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**THE IMPACT OF SOCIAL MEDIA ON LANGUAGE
LEARNING AND VOCABULARY COMPREHENSION**

**Thesis Submitted in Partial Fulfilment of the Requirements for
the master's degree in Didactics**

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Dedication:

To our affectionate parents for their understanding and endless love

To those who taught us the value of education and supported us to
realize the person we are today.

To our mothers who are our source of encouragement and inspiration.

To our brothers and sisters for their support whenever we were in
need.

To our best friends for all the best moment we spent together.

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LIST OF ACCRONYMS :

EFL : English as a foreign language

TEFL : Teaching language as foreign language

EAL : English as an additional language

ESAL : English for speakers of other languages

ELL : English language learners

EL : English learners

ROFL : Roll on the floor laugh

BTW : By the way

TTYL : Talk to you later

LOL : Laugh out loud

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Subject:

The impact of social media on language learning and vocabulary comprehension

Abstract

The current study aims at studying the impact of social media on the on first year master students' language learning and vocabulary comprehension at the section of english; ibn khaldoun university of tiaret in order to confirm or reject these hypotheses; social media affects positively students' english vocabulary as well as social media is an essential component of both teaching and learning, This research is carried through a triangulation method,

Questionnaire for students, and interview with teachers

Key words :

Impact of social media – language learning – vocabulary comprehension – Students english vocabulary

GENERAL

INTRODUCTION

General introduction:

In recent years, social media platforms have supplanted traditional communication methods. Twitter, Instagram, YouTube, Facebook, Skype, and other social media platforms offer a variety of communication objectives. Because English is widely used on social media, these mediums have indirectly aided English learners. Furthermore, social media is used as a learning tool. Students also use social media to share and discuss their academic resources. According to study, Facebook has had a significant impact on second language learning (Derakshan & Hasanabbasi, 2015). On social media, there are numerous language learning materials. According to Al-Rahmi and Othman's research (2013), the findings indicate students' involvement is higher when social media is used in the classroom, because social media delivers sufficient and up-to-date content. Students are also exposed to social media interactions with people all around the world. According to a study conducted by Bicen, Sadikoglu, and Sadikoglu (2015), the use of social media has a favorable impact on foreign language learning. However, Abbasova (2016) and Kasuma (2017) discovered that utilizing social media had a negative impact on writing ability. However, there are disadvantages to using social media to improve learners' vocabulary, such as the fact that the language used on social media Furthermore, the overuse of internet slangs like ROFL (roll on the floor laugh) and LOL (laugh out loud) will have a negative impact on traditional or official English language. is not always proper, which may affect other social media users. Furthermore, the usage of informal contractions, which are abbreviated variants of words that people use in casual conversation, such as "gonna," "whatcha," "ain't," "gimme," and so on. It's pretty usual to observe people using social media. In writing and "correct speech," informal contractions are not utilized. The usage of informal contractions may influence learners' decision to utilize them in writing. According to Swan (2017), there has been a lot of concern about social media's negative impact on pupils' grammar and spelling. Social media is undeniably a part of our lives, and opinions on its efficiency in developing and broadening English abilities are split. Research must be conducted to determine the impact of social media on the development of English vocabulary.

Motivation

The goal of this study is to determine the impact of social media on university students' English vocabulary growth. This research looks on how social media affects language skills in particular. The other is to look at the impact of social media on language acquisition interest. This research also looks into how social media influences language acquisition learning in both positive and negative ways., the current study is conducted to find answers to the following questions:

Research question:

- **Q1)** -How does social media influence English vocabulary development among university students?
- **Q2).** How does social media influence interest in language acquisition skill?
- **Q3).** How does social media cause positive and negative influence language acquisition learning?

Hypotheses:

The following hypotheses arose from the previously stated study questions:

- We hypothesize that social media affects positively students English vocabulary by helping them to acquire new terms.
- We assume that social media is an essential component of both teaching and learning process.

Significance of the study:

This study is very important to both EFL students and teachers because it helps learners use social media application to enrich vocabulary with new terms and to practice English language on a daily basis to well maintain it, and also teachers use it as a teaching tool to facilitate learning process;

Research methodology & design:

The nature of the research paper requires the use of the mixed methodology using both quantitative and qualitative methods in order to obtain statistical and descriptive information on the variables. Correspondingly, the primary data will be collected using a pair of techniques; a questionnaire that will be administrated to the first year master students and interview that will be administrated to first year master teachers at Ibn Khaldoun university.

This work contains a general introduction and it is designed into three chapters. The introduction is devoted to the aims of the research and to a brief discussion of the subject.

First chapter is an introductory chapter which is dedicated to the literature review and theoretical overview of the fundamental elements in the notion of social media and its impact on learning comprehension.

Second chapter is concerned with the discussion The impact of social media on vocabulary acquisition and the factors behind enhancing it in the teaching/learning process While the third chapter presents the practical part of this research where the main results are discussed, data interpretation and the validation or rejection of the formulated hypotheses; thus, it attempts to put some recommendations and practical suggestion for teachers to better use social media to improve language learning and vocabulary comprehension.

Chapter one

Chapter one: literature review

The impact of social media on learning comprehension

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1. Introduction:

We live in the twenty-first century. Every human task has gotten more modernized and technologically based. The entire world is dependent on technology, and social networking and social media play a critical part in human communication and day-to-day living. Facebook, YouTube, Whatsapp, Twitter, and other social media platforms are widely utilized for entertainment, education, business, marketing, and advertisement around the world. Many people use these types of social media for a variety of reasons because they provide several benefits. Social media is a fantastic resource for learning English. This enables the learner of a second language to communicate directly with native English speakers. The most fundamental aspect of forming interpersonal ties for self-expression and social involvement is the generation of language. Social media can help people learn acceptable speaking (listening and reading) and productive (speaking and writing) abilities. Second language learners will enhance their capacity, self-awareness, confidence, and lifetime learning. They develop their life skills by utilizing various social media platforms that allow students to promote positive learning trends in English. Learners can exploit the large amount of knowledge that is always available by using web-based communication areas such as Facebook, a famous social network. Language students can communicate with people in particular, such as their family, friends, and even their teachers, at any time. Learners of a second language can acquire a variety of skills and become familiar with a variety of cultural norms. While communicating with real second language usage, learners gain confidence. social media, on the other hand, is a helpful model for attracting learners who want to apply their language skills to solve issues quickly. Instead of being restricted to the classroom, students strengthen their communication with peers all around the world. As a result, computer media is helpful in altering student-teacher interactions.

1.1 English as a foreign language learning:

There are numerous advantages to studying English as a second language. There are almost 6,000 different languages spoken around the world, but English is and will continue to be a universal language for all speakers. Learning English as a second language may turn out to be one of the best decisions you ever make. If you want to travel, study in an English-speaking nation, emigrate, or enhance your employment prospects, learning English can help you in a variety of ways. The English language has a global reach and influence, and it is taught in classrooms all around the world. There are two different models for learning English in countries where English is not typically a mother tongue: educational programs for advanced EFL learners who want to move to English-speaking countries, and other pedagogical programs for students who do not plan to travel but want to study and understand English content for learning or entertainment purposes. The differences between these two English language learning models have grown through time, and learners who focus on each model have used different terminology, received different preparation, and formed separate professional associations. Foreigners to English-speaking nations are also taught English as a second language, which presents a number of issues due to the fact that new immigrants in one class may speak a variety of native languages.

1.1.1 English as a foreign language:

The use of English as a second or foreign language refers to the usage of English by people who speak a language other than their native tongue. English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL) are all terms used to describe language instruction for people learning English. Some researchers have used the word "EFL" to imply that English is of secondary importance, such as in situations where English is used as a lingua franca in a multilingual country. For some pupils who have studied multiple languages before learning English, the term can be

misleading. Instead, the names "English language learners" (ELL) and, more recently, "English learners" (EL) are used, and the importance of the students' native languages and cultures is emphasized.

1.1.2 Historical background about English in the Algerian educational system:

Since its independence in 1962, Algeria has begun developing an educational system that is tailored to the needs of the populace. Given Algeria's long history with France, the French language has always been regarded as a cultural need until the late 1970s. Following the Arabization strategy of 1971, as well as global socio-economic shifts, the use of English as a communication vehicle began to gain increasing traction in globalized Algeria. As a result, at the crossroads, discrepancies in the use of French began to decrease, making room for the study of English as a second foreign language. By the middle of the year 2000, Algeria has begun a series of reforms aimed at strengthening the educational system's structure. However, the terrible events of the past have left the government befuddled in places where many schools required more teachers and better structure. Since its introduction into schools, the English language has become an important part of the curriculum, with high demand at all levels of education. TEFL (Teaching English as a Foreign Language) schools have sprouted up all over the country.

1.1.3 . The Use of English as a Foreign Language in Algerian Education:

As the globe comes together, there is a growing realization of the necessity to acquire languages, especially as English becomes increasingly important in this ever-shrinking global society. English is primarily known as the New Media language (e.g., satellite, television, and the Internet), and it is now the international language, spoken by approximately 1.5 billion people.

In the instance of Algeria, the Ministry of Education has recognized the growing relevance of English in the globe today. The Ministry of Education proclaimed educational reform in 2001, and since then, many changes have occurred in the teaching of English. While English is still the

second foreign language taught in Algerian schools after French, it has gained a lot of attention as part of the educational reform.

2.1 Social media:



Since nearly no one had heard of or used social media 10-15 years ago, it is a relatively new notion. Nonetheless, websites like Facebook, Twitter, and LinkedIn today have over 1 billion members and account for over a quarter of all Internet usage. According to a Facebook article, only Facebook's monthly active users have surpassed 800 million, while its daily active users have surpassed 400 million (Facebook a, 2012). From friendship and dating to politics, weather predictions, and business difficulties, it appears that social media has become nearly vital to our lives. Social media is a term that refers to a variety of websites or other types of technology that allow individuals to connect, interact, and exchange information. After all, what makes people want to use social media? They fulfill two fundamental human needs: strengthening current relationships, and meeting new people. As defined by Andreas Kaplan and Michael Haenlein (2010), social media is 'a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. The influence of social media, according to researchers, is due to the fact that it uses mobile and web-based technology to build highly participatory platforms through which individuals and communities share, produce and co-create, discuss, and change user-generated material (Ahlqvist, 2008). According to Mikolaj Jan Piskorski (2011), the key of successful ones

– and here he refers to economic success rather than social success – is that they enable people to meet social demands that are either not supplied offline or can only be addressed at a considerably higher cost. This viewpoint adds to the growing body of evidence that social media benefits not just social communication but also the commercial sector. It indicates that businesses can use social media platforms to gain a long-term competitive edge. Before consumers will sell things to their friends or support firms in other ways, firms must help them engage with one another.

2.2 examples of social media:

Internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, photos, video, and rating systems are all examples of social media. In 2010, Kaplan and Haenlein developed a classification scheme for various social media kinds based on a set of media research theories - social presence, media richness, and social processes. -presentation and exposure of one's own identity. Collaborative projects, blogs and microblogs, content communities, social networking sites, virtual gaming worlds, and virtual communities are the six categories of social media, according to them.

Blogs, picture-sharing, vlogs (video blogs), wall-postings, email, instant messaging, music-sharing, and other technologies are covered. Many of these social media services can be accessed through social media platforms such as

2.2. 1 Facebook:

is a corporation and an online website owned and run by Facebook, Inc., that was created on February 4, 2004 at Harvard University by Mark Zuckerberg and Chris Hughes to offer Harvard students with a place to stay in touch with their classmates and share study-related information. Nonetheless, by 2006, the website is accessible to everyone with an email address. The name of the website is derived from the title of a book that is distributed to students at the start of each university academic year in order to assist them get to know one another. In actuality, Facebook had over 1.59 billion monthly active users in August 2015, and the number of Facebook messenger

users had climbed to 800 million by January 2016. Facebook provides a rich environment for people to communicate with their peers, friends, and even complete strangers, all while sharing common interests.

2.2.2 Instagram:

Instagram is a combination of the words "instant camera" and "telegram." Kevin Systrom and Mike Krieger, both Stanford grads, launched the company in 2010. They built the “Burbn” HTML5 check-in project, which was then re-developed for photo-sharing uploads

When you upload a photo or video to Instagram, it appears on your profile. Your posts will appear in the feeds of other users that follow you. You'll also see posts from other persons you've chosen to follow.

It's similar to a stripped-down version of Facebook, with a focus on mobile and visual sharing. You can connect with other users on Instagram by following them, being followed by them, commenting, liking, tagging, and sending private messages, just like on other social networking sites.

On Instagram, hashtags (#) are used to submit photos and videos to see what's trending around the world and to share your ideas and be a part of the virtual world. Instagram is one of the most popular social media platforms in the world, allowing users to share photos and videos. The main goal of Instagram is for users to upload individual photographs or videos to their profile along with a caption. As a result, Instagram appears to be a great place for second language learners to practice descriptive writing.

2.2.3 Twitter:

Around the year 2006, a new website called Twitter had changed social media. This website was described as a microblogging service that allows users to exchange information in the form of "tweets." Tweets (forgie et al 2013) are text-based messages that can be sent and received from a computer or a mobile device. Twitter may be the most well-known microblogging platform, with millions of users (about 336 million monthly active users in 2018). Users can be ordinary people or celebrities, and they can send and receive messages via the web, instant messaging, and third-party providers. To use Twitter, though, you must first create an account. Then, select a username that will appear in all of your tweets.

Twitter is a social media platform that offers more than just an instant messaging service. Twitter is all about meeting new people from all over the world. It can also be about cultivating a fan base of people who are interested in you, your profession, or your interests, and then giving them with useful information on.

To keep things simple, Twitter has a message size restriction: each microblog tweet entry is limited to 280 characters or less (Tweeter net, 2011). This cap encourages focused and intelligent use of correct language, making tweets easy to peruse but difficult to compose. Because of these size restrictions, Twitter has become a popular social media platform.a daily basis.

2.2.4 Whatsapp:

This cross-platform app is compatible with a variety of smart phones, including iPhone, Android, Blackberry, and Nokia. It lets users to send each other free messages over the Internet. Pictures, audio files, and movies can also be shared by users. WhatsApp allows you to form a group of people with whom you can communicate. The WhatsApp group's originator is also its manager. Users can be added and removed by the group's creator. For each communication delivered by any user, participants receive an alert.

2.3 Some Facts about the Social Media:

According to Nielsen (2012), "total minutes spent on social networking sites in the United States has climbed 83 percent year over year." In fact, total minutes spent on Facebook increased nearly 700 percent year over year, from 1.7 billion in April 2008 to 13.9 billion in April 2009, making it the month's most popular social networking site.' As of 2012, Facebook has 152,226,000 unique PC visitors and 78,388,000 unique mobile app visitors. 37,033,000 unique PC visitors and 22,620,000 unique mobile app users were reported by Twitter. Pinterest had a total of 27,223,000 unique PC users and 14,316,000 unique mobile users. Google+ had a total of 26,201,000 unique PC visitors and 9,718,000 unique mobile app users. According to the Highlights of the Pew Internet Project's research on social networking (2013), "As of 2012, social media has become one of the most powerful sources for news updates through platforms such as Facebook, Blogger, Twitter, WordPress, LinkedIn, Pinterest, Google+ Tumblr, MySpace, and Wikia." completely On an average day, 40% of cell phone owners utilize a social networking site on their phone, with 28% doing so on an unusual day. In September 2013, 73 percent of internet adults used social networking sites; in the same month, 71 percent of online adults used Facebook, 18 percent used Twitter, 17 percent used Instagram, 21 percent used Pinterest, and 22 percent used LinkedIn.'

On the other side, the effect of social media is mirrored in new words or expressions such as news feed, viral, hashtag, and wiki, to name a few, which did not make sense or signified something completely different a few years ago. Even reputable dictionaries, like as the Oxford dictionary, include words like derp, selfie, phablet, emoji, unlike, and other trendy terms that have only recently entered common usage, many of which are influenced by fast-moving technological and cultural trends.

2.4 the use of language on social media:

Various social media platforms offer a variety of features and services. Because of the differences, it has an impact on how individuals communicate and speak on various platforms. Twitter, Facebook, and Instagram, for example. Because Twitter is designed for fast information consumption, it encourages the usage of a small number of words each tweet. Meanwhile, Facebook allows for considerably longer message writing. Instagram, on the other hand, is largely a photo and video-sharing site with no message length restrictions (Mansor, 2016 and Sebah Al-Ali ,2014)

The rise in popularity of social media has resulted in the development of internet lingo, sometimes known as jargon, which is utilized on these platforms. These jargons are used by them to convey themselves quickly. Many social media users, however, may experience negative consequences as a result. Some people are concerned that the use of online slangs like ROFL (roll on the floor laugh), BTW (by the way), TTYL (talk to you later), and LOL (laugh out loud) will have an impact on English language. Numbers are employed in certain other nations, such as Thailand, to convey the same meaning as LOL, which is 555. (Jimma, 2017).

English is the universal language, and it is continually evolving to keep up with technological advancements. Facebook and other social media sites play a vital part in the acquisition of English as a second language. Learners benefit from social media in a variety of ways, including increased motivation and the development of social skills. According to a study conducted by Dhanya (2016) and Namaziandost and Nasri (2019), learners can improve their language abilities through the various pathways that social media has provided. Furthermore, social media gives learners the opportunity to participate in a relevant, real-time, on-going actual dialogue on these social networking sites (Belal, 2014). Students are familiar with networking sites because they increase motivation and participation.

According to Rahmat (2019), providing a favorable learning environment that encourages active learning is one strategy to motivate language learners. This can be accomplished by utilizing social media. When students use social media as an English learning tool, such as Facebook, they study the language and have the opportunity to collaborate with people from all over the world (Rouis, Limayem, & Salehi, 2011) and can complete language functions without needing to meet native speakers in person.

Social media, on the other hand, has a negative impact on students' English. Due to the usage of abbreviations and uncommon jargon in writing, there is currently a tendency on social media that may jeopardize learners literacy ability and aptitude (Craig, 2003). With the use of Facebook, negative social promotion and negative conduct may arise (Fodeman and Monroe as cited in Derakshan & Hasanabbi, 2015, p.1091). Furthermore, according to Swan (2017), social media users have indicated that it has a negative impact on pupils' grammar and spelling.

According to the social constructivist paradigm, language learning requires pupils to actively participate in their own learning. The social constructivist approach encourages people to interact with one another in society. According to Vygotsky (1987), cultural and social factors have a significant role in intellectual development. The shift from inter-psychological to intra-psychological is a process that involves socially supported regulated performance to independently controlled performance in order to obtain higher cognitive function. Vygotsky (Kathryn, 1998) stated that higher cognitive growth can be attained through meaningful learning rather than learning through facts.

Learners' language acquisition is enhanced by the use of social media. One of the most notable findings of the favorable influence of social media on language learners is that learners' confidence, attitude, and motivation all improved dramatically. Learners claimed that participating in social media platforms has established a more positive attitude toward learning English since these platforms provide elements that allow them to improve their language skills (Kabilan et al., 2010). Learners are exposed to a wide range of texts via social media, particularly Facebook and

Twitter. Learners will not only be able to examine and read various written pieces shared by other users, but they will also be kept up to date on global current events via Twitter. According to Khan, Ayaz Khan, and Khan (2016), learners will obtain an enormous amount of new phrases and words without having to read numerous books or travel to the library, and the development in vocabulary would increase learners' overall language proficiency.

People all across the world have benefited from the development of social media, which has allowed them to stay connected through online engagement. This type of interactivity allows students to engage in meaning-making activities with unique content and native speakers. Learners are also exposed to a wide range of discourse functions, which helps them enhance their language skills. This aided in the creative distribution of language play, as well as the development of critical literacy (Kasuma, 2017).

However, social media has come under fire because teenagers are overly reliant on sites like Twitter, Facebook, and YouTube. Because these adolescents rely extensively on openly available data and information on social media, their focus and academic performance suffer. Social media connects students with people all over the world, but as Abbas, Aman, Nurunnabi, and Bano (2019) point out, the more time students spend on social media, the less time they spend engaging in person with real people, which has an influence on their communication abilities.

Despite the fact that Facebook, Instagram, and YouTube are considered as learning platforms, they have detrimental consequences. Facebook, for example, is a social networking site where members can write. They have the freedom to express themselves and are exposed to a large number of written postings; nevertheless, according to Derakshan and Hasanabbasi, many of the postings are informal and are not the same as academic writing that students use in language classes (2015).

2.5 Social media and language teaching:

Because people are increasingly adopting new technologies in their daily lives, incorporating these technologies into learning activities has become a need. Despite the fact that e-learning methods are used at universities all over the world, educational methods, strategies, and software tools do not always keep up with emerging information technologies. One example is the widely used social media platforms for learning and teaching. McLoughlin & Lee (2008).

Students can utilize social media platforms for information sharing, communication, and social support, therefore they consider them educational resources (ibid).

2.6 Social media and English learning:

Non-native English language learners may experience some learning and teaching challenges in the future. Despite the facilities and multi-channels of learning, the standard of English among students is dropping in the twenty-first century. As a result, we need to know or uncover whether social networks can be used to help students overcome their difficulties in understanding the English language.

Traditional language education approaches are no longer appropriate for today's students. More free materials and activities outside of the classroom, supplied through social networks, could be an option. Learning through social media is a never-ending process of learning and assessment that provides a genuine opportunity to practice the language outside of the classroom Dudeney & Hockly (2007).

2.7 Social media and target language exposure

For an effective and rapid increase of language competency, students must be thoroughly immersed in the practice of the target language during the learning process. As a result, exposure

to target language input is an important part of the learning process. This is what social networking sites may provide students in a fun way. Students learning English as a second language can readily experience and encounter it when they enter onto social media platforms. For example, facebook provides the student with the opportunity to have an excellent English conversation with native speakers from all around the world or read a humorous English article that will fully immerse the student in the language. As a result, social networking sites are a fantastic alternative to traditional language exposure operations. Many students may prefer to participate in a virtual group chat on Skype rather than sitting in their seats in a traditional classroom setting. This example demonstrates how students can use social media to participate in activities in the target language.

2.8. Social media import and usage at university level

Various studies have looked into the availability of social media and the new perspectives it has opened up, particularly for young people (Lin et al., 2016). YouTube and Flickr are used to share visual materials, Facebook and LinkedIn are used for social networking, Wikipedia is used for collaborative knowledge generation, and Twitter is used for microblogging (Balakrishnan & Lay, 2016). According to Lin et al. (2016), social media platforms such as Facebook, Twitter, and YouTube allow users to not only generate but also share information with others around the world. Researchers have recommended for the use of social media in the field of education due to its widespread use and the opportunities they present (Everson et al., 2013; Greenhow & Robelia, 2009; Roblyer et al., 2010). According to Balakrishnan and Lay (2016), Facebook and YouTube have been used "both inside and outside the classroom for teaching objectives, such as to upload educational films or learning materials." Due to the popularity of these media among students, who utilize them to supplement and thereby enhance their classroom learning due to their simplicity and speed of communication, such action has been taken. As a result, it is possible to suggest that user attitudes are influenced by medium functionality and the students' environment. The learning style of users/students determines their attitude. By environment, we mean the students' opportunity to communicate in English as a second language, which will influence how

they use social media to meet their communicative needs in a relevant setting. According to Chartrand (2012), students with limited time for real English communication can be encouraged to use the Internet to improve their skills. The degree and manner in which students utilize social media is largely determined by their learning styles, as it is suggested here. Balakrishnan et al. (2015) investigate the impact of different personality types on their desire to use social media for learning. The researchers looked at the reasons behind students' intentions to utilize social media for learning, as this is a growing trend.

Balakrishnan and Lay (2016) stress the necessity of teachers being aware of their students' learning styles and how these affect their use of social media. The researchers' findings are based on the Social Learning Theory (SLT), which states that learning is most successful when students are given opportunities to observe and interact with other students, as well as establish or participate in groups. compared to the lecturers' teaching approaches in small study groups (Bandura, 2002; Gong et al.2014). They claim that “with the extensive use of social media and mobile technology, this hypothesis has become popular” (Balakrishnan & Lay, 2016, p. 810). Balakrishnan et al. identified three types of learning styles: participative, independent, and collaborative. According to (2015), students with a participative learning style may prefer Facebook and YouTube as learning aids since they allow them to obtain information from their peers virtually instantly and anywhere. As a result, these media might be highly enticing to pupils in this category.

Independent learners can also benefit from social media because they tend to rely on themselves for knowledge retrieval when they have access to it, whether through Facebook or YouTube. Umrani-Khan and Iyer (2009 , Such students prefer individual study, self-paced work, or specific projects based on their interests (quoted after Balakrishnan and Lay, 2016). Furthermore, the convenience and ubiquity of social media may allow them to make decisions about their study routines. Because collaborative students are often extroverts, anonymity is not a worry for them. As a result, by offering forums for their debates, Facebook, Twitter, and YouTube

can facilitate their collaboration and information exchange. As a result, such sites can be effectively used to improve collaborative learning.

Benefits of social media in language learning

The majority of respondents felt that social media helps enhance their lives, according to the study results. Abstract— The purpose of this study is to find out how undergraduates think social media, specifically the WeChat application platform, might help them improve their reading comprehension skills in English as a Second Language.

Simultaneously, the study aims to determine the impact of social media platform usage on language acquisition in terms of strengthening students' critical thinking skills, given its link to reading comprehension. The findings reveal important information about students' intentions for using WeChat for ESL study.

These tools' ease of use and structural qualities encourage students to think critically, improve communication, reading, and writing abilities, and modify information. In terms of instructors, students choose to be part of an online learning community. They require a teacher to lead them through the learning process and provide meaningful feedback. It was established that, while using social media enriches the learning experience for students, they still need a teacher to organize and execute effective teaching and learning activities. As a result, teachers can choose from a wider range of reference sources when developing curricula.

their linguistic abilities, particularly their reading abilities As indicated in Table 2, 65 percent of respondents agreed that their reading skills had improved, while 50 percent agreed that their listening and writing skills had improved, and just 41 percent agreed that their speaking skills had improved. Only 3% said they had learned no new language skills as a result of using social media.

3. Conclusion:

Social media is an internet platform for communicating and sharing information. Social media can be used as a tool for learning English or any other foreign language. Students can use social media to learn about fresh concerns and study materials all over the world. The diverse topics were accompanied by a variety of languages. Students may quickly find information in any language, particularly English. According to several research, social media use has some favorable effects on four English skills: listening, writing, reading, and speaking. As previously stated, it also has certain negative consequences. Bullying connected to mental health, squandering time, and hoaxes are among them. However, because the negative effects have already been addressed, it is now up to the user to reduce the negative effects of social media while using it. Furthermore, students have utilized social media in a variety of ways and for a variety of purposes. Teachers can use social media information to help students learn languages more effectively. In order to maximize the benefits of social media, teachers and parents must exercise control over usage.

Chapter two

Chapter two: literature review

The impact of social media on vocabulary aquisition

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1.Introduction:

The effects of today's rapid advancements in science, technology, and media can be seen in the important verbs for foreign language learning: as it is wonderfully incorporated in the ancient Chinese proverb: Tell me, I forget. Show me, I remember. Involve me, I understand.

As a result, in terms of the teaching methods used, the traditional language class organization has changed drastically. Increasing competence and fluency in a foreign language just via the use of textbooks and course materials will not provide instant and effective results. As the Internet expands in popularity, one of the most up-to-date techniques of teaching languages in general, and vocabulary in particular, is inextricably linked to it, resulting in significant progress in the field of foreign language learning. Because mastering a language entails more than just knowing words, definitions, and grammar rules, the Internet and computers provide a wealth of resources. As a result, foreign language programs must take use of the enormous potential given by technological gadgets such as televisions, video projectors, laptops, DVD players, and computers in the classroom, resulting in what Krashen (1982:10) refers to as subconscious language learning. Knowing a language is more than just studying textbooks; it also necessitates a grasp of the cultural context. Listening to music, viewing movies, programs, and cartoons in a foreign language, and making proper use of computers and everything they have to offer may transform monotonous and often unproductive language courses into actual language learning laboratories. Because the usage of social media is on the rise, it should be incorporated into the English learning process for students. This chapter includes evaluations of studies on vocabulary learning, language limitations, vocabulary acquisition criteria, and the impact of social media on language acquisition (Krashen, 2009).

2. Vocabulary learning:

Learning vocabulary is one of the most difficult aspects of learning a language. It is the most important part of any language. Mastering vocabulary will aid second language speakers not just in comprehending messages but also in producing meaningful statements. According to Haddad (2016) and Farjami and Aidinlou (2013), learners indirectly develop vocabulary by speaking, listening, and reading. The learner's previous experiences and background information also have an impact on vocabulary growth. When learners gain the four skills of hearing, speaking, reading, and writing as part of the second language acquisition (SLA) process, vocabulary plays a critical role. Because of these factors, language training is a hot topic of debate. Hasannejad, Bahador, and Kazemi (2015). Discovery techniques, such as choice and social strategies, are employed to receive the initial information of new words and to grasp their lexical meaning, according to Song and Cheng (2017) and Moody, Hu, Kuo, Jouhar, Xu, and Lee (2018). Memory, cognitive, and metacognitive methods are the most common types of consolidation strategies.

Hairrell, Rupley, and Simmons (2011) found that targeted vocabulary acquisition increases word knowledge in a systematic review of vocabulary research. The study discovered that three typical approaches for increasing vocabulary include repeated exposure, contextual analysis, and semantic techniques. Furthermore, according to Nagy and Heibert (2011) and Butler, Urrutia, Buenger, Gonzalez, Hunt, and Eisenhart (2010), broader exposure through reading influences vocabulary development. The association between wide reading and vocabulary development is influenced by characteristics such as frequency of wide reading, language proficiency, and text difficulty. Ford-Connors and Paratore (2015).

2.1 Incidental vocabulary acquisition :

As previously said, vocabulary is an essential component of language. It is a necessary tool for conducting conversation. The more terminology we master, the easier it is to convey our thoughts. According to Tarigan in Istikoyati, vocabulary plays a vital part in the development of

the four language skills (2003), The amount and quality of a person's vocabulary expertise determine the quality of their language skills. The more vocabulary he masters, the better he can use his language competence.

Vocabulary learning can be classified into two forms, according to Hatch and Brown (1985) in Istikoyati (2003): incidental and purposeful learning. According to Wesche and Paribakht (2009), incidental vocabulary learning refers to the process in which learners focus on comprehending the meaning of reading and listening contexts rather than the explicit goal of learning new words, and vocabulary is acquired only as a "by-product," whereas intentional vocabulary learning refers to the process in which vocabulary is learned as the primary focus of attention. Incidental vocabulary is acquired as a result of another activity, such as reading or speech, instead of as a result of the learner's intentional decision or purpose to learn the vocabulary. Laufer and Hulstijn (2001) differentiate between two types of incidental vocabulary acquisition. The first is that learners are usually needed to complete a task that requires them to process some information (in this case, vocabulary in incidental vocabulary learning), but they do not plan to memorize it. They are not informed ahead of time that their memory of the information would be assessed afterwards. In an intentional learning environment, on the other hand, learners aim to commit processed material to memory and are informed ahead of time that their recall will be examined. In a more wide and educational context, incidental learning refers to learning without the aim to learn when the learner's primary goal is to accomplish something else, such as communicate.

We can deduce from the previous reasons that accidental vocabulary learning involves acquiring vocabulary without the aim of learning it. The vocabulary obtained as a result of performing anything else are considered by-products. The emphasis is on the activity that provides learners with second language input rather than on learning the vocabulary itself.

Hatch and Brown in Istikoyati (2003) suggest the following steps for learning vocabulary . The first is that students must seek out sources for learning new terms. After that, kids must comprehend the term form. The next step is for students to comprehend the meaning of the words. The students must next integrate word form and meaning in their minds. The learners must then employ the newly learnt word in the last phase.

The above processes of vocabulary learning are included in the proposed incidental learning in this study. In the form of social media vocabulary, subjects are given input or sources for learning new terms. They search for words in English while utilizing social media in English, attempting to predict the meaning, comprehending the forms, and remembering the terms.

2.2 Vocabulary Learning Obstacles:

Because it is spoken all throughout the world, English is widely regarded as an important language. For a variety of reasons, teaching English is regarded as crucial, particularly at the university level. Learning vocabulary is crucial because students who lack language knowledge often struggle with other skills like reading, writing, speaking, and listening Boonkongsae (2012). English learners are concerned about their limited vocabulary range, which may prevent them from utilizing English on a regular basis. Aside from feeling apprehensive, ESL and EFL students face other challenges when learning English skills. It is not news that Malaysian students have low English skills, according to Mat and Yunus (2014) and Haddad (2016). A obstacle to gaining language skills was identified as a lack of motivation. The attitude of learners is one of the most significant aspects of their language achievement (Khan, 2016). When learning a language, motivation and attitude are intertwined because both are required for a successful language acquisition process (Ellis, 1997; Gardner, 1985 as cited in Mat and Yunus, 2014). Motivation comes not only from within, but also from the environment, which has a significant impact on the English language learning process. Kamali, Mostapha, and Baki (2012) discovered that the

involvement of peers, teachers, and the classroom environment influenced the usage of vocabulary learning strategies among Malaysian ESL students in a study. Parents who are both supportive and unsupportive can have an impact on their children (Asgari and Mustapha, 2011). Learners who live with unsupportive parents, according to Boonkongsaen (2012), are less motivated to learn new terms.

Language anxiety is linked to students' insecurities. Language anxiety, according to Thrang (2012), is a major issue when learning a second or foreign language. When a language-related assignment is offered, tension or anxiousness occurs (Hashemi, 2011). Furthermore, a student's topic of study may have an impact on the ways they employ to learn vocabulary. According to Bernardo and Gonzales (2009), there was a substantial variation in the usage of social and determination vocabulary language techniques among Filipino students across faculties in their study.

2.3 Vocabulary Learning Factors

Susanto and Halim (2016) did a study that looked into vocabulary learning in terms of vocabulary learning methodologies and socio-educational aspects. Susanto and Halim (2016) divided vocabulary acquisition methodologies into two primary groups, which covered several aspects of research and theory. They are word acquisition strategies as well as meaning acquisition tactics. Guessing from circumstance or context, using a dictionary, deriving deductions from the word-form, and linking to cognates are all methods for determining meaning. Repetition and rote learning, mental organization, and connection to prior knowledge are all strategies for learning words. When the mind is engaged on something else, such as interpreting a text or utilizing language for communicative purposes, incidental vocabulary learning occurs. Only if language learners apply vocabulary learning tools can incidental learning from text exposure be considerably facilitated. Susanto and Halim (2016) propose four vocabulary acquisition tactics:

guessing meaning from context, utilizing a mnemonic device or keyword technique, vocabulary notebooks, and other learner methods. Checking for a cognate in a native language, studying and practicing in groups, relating a term to personal experience or previous learning, pronouncing a new word aloud while studying, employing verbal and written repetition, and engaging in extended rehearsal are all examples of extended rehearsal. The bulk of terms have not been taught to language learners, and this is a truth. As a result, vocabulary learning is more likely to be implicit or happen by chance. Both finding the meaning of a new word and consolidating a term after it has been encountered should be aided by learning procedures (Limacher, 2015 and Gibbins & Greenhow, 2016). As a result, language learners should use a combination of substantial reading and self-study tactics to approach independent vocabulary development.

Increased exposure is a key component in vocabulary learning. A learner should listen and read as much as possible to enhance their exposure to both familiar and unknown language. Furthermore, the level of processing or engagement is a component in vocabulary development. The more the effort taken by a learner to acquire new words, the greater the likelihood that the student will retain the words. Meanwhile, when it comes to depth of commitment, greater involvement makes learning easier. Involvement covers three areas: learners' need to study a word, their search for its meaning, and their appraisal of the result (Smith, 2018). The importance of vocabulary in the usage of a second language cannot be overstated. This is because learners who do not have a large vocabulary will be unable to employ the functions and structures that they have learned for communication.

3. Social Media and Vocabulary Learning

Several academic databases (e.g., the University of Tasmania Library, Google Scholar, ProQuest, and ERIC) were searched for this literature review, yielding about 64 search results: Vocabulary Learning, Vocabulary Acquisition, Social Media, Social Networking, Social Network,

Social Networks, Facebook, Twitter, Instagram, and Snapchat. There were fifty academic articles discovered; Only 15 of these, however, matched the criteria for inclusion. Because social media research is still relatively new and fast changing, the search was confined to materials published between January 2014 and December 2018. Similarly, Golonka et al. (2014) looked at over 350 papers published between 2000 and 2012 but found none on the use of SMPs for language learning. The authors did, however, come across several similar works (Blattner & Lomicka, 2012; Khany & Monfared, 2013; McDermott, 2013; Warschauer, 2002; Zourou, 2012), which are cited in this section. Articles on YouTube and WhatsApp were omitted from the study for a variety of reasons, including their processes and primary applications. YouTube, for example, exists primarily to share videos rather than to post and publish diverse types of information. Users must have a phone number to make an account on WhatsApp, and they can only interact with other users who have their phone numbers saved, or members of the same WhatsApp group. Furthermore, unlike other social media platforms (such as Twitter and Facebook), WhatsApp users are unable to search for other users' profiles, positions, or posts because user accounts are private and can only be accessed via phone number. As a result, WhatsApp is classified as an instant messaging software rather than a social networking site. User profiles should be the backbone of social media sharing for a platform to qualify as an SNS (Boyd & Ellison, 2007).

Several research on the use of various SMPs for EFL and ESL vocabulary learning have been undertaken in the previous five years (Al-Tamimi, Al-Khawaldeh, Natsheh, & Harazneh, 2018; Al Mubarak, 2017; Indari & Putri, 2018). SMPs have been shown to improve learner engagement and motivation by several researchers (Blattner & Lomicka, 2012; Ventura & Martn-Monje, 2016; Zourou, 2012). SMPs have also assisted learners develop in their vocabulary learning, according to Ventura and Martn-Monje (2016). SMPs have the potential to be great learning tools and resources, according to this study.

Facebook and Twitter, as well as social media in general, were among the platforms under investigation. Eight research on Facebook (see Table one) three research on using Twitter for

vocabulary learning (see Table two), , and four research on social media in general were discovered through database searches (see Table three). However, to the best of the present researcher's knowledge, no previous research has been done on the usage of other SMPs, such as Snapchat and Instagram, for this purpose.

Table 1: List of studies on the use of Facebook for vocabulary learning

No.	study	year	place	No. of participants	age	method
1	The Impact of Social Media on Vocabulary Learning; Case Study – Facebook	2014	Romania	127	University students (adults)	Quan
2	Enhancing Students' Vocabulary Knowledge Using the Facebook Environment	2016	Malaysia	33	University students (adults)	Mixed
3	Learning Specialized Vocabulary Through Facebook	2016	Spain	61	University students (adults)	Mixed

	in a Massive Open Online Course					
4	Self-Directed Vocabulary Learning in Facebook: From the Perspective of Social Presence	2014	Taiwan	180	University students (adults)	Mixed
5	The Effect of a Facebook Game That Requires English Vocabulary Knowledge on Students' English Vocabulary Development	2015	Turkey	81	10–14 years	Quan
6	Training Learners to Use Quizlet Vocabulary Activities on Mobile Phones with Facebook	2016	Vietnam	21	University students (adults)	Mixed

7	The Effect of Using Facebook on Improving English Language Writing Skills and Vocabulary Enrichment Among the University of Jordan Sophomore Students	2018	Jordan	30	University students (adults)	Quan
8	Sudanese Students' Perceptions of Using Facebook for Vocabulary Learning at University Level	2017	Sudan	85	University students (adults)	Quan

Table 1. List of studies on the use of Twitter for vocabulary learning

No.	study	year	place	No. of participants	age	method
1	ESP Vocabulary and Social Networking: The Case of Twitter	2015	Spain	75	20–27 years	Mixed
2	Learning Vocabulary via Twitter	2014	Mexico	183	University students (adults)	Quan
3	The Impact of Teaching Through Twitter on Students' Vocabulary Learning	2016	Saudi Arabia	160	University students (adults)	Quan

Table 3. List of studies on the use of SMPs for vocabulary learning

No.	study	year	place	No. of participants	age	method
1	The Effect of Using Social Media on the Students' Vocabulary Achievement at Tenth Grade	2018	Indonesia	75	14–16 years	Quan
2	Investigating the Impact of Social Media on Improving EFL Students' Vocabulary	2016	Algeria	35	University students (adults)	Mixed
3	The Role of Social Media in Development of English Language Vocabulary at University Level	2016	Pakistan	36	University teachers (adults)	Quan
4	Analysing the Potential of	2015	Iran	100	University teachers (adults)	Quan

	Social Networking Sites on EFL Learners' Vocabulary					
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In the context of English for Specific Purposes, Sabater and Fleta (2015) published a paper on utilizing Twitter to learn specialist vocabulary (ESP). They used a blended learning strategy to look at students' confidence and communication when utilizing ESP vocabulary, mixing online digital material with traditional classroom approaches like face-to-face and online meetings. They discovered that using Twitter increased student participation and communication in the classroom and beyond (Sabater & Fleta, 2015). Despite this, no positive benefits were noticed in terms of vocabulary learning Sabater & Fleta (2015).

In a Saudi university, Alqunayeer (2016) investigated the influence of Twitter-based education on students' English vocabulary development. She split the 160 participants into two groups, each with 80 people: experimental and control. Over the course of eight weeks, the control group was taught using traditional methods such as flashcards, photos, hints, gestures, or simple explanations, whereas the experimental group was taught via the social media network Twitter. She discovered that participants in the experimental group who were taught vocabulary items via Twitter had much better vocabulary knowledge than those in the control group. The results and analysis of a pre-test and a post-test for both groups were used to determine this. She also stated that her vocabulary, as well as her writing and research skills, had increased. Since “integrating social networking sites is a new trend in Saudi Arabia,” Alqunayeer (2016) stated that “researchers need to explore the ability of Saudi students in using and integrating such technology” (p. 42).

In contrast, a study performed at a Mexican university by Santana, Garcia-Santillan, and Pozos-Texon (2014) found no significant differences in learning outcomes between learning

vocabulary via Twitter versus learning vocabulary in a regular classroom setting. According to the researchers, Twitter was not a particularly effective way for learning vocabulary because any new language contained in tweets was not brought to the learners' notice and hence not interacted with. To put it another way, the students were not exposed to these topics frequently enough on Twitter to have an impact on their language learning. In her single-authored report on the same study, Santana (2014) suggested that learners needed be exposed to more words every day in order to acquire them.

Students learned the most when they connected and networked with fellow students and other Facebook users, especially those who were native speakers of the target language, according to a research of the use of Facebook to improve students' vocabulary knowledge Kabilan & Zahar (2016). According to the experts, Facebook may excite students and boost their involvement, interaction, teamwork, and confidence, making it a valuable learning tool. Facebook, according to Tran (2016), has the ability to boost student participation and engagement.

Guvendir and Gezgin (2015) looked at the impact of a Facebook game on students' vocabulary development and found that it had a considerable favorable impact. Indari & Putri observed similar effects in a study on the usage of SMPs (i.e., Facebook) for vocabulary learning among schools (2018). "Learners had a favourable impression of mobile learning and using social networking to help their learning," according to Tran (2016). (p. 54).

Monica-Ariana and Anamaria-Mirabela (2014), on the other hand, discovered no significant changes between students who were exposed to target language through Facebook and those who were not; nonetheless, students who utilized Facebook were more engaged and motivated to learn. This study's and other comparable studies' lack of advancements and breakthroughs could be due to their techniques. The researchers in this study used pre-test and post-test procedures to examine the efficiency of SMPs on vocabulary learning in a short period of time. The participants' voices were not emphasized or taken into account thoroughly. While each transaction and scenario, especially in education and social science research, is unique, the

participants' views and interpretations are also significant and distinctive (Pring, 2000). As a result, by reviewing these research, methodological flaws have been found.

SMPs are beneficial and successful in enhancing EFL students' vocabulary knowledge, according to Bouhami (2016), who was one of the researchers who investigated them in general. SMPs also play a role in vocabulary learning, according to Khan, Ayaz, and Faheem (2016), since they pique learners' interests and deliver vocabulary in a variety of formats, including text, photos, video, and other online media.

Learners in the experimental groups excelled in learning the target vocabulary compared to learners in the control groups, according to Al-Tamimi et al. (2018) and Nikbakht and Boshrabadi (2015), concluding that SMPs play a crucial role in vocabulary learning. It's worth mentioning that the participants in these two studies had varying degrees of English ability. Participants in Al-Tamimi et al.'s (2018) . study were studying for a Bachelor's degree in English, whereas Nikbakht and Boshrabadi (2015) were studying for a Master's degree in Applied Linguistics. As a result, each cohort studied English for different reasons and goals, but they all got the same outcomes when it came to using SMPs for vocabulary learning.

4. Conclusion:

Clearly, social media is a rich paradise for experimenting, creating new words, and renovating old ones; it also provides a platform for people who aren't enslaved by grammatical rules and syntax, allowing them to defy traditional English language maxims and be innovative, creative, and forward-thinking. Language is, and has always been, a dynamic process. The basis of the English language remains as strong and flawless as it has always been, despite the considerable changes and trends we see in language throughout time.

Chapter three

Chapter three : Field work

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« Research is an ongoing activity which is never totally complete because each piece of research raises additional questions for more research . »

Seliger H.W& Shohamy E. (2000: 2)

Introduction

this chapter deals with research methodology and data collection, the use of a triangulation method using both quantitative and qualitative methods in order to obtain statistical and descriptive information on the variables. Correspondingly, the primary data will be collected using a pair of techniques; a questionnaire that will be administered to first year master students and an interview that will be administered to first year master teachers at Ibn Khaldoun university.

III.1.Population

According to Nawaz (2005):

**“it can be defined as selected sample of a population studied to gain knowledge of the whole”
(p.25)**

The following people are part of the research group :

III.1.1. Students

This research will take place at Tiaret's Ibn Khaldoun University. from the population of the english department's students and professors 40 students in their first year of master's studies. Prospect sampling was adopted for the sake of globalization of the research outcomes. The number of students in the first year of master's students is shown in the table below as the reason for picking them.

Level	Male Number	Female Number	Total
1st Year Master	22	18	40

Table III.1 Students number

III.1.2. Teachers

In order to extract information about the impact of social media on vocabulary and language development, five EFL university professors have been invited to participate in this research study. Every instructor that can be reached is a participant, depending on their availability. There is a total of 05 people in this group (both permanent and contract teachers). As a result, teachers should select the most effective technique for dealing with social media in order to improve vocabulary and English acquisition.

Five teachers who were not participants in the main study participated in a prototype trial. It aided the researchers in evaluating the quality and flow of things, as well as adjusting those that did not contribute to the study's goals. In reality, by taking this optional step, you may assure that user research runs smoothly and fluently, resulting in a significant increase in study efficiency.

III.2. The Research Tools

In this study, data triangulations consist of an interview and a questionnaire, both of which are well acknowledged as useful research procedures for obtaining useful information. The purpose of the interview is to examine teachers' perspectives on the use and utility of social media in the classroom for learning and vocabulary comprehension, while the questionnaire is aimed at EFL students to demonstrate how they interact with social media and its impact on learning and vocabulary comprehension.

To put it another way, mixed method refers to the investigation of a research using more than one data collection and method in order to increase confidence in the conclusions. A single study approach can never provide light on a phenomenon, which is why mixed methods research is used. Using a variety of ways can aid in deeper comprehension (Creswell & Clark) 2007

The triangulation aims to discover the critical issues raised in the study questions. The following sections attempt to explain the rationale and goals behind the selection of each research instrument used in this study.

III.2.1. Student Questionnaire

A questionnaire is a research tool that consists of a set of questions or other forms of prompts aimed at gathering data from a respondent. Closed-ended and open-ended questions are commonly seen in research questionnaires. Long-form inquiries with open-ended answers allow the reply to build on their ideas. In 1838, the Statistical Society of London established research questionnaires.

A questionnaire comprising fifteen items was administered to 40 first-year master students in order to gain a better understanding of how EFL students use social media in order to enhance the language learning and the vocabulary acquisition. There are four portions to these inquiries, the first of which is about personal information. The second portion aims to collect general data on students' performance in the English language field as well as the impact of social factors on their actual routine. While the third portion is about the use of social media in classroom. Finally, the fourth segment focused on the viewpoints of students.

Abawi (2013: 04) added that:

“A well-designed questionnaire meets the research objectives and reaches statistically significant and reliable conclusions from what a researcher is planning to investigate, mainly when resources are limited”

The purpose of these questions and statements is to assist participants in determining how social media affects language learning and vocabulary comprehension through their daily interactions with it, as well as determining whether these effects are negative or positive in order to improve their vocabulary acquisition.

III.2.2. Teacher's Interview

Abawi (2013:132) stated that:

“Interviews have widely been used as a method of data collection in recent linguistic research. Various studies showed that interviews are one, if not the primary. Method of investigating linguistic phenomenon.”

The interview has 14 questions that were asked to 5 teachers with 1 to 5 years of teaching experience and a specialization in didactics in order to get the desired results.

It's being done to see how social media affects their mission, which is to teach during their career. It discusses the extent to which teachers rely on social media to help their students' learning processes, as well as the phenomena of learners misusing social media, which creates challenges in their ability to use social media to improve their vocabulary acquisition.

III.3. Data Analysis

Brown emphasizes, that:

“Collecting the necessary data is the half of the battle”

Data collection and analysis are the focus of this stage of the research. The findings obtained through the mixed method approach used in this study will aid the investigators in answering the study's final focal questions. It is the intention of this study to focus on the outcomes obtained from the research equipment. Thus, a clear picture of the genuine effect of social media on learners during their language learning and vocabulary comprehension journey emerges from the analysis of individual questionnaire data.

In reality, the data must be edited, simplified, analyzed, and summarized by the researchers. Because the chosen research instruments are carefully constructed to capture quantitative and

qualitative information, the data analysis in the current research study may be roughly classified as qualitative quantitative analysis.

III.3.1. Analysis of the learner’s questionnaire

The following are the results of the questionnaire:

Section one: personal information

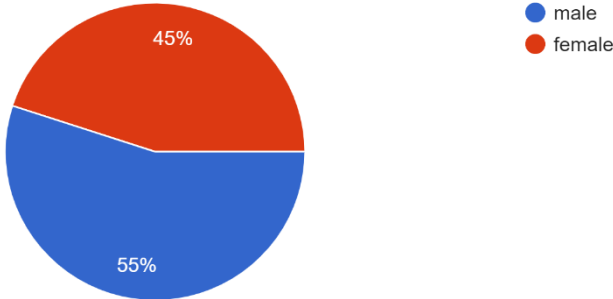
Question 01: Gender

The questionnaire was answered by 40 students from the English department of Ibn Khaldoun University. They are student's didactics master 1. Males constitute the majority of respondents (55%), while females make up the minority (45%)

Table III 01. Student’s gender

Gender	Numbers of students	Percentage
Male	22	55%
Female	18	45%

Gender?
40 responses



Pie chart 01: Representation of scores illustrating student’s gender

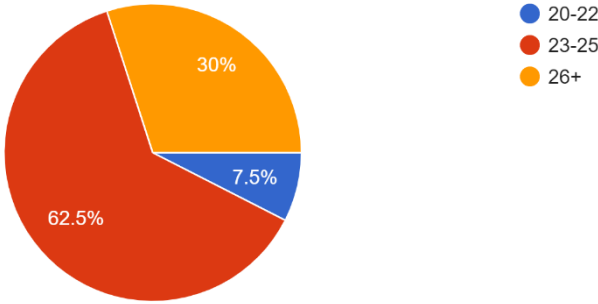
Question 02: Age

The category of (23-25 years old) represents the majority of respondents with a percentage of (62,5 %), followed by the second category of (+26 years old) with a percentage of (30 %), and the lowest percentage (7,5%) is the category of students who are between the ages of (20-22).

Table III 02. Students Age

Age	Number of students	Percentage
20-22 years old	3	7,5%
23-25 years old	25	62,5%
+26 years old	12	30%

Q2)-Age
40 responses



Pie chart 02: chart representation scores illustrating student’s age

Section 01: the frequent usage and utility of the English language

Question 03: how do you consider your level in english?

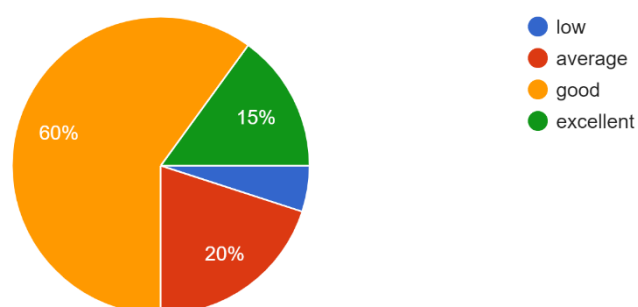
The vast majority of students (60%) stated that their English is good, while 20% indicated that their English is average, 15% mentioned that their English is excellent, and only 5% responded that their English is low.

Table III 03. The english level of EFL students

The degree	Number of students	Percentage
Low	2	5%
Average	8	20%
Good	24	60%
Excellent	6	15%

how do you consider your level in english?

40 responses



Pie chart 03: presentation of scores illustrating the English degree of the EFL student

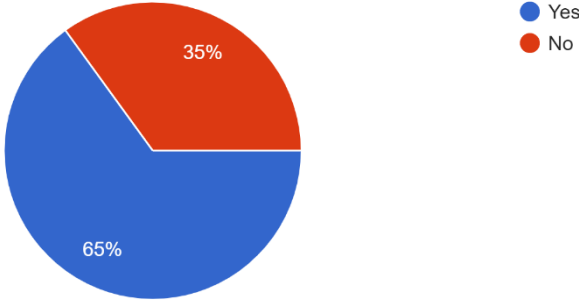
Question 04: do you practice english outside the classroom?

The majority of students 26or (65%)of the total indicated that they practice English outside of the classroom, whereas the remaining students 14 member, or (35%) of the total stated that they do not.

Table III. 04. The student use of the english language inside the classroom

Information's answers	Number of students	Percentage
Yes	26	65%
No	14	35%

Q4)- Do you practice English outside the classroom?
40 responses



Pie chart 04 : representation of scores illustrating english language usage inside the classroom by students

Section two : Familiarity to the task

Question 05 : Which social media do you use the most ?

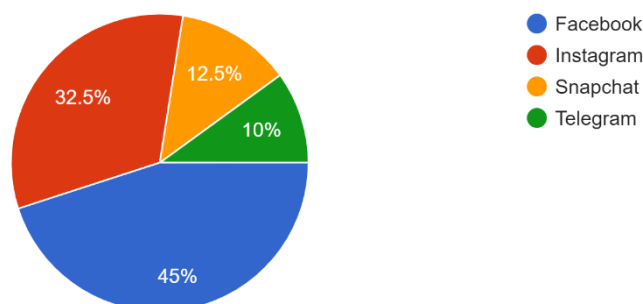
According to the data, 18 students (45%) use Facebook as their primary social media platform, followed by 13 students (32,5%) who use Instagram, and 4 students (10%) who use Telegram. Finally, the remaining students, who account for 5 members and 12.5% of the total, use Snapchat.

Table III.05. The most active means of communication for students

Social media accounts	Students number	Percentage
Facebook	18	45%
Instagram	13	32,5%
Telegram	4	10%
Snapchat	5	12,5%

Q5)- Which social media do you use the most?

40 responses



Pie chart 05 : Representation of scores illustrating the most active social media accounts by learners

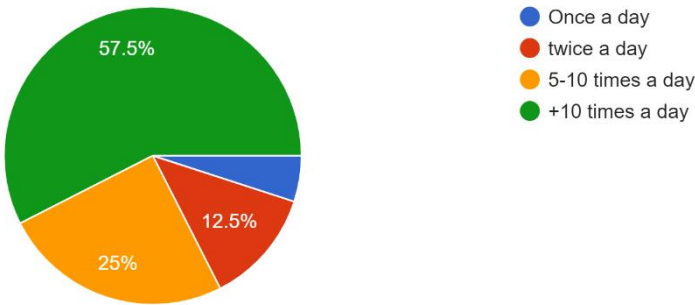
Question 06 : How many time a day do you log in your social media accounts ?

In this rubric, the results show that the majority of students (57,5%) use their social media accounts more than 10 times per day, while the second category (25%) uses their social media profiles 5-10 times a day, and the third type (12,5%) uses their social media accounts twice a day . (5 %) represent the percentage of students who log once a day .

Table III 06. The extent use social media accounts by student daily

How many time ?	Number of students	Percentage
+10 times a day	23	57,5%
5-10 times a day	10	25%
twice a day	5	12,5%
Once a day	2	5%

Q6)- How many times do you log in your social media account ?
40 responses



Pie chart 06 : representation of scores illustrating how much per day students use their social media accounts.

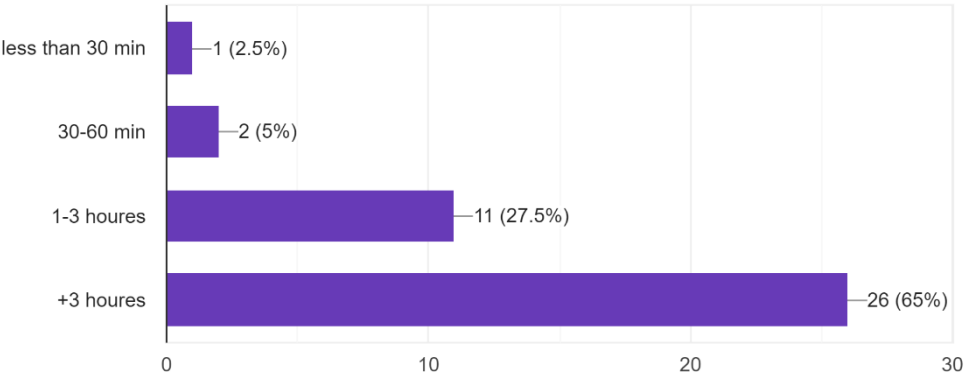
Question 07: how much time do you spend on social media per day?

There are four possible answers to the question. Firstable we find The majority of students (65%) spend more than 3 hours per day on social media platforms, whereas (27,5%) of students invest 1-3 hours per day, but the third phase of learners (5%) spend 30-60 minutes per day, and the minority of students (2,5%) log in less than 30 minutes per day.

Table III 07. The daily extent performance of students on their social media platforms.

Time	Number of students	Percentage
+3 hours	26	65%
1-3 hours	11	27,5%
30-60 minutes	2	5%
Less than 30 minutes	1	2,5%

how much time do you spend on social media per day?
40 responses



Poll chart 07 : Representation og scores illustrating the students daily extent performance on social media platforms.

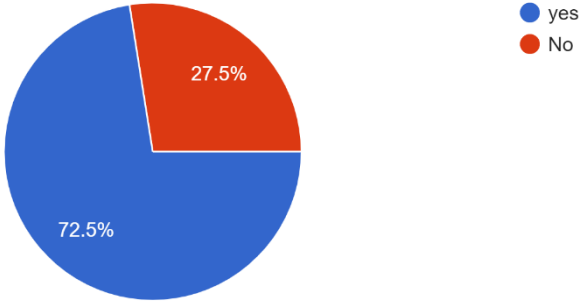
Question 08 : When you use social media, Do you express yourself with high level of voccabs ?

- The majority of students who admit to using social media to express themselves with a high degree of voccabs are represented by 29 students with a percentage of (72,5%).
- while the rest of students, 11 members with a percentage of (27.5%) stated that they do not express themselves with a high level of vocabularies when they use social media platforms.

Table III 08 : the amount of students high voccabs use on social media

Information answer	Number of students	percentage
Yes	29	72,5%
No	11	27,5%

Q8) - When you use social media , Do you express yourself with high level of voccabs
40 responses



Pie chart 08 : representation of scores illustrating the amount of students using high voccabs on social media.

Section three : Social media in classroom

Question 09 : Do you use Social Media in classroom ?

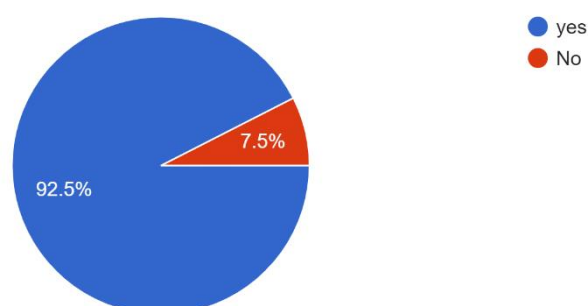
- According to the responses of students, the vast majority (92,5 %) stated that they utilize social media in the classroom to improve their academic level throughout the session.
- For unspecified reasons, the remaining students (7.5%) preferred not to use social media sites in the classroom.

Table III 09 : social media usage in the classroom

Information answer	Number of student	Percentage
Yes	37	92,5%
No	3	7,5%

Q9)- Do you use Social Media in classroom

40 responses



Pie chart 09 : representation of scores illustrating the extent usage of social media in classroom .

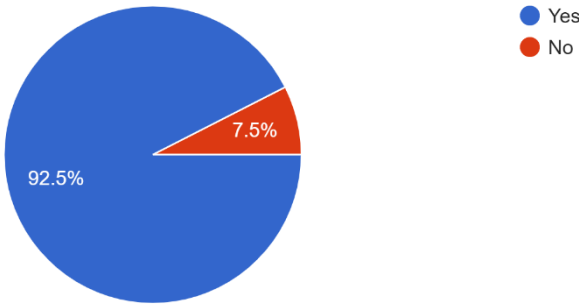
Question 10 : Do you use social media to communicate with mates and teachers ?

- The large number of students (92,5 %) believe that social media platforms are necessary for communicating with their professors and classmates.
- While a minority of students (7.5%) have demonstrated by their responses to this question that the true purpose of social media is not to communicate with their instructors and colleagues,

Table III .10 The utility of social media in communication with the others.

Information answer	Number of students	Percentage
Yes	37	92,5%
No	3	7,5

Q10)-Do you use social media to communicate with mates and teachers
40 responses



Pie chart 10 : representation of scores illustrating the use of social media in communication with mates/ teachers.

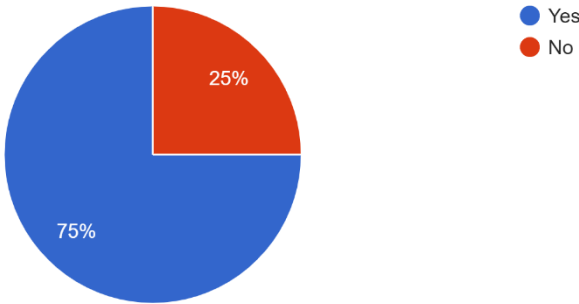
Question 11 : Are you exposed to new vocabulary via social media ?

- The percentage of students who said that using social media improves their vocabulary when they utilize its platforms is (75%).
- The remaining (25%) of learners believe that social media will not help them expand or increase their vocabularies.

Table III .11 : exposing vocabulary via social media

Information answer	Number of student	Percentage
Yes	30	75%
No	10	25%

Q11)- Are you exposed to new vocabulary via social media
40 responses



Pie chart 11 : representation of scores illustrating exposing to new vocabulary via social media

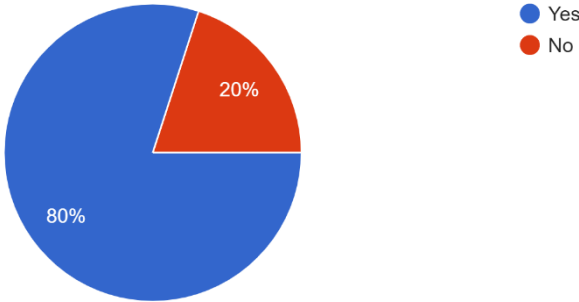
Question 12 : Do you use the vocabulary that you learnt from social media in classroom?

- A large percentage of students (80%) stated that they use the vocabularies they gained on social media platforms to help them improve their level.
- While the remaining 20% stated that they do not use the acquired vocabularies on social media because they do not believe it is appropriate.

Table III. 12 . the use of social media vocabularies in classroom.

Information answers	Number of students	Percentage
Yes	32	80%
No	8	20%

Q12)- Do you use the vocabulary that you learnt from social media in classroom?
40 responses



Pie chart 12 : representation of scores illustrating the use of gained vocabulary on social media in classroom.

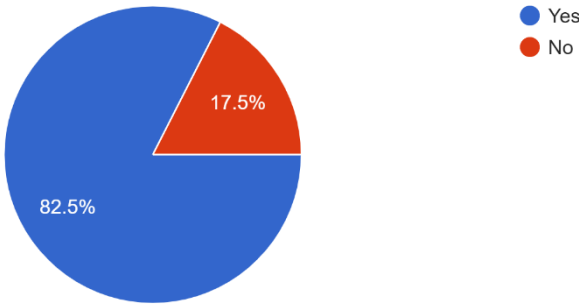
Question 13 : Are you motivated to search for word you didn't recognize on social media ?

- Students who didn't recognize a word (82,5%) said they were motivated to look up its definition.
- On the other hand, the minority of students (17.5%) stated that they have no inclination to look up the definition of a word if they have never heard it before.

Table III . 13. The extent motivation of students in searching unclear vocabularies.

Information answer	Number of student	Percentage
Yes	33	82,5%
No	7	17,5%

Q13)- Are you motivated to search for word you didn't recognize on social media ?
40 responses



Pie chart 13 : Representation scores of illustrating the extent motivation of students in searching unclear vocabulary .

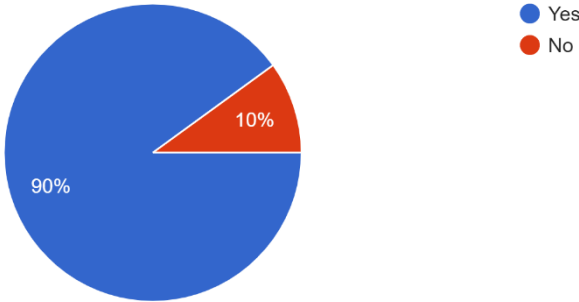
Question 14 : Can social media enhance your language skills ?

- The vast majority of students (90%) noted that social media plays a pivotal role in improving their language skills.
- While the remaining participants (10%) admitted that social media could not help them develop their language skills

Table III . 14 : the extent role of social media in enhancing language skills.

Information answer	Number of students	Percentage
Yes	36	90%
No	4	10%

Q14)- Can social media inhance your language skills ?
40 responses



Pie chart 14: representation scores illustration the extent role of social media in enhancing language skills

Section four : viewpoints of students

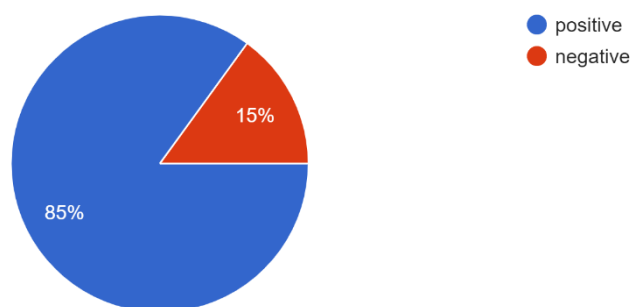
Question 15 : How do you find the influence of social media on vocabulary and language skills?

- (85%) of students agree that social media has a beneficial impact on their vocabulary and language skills.
- The remaining students (15%) claimed that social media had a negative impact on their vocabulary and language skills.

Table III. 15. The influence of social media on vocabulary and language skills.

Information answer	Number of students	Percentage
Positive	34	85%
Negative	6	15%

how do you find the influence of social media on vocabulary and language learning?
40 responses



Pie chart 15 : representation of scores illustrating the influence of social media on vocabulary and language skills.

III.2. Analysis of the teachers interview

Researchers conduct structured interviews with participants during the period of time (05) English teachers at Ibn Khaldoun University at their place of employment, They are formally questioned . institute of education.

Researchers conducted structured interviews with 10 Ibn Khaldoun university english instructors during the same time period. At their educational institute, they are formally interviewed.

Teachers are interviewed to discover more about the impact of social media on learning and vocabulary acquisition, as well as why they use it in their employment. It indicates that they have handled with a reasonable set of approaches and methods for teaching English as a foreign language.

Section one : personal informations

Question 01 : Gender ?

Our interviewing experience included 05 female teachers who represented half of the percentage of responders, and 05 male teachers who represented the other half (50 %).

Question 02 : Age ?

5 members (50%) represent the majority of instructors aged 34-39 years old who responded to the interview, followed by 3 members (30%) representing teachers aged 40-45 years old, and finally just 2 teachers (20%) who indicated that they are above 45 years old.

Question 03 : University degree ?

In our survey of teachers' university degrees, the majority (70%) stated that they have a Master's degree in TEFL, while the minority (30%) answered that they have a doctorate degree.

Question 04 : How long have you been teaching ?

The university's result of teacher experience is categorised into four groups, the first of which includes (40%) of the teachers who stated that they had been teaching for 10 years. While 30% indicated that they have had 5 years of teaching experience, followed by the third category (20%) who said that they have only 1 year of teaching experience, and the final 10% mentioned that they have had 3 years of teaching experience.

Section two : social media uses

Question 05 : Do you use social media ?

The overwhelming majority of respondents (100%) assumed that social media is a significant tool for achieving their goal of improving language learning and vocabulary acquisition. They use the following social media sites the most (Facebook, Instagram,Telegram, Viber, Whatsapp).

Question 06 : Do you use social media for teaching ?

The vast majority of teachers (80%) stated that they use social media in their teaching process, with Facebook and Youtube appearing to be the most popular social media platforms used by them, according to the statistics, while the minority (20%) asserted that social media is not necessary in their field.

Question 07 : Do you think that using social media as a teaching/learning tool has a negative impact on students' learning process?

- (60%) of instructors believe that using social media as a teaching/learning tool has a negative influence on students' learning, and they provide evidence for their claim as follows:
 - They might become lazy.
 - It may have a negative impact as learners may want some entrainment.
 - It waste their time.
- The rest of the respondents (40%) denied that using social media as a teaching/learning tool has a negative impact on students' learning, while:
 - It plays a pivotal role in enhancing the vocabularies of students
 - Assisting and facilitating the function of teachers in the classroom in order to improve the academic level of students .

Question 08 : According to your experience, How does social media improve vocabualarys' learners?

According to instructor responses, social media improves students' vocabularies in the following ways:

- Watching videos on social media platforms.
- Talking to natives if possible and scrolling down the different posts.
- Interacting in english language groups.

Question 09 : Do you think that students can obtain the correct, academic vocabulary in using social media ?

The results of this question are divided into three portions. The first section represents (50 %) of teachers who disagree that learners can gain correct, academic vocabulary from social media, followed by the second group (30%) who believed that using social media can help students learn proper academic vocabulary., Finally, we find the third group (20%), who are strongly agree that students may acquire accurate academic vocabulary by using social media.

Section three : Social Media's impact

Quetsion 10 : Does the social media affect students' vocabualry?

All of the teachers (100%) agreed that social media has an impact on students' vocabulary. However, according to their responses, the type of influence varies from one teacher to another as follows :

- Positively :
 - Social media could be a fruitful self-learning strategy if well utilised of course.
 - Improving the language learning and vocabulary comprehension.
- Negatively :
 - When they don't get to use it well.
 - Searching and visiting the wrong websites, it might have catastrophic consequences.

III.4. Data discussion and interpretation

This section will focus on the interpretation and discussion of the main insights from the students' questionnaire and teachers' interview in relation to the stated hypotheses. As a result, it will determine whether those hypotheses are accepted or refused

The purpose of this study is to confirm the first hypothesis, which states that social media affects positively students English vocabulary by helping them to acquire new terms. Thus, the data acquired from the questionnaire, particularly questions eight (8), eleven (11), twelve (12), fourteen (14), and fifteen (15), demonstrate that students' use of social media has a positive effect on their vocabulary, and they regard it as a crucial tool in their learning process. However, the results of the instructors' interview, including question seven (7), eight (8), nine (9), and ten (10) rejected that social media has a positive impact on students' English vocabulary because of the learners' misuse of it.

Regarding the second hypothesis, which states that social media is an essential component of both teaching and learning, the results of the students' questionnaire, specifically questions nine (9) and thirteen (13) show that students are completely agree with the former hypothesis that says social media has a pivotal role in both learning and teaching. Meanwhile, the results of the teachers' interview, mainly questions seven (7), eight (8), nine (9), and ten (10) demonstrate that the usage of social media is not a vital component of the teaching/learning process due to its numerous disadvantages.

III.5. Recommendations and suggestions :

Social media has become one of the most common techniques for learning and teaching foreign languages, particularly English. By the end of this study, the researchers have gained a better understanding of how social media has a positive impact in learning new vocabulary.

-Social media websites could be effective in dealing with anxious learners because of the pleasure and entertainment they provide.

-Social media websites could be a great motivational source especially to those who are not that much into the classic ways of language learning.

- Teachers should be accountable for showing their students how to use social media platforms properly in order to improve their learning abilities.
- students should be more aware in utilizing the social media platforms in order to enhance their vocabularies.
- Students must be well-trained to avoid the chaotic use of social media

III.6. Suggestions for further research:

To improve language acquisition and vocabulary comprehension, further research is needed into the phenomena of social media influences. In a future study, the researchers recommend expanding this research by using longitudinal studies and a larger sample size, in which participants are asked if social media can be a critical component in facilitating the teaching/learning process, so that the true reasons for using this item in the near future to improve students' vocabularies can be discovered.

Conclusion

The findings from triangular approaches were discussed in this chapter (Questionnaire and Interview). The findings revealed that in the teaching and learning process, social media has a favorable impact on students' language acquisition and vocabulary comprehension. Furthermore, it was discovered that using social media in the classroom to improve students' language learning and vocabularies has a negative influence according to teachers because of the misuse or chaotic performance in this field transfer faults. Finally, several suggestions and activities were made in order to assist teachers in making better use of their time in the classroom. Teachers gave numerous recommendations to help students raise their level to be competent in their domain, and EFL learners' language and vocabulary will be enhanced, in order to lessen the disadvantages of using social media in this process.

GENERAL CONCLUSION

General conclusion:

Like the rest of the world, Algeria has seen a widespread adoption of English, particularly at the academic background. EFL students face struggles in learning English, which stymies their progress. These roadblocks stem from students' mishandling of social media platforms and their unpredictable performance.

Language learning and vocabulary comprehension were chosen by the investigators because they are among the most important aspects of the teaching/learning process ; detectives discovered that they are the most susceptible to errors, particularly in vocabulary, which leads to catastrophic and poor language performance ; however, this this can be improved if educators use social media platforms wisely. The study is organized into three sections: The first chapter is a literature review about learning english as a foreugn language; the advantages of learning english and the value of it as it is the number one language spoken in the world, also giving a small historical background labout english in the algerian educational system, than the impact of social media on the learning comprehension; how language is used on social media, the relationship between social media and teaching english as a foreign language and how would it impact learning in general.

The second chapter is also a literature review about how social media influence vocabulary aquisition, what is vocabulary learning; the way students aquire vocabulary when using social media, also it gave informations about vocabulary learning factors and obstacles, and how social media impacts vocabulary learning.

The third chapter served as a practical component of this larger project. This one dealt with data analysis and interpretations, as well as some recommendations and methods for teachers to limit the use of social media in language acquisition and vocabulary comprehension in order to achieve favorable results. The questionnaire comes up with the following details after conducting and developing an exploratory case study, and after analyzing data acquired from

various sources utilizing a set of triangulation approaches (questionnaire for students, and interview with teachers). In what concerns students' attitudes toward using social media, it was discovered that (72,5%) use social media to express themselves with a high level of vocabs, and (92%) claim that using social media in the classroom is the most important factor in improving their language level and vocabularies. However, these findings show the significant effects of social media in the classroom. According to teachers' perspectives, social media has a negative impact on language learning and vocabulary comprehension, with the majority claiming that it does not improve learners' vocabularies due to learners' misuse of social media platforms, such as searching and visiting inappropriate websites, which could have catastrophic consequences in other areas., it could have disastrous consequences in other areas (50 %) of teachers disagree that students can learn proper academic vocabulary from social media), and finally (60 %) of instructors believe that using social media as a teaching/learning tool has a negative impact on students' learning.

Finally, it should be noted that if learners used social media sites responsibly and wisely, it may be a beneficial component in improving language acquisition and vocabulary comprehension.

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APPENDICES

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND
SCIENTIFIC RESEARCH
UNIVERSITY OF TIARET - IBN KHALDOUN
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF LETTERS AND FOREIGN LANGUAGES



Dear students

This study aims to investigate the effect of social media on language learning and vocabulary comprehension. We would be very grateful if you answer the following questions as your answers may help teachers and educators to understand your needs and to overcome any difficulty in learning English

اعزائي الطلبة

تهدف هذه الدراسة إلى معرفة تأثير وسائل التواصل الاجتماعي على تعلم اللغة وفهم المفردات. سنكون ممتنين للغاية إذا أجبت على الأسئلة التالية لأن إجاباتك قد تساعد المعلمين والمعلمين على فهم احتياجاتك والتغلب على أي صعوبة في تعلم اللغة الإنجليزية

Students' questionnaire

Section One : Personal information

- 1) Gender: Male Female
- 2) Age : 20 - 22 23 - 24 +26
- 3) How do you consider your level in english?
Low Average Good Excellent
- 4) Do you practice english outside the classroom?
Yes No

Section Two : Familiarity to the task

- 5) Which social media do you use the most?
Facebook Instagram Snapchat Telegram
Other :
.....

6) Which social media do you log in your social media accounts ?

Once a day Twice a day 5-10 times a day +10times a day

7) How much time do you spend on social media per day?

Les than 30 min 30 - 60 min 1 - 3 hours +3 hours

8) When you use social media, do you express yourself with high level of vocabs?

I do I don't

Section Three : Social media in classroom

9) Do you use social media in classroom?

Yes No

10) Do you use media to communicate with mates and teachers?

Yes No

11) Are you exposed to new vocabulary via social media in classroom?

Yes No

12) Do you use the vocabulary that you learnt from social media in classrom?

Yes No

13) Are you motivated to search for word you didn't recognize on social media?

I search for the meaning I don't search for the meaning

14) Can social media enhance your language skills?

Yes No

Section Four : Viewpoints of students

15) How do you find the influence of social media on your vocabulary and language skills?

Positive Negative

Interview

This interview is intended to collect data about the impact of social media on language learning of vocabulary comprehension in learning English. You are therefore kindly requested to answer following questions.

Section one : Personal information

- 1) Gender: Male Female
- 2) Age: 34-39 40-45 +45
- 3) University degree : Master Doctorat
- 4) How long have you been teaching :

.....

Section two : Social media uses

- 5) Do you use social media ?

Yes no

If yes , what applications do you utilize mostly ?

.....

- 6) Do you use social media for teaching ?

Yes No

If yes which one ?

.....

- 7) Do you think that using social media as a teaching / learning tool has a negative impact on students' learning process ?

Yes No

How ?

.....

- 8) According to your experience, how does social media improve

Vocabularies' learners ?

.....

- 9) Do you think that students can obtain the correct, academic vocabulary in using social media ?

Strongly agree Agree Disagree Strongly disagree

Section three: social media's impact

10) Does the social media affects the students vocabulary?

Yes No

Indicate some consequences

.....

Abstract

The current study aims at studying the impact of social media on the first year master students' language learning and vocabulary comprehension at the section of english; ibn khaldoun university of tiaret in order to confirm or reject these hypotheses; social media affects positively students' english vocabulary as well as social media is an essential component of both teaching and learning, This research is carried through a triangulation method,

Questionnaire for students, and interview with teachers

Key words :

Impact of social media – language learning – vocabulary comprehension – Students english vocabulary

Résumé

Des étudiants en premier année master anglais, de l'université ibn Khaldoun – Tiaret. Dans le but de confirmer ou réfuter les hypothèses suivantes : réseaux sociaux respectivement affectent l'acquisition de vocabulaire anglais positivement chez les étudiants et jouent un rôle crucial le processus enseignement / apprentissage de langues étrangères.

Mots clés :

Réseaux sociaux - l'acquisition de vocabulaire anglais - enseignement / apprentissage de langues étrangères

ملخص

تهدف الدراسة الحالية إلى دراسة تأثير وسائل التواصل الاجتماعي على تعلم اللغة لطلاب السنة الأولى ماستر وفهم المفردات في قسم اللغة الإنجليزية. جامعة ابن خلدون تيارت لتأكيد هذه الفرضيات أو رفضها. تأثير وسائل التواصل الاجتماعي إيجابياً تعد المفردات الإنجليزية للطلاب وكذلك وسائل التواصل الاجتماعي مكوناً أساسياً في كل من التدريس والتعلم، ويتم إجراء هذا البحث من خلال طريقة التثليث استبيان للطلاب ومقابلة مع المعلمين

الكلمات المفتاحية

تأثير وسائل التواصل الاجتماعي – تعلم اللغة – فهم المفردات – المفردات الانجليزية للطلاب