

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tiaret
Faculty of Letters, Languages and Arts
Department of Foreign Languages
Section of English



The impact of Facebook language use on EFL students' vocabulary learning

The case of EFL First year students BMD at IBN KHALDOUN University

Dissertation Submitted to the Department of English in Partial Fulfilment for the Requirements of the Degree of Master in Linguistics

Submitted by:

Ghanes Fatma

Kaba ouassila

Supervised by:

Dr. Abbar Ghalem

Board of Examiners

President: Dr. Abdelhadi Amina MCB Ibn Khaldoun University

Supervisor: Dr. Abbar Ghalem MCB Ibn Khaldoun University

Examiner: Dr. Lahmer mokhtaria MCA Ibn Khaldoun University

Academic Year: 2021/2022

Abstract

Social media is dominating the lives of people. Facebook has become noticeably widespread among the youth and the students in particular. Research has indicated that Facebook could be an effective platform for language learning. This study therefore comes to explore the effects of Facebook use on vocabulary learning at the University of Ibn Khaldoun in Tiaret. The objectives of this research dissertation are to enhance students' mindfulness approximately the impact of Facebook use on their vocabulary knowledge in English language learning and to analyze how EFL Tiaret University students further develop their vocabulary through the utilization of Facebook. Thus, the research questions are What is the effect of utilizing Facebook on students' vocabulary learning; Facebook language change the manner in which English-speaking students learn vocabulary. Concerning the methodological part, the research was accomplished by using the descriptive approach and the tools, which are questionnaire, interview. The findings show that while Facebook is useful for learning vocabulary, it has a significant impact on their vocabulary correctness. The way, Facebook killed their ability to produce apprehensible large features at a linguistic level.

Key words: Websites, Facebook, English vocabulary, linguistic, impact

Acknowledgments

First and foremost, thanks to “ALLAH” the most high for helping us realizing this
research work

We would like to express our deeper and sincere gratitude to our respected supervisor

Dr. Abbar Ghalem for his invaluable assistance,

Deepest gratitude is also expressed to the members of the jury,

Dr. Abdelhadi Amina, and Dr.lahmer Mokhtaria who accepted to devote some of their

precious time to read, evaluate and comment on this work.

Finally, special thanks should be expressed to all participant teachers and students in
this study for providing the necessary data, which helped in the realization of this work.

Dedication

This thesis is dedicated to:

- ✓ *The sake of Allah, my Creator and my Master,*
- ✓ *My great teacher and messenger, Mohammed (May Allah bless and grant him), who taught us the purpose of life,*
- ✓ *I dedicate this work to those whom most I love in my life, those who supported me and believed in me since my childhood, my dear parents,*
Who offered me support throughout all my life, for their endless love, care, sacrifice, patience, encouragements and prayers.
- ✓ *To my lovely sisters HASSINA, SARA, WARDA, KARIMA and ANFEL who stood beside me in every moment in my life and supported me to become who I am now.*
 - ✓ *To my brother MOHAMED*
 - ✓ *To my cute niece FIDAA, the little angel of the family.*
- ✓ *To all my family members: grandparents, uncles, aunts, cousins and uncles' wives.*
- ✓ *To all my best and craziest friends: NOR, NASSIMA, SARA, KHALIDA, OUASSILA and RACHIDA who supported and encouraged me along all these five years.*

FATIMA

Dedication

- *First of all I will dedicate this work to our Almighty God,*
- *To my parents "Mom» and "Dad" for their understanding and for their overwhelming, support morally and financially.*
- *To my loving sisters; Nacèra Mariam and Karima who are encouraged me during my process .And to my little prince Zakaria.*
- *Last, to my sweets friends: Fatima Sara Sara wissal khaoula I appreciate your supports during this five years of my university careers thank you so much*

OUASSILA

TABLE OF CONTENTS

ABSTRACT	.i
ACKNOWLEDGEMENT	.ii
DEDICATION 1	.iii
DEDICATION 2	.iv
TABLE OF CONTENT	.v
LIST OF TABLES	.viii
LIST OF FIGURES	.ix
LIST OF ABBREVIATIONS AND ACRONYMS	.xi

General Introduction.....	01
---------------------------	----

CHAPTER I: Review of Literature

SECTION ONE: Learning and Teaching Vocabulary

I.1.1 Introduction	06
I.1.2. Definition of Vocabulary.....	06
I.1.3. Types of Vocabulary.....	07
I.1.3.1. Active vocabulary.....	08
I.1.3.2. Passive vocabulary	08
I.1.4. the Importance of Vocabulary.....	08
I.1.5. Learning Vocabulary strategies.....	09
I.1.5.1. Discovery strategies	09
I.1.5.2. Consolidation strategies.....	10

I.1.5.3. Incidental strategies	11
I.1.5.4. Intentional strategies.....	12
I.1.5.4. General vocabulary.....	12
I.1.6. Vocabulary Teaching Techniques.....	14
I.1.7. Vocabulary Learning Difficulties.....	15
I.1.8. Vocabulary Development.....	16
I.1.9. CONCLUSION	17
 SECTION TWO: Facebook impact on English Language	
I.2.1. Introduction.....	19
I.2.2. Facebook Overview.....	20
I.2.3. Advantages of Facebook to English Language Learning.....	21
I.2.4. Disadvantages of Facebook to English Language Learning.....	22
I.2.5. The application of Facebook in EFL Classrooms.....	22
I.2.6. Conclusion.....	24
 CHAPTER II: The Investigation of the Field Work	
 Section One : Research Methodology and Design	
II.1.1. Introduction.....	26
II.1.2. Research Methodology and Design.....	26
II.1.2.1. Method.....	26
II.1.2.2. Setting and participants.....	26
II.1.2.3. Data collection tools.....	27
II.1.2.3.1. Students' questionnaire.....	27

II.1.2.3.2. Sample of students Questionnaire.....	27
II.1.2.3.3. Description of the Students' Questionnaire.....	27
II.1.2.3.4. Teacher's interview.....	27
II.1.2.3.5. Sample of teacher's interview.....	28
II.1.2.3.6. Description of teacher's interview.....	
II CONCLUSION.....	28

Section two : findings and discussion of the results

II.2.1. Introduction.....	29
II.2.2. Data analysis for students questionnaire.....	29
II.2.2.1. Analysis of the Results	29
II.2.2.2. Discussion of the Students ' Questionnaire Findings	45
II.2.3. Data Analysis of the Teachers ' Interview	46
II.2.3.1. Analysis of the Results	46
II.2.3.2. Discussion of the Teachers ' Interview Results	51
II.2.4. Conclusion	52
.....	
III. General Conclusion.....	53
REFERENCES.....	55
Appendix 01.....	59
Appendix 02.....	62
summary.....	64
.....	64

General Introduction

Recently, social media have offered marvelous opportunities for users to exchange ideas create discussion and develop their own content of interest conveniently. It creates a power to interact and make the world more open and connected by using languages un their communication .Also they obliged to master the vocabulary of a certain language .As a result ,the lack of vocabulary knowledge can effect negatively the ability to express their opinions properly. On the other hand, vocabulary plays a central role in English language. It enables EFL students to use the language correctly and appropriately. There are many tools and strategies that motivate EFL students to enrich their vocabulary and the process of learning writing skills, and one of them is Facebook .It is considered as an effective stimulus for students engagement because the students fond it an easy tool to learn new words and enjoy their time while communicating with others.

This study will provide a reasonable vision of Facebook sway, with the goal of helping instructors beat their students' absence of vocabulary knowledge and abuse. Likewise, it will spur them to include Facebook in their classes as an instructional strategy. Making a virtual classroom, for instance, empowers educators to rehearse the language with their students, so they can direct their students' vocabulary learning process.

Dissimilar to the numerous different studies that managed the issue, this research attempts to investigate the issue from a linguistic-pragmatic perspective. This exploration is huge for students since it furnishes them with an unmistakable view of what the Facebook language could mean for their vocabulary and English language learning process. They now have the option to utilize Facebook accurately in which they can learn and partake in their time.

The universally beneficial of the current research is to examine (revealed insight into) the effect of Facebook language use on EFL student's vocabulary learning. This overall point can be sorted into some particular objectives.

1. To enhance students' mindfulness approximately the impact of Facebook use on their vocabulary knowledge, in English language learning.
2. To improve students' inspiration to learn vocabulary through utilizing new strategies like Facebook.
3. To analyze how EFL Tiaret University students further develop their vocabulary by the utilization of Facebook.
4. To raise the two educators and students' mindfulness about the benefits and the weaknesses of Facebook on students' vocabulary learning.

The present study, actually, seeks to answer the following research questions:

1. What is the effect of utilizing Facebook on students' vocabulary learning?
2. Has Facebook language changed the manner in which EFL students learn vocabulary?
3. Will EFL students further develop their vocabulary collections by utilizing Facebook?
4. Do students who use Facebook learn more vocabulary than those who do not?

In light of the previously mentioned questions, the following hypotheses are formulated as follows:

1. Facebook assists EFL students in rapidly expanding their vocabulary knowledge.
2. Facebook abuse affects instinctively EFL students' capacity to learn and use English language fittingly and accurately.
3. Inaccuracy and improper vocabulary use is due to the misuse of Facebook.
4. Students who learn vocabulary via Facebook improve their vocabulary knowledge.

In this study a descriptive approach was adopted. It appears to be the most suitable research method and the context in which it is conducted. This strategy can also supply us with consistent data as well as reliable findings.

More than this, the present project focuses on EFL students and teachers at Tiaret University, English section. The focus of the investigation is on first-year students. The sample for this study was chosen from a group of thirty students. In addition, four teachers have been chosen to answer to the interview question.

In order to collect enough data, a Facebook chat room was set up for a group of students to be engage in and converse with each other. These students were randomly selected. For such a purpose two research tools: interviews and questionnaires have been adopted. The questionnaire was thought to be appropriate to students; whereas, interviews were conducted with teachers. Hopefully, the use of these data tools can be of a great usefulness for the investigation.

This thesis is divided into three main chapters. The first and second chapters is devoted to review of literature, an extensive meaning of vocabulary, its importance and types, and, in particular, the manner in which it is instructed and educated. Then again, the second chapter is set to reveal insight into the Facebook idea, its advantages and disadvantages, and its application in EFL classrooms. However, the third chapter sets out the exploration techniques, presents the methods that are used, and gives a broad outline of the data analysis procedures. It likewise, separately, presents and discusses the outcomes related to this review. A connected part will be devoted to certain ideas and proposals for both EFL teachers and students concerning the implementation of this tool (Facebook) at the University of Tiaret.

CHAPTER I: Review of Literature

Section one: Learning and Teaching Vocabulary

1.1. Introduction

Vocabulary is the arrangement of words in a language that are recognizable to an individual. Vocabulary is typically created with age and fills in as a standard and fundamental device for correspondence and securing information. Gaining a broad vocabulary is probably the biggest test in learning a second language. Vocabulary is the essential device for composing. Vocabulary is of significantly more significance than language. It is the most effective way to communicate with others. Words are the currency of correspondence. A strong vocabulary works in all areas of correspondence. Listening, speaking, reading, and writing. Vocabulary assists students with figuring out how to move toward new words and to turn out to be more at ease with the language. Students' Latin and Greek roots extend students' vocabulary dramatically. Personal words assist students with building a helpful bank of intriguing words. Making associations assists students with building individual word power.

1.2. Definition of vocabulary

The time period's vocabulary turned into defended within the English lexicon in the 1530s. It is deduced from the Latin word "vocabulary," because of which a table of words is Vocabulary is considered as all the phrases used by a particular person, or all the phrases that exist in a particular language or problem. (Linse, 2005). Define vocabulary as "the vocabulary that a person possesses." A "dictionary" or "collection of words" should be used to describe vocabulary...» (randi, 2016) Indicated that there are vocabulary words associated with all subject areas that require student understanding of these terms in order to show success .This universal view is mirrored in the lexicographical strategy of the usual way of recording phrases in a dictionary. (laufer, 1997)States that the core of language acquisition and language use is vocabulary learning. Vocabulary is viewed as an advantageous device for studying all language skills, because it offers students a lovely means of learning to appreciate both spoken and

written materials. In fact, acquiring a vocabulary no longer just demands understanding the meaning of words, but also an awareness of their characteristics and the ways in which they can be used in various contexts and situations. Therefore, the goal of direction designers is to assist novices in learning language now, not as a summary of vocal cues but rather as a tool that enables untrained individuals to be aware of what utterances are advantageous to talking. How to speak properly and what expressions should be avoided in a particular situation. The most important skill that EFL/ESL learners are interested in researching is vocabulary knowledge. All the various linguistic abilities—reading, writing, speaking, and listening—are built on vocabulary.

1.3. Types of vocabulary

Vocabulary is separated into two categories based on how it is used: Active and Passive Vocabulary are two types of vocabulary. (faraj, 2015) assumes that Receptive vocabulary knowledge means the capability to comprehend a word when the learner hear or see it, while productive knowledge means the knowledge to produce a word when the learner can use it in their writing or speech. (schmitt, 2004) Classified English language skills into both receptive and expressive (productive) knowledge competence. As he states receptive knowledge competence regard to both listening and reading skills, while productive knowledge competence is concerned speaking and writing skills .The basic distinction between active and passive vocabulary is that active vocabulary is made up of terms you know and use, whereas passive vocabulary is made up of words you know but do not use.

1.3.1. Active vocabulary

Active vocabulary Comprises of those words over which one can use in his discourse and composing. He knows the significance of those words precisely. Active vocabulary alludes to the useful side of language. It comprises of the words one purposes with certainty since he gets

their implications and use. The active vocabulary of a language calls for the use of right word in right place, the spontaneous recall of words, and grammatical accuracy.

1.3.2. Passive Vocabulary

The Passive Vocabulary comprises of those words, significance of which can be perceived when they show up in discourse or composing of others however which we cannot use in our own discourse and composing since we are not completely acquainted with them. In The Passive Vocabulary, the individual does not have the foggiest idea about the exact significance of a specific word and he does not utilize those words in correspondence. At times, he can comprehend the significance of that word just somewhat relying upon the challenge. The Passive Vocabulary alludes to the open side of language. It calls for an acknowledgment of vocabulary in discourse or composing, a colleague with major syntactic things or structures, and the expertise of invigorating quickly the feeling of enormous word gatherings.

1.4. The Importance of vocabulary

(Thornbury, 2002) Believes that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" .this point reflects the fact that Even if you do not know how to utilize grammar, you can communicate with the help of a few important phrases and idioms. Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition (ALQAHTANI, 2015) . (Harmer, 1991) asserts that " choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge" (p. 154).

Vocabulary is regarded as an excellent tool for acquiring all language abilities, as well as a significant contributor to learners' ability to comprehend both spoken and written texts. Learning vocabulary necessitates not only comprehending the meanings of words but also their functions and applicability in many contexts and situations. (Nation, 2001) Add that that vocabulary is one linguistic component that influences development of communicative competence and learners' language skills as well.

1.5. Learning vocabulary strategies

Vocabulary learning is one of the most vital element of a language. It would not only help second language speakers in communicating each other better but making meaningful utterances. Farjami (2013) state that through speaking, listening and reading learners indirectly develop vocabulary. Due to the importance and the crucial role, vocabulary instruction is an important issue of discussion (Hasannejad, Bahador & Kazemi, 2015). Song and change (2017) and Moody, Hu Kuo, Jouhar, Xu&Lee (2018) claimed that discovery strategies are used to receive the initial information of new words and to understand their lexical meaning including decision strategies and social strategies .Consolidation strategies are mainly composed of memory strategies, cognitive strategies and metacognitive strategies. Classification of vocabulary learning strategies

1.5.1. Discovery strategies

Keep in mind that there are two primary purposes of discovery

1.5.1.1. Determination strategies

According to Schmitt (1997, 2000) determination strategies are strategies that learners use without asking others for help figuring out the meaning of a word by employing one or more of the following strategies: word class, analysis of word parts, cognates, guessing through context and dictionary use.

1.5.1.2. Social strategies

These social strategies involve learners participating in-group work, asking teachers to check their word lists or word cards, certainty and communication with native speakers to enhance their vocabulary acquisition (Schmitt 1997).

1.5.2. Consolidation strategies

The primary purposes of consolidation

1.5.2.1. Memory strategies

These strategies known as mnemonics deal with the connection of the new word to be memorized with preexisting knowledge using the help of imagery or grouping for better retrieval of the word. Schmitt (2000) notes that memory strategies usually consists of mental processing which enhance long-term vocabulary retention. Mnemonics can be used as "tricks" to aid retrieval of words (Cohen, 1990; Rubin &Thompson, 1994, Thorn bury, 2002). However, Hulstijn (1997) state that mnemonics are not supposed to be se en as a replacement for other techniques such as contextual learning but they van be if great use for intentional vocabulary learning.

1.5.2.2. Cognitive strategies

Schmitt(1997) mentioned that strategies in this category resemble the ones of the memory group ,however manipulative mental processing is not the emphasis here .He claimed that even though word lists and word cards can facilitate the initial meeting of a word ,they can also used to help later continue reviewing. Moreover, with these strategies learners can also listen to words from their own tape recordings ,according to Hedge (2000),cognitive strategies can be "thought processes used directly in learning which enable learners to deal with the information presented in tasks and materials by working on it in different ways " (p,77)which involve

repetition ,note taking and inferencing. Macao (2013) emphasized that in cognitive strategies there appears to be careful scouting of the target word beginning with noticing its form and meaning. It was followed by processing the word item in working memory prior to the commitment of the target vocabulary to long-term memory popular strategies for this category are written and verbal repetition ,word lists ,flash cards, taking notes and glossaries in text books.

1.5.2.3. Metacognitive strategies:

Hedge (2000) stated that they consists of planning, thinking about learning monitoring and evaluating oneself, for example. A learner preparing to read the chapter of a book before studying would go over the teacher's remarks on the written task, or review the information taken during the lesson. According to Schmitt's vs. taxonomy, learners can use these metacognitive strategies to manage and assess their own learning process. Learners can also test themselves with vocabulary tests to see their own progress and they should know when to skip or pass a word, especially a low frequency one, which they consider, would approximately be encountered .Since there are many languages learning resources, which can be used (books, magazines, newspaper, movies). Learners should be exposed to learn new words in order to become successful in the target language (Schmitt, 1997).

1.5.3. Incidental strategies:

Incidental vocabulary learning is said to be an effective way of learning from context (D'Ay, Omaro, and Hiramatsu 1991) and it is likely to promote deeper mental processing and better retention. Harmer (2003) and Nation (2001) define extensive reading as a pleasurable reading situation where a teacher encourages students to select what they want to read for themselves from reading materials at a level they can understand. Moreover ,traditional studies of incidental vocabulary learning involve learners being told just to read for comprehension recent twists to the incidental vocabulary learning concept have included more demanding tasks

beyond reading such as looking up new words in dictionaries for comprehension (Laufer and Bill,2000)and recalling and retelling what is read (Joe,1998).

1.5.4. Intentional vocabulary learning strategies

Various intentional strategies are available for a language teacher to adopt in the second language classroom. Blachowic &La, (2006) noted that there are characteristics of effective instruction that are applicable across teaching contexts .Firstly, learners should be actively involved in the generation of word meaning rather than being passive learners who receive the information. The existence of prior knowledge is important as the foundation for new information to be built on. Secondly, instruction should provide both definitional and contextual information about the words to be learned as well as multiple exposures and opportunities to use them. To build on learners 'prior knowledge for effective word learning. Eeds and Cockrum (1985) revealed that word meanings are best taught by expanding learners 'schemata and helping them to fit new words into their existing knowledge. Most EFL students are strongly proficient in their L1, this could be effective to trigger students 'existing schemata and relate it to the target words to teach vocabulary. The teacher play a central role in this process of intentionally learning new lexicon because he needs to be constantly interactive to activate background knowledge of the learner .Besides, student should write from their own understanding in their own words, on what is peculiar. A mind map can be created out of this .In this context, vocabulary is learnt explicitly and intentionally with the teacher playing an active role in stimulating learners' vocabulary learning.

1.5.5. General vocabulary

learning strategies Taka (2008) designed a questionnaire to measure the frequency of using specific sets of vocabulary learning strategies she categorized different strategies into three groups of :formal vocabulary learning / self-initiated indepented vocabulary learning and

/spontaneous or incidental vocabulary learning . The first category includes strategies such as rote vocabulary memorization, reliance on the first language, planned reviewing. As repeating new words, repeating words mentally, writing down words repeatedly to remember them. Regular reviewing outside classroom, making word lists and translating them into first language. The second group concerned with exposure to the target language, and explicit language strategies that were related to memory ,such as taking notes when watching films and TV programs, associating words to physical objects. The third group encompassed strategies that were related to learning words through communication and in real situation ,like remembering words from books and magazines, using circumlocution, listening to songs in target language and films, using synonyms (Takac,2008,pp,101&102). The emergence of technology has affected teaching and learning to a great extend (Stockwell, 2010). Some studies have suggested using mobile phones in facilitating vocabulary acquisition. A comparative study done by Lu (2008) has shown that short message service .Messages contributed to vocabulary learning more than printed materials. Then as technology advanced scholars have proposed new ways of using technology in teaching vocabulary. For instance, Basal, Yilmaz, Tanriverdi, and Sari (2016) investigated the effectiveness of a mobile application in teaching idioms.

Academic vocabulary learning strategies a number of studies on opportunities of learning academic vocabulary strategies while reading texts in English suggest that teaching new words in context facilitate the achievements of two goals. Teaching comprehension and coping with new word in text. This technique focuses learner's attention on the morphological role of words .Morphology is concerned with units of meaning within a word, like the root of the word affixes and prefixes (Nagy, Carlisle, &Goodwin, 2014). As a way of comprehension and vocabulary learning instruction .Lesaux, Keiffer, Kelly, and Harris (2014) taught their learners morphological analysis. This study showed that learners could improve their comprehension by guessing the meaning of new words within a text. In this process, understanding the new words

is only the first step with the word learned in full when the learner is able to use the new vocabulary item in another context. In order to facilitate academic vocabulary learning approach, this five -step instructional approach includes :pronouncing the new word /explaining the new word /providing examples so that the students see the new word in contexts /assessing the students understanding of the new vocabulary item and provide feedback if necessary.

1.6. Vocabulary teaching techniques

Harmer (2002) stated that young children learn differently from older children more difficult in study. It is caused by they learn tend to change their mood every other minutes but ,on the other hand young learner more than motivation in learn than adult to do things that appeal to them. In this case, the teacher should more creative in selecting activities in learning process. furthermore, they should provide a great-variety of interesting activity and exercise- using a games ,songs, and humor in teaching vocabulary more effective in helping the students in learning they would be easier in recognizing new words and make the lesson more interesting. Cannon, Morrison and Slominski (2006) studied the language interaction between teachers and students during typical preschool emergent literacy activities such as alphabet recognition. Letter-word association and vocabulary games. They found a substantial variance in time spent on emergent literacy activities (from four to 90minutes; from half-day to full day sessions; and from two to five days per week). they also found that classrooms ranged from language -centered environments (where children were immersed in oral language ,reading and writing experiences) to environments where children engaged in predominantly non -literacy learning activities.

An interesting related finding was that children experience very different learning opportunities even when they are classmates in the same learning environment. This suggests the importance of considering background knowledge and experience on learning outcomes. Pigada and Schmitt (2006)have explored through a case study on vocabulary acquisition from extensive

reading program can enhance lexical knowledge .It assessed a relatively large number of words (133),and examined whether one month of extensive reading words enhanced knowledge of these target words 'spelling, meaning ,and grammatical characteristics .

Interview is used as a measurement too. It has explored how of ten words are encountered in the texts .The results of the study show that knowledge of 65%of the target words have been enhanced in some way ,for a pickup rate of about 1every 1,5words tested. The study indicates that more vocabulary acquisition is possible from extensive reading. A similar study in Ipswich, England (Cain,2007),with third grade students ,investigated whether or not the use of words explanation (definition) has facilitated students 'words learning .The investigator has found that although students made gains when explanations were provided for unfamiliar words ,they made the greatest increases when they explained their own definitions of the targeted words.

Silverman and Hines (2009) also focused on which instructional methods work best in building word knowledge for preschool second-grade students. They investigated the use of multimedia to enhance read-alouds and vocabulary instruction for English language learners Ell and English speaking students. This study had two interventions, one with multimedia, the other without. In both conditions, the teachers used a scripted lesson on habitats studied. Students were introduced to the books in the same order and eight words per books were chosen as the target words. The multimedia condition included four videos, one four each habitat. Students were shown videos clips often reading to facilitate their review of all of the words taught. Findings indicated that the use of multimedia provided no statistically significant difference for English speaking students, the use of multimedia for English language learners, however, was significant data indicate that the gap between English learning and English speaking students was narrowed not only for the targeted vocabulary words but for general vocabulary knowledge as well.

1.7. Vocabulary Learning Difficulties

Until recently, vocabulary instruction received little interest compared with other language aspects (Bishop, Yopp&Yopp, 2009; O'Dell, 1997; Chacon-Beltran, Abello-Contesse& Torreblanca-Lopez, 2010). Two main reasons, according to Stahl and Nagy (2006, p. 7) have contributed to this negative attitude towards vocabulary teaching: 1_the belief that there should be more focus on interpretation and critical thinking than on single vocabulary knowledge. 2_linking vocabulary instruction to the traditional, ineffective, methods of memorization of vocabulary and practice in writing new sentences. In recent years, however, second language vocabulary acquisition has become an interesting topic for teachers, researchers, and course designers (Coady&Huckin, 1997; Sokmen, 1997; Moir&Nation, 2008). The importance of vocabulary as a driving force in different language tasks has alerted subjects specialists about the importance of making vocabulary an integral part of language teaching programs. Several attempts have been made to set clear objectives for vocabulary instruction and to discuss issues like the type of vocabulary that should be taught, different approaches and methods for vocabulary instruction as well as the different activities that can be presented for teaching or testing purposes. The decision about the content to be taught is a key element in any teaching situation. To ensure the success of the teaching program, the selection should not be done at random; rather it has to be based on well-defined criteria. The latter might include learners 'needs and interest, the relevance of the content to the course objectives as well as to teachers 'course book writers' predictions.

1.8. Vocabulary Development

Beck, McKeon, and Kucan (2005) argued that instruction should focus on the most frequent words, which they called "tier two" vocabulary as opposed to "tier one" which includes basic vocabulary like clock, baby; and "tier three" vocabulary comprising less frequent words

mostly involving technical terminology. In teaching "tier two" vocabulary, Beck, McKeon and Kucan (2005, p. 214) suggested three main criteria;

1_importance and utility: words that are likely to occur in a variety of topics and are characteristics of mature language users; they appear frequently in different domains.

2_Instructional potential: words that can be worked with in a variety of ways so that students can build rich representation of them and of their connections to other words and concepts

3_Conceptual understanding: words for which students understand the general concept but provide precision and specificity in describing the concept.

1.9. CONCLUSION

Even for expert learners, the nature of vocabulary is a complicated and challenging factor to comprehend. As previously stated, mastering a language's vocabulary necessitates not only an understanding of its lexical features, but also an understanding of its changeable meanings in the contexts in which they are used, as well as the ability to use such vocabularies to meet the requirements of other skills. As a result, different vocabulary learning strategies as well as some vocabulary teaching techniques were discussed in this chapter, emphasizing the importance of vocabulary and encouraging learners to adopt the most effective learning methods while also encouraging teachers to be flexible in their vocabulary teaching techniques selection.

Section two:

Facebook impact on English Language

2.1. Introduction

Teachers of English, as one of the most important contributors to the learning process, have been tasked with preparing students to become members of the social community. However, previous studies have shown some problems regarding their skills, such as their knowledge, ability to teach, and skills in daily English usage. These problems have been caused by a shortage in training budgets, resources in language learning, and information (Yodsin, 2009). They have affected the teachers' competencies to carry language content, to construct a right learners' mindset towards English, and to broaden human assets to suit the context of the social community. Thus, a well-designed language getting to know technique to decorate their pleasant improvement ought to be created. Studies have revealed the benefits of online social networks on learning, especially Facebook. The opportunity has been presented for a new language learning approach—the integration of the online social network with language learning (Lorsomrudee, 1999). The use of Facebook is currently more suited to facilitate online interaction among learning participants (TASIR, 2017). Previous research confirmed proof assisting this declare as follows. (Gagne, 1971) Indicated that appropriate and conducive external conditions can promote the process of learning in the brain. Online social networks may be a platform supplying those suitable and conducive outside studying conditions. Students see Facebook as their primary social media platform, devoting a significant portion of their daily lives to its use. (M.F. Butcher, 2010) Reported that an online social network could provide a communication interface that is easy to use. The efficient use of technology may contribute to learners' overall pleasure and the development of intellect among students outside of the classroom. Learners may want to in general research via on-line social networks. The new media generation surroundings can encourage higher studying which in turn creates a miles greater powerful improvement than conventional studying. It permits free-studying, interactive surroundings no matter time and place.

2.2. Facebook Overview

Today, social networking sites such as Facebook, Myspace, Twitter, and many others have appeared. They have not only altered the workplace and people's personal life, but they have also reshaped the educational scene. Facebook was the most prevalent social-networking site, with 80% of 1,060 college students studied, whilst it was also the number-one site accessed by 18-24 year olds (Green, 2005). Since students are more and more familiar with technology, the use of technology in accounting courses should be strengthened, therefore “the challenge for academia is to stay abreast or ahead of student technology acceptance” (Apostolou B, 2013). Furthermore, the use of online social media has been found to extend the potential of educational applications (Boon S, 2009), since it provides insightful educational opportunities for both students and teachers (Couros, 2008). For these reasons, educators must continue to incorporate technology into their classroom teaching repertoire if they want to keep their courses current, relevant, and, most importantly, motivating to their students. (Shih, 2013) Conducted that language learning through Facebook is also a way to effectively improve the grammar skills (tense and structure) of learners, while (Kajornboon, 2013) indicated that Facebook is a powerful tool to be used as a space for learning English and promoting learning attributes. It has the potential to improve learning effectiveness, particularly when focusing on the diversity of experience or knowledge of learners. Many research concluded that learners with varying levels of experience and expertise could engage with one another via Facebook. (Wongsothorn, 2010) These assessment fulfilled learners and teachers' demand for English excellence. Learners who received feedback while writing, achieved better results in their overall writing test scores (A. AbuSeileek, 2014). As a result, the researcher believes that integrating Facebook with English instruction can be an alternate strategy to improving English teacher quality as well as country growth.

2.3. Advantages of Facebook to English Language Learning

Students have good attitudes on utilizing social networking tools as a learning medium in general, and they went above and above when they decided to use social networking as an e-learning platform. (Nicole B. Ellison, 2007) Stated that Facebook constitutes a rich site for researchers interested in the affordances of social networks due to its heavy usage patterns and technological capacities that bridge online and offline connections. (Madge C, 2009) Is mainly seen as a mean to maintain and develop students' social capital, i.e., make new friends at University, keep in touch with friends and family at home, and only rarely with University staff, At University, FB was part of the "social glue" that helps students integrate into University life . (Kosik, 2010) Found that some students use FB for academic purposes, in particular to contact other student to get information about assignments. The author also found that students prefer FB to the university education software program (traditional e-learning tools) because it provided more immediate responses. FB has made learning contents much more freely and instantaneously available to students who can easily download course notes and readings (Bosch, 2009). Wu and Hsu (2011) believe that Facebook arena helps English language learners enjoy interacting with peers; in a way, they feel comfortable to express their ideas and opinions in English. Allow the students to use the app in and out of school environment. In addition, Facebook informal setting helps learners feel less pressure and more confident to use English, Provide interactive chances for students to participate in learning activities. (salehi, 2012) Also, state that Facebook enables language learners expand their knowledge, in which they can use it for academic and educational goals; by creating new ways of interactions with their teachers that have ultimate academic orientation. It Provide more possibilities for learning, and Provide them with both online and offline learning opportunities.

2.4. Disadvantages of Facebook to English Language Learning:

Despite evidence of Facebook's positive influence on English language acquisition, several Experts have also pointed out some of its negatives. (Wu, 2011) State that Facebook could lower students 'motivation to write, because they feel stressed that others will be able to see their weak performance and criticize them accordingly, Facebook is not closely linked to social or cultural situations. It has Ineffective pedagogical usage; it may contain grammatical and technical faults. Facebook does not promote the development of all linguistic skills. Learners' writing skills are negatively impacted by their Facebook chatting habits, as they are unable to find the right way to use their Facebook conversation language to complete academic tasks that are solely devoted to academic language, and instead tend to acquire colloquial and abbreviated language. To put it another way, using Facebook to communicate frequently necessitates learners adhering to a certain language system based on acronyms and informal structures, which varies widely between institutions.

2.5. The application of Facebook in EFL Classrooms:

Many researches have been performed to study Facebook's potentials for educational reasons because of its effect on many different sectors, particularly pedagogy. Taking into account all of Facebook's advantages, some researchers believe that integrating Facebook with pedagogy as a teaching and learning method significantly reflects a learner-centered approach (SHIH R, 2011); (Zaidieh, 2012). To put it another way, learners will be able to acquire the language at their own speed. (SHIH R, 2011)States that Facebook fosters interactions between learners and learners- teachers, since it provides the possibility for collaborative and cooperative learning, whereby learners can help and get assistance from others.

Moreover, Facebook reduces learning stress with a fun and flexible environment, in which learners can access synchronously and asynchronously, an access that enables them to collaborate and exchange knowledge without the need to meet, or to work simultaneously (white, 2009); (SHIH R, 2011)). In other ways, it helps students to seek out information and satisfy their interest about learning. They also claim that Facebook assists students in developing confidence in their language talents and performance since it effectively simulates an informal setting in which students may make errors and learn from them.

Other studies, on the other hand, have reservations about utilizing Facebook in EFL courses. (cassidy, 2006) Claims that Facebook is inappropriate tool for educational tasks, and mentions that its recreational contents that are a part of Facebook features will easily distract students as Facebook users, inside classrooms. Thus, Facebook is believed not to be a suitable environment for formal teaching and learning activities (KAbilan, 2010); (SHIH R, 2011), significantly reduce the usage of other items, such as books, that have been shown to be effective teaching and learning aids. (KAbilan, 2010) Adds that Facebook is not considered as an appropriate learning tool. This viewpoint is embodied by students who are accustomed to books and conventional learning techniques; students who believe that existing resources cannot be replaced by Facebook. Furthermore, the informality of Facebook not only allows students to speak freely, but it also causes them to overlook the fact that their linguistic formality may be affected. As a result, learners tend to acquire new writing habits, including short forms and informal structures, which will lead to grammatical mistakes (white, 2009).

2.6. Conclusion

This chapter has explained what social media and the Facebook app mean, as well as how students become more addicted to such social networking sites as a result of their daily practice of communicating with individuals from all over the world. They grew addicted unintentionally, This chapter also focused on Facebook and its educational potential. It examined the advantages and disadvantages of using it in English language acquisition, as well as its implementation in EFL classrooms, which has been described as a never-ending argument between course designers and linguists. It is reasonable to assume that Facebook might improve communication and cooperative learning, but it could also induce linguistic distortion among EFL students.

Chapter II:

The Investigation of the Field Work

Section one: Research Methodology and Design

II.1.1. Introduction

The preceding chapter reviewed the literature on learning and teaching vocabulary, as well as the influence of Facebook on the English language. However, the current chapter aims to elaborate on the investigation's findings, which were supported by a questionnaire distributed to first-year EFL students and an interview conducted with teachers at Tiaret University during the academic year 2021–2022. This chapter focuses mostly on the study design and methods in order to fulfill the investigation's goal. Similarly, this part contains further information about the study technique, research tool, sample, and research setting.

II.1.2. Research Methodology and Design

II.1.2.1. Method

The research takes the form of a descriptive approach since the goals of the study are to:

- a) find out what students think about using Facebook to acquire English vocabulary.
- b) Examine the possible links between vocabulary acquisition and Facebook.
- c) Provide insight into students' experiences with using Facebook to study English vocabulary at Tiaret University during the academic year 2021–2022.

The research was conducted to discover new knowledge, obtain new information, and expand understanding of the phenomenon that has been observed in more detail. Moreover, the subject's nature, the sample and population, the goal, and the data collection determine the technique chosen.

II.1.2.2. Setting and Participants

This study took place at the Department of English language at the University of Ibn Khaldon of Tiaret. This investigation targeted the population of first year EFL students at English department; they were divided into two groups: male and female. Furthermore, the sample was chosen at random. To engage in this study, only 30 students were chosen from the total number who were divided into eight groups.

II.1.2.3. Data Collection Tools

Two research tools are adopted to collect enough data, a questionnaire was employed as the major research method in order to fulfill the study's goal and collect the necessary quantitative and qualitative data. Moreover, an interview with EFL teachers was conducted.

II.1.2.3.1. Students' Questionnaire

The questionnaire is the most important component of primary surveys. A questionnaire is a physical examination that collects qualitative and quantitative data from participants, whereas a questionnaire is a collection of standardized questions that follow a predetermined plan to collect individual data. Additionally the purpose of this study's questionnaire is to gather responses from participants on their usage of Facebook in vocabulary acquisition.

II.1.2.3.2. Sample of students Questionnaire

The questionnaire's respondents were 30 students picked from the whole population of first-year LMD students at Tiaret University. The sample was chosen randomly from the whole number of students, it was divided into two groups male and female;

II.1.2.3.3. Description of the Students' Questionnaire

This investigation's questionnaire is divided into four sections. These sections had 21 questions that were both closed-ended and open-ended format. The first section consists of three (3) questions meant to gather general information. The second section is related to vocabulary learning and includes seven (7) questions. The third section contains of eleven questions, is about Facebook impact it includes yes/No question and open-ended questions. While the final section has only one open-ended question, it allows students to offer comments based on their personal experiences about the influence of Facebook language on their vocabulary building and English language learning.

II.1.2.3.4. Teachers interview

The goal of using the teacher interview is to gather different perspectives on Facebook among teachers. As a result, the purpose of the interview was to find out how teachers and students felt about this new trend in the classroom.

II.1.2.3.5. Sample of teachers interview

The interview was conducted with four EFL professors who teach courses related to vocabulary acquisition, such as written expression, vocal expression, and language mastery at Tiaret University. The sample was also chosen with the knowledge that some teachers use advanced technologies in the classroom.

II.2.1.3.6. Description of teacher's interview

The interview questions were created in order to better understand the instructors' views and ideas about Facebook and its influence on their EFL students' vocabulary development. Teachers were asked 16 open-ended questions in all, separated into three categories. The first section, which has two questions, is designed to gather general information about the instructors. Section two comprises five questions and focuses primarily on the vocabulary-teaching situation at the university. Meanwhile, the third half is about Facebook and how it may be used as a teaching tool.

II.2.7. Conclusion

It's now intriguing to look for a strategy to reduce Facebook's negative language effects in such a manner that it gives EFL learners the skills they need to gain the proper understanding and usage of the language and its vocabulary by consolidating them for cautious engagement in such learning platforms.

SECTION TWO: findings and discussion of the results

II.2.1. Introduction

The current study paper's major purpose is to look at the influence of Facebook language use on EFL students' vocabulary development. Two primary data collection tools were employed to meet the research objectives. An interview and a questionnaire the questionnaire was created for first-year EFL students, and the interview was conducted with their teachers.

II.2.2. Analysis of The students 'Questionnaire results

Section One: General Information

This section is designed to gather information on the students' personal information, such as their age, reasons for selecting English as a field of study, the value of the language, and how they rate their linguistic skills.

Question 01: *Indicate your gender*

a. Male

b. Female

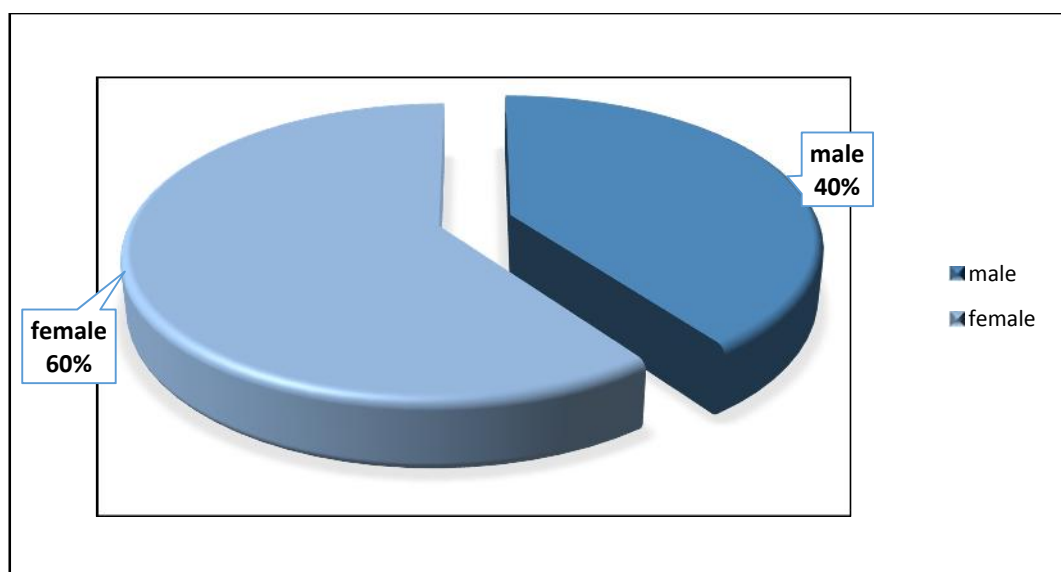


Figure 01: Students 'Gender

The questionnaire was given to both male and female students. As a result, the purpose of this investigation is to ascertain the gender of the participants. The first pie chart shows that the majority of the respondents (18) are women (60 %). Males account for (12) of the participants (40 %). according to the questionnaire results. This indicates women's strong desire to learn English in the university.

Question two: *why to study english ?*

a. To get a job

b. To travel

c. I love it

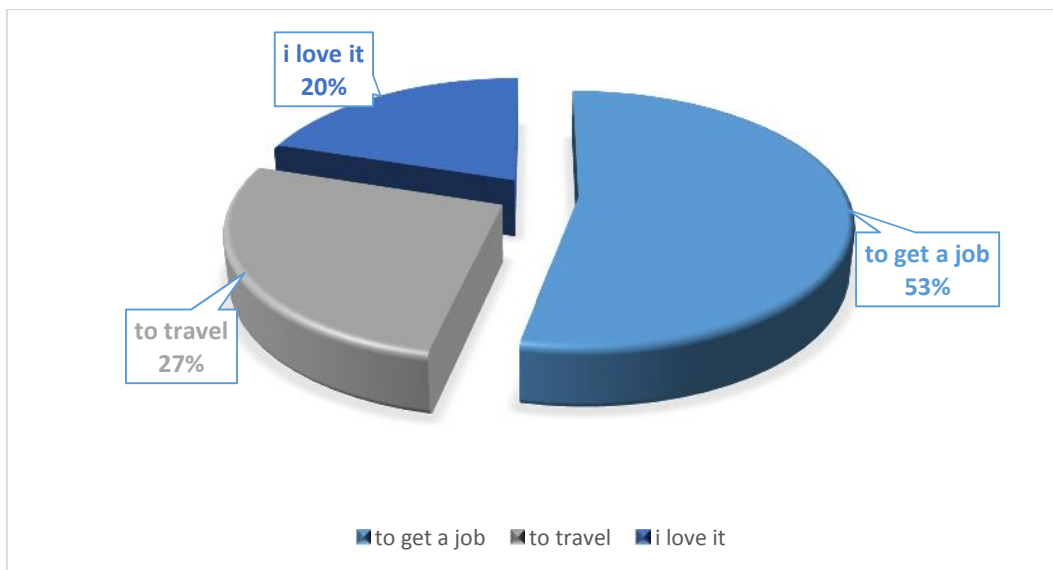


Figure 02: Reasons of choosing English

This question tries to know EFL students’ reasons for choosing English as a specialty at university; Figure 02 shows the many options available. These results show that the majority of students, which represents 53%, choose English to get a job. It revealed that 27% of the informants said that they need English to travel, while 20% study English because they love it, which means that most EFL students at Tiaret University study English to get a job.

Question 03: *How do you rate your English Fluency?*

a. Weak

b. Good

c. Very good

d. Excellent

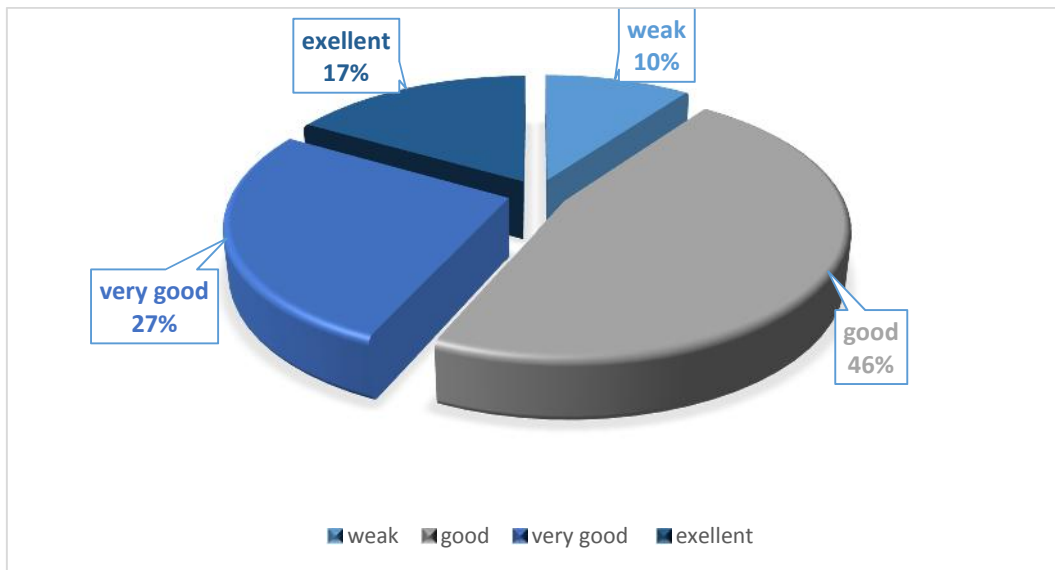


Figure 03: Students' English proficiency

This question tries to find out what students think about their English proficiency. Figure 3 clearly shows that the majority of students (46%) stated that their English fluency is good, while (27%) of the respondents stated that they have a very good level. Excellent (17%) of those who took part meanwhile, the rest (10%) of the students who think that they are weak at English also think that they are weak at the results show that the respondents have varying levels of fluency, which might be attributable to their prior knowledge and experience.

Section Two: Learning Vocabulary

Question 04: *Do you think vocabulary is an important part of your English education?*

a. Yes

b. No

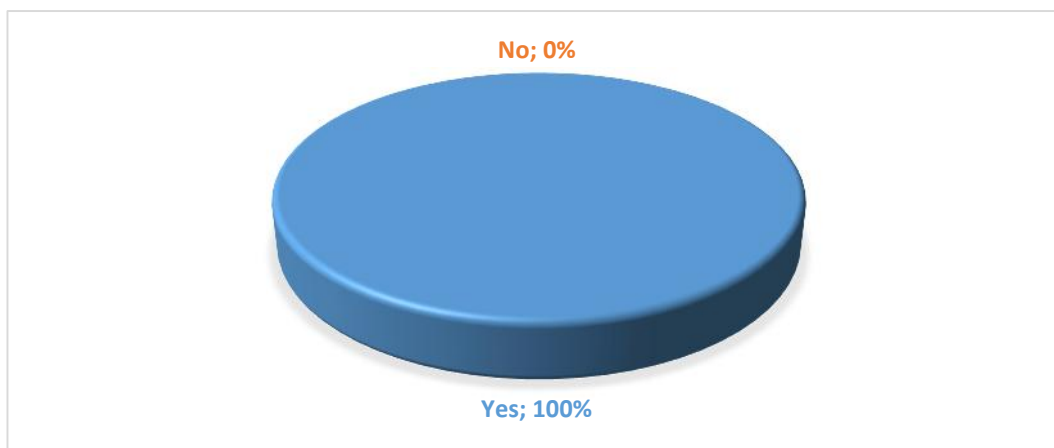


Figure04: Students' perceptions towards vocabulary importance in English learning.

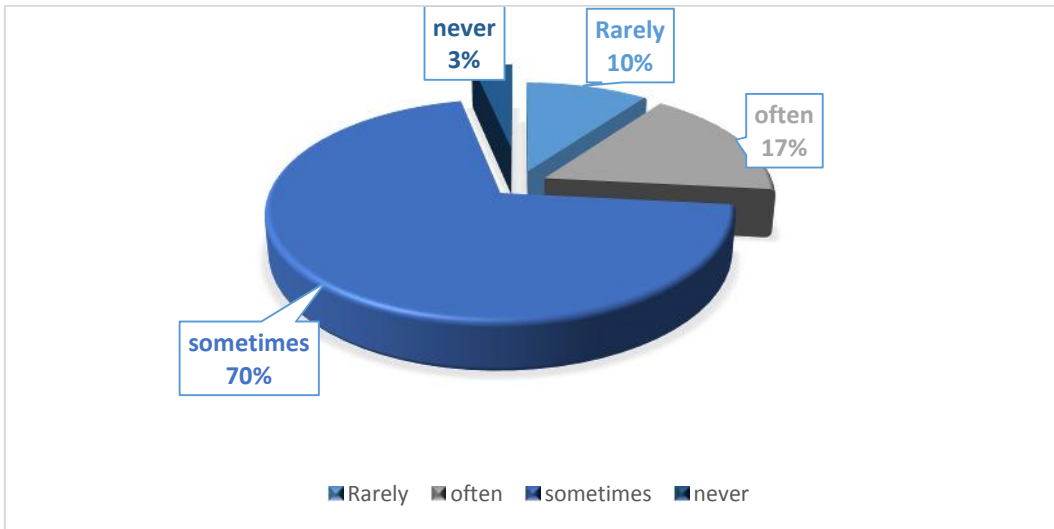


Figure 06: Learning vocabulary during the session

The purpose of this inquiry is to see if students learn new vocabulary during their classes. What is remarkable in Figure 06 is that the majority of the whole sample (70%) answered that they sometimes acquire new words during the session, 17% of them said they often acquire new words, and 10% stated that they rarely acquire new words, while 3% stated that they never learn new vocabulary often during the session

Question07: *How often do you consult a dictionary when learning new words?*

- a. Always b. hardly ever c. Sometimes d. very often e. Never

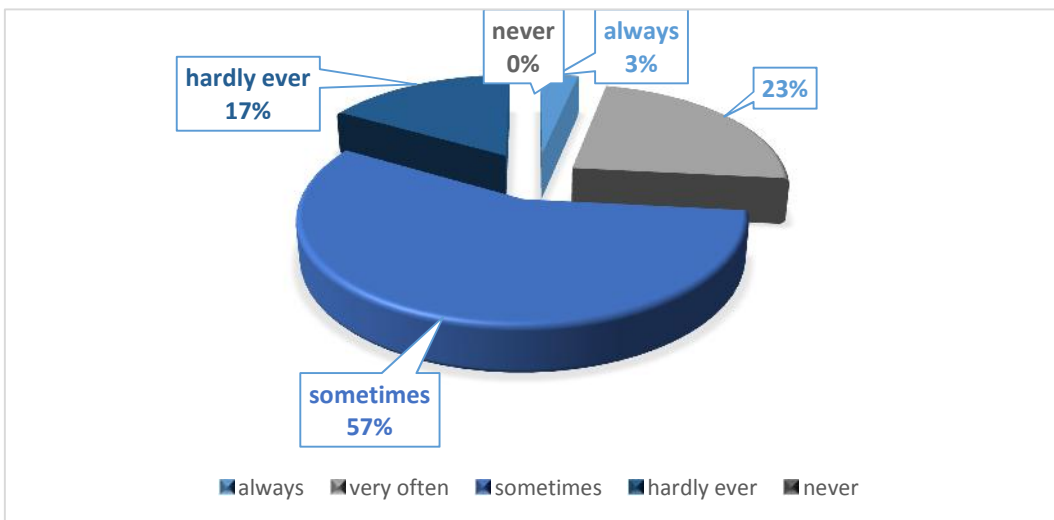


Figure07: The use of dictionary

Informants were asked how often dictionaries are used by students when learning new English words. Results showed that 57%, which is the majority of the participants, said that they sometimes use a dictionary. (23% of the informants answered that they use a dictionary very often, while (17%) of them replied that they use them hardly ever, and the rest (3%) said that they are always used. No one of them answered never. This implies that the frequency with which learners use dictionaries varies with each learner and is dependent on the learners' learning abilities and talents.

Question 08: *Are you getting enough practice with your new words?*

- a. Yes
- b. No

- In what modules, please specify.

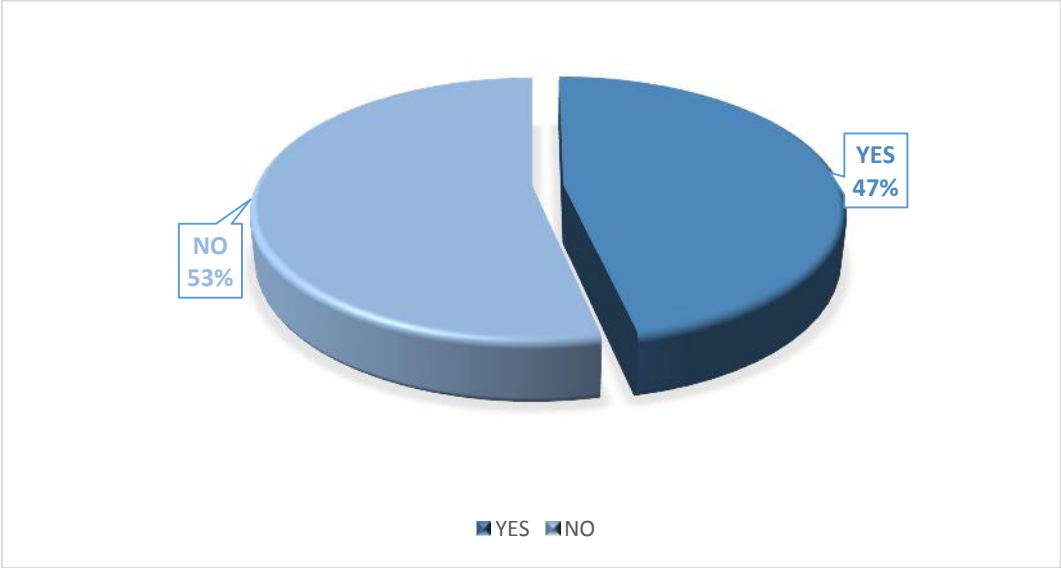


Figure 08: The amount of the available opportunities to practice new words.

The objective of this inquiry is to assess if students are given adequate opportunity to practice their new vocabulary, and if so, in which modules. According to the results, 53% of students say they do not have enough opportunities to practice their vocabulary, while 47% believe the study modules offer them adequate practice opportunities. Furthermore, the vast majority of students claimed that the "oral

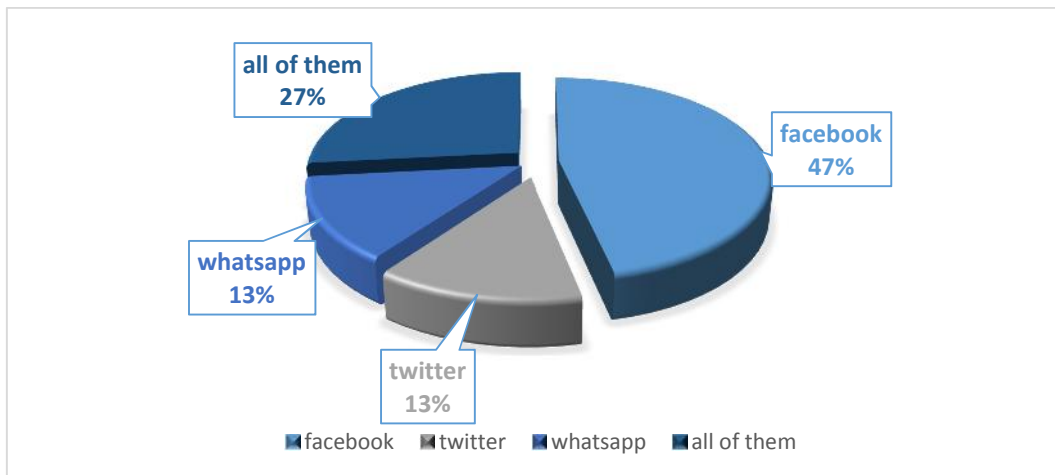


Figure10: The most visited social networking site by students

According to the results, Facebook ranks the first among students with 46%, which means that Facebook is the first social networking site that students use to communicate with others all over the world.

Question11: *Do you have Facebook access?*

a. Yes

b. No

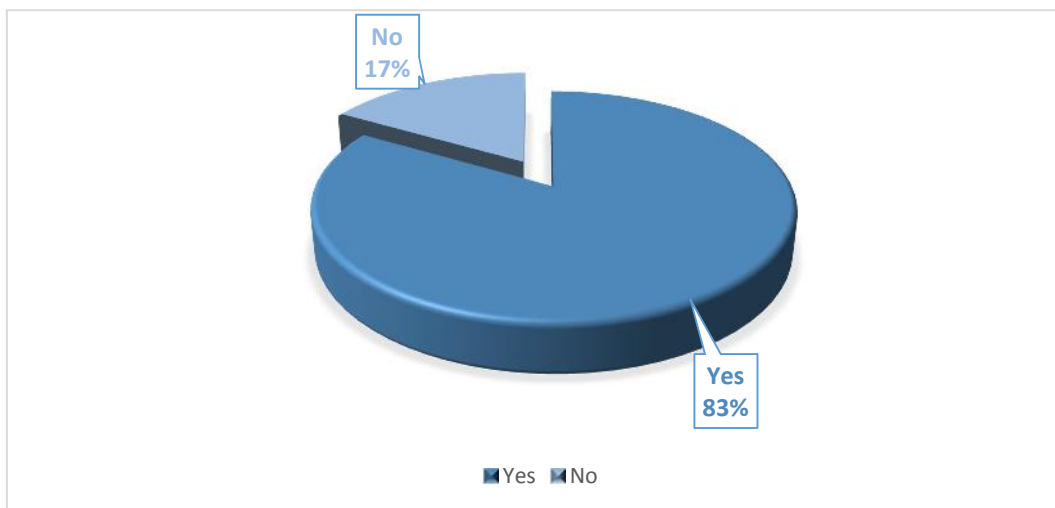


Figure11: Students ' access to Facebook

According to the result, the majority of students have access to Facebook. There are just five learners (17%) that do not utilize Facebook. These findings strongly suggest that today's students are comfortable with technology and hooked on new technology, and that Facebook

plays a crucial part in their social and educational lives. Furthermore, students with Facebook access reported that they spend between 2 and 6 hours every day on Facebook.

Question12: *What is your preferred method of conversing with individuals on Facebook?*

- a. Chatting
- b. video calling
- c. Posting status and commenting on others

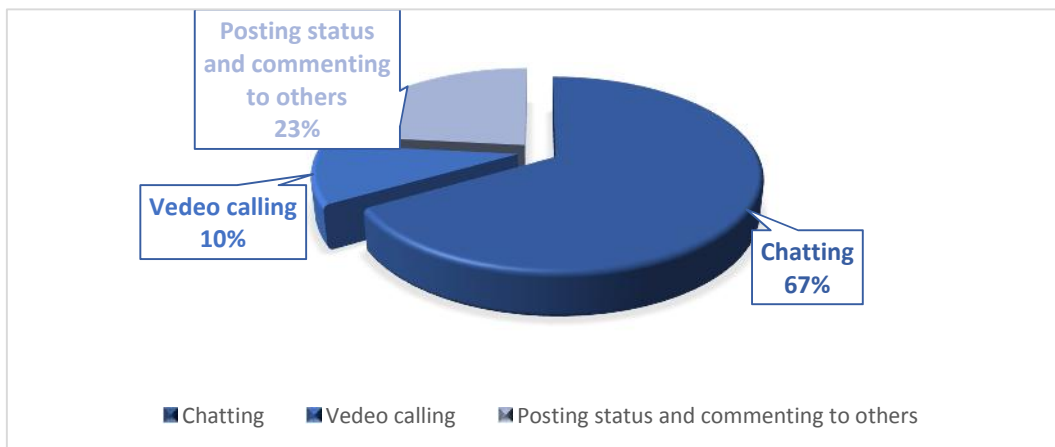


Figure12: Students ' preferable way of communicating on Facebook

This topic was posed to explore how students communicate with one another using Facebook. Despite the fact that several options were presented, the figure 12 shows that 67% of the informants said that they use chatting while communicating. While others (30%) seem to like posting and commenting on statuses, followed by 7% of them who prefer making video calls while communicating. These results show that ways of communication via Facebook are not the same. Consequently, students may adopt different ways of communicating that might suit their personalities and needs. Moreover, the results prove that chatting is the most favorable and preferable way of communicating, because, obviously, it is the simplest way of exchanging ideas and news.

Question13: *Do you communicate using English*

- a. Yes
 - b. No
- If yes, justify.

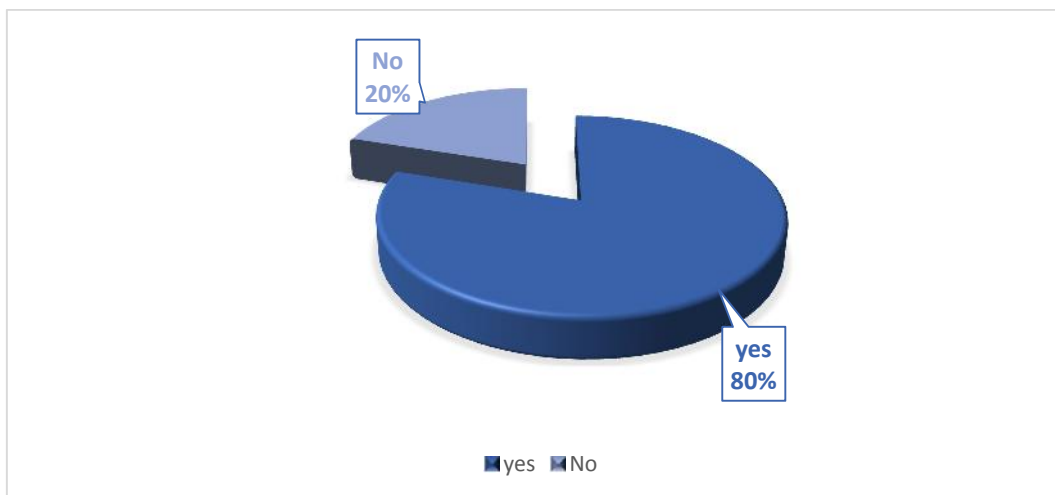


Figure13: Students ' use of English while communicating on Facebook

The fact that the majority of students (80%) utilize English as their linguistic code in their Facebook conversations backs up the argument that Facebook is a great place for EFL students to practice their language outside of the classroom. Furthermore, students supported their decision by claiming that Facebook allows them to practice and improve their language abilities, as well as communicate with international connections.

Question14: *Do you believe your excessive use of Facebook has any impact on your vocabulary learning?*

a. Yes

b. No

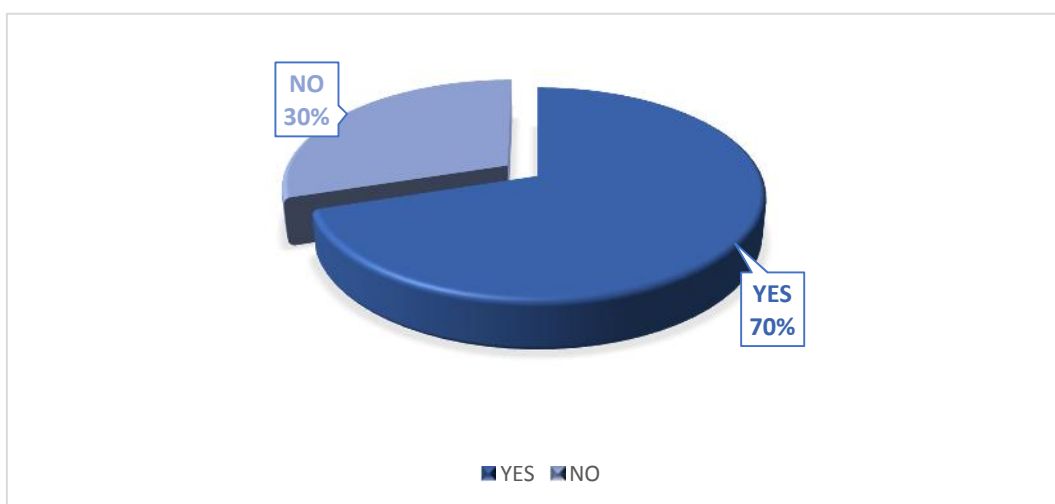


Figure14: Students ' opinions concerning the negative effect of Facebook extensive use on their Vocabulary learning

This question tries to determine if students are aware of the harmful influence that excessive Facebook use may have on their vocabulary acquisition process. Figure 14 shows that the majority of students (70%) feel that excessive Facebook use has a negative impact on their vocabulary, whereas the rest (30%) believe the contrary. These findings show that Facebook does have a detrimental impact on students' vocabulary, and that pupils may have been affected by it. This might also support the idea that excessive Facebook use affects EFL students' ability to acquire the English language effectively and accurately.

Question15: *Which one of the following do you use when writing on Facebook?*

- a. Formal language (correct grammar forms, no spelling mistakes, ...)
- b. Informal language (spelling errors, use of abbreviations and acronyms, ...)

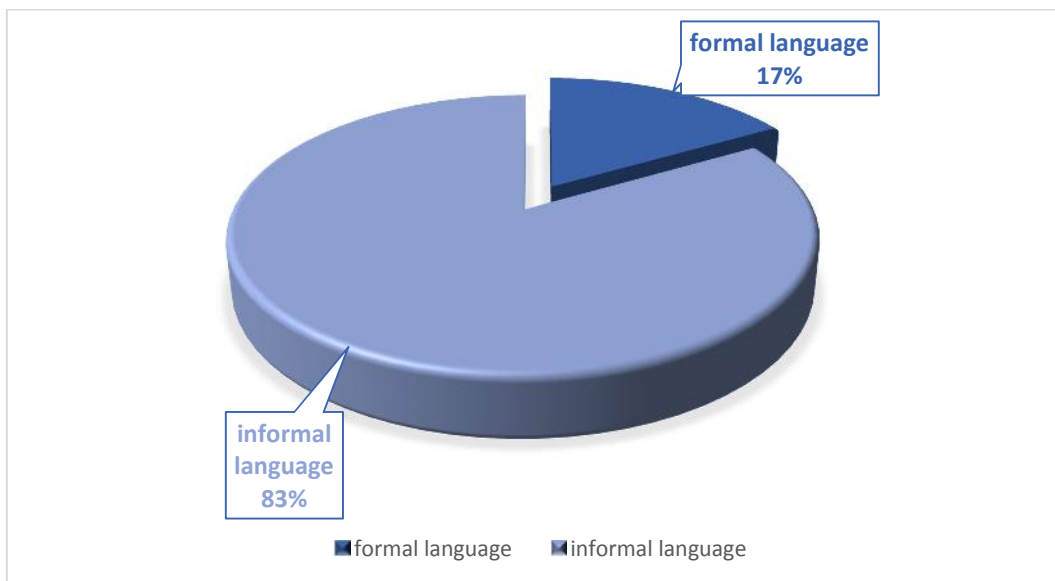


Figure15: Students' written language on Facebook

This inquiry is aimed at determining how students utilize English when writing on Facebook; whether they use well-formed and organized language or shortened and informal language. According to the figure above, the majority of students (83%) prefer to communicate and write on Facebook in casual language, while others (17%) prefer to write in a formal language. This

might be due to the fact that most students favor an informal writing style. may have a detrimental impact on their linguistic formality. One student, however, indicated that he or she does not use Facebook at all.

Question16:

Part A:

Table 01: The students ' opinions on the impact of Facebook on their writing skill.

Statement	Agree	disagree
Facebook helps me practice writing in English.	70%	30%
When I write, Facebook assists me in using proper English grammar	57%	43%
One's writing habits are being destroyed by Facebook.	37%	63%

Part B:

Table 02: Students ' opinions on the impact of Facebook on their vocabulary and English language learning.

Statement	Agree	Disagree
Facebook encourages me to expand my vocabulary	73%	26%
Outside of the classroom, Facebook pushes me to practice my vocabulary.	86%	14%

Facebook threatens my language formality.	40%	60%
---	-----	-----

Part A investigates students' views on Facebook's impact on their writing ability, while part B investigates their views on Facebook's impact on their vocabulary and English language progress. Table 1 reveals that 70% of students agree that Facebook helps them improve their English writing skills, with 30% disagreeing. While 57% of students felt that Facebook helped them utilize proper grammar while writing in English, 43% disagreed. Furthermore, 37% of students believed that Facebook kills one's writing habits, while 63% disputed that Facebook may harm people's writing habits. Table 02 reveals that 73% of respondents agreed that Facebook promotes them to learn new English vocabulary, while 26% disagreed; 86% said that Facebook encourages them to put their vocabulary knowledge into practice outside of the classroom, while 14% disagreed. Furthermore, 40% of students feel that Facebook language poses a threat to their linguistic formality, whereas the majority of them (60%) disagree. This definitely suggests that students have good attitudes toward Facebook, which might be an excellent motivator for them to improve their writing skills and word repertoire, as it may have unintentional negative consequences.

Question17: *Does your conversing style impair your ability to write academic papers or exam sheets?* a. Yes, it does b. No, it does not

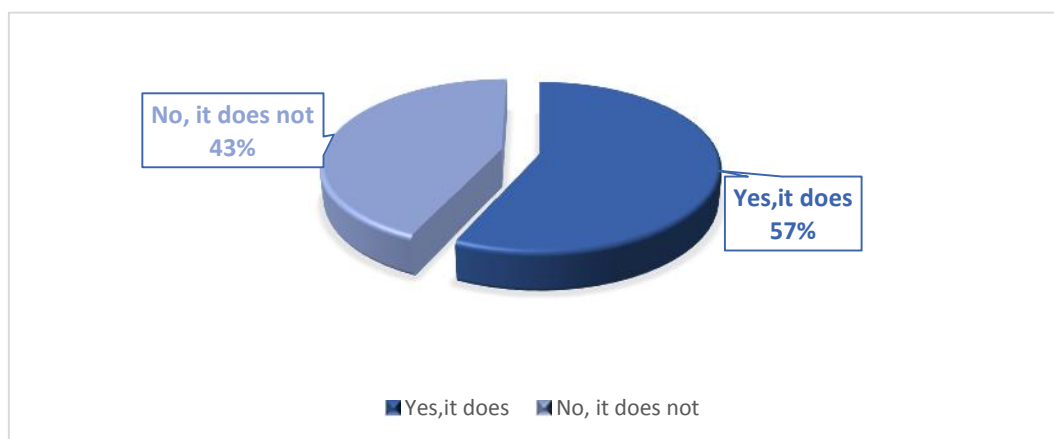


Figure16: Students' opinions on the effect of chatting habits on their academic style of writing

According to the findings, the majority of students (57%) believe that the way they write while chatting on Facebook has a negative impact on their writing, potentially lowering the quality of their academic writing, while 43% believe that their chatting habits on Facebook have no negative impact on their academic writing performance. These findings support the premise that Facebook has substantial negative linguistic consequences for students' academic writing, as well as the notion that "incorrect and improper word use is caused by Facebook use."

Question18: Do you believe that Facebook users learn more vocabulary than those who do not?

a. Yes

b. No

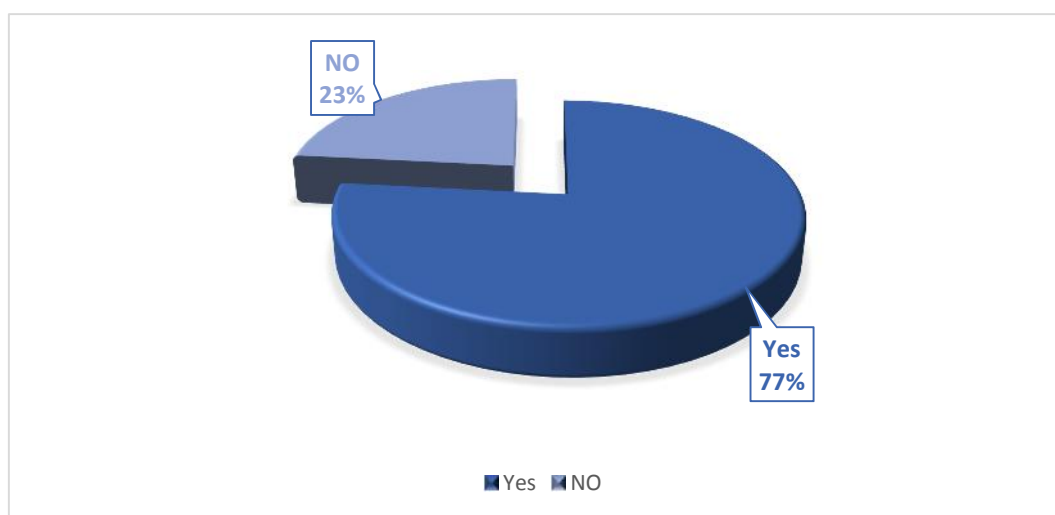


Figure17: Students ' opinions on the benefits of using Facebook

The goal of this inquiry is to determine how useful Facebook may be for vocabulary development. The vast majority of students (77%) feel that Facebook provides a wealth of good learning possibilities and that it is an ideal tool for their vocabulary growth, indicating that Facebook might be utilized as a tool for vocabulary and language acquisition. These findings support the notion that "Facebook aids EFL students in developing their vocabulary knowledge faster."

- Students ' justifications:

- Facebook assists learners in correcting errors caused by the actions of others.

- Facebook allows communicators to converse in English.
- Facebook has educational features such as learning pages.
- Facebook status updates generate new vocabulary.
- Language settings on Facebook; switching to English helps you learn new terms.

Question 19: *When learning new vocabulary, which of the following strategies do you use:*

a. Books and printed materials

b. Facebook app

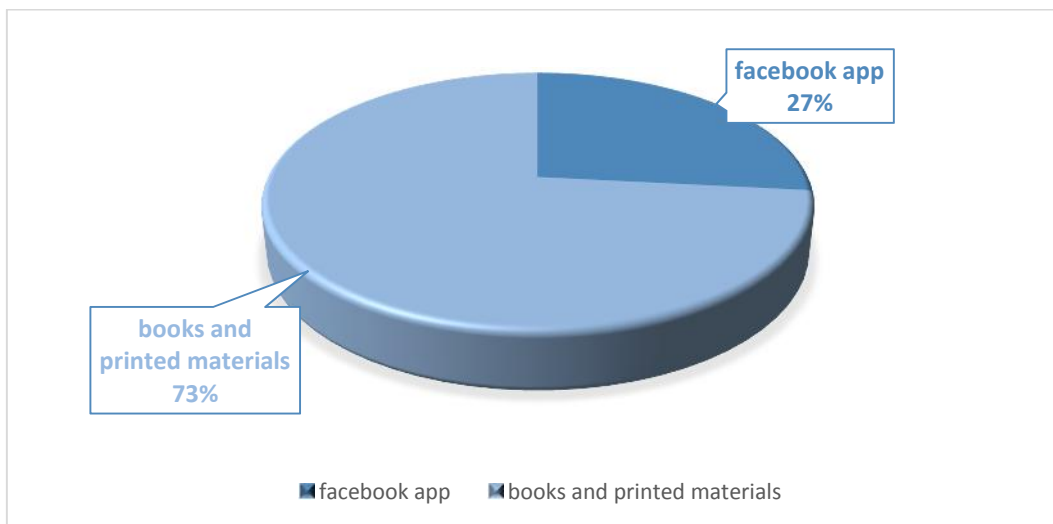


Figure 18: Students' Strategy when Learning Vocabulary

The purpose of this inquiry is to find out which approach students utilize to learn a foreign language vocabulary. The majority of the sample (73%) for learning English language vocabulary prefers books and printed materials. whereas 27% of students use Facebook. which means that, Facebook is not the only source of vocabulary learning, and that it is not considered as vocabulary learning tool by all students.

Question20: *Do you believe that using Facebook as a teaching tool in classrooms would be beneficial?*

a. Agree

b. Disagree

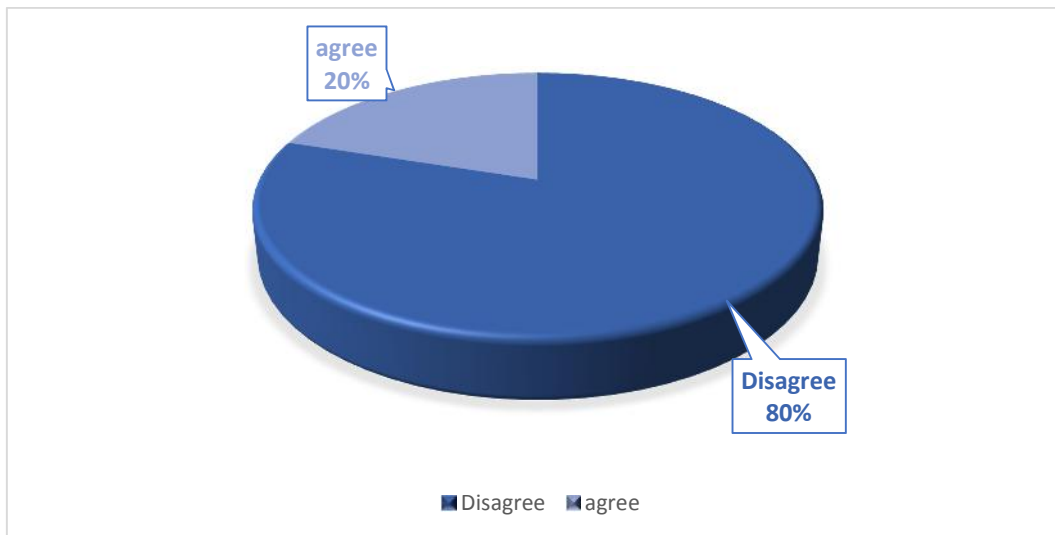


Figure19: Students ' opinions concerning integrating Facebook as a teaching tool

According to the findings, the majority of students (80%) oppose using Facebook as an instructional tool. This demonstrates students' high knowledge and grasp of Facebook's detrimental impacts on language acquisition, as well as their continued preference for current teaching resources, which may be a strong indication of their efficacy.

Section Four: *An open-ended question*

The fourth section took the form of an "open-ended inquiry," in which students were asked to provide comments about the influence of Facebook language (discourse) on their vocabulary development as well as their English language learning process. Despite the fact that most students did not reply to the question, the following ideas were made:

A- Suggestions against Facebook:

- Facebook should not be used for educational reasons.
- The informality of Facebook has a harmful impact on our language.
- Facebook diverts students' attention away from more vital work and wastes time.
- Unless Facebook is used in a professional manner and for educational reasons, it is ineffective.

-Should be prohibited in schools.

B- Facebook Suggestions:

- Facebook encourages students to collaborate.
- Facebook assists students in improving their English fluency and accuracy
- Facebook allows students to expand their vocabulary and improve their critical thinking abilities.
- Facebook assists learners in automatically acquiring knowledge.
- Facebook helps students better comprehend the cultures of others (like native speakers).
- Facebook allows students to build and participate in various educational social groups and sites.

3.2.2.2. .Discussion of the Students ' Questionnaire Findings

The purpose of the questionnaire was to investigate "The Impact of Facebook Language Use on EFL Students' Vocabulary Learning." As a result, several significant data are discussed from the responses of students to this questionnaire. Students regard vocabulary to be a highly important component of their English language, and it adds to language competency, as seen by the findings. As a consequence, the majority of students agree that vocabulary should be incorporated as a learning module in their curriculum. Furthermore, the findings of the survey show that pupils have some difficulty acquiring and enhancing their vocabulary. Furthermore, the findings reveal that students are aware of the influence that Facebook language has on their language performance and vocabulary development; nonetheless, some students have shown favorable sentiments regarding Facebook. In conclusion, while most students believed that Facebook dialogue may help them improve their vocabulary acquisition abilities, they declined to use it in the classroom as a learning/teaching tool.

II.2.3. Data Analysis of the Teachers ' Interview

II.2.3.1. Analysis of the results

Section One: General Information

Question 01: *Have you been teaching English as a foreign language at the university level for a long time?*

Answering this question allows knowing about teachers' experiences in teaching English as foreign language at university. The informants' responses to this question show that the longest teaching experience is ten years, while the smallest is three and a half years, indicating that teachers have varying levels of expertise teaching English as a foreign language.

Question 02: *At this time, what module(s) are you teaching?*

The objective behind this question was to seek teachers' opinions about the issue from different perspectives. The results indicate that two teachers teach research methodology, one teacher teach written expression; while the fourth teacher teaches civilization. This shows that teachers are from different branches and teach different modules, which may help collect sufficient data.

Section Two: Vocabulary Teaching

Question 03: *Do you believe vocabulary instruction is included in the curriculum?*

The purpose of this question was to learn about the current state of vocabulary instruction in the curriculum. Two teachers reported that course designers pay attention to vocabulary, whereas the other two claimed that vocabulary is overlooked in their classroom. These findings show that vocabulary instruction is highly dependent on the teaching modules, teachers, and students' degree.

Question 04: *How important is vocabulary in your lectures to you?*

a. Very important

b. Excellent

The results demonstrate that all of the teachers (04%) agreed on the necessity of adding vocabulary in their lessons, indicating that vocabulary is an important part of language instruction and that teachers are aware of this.

Question05: *What methods do you use to introduce new vocabulary items?*

- a. Visuals b. Realia c. Synonyms and definition d. translation

The results reveal that teachers ' most preferred technique of presenting new vocabulary is using synonyms and definitions. On the other hand, no teacher uses realia to demonstrate new words. This means that teachers sake to choose the appropriate techniques that suit their learners ' level.

Question06: *When presenting new words, you also add their:*

- a. translation b. spelling c. Grammatical functions

The obtained results show that two teachers when presenting new words to their learners, they add words ' spelling, translation, and grammatical functions, such as irregular forms, plural cases, grammar rules exceptions...). Although, two teachers prefers to add words ' meaning and equivalentents.

Question07:. *Is that really challenging your students to enhance their vocabulary? Why?*

All of the teachers (04) believe that their students are struggling to improve their vocabulary. They attributed these challenges to a lack of reading, teachers linked vocabulary difficulties to a lack of practice owing to a lack of the right setting. Furthermore, one teacher stated that most students write new terms in their notebooks without practicing them, which causes them to forget fast. Another teacher added that a lack of enthusiasm could also contribute to vocabulary problems.

The following are some teacher recommendations for overcoming vocabulary improvement challenges:

- Students must develop their vocabulary by writing essays and giving oral presentations.
- Students must scribble the new words in designated notebooks.
- Students must choose appropriate environments for practice, such as engaging in conversations with higher-level learners.
- Students should read extensively.

Section Three: Facebook Impact

Question08: *Do you think Facebook arena may be utilized as a way for teaching and learning vocabulary? Justify*

The results show that three teachers answered no, with one believing that Facebook cannot replace traditional teaching materials and the other two believing that Facebook is inappropriate for teaching and learning because, according to her, it forces students to learn informal language (abbreviations and acronyms) to communicate, which may negatively affect their language and vocabulary learning. Only ONE teacher, on the other hand, had a different perspective; he believes that Facebook may be utilized to teach and learn language. On the other hand, gives a variety of opportunities for both teachers and learners to learn or teach new vocabulary by encouraging interaction. Furthermore, he argues that Facebook educational pages provide a wealth of courses, games, and ready-to-use tools for learning new words.

Question09: *Do you believe Facebook can assist students enhance their language skills? How?*

The results show that three teachers answered no, with one believing that Facebook cannot replace traditional teaching materials and the other two believing that Facebook is inappropriate for teaching and learning because, according to them, it forces students to learn informal language (abbreviations and acronyms) to communicate, which may negatively affect their language and vocabulary learning. Only one teacher had a different perspective; he believes

that Facebook may be utilized to teach and learn language. On the other hand, gives a variety of opportunities for both teachers and learners to learn or teach new vocabulary by encouraging interaction. Furthermore, he considers Facebook educational pages to be a valuable resource, and suggested to use the electronic dictionaries that are supplied to aid in the learning of new terms. Also, by studying appealing postings such as poetry, short stories, proverbs, and jokes For expanding their vocabulary, they form groups and follow pages.

Question10: *Do you believe that the language on Facebook has an impact on students' vocabulary learning?*

Two teachers claimed that Facebook language has a favorable impact on students' vocabulary learning, whereas the other two teachers claimed that it has a detrimental impact. Furthermore, one of them indicated that some students are failing their tests owing to the use of Facebook lingo, which cannot be defined but is a code language.

Question11: *Do you believe that of Facebook has an impact on language learning? How?*

"Yes," said all of the teachers.

Teacher's justifications:

Teacher one: frequent usage of Facebook can affect students (capitalization, punctuation, spelling, verb tense, plural, and writing as when speaking).

Teacher two: Extensive use of Facebook automatically push students ignore reading, searching for knowledge, and exploring new ways of learning.

Teacher three: Even though students may be exposed to new levels of awareness involving high language performativity, extensive Facebook use will force them to acquire new linguistic traits (distinct from their academic ones).

Teacher four: the use of abbreviations and acronym while texting affect their exam papers while writing formal essays. It is done unconsciously.

Question12: *Do you feel that students' Facebook chatting habits have an impact on their writing ability? Please explain*

The four interviewers' share the same opinion; Students' writing ability is deeply affected by their Facebook talking habits. They justified their response by claiming that chatting habits, such as the use of abbreviations, code switching, and informal linguistic choices, as well as the lack of academic standard forms of language, in which students tend to prioritize quantity over quality and accuracy, have a negative impact on students' writing performance. Furthermore, one teacher stated that some Facebook discourse traits might occasionally be seen in students' written work, demonstrating the harmful impact of Facebook language.

Question13: *Do you believe Facebook has influenced how EFL students use the language?*

All of the teachers said "Yes," with two of them adding explanations. One teacher indicated that Facebook helps pupils develop new unusual habits in order to study a foreign language, while another argued that Facebook has changed the way students think about language in the sense that they prefer to focus on content and ignore form.

Question14: *Could any of your students' linguistic blunders be linked to their usage of Facebook language?*

All of the teachers responded YES, indicating that they have all witnessed the impact of Facebook on their learners' language abilities.

Question15: *Do you believe Facebook's written language poses a danger to the standard diversity of your learners' language?*

All of the interviewers believed that the language on Facebook poses a threat to their students' language skills. It is difficult for EFL learners, especially novices, to master their language while using it differently on Facebook, according to one of them. Another suggested that as children become more acclimated to speaking on Facebook; they will use less Standard English, which could have a detrimental affect on them. Furthermore, according to another teacher, the given automatic corrector (auto-correction service) affects students, which teaches them negative habits and causes them to miss spelling mistakes when writing academically. These

findings respond to one of the study issues raised in the literature: Is Facebook's written language a threat to the standard variation of the language.

Question16: *How can students utilize Facebook to help them learn?*

Teachers were requested to submit suggestions/techniques/tips to help students use Facebook as a learning tool in response to this question.

-Students can discuss what they are studying in class by exchanging videos and articles from reliable news sources.

-Facebook generate them networking with other teachers and students from across the world.

-Students can create their own online news broadcasts. This is one of the most fascinating features of Facebook for learners. They can then post it on the page with their friends and classmates.

II.2.3.2. Discussion of the Teachers ' Interview Results

The main objective of this interview is to learn more about teachers' attitudes and opinions about the impact of Facebook language use on their EFL students' vocabulary and language learning. The findings reveal that: first, EFL teachers have favorable attitudes regarding vocabulary and its teaching since they believe it is an important component of the English language learning and teaching process. Second, among many other factors, a lack of reading is cited as a barrier to improving vocabulary. Furthermore, among many other factors, a lack of reading is thought to be a factor in language development challenges. According to the findings, teachers feel that Facebook language use has a detrimental impact not just on learners' vocabulary learning but also on their overall English language performance. These findings lead to the conclusion that, while Facebook may help EFL learners gain new vocabulary in a

variety of ways and develop their English language skills, it also has negative consequences for them. moreover, these findings support the four hypotheses proposed.

II.2.4. Conclusion

The basic hypotheses that Facebook helps EFL students expand their vocabulary knowledge and that overuse of it impairs their capacity to learn and use English and its vocabulary appropriately (linguistically) are validated after discussing the data acquired from the research employing tools. It's now intriguing to look for a strategy to reduce Facebook's negative language effects in such a manner that it gives EFL learners the skills they need to gain the proper understanding and usage of the language and its vocabulary by consolidating them for cautious engagement in such learning platforms.

4. General Conclusion

In the Facebook environment, interactions between students and teachers, as well as students and each other, have built a community of learners and increased students' motivation and confidence to connect, discuss, communicate, and share and exchange ideas, thoughts, and opinions. The relaxing atmosphere of Facebook, which emphasizes social features of interaction and community dimensions, means that students, particularly introverts, will be able to master language aspects within the community of practice. Students are given the opportunity to control their own vocabulary acquisition in the Facebook environment, where they can browse and see links and instructional videos in their spare time. With authentic sights and a world environment, the display of authentic input becomes more understandable. Students are exposed to not just authentic uses of English words but also creative approaches to dealing with authentic language produced in dialogue by skillful and competent users of the language. Though teachers occasionally assist with learning and conversation, the majority of students' learning occurs through interaction and socialization with fellow students as well as other Facebook users who are native English speakers. Students gain access to an unbelievable quantity of relevant and authentic words relating to a variety of themes as a result of these exchanges. This could help with vocabulary learning, which is more than just learning the meaning of specific words. Students get not just linguistic understanding of a word but also knowledge of how to use the term correctly in context by learning words in context.

Simply put, Facebook has encouraged students to acquire language on their own time, which has been shown to be more motivating and entertaining for them (Northcote & Kendle, 2010). As a result, when learning new vocabulary on Facebook, it's important to think about actual language use and materials, which can be achieved through interacting with native speakers. This study was motivated by the desire to investigate the impact of Facebook

language use on EFL students' vocabulary learning as well as the impact on their overall language performance. The purpose of this study is to look into the impact of Facebook language use on EFL students' vocabulary learning, as well as the impact on their overall language performance. Based on the responses of the subjects and the analysis of the results, it is possible to conclude that Facebook is a tool that has helped to learn vocabulary in English for the sample being described. However, it has a double impact. Its positive effects occur in terms of providing extra learning opportunities and materials outside the classroom, as it affects negatively their ability to learn and use vocabulary correctly. Besides, Facebook is represented as a new tool for learning through chatting and exploring new learning sources, which makes some students give up using some traditional learning methods such as reading. In fact, using Facebook is helpful to some extent because it helps students learn new English vocabulary items.

Another conclusion is that they considered Facebook as a tool to promote technologies of empowerment and participation as well as technologies for learning and knowledge, which are the main clues for current educational models, but if it is used improperly, its negative effects can overcome such benefits, because a successful educational system needs only the benefits.

BIBLIOGRAPHY

- A. AbuSeileek, A. A. (2014, 1 18). Using peer computer-mediated correction feedback to support EFL learners' writing. *Language Learning and Technology*,, pp. 76-95.
- ALQAHTANI, M. (2015). The importance of vocabulary in language learning and how to be. *International Journal of Teaching and Education*,, III(3).
- Apostolou B, D. J. (2013, 2 31). Accounting education literature review 2010-2012. *J Account Educ* , pp. 107-161.
- Boon S, S. C. (2009). A world I don't inhabit: disquiet and identity in second life and Facebook. *Educ Media Int*, pp. 99-110.
- Bosch, T. (2009). Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *Communication*. pp. 185-200.
- Cameron, L. (2001). *Teaching languages to young learners*. cambridge: cambridge university press.
- cassidy, J. (2006, MAY 15). me media: how hanging out on the Internet became big business. *THE NEW YORKER*, pp. 50-59.
- Couros, A. (2008). Safety and social networking: how can we maximize the learning power of participatory web sites while ensuring students are protected and behave responsibly? *Technol Learn.*, pp. 28(7):20–23.
- faraj, a. k. (2015). Effective Strategies for Turning Receptive Vocabulary into productive vocabulary in EFL context. *Journal of Education and Practice* , 6.
- Gagne, R. (1971). *The conditions of learning*. Holt Rinehart and Winston, New York, NY.

- Green, E. (2005). The web of social networking. *U.S. News and World Report*, pp. 139, p.58.
- Harmer, J. (1991). the importance of vocabulary in language learning and how to be taught .
London , Longman.
- KAbilan, M. ,. (2010). Facebook: An online environment for learning English in institution of
higher education .
- Kajornboon, A. (2013, 1 2). The effect of using social networking assisted interaction between
peer and teacher in English language learning. *Foreign Language Teaching and
Learning Journal Third International Conference*,, pp. 611-619.
- Kosik, A. (2010). The implications of Facebook. Sharing the commonwealth. *Crit Issues
Higher Educ*, pp. 9-10.
- laufer, b. (1997). The lexical plight in second language reading. cambridge university press.
- Linse, T. C. (2005). Practical english language teaching: young learners. New York: McGraw
Hill.
- Lorsomrudee, U. (1999). Report of the summary of monitoring and evaluation of education
reform: 4th year anniversary of the promulgation of the National Education Act 2542.
Bangkok, Thailand: Office of the Educational Council, Ministry of Education.
- M.F. Butcher, P. G. (2010). Online social networks and their impact on student expectations of
university-provided learning technology. *International Journal of Educational
Leadership Preparation*.
- Madge C, M. J. (2009). Facebook, social integration and informal learning at university: “It is
more for talking to friends about work than for actually doing work. *Learn Media
Technol* , pp. 141-155.

- Nation, p. (2001). Learning vocabulary in another language. oxford university press.
- Nicole B. Ellison, C. S. (2007, JULY 1). The Benefits of Facebook “Friends:” Social Capital and College Students’ Use of Online Social Network Sites . *Journal of Computer-Mediated Communication*, pp. 1143–1168,.
- randi, z. (2016). vocabulary studies in primary grades: a review of the literature. 15. culminating projects in teacher development.
- salehi, m. y. (2012, January 2). THE effectiveness of facebook groups on teaching and improving writing, students perceptions. *International journal of education and information technologies*, pp. 87-96.
- schmitt, n. (2004). vocabulary in language teaching. cambridge: cambridge university press.
- SHIH R, S. (2011, mai 27). can web 2.0 technology assist college students in learning English writing?. Integrating Facebook and peer assessment with blended learning. *Australian journal of educational technology*, pp. 820-845.
- Shih, R. (2013, 1 12). Effect of using Facebook to assist English for business communication course instruction. *Turkish Online Journal of Educational Technology*,, pp. 52-59.
- TASIR, Y. M.-D. (2017, october). Using Facebook for the Purpose of Students’ Interaction and its Correlation with. *The Turkish Online Journal of Educational Technology –* , pp. 4-16.
- Thornbury, S. (2002). how to teach vocabulary. pearson: Longman .
- white, J. (2009). The use of facebook to improve motivation and academic writings. *proceeding of the third international wireless Ready Symposium*, pp. 28-32.

- Wongsothorn, A. (2010, 3 5). The interface between language testing and assessment and English classroom practices: What research says. *International Journal of Educational Leadership Preparation*,, pp. 1-9.
- Wu, p. &. (2011). EFL learning on social networking site. *An action research on facebook*. Queensland,Australia.
- Yodsin, N. (2009). The development of a cooperative web- based training model to develop systems thinking skills for educational technologists in public higher education institutions. *Graduate Theses and Dissertations*. Bangkok, Thailand, Educational Technology and Communications Chulalongkorn University.
- Zaidieh, A. (2012, January 2). the use of social networking in education: challenges and opportunities. *World of computer science and Information technology journal*, pp. 18-20.

Appendix One

STUDENT'S QUESTIONNAIRE

Dear student,

We respectfully request that you donate a few minutes of your time to this research. That deals with "**The Impact of Facebook Language Use on EFL Students 'Vocabulary Learning'**". Your responses will be extremely beneficial to the investigation. So, please carefully read and respond to the questions.

Thank you in advance for your assistance.

Section One: General Information

Please mark the correct answer with a checkmark:

1. Your gender: () **Male** () **Female**

2. Why to study English: () **To get a job** () **to travel** () **I love it**

3. How do you rate your English Fluency: () **Weak** () **Excellent**

() **Good** () **Very Good**

Section Two: Learning Vocabulary

Please mark the correct answer with a checkmark:

4. Do you think vocabulary is an important part of your English education?
() **Yes** () **No**

5. How would you grade your knowledge of vocabulary?
() **Poor** () **Good** () **Fair** () **Excellent**

6. How frequently do you pick up new words during a session?
() **Rarely** () **Sometimes** () **Often** () **Never**

7. How often do you consult a dictionary when learning new words?
() **Always** () **Very often** () **Sometimes** () **Hardly ever**
() **never**

8. Are you getting enough practice with your new words?

() **Yes** () **No**

- In what modules, please specify.....

9. Vocabulary should be taught as a module, do you agree:

() **Strongly Disagree** () **Disagree** () **Strongly Agree** ()

Agree

Section Three: Facebook Impact

10. Which of the following is the most popular social networking site that you frequent:

() **Facebook** () **Twitter** () **WhatsApp** () **All of them**

11. Do you have Facebook access: () **Yes** () **No**

-If so, how much time do you spend per day on Facebook: () **One Hour** () **Two hours** () **Three Hours** () **Less/More, please specify**

12. What is your preferred method of conversing with individuals on Facebook?

() **Chatting** () **Video Calling** () **Posting status and commenting on others.**

13. Do you communicate using English: () **Yes** () **NO**

- If yes, choose why:

- () It is the only place where I can utilize English outside of school.

- () I want to practice and improve my English

- () I have international friends

14. Do you believe your excessive use of Facebook has any impact on your vocabulary learning: () **Yes** () **No**

15. Which one of the following do you use when writing on Facebook?

- () Formal language (correct grammar forms, no spelling mistakes, use of correct punctuation...).

- () Informal language (spelling errors, leave out functional words- like a, an/the out of sentences-, make excessive use of abbreviations and acronyms, like "LOL" for "Laughing out loud").

16. Please, put "agree" or "disagree" in the right place.

A-

1- () Facebook helps me practice writing in English.

2- () When I write, Facebook assists me in using proper English grammar.

3- () One's writing habits are being destroyed by Facebook.

B-

- 1- () Facebook encourages me to expand my vocabulary.
- 2- () Outside of the classroom, Facebook pushes me to practice my vocabulary.
- 3- () Facebook threatens my language formality.
- 17. Does your conversing style impair your ability to write academic papers or exam sheets:
 () **Yes, it does** () **No, it does not**

.....

- 18. Do you believe that Facebook users learn more vocabulary than those who do not?
 () **Yes** () **No**

- If yes, justify

.....

19. When learning new vocabulary, which of the following strategies do you use:

- () **Books and printed materials** () **Facebook**

20. Do you believe that using Facebook as a teaching tool in classrooms would be beneficial? () **Agree** () **Disagree**

Section Four: An open-ended question

Please share any thoughts you have about the impact of Facebook language on your vocabulary learning and English language learning.

.....

Thank you for taking the time to review this.

.....
10. Do you believe that the language on Facebook has an impact on students' vocabulary learning?

.....
.....

11. Do you believe that frequent usage of Facebook has an impact on language learning? How?

.....
.....
.....

12. Do you feel that students' Facebook chatting habits have an impact on their writing ability? Please explain.

.....
.....
.....

13. Do you believe Facebook has influenced how EFL students use the language?

.....
.....
.....

14. Could any of your students' linguistic blunders be linked to their usage of Facebook language?

.....
.....

15. Do you believe Facebook's written language poses a danger to the standard diversity of your learners' language?

.....
.....
.....

16. How can students utilize Facebook to help them learn?

.....
.....
.....
.....
.....

، اختلفت استعمالاته وتنوعت فلم يجد الطلبة بدًا ،
محاولة استخدامه لتحقيق أغراضهم الدراسية من هذا المنظور فإن الهدف الرئيسي من هذه الدراسة هو البحث في سلوكيات
الطلبة اتجاه استخدام هذا الموقع ومدى تأثيره على إمكانية اكتساب طلبة اللغة الإنجليزية كلغة اجنبية للمفردات، ومنه تأثير
لغة الفيس بوك واستعمالاتها على أداء الطلبة في اللغة الإنجليزية، أجريت هذه الدراسة في جامعة
، قسم اللغة الإنجليزية التابع لكلية الآداب و اللغات .حيث ارتكز العمل على استبيان قدمناه لمجموع ثلاثين طالب
،بالإضافة الى هذا ،أجرينا حوارا مع أربعة أساتذة من نفس القسم. اعتمادا على ما سبق ذكره من وسائل البحث والفرضيات
المعتمدة أظهرت النتائج: للغة الفيس بوك اثرا بالغا ليس فقط على تعلم الطلبة لمفردات اللغة، وانما
قابلية الطلبة لتعلم اللغة واستعمالها بصورة سليمة، ولهذا كان لزاما على الطلبة اتخاذ إجراءات لازمة إزاء المشكلة.
الكلمات المفتاحية: مواقع التواصل الاجتماعي، فيسبوك، المفردات، تأثير، اللغة.

Summary

Social media has become an integral part of the lives of many people, and university students are considered to be among the most affected groups in society. It has become rare to find a university student who does not have a Facebook account. Therefore, students have no choice but to try to use it for their studies purposes. From this perspective, the main objective behind this study is to look at the behavior of students toward using Facebook and the extent to which it affects the possibility for students to acquire the English language as a foreign language, including the influence of Facebook language and its uses on the performance of students in the English language vocabulary. This study was conducted at the University of IBN KHALDON University EFL students. The above methods of research and the assumptions used have shown the results: students had to take the necessary measures to deal with the problem. Facebook has a huge impact not only on students' ability to learn and use the language properly.

Key words: social media, Facebook, vocabulary, impact, language.