students .Educators can use Moodle to create lessons, manage coerces and interact with both students and teachers. Students from their part can review class calendar, assess to lessons, submit assignments, take tests, and interact with other students. (TechTerms.com)

Moodle is a web-based software package that allows you to create an environment in which an educational program can be delivered. Moodle is used b y varies privet or public educational institutions at different levels since it allows you to create learning environment, facilitate student's trading and educational programs.(Jason Hallowell)

''Moodle is a free and open –source learning management system (LMS) written in PHP and distributed under the GNU General Public learning, distance education, flipped classroom and other e-learning projects in schools, universities, workplaces and other sectors '' (en.wikipedia.org)

Moodle is one version of educational technology can be used in different virtual setting consists of software which provides educators and students with varies options. Teachers and staff are able to create and manage online classroom, uploads courses

assignments, and curriculum or syllables in order to facilitate the task of online studying for students ,also students from their part get access to these lessons, download, share and interact with classmates and contact teachers ,Moodle contain for multiple operations to facilitate learning .It is a flexible online learning platform where students and teachers have password and accounts, it allows users to post, download courses, make assignments to students with the chance to track their progress.

5.2 How to Use Moodle?

There are a set of steps students need to consider when using Moodle. First, need to enter your email or user name plus the pass word to enter the navigating menu or the main page of Moodle. Second, from the navigating menu students can accesses to the courses they want or they are already signed in chose the course click on classes to see the classes you are taking or specific class for special coerce. Third, when students want to download coerce or syllabus click on link or post that the teachers uploaded (PDF, Word or PowerPoint…) they can click on the post, open it up and click on small arrow to get it in your download folder. If teacher asks students to interact with the form in way to communicate ideas or attachments with your classmates and teacher, click add comment or new dissection topic than post form.

When students want to add a file they may click advance than you may click and drag your file to the box or file piker to upload an attachment. Another form that when you click on it, then it tells you the direct question provided by the teacher or a classmate, then clicks reply and add you answer or add an attachment. For a focus paper student can add submission and as before you can type an answer or add an attachment as save changes than it will be uploaded to your teacher. Also in a case of a quiz student simply click on it and answer tan finish and submit. Finally, to see your grade it is allowed by the teacher students click grades on the navigating menu.

5.3Advantages of Moodle

Moodle platform is helping both teachers to continue their work and students to peruse their studies from home rather than being actually at classroom setting. The use of Moodle has increased for a number of benefits for both part using computers, tablets or smart phones. First, it permits teachers to share lectures with students, formative and summative assessment, evaluating them, give them feedback and have online classrooms as in real life situation. The use of varies learning tools to create welcoming environment to the students.

EFL Students are able to connect to Moodle for free access to courses easily at any time. Students are able to account, interact and comment to make collaborative learning share studying materials with classmates and teacher individually or in groups or other students. Moodle supports blended learning websites, links for students since it provides offline learning, much learning resources in sharing and downloading lectures, sent their work and resave ,arks and feedback from teachers. Student can test their knowledge through quizzes after the lecture is over with privet space to express their ideas, record their feedback, having digital reward when finishing tasks to make learning more fun and to motivate students to engage more in the learning process.

6. Student's Use of Social Media

ICT has multifunction and different devices that people use at home, work place or study environment. For instance, student like any others make use of social media devices in their studies in different ways especially after the spared of COVID-19and the lock down of universities, and in order to remain a creative, dynamic active part of the learning process. EFL Students are out to send, receive, download, share coerces, lectures, have tastes, research, educational videos, have group study on online classroom are among many services provided by social media. Furthermore, a study conducted in the University of Eastern India on 2020 on the use of social media among 360university students reveled that social media used for collaborative learning has a significant impact efficiency of studying and interacting,

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knowledge sharing student to student and students with teachers. (Sle journal. springeropen.com)

Another study conducted in University of Central Florida stated that social media along with electronic devices permitted student to benefit from collaborative learning and material, sources sharing between each other (Gikas & Grant, 2013) .Although social media was first meant for social connection, students find ways to profit from it in their studies. First, social media become crucial part in student's everyday life for its easy and accessible for information and communicate with students and teachers the same other to befit in their teaching and studying. Second, social media provide instant online discussion weather via texting, document sharing, videos calling like Facebook, YouTube or online meeting like Skype Google meet or classroom, also they can connect the administration staff to ask for information about teachers, classes and any new(Evans,2014).

It helps to build relationships with other students in the same field of study from in or outside your university, researchers, experts, worldwide organization, and different retrench centers, get to know more your class mates to accomplish a set of group assignments even exchanging knowledge to progress in their academic performance.

On the same hand, student benefit from online blogs, journals or magazine that publish new updates articles and studies in your area despite the geographical distance . Usually student able to afford social media since it does not cost mush money or high speed of internet connection as well as they may use it any time since social media is available 24/24 hour, 7/7 day at all and everywhere with online connection(Jakson,2011). SM also contains free offline service that students get to download document to red offline, access to research data pass. To conclude, social media has practical out comes positive influence on student's studying keep them updated with the latest news about their studies and achievements using teaching aids. Never the less, learning tools to save time energy, allows sharing knowledge or content, interacting with others, and keep their privacy and information safe.

7. Teacher's Use of Social Media

EFL Teachers become more engaged in social media to make use of its wide advantages in education stream. Teachers find inspiration in different social media types in order to generate new idea that better serve their teaching situation, making it more suitable with the teaching aims as well as with student's level, styles and types. Also, educators are able to find more credible sources and authentic material to be use in classroom setting, preparing lessons, activities, quizzes, tests, have examples and forms of previews exams and tests that help them generating their owns or simply using it directly. Social media helps teachers to be ''with-it'' teacher in other words keeping up with the latest mews and discoveries in teacher's specialty, level and stream of teaching perhaps a new teaching techniques and more fretful, new teaching approaches.

Moreover professors find it easier to connect and communicate with other educators, teachers, scholars, curriculum makers, scientist or researchers to exchange knowledge in order to discus new methods and ideas that facilitate the teaching learning process. Furthermore, benefit from each experience in the field to avoid falling in several problems whether with students or the teaching act and to better their teaching performance. Teachers are able to get special deals, free or discount on several teaching material like books, articles, and other online services, also have the chance to be a participant in online community for instance to have dissections or meetings with other teacher of the same specialty all over the globe and take part in national and international seminars using social media like Skype.

As well as teachers are free to connect with students in groups or individually to communicate, answer their questions, set timing for class online also having their tests, homework and assignment done online, can share student's achievements and grades with staff and parents to save more time and energy than before. Teachers have the chance to develop their training online and skills, use educational videos, records, and pictures to deliver the information to all types of learners as teachers may use different evaluating tasks

include the four skills not only writing to obtain fare evaluation. In short, teachers of indifferent backgrounds and specialties around the world use social media in various ways to develop themselves as well as develop their skills and accommodate virtual tools to serve teaching and learning process.

8. Obstacles faced by students

Social media consider as a facilitating tool when it came to online learning and studying for students for it various opportunities .Never the less there are number of obstacles that students face while using social media and keep connect with classmates, teachers or administration. For instance EFL Students encounter a number of obstacles that block from having the needed information while studying using social media.

First, some students do not have computers, enough money for internet premium or smart phones to use social media to pursuit their studies online due to their law financial state or because they are orphan with no financial support. Second, bad or law internet connection is one among the major problems faced by students ,because; it is a waste of time and money to pay for internet internship and still enable to access to any wed side, use any social media , or even looking for information in a research engine. Another reason is that are students with sight health problems whether they cannot see well and they cannot use technological devises to study for long time for it hearts and tires their eyes.

Another obstacle is that social media is time consuming especially for students who do not master the appropriate use of social media became factor of distraction for they may waste time on watching videos, checking profiles, texting others or other staff rather than actual studying or searching for information. Other students do not know how to use social media in effective way in research or in studying to have useful and credible resources, lack of experience in using social media in studying , how to use social Moodle ,how to interact and take part in online classroom. Other students feel forswearing because of privacy and security insecure using social media because of hackers who use different programs, online virus and

traps, accounts steeling, using false, news attractive advertisements or ads. These obstacles

have also a bad influence on the psychology of students and demotivate student to study.

9. Conclusion

From this chapter we conclude that ICT gave a remarkable development in different fields of human daily activities as in education. First, we saw a general over view on ICT than we moved to more deeply with social media with its various types in online that helped EFL students in studying during the pandemic COVID-19. Moreover, we shade on light E-learning platform and the use of Google as a research engine and its various forms services as Google classroom and Google Drive. Also in this chapter we mentioned Moodle platforms with definitions, and detailed how to use it and its benefits for students also make wide use of Moodle platform in coping with their studies.

In this chapter as well, we mentioned EFL student's use of social media in studying during the pandemic COVID-19 in online studying process and EFL teachers' use of social media in teaching process simultaneously with the ongoing lockdown. At the end of the present chapter, we referred to a set of obstacles students face while using social media in studying during the lockdown of universities some of them from continuing their studying process.

Chapter Two

EFL Student's Attitudes towards studying Online

via Social Media during Coronaries COVID-19

STDUENT'S ATTITUDES TOWORDS STUDYING VIA SOCIAL MEDIA

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Introduction

Students have become widely open on online learning thanks to the advancement in ICT technologies. Online learning or distance learning have become widely used among EFL students since it fits their needs to be on track of their studies especially after the spread of pandemic COVID-19 and the lock down of universities. In this chapter we will try to give a general over view on the students 'attitude. We will also mention most relevant definitions of attitude. After that, we will talk about covid 19 tackling different points especially the availability of lessons and lectures on these websites. Moreover, we will deal with student's attitudes towards this studying procedures and teacher's training and teaching capacities in this special situation using different teaching and E-learning tools.

1.   General overview on Student's Psychology

Educational psychology refers to the study of how people learn with a relationship to instructional processes, teaching methods and differences in learning how people obtain knowledge or insight. The learning process includes childhood, adolescence, social, emotional cognitive processes the entire life time. Particularly educational psychology is a multidiscipline highlighted number of issues that affect the way people learn like experience, behavior and cognitive ability field which contains behavioral psychology that believes that people learn behaviors through conditioning or "Operate Conditioning'' by reinforcement and feedback or reward and punishment , cognitive psychology is more interested in how memories, emotions, motivation and beliefs contribute in Student's learning process, and development psychology suggest that student learn and obtains skills by development " Stages of Development" by Piaget and how they develop their intellectual level .

Psychologists like Carol Dweck, Sigmund Freud and Jean Piajet have done several researches to discover how students think and learn, to uncover a part if not all of the educational cognitive psychology of students. Educators beside their academic diploma need to have an insight about the psychology of their students. This help them to know how to

better teach each category of students , find better ways delivering the information by making studying beneficial and at the same time interesting and enjoyable. Students are influenced by several variables that characterized their psychology like home, friends, community, learning environment and teachers. Students with grout minded are more likely to develop their skills and adapt to different learning situations, reaming the good work to achieve their goals despite the fall downs.

Each student observes processes and comprehends differently with particular learning skills and potentials which make students types and learning styles. There are several types of students visual, auditory, kinesthetic, verbal, logical, intrapersonal and interpersonal. First, visual learners are those who learn better using visual aids like worksheets, pictures, videos, diagrams, using colors with different study tools and flashcards. Second, auditory learners who need to hear to comprehend and retain information are those who prefer to learn through listening and speaking, respond to sound, music, recordings, rhymes, rhythms. Fourth, kinesthetic learners like more likely to learn where learning takes place by carrying out physical activity, rather than listening to a lecture or watching a demonstration or educational videos.

Furthermore, Introvert learners have generally a shy nature who likes to learn individually they are more independent like autonomies learners, have a solitary learning style; they often prefer to solve problems on their own. Introverted learners like brainstorm and seek theoretical exploration. Whereas students who are extrovert like to learn in groups. Work collectively to solve problems. Also, the verbal style combines both the written and spoken forms. Verbal learners often like to express themselves, both in writing and verbally such as playing on the meaning or sound of words. As for the last type is the logical-mathematical learning style refers to student's ability to reason, solve problems, and learn using numbers, abstract visual information, and analysis of cause and effect relationship.

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Gardner in his book "Frames of Mined" 1983 Argued that there is no individual learning style for students, but rather multiple intelligence. Students combine between the different learning styles to accomplish and square knowledge in different learning situations. It is more fruitful for students to be taught in equipped classrooms where several learning tools stimulating all the senses of the learners are to serve different learning studying styles. To understand the psychology of students help educators find better ways in teaching and creating a welcoming environment for studying. Also teachers need to vary their materials and methods to be faire and deliver the information to all types of students.

Student's communication and discussion evolve the way they perceive intelligence and knowledge. Researches indicate that prior knowledge helps students become more open minded for new concepts by starting from what they know to rich what teachers want them to know as it may refers to as " I +1", the use of scaffolding approach . Students have unlimited cognitive ability and creativity, yet the degree of intelligence differs from one to another. In other words, how we build our knowledge including inside and outside classroom factors. Educators work on facilitating the context and the co-text enabling students better grasp the ideas and information. Mutual respect shroud be kept in the classroom atmosphere both of students and teachers have roles to play and objectives to fulfill.

Students from are able to develop their short term and long term memory thorough regular assessment and practice To conclude student's psychology is related to educational psychology that consist of various sub brunches and beliefs that educators need to be aware of to facilitate the task of teaching and learning and treating students equally with various psychological differences.

2. Definitions of Attitude

In psychology attitude usually means a set of behaviors, emotions, and belief toward a specific person, event, thing or an object. Attitude is related to a particular memory, situation experience that has strong effects on behavior. Cognitive component means the beliefs and

thoughts, behavioral component and affective component refers to that person or object makes you feel are the components of attitude.

Attitude is a changeable complex sate of psychological, mental, and emotional state that describe a person. It is acquired and effected by experience, expression ideas about something or someone as Gordon Allport (1935) refers to as "mental and the most distinctive and indispensable concept in contemporary social psychology" en. m. Wikipidia.org

Attitude refers to psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor with a judgmental point of view towards a person, concept or a thing. To illustrate giving an evaluation like instance liking or disliking, approving or disapproving and favoring or disfavoring. The psychology of Attitude, Eagly and Chaiken (1993, p. 1)

'Attitude' can be seen as someone's mental state, considering her/his beliefs and value system and the tendency to act in a cretin way is known as. It makes different how we think and feel even behave towards a person, thing or a situation. How we respond and feel in a given situation with specific context and participants. There are three main components of attitude. First, the behavioral component that reflects how attitude affects the way we act and behave. Second, the cognitive component that refers to knowledge or information. Third, there is the affective component related to feelings and emotions. (PsycholoGenie)

When talk about attitude we refers to human science and the one sure about human is they are changeable so we may predict someone's behavior based on his/her attitude. As human we behave differently to different stimulus in different situation. Also, the three aspects of psychology behavioral, cognitive and effective are the foundation of an overall attitude. The attitude swing between being positive or negative to contribute how it is organized and structured. Moreover, attitude serves several reasons so people hold different attitudes with different strength degrees with significant consequences. It is required to distinguish between implicit and explicit attitude that can be measured in varies ways. Researches in human

science are still on to uncover the facts about human psychology in different aspects. These advanced in human psychology will provide a better understanding of the mechanism of where and how attitude in represented with in frame of mind even to determine which attitude is conscience or unconscious.

3. Types of Attitude

Attitude is considered as a major concept in social psychology that represents a part of human psychology. Winston Churchill once said "Attitude is a small thing that makes a big difference". Attitude ranges within the scope of good and bad or positive and negative because of previous experience or a present situation towards persons, things or places. Furthermore, attitude affects the human way of thinking and the character each person wants others to see. Points of view, beliefs, mindset, emotional, cognitive, and behavioral are the basic combination of an attitude that determines your skills, personality and behaviors with life challenges.

3.1 Positive Attitude

In organizational behavior positive attitude is one type of attitude that we need to understand how much we may benefit from. It makes each individual feel more satisfying about them, better, more optimistic even though the problems faced every day, but to push you for more success and achievements. Positive minded people are spread positive energy whenever they are and see the good side of every person or everything around. In the same way, people with this type of attitude tend to have bright vision for the future despite the hardships of life. Marcus Garvery said "If you have no confidence in yourself, you are twice defeated in this life" confidence, determination, happiness and sincerity are important pillar in positive attitude that enable persons to be relief, highly motivated, do everything with no fear, they are not confused or worried all the time about the results.

3.2 Neutral Attitude

Sometimes people do not feel that they need to take a stand about a particular issue positively or negatively instead they remain neutral. Neutral attitude is another type of attitude which is neither positive nor negative. People with neutral attitude are usually lazy and unmotivated, they do not care or think much about matters in life with no feel of the need to change anything just satisfied to live the way they are. Those who have neutral attitude may evolve to have ea positive attitude.

3.3 Negative Attitude

People ought to avoid negative attitude and avoid taking any decision when being in a bad shape. People with negative attitude tend to criticize everything and not to totally find with it nor agreeing with people, they ignore the good side everywhere in everything, have pessimistic view towards life issues in the future. They also feel always believe that they fail and escape problems instead of facing it. People with negative attitude are angry most of the time for no reason that cause self destruction, have doubt about themselves and others abilities and intentions. Consequently, they feel frustrated about the tiniest matter and that appear from their body language and behaviors and so making mistakes and finding problems communicating with others.

4. Pandemic COVID- 19

More than two years ago a deadly virus spread in because of bats or snakes which are according to scientists the possible sources in china that urged the World Health Organization (WHO) to give a statement about the dangers growing of the health situation in china. After that, WHO declaring an emergency worldwide pandemic public health problem and warning all nations around the globe of the incoming grave danger to take their precautions to safeguard   public health safety.

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4.1 Definitions of COVID 19

In the late of 2019 September the World Health Organization (WHO) declared that there is a worldwide pandemic several of corona strain "CVID -19" that spared firstly in Wuhan, China. It seems to cause the usual flu (influenza), but this covid is more developed one with different formula that attacks the respiratory system. It is deadly since it is new to human immune system that had no vaccine over it so it damages human's respiratory system. CO stands for corona, VI stands for virus, D stands for disease and 19 for the year it was spread 2019. COVID-19 causes multiple organs failure, fever, dray coughing, tiredness, breathing difficulties, in advanced situation and cause pneumonia or it can be fatal beside lungs failure that prevent the person from breathing and leads to death.

COVID-19 or corona virus pandemic is global disease since 2019cused by severe acute respiratory syndrome (SARS cov-2). The WHO declared a pandemic on 11, March 2019. Cases have been conformed till 19 May 2019 is 164 million cases and 3, 4 million deaths around the world because of covid 19 to become one of the most deadly pandemics over time. (Wikipidia.com)

"Corona virus disease (COVID-19) is an infectious disease caused by a newly discovered corona virus" COVID-19 can be transmitted from infected persons ,mouth or nose , small liquid practical when they cough, sneeze, break or speak without ,asks and within close distance to another less than one meter. Also when the virus comes directly across or physical contact with the infected person without protection, it can spread in includes setting with no ventilating. People should also mind what to touch from surfaces that can be contaminated with COVID-19 than touching their eyes, nose, or mouth before cleaning their hands. (World Health Organization)

4.2 Tips Protect Our Selves from COVID 19

After the wide spread of COVID-19 around the world several countries that are advanced in pharmaceutical industry and pathology and researches, for example USA, UK,

India, Russia and China worked around the clock to come up with a vaccine. At the end of the second vase pg the pandemic these countries could make a successful vaccine(s) for COVID-19 and a large number of countries have a vaccine nowadays for the total number of vaccinated people riches   357, 6 vaccinated on 19 May 2021, The general aim within the third phase of the pandemic and with new types of corona spared around the world is to rich a group\ popular immunity against COVID-19.In order to reduce the spared of corona virus beside taking the two times vaccine we need to stick t o a set of giddiness to assure our and our families safety.

Doctors, nurses and hospitals are working 24\ 07 per week to give much care for the patients of covid 19 so people ought to respect and flow the heath protocol formed by the expert to protect lives. First we remain indoors and getting out only when it is needed and kipping social distance in public pleases or transportation (1meter). Second we should wear masks and avoid physical contact and using the sanitizer when touching surfaces. Third, we need to cover our mouth with tissue when coughing or sneezing and through it right after. Fourth, always washes your hands with water and soap and never touching your mouth, nose or eyes before that. Go to the nearest hospital when having covid symptom or call the ambulance or green number of Covid 19 services. Furthermore, try to reduce meeting with others and continue your work or study from home as much as possible.

4.3 The Effects of Coronavirus on EFL Studying

The pandemic covid 19 has uncertainty influenced all fields of human life as economic, education, politics and health, so human find themselves obliged to cope with these new phenomena to survive . EFL Students were ennobled to attendee classes at universities due to the lock down with no clear vision if or when they are going to return to study because of the dangers Coronavirus and its massive spread worldwide. As results students and educators found the solution to keep studying ongoing in online educational platforms and social media to prevent the spread of COVID-19. Most instructions become online with

different platforms trying to balance between the needs of students and the pandemic and health situation of the country and in the same time maintaining the quality and the quantity of education.

Online earning existed years before since it facilitate the teaching and learning process for students who are not able to be present in real classroom setting. EFL Student's use of online learning and studying from home using digital technology is noticeably increased because of Coronavirus spread to during the quarantine. Students were fried to loss the academic year and studying fees and not to be able to graduate to peruse their future plans. Field work and seminars and conferences all were consoled. Students and teachers stick to home campuses were close so student abroad also had to get back to their country. They use digital divide, yet not all students have internet connection some students are not trained or skillful enough in using technology

Online learning helped students in their studies during the pandemic COVID-19.Online classrooms more accessible for all students from their devices, teachers get to assess, follow and evaluate student's exercises and homework from home. Furthermore, students find wide range of sources that could help in their researches and homework like online libraries and college's library that provides students free books deluding like Cambridge University, Oxford and New York and others across the globe. This helped students to perform better in online courses than in real classes. With time students developed their ICT skills and become better and more accustom to techniques and applications of online studying websites and learning platforms. The use of ICT in learning during the pandemic covid- 19 becomes a fact by teachers and students in language learning to become more familiar with authentic materials language learning like '"copperas".

Moreover, students believe that online studying offers a new exciting experience for diverse students. It is suitable for all types of learners with large potentials and opportunities who have short time to learn they become more autonomous learners, developed their

metacognition and problem solving along with collaborative and group work. According to Dhawn (Technology System, vol 49, no, 1, 2020) online learning is an experience in a virtual setting using multiple devices like laptops, Smartphone, computers that are connoted with internet. Synchronous learning setting allows students to attend live lectures interact with students and teachers for feedback and discuss ideas, take part in virtual classrooms.

As for the asynchronous learning setting students could learn any time and any where give more space to students to be centered of the learning process. To conclude, COVID-19 urged students and educators to use online learning programs that results in more benefits for both and remaining safe at home from the COVID-19 infection.

5. EFL Student's Access to Online Lessons

Distance educational technologies has existed before COVID-19 and evolved over time due to development of ICT along with teaching and studying platforms and apps that provide students with online lessons and lecture. EFL students become more relying on online studying due to the lock down of universities due to the spread of Coronavirus students had to move from traditional learning face to face to online learning because of the fact that they were unable to be at classes physically .Distance learning or online learning students unlike traditional learning the do not have to set in physical classes at school or at amphitheaters or classes at universities they are more able to learn online from home with the chance to access to online classes, lectures and meetings through World Wide Web.

Teachers and students use different educational platforms and application to facilitate the studying process, the connection between teachers and students and emphasis student's engagements in virtual studying setting. Teachers post or upload lessons on teaching platform like Moodle or apps like Facebook, YouTube or share it among student's study groups. Also, Students have free access to lessons at any time from their technological device with internet connection. Moreover, Students get to be more independent and self autonomies in studying since they are able to have the lessons and more information sources from web lessons,

connect teachers or other classmates on social media devices such as email, messages… more accessible and reachable to facilitate online learning task they can read it before online classes, students can easily take part in online classes Intake-home tests assignments and home work.

Students have accounts and pass words to get access to online lessons from with simple steps from. University has created dissertation's web site for undergraduate students so they can easily found references for their works. Some students may not have easy access to lessons online whether because they humble knowledge about the use of ICT, have low internet connection especially in rural areas, students with learning disabilities need an assistant to access to and understand online lessons. Other students need to do actual practice in field work to accomplish their assignments or dissertation like classroom observation of focus group was not possible for there were no students at universities.

6. EFL Student's Attitude towards the Use of Social Media in Online Studying

E-learning becomes the alternative to face to face education for EFL students after the lockdown of universities as results of the ongoing wide spread of COVID-19. In a study conducted in Al Baha University, Department of English Language   resulted in the possibility that social media as an educational tool that serves both social and studying needs and considered as a facilitating mean for students in reaching courses and lessons online studying platforms and websites. Also, they hold positive attitude due to the advantages of about the use of social media in online studying during the outbreak with few members who hold a different attitude. Social media developed student's engagement in virtual EFL classes.

On the same hand, another study conducted in Algeria, Said University in the department of English Language and Literate has confirmed that EFL students were not properly prepared for such a quick shift to online studying in order re remain safe and continue the learning process. Furthermore, he results shed that student in interested and engaged positively in online learning Moodle for instance was efficient in delivering the

lesson within a safe and friendly environment. Eighty percent of students assure that social media developed their foreign language learning "English" and the use of social media devolved their culture about the English society in the same time they become more interested in studying and increases language use.

On the other hand other students hold different attitude since they have faced technical problems and believe that face to face education is more efficient. The study also mentioned that there several factors effect students attitude towards online studying like teachers training, students efficiency in technology use, the frequency of interaction between both students and teachers, the availability of collaborative learning along with teaching styles, students styles , students types and experience in studying online. To conclude student's attitude towards social media use in online learning help educators and educational institution to better equipped online learning environment to serve both teachers and students.

7. EFL Teacher's Training on Online Teaching Approach

Internet and ICT have facilitated the teaching task during the pandemic crises of COVID-19 though several steps and techniques. Some teachers were active on distance learning more than others or the use online teaching tools more often to deliver textures or assignments for students. On the other hand, other teachers were completely depended on face to face interaction in teaching or had little presence on online teaching platforms with intermediate skills in teaching online so they adapt to new educating stream with some useful steps and techniques.

EFL Teachers try to meet EFL student's education needs by connecting students via messages or email to listen to their concerns or answering their questions to build trust and friendly studying online environment during COVID-19. For flexible online teaching teachers had study and workshops at university's libraries and laboratories to learn how to use teaching platforms Moodle for instance, to learn and train how to upload lectures, organized online classes and meetings also how to assess students online or in-home take tests. Building the

learning objectives based on teachers and students technological capacities. Moreover, EFL teachers are able to set time with students to participate in online activities or classes like Google Classroom that better serve students and teachers, teachers provide students   apps, websites or e-books that better serve their studying aims.

In online teaching EFL teachers get to use authentic summative or formative assessment. At the end of online class the last of lecture's file students have quizzes to check their understanding like Kahoot that provide online fun and simple quizzes. Audio recorded file or video allows teachers to get student's records concerning oral tests or performance, teachers send feedback encourage them and monitor student's progress on assignments.

Conclusion

This chapter has mainly presented a general overview on student's psychology from several opinions with an emphasis on definitions of attitude and with each type's main characteristics types. Moreover, it shed light on the world's health cries pandemic COVID-19 with definitions, types to remain safe from the infection and the effects of COVID-19 on EFL studies. Moreover, we moved to EFL student's access to different online lessons and lectures during the outbreak of COVID-19.After that, we mentioned EFL student's attitudes towards the use of social media in online studying during the pandemic COVID-19.At the end we talked about teachers staring on teaching online and the steps and techniques they use to cope with online teaching approach in such unexpected circumstance.

Chapter Three

Field Work: Data Analysis

STDUENT'S ATTITUDES TOWORDS STUDYING VIA SOCIAL MEDIA

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Introduction

This present chapter will present the rationale for the undertaking thiq study followed by the data collecting tool, the population and the sample. After that, we will describe and analyze the obtained data in an attempt to answer our research questions. This undertaking research aims at investigating student's attitude towards the use of social media in studying during the pandemic COVID-19 and the obstacles they faces during this process. In order to collect the needed data for this investigation a questionnaire was addressed to students to discover their attitudes towards the idea of online studying via social media. The objective of this research tool is to verify the hypotheses we mentioned at the beginning of the study. At the end a conclusion would be drown plus the recommendations.

1. Rationale for the Study

The present research is a case study which uses the qualitative approach to collect data for describing and interpreting student's attitudes towards the use of social media in studying during the outbreak of COVID-19. The tool used was a questionnaire for students for the sake of gathering statistical and descriptive data on student's opinions and insights about whether social media were helpful during their online studying process during this crisis.

2. Sample and Population

The population chosen for this study was first year master students (both branches) of English Division at Mohamed Kheider University of Biskra composed of 369 students. A sample of 56 students was randomly chosen to answer the questionnaire from the whole population. They were asked to answer the questionnaire to know their point of view on studying online via social media. The sampling method was purposive since in they were at L3 last year and the lockdown of universities in the mid of the academic year, they were highly concern with online studying to finish the academic year and so to get their diploma.

3. Description and Administration of the Questionnaire

The current semi-structured questionnaire contains fifteen (15) questions (see appendix 01). The most frequent questions used in the present questionnaire is close-ended questions in order to help students focus and answer in short time, so not to feel board and quit answering. Also the questionnaire used contains open ended questions, for it requires deep understanding and analyzing. The first section was entitled formality with e-learning and social media consists of three (3) questions aims at collecting general overview about EFL student's familiarity with E-learning and their personal experience with social media.

Moreover, EFL student's use of social media in studying online during the pandemic COVID-19 was the title of the second section consists of seven (7) questions that are aiming at gathering information about student's use of social media while studying online during the spread of Coronavirus. As for the third section entitled EFL student's attitudes towards studying online via social media during Coronaries COVID-19, contains five (5) questions it aims at obtaining data about student's attitudes towards the use of social media as a studying material in during the pandemic COVID-19.

4. Administration of the Questionnaire

Because of the speared of COVID-19 the ministry has launched a health protocol for studying at universities that superset levels into sections from the begging of this academic year. By the time the questionnaire was ready master one (M1) students were not studying and in order to maintain the safety of students and to gain more time it was administrated online where we explained and clarified to the students our research and urging them to answer the questions as individually and honestly as possible. The questionnaire of students were administrated in their Facebook studying groups to be free in choosing when to answer the so, get more time in answering honestly and carefully. Later on the results were collected using Google form.

5. The Results of the Questionnaire

The questionnaire basically aims at testing the hypotheses we have formulated in the first chapter.   From the results, we are going to make sure weather our hypotheses are conformed or discomfort.

Analysis of Students' Questionnaire

5.1. Section one: Student's Formality with E-Learning and Social media

Item 1. Are you familiar with E- Learning?

Table 3.1 Students' familiarity with E-learning

Option	Number	Percentage
a) Yes	54	96%
b) No	2	4%
Total	**56**	**100%**

The table above indicates that the majority of respondents are familiar with e-learning that represent 96 % (54) and a minority of the students that participated in the questionnaire represented in 4 % (2) were mot families with e-learning. This implies that students are used to use e-learning in their studies even before the pandemic COVID-19 has spread.

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Item 2. How often do your teachers present to you lessons or lectures on social media platforms during the pandemic COVID-19?

Table 3.2 Teachers' frequency of presenting lessons on social media

Option	Number	Percentage
a) Always	8	14%
b) Often	20	36%
c) Sometimes	16	29%
d) Rarely	8	14%
e) Never	4	7%
Total	**56**	**100%**
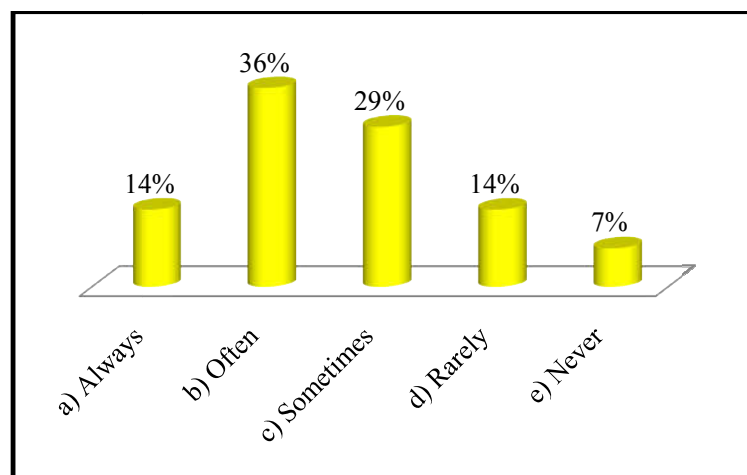
Figure 3.1 Teachers' frequency of presenting lessons on social media

This question aims at having a general idea about how often teachers post lessons on social media platforms. The results in the table and figure above revels that 14% (8) students answered with the suggestion "always", 36% (20) students chosen the suggestion " often", 29 % (16) of them choose the suggestion "rarely" while only 7 % (4) chosen the suggestion "never".79 % (44) of student's answers was from "always" to "sometimes" this indicate that most of teachers post lectures and lessons on social media platforms to help them continue their studies online and making them more accessible for students, whereas 28% (14) of the

respondents answers was between "rarely" and "never" that indicate a minority of teachers don not post lessons on social media.

Item 3. Do you agree that distance learning is more useful than traditional learning during the pandemic COVID-19?

Table 3.3 Students' agreement on whether distance learning is more useful than traditional learning during the pandemic COVID-19 or not

Option	Number	Percentage
a) Yes	26	46%
b) No	30	54%
Total	**56**	**100%**

This question seeks to know whether students agree or disagree that distance learning is more useful than traditional learning during Coronavirus. The table above shows that 46% (26) of students answered with "Yes" whereas 54% (30) of them answered with "No". First, those who agreed with the previous statement back up their response with several arguments such as

a) Student's Justification For 'Yes'

- Easy to get my lessons

- Because we are not obliged to go to university during using e-learning tools

- Simply because during these circumstances it is better for all of us to stay distant. It is more flexible hat we can study according to our suitable time and certainly this helped us more to rely on ourselves.

- For the safety of people and it teaches learners to be autonomous.

This explains that students find more advantage than traditional one during the pandemic COVID-19.Students reported that within e-learning they are able to have more information and insights about the lessons from varies sources online and enhance their

critical thinking, students also confessed that they save time money and energy using online learning. Finally, those respondents conformed that more suitable to the urgent situation, and reduce the risk of COVID-19 infection.

On the other hand, the majority of students 54 % (30) of the students answered with "No" explaining that they are in favor to traditional learning over e-learning during the Coronavirus providing an interesting arguments like:

b) Student's Justification for "No"

- Because we could not learn with ourselves only we need giddiness practice and classroom environment to let us learn in the appropriate way.

- Students need to interact with the teacher and with each other to understand better their lectures

- It's not convenient due to lack of time. And the slow internet speed in Algeria

- Because sometimes we need the teacher's help to explain some points and I believe that teachers facilitate the information though face to face learning

Student's response shows that they prefer to learn in real classroom setting to be more motivated and engaged in the learning process with more explanation to lesson parts by the teacher, others also argued that they face difficulty in access to or while using online platforms in studying because of bad internet connection or lack of ICT knowledge, others said that their teachers are not active on online teaching platforms and they do not even reply to student's emails. From these responses we come to conclude that these students could not relay on online learning due to complications and obstacles they faced during the process.

Section Two: EFL Student's Use of Social Media in Studying during the Pandemic COVID-19

Item 4. How much time do you spend daily in studying using social media during the lock of the university?

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Table 3.4 Time spent daily by students in studying using social media during the lock of the university

Option	Number	Percentage
a) 1 hour	24	43%
b) 2 hours	19	34%
c) 3 hours	8	14%
d) 4 hours	2	4%
e) More than 4 hours	3	5%
Total	56	100%
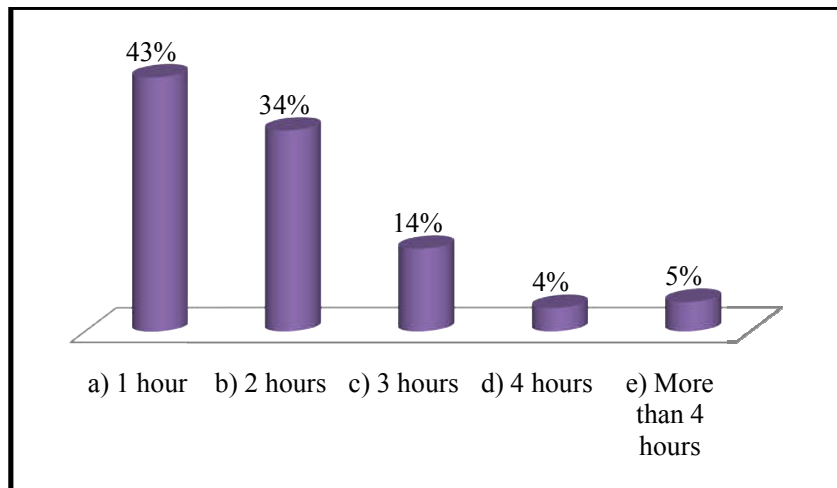
Figure 3.2 Time spent daily by students in studying using social media during the lock of the university

From the table and the figure above represent the time students spent in studying online using social media. The majority of students 77% (43) spend between one to two hours daily using social media in studying. While some others 14 % (8) spend three hours in studying online using social media; however, very few students 9% (5) use social media for

four hours or more in studying every day. According to the results the regular rate of using social media in studying online is between one hour and half and two hours per day.

Item 5. Has the spread of COVID-19 changed the way you use social media in studying?

Table 3.5 Students' responses about whether the spread of COVID-19changed the way you use social media in studying or not

Option	Number	Percentage
a) Yes	49	87%
b) No	7	13%
Total	**56**	**100%**

This question tends to identify if the spread of COVID-19 has changed the way students use social media in studying or not. As it was expected, the answers on table above shows that the majority of students answered with "Yes" 87% (49) while only 13% (7) answered with "No. Those who chosen the suggestion "Yes" have provided explanation how is that such as:

a) For 'Yes'

- Social media allows me study with my classmates, share, send and receive lessons using different platforms.

- We use websites to study which I find it useful and safer regarding the current situation.

- Now we focus more on social media in studying online using several web sites and apps like Facebook, Google meet or zoom, Moodle mainly to get our lessons.

Student's responses e clearly proves that students shift from using social media for entertainment tool to a studying one for it facilitate online studying in various ways. First, despondence conformed that social media facilitate communication between students and their classmates and teachers also they obtain their lessons from varies social media platforms

and Moodle, could find more information that help them in studying online. Furthermore, student's answers proves that they have a new interesting experience with study via social media, create studying groups online in different apps and websites using different platforms.

However ,there are only few students13% (7) chosen the option "No" as the table above clarifies supporting their opinion with explanation such as:

b) For 'No'

- Because we only received written lessons so there wasn't that much need to change.

- we were using Facebook and other social media to exchange ideas and information before that, so it is not a new thing

- I don't use social media to study, so the pandemic hasn't changed much

- I always rely on social media for studying. The pandemic never affected it.

Student's responses clarify that they used to use social media in studying objectives even before the spread of COVID-19 that led to the lockdown of universities. Also they complain about the lack of interaction and communication between them and the teachers where another said that that he/she does not use social media in studying at all

Item 6. How often do you use the following types of social media to study online during pandemic COVID-19lock down?

Table 3.6 Frequency of students' use of the following types of social media to study online during pandemic COVID-19lock down

Option	Always	Sometimes	Rarely	Never
a) Facebook	25	16	11	4
b) You tube	22	19	9	6
c) Google classroom/Zoom	3	10	16	27
d) Moodle Platform	16	17	15	8
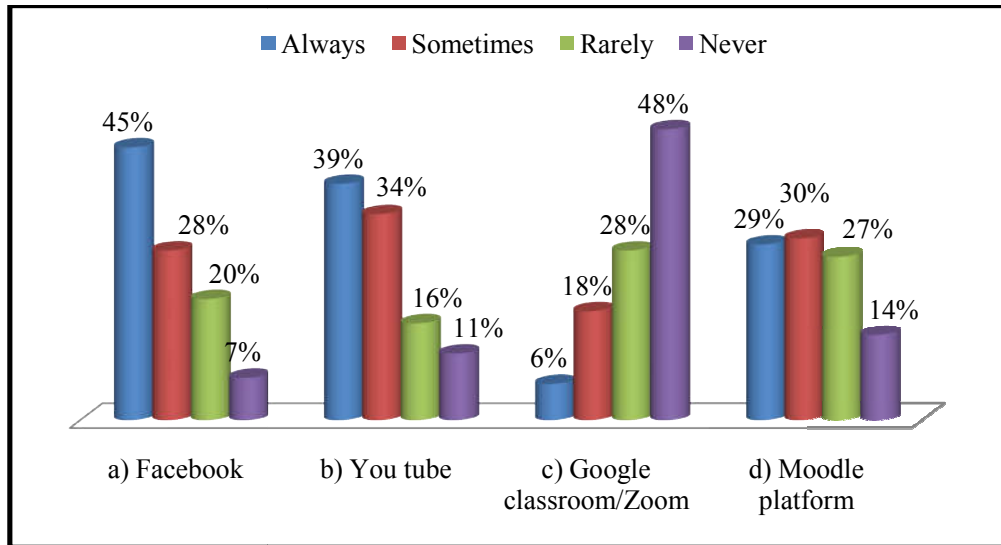
Figure 3.3 Frequency of students' use of the following types of social media to study online during pandemic COVID -19 lock down

This table and the figure represent student's frequency use of some social media platforms in studying online during the Coronavirus. First, for Facebook app 45% (25) the majority of students answered with always where 28% (16) answered with sometimes and 20%(11) answered with rarely while only 4 students 7% with never these results indicates that the majority of students 73% use Facebook more often in studying online while the rest of students 28 % rarely or never use it in studying online. Second, as for YouTube 37% (22) of responders choose "always", 37% (19) use it sometimes, 20 %(9) of them use it rarely and 11 %(11) never use it .These results proves that the bigger number of students use it more often while studying online, while only a minority never or rarely use YouTube in Studying online. Third, concerning Google classroom\ zoom only 3 students 6% use it always and some of the despondence 18 % (10) claim that they sometimes use it in online studying purposes awhile the majority of students whether they rarely or never 48% (27) use it.

 As for the fourth one Moodle platform students who use it in studying always 29% (16) and sometimes 30% (17) represent the majority of students while a minority of students rarely uses it and only 14 % 5 students answered that they never use it in studying online.

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Student's answers clearly states that they use Facebook and YouTube more often then they use Google classroom or Moodle to study online during the pandemic Coronavirus.

Item 7. To what extent do you benefit from the lessons or lectures provided in social media?

Table 3.7 The degree of usefulness of the lessons or lectures provided in social media for students

Option	Number	Percentage
a) 20 -40/100%	14	25%
b) 40-60/100%	14	25%
c) 60-80/100%	23	41%
d) More than 80/100%	5	9%
Total	**56**	**100%**
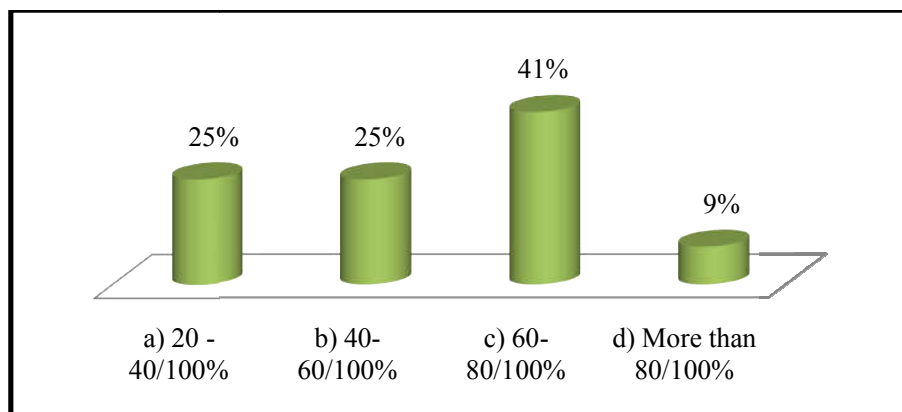
Figure 3.4 The degree of usefulness of the lessons or lectures provided in social media for students

This aims at gathering information about the usefulness of lessons posted on social media for students. The results from the table and figure presided were quite significant 25 % (14) of students chose the suggestion from "20 -40/100%" and the same number of students 25 % (14) chooses the suggestion "40-60/100%". The highest personage was 41% (23) that answered with the suggestion "60-80/100%" while only 9% (5) of the students answered with the suggestion "More than 80/100%". The results obtained in the above table conforms that

the half of the students 50% benefit from the lessons posted on social media up to 60 ,and the majority of despondence benefit from the lessons on social media up to 80 % with just9% answered that they benefit 100% from the lessons provided on social media. To conclude, EFL students consider lessons posted on social media platforms quite beneficial during the online studying process.

Item 8. To what extent do you agree that 1 COVID -19 urges students to make use of social media in studying?

Table 3.8 Students' agreement about whether COVID -19 urges students to make use of social media in studying

Option	Number	Percentage
a) Strongly agree	23	41%
b) Agree	22	39%
c) Neutral	10	18%
d) Disagree	1	2%
e) Strongly disagree	0	0%
Total	56	100%
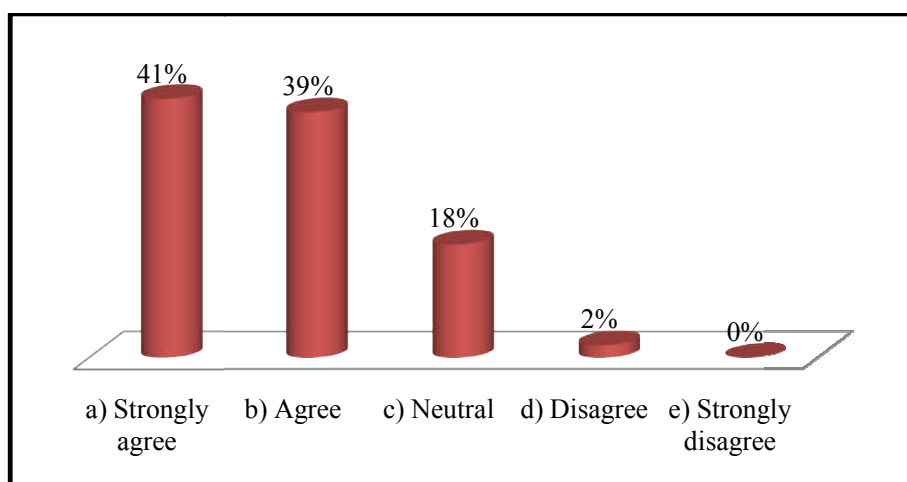
Figure 3.5 Students' agreement about whether covid-19 urges students to make use of social media in studying

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This table and figure represent students' agreement about whether COVID-19 urges students to make use of social media in studying. As it was expected the results shows that majority of students strongly agree41% (23) or agree 39 %(22) with the statement while only 10 students 18% take the position of neutrality and just one student re[resented in 2 % disagree with the statement. Student's responses clearly conform that the wide spread of COVID-19 has urged them to make use of social media in their studying process.

Item 9. What obstacles did you find in the use of social media while studying online during the pandemic COVID-19? You may choose more than one option.

Table 3.9 Obstacles faced by students when using social media while studying online during the pandemic COVID-19

Option	Number	Percentage
a) I do not have computer	2	4%
b) I do not have smart phone	0	0%
c) I do not have premium internet	26	46%
d) I do not have account nor code of Moodle platform	8	14%
e) I do not know how to use computer	0	0%
f) I do not know how to use Moodle platform	11	20%
g) More than one obstacle	9	16%
Total	**56**	**100%**
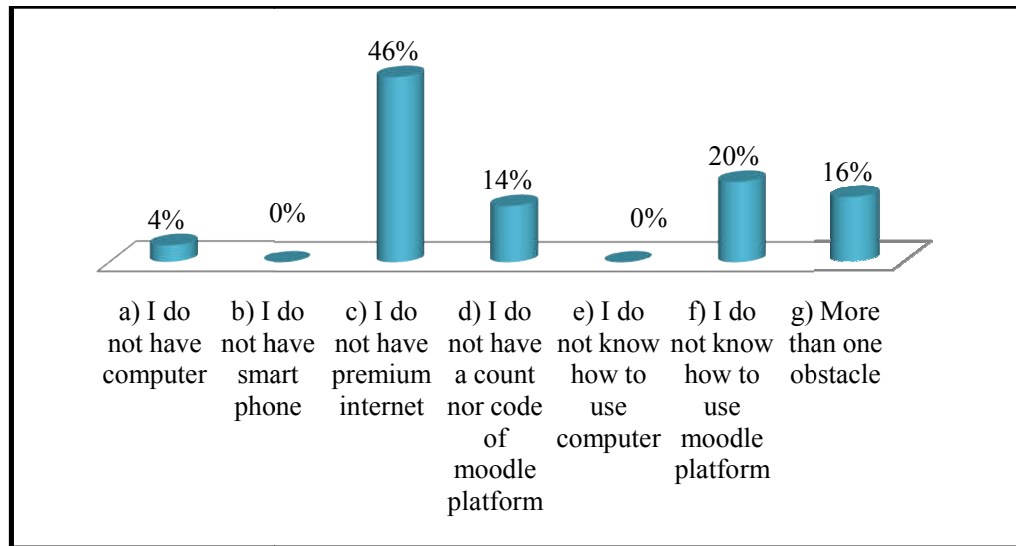
Figure 3.6 Obstacles faced by students when using social media while studying online during the pandemic covid-19

The results in the table and figure above indicate some of the obstacles student face while using social media in studying during the pandemic COVID-19. First, from student's answers there are only 2 students represented in 4% from the whole sample chose the suggestion (a) "I do not have computer", while none of them 0% chose the option (b) " I have no smart phone" as well as 0% for the option(e) "I do not know how to use computer" . Furthermore, the majority of students 46% (26) chose the option (c) "I do not have premium Internet" and some of them chose the suggestion (e) "I have more than one obstacle". Whereas some of them some of the despondence was the suggestion (f) "I do not know how to use Moodle" and the minority of students goes with the option (d) "I do not have a Moodle platform account or a code".

The results obtained conform that the major obstacle students face while studying online using social media is lack on premium internet and the second problem as it is highlighted by the students was the they do not know how to use Moodle platform due to lack of practice on using Moodle. Other obstacles that student face is whether they do not have computers, they do not have an account on Moodle platform or they face more than one obstacle while studying online using social media during the Coronavirus.

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Item 10. Did you stop using social media in studying?

Table 3.10 Students responses about whether they stopped using social media in studying or not

Option	Number	Percentage
a) Still using it	37	66%
b) Stopped and came back	9	16%
c) Stopped a few days ago	0	0%
d) Stopped about week ago	1	2%
e) More than a week ago	9	16%
Total	**56**	**100%**
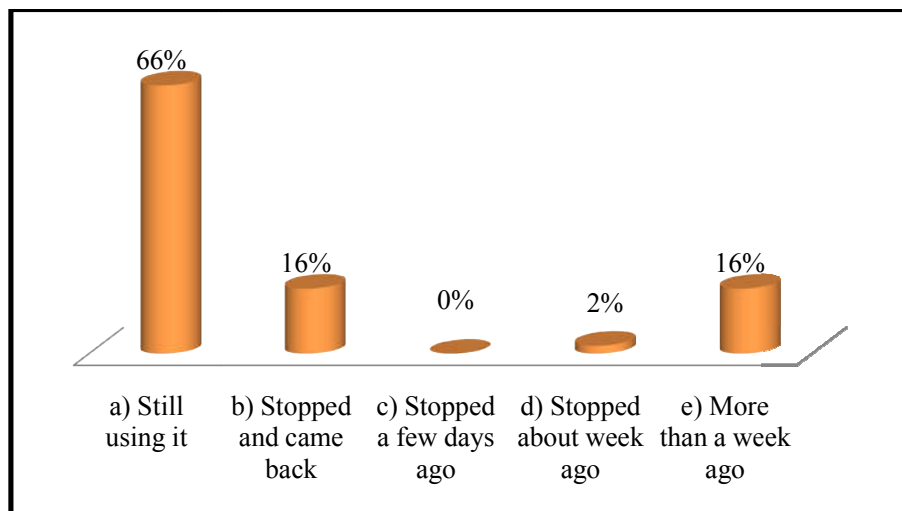
Figure 3.7 Students responses about whether they stopped using social media in studying or not

The table and the figure represent student's response to whether they are still using social media for studying or not. Student's answers proves that the majority of students still using social media in studying 66 %(37). Some of the participants 16 %(9) say that they stopped using social media but they go back using it whereas some others 16 %(9) claim that they stopped using it. Just one participant answer that he\ she stopped using it a week ago

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while none chose the option stopped using social media few days ago. To conclude students still using social media in studying since the majority of participants 66 %(37) chose the option "I still using it".

Section Three: EFL Student's Attitudes towards the Use of Social Media in Studying during the Pandemic COVID-19

Item 11. How was your feeling when COVID-19 spread and universities were locked down?

This questions aims at identifying student's feeling after the lock down of universities because of the wide rapid spread of COVID-19. The data obtained revels that the majority of students felt negatively towards the situation while some others felt positively due to some considerations. Those participants who felt negatively provided some significant explanation such as:

- I had a sad, confusing feeling thinking how study this academic year is going to be proceeded, also I worried about our safety from COVID-19 infection because it kills huge number of people around the world in a short time

- Sad and scared, for my future and the people I care about I thought it is the end of the human rice.

- I felt scared and Pessimist thinking how we are going to study and survive from the virus

- I become worried about me and my family's health safety and if study can be continued from home because it reflected negatively on our psychology.

I become sad, anxious, I felt bad, worry, confused, and terrible were the most frequent answers of the participants. The results prove that students were in a bad psychological sates when the universities were closed after the spread of the deadly virus. Students were scare on their lives before thinking about their studies. Also, their answers show that they felt board at home during the quarantine period and worried about what will happen next?

However, some students holed more optimistic point of view about the situation providing some interesting explanations, for like:

- I felt happy because we were not supposed to go to university anymore

- I was happy because I knew that this would urge the universities to change the teaching methods and try to go to online teaching like using social media for instance.

- I felt glad that I'm no longer obliged to go to university every day since I'm a busy with my job.

These was student's answers that clearly state that minority of them was feeling somehow happy and optimistic after the lock down of universities considering it as the right decision on the right time m others shoe their gratitude not to be obliged to be present at university all the time. Students appreciated the decision and were mostly happy to spend more time relaxing at home with family, while others appreciated the idea of online learning considering it as the alternative solution to the serious situation.

Item 12. How did you perceive the idea of studying via social media during the pandemic COVID-19?

The current question seeks to understand how students react to the idea of studying online via social media when the universities were looked because of the dangerous spread of Coronavirus. The majority of student's answers indicate that they welcomed the idea of studying online via social media and appreciated the jester for example:

- I appreciate it and I see it as the solution to this situation

- It was a great option

- I was excited to try this new way of studying

- Its good idea, less time consuming and effective selection to perceive with our studies.

As the answers proves, the majority of responders see the idea of studying via social media as a good idea because of the unusual situation. They appreciate the idea and felt more exited how it is going to be studying via social media platforms. Furthermore, they saw social media as a logical option and a good chance to save the academic year, so not to fail.

On the other hand, some of the answers obtained from the questionnaire prove that there are some students who did not welcome the idea of studying via social media when the universities were closed to illustrate:

- I do not like the idea

- I did not welcome it much but it was obligatory according to the circumstances

- It will not be that effective method of studying

- I was shocked because Algerian internet is the worst ever

These answers indicate that students were pessimist about studying online via social media. They expected that they will not be able to communicate effectively with students and teachers, and the connection is bad quality it will not serve their needs for some of them do not have internet connection, Smartphone or computers. Moreover they proved through their answers that they did not believe in it and they just do it because they had to. Finally, some of the participants did not expect social media to cover all the needs of all types of students and offers suitable studying environment.

Item 13. How do you feel when using social media in studying during the pandemic COVID-19?

This question aims at discovering student's attitudes towards the use of social media in studying during the pandemic COVID-19. Student's answers show that there are two main attitudes towards the use of social media in studying during the spread of COVID-19.The majority of students hold positive attitude towards the use of social media in studding online while universities was closed because of Coronavirus, while the minority of participants hold negative attitude . Some answers of those participants who have positive attitude were:

- I feel more relaxed and less stressed and most of all safe from COVID-19 infection.

- I feel comfortable and relaxed since I enjoy studying online more than the traditional one; because, I study whenever I want I am not obliged to study in a specific time.

- I feel so good and more motivated, I love to study from home

- I feel thankful and positive I have the chance to use social media on something important like studying which it will improve my study skills.

I feel more Comfortable, I feel good, I am at ease, I am safe from COVID-19, I feel positive, and I am optimistic about it, were the commonest expressions used by participants to prove towards the use of social media in studying online during the Coronavirus is positive. Most of students participated in the questionnaire show their positive attitude toward the use of social media in online studying process. They believe that it helps them to keep in tech with both students and teachers, allows them to continue their studies from home and remain safe from COVID-19. Student's responds show that they like the new studying experience that social media offers, comfortably and safely study at home, they are able to use it for entertainments as for studying, have more whenever they want, so they save more time and energy unlike the fixed timing of traditional classrooms.

To conclude, students declare that they have more time to search for information, do their assignments, ask their friends and teachers for more clarifications about ambiguous points in the lessons, they conform that they have access to videos and documents that explain the lesson properly and clearly, moreover social media allows them to share and download lessons from social media platform more than in traditional way of teaching.

On the other hand, a few students express their negative attitude toward the use of social media in studying online during the Coronavirus. Some of their answers were like follows:

- I become bored and demotivate the and the lack of beneficial online resources to study it waste my time

- I have negative feeling because I miss my days at university's classrooms

- I am confused I am under prissier and constrain

- I feel more anxious and frustrated I have problems with connection or technical problems so I cannot understand my lessons

Considering the results, very few students hold negative attitude toward the use of social media in studying while the lock down of universities for some reasons. They say that they feel bad, negative, frustrated, and anxious, confused or demotivate to study. Students answered that they feel confused when using social media to study and therefore waste much time and benefit nothing, another common answer is that they get used to traditional learning so they did not cope with the new learning approach.

Item 14. Do you agree that social media facilitate the task of studying after the spread of COVID-19 over the globe and the lock down of universities?

Table 3.11 Students' agreement about whether social media facilitate the task of studying after the spread of COVID-19 over the globe and the lock down of universities or not

Option	Number	Percentage
a) Yes	51	91%
b) No	5	9%
Total	**56**	**100%**

The majority of students 91 % (51) agree that social media facilitate studying process during the pandemic COVID-19 in which universities were closed. These students back up their agreements with reasonable arguments as follows:

a) For 'Yes'

- Social media give us more freedom to arrange my time for study and we stay up to date.

- Exchanging information easily between students among themselves and with teachers.

- Yes, since we cannot have face to face sessions so the only choice is studying through social media better than stopped studying at all.

- We can learn from home which is easier and more comfortable for both learners and teachers and remain safe from COVID-19 infection.

Students conformed that they have really benefit in various ways while using of social media in studying during the pandemic crises, for they become more on using social media in studying purposes for its availability and accessibility . First, students have more freedom in studying and accomplishing their homework and research assignments. Second, they confirmed that with social media use it become easier to connect, exchanging knowledge and ideas, sharing files and lessons documents and communication among students themselves and with their teachers to keep the studying process ongoing. Third, answers also prove that students stay up to date concerning their classes, lessons progress and results achievements via social media, lessons are available and accessible which is crucial to them.

Easy, safe and comfortable way of studying during the wide spread of CVID-19 was a commune answer among participants. Student's answers clearly conformed that social media was a helping mean in progressing their studies during the spread of Coronavirus.

The minority of the sample 9% (5) say the opposite and social media does not facilitate studying online during the spread of the pandemic. They have also support their clime with arguments such as:

b) **For 'No'**

- I struggle to understand the lesson without teacher explanation and interaction in the class ;because, some teachers are talented in explaining lessons

- Because some of us are kinesthetic learners, so we need intensive practices and participation which we cannot do at home

- For studying no, it just helped us to know the news about study, but it wasn't a good source to learn from

- Because I will just end up scrolling over and over, so I do not use them that much when I am studying, unless it was necessary to do so.

Just five students express their disagreement with the statement for some reasons. They found difficulty in understanding lesson on social media; they need to be at physical classroom to understand and engage in the studying process. Also due to the learning style of some of participants they need to practice thing to learn like kinesthetic learners. Finally, students lack practice in direct interaction with other students and teachers detailed explanation which is crucial for their studying and lesson comprehension.

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Item 15. Do you agree or disagree with the following statements:

Table 3.12 Students' agreement with the following statements

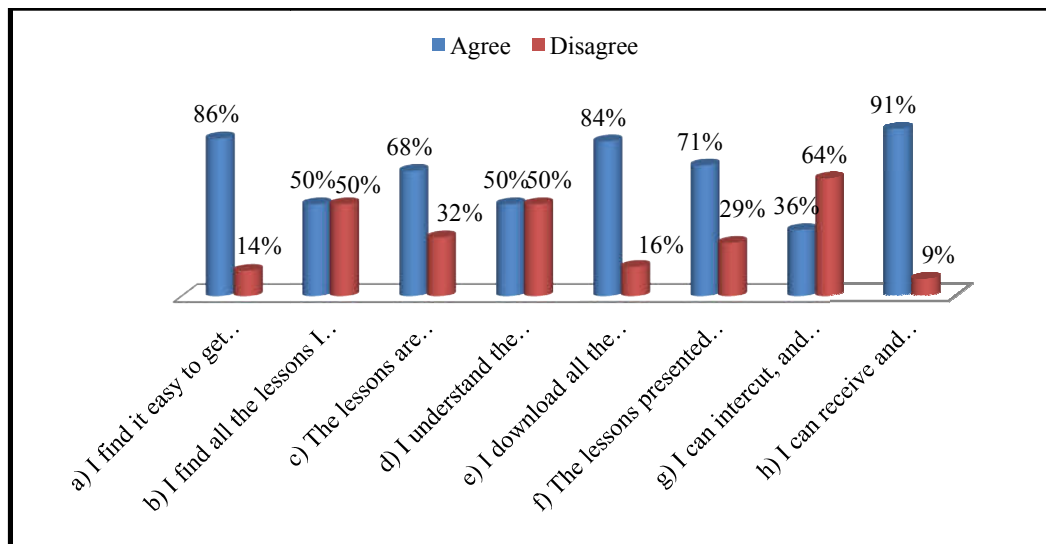| Option	Agree		Disagree	
	N	%	N	%
a) I find it easy to get access to the lessons on social media	48	86%	8	14%
b) I find all the lessons I need on social media platforms	28	50%	28	50%
c) The lessons are organized	38	68%	18	32%
d) I understand the lessons presented online	28	50%	28	50%
e) I download all the lessons in my computer/smart phone	47	84%	9	16%
f) The lessons presented respect the outline of the course	40	71%	16	29%
g) I can intercut, and communicate with students and teacher while presenting the lesson online	20	36%	36	64%
h) I can receive and send my tests, homework via social media	51	91%	5	9%
Total	**56**	**100%**	**56**	**100%**

Figure 3.8 Students' agreement with the statements

The data obtained from student's responses presented in the table and figure above show weather student's agreement or disagreement about particular points concerning online learning via social media. From the whole sample 86 %(48) agree with statement (a) "I find it easy to get access to the lessons on social media" while only 14 %(8) of the sample disagree. As for the second statement (b) "I find all the lessons I need on social media platforms" the results of student's agreement and disagreement was equal 50 %(28) agree and 50 %(28) disagree. Furthermore, more than a half of the population 68 %(38) agree with statement (c) "The lessons are organized" whereas 32 %(18) of the students did not agree with the statement.

In the statement (d) "I understand the lessons presented online" also here the results were 50 %(28) of the students agree while 50 %(28). Concerning statement (e) "I download all the lessons in my computer/smart phone" almost all students agree with the statement 84 %(47) when only 16 %(9) disagree with it. The results of statement (f) "the lessons presented respect the outline of the course" 71 %(40) of the population agree while 29 %(16) disagree with the statement. As for the results of statement (g) "I can intercut, and communicate with students and teacher while presenting the lesson online" only 36 %(20) of the sample agree while the majority64 %(36) d not agree with the statement. The results of

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the last statement (h) "I can receive and send my tests, homework via social media" revels that the majority 91 %(g) of students agree with the statement while only the minority 9 % (5) of the responders disagree with the statement.

The data obtained conformed that the majority of students make use of social media in studying online in varies ways. They confirmed that they can easily access to lessons online via social media, students agree that social media allows them to download lessons on their Smartphone or computers,   and the lessons on are organized and follow the plan of the course only few of them found it difficult or did not some lessons. Moreover, student's answers detect that they are able to send their homework and tests via social media and receive assignments. However, some student's answers indicate that they find difficulty in interacting with teachers online as well as understanding the lessons posted on social media.

Conclusion

Throughout the present investigation, we used one research instrument a questionnaire for students that helped us to investigate EFL student's perception attitudes toward the use of social media in online studying. Throughout the analysis of the obtained results from the questionnaire we confirm that the hypnosis raised at the beginning of the research is conformed that is EFL students have positive attitude toward using social media in studying online during the pandemic COVID-19.

The obtained results stressed that the advantages of the wide use the WWW and ICT technology due to their advantages for EFL students as online learning for instance. This developing and an ongoing process of learning using different platforms existed even before the spread of COVID-19 and the lock down of universities. Moreover, from this study we tried to explore student's point of view toward using social media in studying online. Student's answers conform that they consider social media an alternative mean of studying during the health crises and the unavailability of face to face education. We can say that SM played major role in facilitating the task of online learning for EFL students. In addition, students had a positive expectations and welcome idea of using SM in studying an experiencing a new studying approach, and most of all feeling safe from COVID-19 by studying safely at home.

To sump, studying via SM help students continue their studies online, prevent losing a whole academic year, keep them safe at home and provide them SM also provided a comfortable and helpful environment for students to connect other students and teachers online any time, easy access to lessons.

General Conclusion

Due to the development in ICT and educational technologies, online learning or e-learning become more often used by EFL students especially after the spread of COVID-19 and the close of universities. Along this investigation, we tried to identify SM m its types and uses in different advantages it provides, also the usefulness of SM in education more partially in facilitating the task of studying online. In addition how the spread of Coronavirus does changed the way of studying and marked a significant shift from face to face leaning to online learning.

This research was divided into two main parts, theatrical and practical part. First, the theoretical part is composed of two chapters. Through the first chapter we tried to present SM as an independent variable. We started with a general background of ICT in general, after that we talked about social media in particular its definitions, types, and social media network site. Moreover, we detailed more the advantages and uses of SM like image sharing, video sharing and blogs. We also mentioned e-learning and detailed more with Google and some of its crucial services as Google drive, Google classroom. After that, we mentioned Moodle platforms with its definitions, steps how to use Moodle and its advantages. On the same hand, student's and teacher's use of social media and concluded with the obstacles faced by students while using social media in studying online.

As for the second chapter we started with a general overview on student's psychology after that we dealt with the notion of attitude with definitions and its types (positive, numeral and negative). We also talked about COVID-19 plus its definitions and provided tips to protect ourselves from COVE-19 infection. Furthermore, we detailed in the effects of COVID-19 on EFL studying and more about EFL student's access online during the pandemic COVID-19. As well as, we mentioned EFL student's attitudes towards the use of social media in studying online during the pandemic COVID19.We conclude with EFL teachers training on online teaching approach.

The second part of the dissertation is chapter tree which discussed and analyzed student's questionnaire to interpret the results and generate the findings in order to prove the usefulness of social media in studying online during the pandemic crises. This practical study presented the rational of the undertaking study followed by the data collecting tool, the population and the sample. After that, we described and analyzed the obtained data in the attempt to answer our research questions. This undertaking research aimed at investigating student's attitude towards the use of social media in studying during the pandemic COVID-19 and the obstacles they faces during this process. In order to collect the needed data for this investigation a questionnaire was addressed to master one students in their Facebook Group to discover their attitudes towards the idea of online studying via social media during the pandemic COVID-19. The students had the chance to answer the questionnaire voluntarily with no regard to age, gender, social state, etc. The objective of this research tool is to verify the hypotheses we mentioned at the beginning of the study.

The findings and results indicate that EFL learners show a high degree of interest and positive attitude towards the use of SM in online studying the pandemic COVID-19. From the current study, we found that the obtained results stressed that the advantages of the wide use the WWW and ICT technology due to their advantages for EFL students as online learning for instance. This developing and an ongoing process of learning using different platforms existed even before the spread of COVID-19 and the lock down of universities. Moreover, from this study we tried to explore student's point of view toward using social media in studying online. Student's answers conform that they consider social media an alternative mean of studying during the health crises and the unavailability of face to face education. We can say that SM played major role in facilitating the task of online learning for EFL students. In addition, students had a positive expectations and welcome idea of using SM in studying an experiencing a new studying approach, and most of all feeling safe from COVID-19 by studying safely at home.

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To sump, studying via SM help students continue their studies online, prevent losing a whole academic year, keep them safe at home and provide them SM also provided a comfortable and helpful environment for students to connect other students and teachers online any time, easy access to lessons.

Pedagogical Implications

At the end our study, we suggest some pedagogical implications concerning the integration of ICT in the teaching learning process and the importance of SM in facilitating online studying for EFL students.

Implications for Teachers and Students

- EFL students emphasize the importance of online learning. It should be given more importance and used more often at the university level with training since the majority of students were exposed to online learning only after the unavailability of face to face learning.

- EFL Teachers should consider the verity in student's types and learning styles concerning their students by different techniques in delivering lessons, verity the use of educational technology in online teaching means to enable students to communicate and interacts their idea and attitudes more easily as in real life interaction.

- Providing EFL students with the opportunity to acquire more skills and become accustom with online learning, also teachers from their part attempt to create welcoming internment and open channels of communication with students.

- EFL teachers should be aware of that the use SM in teaching and learning process requires training for both teachers and students in order to be able to continue study process in unusual circumstances like the situation the crises of pandemic COVID-19.

The usefulness of Social Media in Studying online during the pandemic COVID-19

- Students of English should conceder making use of social media in studying purposes as for entertaining one; because, COVID-19marked a shift in the studying process and proving online learning facilitate studying for the majority of students who cannot be present all the times in physical classrooms as well as when the traditional studying process in no longer an option.

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Implications for Educational Institutions

- Educational organization and institutions should be aware of the integration and the importance of online learning, provide lessons online studying platforms as in Moodle platform for instance and facilitating studying process for EFL making it accessible for all students.

- Universities are responsible for providing teachers and students with sufficient conditions as internet access, online lessons and studying platforms. In order to enable students to use ICT as SM for instance.

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Appendices

Dear master one students

      I am a master two student and I am conducting a research about " The use of social media in studying during the pandemic COVID-19 by EFL students " first-year master level students at Biskra University. Therefore, you are kindly asked to answer the coming questions or tick in the box next (es) to your answer (es) (you may chose more than one answer) or provide a precise answer where needed .Make sure that your responses will be anonymous and is going to be used to gather the needed data to accomplish the aims of the research only.

      Thank you for your time, efforts, and collaboration.

Researcher's name: **Supervised by**:

MANAMANI Omar   Dr. SEGUENI Lamri

2020\2021

Section one: Student's Formality with E-Learning and Social media

Q1. Are you familiar with E- Learning?

Yes [ ]   No [ ]

Q2. How often do your teachers present to you lessons or lectures on social media platforms during the pandemic COVID-19?

Always [ ] Often [ ] Sometimes [ ]   Rarely [ ]   Never [ ]

Q3. Do you agree that distance learning is more useful than traditional learning during the pandemic COVID-19 Why?

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Section Two: EFL Student's Use of Social Media in Studying during the Pandemic COVID-19

Q4. How much time do you spend daily in studying using social media during the lock of the university?

1 hour [ ]   2 hours [ ]   3 hours   4hours [ ]   more than 4

hours [ ]

Q5. Has the spread of C0VID-19 changed the way you use social media in studying? How?

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Q6. How often do you use the following types of social media to study online during pandemic C0VID-19 lock down?

	Always	Often	Sometimes	Rarely
Facebook	[ ]	[ ]	[ ]	[ ]
You tube	[ ]	[ ]	[ ]	[ ]
Google classroom/Zoom	[ ]	[ ]	[ ]	[ ]
Moodle platform	[ ]	[ ]	[ ]	[ ]

Q7. To what extent do you benefit from the lessons or lectures provided in social media?

20 -40/100 ☐   40-60/100 ☐   60-80/100 ☐ More than 80/100 ☐

Q8. To what extent do you agree that COVID-19 urge students to make use of social media in studying?

Totally agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Totally disagree ☐

Q9. What obstacles did you find in the use of social media while studying online during the pandemic C0VID-19?

I do not have computer ☐   I do not have an account or code of modal platform ☐

I do not know how to use computer ☐ do not have premium internet ☐

I do not know how to use modal platform ☐ o not have smart phone ☐

Q10. Did you stop using social media in studying?

Still using it ☐   Stopped and came back ☐   Stopped a few days ago ☐

stopped about week ago ☐   more than a week ago ☐

Section Three: EFL Student's Attitudes towards the Use of Social Media in Studying during the Pandemic COVID-19

Q11. How was your feeling when C0VID-19 spread and universities were locked down?

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Q12. How did you perceive the idea of studying via social media during the pandemic C0VID-19?

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Q**13**. How do you feel when using social media in studying during the pandemic C0VID-19?

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Q14. Do you agree that social media facilitate the task of studying after the spread of over the globe and the lock down of universities? Explain?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q15. Do you agree or disagree with the next statements

                                              Agree   Disagree

➢ I find it easy to get access to the lessons on social media   ☐ ☐

➢ I find all the lessons I need on social media platforms   ☐ ☐

➢ The lessons are organized   ☐ ☐

➢ I understand the lessons presented online   ☐ ☐

➢ I download all the lessons in my computer/smart phone   ☐ ☐

➢ The lessons presented the outline of the course

➢ I can intercut, and communicate with students and teacher while presenting the lesson online   ☐ ☐

➢ I can receive and send my tests, homework via social media   ☐ ☐

Thank You.

الملخص

بعد الانتشار الواسع لفيروس كورونا "كوفيد_19"حول العالم ومن اجل الحفاظ علا سلامة الجميع تم غلق الجامعات بحيث لم يكن بمقدور الطلبة مزاولة دراستهم. كنتيجة ذالك وجد طلبة متعلمي اللغة الانجليزية كلغة أجنبية أنفسهم بحاجة الي حل بديل لاستكمال دراستهم. قدمت وزارة التعليم العالي والبحث العلمي حلا يقتضي بالاعتماد علا التعلم عن بعد باستعمال الوسائل التكنولوجية من اجل تسهيل عملية التعلم عن بعد لطلبة خلال فترة جائحة كورونا . الدراسة الحالية تقضي بالتحقق من سلوكيات طلبة السنة أولي ماستر في اللغة الانجليزية كلغة أجنبية في كلية الآداب واللغات الأجنبية في جامعة بسكرة نحو استعمال وسائل التواصل الاجتماعي من اجل الدراسة خلال فترة جائحة كورونا. هذه الدراسة تهدف إلي اكتشاف أثار الجائحة علا طريقة تعلم طلبة اللغة الانجليزية كلغة أجنبية خلال فترة كورونا _19، كما يهدف هذه الدراسة أيضا الي تحديد العوائق التي يواجهها طلبة اللغة الانجليزية كلغة أجنبية خلال عملية الدراسة عند عبر وسائل التواصل الاجتماعي وأخيرا تحديد نظرة توجه طلبة تعلم اللغة الانجليزية كلغة أجنبية نحو فائدة استعمال وسائل التواصل الاجتماعي في التعلم عن بعد. كما افترضنا في بداية الدراسة أن طلبة اللغة الانجليزية كلغة أجنبية لديهم توجه ايجابي نحو استعمال وسائل التواصل الاجتماعي في الدراسة عن بعد خلال فترة جائحة كورونا _19. من اجل بلوغ الهدف من هذه الدراسة، استخدمنا استبيان واحد في إطار نوعي لطلبة اللغة الانجليزية مستوي السنة أولي ماستر من اجل استبيان موقفهم حول استخدام وسائل التواصل الاجتماعي خلال عملية الدراسة عن بعد. من خلال النتيجة المتحصل عليها من خلال هذه الدراسة ، يمكننا آن نستنتج أن طلبة اللغة الإنجليزية كلغة أجنبية لديهم موقف ايجابي من استعمال وسائل التواصل الاجتماعي في عملية التعلم عن بعد خلال فترة جائحة كورونا _19