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Title

**Investigating EFL learners' attitude towards the Effect of Facebook and
YouTube on their Academic Achievement.**

A case study of MASTER ONE students at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfilment of the
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Declaration

I, AISSAOUI Mohamed Zakaria, 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 all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed Khider University of Biskra, Algeria.

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Signature:

Dedication

I dedicate this work

To my beloved parents, you are the reason for what I have become now. Thank you for your continuous care and support.

To my beloved brothers and sisters for being with me when needed.

To my dear friends and classmates, who made this experience so exciting.

And to everyone who helped me to carry this work...

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Abstract

The current study investigates the effect of using Facebook and YouTube on the academic achievement of English as Foreign Language (EFL) learners for Master's One (M1) students at Mohamed Khider University of Biskra. Its goal is to give a general overview of social media platforms, particularly Facebook and YouTube, and to show how they can be used to enhance teaching and learning and change students' attitudes toward academic success. We hypothesized that the student's academic achievement would improve as a result of using the Facebook and YouTube platforms. We used the descriptive technique, which included two data collection instruments and a students' questionnaire that was addressed to master EFL learners ($n = 25$), in order to achieve the anticipated objectives of the present experiment. In addition, five teachers ($N = 5$) from the same department participated in a structured interview. The research showed that both teachers and students agreed on using social media sites like Facebook, YouTube, and other similar ones in the classroom it helps students learn concepts more effectively by putting theory into practice.

Keywords: social media platforms, M1 English students, EFL learners, academic achievement

List of Abbreviation and Acronyms

EFL: English as Foreign Language

APA: American Psychological Association

TOEFL: Test of English as a Foreign Language

IELTS: International English Language Testing System

SES: socioeconomic status

VLE: Virtual learning environments

LMS: learning management systems

SNS: Social Networking Sites

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General Introduction

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Introduction

In the present day, the internet has become widespread all over Algeria. These students spend a significant amount of their daily time on social media, which affects their academic performance, particularly in English as a foreign language (EFL) courses.

Some professors also use social networking platforms particularly Facebook and YouTube to communicate with their students and create a suitable learning environment. However, there are conflicting opinions about whether social networking platforms has a positive or negative impact on academic achievement.

Although there is little research on social networking platforms among Algerian college students, studies from other countries have highlighted the issue of exploring both sides and providing a general framework for understanding the effects of these social networking Platforms on academic achievement.

1. Statement of the problem

The University of Mohamed Khaider Biskra has seen a rise in social networking usage among EFL students, particularly on Facebook and YouTube. These platforms provide communication, information sharing, and entertainment. However, teachers have raised concerns about their potential impact on academic achievement, as some students spend excessive time on these platforms, potentially detracting from their focus and commitment to their studies. Therefore, students, specifically EFL learners, find themselves wondering whether these platforms serve as valuable tools or distractions.

2. Aims of the Study

. This research seeks to investigate the impact of Facebook and Youtube on the academic achievement among English as foreign language (EFL) students of Master ONE at the

University of Mohamed Khider-Biskra. In addition, the present research examines these platforms effects on the academic performance of EFL learners.

3. Research Questions

In this research, Research questions are the compass that guides the pursuit of knowledge, serving as the foundation upon which scientific investigations are built. The following are the main questions of our research:

RQ1: to what extent can Facebook and YouTube affect EFL learners's academic achievement?

RQ2: Do Facebook and YouTube have positive impact on EFL learners' academic achievement?

RQ3: What are the learners' attitude towards the excessive use of the Facebook and YouTube among university students?

4. Research Hypotheses

H1: Facebook and YouTube affect positively the learners' academic achievements.

5. Significance of the Study

This study aims to raise awareness about the impact of Facebook and YouTube on Algerian EFL learners' academic achievements. Given the prevalence of social networking sites in their academic lives, it is important to educate them on how to use it effectively, from completing homework to producing high-quality research papers. The study sheds light on an overlooked topic that is relevant to researchers, decision-makers, educators, syllabus designers, and practitioners.

5. Methodology

5.1. Population (sample)

- 25 participants of from 141 master one students of University of Mohamed Khider-Biskra.

- 5 teachers to attend the interview.

5.2. Research Design

To clarify our research questions, we chose a descriptive approach for the study. Our primary objective was to determine if using Facebook and YouTube could enhance the student's academic achievements. As a result, we collected data through a mixed method approach in this study. Given the nature of this research, it is important to have a comprehensive understanding of the situation and its underlying causes.

5.3. Data collection methods/tools

The research utilized various data collection methods to gather information on students' perspectives on academic achievement and their use of social media platforms like Facebook and YouTube. A questionnaire was administered to gather insights, while interviews with EFL teachers were conducted to understand their experiences and opinions on these platforms.

5.4. Structure of the Dissertation

This dissertation composes of an independent variable which is Facebook and YouTube and a dependent variable, which is academic achievement. This dissertation's main structure is split into two parts: theoretical and practical. Consequently, an overview of the research on the two variables is included in the theoretical portion. The study's fieldwork is represented in the practical portion.

The first chapter provides a theoretical basis for information and technology instruction, identifying its fundamental branches. The theoretical underpinnings of information and technology education are presented in the first chapter, which also identifies the main divisions of the field. Additionally, it restricts the extent of their interactions with students' skill sets, teachers' teaching strategies, and the advantages of integration. The chapter also

defines social media websites, provides a theoretical framework for this technology, and examines how its application can allow students to practice more in class. This chapter concludes with a review of Facebook and YouTube, including their definitions, advantages, and disadvantages.

Chapter two, on the other hand, is devoted to a theoretical analysis of academic performance, including its definitions and application to students. Later, the emphasis shifts to student evaluation and assessment. It then discusses the primary elements that can affect students' academic achievement in EFL.

The third chapter focuses primarily on the application. Its objective is to go over sample and data collection methods, data processing, and result interpretations.

The work concludes with a broad conclusion, a list of references, appendices, and the abstract in Arabic.

Chapter 01:

An Overview of the Social Media

Site: Facebook & YouTube

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Introduction

This chapter, we examine the background and development social media platforms including Facebook and YouTube in academia, as well as how they have affected teaching, learning, and research. We will look also more closely at how academics connect with one another, share knowledge, and work together on projects using Facebook and YouTube. We will also look at the advantages and drawbacks of using these platforms and speculate on how they might affect academic collaboration and communication in the future. You will have a greater idea of how Facebook and YouTube are altering the academic scene as well as what this implies for academics, teachers, and students alike.

1.1.The Emergence of Technology and Social Networking Sites in the Academia

Nowadays, recent students have been significantly affected by the rapid growth of technology and social media platforms. The arrival of smartphones, tablets, and high-speed internet has allowed both students and teachers access to an unmatched amount of information and assets, changing the way we approach learning. According to Junco et al (2011) platforms like Google Classroom, Edmodo, and Schoology supply opportunities for students to get involved with online discussions, share resources, and collaborate on group projects, enhancing their learning experience beyond the classroom. This collaborative approach to learning has been shown to improve student engagement, critical thinking skills, and overall academic performance. Which mean that student have a broad variety of online resources are now accessible to students, including e-books, academic articles, instructional videos, and tutorials. The simplicity of access to information has enabled students to take charge of their education and investigate many viewpoints, resulting in a richer and more informed educational experience.

Besides, accessing to information learning resources has been made faster by technology. Thanks to search engines, internet-based databases, and online libraries, students are now

able to discover a wide range of knowledge. Students now have quicker access to scholarly articles and publications, making it easier for them to conduct research, gather knowledge, and construct well-informed arguments for their academic work. Johnson et al (2015) see that the way educators supply content and measure student learning has been completely transformed by technology. VLE and online LMS are now frequently used by educational institutions to provide course materials, exams, and feedback to students. Students are able to access course materials at their own pace and in their desired format, be it videos, interactive simulations, or text-based resources, allowing the learning process greater flexibility. Moreover, social networking sites are making it easier to search for mentorship and guidance options. Students are able to interact with knowledgeable professors and industry experts in their fields of study, ask for guidance, and get mentorship.

However, it is important to note that there are difficulties related with the manner in which social networking sites and technology impact academic attainment. One of the issues is the risk of information overload and the requirement for pupils to evaluate the reliability and accuracy of internet-based sources. Students need to acquire digital literacy skills to accurately explore and evaluate the enormous amount of information available online (Koltay, 2011). It's crucial to point out that obstacles surround the growth of technology and social networking sites in academic achievements. For the purpose of maintaining that technology is used properly and ethically in academic environments, challenges including online plagiarism, misleading data, cyber-bullying, and the digital divide must be addressed. According to Kirschner & Karpinski, (2010) social media sites have the potential of for disruptions and negative impacts on the health and education of students. Students may occasionally become distracted by non-academic information, experience cyber-bullying, and feel insufficient in comparison to others on social media platforms, which may result in a negative impact on their mental health and academic performance.

In conclusion, the emergence of technology and social networking sites had a big impact on student achievement, opening up possibilities for more information access, collaboration, and individualized learning. It presents difficulties like information overload and potential diversions, though. In order to ensure that students can enhance their academic achievements in the digital age, educators and institutions must work to maximize the advantages of technology while addressing associated challenges.

1.2. Social Networking Sites

1.2.1. Definition of Social Networking Sites

Generally, Social networking sites are websites or applications that let users communicate with other people while participating in virtual communities where they can share information, interests, and activities. Users are able to create profiles on these platforms, share messages, posts, images, and videos with friends and followers, and join communities or groups based on common interests. They are a well-liked method for people to remain in touch, share thoughts, and establish relationships with people from all over the world. In Oxford English Dictionary, a social networking site is “a website that enables users to communicate with each other by posting information, comments, messages, images, etc., and to form virtual communities based on shared interests or goals” (Oxford English Dictionary, n.d.). According to Kierzmann et al (2011), these sites created to setup and maintain their own accounts, share content, and communicate with other users, facilitating social engagement and networking. In addition, Boyd & Ellison (2008) see those sites are tools that enable users to create a public or semi-public profile within a bounded system, list other users with whom they have a connection, and explore their list of connections alongside those made by others within the system. They also indentify it as web-based services that enable users to: create a public or semi-public profile within a restricted system, list other users with whom they share a connection, and browse and navigate their list of connections regardless

of those made by others within the system (Boyd & Ellison, 2010). Moreover, The Pew Research Centre describe social networking sites as “web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system” (Lenhart, 2009).

1.2.2. Types of Social Networking Sites:

Social networking sites are online spaces in which individuals are able to connect, share knowledge, and communicate. There are various types of social networking sites, each with special attributes and capabilities. The most popular categories of social networking websites are presented below:

1.2.2.1. General Social Networking Sites

These are the most common types of social networking websites, including Facebook, Twitter, and Instagram, that promote users communicate with friends, family, and other people all over the world. According to Boyd (2011) these platforms allow users to connect with other users, create profiles, and exchange different forms of content, including text, pictures, videos, and links.

1.2.2.2. Media Sharing Sites

In these platforms, users are able to upload, share, and view various kinds of multimedia information, such as pictures, videos, audio recordings, and more, on media sharing websites, which are online platforms. As more and more people use the internet to share and consume multimedia content, these websites have grown in popularity in recent years, these types of platforms focus on exchanging and displaying media files including pictures, films, and recordings of audio. YouTube, Flickr, and SoundCloud are a few examples of social networking services that allow for media sharing (Kaplan et al2010).

1.2.2.3. Professional Networking Sites

Professional networking sites are online spaces created explicitly for connecting with other professionals, showcasing their abilities and expertise, and looking for employment possibilities. As more and more people use the internet to create and expand their professional networks, these websites have grown in popularity in recent years. These SNS offers users the chance to network with other professionals, look for employment prospects, and develop professional partnerships. Professional networking websites like LinkedIn and Xing are examples (McEwan & Zanolla, 2017).

1.2.2.4. Interest-based Networking Sites

These SNS enable users to connect with others based on common hobbies or interests. Examples include Twitch for live streaming and gaming, Reddit for online communities, and Meet up for local gatherings (Davis & Smith, 2014). So, basically these sites offer users to connect with people based on shared passions or interests. These websites give users an environment to interact with people who have similar interests, goals, or hobbies. Interest-based networking sites place a greater emphasis on connecting people up based on shared interests than general social networking sites, which let users connect with friends and complete strangers based on their personal connections.

Nowadays, with the enormous developments of technology, numerous companies release more new sites shin into the world, such as Gaming networking sites that based on game-related content (Steam, Xbox live.....), Education social networks that share resources of information like Edmodo and Schoology, Niche networking sites which social media platforms, like Goodreads (for book lovers), target to particular interests or population, and many more...ect.

1.3. Facebook in the Academia

1.3.1. Overview of Facebook

Over the years, Facebook have been one the most talked innovation in the entire human history. Facebook is a social media platform founded by Mark Zuckerberg in 2004. Users in this site are able to make their own profiles, connect with friends and family, and exchange documents, images, and videos with them. The largest social network in the world as of 2021, Facebook is accessible in more than 100 languages and has more than 2.9 billion active users (Statista, 2021). Facebook is mainly a social networking site that enables users to interact with a variety of content, connect with friends and family, and share updates and images.

It also widely used by businesses and organizations for marketing and advertising in addition to personal use. The platform includes a selection of targeting capabilities that enable firms to advertise to particular audiences. According to Statista (2021) Facebook's revenue primarily comes from advertising, with the company earning over \$86 billion in ad revenue in 2020. Through its solid data analytics tools, the platform opens advertisers to target specific demographics and interests. The platform's solid data analytics tools enable advertisers to target specific population groups and interests. The reach and user base of Facebook are further expanded by the fact that it owns other well-known social media platforms like Instagram and WhatsApp (CNBC, 2021).

Recently, Facebook has come under fire for how it manages user data and privacy issues. In order to solve such issues, the company has implemented enhanced data protection mechanisms and given consumers more control over their privacy settings. The Cambridge Analytica scandal in 2018—in which the personal information of millions of Facebook users was obtained without their knowledge—drew attention to the company's data privacy guidelines. Facebook has also come under fire for its role in disseminating false information and fake news, as well as for its effects on addiction and mental health (BBC, 2021).

1.3.2. The Use of Facebook in Academia

Facebook has expanded in popularity as a platform for academic collaboration and interaction among students, researchers and teachers. The following are some of the ways how Facebook is used in academia:

1.3.2.1. Teaching

Facebook is a resource that some educators utilize for instruction and learning. To discuss course material, share resources, and ask questions, students can form Facebook groups for their classrooms. Also, Facebook is a useful teaching tool that may be applied in the classroom. For instance, Christine Greenhow and Beth Robelia's study revealed that using Facebook as a teaching tool can enhance student engagement and learning outcomes (Greenhow & Robelia, 2009).

1.3.2.2. Communication and Collaboration

Facebook offers a space for researchers to communicate, exchange knowledge, and debate ongoing research projects. Researchers can set online groups where they can share papers, post updates, and solicit opinions from other group members. Moreover, Researchers can join academic groups, attend online conferences and events, and network with friends and colleagues in their field. According to a study by Wen-Chi Vivian Wu and Hsiu-Ting Hung, Facebook groups can be utilized to encourage teacher collaboration and communication (Wu & Hung, 2014). Similarly, Matei and Britt have noticed in their study that Facebook groups can assist students in online courses collaborate while learning (Matei & Britt, 2017).

1.3.2.3. Data Collection

Facebook may be beneficial for gathering information for research projects. Facebook groups can be used for creating and disseminating surveys, and the online network's built-in analytics tools can be employed to evaluate the results. Facebook has grown to be a popular

tool for information gathering. For instance, Facebook data can be used by researchers to investigate social networks and other social phenomena (Boyd & Ellison, 2007). Furthermore, Facebook can be used by researchers to find participants for examinations or surveys (Buchanan & Smith, 2018).

1.3.2.4. Education and Training

Facebook can be exploited for training and educational reasons. For particular courses or subjects, groups and pages can be set up, allowing students to communicate with one another and their instructors. Facebook Live can also be utilized for online training courses and distance learning. According to a study that was published in the *Journal of Further and Higher Education*, Facebook groups can help postgraduate students with informal learning. Based on this study, Facebook groups were mostly used for informal learning activities including resource sharing and course material discussion. Additionally, it was mentioned that the Facebook groups gave students a place to engage with one another outside of scheduled class times and helped to eliminate the distance between students who were geographically separated (Madge et al., 2009).

However, there are concerns with Facebook use in academic settings as well. In terms of privacy and informed permission, for example, some academics have expressed ethical issues about the use of Facebook data (Acquisti & Gross, 2006). As not everyone uses Facebook and those who do might not be a representative sample of the population, there are also worries about the possibility of bias in Facebook statistics.

1.3.3. Benefits of Facebook in Academia

Facebook is a widely recognized social networking site that has developed into a helpful resource for academics. It could offer a number of advantages when used in academic settings, including:

1.3.3.1. Networking

Students and instructors can use this networking site to interact with people in their field both locally and internationally. This could promote cooperation and support the development of professional networks. This may strengthen business ties and open up new opportunities for research and collaboration. According to a Hampton and Wellman (2018) study, Facebook can be utilized as a tool for creating and preserving social capital in academic contexts, and it have the potential to be an important resource for academics in building and maintaining social capital.

1.3.3.2. Professional Developments

Facebook provides access to a variety of tools and information linked to academic research and teaching, making it a useful tool for academic development. Academics can share and discuss research, instructional techniques, and professional experiences on Facebook. Additionally, it can be used to communicate with peers and experts in the field and keep abreast of important news and events. colleges and academic institutions should offer instruction and support to academics so they can employ social media for professional development in an efficient manner (Li et al ,2016).

1.3.3.3. Engagement

Facebook can be utilized in a variety of ways to engage students, including through online discussions, polls, and surveys. This may help to stimulate student participation and active learning. A study by Kim, Liu, and Bonk (2014) found that Facebook encouraged student interaction and collaboration, which raised their level of interest in the subject. They also mentioned how Facebook helped students form relationships with one another and gave them a sense of community. In addition, this site can be a useful tool for encouraging participation and active learning, but how effectively it functions depends on how it is utilized and how it is combined with other resources (Manca & Ranieri, 2016).

1.3.3.4. Outreach

Reaching out to new learners, former students, and other stakeholders can be effective when using Facebook. Pages can be made to highlight academic programs, research projects, and other efforts. Based on a study by Anol (2014) demonstrates that social media, such as Facebook, can be a useful tool for connecting with prospective students and generating interest in academic programs.

However, it's crucial to be aware that there could also be disadvantages to using Facebook in academics, such as privacy worries, distractions, and the possibility of inappropriate behavior. Before choosing to adopt a technology in an academic setting, it is necessary to thoroughly weigh the potential advantages and disadvantages.

1.3.4. Drawbacks of Facebook in Academia

Like other social media platforms, Facebook offers benefits and downsides. Some of Facebook's drawbacks in the educational community are:

1.3.4.1. Accuracy of Information

Due of the prevalence of individuals who post inaccurate or misleading material Facebook is not always a reliable source of information. This can be particularly challenging while conducting academic studies because precision is essential. There is no way to verify the accuracy of material posted on Facebook because it is not a reliable source of information. According to a Pew Research Centre research (2018), only 14% of Facebook users think the information they find there is reliable.

1.3.4.2. Bias in Data Collection

Facebook users are not an accurate representation of society as a whole. Many users are highly educated, youthful, and urban. As a result, it's possible that research that use Facebook data can't be applied to a larger population. Using Facebook as a data source can produce inaccurate results since Facebook users are not representative of the overall population. For

instance, a research by the University of Cambridge discovered that Facebook users' political opinions were not typical of the wider populace (Guess et al, 2019).

1.3.4.3. Distractions and Time-wasting

For students and academics, Facebook may be a tremendous distraction that consumes a lot of time that could be used for academic work. One study found that college students who used Facebook while studying received worse grades than those who did not (Kirschner & Karpinski, 2010).

1.4. YouTube in Academia

1.4.1. Overview of YouTube

Chad Hurley, Steve Chen, and Jawed Karim, three ex-PayPal workers, launched the video-sharing website YouTube in 2005. Millions of people around the world now rely heavily on the site as a key source of entertainment, knowledge, and information since it enables users to upload, share, and view videos. This kind of platform enables people to engage with each other, develop communities based on shared interests, and create and share content (Chen & Xu, 2012). West (2012) sees YouTube as a tool of learning and education, with researchers noting its ability to give access to instructional materials and encourage independent learning. In addition, according to Dellarocas et al (2007) researchers have examined how viewers utilize YouTube as a source of entertainment, watching and sharing music videos, comedy skits, and other types of entertainment content.

1.4.2. The Use of YouTube in Academia

As a tool for teaching and learning in educational environments, YouTube has grown in popularity as a platform for distributing instructional content. Here are some examples of how YouTube can be applied in the classroom:

1.4.2.1. Research

Researchers can acquire and analyze video footage for their studies using YouTube as a useful tool. Hemming and Kay (2018) research revealed that YouTube can offer rich and varied data for studies in disciplines like psychology, education, and health.

1.4.2.1. Online Learning

Students can access educational materials and content on YouTube by integrating it into an online learning environment. According to study by Dabbagh and Kitsantas (2012), YouTube can improve online education by delivering a fun and participatory learning environment.

1.4.2.2. Multimedia Presentation

For academic conferences, conferences, or classroom presentations, YouTube can be utilized to generate multimedia presentations. a study by Bollinger and Supanakorn (2013) discovered that including multimedia into presentations, particularly YouTube videos, can improve their quality and efficacy.

1.4.2.3. Flipped Classroom

In a flipped classroom, where students see recorded lectures or instructional films before class, YouTube can be utilized to create the curriculum. This makes more class time available for debate, games, and practical instruction. According to a research by Bergmann and Sams (2012), employing YouTube videos in a flipped classroom approach increased student engagement and academic achievement.

Overall, YouTube has the potential to be an effective tool for academics, giving students and teachers access to a wide range of instructional materials and facilitating knowledge exchange across fields and boundaries.

1.4.3. Benefits of YouTube in Academia

For academic content, YouTube is becoming more and more well-liked, and it has several advantages for learners, teachers, and researchers. The following are some of YouTube's key benefits for academics:

1.4.3.1. Improved Learning Content

According to a study conducted by the University of Queensland, students who used YouTube videos as part of their learning resources had a 5% improvement in their exam results compared to students who did not use YouTube videos (Adnan and Anwar, 2017).

1.4.3.2. Access to Wide Range of Information

Chen and Murphy (2019) noticed that students and teachers can watch a wide variety of educational videos on YouTube for free, anytime, anywhere. The platform provides subtitles and translations, making it more accessible for students with hearing or visual impairments. The videos may be replayed or paused to allow for self-paced study.

1.4.3.3. Collaboration

Additionally, YouTube gives teachers and students the chance to communicate and share content. When students make their own educational videos, they can submit them to YouTube and share them with their classmates or the general public. Likewise, educators can make their own channels to offer lesson plans, guides, and other learning materials (Pirsaheb and Parchami, 2017).

1.4.3.4. Enhanced Engagement

With their use of both views and audio, YouTube videos may be highly engaging. They can aid in simplifying difficult theories and concepts through the use of illustrations. A study by Edelman Intelligence (2017) found that 87% of teachers think educational films boost student engagement.

1.4.4. Drawbacks of YouTube in Academia

Although YouTube can be a useful tool for learning and sharing knowledge, there are a number of disadvantages to using it in academic settings:

1.4.4.1. Lack of Creditability

It's not always an ideal decision to trust information found on YouTube. There is no assurance that the information is correct, dependable, or current given that anybody may create a YouTube channel and upload videos. In academic environments, where accuracy and dependability are essential, this lack of trust can be especially troublesome (DeFleur and Ball-Rokeach, 1988).

1.4.4.2. Time-Consuming

Although YouTube offers a vast library of educational videos, it can take some effort to select the best and most pertinent ones. This can be especially challenging for instructors who must curate and assess content to make sure it is in line with learning objectives (Hrastinski, 2008).

1.4.4.3. Limited Interactivity

YouTube is a one-way communication tool that excludes audience participation or feedback. This implies that students are unable to reach out to the maker of the video or other students who have watched it for clarification. In academic contexts, where interactive learning is frequently stressed, this restricted interaction might be an important disadvantage (Barker and Helm, 2010).

1.4.4.4. Copyright infringement

A significant quantity of copyrighted content can be found on the YouTube site. Although YouTube's standards specify that users shouldn't upload content that is protected by copyright, many of the videos on the site are illegal. Academics who want to follow

copyright regulations and use the platform as a teaching tool may have issues with this (McLeod and DiCola, 2011).

In conclusion, while YouTube can be a helpful medium for academic learning, there are a number of downsides that should be taken into account. It's crucial to be aware of these before using YouTube in an academic setting.

Conclusion

Overall, the rise of social media platforms like Facebook and YouTube in the academic setting has had a big impact on how students and teachers communicate and exchange knowledge. Although there are worries regarding privacy and reliability of the material, they have also created new opportunities for collaborative learning, research, and knowledge sharing. As a result, it is crucial for academic institutions to understand the potential advantages of these platforms, as well as to be aware of their limitations and to take the necessary precautions to reduce the risks related to their use. In the end, the use of Facebook and YouTube in academia has the potential to completely change how we conduct research and education in the modern day.

Chapter 02:

Academic Achievement

Chapter 02: Academic Achievement

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Introduction

This chapter, we explore the key aspects of academic achievement in EFL, including an overview of the academia, defining academic achievement with some of the main scholars, and the role of assessment and evaluation in the academic achievements process. It will also deal with the value and the importance of academic achievement in EFL students' outcome through providing the main factors that influence the EFL student' academic achievement including grades, test results, and other objective measurements that represent a student's knowledge and skills in particular subject areas are frequently used to gauge academic achievement.

2.1. Overview of Academia

The term “academia” in Merriam-Webster dictionary (2023) defined as “the life, community, or world of teachers, schools, and education”. Similarly, in Oxford English Dictionary (2022) interrupted this term as “The academic community; the world of universities and scholarship; the pursuit or study of scholarship, literature, philosophy, etc., in an institutional context”. Academia in general is about the group of people who study, research, and teach at universities and other higher education institutions. These individuals come from a variety of areas, including the humanities, social sciences, and professional ones. They are very interested and continually seeking new knowledge through study, teaching, and learning. They like assisting students in expanding their skills and knowledge as well as disseminating their discoveries to the public through a variety of mediums, including publications and conferences. According to the University of California, Berkeley (n.d.) academia is characterized by the pursuit of knowledge through research, teaching, and learning, and by the presentation of that information to the larger public. Academicians frequently work on scholarly publications, give presentations at conferences, and supervise students. In academia, any related career typically involve conducting research, teaching

courses, giving career guidance to students, and participating in academic governance. They also call demand a high degree of education and specialization (American Psychological Association, n.d.).

Academic achievement and language learning are interwoven ideas that are essential to the educational process. Generally, learning is the process of gaining information, abilities, and values through instruction, experience, or study; according to Ambrose (2010,p3) Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”. In language learning, it is the process of developing the ability to communicate in the second/foreign language (Yelmaz, 2020); whereas academic achievement is the degree of success a student achieves in their academic endeavours.

Academic achievement can significantly influence a person's personal and professional life, opening doors to opportunities and influencing their destiny. A number of variables, such as one's own motivation, learning preferences, instructional strategies, and learning environment, might affect one's capacity to learn successfully and succeed academically.

It is essential to have a strong passion and commitment to your field of study if you want to succeed academically. Students should have the desire to learn more and advance motivates you. In addition, it is critical to do a few crucial actions to succeed. For instance, it is crucial to have a solid foundation on the core ideas of your industry. Hence, the goal is to build research abilities and communicate findings clearly. Success also requires networking with others, going to conferences, and working on group projects. Also, it is essential to present your research at conferences and publish it in recognized journals. It is a good idea to look for a mentor who can help you navigate your academic career and offer insightful criticism. Lastly, managing your workload and setting priorities. As explained by Larson (2022) individuals must have the capacity to do original research that improves the field and convey

their findings to others clearly. Due to the high demands of academics, people may need to juggle a number of commitments, including research, teaching, and volunteer work.

Even though, this academic method being spread and accepted in most universities of the world, there is some criticism about it. Chomsky (1989, p. 130) stated “The major universities are becoming professionalized, and when that happens, it often means exclusion of the independent intellectual, the person who is free to ask critical questions, to raise moral issues, to carry on an intellectual critique of what is happening in the society.” He claims that there is too much emphasis on pursuing a career path and being an expert in a specific sector, which has prevented people from seeing the larger picture and comprehending difficult situations. Chomsky thinks that in order to grasp things more fully, it's critical to have a wider viewpoint. Chomsky (2009) also stated “The universities, in a general social sense, are turning more into vocational training institutions. They're providing people with credentials for entering the workforce rather than training them for life.”

Chomsky still strongly supports the value of education and critical thinking despite his reservations. He thinks that universities should and can play a significant role in advancing social justice and dealing with the critical problems that our society is currently experiencing. The academic world continues to be a significant source of knowledge and innovation and is vital to the advancement of civilization (Kitchener, 1983).

2.2. Definition of Academic Achievement

Academic achievement is a term used to describe a person's level of success in their studies, including their grades, examination scores, and general performance. In simple terms, it refers to a person's academic performance as well as the information and skills they have gained as a result of their educational experiences. Other elements such as involvement in extracurricular activities, research initiatives, and praises or recognizes from the academic community may also be included as part of this achievement. Academic achievement is the

result of a person's efforts to learn and succeed in a formal educational environment. According to McCoach and Siegle (2003,p.12) academic achievement is basically “the level of learning or degree of proficiency attained in core academic subjects, as measured by grades, standardized achievement tests, and other assessments” . Similarly, Luo & Jamieson-Drake (2016, p. 94) explain academic achievement as "the attainment of the knowledge, skills, and competencies necessary to meet the challenges and demands of society" which often scaled by test results, graduation rates, among other measures. Another definition presented by Flanagan and McPhee (2011, p 4), who describe it as “the successful acquisition of educational knowledge and skills, and the demonstration of that knowledge and those skills in academic tasks, such as reading, writing, mathematics, and science”. In a nutshell, academic achievement represents an individual performance result that shows how well a person has performed in relation to particular objectives that were the focus of activities in instructional environments, specifically in school, college, and university. Most cognitive goals in school systems are either general (like critical thinking) or incorporate the development of knowledge and comprehension in a particular intellectual field such as numeracy, literacy, science, history....etc. (Steinmayr et al., 2014).

2.3. Assessment and Evaluation in Academic Achievement of EFL learners

Measurement and analysis of academic achievement for English as EFL learners heavily rely on assessment and evaluation. It is crucial to evaluate progress made and pinpoint areas that still need work when people work to become fluent in a second language. This procedure not only aids in evaluating students' language proficiency but also offers valuable information regarding the efficiency of instructional strategies and curriculum development.

2.3.1. What is Assessment & Evaluation?

Assessment and evaluation are basically different terms, but they match in their importance in measuring student' academic achievement. Generally, assessment is about is the process of

acquiring information about learners' learning progress, according to Shepard (2000, p 4) define assessment as "the process of gathering and interpreting evidence to make judgments about student learning and to guide decision making" in his expiation, he highlights the importance of assessing the student's academic performance and improving his learning, rather than just evaluate students in order to grade or rank them. Furthermore, the American Psychological Association (2019, p79) define this term in their APA dictionary "the process of collecting and interpreting data in order to understand or make judgments about the knowledge, skills, attitudes, and behaviours of individuals or groups" which they emphasize in assessing both learning and teaching process. Its take many means such as tests, interviews... etc. On the other hand, evaluation is the act of reviewing and interpreting the assessment data to make judgments about the degree of success. Black & Williams (1998, p11) see evaluation as "the making of judgments about the quality of student learning on the basis of the information that has been gathered". Similarly, Steggen et al (2012, p.8) addressed assessment as "interpreting the results of assessments in order to make judgments about student achievement and instructional effectiveness". Also, McMillan (2018, p.6) in his book define evaluation as "the process of making judgments about the quality or worth of student learning using assessment information".

Overall, assessment and evaluation are two crucial processes in academic achievement, which involve acquiring knowledge about student learning progress and making decisions on the quality of their education based on the information gathered.

2.3.2. Methods of Assessment & Evaluation

In assessing and evaluating a student of EFL, there are several methods in of accomplishing these processes; which are important elements to scale the level of English foreign language learner. Those methods are:

2.3.2.1. Standardized Tests

A standardized test is one that is administered to students in a way that is very constant, meaning that all of the questions are the same, each student gets the same amount of time, and the scoring is done the same way for everyone (Borrows, 2022). In other words, A standardized test is a form of assessment made to measure a student's comprehension of a topic through standardized testing procedures and scoring systems. These examinations are provided to students in various settings and at various times, and they are created and carried out under standardized conditions to guarantee fairness and validity. Commonly used in education, standardized exams assess students' abilities in areas like reading, math, and language proficiency, including EFL. In EFL, the most known tests to measure a student in a specific subject are using standardized tests for EFL learners which are the TOEFL and the IELTS. (Stricker & Attali, 2010).

2.3.2.2. Writing Assignments

Writing assignments are form of activities that require them to communicate their ideas, knowledge, and thoughts in writing about a particular subject or topic. These tasks, which can be anything from brief essays to extensive research papers, give students a chance to demonstrate their writing abilities, critical thinking, and creativity. According to Reid (2011) writing assignments can be used to evaluate a student's proficiency with English writing. These tasks can take the form of anything from quick essays to deep research papers. Students of EFL can investigate and express their unique perspectives and viewpoints through writing assignments, which aids in their comprehension of the language itself. Also, it helps students in developing effective communication skills, and learn how to construct their ideas.

2.3.2.3. Classroom Tests & Quizzes

Tests and quizzes are considered as traditional form of assessing and evaluating knowledge and skill in a particular subject, which take sort of forms such as: short-answer questions, multiple-choice question, or essays questions. Teachers use these tests for evaluating their students' comprehension of a particular concept or instruction. Exams and tests in the classroom can be summative (awarded during the learning process) or formative (given at the end of a unit or course) (Brookhart, 2016).

2.3.2.4. Portfolios

Generally, a portfolio is group of students' works that shows their development and accomplishments over time. Various things, including written tasks, artwork, audio recordings, and video presentations, can be part of it. Batna & Balomba (2015) define portfolio as “a purposeful, systematic, and comprehensive collection of student work that documents the student's achievement over time”. In addition, Paulson and Meyer (1991) stated that a portfolio is a purposeful collection of student work that tells the story of the student's efforts, progress, and achievements in one or more areas. Collections of a student's efforts over time are gathered in a portfolio. These portfolios may contain a range of evaluations, including quizzes, oral presentations, and writing tasks (Arter et al, 1992).

2.3.2.5. Oral Presentation

Oral sessions in EFL are demonstrated mainly in a form of presentation, which develop the learner' communication and performance abilities. These presentations can be made individually or in groups, and they can be about a subject that is covered in the course content or one that the student chooses. Also, projects are considered as a form of presentation that is a helpful mean in assessing the EFL learner speaking skill. Byrd et al (2006) see that oral presentation can be used to evaluate a student's proficiency with English speaking. These talks can be made individually or in groups, and they can address a range of subjects. Besides

that, Kim & Kim (2017) notice that by letting students share their own thoughts and opinions, oral presentations can improve their ability to think critically and encourage creativity. They claim that students can also learn to carefully listen to the presentations of their peers and share criticism, further enhancing their communication abilities.

Overall, the academic achievement of EFL learners can be evaluated using a variety of assessments and evaluation techniques. To ensure that accurate results are obtained, teachers must select the best assessment technique for each circumstance.

2.4. Importance of Academic Achievement on EFL Students

Academic achievement is crucial to the success of English as Foreign Language (EFL) students. For EFL students, academic success is essential for the following reasons:

2.4.1. Improving Language Proficiency & Cognitive Functioning

A learner's degree of English proficiency can also be measured through their academic performance in EFL courses. Language proficiency is known to be better among EFL learners who perform well academically than it is among those who struggle. “Research has consistently shown a positive correlation between second language proficiency and cognitive functioning”(Hakuta,2020,p7); which means that Higher levels of English proficiency among EFL students may lead to boosted cognitive function, including greater memory, attention, and problem-solving abilities. Additionally, Sullivan & Brinton (2019,p7) have found in their research that “a positive correlation between second language proficiency and working memory capacity”, which achieved due to learning and using multiple languages that sets higher demands on one's working memory.

2.4.2. Access to Higher Education

Academic achievement frequently required for admission to higher education schools. Academically successful EFL students may have more opportunities to get accepted in prestigious universities or seek advanced degrees. EFL students could lack access to the same

educational chances as their peers who speak English as a first language without adequate English proficiency, Kim (2020, p.3) see that “in many countries, academic achievement in English is a prerequisite for admission to higher education institutions”. Besides, as reported by Al Khazaali & Al Jobouri (2020, p1) “The ability to speak, read, write, and comprehend English is a key requirement for admission to most universities in the world. Without sufficient English proficiency, students may not meet the admission criteria and may miss out on educational opportunities”. We understand that being academically successful in EFL learning helps in increasing the chances of studying around the globe, and subscribe in any prestigious universities.

2.4.3. Carrier Advancement

Academic achievement can impact job opportunities and advancement as well. High academic achievement can show an applicant's skills and dedication. Employers frequently require job candidates to have a certain degree of education. Higher English proficiency levels give EFL students a better chance of succeeding in their chosen areas and on the global job market. According to Alemi & Tajeddin (2020, p.199) “Proficiency in English is essential for academic and career advancement, particularly in an era of globalization and technological advancement”. Moreover, according Graddol (2010, p.12) “English proficiency is a key factor in the global competitiveness of individuals and nations”. Student who excel in English language are more expected to be successful in global industries and business, while the employment market is still being shaped by globalization. In addition, “EFL learners who achieve higher levels of proficiency in English are more likely to be effective communicators and collaborators in multicultural and multilingual environments” (Kramsch, 2011, p.196). This result in more employment chances for leadership, teamwork, and cross-cultural interaction.

2.4.4. Personnel Fulfilment

Success in school can increase students' motivation and self-confidence. Students are more likely to feel confident in their skills and motivated to keep learning when they are aware that their efforts and hard work are paying off. McKay (2013, p.25) saw that “for many EFL learners, academic achievement in English is a source of personal fulfilment and a way to connect with the wider world”. Higher levels of English proficiency provide EFL students an experience of accomplishment and satisfaction as well as a stronger sense of belonging to the global community.

2.4.5. Enhance Intercultural Communication

“EFL learners who achieve higher levels of proficiency in English may also experience enhanced intercultural communication skills” (Byram & Wagner, 2018, p. 56), which lead to in the globalized society of today, effective communication across cultures is increasingly crucial. On the same side, Liddicoat & Scarino (2013, p.341) noticed that “EFL learners who have higher proficiency in English show a greater ability to navigate intercultural communication scenarios”. These students are better able to comprehend and deal with cultural differences, which can produce superior results in social, academic, and professional environments. And that produce positive attitude among intercultural societies. This positivity can occur in more fruitful and effective interactions with people from various ethnic backgrounds. So, EFL learners with higher proficiency in English tend to have more positive attitudes towards intercultural communication (Hendrickson et al, 2011).

In general, for many reasons, including career advancement, access to higher education, and better cognitive functioning, improved cross-cultural communication, and personal fulfilment, academic success in EFL learners is crucial. Numerous studies and research results attest to these advantages.

2.5. Overview of Factors that influence Academic Achievement in EFL

Any students that concerned with EFL learning have variety of complex factors that impact the extent to which students perform academically in English as a Foreign Language, here are some of factors:

2.5.1. Motivation

One of the most significant factors that can influence academic performance in EFL is motivation. Motivation is a key factor to successfully acquire a language. Academic achievement is more likely to be improved by students who are extremely motivated to learn English than by students who are less motivated. The degree of autonomy in the learning process, perceived utility of the language, and relevance of the language to the student's goals can all have an impact on motivation (Dörnyei & Ushioda, 2013). Academic achievement is generally higher among students who are driven to learn English than among those who lack such motivation. Personal interests, social and cultural pressure, aspirations for one's job, and other factors can all serve as sources of motivation.

2.5.2. Language Proficiency

Academic achievement among students can be strongly affected by their degree of language proficiency. Students who have an excellent understanding of the English language typically outperform those who have language difficulties intellectually. According to Cummins (1984) language proficiency is deeply impacted with Academic achievement in EFL. Academic performance is typically better for students with greater levels of English proficiency than for those with lower levels. This is because students' ability to understand and produce academic language, which is frequently more complex and demanding than everyday language, depends on their language proficiency.

2.5.3. Teaching Methods & Quality

Academic achievement in EFL is highly affected by the quality of the instruction. Students can learn languages more effectively with the assistance of teachers who are knowledgeable, skilled, and successful in the classroom. On the other hand, ineffective teaching can hinder students' development and negatively affect their academic achievement (Hattie, 2009). Academic success can be further affected by the EFL teachers' chosen teaching strategies. Students perform better academically when their teachers apply effective teaching strategies like task-based learning and communicative language instruction. Matsuda (2017) in his article had noted that linguistics, cultural, and individual differences among students should all be taken into consideration when developing effective teaching strategies for EFL learners.

2.5.4. Cultural Background

Cultural background can affect academic achievement. Academic success can be impacted by cultural context in EFL. Students from cultures that place a strong emphasis on academic success may be more driven to do well in school than students from cultures that place a higher value on other values. Academic success can also be impacted by differences in learning styles, expectations, and perceives toward education (Nunan, 2003). So, cultural variables such as values, beliefs, and attitudes can influence academic achievement toward EFL learning. Students from cultures that respect education tend to do more successfully in school than those from less educational cultures.

2.5.5. Socioeconomic Status

Academic achievement tends to be higher for learners from higher socioeconomic backgrounds than among students from lesser socioeconomic backgrounds. This is probably because of things like resource availability, involvement from parents, and exposure to academic culture and language at home (Oxford, 2016). This factor have large impact on

student of EFL, in which learners with higher socioeconomic status typically have more access to resources like textbooks, technology, and educational initiatives that support their academic development. Likewise they are more likely to have parents who encourage and guide their children as required in their studies. Additionally, as reported by Gonzalez-DeHass & Willems(2003, p.79) have noticed that “low SES is a risk factor for academic underachievement, and is associated with poorer language proficiency, poorer cognitive development, and poorer academic outcomes in general.” and that mean students of low SES background might encounter several kind of difficulties, such as shortage of resources, poor nourishment, unsatisfactory healthcare, and limited exposure to academic language and culture at home. As a consequence, these students might find it challenging to acquire the academic abilities and information required for academic success.

Academic achievement in EFL is, in broad terms, a complicated and multifaceted phenomenon that is influenced by a number of factors. In order to increase language proficiency and academic success in the EFL classroom, teachers and students can both benefit from having a thorough understanding of these factors and how they interact.

Conclusion

In conclusion, Academic achievement in EFL is a crucial factor that can have an enormous impact on the success of individuals in college and in their career in non-English speaking nations. Students can develop the abilities required to communicate successfully in English and excel in a globalized world through a strong emphasis on language proficiency, critical thinking, and cultural awareness. In order for students to succeed in EFL, it is crucial that teachers and educational institutions give them the tools, opportunities, and support they need. While achieving academic success in EFL can be difficult, with commitment, effort, and persistence, students can surmount challenges and reach their full potential. Academic

achievement in EFL is ultimately about opening doors to a world of new opportunities and experiences rather than simply acquiring a language.

Chapter 03:
Analysis and Discussion of the
Results

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Introduction

Our study investigates the role of using Facebook and YouTube that can help students who are learning English as a foreign language to improve their academic achievement. This chapter focuses on the practical parts of the study, including: how we carried out our fieldwork, the rationale behind the methodologies we utilized, and the techniques and tools we employed to gather and analyze our data. We also go over the sample of study participants we chose. In order to evaluate our research hypotheses and develop conclusions and interpretations from our findings, we give the data we collected and analyzed towards the end of the paper.

3.1. Research Design

To answer our research questions, we decided to employ a descriptive approach. We gathered information using a variety of study techniques to examine the possibility that utilizing Facebook and YouTube could improve students' academic achievement. We wanted to have a thorough grasp of what was happening and what could be the cause because the issue was so complex. According to Johnson and Onwuegbuzie (2004, p. 17) "Mixed methods research is a methodology that combines quantitative and qualitative research techniques to better understand complex phenomena." To put it simply, researchers conduct mixed methods research to get overcome the shortcomings of both qualitative and quantitative research. This increases the reliability and accuracy of the results and minimizes any errors or biases that might be present when using just one method.

3.2. Population and Sample

Master one students at the department of English at MKUB were the subject of our study. Out of the 141 students who make up the larger population, we selected a sample of 25 students. At this level, students are expected to produce their own thesis papers, which require that they demonstrate their knowledge of various social media platforms like

Facebook and YouTube and how they may impact their academic achievement. This is why we selected this group. In general, master students are expected to put what they have experienced about their academic achievement throughout the years into practice while they are learning.

We began by using a questionnaire to get information from students. This method or methodology gave us insight into how they experienced about the subject and how they saw the importance of Facebook and YouTube. Finally, five teachers were chosen to take part in the interview to discuss their views on how social media platforms, particularly Facebook and YouTube, are used in the classroom and whether they think this has a beneficial or negative impact on EFL learners.

3.3. Data Collection

We used different kinds of approaches to collect data in order to gain information and accomplish our research objectives. We provided students with a questionnaire to learn more about their perspectives on academic achievement and how they use Facebook and YouTube. In order to understand more about their experiences utilizing various social media networks, we also interviewed EFL teachers. We questioned them regarding the advantages they see in using Facebook and YouTube for their students' academic achievements, as well as their general opinion of these platforms.

3.4. Students' Questionnaire

3.4.1. Description of the Questionnaire

At the University of Mohamed Khider in Biskra, where Master EFL students are studying Applied Linguistics, we specifically designed a questionnaire (see appendix A) for them. Out of the 141 students who make up the larger population, we selected a sample of 25 students. The purpose of the questionnaire is to know more about the learners' views on academic

performance, pinpoint any obstacles they may encounter, and ascertain how they perceive the Facebook and YouTube platforms in their learning.

The questionnaire we created had a semi-structured format, which meant that it contained both open-ended and closed-ended questions. For the closed-ended questions, students had to select a response using a Likert scale or by answering "Yes" or "No," whereas the open-ended questions allowed students to provide more in-depth responses and to explain or justify their responses.

3.4.2. Administration of the Questionnaire

The questionnaire was administered to the participants in the class and it was finalized using Google Forms, on April 12th, 2023, then it has been sent it by email and shared the link in the Facebook group of the chosen sample. As a result, we have got more participants in our study using an online survey and inside the classroom.

3.4.3. Analysis of the Questionnaire

We created a questionnaire consisting of 17 multiple-choice questions, with seven (7) of them using a five-point Likert scale for measurement. .A targeted sample of 25 master's students received the questionnaire via email. We were pleased to receive responses from each of the twenty-five students who filled out the questionnaire.

Item 1: What is your gender?

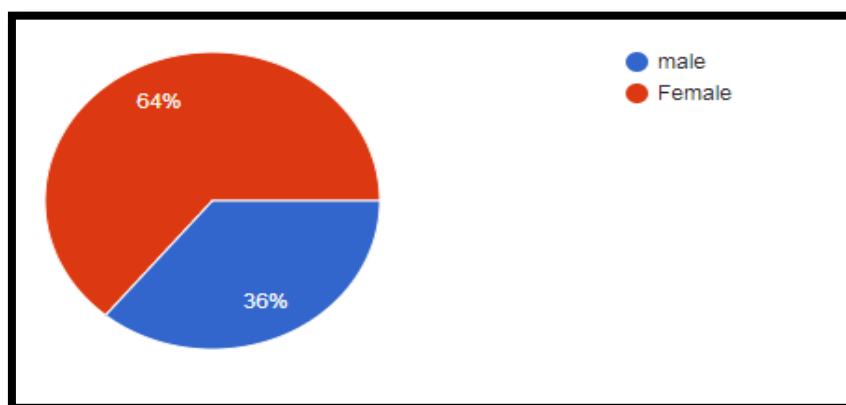


Figure 1: Students' Gender

Figure 1 shows that there is a clear difference in gender across the participants. The sample's gender distribution comprises (64%) female students and (36%) male students, with the majority of females studying English. In other words, they obtained results demonstrate that both genders exist in our study.

Item2: How do you evaluate your level of English proficiency?

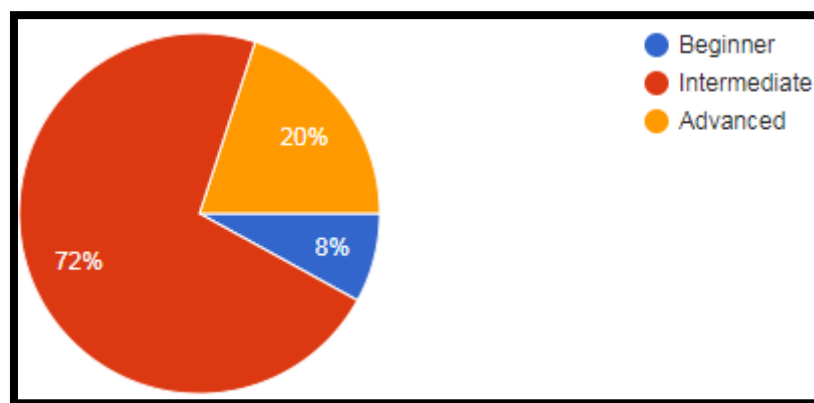


Figure 2: Students' self-evaluation of their English proficiency

Figure 2 describes students' self-assessment of their level of English ability; we can notice that students (72%) of who self-identified as having intermediate English proficiency had more intermediate language abilities. This shows that these students have a certain level of English proficiency, allowing them to have average academic achievement rates. Additionally, (20%) of the users claimed as advanced English speakers, suggesting a smaller but significant proportion with greater language skills that show they are academically successful. However, (8%) of the participants declared themselves as beginners, showing a tiny population with less fluency in the language that would have trouble in their academic achievement. Thus, it suggests that the majority of UMKB master's level students speak

English at an intermediate level, which qualifies them to use Facebook and YouTube to boost their academic performance. The results also emphasize how crucial it is to take students' varied levels of language competency into account when developing strategies and interventions that will maximize the benefits of utilizing these platforms for educational purposes.

Item 3: Do you use social media platforms?

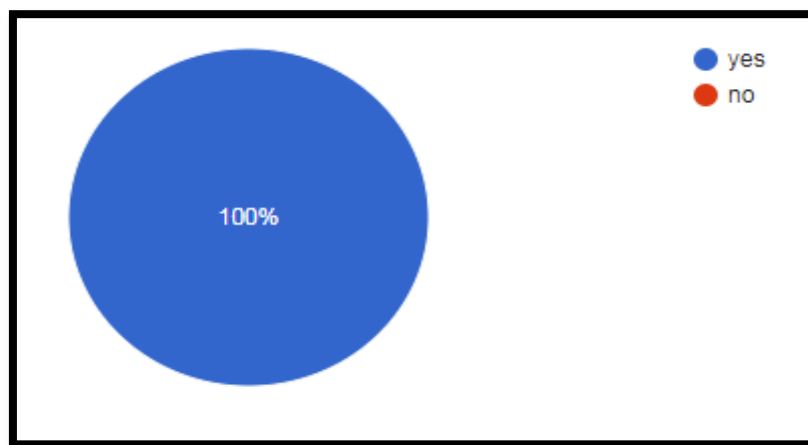


Figure 3: Exploring the Use of Social Media Platforms

Figure 3 shows that students have responded positively to this question, because we live in modern world, every regular student in ought to have at least a Facebook account. It leads students to view these platforms as essential tools for their academic achievement due to the fact they are efficient at transferring and sharing information. Social media platforms can also be used to examine, educate, and persuade readers about the subject at hand. Furthermore, it improves reading, listening, and speaking abilities through the mastery of academic research and writing.

Item 4: What are the social media platforms that you frequently use?

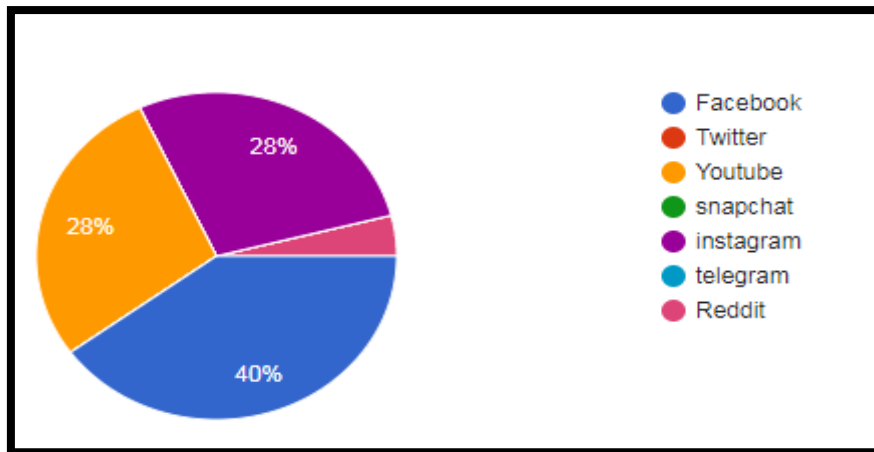


Figure 4: Students' Social Media Platform preferences

According to figure 4, Facebook was the most favoured social media platform among the surveyed master's level students, with (40%) of them selecting it as their preferred choice. This indicates a significant preference for Facebook, which can be attributed to its wide range of features that allow users to create academic groups, share educational resources, and interact with peers and instructors. Additionally, YouTube and Instagram both received equal preference, each being chosen by (28%) of the students. This highlights the educational potential of these platforms, with YouTube offering a vast collection of educational videos and tutorials, and Instagram being popular for sharing educational content and engaging with academic communities visually. Interestingly, other platforms like Reddit, Snapchat, Telegram, and others did not provide any preferences, indicating that the focus of the study on Facebook, YouTube, and Instagram held the most relevance for academic purposes among the surveyed students.

Item 5: How frequently do you use Facebook/YouTube for academic purposes? (e.g., discussing academic topics, joining educational groups, etc.)?

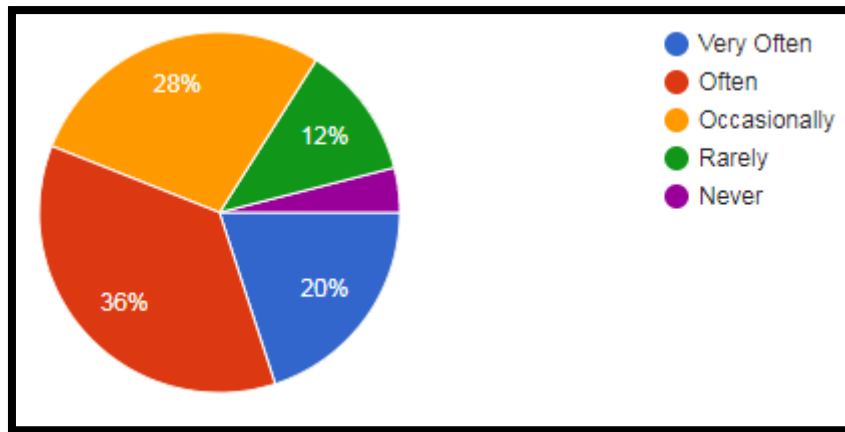


Figure 5 : Using Frequency of Facebook/Youtube in Academic Achievement

As shown in figure 5, (20%) of participants reported using these platforms “very frequently,” demonstrating a high level of engagement and trust in the platforms. In addition, (36%) answered that they “frequently use”, indicating that it is often incorporated into academic activities. In addition, (28%) reported that they are aware of the potential but use it occasionally without relying on it as much. A smaller percentage, (12%), reported infrequent use, possibly due to other preferences or lack of awareness. Only (4%) said they never use it. This discrepancy in responses denotes the importance of Facebook and YouTube as valuable tools for EFL student academic achievement, with potential for further exploration and encouragement among less frequent users.

Item 6: How much time do you spend on Facebook/Youtube per day on average?

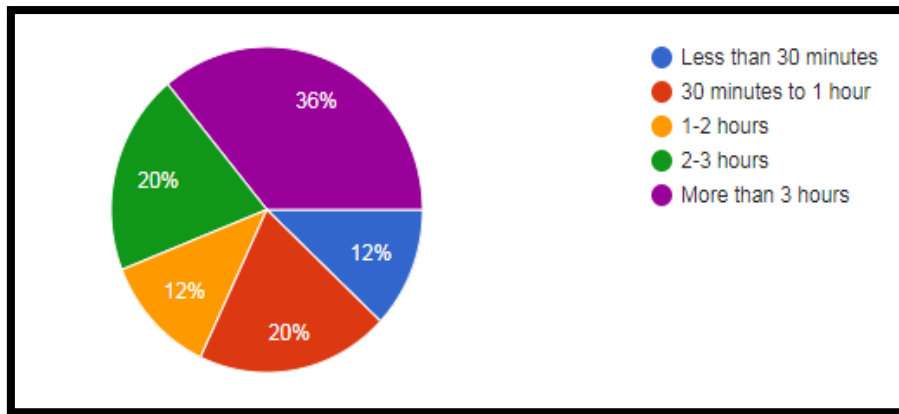


Figure 6: Students' Daily Time Spent on Facebook and YouTube

Figure 6 shows that a small portion (12%) of participants spent less than 30 minutes on Facebook and YouTube per day, while a significant percentage (20%) spent between 30 minutes and an hour. It turned out that another small group (12%) spent 1-2 hours daily on these platforms, and the majority (20%) spent 2-3 hours daily. Interestingly, the majority (36%) reported spending more than 3 hours on them, indicating a heavy reliance on Facebook and YouTube for academic purposes, learning resources, and social interaction. These findings highlight that Facebook and YouTube are an integral part of students' academic lives, suggesting their potential as powerful tools to improve academic performance and increase EFL student engagement.

Item 7: How do you typically use Facebook/YouTube?

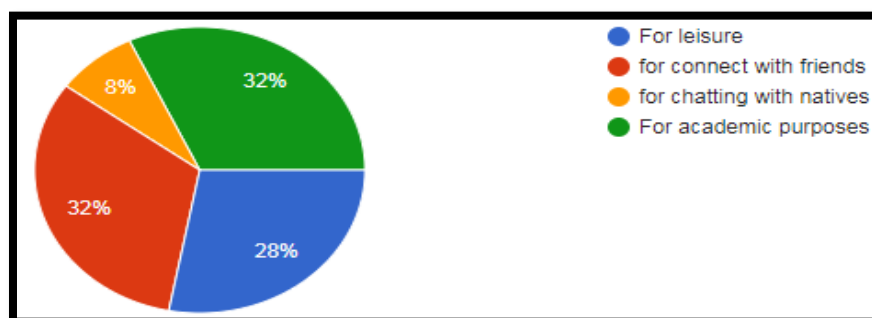


Figure 7: Students' Typical Usage of Facebook and YouTube

As shown in figure 7, approximately (28%) of participants used these platforms for leisure activities, engaging in entertainment such as watching videos and browsing content. In addition, (32%) said they use their girlfriend's Facebook and YouTube to connect with friends, indicating that they are particularly focused on socializing and nurturing relationships. Additionally, (8%) of the participants used these platforms for language training and communication with native his speakers, with the aim of improving language skills and cultural awareness. Notably, (32%) of the participants used her Facebook and YouTube for academic purposes, recognizing their educational potential and employing them for accessing educational content, collaborating with peers, and seeking academic resources. This highlights the diverse use of Facebook and YouTube among EFL students, and the potential for these platforms to support both the social and academic aspects of their lives.

Item 8: How do you feel your academic performance has been affected by your usage of Facebook for academic purposes?

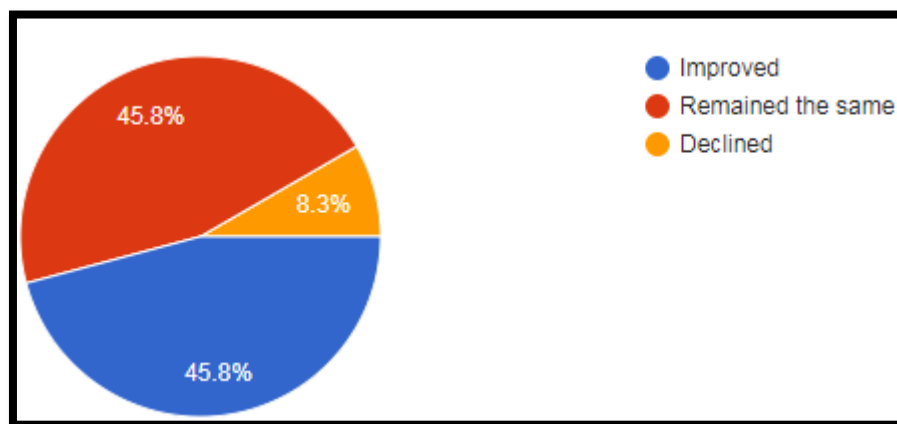


Figure 8: Impact of Facebook/YouTube Usage on Academic Performance

The results in figure 8 shows that (45.8%) of the master's level students who were polled believed that using Facebook/YouTube for academic purposes had enhanced their performance in class. Facebook/YouTube use did not significantly affect academic

performance, according to an equal percentage, (45.8%), who reported no significant change. Only (8.4%) of respondents said that using Facebook/YouTube negatively impacted their academic performance, perhaps as a result of diversions or abuse. Overall, the results show that students have a mixed opinion about Facebook and YouTube, with some seeing it as a useful tool for improving their academic performance and others seeing either no significant benefit or negative consequences..

Item 9: How often do you use Facebook/YouTube for educational purposes?

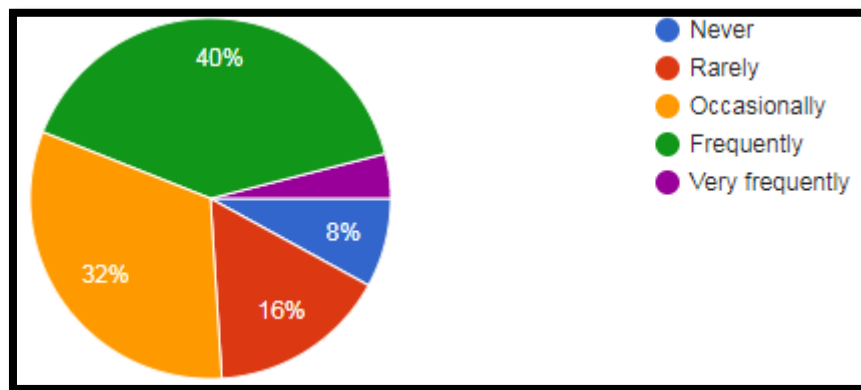


Figure 9: Frequency of Facebook and YouTube Usage

Figure 9 reveals that among the surveyed master's level students, (8%) never used Facebook or YouTube for educational purposes, while (16%) used them rarely. On the other hand, (32%) occasionally used these platforms, indicating their potential for academic help. (40%) of those surveyed indicated they used Facebook and YouTube frequently, indicating the importance of these sites for connecting with academic networks and receiving educational content. It's interesting that only (4%) of respondents said they used the platforms very frequently, showing that only a small percentage heavily relies on them for academic-related tasks. These results show the different levels of participant involvement and reliance on Facebook and YouTube for educational objectives. Also, it underlines the significance of

these platforms in promoting academic achievement and their potential advantages in facilitating access to educational resources and encouraging academic engagement.

Item 10: How do you use Facebook/YouTube for educational purposes?

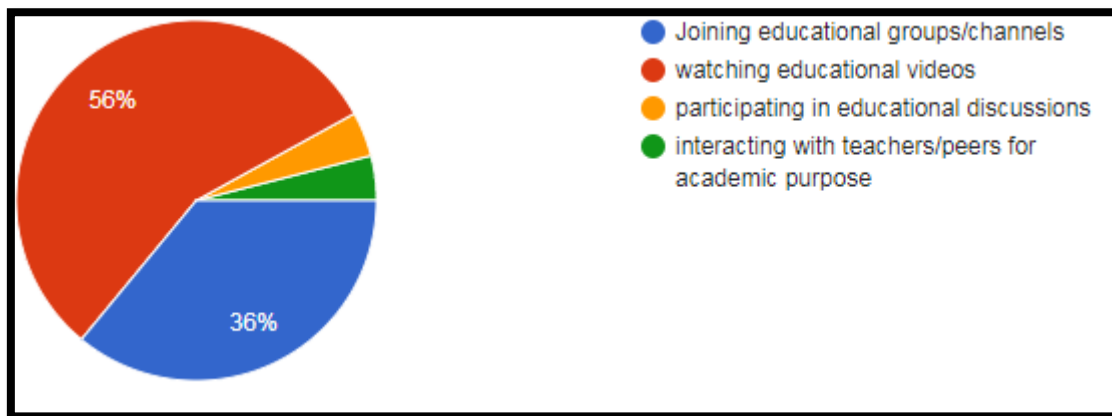


Figure 10: Students' use of Facebook and YouTube

The results in Figure 10 shows that a significant portion of the surveyed master's-level students (36%) use Facebook and YouTube for educational purposes by joining educational groups and channels, indicating their recognition of the value of accessing specialized communities and resources. A majority of students (56%) utilize these platforms to watch educational videos, highlighting their importance as a source of diverse educational content. Additionally, a small percentage of students (4%) actively participate in educational discussions, while another (4%) use these platforms to interact with teachers and peers for academic purposes. These findings emphasize the varied ways in which Facebook and YouTube contribute to students' educational experiences and support their academic achievement.

Item 11: how do you feel about the effect of managing your time while using Facebook and/or YouTube for educational purposes?

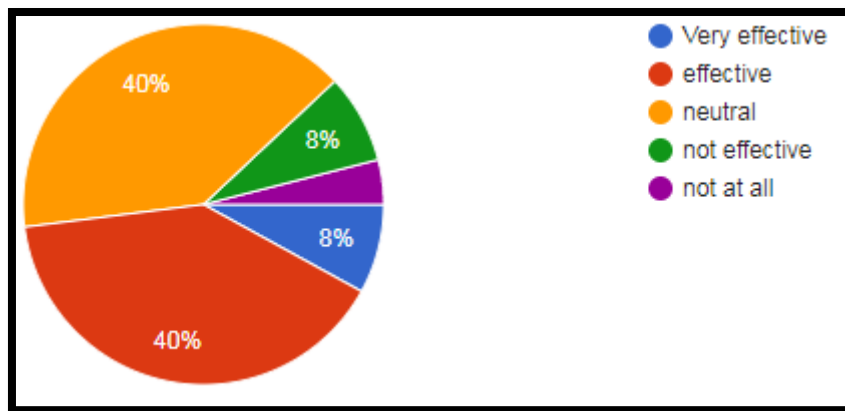


Figure 11: Time Management while Using Facebook and/ YouTube

Figure 11 indicate that a small but significant number of students (8%) found it highly effective to manage their time while utilizing Facebook and/or YouTube for educational purposes. (40%) of participants said it was effective, showing that they were able to manage their use of these platforms with their academic obligations. A sizable number (40%) had a neutral opinion, indicating that it had no effect on their time management, either positive or negative. However, a tiny percentage (8%) found it difficult to manage their time properly, and a smaller percentage (4%) felt completely ineffective. Overall, it implies that while using these platforms for educational purposes, there is variation in how students view and manage their time. In addition, this shows a general understanding of the value of time management and the capacity to reconcile involvement on these platforms with academic responsibilities. To achieve the best possible academic achievement, individuals must set up efficient strategies and pay close attention to how much time they allocate to each task. Some participants mentioned time management difficulties, which emphasizes the significance of learning good time management techniques when using these platforms for education.

Item 12: On a scale, rate your overall academic achievement?

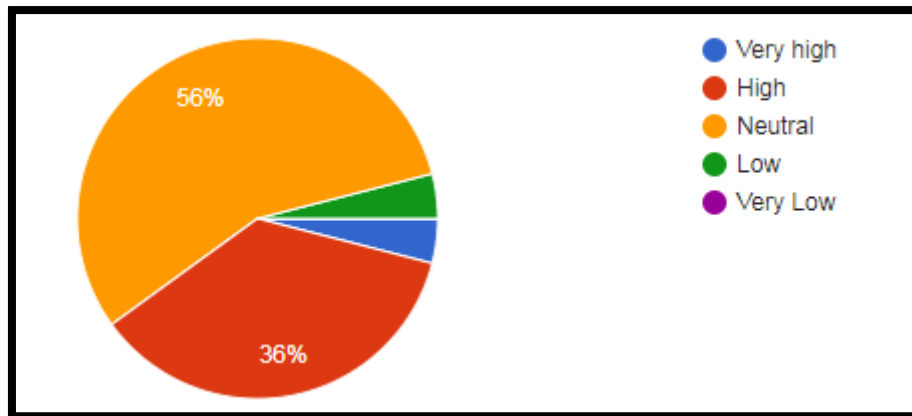


Figure 12 Participants' rating of their Academic Achievement

According to figure 12, a modest but significant portion of students (4%) believe they perform exceptionally well academically. Additionally, a sizable percentage of students (36%) ranked their achievement as high, indicating performance above average. The majority of participants (56%) reported a neutral rating, indicating a moderate level of achievement. 4 percent of students gave their performance a negative rating, indicating room for growth. It's interesting that none of the participants gave their performance a very low rating, indicating that they didn't perform particularly poorly. This demonstrates that a sizable proportion of master's level students at UMKB perceive they have a high or neutral overall level of academic achievement. This implies a generally optimistic assessment of their academic success, with some space for development. It emphasizes the significance of ongoing initiatives to encourage and improve academic accomplishment among master's-level EFL students.

Item 13: How do you perceive the impact of Facebook/Youtube on your academic achievement?

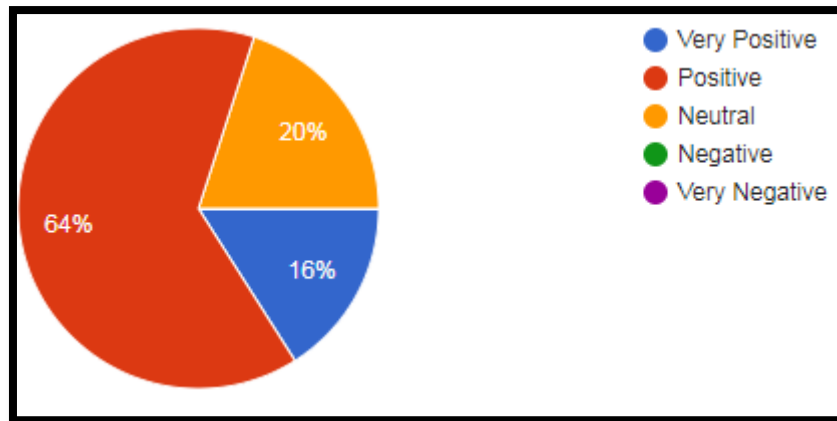


Figure 13: the Impact of Facebook/YouTube on Academic Achievement

As shown in figure 13, the majority of research participants claim that Facebook and YouTube have a beneficial effect on their academic performance, with (16%) reporting a very favourable opinion and (64%) believing it to be positive. This shows that these platforms are frequently regarded as helpful resources that have improved their academic achievement. (20%) of the subjects also reported a neutral assessment, which means they did not detect either a positive or negative impact. It's noteworthy that none of the participants think the impact is bad or very bad. It is crucial to recognize that every person's perceptions will be unique, and future research may examine potentially damaging beliefs or experiences in various circumstances. Accordingly, with a significant proportion indicating a very positive perception, this suggests that these platforms are generally seen as beneficial tools for supporting academic progress among the EFL students of UMKB.

Item 14: What are the perceived benefits of using Facebook/Youtube for academic purposes?

(Select all if that apply)

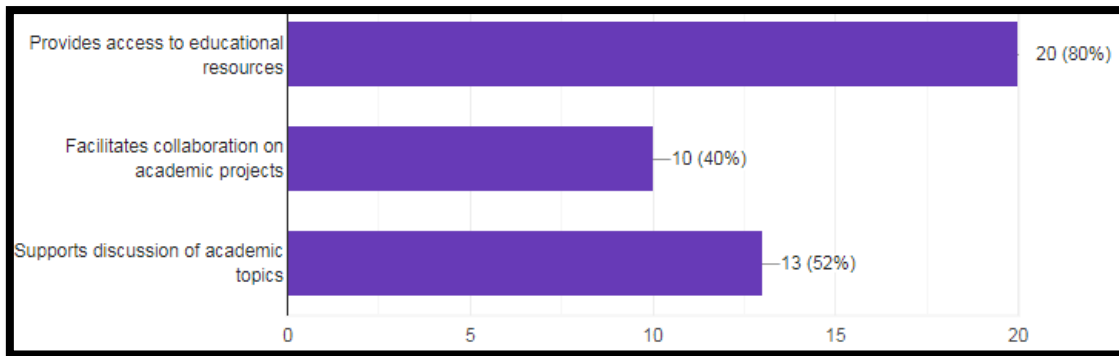


Figure 14: Benefits of Using Facebook/YouTube for academic purposes

As shown in Figure 14, (80%) of participants find that using Facebook and YouTube for academic reasons gives them access to educational resources. Additionally, a sizable amount of students (40%) claim that these platforms make it easier for students to work together on academic assignments, and the majority of students (52%) think that they encourage discussion on academic subjects. These opinions have a huge gap between them, which implies that EFL students at UMKB view these platforms mainly as useful instruments for advancing their learning. For improving their teamwork skills and overall project outcomes, and enhancing their critical thinking abilities came in close proportion. This huge gap in rates is due to the different needs of students.

Item 15: What are the perceived challenges of using Facebook/YouTube for academic purposes? (Select all if that apply)

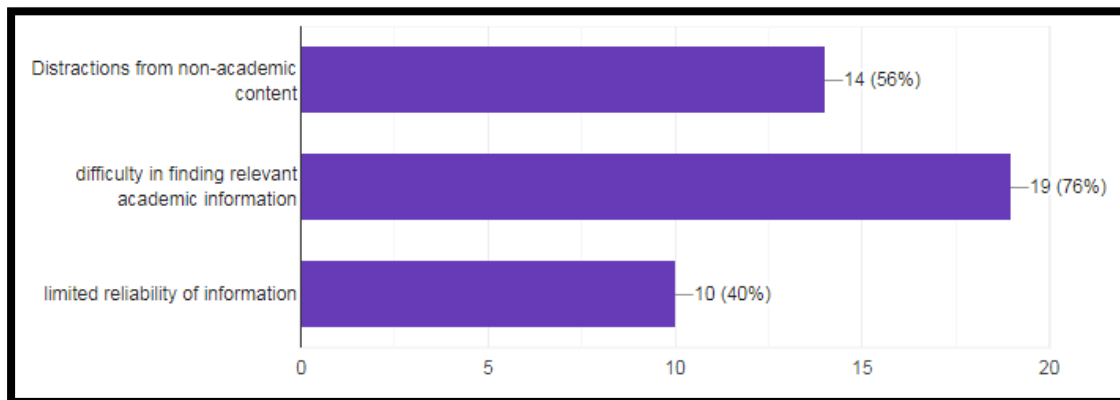


Figure 15 Challenges of Using Facebook/YouTube for academic purposes

As illustrated in the graph, (56%) of participants find it difficult to focus and avoid getting distracted by irrelevant stuff on Facebook and YouTube, making distractions from non-academic materials a challenge. Furthermore, (76%) find it difficult to identify materials that address their particular needs because of the abundance of content available and the difficulty in finding pertinent academic knowledge. Additionally, (40%) of users express concerns about the information's low dependability on these platforms, underscoring the necessity for critical analysis and content verification. This indicate that the majority struggle with effective searching and accessing academic resources that meet their specific needs and requirements within the vast amount of content available. Also, other portion get distracted by entertainment videos or social media post, while some of the students encounter difficulties in discerning reliable sources and verifying the accuracy and validity of the information they come across.

Item 16: .How often do you use Facebook and/or YouTube during your study or homework time?

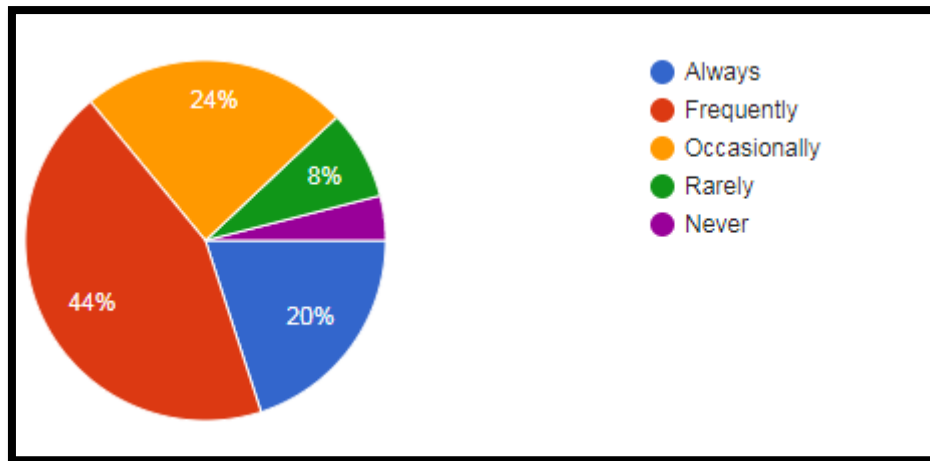


Figure 16: Students' Usage of Facebook/YouTube

The data summarized in the figure above demonstrates that students use Facebook and/or YouTube to varied degrees during their study or homework time. A sizable percentage, (20%) claimed to use these platforms constantly, showing steady integration into their study routine. Furthermore, (44%) said they used the platforms frequently, indicating a consistent reliance on them for academic needs. Furthermore, (24%) indicated infrequent consumption, while only (8%) reported it rarely. Intriguingly, (4%) of students said they never used these sites when studying, suggesting alternate strategies or issues. Overall, these findings indicate the influence of Facebook and YouTube in the study habits of EFL students, emphasizing the need for students to strike a balance between utilizing these platforms for educational purposes and minimizing potential distractions.

Item 17: Would you recommend the use of Facebook and/or YouTube for educational purposes to other EFL learners?

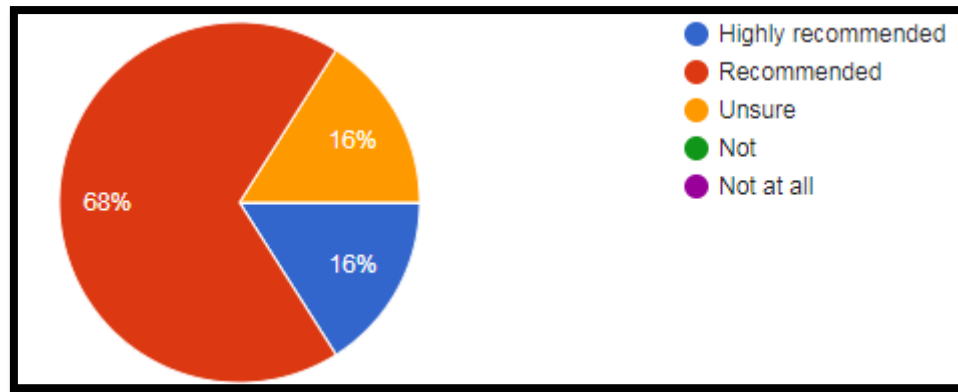


Figure 17: Participants' recommendation of Facebook/YouTube

As shown in figure 17, the majority of research participants (68%) suggested that other EFL students utilize Facebook and/or YouTube for instructional purposes, demonstrating a general acceptance of the potential advantages of these platforms. A sizeable portion (14%) strongly favoured its use, demonstrating a strong belief in its benefit to academic attainment. Only a small percentage (16%) expressed uncertainty, indicating some worry or concern. None of the participants, however, gave a contrarian opinion, showing that all EFL students agreed with the worth and possible advantages of using Facebook and/or YouTube for educational purposes.. Overall, the results show that UMKB's EFL students have a broadly favourable attitude toward suggesting the use of Facebook and/or YouTube for educational purposes, but there is some uncertainty.

3.5. Teachers' Interview

3.5.1. Description of the Interview

To analyze the research problem from the teachers' perspective, a structured interview (see appendix B) was used. Consequently, the goal of this interview was to get comprehensive information about the Facebook/YouTube effect. There were a total of ten (10) questions in the interview. These investigations aim to learn more about the teachers' familiarity with social media, the primary websites and platforms they use for their professional work, and

their views on Facebook and YouTube in relation to academic achievement. Finally, the teacher's observations regarding the academic performance of students using and excluding Facebook and YouTube were recorded.

3.5.2. Administration of the Interview

The interview took place from April 24 to May 8 of 2022 and was directed towards professors of English who are in charge of two master's students at the University of Mohamed Khider-Biskra. The focus of this study was indeed limited to the supervisors in our sample. Each interview lasted between five and ten minutes, which was long enough to cover the majority of the topics we wanted to talk about.

3.5.3. Analysis of Teachers' Interview

This section's questions and responses are carefully and independently assessed, because there were only 8 questions in all. Due to time constraints, I was only able to interview five teachers, which was sufficient. However, all of our interviewees had more than five years of teaching and supervisory experience, so they were all able to provide in-depth analyses of the issue from various angles.

Question 01: What is your opinion on using Facebook or YouTube as a tool for teaching English as Foreign Language (EFL) students?

The purpose of this question is to demonstrate how knowledgeable teachers are about the use of social media in education. Most importantly, let the interviewee know what the topic is.

Teacher A: *"It is very practical"*

Teacher B: *"there are several benefits when used responsibly. The process can be guided by teachers' instructions to ensure an efficient learning experience."*

Teacher C: *“Facebook and YouTube can be valuable tools for teaching EFL students, as they offer a variety of multimedia resources, such as videos, audio recordings, and written texts, which can help enhance students' language skills.”*

Teacher D: *“They are practical.”*

Teacher E: *“such a very helpful too, where learners get an opportunity to improve their learning skills”*

As observed in those responses, all of the interviewees are aware of the usage of Facebook and YouTube in academics, as can be seen from their comments. The use is very practical, as "Teacher A" and "Teacher D" noted. There is a significant likelihood that academic social media platforms may improve teaching and learning in the future if teachers are aware of them. This last aids educators in expanding their sources of information and creating lesson plans and instructional materials. Additionally, it gives more time to evaluate the needs of the students.

Question 02: Have you ever integrated Facebook or YouTube into your EFL lessons? If so, how did you use these platforms, and what were the outcomes in terms of academic achievement for your students?

The aim of this question is to find more about these platforms and how educators utilize it.

Teacher A: *“Yes, I am using them to teach my theoretical lessons; in the classroom we practice and have discussions”*

Teacher B: *“Facebook can be used as communication platform and I have also used YouTube videos as instructional materials or pedagogical supports”*

Teacher C: *“As a language teacher, I do not have much personal experiences to share regarding the integration of Facebook or YouTube into EFL lessons. However, teachers may use these platforms to create interactive activities, such as quizzes, discussions, or language games, to encourage student engagement and participation. Facebook is actually used as*

database for course of different academic levels where students are advised to go and fetch available material of their modules; YouTube is meant to help students refer to courses in video mode to foster their knowledge and skill in various tracks. So, I'd say that the benefits are there depending on the right use of both platforms especially if they are cautiously used"

Teacher D: *"They are short-cut, since students are always on Facebook, I upload the lectures (videos, PDFs, assignments) in their Facebook groups, and my students found it very practical"*

Teacher E: *"I previously relied on YouTube educational videos in teaching speaking in oral class."*

We saw from the teachers' responses above that different teachers use these particular platforms in different ways. This final point is made since each instructor has different needs depending on the module they are teaching and the task they are doing. Additionally, they have distinct opinions regarding the idea behind these platforms. Although there are certain variations, most teachers preferred Facebook.

Question 03: In your experience, what are the potential positive effects of using Facebook or YouTube in EFL instruction?

Teacher A: *"It appeals to their mentality, it is faster, motivating, and it boosts learners' autonomy"*

Teacher B: *"Facebook can be used for communicative purposes through private groups in which learners can exchange ideas and instructional materials. YouTube can be a video platform for students to exchange interesting links and educational channels. It can also help with pronunciation lessons by listening to nature speech in different contexts. The benefit is extended to learning center vocabulary and language in context"*

Teacher C: *“The potential positive effects of using Facebook or YouTube in EFL instruction include improving students' language comprehension, pronunciation, and fluency through exposure to authentic language input and feedback”*

Teacher D: *“Short-cut, reach-ability, traceability, quick interactivity”*

Teacher E: *“it enhance learners 'skills, allow them to acquire new learning vocabulary, allow them to develop new leaning strategies”*

This question seeks to gather instructors' opinions about using Facebook and YouTube as teaching tools. According to the teachers' responses, we observe that integrating Facebook and YouTube into EFL instruction can benefit students in a number of ways, including improved motivation and engagement, communication and teamwork, exposure to authentic language input, quick access to resources, skill improvement, and the creation of new learning strategies. These platforms support communication and collaboration among students, expose them to real language input, allow easy access to resources, and aid in skill development. They also correlate with students' interests and mindsets.

Question 04: What are some potential negative effects of using Facebook or YouTube in EFL instruction on the academic achievement of students?

This question aims to address the issues that teachers have faced in their teaching experiences.

Teacher A: *“Excessive reliance on social media deforms academic language, and accuracy”*

Teacher B: *“negative points are summarized in distractions and privacy concerns”*

Teacher C: *“Some potential negative effects of using Facebook or YouTube in EFL instruction may include distraction from the main learning objectives, exposure to non-standard or inappropriate language, and unequal access to technology and online resources among students”*

Teacher D: *“Laziness provocation - scratching the barrier of respect, relatively-procrastination to finish the tasks”*

Teacher E: *“heavy reliance on YouTube and Facebook, will hinder their learning process, learners who use Facebook and YouTube are not attentive, learners who use too much YouTube can never distinguish between good and bad YouTube channels/videos”*

According to teachers' responses to the use of Facebook and YouTube in EFL instruction, we find that an overreliance on these networks might result in diversions, privacy problems, and exposure to slang or other unsuitable language. Different students may have access to technology and online resources differently, and a significant reliance on these tools may impede learning, reduce attention, and prevent pupils from distinguishing between high- and low-quality educational information. Considering these potential negative effects are crucial when incorporating Facebook and YouTube into EFL instruction to mitigate their impact on academic achievement.

Question 05: How do you ensure that the use of Facebook or YouTube in your EFL lessons does not negatively impact students' academic achievement?

The question aims to gather strategies employed by teachers to provide guidance to students

Teacher A: *“I guide their use by classroom discussions and practice”*

Teacher B: *“.private groups with real identification information is a must .Following instructional guidelines are important as well”*

Teacher C: *“To ensure that, teachers may establish clear learning goals and guidelines for online activities, monitor students' progress and behaviour, and provide appropriate feedback and support”*

Teacher D: *“I do not ensure, at university level, students are expected to have whatever possible material to help them in their academic achievement, taking into consideration that they are future researchers”*

Teacher E: *“the learner who learned L2 from YouTube channels and videos has a good level”*

According to teachers’ response above, we notice that teachers adopt a number of strategies to make sure that the academic achievement of learners is not adversely affected by the usage of Facebook and YouTube in EFL sessions. These methods include leading students through class discussions and exercises, creating a secure learning atmosphere, establishing precise learning objectives and rules, keeping track of development, offering feedback, and providing assistance. Academic attainment at the university level is anticipated to be aided by access to a variety of learning resources, and beneficial results have been noted. These techniques help to maximize the positive effects and reduce any potential drawbacks of using Facebook and YouTube for EFL training.

Question 06: Have you noticed any differences in academic achievement among EFL students who regularly use Facebook or YouTube compared to those who do not? If so, what are your observations?

This question was put forward to find out the outcomes of using these sites on students’ academic achievement.

Teacher A: *“Prevalence of informal language fluency over accuracy”*

Teacher B: *“It is possible to see a certain development in students performance especially when they are exposed to authentic materials and efficient educational materials”*

Teacher C: *“By observation, students who regularly use social media and digital tools for language learning may perform better in language tests and achieve higher levels of proficiency compared to those who do not use these platforms. However, more studies are needed to confirm these findings and explore the underlying factors”*

Teacher D: *“I assume that those who make sure to get teachers’ online material for class do more better than those who do not”*

Teacher E: *“absolutely yeah! The learner who learned English from YouTube educative channels finds flexibility in using it, and communicating it compared to those who expect to build their level from lessons and classes”*

All the interviewees noticed positive effects of using these platforms on academic achievement more than others who do not use them, in that students who frequently use these platforms may gain informal language fluency, exhibit improvements in performance when exposed to reliable and effective materials, possibly achieve higher proficiency levels and test scores, and gain from utilizing the online tools offered by teachers. Additionally, students who learn English from educational YouTube channels could be more adaptable and have better communication abilities. Overall, the replies together indicate that frequent usage of Facebook or YouTube in EFL instruction may have an impact on academic achievement.

Question 07: How do you address concerns about potential distractions or misuse of Facebook or YouTube during EFL instruction, and how do you mitigate these issues to ensure that students' academic achievement is not compromised?

This question was posed to draw some problems that teachers face while instructing students using these platforms and their solutions to them according to their experience.

Teacher A: *“Spreading awareness, and calling for the reviewing of sources”*

Teacher B: *“it is challenging to control that outside of the classroom. Students need to assume responsibility as well. Teachers have to make sure the learning groups remain educational to their core”*

Teacher C: *“These concerns can be addressed by setting clear expectations and guidelines for their use in the classroom. Teachers can also monitor students' online activity and provide guidance as needed. That way, if clear objectives are pre-conceived and pre-traced, students' academic achievement is ensured to be successful”*

Teacher D: *“Using ethical directions in addition to disciplinary measures”*

Teacher E: *“assign them videos and instructions. Avoiding students’ exposition to any distraction”*

From the answers above, we see that teachers suggested various strategies to address concerns about potential distractions or misuse of Facebook and YouTube during EFL instruction. These strategies include informing people and promoting source review, encouraging student accountability, outlining expectations and rules clearly, keeping an eye on students' online behavior, offering advice, employing ethical instructions, and assigning specific videos and instructions. By putting these strategies into practice, teachers want to establish a focused and effective learning atmosphere where distractions or inappropriate usage of these platforms won't jeopardize the academic achievement of their students.

Question 08: Do you believe that the use of Facebook or YouTube in EFL instruction can positively or negatively affect students' motivation, engagement, and overall academic achievement? Please explain your reasoning.

This question was recommended to provide their opinions about benefits and drawbacks of these platforms on the students’ overall academic achievement.

Teacher A: *“Yes, if it used wisely in a methodical syllabus that combines theory with practice in both modalities”*

Teacher B: *“This can help students’ academic performance when used adequately. As for motivation and engagement, online teaching and learning can enhance them immensely given the nature of learners learning preferences today as audiovisual learners”*

Teacher C: *“The use of Facebook or YouTube in EFL instruction can positively affect students' motivation and engagement by providing them with a more interactive and personalized learning experience. However, teachers must also be aware of the potential risks associated with these platforms, such as exposure to inappropriate content or cyber-bullying, and take steps to mitigate these risks”*

Teacher D: *“As explained before, for positive effects Short-cut, reach-ability, traceability, quick interactivity. And for negative impacts Laziness provocation - scratching the barrier of respect, relatively- procrastination to finish the tasks”*

Teacher E: *“it is a double-edged sword. if the learner already designed an objective to use effectively Facebook and YouTube videos and put a plan for his learning, this will positively help him/her. In case it is used randomly, this will affect negatively”*

The responses from five teachers suggest that the use of Facebook and YouTube in EFL instruction can have varied impacts on students' motivation, engagement, and academic achievement. However, there are potential risks, such as exposure to inappropriate content or cyber-bullying, that need to be addressed. Additionally, there are concerns about potential negative effects, such as laziness, diminished respect for academic tasks, and procrastination, which can occur if the use of these platforms is not well planned or purposeful. It is important for teachers to strike a balance by implementing effective guidelines, monitoring usage, and promoting responsible and structured approaches to maximize the benefits of Facebook and YouTube while mitigating potential drawbacks.

3.6. Synthesis and Discussion of the Findings

The study's key conclusions from the student questionnaire and teacher interviews are outlined in this section. Thus, our assumptions that have the use of the Facebook/YouTube in the context of learning and teaching will have a positive impact on students' academic achievement have been confirmed.

3.6.1. Students' Questionnaire

EFL students at UMKB believe Facebook and YouTube are significantly influencing their academic achievement. Most students are aware of the advantages of using these platforms to obtain educational resources, participate in debates, and collaborate. However, difficulties like diversions, trouble locating pertinent information, and a lack of informational reliability

are also noted. Many students say they use Facebook and/or YouTube as part of their study habits, while usage patterns vary. The majority of students endorse the usage of digital platforms for educational purposes in general, stressing the potential advantages they see. These platforms are considered excellent providers of informational materials and assistance with collaboration and discussion. To make the best use of these platforms for academic purposes, though, issues with distractions, information search, and information reliability need to be addressed.

Overall, these findings highlight the importance of addressing issues and encouraging efficient time management while utilizing Facebook and YouTube's benefits in an academic setting.

3.6.2. Teachers' Interview

The researcher was able to interview 5 supervisors out of 5, and some significant findings resulted from the interviews with the teachers. Upon examination of our interviewees' responses, the researchers discovered this:

First, integrating Facebook and YouTube into EFL training can enhance student involvement, motivation, and academic achievement. To ensure appropriate use of these platforms, teachers highlighted the significance of guided use and unambiguous rules. Students who often use Facebook and YouTube showed improvements in their language fluency, performance, proficiency, and flexibility. Second, there were conflicting views on how this would affect motivation and involvement, with some teachers emphasizing the dangers of laziness and a lack of respect for academic work. Last, spreading awareness, establishing clear expectations, keeping an eye on internet behavior, and allocating materials with a clear emphasis are some of the suggested strategies to address worries about distractions and misuse, in order to maximize the advantages and minimize the drawbacks.

Conclusion

In summary, the main goal of this chapter was to analyze, present, and discuss the information gleaned from the supervisors' interviews and the students' survey. To recap, the University of Mohamed Khider Biskra's English department's Master one applied linguistics students were given the questionnaire. The questionnaire was designed to shed insight on some of the difficulties students may face in achieving academic success. Additionally, the questionnaire's second objective was to discover students' opinions about social media platforms, particularly Facebook and YouTube. Whereas the goal of the teacher's interview was to learn more about how social media platforms, notably Facebook and YouTube, are used in the classroom, find out how they are used, and discuss some of the problems related to students' academic progress.

General Conclusion

General Conclusion

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General Conclusion

The present study investigates the Effect of Using Facebook and YouTube on EFL Learners' Academic Achievement. The aforementioned subject is frequently the focus of problems. Therefore, this study aims to clarify the range of difficulties that EFL teachers and students have in relation to this module. As well as clarify the rationale behind social media platforms and its application in this specific context.

In order to gather data for this study, we used a mixed method in which we both interviewed certain applied linguistics teachers and distributed a questionnaire to students in that field. Master One supervisors (N = 5) and a sample of 25 (n=25) Master One students from the English Department at the University of Mohamed Kheider, Biskra, make up the population of this study. In conclusion, this study contributed to the validation of the research's main hypothesis, which states: “The use of Facebook and YouTube in the context of learning and teaching will have a positive impact on students' academic achievement”

Overall, the research conclusions showed that Facebook and YouTube can be effectively utilized to help students achieve the practical objectives of academic achievement in the EFL context. Since it focuses on the requirements of modern students and encourages the provision of frequent feedback. Also, this study demonstrates the enormous potential of using Facebook and YouTube as useful tools for accomplishing the realistic goals of academic performance in the EFL context. By utilizing these platforms, educators can better meet the changing needs of contemporary students, encourage motivation and engagement, support personalized learning experiences, encourage collaboration and interaction, and offer insightful feedback, all of which improve language learning and academic performance. The use of social media and video-sharing platforms in EFL pedagogy has considerable promise for developing powerful and enriching learning environments as technology continues to transform the educational landscape.

Discussion of the Research Questions and Hypotheses

In our study, we mainly answered all the questions raised by our research. We found that using Facebook and YouTube has positively impacted English as a Foreign Language (EFL) students' academic achievement by providing access to a diverse range of multimedia content and facilitating personalized learning experiences, Facebook and YouTube promote active participation and self-directed learning, ultimately enhancing language proficiency and academic outcomes, which help students in their academic performance. Also, our research confirms the hypothesis that incorporating Facebook and YouTube into learning methodologies will positively affect students' academic achievement. These platforms cater to modern learners' preferences, increasing engagement and motivation. They foster personalized learning experiences, interactive environments, and constructive feedback, promoting reflective thinking and continuous improvement.

Limitation of the Study

As we were conducting our research investigation, we encountered the following limitations:

- ❖ The students who were picked from the data collection would not provide satisfying replies to assist the researcher or provide a credible response and results for the research because many students still do not understand how to use social media platforms appropriately.
- ❖ Initially, we wanted to engage with more students and interview more teachers to have a deeper understanding of the issue, but due to teachers' and students' busy schedules, we were unable to gather more samples.

Pedagogical Implication and Recommendation

This study aimed to investigate the Effect of Using Facebook and YouTube on EFL learners' academic achievements. The results of this study have significant implication for improving the academic achievements of EFL learners, including the following:

- ❖ On the basis of this study's conclusions, an experimental study might be conducted to investigate the problem in more detail.
- ❖ In order to familiarize students with the idea of social media platforms, particularly Facebook and YouTube, EFL teachers must place more emphasis on the practical side of the subject.
- ❖ The university is in charge of providing a suitable infrastructure that enables the integration of social media platforms into EFL instruction.

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Appendices

Appendix A

Mohamed Khider University - Biskra

Department of Literature and Foreign Languages

English Department

Students' Questionnaire

Dear students,

Thank you for agreeing to participate in our research investigation on the effects of using Facebook and YouTube on the academic achievement of English as Foreign Language (EFL) learners. Your input is invaluable in helping us understand this important topic. Please take a few moments to complete the following questionnaire.

Tick ✓ the most appropriate option

Q1. What is your gender?

Male

Female

Q2. How do you evaluate your level of English proficiency?

Beginner

Intermediate

Advanced

Q3. Do you use social media platforms?

Yes

No

Q4. What are the social media platforms that you frequently use?

- Facebook

- Twitter

- Snapchat

- Instagram

- YouTube

- Telegram

- add more, if there are any.....

Q5. How frequently do you use Facebook/YouTube for academic purposes? (e.g., discussing academic topics, joining educational groups, etc.)

Very Often Often Occasionally Rarely Never

Q6. How much time do you spend on Facebook/YouTube per day on average?

Less than 30 minutes 30 minutes to 1 hour 1-2 hours 2-3 hours

More than 3 hours

Q7. How do you typically use Facebook/YouTube?

For leisure for connect with friends for chatting with natives For academic purposes

Q8. How do you feel your academic performance has been affected by your usage of Facebook/YouTube for academic purposes?

Improved Remained the same Declined

Q9. How often do you use Facebook/YouTube for educational purposes?

Never Rarely Occasionally Frequently Very frequently

Q10. How do you use Facebook/YouTube for educational purposes

Joining educational groups/channels watching educational videos
participating in educational discussions interacting with teachers/peers for
academic purpose

Q11. How do you feel about the effect of managing your time while using Facebook and/or YouTube for educational purposes?

Very effective effective neutral not effective not at all

Q12. On a scale, rate your overall academic achievement (from high to low).

a) Very high b) High c) Neutral d) Low e) Very Low

Q13. How do you perceive the impact of Facebook/YouTube on your academic achievement?

a) Very Positive b) Positive c) Neutral d) Negative e) Very Negative

Q14. What are the perceived benefits of using Facebook/YouTube for academic purposes?

(Select all if that apply)

a) Provides access to educational resources b) Facilitates collaboration on academic projects
c) Supports discussion of academic topics

Q15. What are the perceived challenges of using Facebook/YouTube for academic purposes?

(Select all if that apply)

a) Distractions from non-academic content b) difficulty in finding relevant academic information
c) limited reliability of information

Q16. How often do you use Facebook and/or YouTube during your study or homework time?

a) Always b) Frequently c) Occasionally d) Rarely e) Never

Q17. Would you recommend the use of Facebook and/or YouTube for educational purposes to other EFL learners?

a) Highly recommended b) Recommended c) Unsure d) Not e) Not at all

Suggestions and Comments: Please add more details on

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Appendix B

Teacher' interview

Interview request

Dear

My name is Aissaoui Mohamed Zakaria; I am a master two student at UMKB. I'm currently carrying out a study about "the effects of using Facebook and YouTube on the academic achievement of English as Foreign Language (EFL) learners". If you are willing to participate, I would like to schedule a confidential, interview at your convenience. The interview will be recorded (Audio-only) for transcription purposes.

Questions

Q1. What is your opinion on using Facebook or YouTube as a tool for teaching English as Foreign Language (EFL) students?

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Q2. Have you ever integrated Facebook or YouTube into your EFL lessons? If so, how did you use these platforms, and what were the outcomes in terms of academic achievement for your students?

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Q3. In your experience, what are the potential positive effects of using Facebook or YouTube in EFL instruction?

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Q4. What are some potential negative effects of using Facebook or YouTube in EFL instruction on the academic achievement of students?

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Q5. How do you ensure that the use of Facebook or YouTube in your EFL lessons does not negatively impact students' academic achievement?

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Q6. Have you noticed any differences in academic achievement among EFL students who regularly use Facebook or YouTube compared to those who do not? If so, what are your observations?

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Q7. How do you address concerns about potential distractions or misuse of Facebook or YouTube during EFL instruction, and how do you mitigate these issues to ensure that students' academic achievement is not compromised?

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Q8. Do you believe that the use of Facebook or YouTube in EFL instruction can positively or negatively affect students' motivation, engagement, and overall academic achievement? Please explain your reasoning.

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الملخص

تبحث الدراسة الحالية على تأثير استخدام فيسبوك و يوتيوب في التحصيل الأكاديمي لمتعلمي اللغة الإنجليزية كلغة أجنبية لطلاب سنة أولى ماستر في اللغة الإنجليزية في جامعة محمد خيضر بسكرة. هدفها هو إعطاء نظرة عامة على منصات وسائل التواصل الاجتماعي وخاصة فيسبوك و يوتيوب, وإظهار كيف يمكن استخدامها لتعزيز التدريس والتعلم وتغيير مواقف الطلاب تجاه النجاح الأكاديمي. افترضنا أن التحصيل الدراسي للطلاب سيتحسن نتيجة استخدام يوتيوب و فيسبوك.اعتمدنا في هذه الدراسة على الأسلوب الوصفي ، والذي تضمن أداتين لجمع البيانات واستبيان الطلاب الذي تم توجيهه إلى متعلمي اللغة الإنجليزية كلغة اجنبية ($N = 25$) من أجل تحقيق الأهداف المتوقعة من التجربة الحالية. بالإضافة إلى ذلك شارك خمسة معلمين ($n = 5$) من نفس القسم في مقابلة منظمة. وجد البحث أن كلاً من المعلمين والطلاب اتفقوا على أن استخدام مواقع التواصل الاجتماعي مثل فيسبوك و يوتيوب وغيرها من المواقع المماثلة في الفصل الدراسي سيساعد الطلاب على تعلم المفاهيم بشكل أكثر فاعلية من خلال وضع النظرية موضع التنفيذ.

الكلمات المفتاحية : سنة أولى ماستر لمتعلمي اللغة الإنجليزية كلغة أجنبية ، النجاح الأكاديمي ، مواقع التواصل الاجتماعي.