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The Impact of Facebook Language Use on EFL Students ' Vocabulary Learning :
The Case of Third Year Students at the Department of English at M'sila University

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Submitted by:

Bouragba El hachemi

Supervised by:

Dr. Touati Mourad

Board of Examiners:

- **President:** Mr. Refice Noureddine, University of M'sila
- **Supervisor:** Dr. Touati Mourad, University of M'sila
- **Examiner:** Ms. Farrah Sabah, University of M'sila

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Abstract

In a world leaded by technology, EFL students, in a try to acquire the necessary skills to cope with the 21st century living and learning requirements, are imposed to many of those technological inventions and websites; Facebook for specific, which became an inevitable influential part of their social and educational lives. Based on such reality, this research is a linguistic and pragmatic investigation of the impact of Facebook language use on EFL students ' vocabulary learning, throughout a descriptive research method. The subject matter of this research was third year LMD students at M'sila University. The study was consisted on three main research instruments; a questionnaire was designed for students, an interview was made with EFL teachers, in addition to an analysis of students ' Facebook chattroom conversation. The analysis revealed significant results. Facebook arena helps students develop their vocabulary knowledge, yet its language threatens their vocabulary correctness and appropriateness, in a way it discourages them to produce academic apprehensible language features in linguistic level nor in pragmatic one. Also, the results confirmed the research hypotheses. Accordingly, students are recommended to make careful engagement in Facebook activities, using formal and well structured language. Whereas, teachers are recommended to raise their students ' awareness towards the negative sides of Facebook language, and to be open-minded to the idea of using the website for educational purposes, since its addiction seems will never be reduced.

Key Words: Websites, Facebook, English vocabulary, linguistic, pragmatics, impact.

Dedication

To my dear parents, who made me the person

who I am today.

To my lovely sisters, who never stopped

believing in me.

To my brothers, for their

endless support.

To all my family members, to my friends,

to every person I share love and respect

With.

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List of Abbreviations

CP : Co-operative Principle

EFL : English as a Foreign Language

ESL : English as a Second Language

FL : Foreign Language

ICT : Information Communication Technology

L1 : First Language

L2 : Second Language

SN : Social Networking

SNS : Social Networking Site

TT : Turn Taking

1 . General Introduction

People all around the world, tend to use language to express their feelings, opinions and thoughts. It is quite difficult for us to communicate effectively and correctly without mastering the vocabulary of a certain language because in the language learning process, one of the important aspects in understanding the language is vocabulary learning. A lack of vocabulary knowledge can effect negatively not only language users ' ability to express their opinions properly, but also the overall language proficiency development of a learner (Nation , 1994).

For the Algerian society, English language is considered as a foreign language (FL). It is taught in schools, often widely, but it does not play an essential role in social life. One of the best ways to practice the language is the Facebook arena. Whereby, EFL students can communicate with their relatives natives and non-natives using English language.

On the other hand, vocabulary is one important aspect which is needed to improve EFL students' communication skills. In other words, vocabulary enables EFL students to use the language correctly, appropriately and effectively. In order to make students motivated in learning vocabulary, students besides teachers should be creative in using a variety of strategies in learning and teaching; one of the strategies that can be used is Facebook. Facebook is an effective stimulus for students 'engagement, because EFL students will find it an enjoyable and easy tool to learn more vocabulary; they can learn new words and enjoy their time while communicating with others.

With the fact that, many Algerian EFL students believe that Facebook platform provides them with precious opportunities where they can use the English language. However, they are completely ignoring the fact that Facebook can affect their vocabulary repertoire as well as their ability to use the language appropriately in real life situations. For this reason, this topic of investigation would be conducted as an attempt to investigate the impact of Facebook language use on EFL students' vocabulary learning.

2 . Statement of the Problem

Facebook is largely used by many EFL students in Algeria. EFL students; however, face serious troubles regarding using English language correctly and appropriately while communicating via Facebook, as well as using the language in their real life situations, because of their overuse of incorrect vocabulary forms and their inappropriate use of vocabulary in different contexts, often done instinctively rather than consciously, as a result of their weak vocabulary repertoire, and the impact of Facebook language use as well. This research attempts to investigate the impact of Facebook language on student ' vocabulary process and strategies. Also, it tries to demonstrate whether Facebook can be used as an effective strategy to improve the students' vocabulary at M'sila University.

3 . Objectives of the Study

The general purpose of the current study is to investigate (shed light on) the impact of Facebook language use on EFL students' vocabulary learning. This general aim can be categorized into some specific objectives. These could be interpreted as follow:

1. To raise students ' awareness about the impact of Facebook use on their vocabulary knowledge, in English language learning.
2. To enhance students' motivation to learn vocabulary via using new strategies like Facebook.
3. To examine how EFL M'sila university students improve their vocabulary by the use of Facebook.
4. To raise both teachers and students ' awareness about the advantages and the disadvantages of Facebook on students' vocabulary learning.

5. To provide a set of recommendations and pedagogical implications for EFL teachers.

4 . Significance of the Study

Unlike many other studies dealt with the issue, this study tries to look at the problem from a linguistic-pragmatic point of view. This research is significant for students since it provides them with a clear view of how Facebook language could affect their vocabulary and English language learning process, to be able to use Facebook correctly in which they can learn and enjoy their time. Moreover, teachers can benefit from this study; hopefully the results of this study will draw a clear vision about Facebook impact, so that teachers can overcome their students' lack of vocabulary knowledge and misuse. Also, it will motivate them to involve Facebook in their classes as a teaching method. Creating a virtual classroom, for example, enables teachers to practice the language with their students, so they can guide their students' vocabulary learning process.

5 . Research Questions

The study sought to answer the following research questions:

1. What is the impact of using Facebook on students' vocabulary learning ?
2. Has Facebook language changed the way EFL students learn vocabulary?
3. Can EFL students improve their vocabulary repertoire by using Facebook?
4. Do students who use Facebook learn more vocabulary than those who do not use it?

5. Does the written language of Facebook pose any threat for standard variety of the language?

6 . Research Hypotheses

In the light of the above mentioned questions, the following hypotheses are formulated :

1. Facebook helps EFL students develop their vocabulary knowledge faster.
2. The overuse of Facebook affects instinctively EFL students' ability to learn and use English language appropriately and correctly.
3. Incorrect and inappropriate vocabulary use is due to the misuse of Facebook.

7 . Literature Review

Nowadays, English language is considered as a global language (Crystal, 2003). That is, it is used by many people in many countries and adopted in many domains. As a result, people all around the world at different ages adopt different ways in which they can learn the language. Learning English language goes hand in hand with learning its vocabulary, because vocabulary or words are the building blocks of any languages. Taken together, these building blocks constitute people 's vocabularies. Vocabulary was defined as the total number of words that make up a language (Oxford dictionary ,2007). Vocabulary for Hubbard (1983) is considered as a powerful carrier of meaning. Siriwan (2007) suggested that " vocabulary learning is referred to as learning a collection or the total stock of words in a language that one used in particular contexts. Vocabulary interest had lead some researchers to investigate its importance in the field of second language acquisition (Lawson and Hogben, 1996; Nation, 1990). It was believed that knowing the vocabulary of a certain language, will enable its users to use it effectively. Wilkins (1972) said : " without grammar very

little can be conveyed; without vocabulary nothing can be conveyed". In addition to that, vocabulary learning is also about using words to communicate through writing and speaking. That is, well developed vocabulary repertoire has a direct, positive impact on second language learners to build up their language proficiency as a whole. Nation (1994) notes vocabulary is not an end in itself. Rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform".

However, the process of learning vocabulary can be considered as a complex cognitive process. Many recent studies have developed some vocabulary learning strategies, whereby learners can adopt different strategies. (Gu & Johnson, 1996 ; Lawson & Hobgen, 1996 ; Schmitt, 1997 ; Moir & Nation 2002 ; Nation ,1994) have shown that learners differ in the range of strategies they use, such as simple strategies, complex strategies, and a range of elaborative strategies.

Due to the great expansion in technology, researchers believe that social media should replace learning traditional media such as books, newspapers, magazines, and even classrooms. Because for them social media provides EFL learners with many other opportunities to learn the language, as well as, learners will be able to adopt new learning strategies. Moreover, real life situations have proved that social media can be used in many areas and for different purposes. According to Chen & Bryer (2012) social media have grown quickly for academic use and infiltrated the education area. That is, with the existence of social media barriers for learners do not exist, so that, they will have more opportunities to learn. As a result, researchers have claimed that, social media should be involved in EFL classrooms. Gumport and Chun (1998) have claimed that : the purpose of applying social media in education is to improve the quality of teaching and learning, which can be one way to enhance relationship between students and faculty.

Among many social media forms, Facebook is widely used by many learners all around the world. This reality is known by all researchers and linguists, as well as vocabulary is the crucial key to learn any language. Yet, few studies tend to investigate these two elements together. This is why the present study tends to investigate the relationship between them from a linguistic point of view. In other words, to what extent these two elements could be related. Hopefully, this research

will explore the impact of Facebook on EFL learners vocabulary and provides EFL students at M'sila university with results related to this problem.

8 . Research Methodology

8.1. Research Method

The chosen method for the study is the descriptive method. Because it seems as the most appropriate for the research and the context where it takes part. Also, this method can provide us with consistent and comprehensive information and valid results.

8.2. Sample of the Study

The current work is concerned with EFL students and teachers of English department at M'sila University. Third year students are the subject matter of the study. One group with thirty students is selected to be the sample of the present study. Additionally, four teachers are opted for to answer the interview questions.

8.3. Data Gathering Tool

In order to obtain sufficient data, a Facebook chat room was created for a group of students to engage and communicate, those students were chosen randomly from the sample. Interviews and questionnaire would be also employed. Questionnaire would be designed and administered to students. Additionally, interviews would be conducted with teachers. Hopefully, the use of these data tools can be of a great usefulness for the investigation.

9. Structure of the Dissertation

The dissertation is split into three chapters. The first chapter, mainly, it is attempted to a comprehensive definition of vocabulary; its importance and types, and most importantly, the way it is taught and learnt. On the other hand, the second chapter is set to shed light on Facebook concept, its advantages and disadvantages, its pragmatic characteristics, and its application in EFL classrooms. Whereas, the third chapter sets out the research methods, introduces the methods that are used and gives a broad outline of the data analysis procedures. It also, respectively, presents and discusses the results pertaining in this study. A related part will be dedicated to some suggestions and recommendations for both EFL teachers and students; concerning the implementation of this tool (Facebook) at the university of M'sila.

Chapter One: Learning and Teaching Vocabulary

Introduction

Learning a second/foreign language requires language learners to build up a sophisticated knowledge of various aspects of the target language, including vocabulary, grammar, pronunciation, composition, culture and even body language and facial expressions (Folse, 2004). Undoubtedly, these aspects are really significant and therefore, necessarily needed by EFL/ESL learners at all levels of their language acquisition stages. However, vocabulary is considered to be more precious and highly demanded by learners than the other aspects, since it helps them become highly proficient language users, as well as, it fosters and refines their linguistic comprehension abilities. Thus, without basic vocabulary repertoire, EFL learners are unable to lead any communication.

1.1. Definition of Vocabulary

Educational approaches have changed rapidly since the beginning of 1970s, new interests to vocabulary learning and teaching have arisen to represent the new mainstream of the foreign language teaching course. Significantly, vocabulary plays an important role in acquiring, employing, and mastering skills of any language. Therefore, numerous definitions were proposed by experts in the field. Linse (2005) defines it as "the collection of words that an individual knows" (p.121). Also, in Oxford dictionary (2007) vocabulary is considered as the total number of words that make up a language. Moreover, Hatch and Brown (1995) mention that vocabulary is a list of words for a particular language or a set of words that individual speakers of language might use. Another definition mentioned in Webster dictionary (1985) says "vocabulary is a list or collection of words usually alphabetically arranged and explained or defined" (p.1073). To put all of these definitions together, Roget (1980, p.1036) mentions that vocabulary is :

- a) A list of words often defined or translated.
- b) All the words of language.
- c) Specialized expression which is indigenous to a particular field, subject, trade or subculture.

The term vocabulary was included in the English lexicon in 1530s. It is derived from the Latin word "vocabularium", which means a list of words. Consequently, Jackson and Amvela (2000) believe that the terms vocabulary, lexis, and lexicon are synonymous. Whereas, Richards and Schmidt (2010) state "vocabulary is a set of lexeme; including single words, compound words and idioms". It is worth in here to give a definition to the term "word", since it has been used in all mentioned definitions. "Word" is referred to as "the smallest of the linguistic units, which can occur on its own in speech or writing" (Richards et al, 1992). While, others consider it as a unit formed of sounds or letters that have a meaning (Sheeler & Markley, 2000).

Furthermore, some authors went further to provide more specifically complicated definitions to the term "vocabulary". Richards (2002) believes that "vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write". In this regard, Nation (2001) states that "vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood in it and out of context rather than guessed". Lehr, Osborn and Hiebert (2004) celebrate the fact that vocabulary knowledge requires knowing both word meaning and word use. As a result, they define vocabulary as knowledge of words and words meanings in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to the kind of words that students must know to read increasingly demanding text with comprehension. From those definitions, it becomes obvious that vocabulary is a basic component to acquire language proficiency, and that vocabulary knowledge requires knowing the meanings of words and the use of them in appropriate contexts.

1.2. Types of Vocabulary

Various classifications were suggested to distinguish between different types of vocabulary. But on the basis of its application, vocabulary is divided into two types: "active vocabulary" and "passive vocabulary" (Harmer, 1991). He states that active vocabulary consists of those words over which learners can use in their speech and writing, as learners know the accurate meaning of those words. Conversely, with passive vocabulary, learners are able to recognize the words and understand their

meaning when they appear in speech or writing pieces, though they are unable to produce those words. Hatch and Brown (1995) stand with this point and mention that word knowledge comes in two forms, productive and receptive. For them, active vocabulary stands for productive vocabulary (productive side of language), which includes the words learners use confidently because they know their meaning and usage. Active/productive knowledge of words requires:

- The use of right words in right context.
- The spontaneous recall of words.
- Grammatical accuracy and language fluency.

On the other hand, passive vocabulary is referred to as receptive knowledge (receptive side of language). Regardless the fact that students are able to recognize words and words meaning from context, yet they are far away to produce them.

Passive/receptive vocabulary requires:

- A recognition of vocabulary in speech or writing.
- An acquaintance with major grammatical items or forms.

1.3. The Importance of Vocabulary

Vocabulary is an essential element in second and foreign language acquisition, since it provides learners with the ability to master their language skills. Recent studies show that apart from other language aspects like grammar and pronunciation, EFL/ESL learners are supposed to develop their vocabulary repertoire in some ways to become successful users of English in different academic environments. Furthermore, some authors consider it more significant than grammar. Wilkins as stated in Thornbury (2002) believes that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 13). This point reflects the fact that, regardless the degree of learners' competence in grammar, without appropriate sufficient vocabulary knowledge, they can not accomplish any communicative goals. In other words, even without grammar, with some useful words and expressions one can find a way to communicate. Harmer (1991) also supports this point and asserts that " choosing words carefully in certain situations is more important than choosing grammatical structures because language learners can not use structures correctly if they do not have enough vocabulary knowledge" (p. 154). That is, inappropriate use of vocabulary affects negatively the communicative act, while

grammatical errors result ungrammatical utterances that are meaningful in most cases. Schmitt (1997) and Nation (2001) add that vocabulary is one linguistic component that influences development of communicative competence and learners' language skills as well.

Moreover, Laufer (1997) states that vocabulary learning is at the heart of language learning and language use. That is, vocabulary is considered as an effective tool for mastering all language skills; as well as, it provides learners with a great contribution to achieve an understanding of both spoken and written texts. Indeed, learning vocabulary does not require only knowing the meaning of words, but also understanding their functions and applicability to different contexts and situations. Consequently, course designers aim to assist learners to acquire language not as an abstract system of vocal signs, but as a tool that allows learners to know what utterances are useful to communicate effectively, and what utterances should be avoided in a given context. In short, vocabulary knowledge is the most required skill EFL/ESL learners need to learn . It is on vocabulary that all the other language skills, reading, writing, speaking, and listening are based and developed.

1.4. The Amount of Vocabulary Needed by an EFL Learner

According to some researches, learners of second/foreign language need to have certain amount of vocabulary in that language, in order to use it effectively and appropriately, and to acquire a critical comprehension about it. In order to decide how many words do foreign learners need to know; Nation (2001) believes that there are three main points should be addressed at first. 1) The number of words in the language, 2) the number of words known by native speakers, and 3) the number of words needed to use the language.

1.4.1. How many words are there in the language

Native speakers; however, do not know all the vocabulary of the language. With the fact that there are numerous specialized vocabularies; words that are not used by the majority, such as those of nuclear physics, computational linguistics, and other words that are known only by small groups which are specialized in those areas, sometimes those groups are called "discourse communities". Thus, for the identification of the exact number of words are in the language, Nation believes it to

be a recondite area of study. According to him, there are several questions that could affect the answer: what should be counted as a word? The words pen and pens should be counted as the same or as different words? What about words with more than one meaning, which are called Homographs; like the words, bow, lie, green,? Do we count people 's names? Do we count the names of products? Nation (2001) mentions that researchers who tried to solve this question, " How many words are there in the language", tend to count the number of words in very large dictionaries. Like, Webster 's Third New International Dictionary (the largest non-historical dictionary of English), which contains around 114,000 word families excluding proper names, which is a very large number and is well beyond the goals of most first and second or foreign language learners.

1.4.2. How many words do native speakers know

Recent reliable studies (Goulden, Nation and Read,1990; Zechmeister, Chronis, Cull, D'Anna and Healy, 1995) show that educated native speakers of English know around 20,000 word families (excluding proper names and transparently derived forms). In addition, for each year native speakers add an average 1000 word families to their vocabulary store.

1.4.3. How many words are needed to use the language

Nation (2001) celebrates the fact that words are divided into two different groups: a group of "high frequency words" that represents basically the most common used words, that occur mostly in all kinds of language uses, and a group of "low frequency words", which includes words that occur very infrequently and cover only in a small proportion of any text. Moreover, Thornbury (2002) indicates that the number of words that EFL/ESL students need to know depends on their needs. That is, the amount of words needed to achieve reading comprehension is not the same if a learner wants to take part in a conversation. He adds " an EFL learner needs a core of vocabulary that will serve him/her in most situations; this core would be about 2,000 words" (p. 26). In short, the essential amount of words needed to use English language may considerably differ from one learner to another. That is, EFL/ESL learners ' need of vocabulary is completely based on their different linguistic

purposes. For example, we may find a learner needs 200 words to construct a short paragraph, while another learner needs only 100 to lead a conversation. Though, learners' vocabulary knowledge limits their abilities and achievements in the language. In other words, if a learner knows 200 words, he/she can use and understand the language inside the 200 words borders.

1.5. Learning Vocabulary

"Building up a useful vocabulary is central to the learning of a foreign language at primary level" (Cameron, 2001). Based on this claim, vocabulary learning is viewed as one of the major challenges foreign language learners face during the process of learning a language (Ghazal, 2007). Vocabulary acquisition is regarded as a complex cognitive process, because learners tend to pass through different learning stages, until each new vocabulary item will be perfectly stored in their memory. Since vocabulary acquisition is not simply about acquiring the knowledge of the word, its meaning, and use in certain context, but is an ongoing learning process about the different word aspects, including phonology, morphology, and syntax, and more importantly, the word relatedness to other words and contexts. To put it differently, the process from the first encounter of an unfamiliar word to the conceptualization of the word and word use is cognitively complicated process, especially for learners who live in non-native English speaking country. Moreover, other learning factors may affect the effectiveness of acquiring new words. Morgan and Rinvolutri (1986) support this fact and state that "the acquisition of vocabulary is a branching, intensely personal, social, and an experiential process, too".

1.5.1. Vocabulary Learning strategies

"The word vocabulary has long connoted word lists, and vocabulary learning strategies have been tantamount to techniques that help commit these lists to memory"

(Gu and Johnson, 1996, p. 644)

According to Gu (2003) as cited in Folse (2004), a learning strategy refers to a series of actions a learners takes to facilitate the completion of a learning task, while vocabulary learning strategy represents the tool in which learners use to acquire

vocabulary, as a result they refine their language skills. In this regard, EFL learners may employ different learning strategies that they believe to be an effective way to vocabulary acquisition. Moreover, Ellis (1994) supports the idea of variety in learning strategies and includes that successful learners use more strategies than unsuccessful ones. This is, the more dynamic strategies learners adopt, the more learning opportunities they will have. However, Folse (2004) states that there are both a good and bad strategies, too (p. 87). In other words, the better learning strategy EFL learners employ, the more they can improve proficiency and self-confidence. Folse (2004) believes that vocabulary learning strategies are not supposed to work effectively with all learners. Therefore, EFL learners are necessarily required to apply their favorite and preferred strategies to be proficient and self-confident, since language learning strategies encourage greater overall self-direction for learners.

Some acknowledged vocabulary learning strategies can be listed as follows:

Gairns and Redman (1986) recommend EFL learners to use "Visuals":

- Diagrams
- Word Trees
- Cards containing information about lexical items
- Putting the hyponyms in a list under appropriate terms

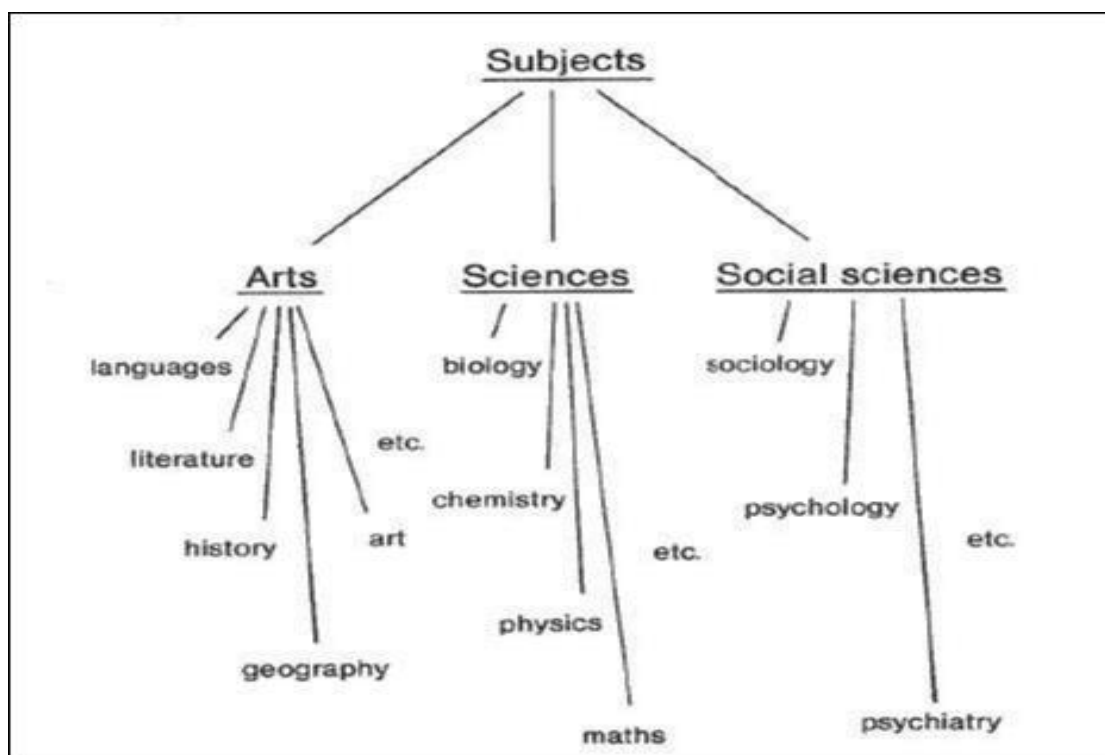


Figure 01: Word trees (Gairns & Redman, 1986)

Also, (Thompson 1987, Oxford & Crookall 1990; Schmitt 1997) mention some learning strategies:

- Word lists
- Flash cards
- Dictionaries: Bilingual dictionary (provides a translation or explanation in another language; Eng=Arb), and Monolingual dictionary (explains the meaning of a word in the same language; Eng=Eng)
- Analyzing word parts
- Word grouping
- Association
- Vocabulary note book
- English media (e.g., novels, magazines, and newspapers)

In addition, some authors recommend EFL learners to:

- Use vocabulary trees
- Learn collocations
- Group words in themes
- Add context

Furthermore, McCarten (2007) emphasizes on the idea that EFL learners should follow a systematic learning process and build up a well ordered vocabulary repertoire, taken into consideration the frequency, utility, and learn-ability of words. In other words, learners have to learn the most frequent, useful, and learnable words firstly, and more difficult low frequent words should be sidelined to be learned at a later time. In conclusion, EFL learners ' language needs and purposes are different, so each learner should try to employ various learning strategies, until he/she could find out what strategy will be the best to accomplish the target that is expected. Folse (2004) states "there is no one strategy or training that is better than other" (p. 100).

1.5.2. Remembering Vocabulary

"There is no point in studying new words if they are not remembered"

(Scrivener, 1994: 88)

In addition to the challenging task of learning effectively a new word, EFL learners are typically most worried about remembering the learned words. EFL learners sometimes believe that they are unable to remember some new words they attempt to learn. Those new words are probably not associated to memory effectively, and not stored in such a way they may be easily retrievable whenever necessary. In the late 1970s, reliable and valid researches have been conducted concerning vocabulary memorizing strategies. As a result, the use of association, has been proved to represent an effective assistance to vocabulary remembering. Cohen and Aphek (1980) support this notion and make the use of association the main concern of their studies. For them, successful associations would be the ones in which two items (words) were closer semantically and phonologically, or which had an emotional impact on the learner. Oxford (1990) also emphasizes the importance of associations, and mentions some specific memory strategies that help to consolidate the connection between word form and meaning in memory:

- 1- Grouping materials into meaningful units.
- 2- Placing new words into a context, such as a meaningful sentence (new words should not be learned in isolation).
- 3- Associate new language information (new words) to concepts that are already in memory (known words).
- 4- Using semantic mapping.
- 5- Using key words with auditory, or visual links (pictures, graphs, trees,...).
- 6- Representing sounds in memory in such a way that they can be linked with a target language word (through reading and listening).
- 7- Using mechanical techniques: writing words on cards and moving cards from one stack to another when a new word is learned.

In addition, Rivers (1983) claims that vocabulary memorizing strategies should be based on learners' satisfaction and choice. Because he believes that learners should not be forced to learn, but instead to motivate them to. Thus, he recommends learners to:

- 1- Make lists and memorize them.
- 2- Read and highlight new words.
- 3- Put new words in context and write them repeatedly until their meaning and use are assimilated.
- 4- Make associations with words that sound/look similar in L1, even though the meaning may be different.
- 5- Read dictionaries.

Pemberton (2010) also mentions some strategies that could help learners with memorizing new words:

- Practicing and using the new words.
- Recording the words/phrases on tape and listen to them.
- Writing new words and putting them round the room/house furniture.
- Putting the words into sentences.

To sum up, EFL learners should be aware of the various existing strategies that may enable them to effectively memorize new vocabulary items. As well as, EFL teachers have to foster students' motivation to employ different strategies, and provide them with more opportunities to practice their knowledge.

1.6. Vocabulary Teaching Techniques

Sometimes, EFL teachers fail to find an effective way to raise their learners' awareness about the significance of vocabulary, especially if learners are demotivated, and consider learning vocabulary as a boring activity. Therefore, it would be better if EFL/ESL teachers invent innovative techniques in teaching vocabulary in their classrooms, yet simplicity in teaching remains favorable by many teachers and learners as well. Among plenty of suggested teaching techniques, EFL teachers have to be selective and choose the most effective and appropriate ones, taken into

consideration that their techniques should contain a judicious blend of coherence and variety. Indeed, researchers have provided EFL teachers with many techniques. Campillo (1995) suggests a good option of techniques to teach vocabulary, divided into: visual techniques, verbal techniques, and translation.

1) Visual Techniques: By these techniques, teachers can use visuals, such as flashcards, photographs, board drawings, wall charts, and realia. Also, other useful tools such as, data projects, computers and presentation soft wares, like Power Point, which is so helpful for teachers and enjoyable for learners.

In fact, there many reasons why visuals are considered as an effective teaching tool. Hadfield (1999) believes that visuals do not require hard efforts to use, and that they serve teachers in which they can motivate their learners to engage and practice. In addition, some authors also think that visuals help to break monotony and foster what the learners are hearing.

2) Verbal Techniques: They refer to the techniques that are presented orally. In here, teachers may present new vocabulary items by using: synonyms, opposites, definitions, and sometimes some illustrative situations to explain abstract words.

3) Translation: Whether to use translation (bilingual/ monolingual) inside classrooms or not, is a question has been discussed by many researchers. For some, it is considered as the simplest way for presenting vocabulary. Besides, it provides instant information about the basic meaning of the foreign language word. That is, translation helps students to avoid possible mistakes they often commit when learning vocabulary. Duff (1989) went further to state that translation helps learners to develop and refine three qualities: accuracy, clarity, and flexibility.

However, using such technique may cause problems in learning for both teachers and learners. Gairns and Redman (1986) argue that translating words may lead to some difficulties for learners, and create misunderstanding as well, because sometimes learners can not find their exact mother tongue (L1) equivalents. Additionally, it constrains learners to develop their abilities to understand and recognize relations between different items in the new language (L2). Moreover, this method can be too

easy for the most of learner, especially with the growth of technologies, as a result they can lose their willing and interests to learn vocabulary (Harmer, 1991).

To bring it together, EFL teachers need to be flexible and selective at the same time. They may use one technique, but they should not ignore others. For example, they can sometimes use visuals in addition to or instead of using verbal technique. More importantly, they have to maintain the motivation of learners at all time; as Morgan and Rinvoluceri (1986) once said "for learning to be effective, attention must be paid to the students ' own process of learning" (p. 05).

1.7. Vocabulary Learning Difficulties

Vocabulary learning has been of interest to several researchers in second and foreign language acquisition. However, some recent studies have revealed that, sometimes the process of learning vocabulary may slow down as a result to various learning difficulties. According to Nation (1994), the complexity of vocabulary learning, would be one main reason of learning difficulties, because EFL learners are required to learn many other aspects of the one word besides its pronunciation and spelling, including the word different functions, the range of various meanings the word has, especially when learners use their mother language (L1) to compare and measure the meaning.

Moreover, the different changes the word can take (suffix and prefix), the meanings the word takes when it collocates with other words. Moreover, selecting what vocabulary items to learn, can be a difficult task for many learners, unless they can distinguish between high frequency and low frequency words. Furthermore, Roger (1995) mentions some factors that may cause difficulty to vocabulary learning; such as, the existing similarities between L2 and L1, especially at primary level, similarity between new words and already know ones, word connotation and denotation, words spelling and pronunciation, and collocations. Thornbury (2002) succinctly mentions the main factors causing difficulties in learning words are: pronunciation, spelling, length of words, grammar patterns used with a particular word, meaning and range, connotation and idiomacity of words.

In conclusion, researchers believe that such factors might cause serious difficulties in learning, unless EFL teachers stop using what researchers have deemed as time-consuming and insufficient traditional vocabulary teaching methods, that focus on the conceptual meaning, and yet ignore the other aspects of vocabulary.

1.8. Vocabulary Development

"It is self-evident that even if you know the grammar and the rules of communication of a giving language; if you do not know enough vocabulary You will not be able to express yourself adequately"

(Bowen, 1994, p. 91)

Learning vocabulary in any language is certainly very significant. It does not only contribute in the comprehension and the production of the language, but it helps both EFL learners and teachers to control the performance and the acquisition of any language skill. That is, a limited vocabulary knowledge, undoubtedly will prevent learners to achieve their language goals. How to improve vocabulary knowledge? is a question that has been the area of study for many researchers. McCarthy and O'Dell (1994) believe that reading and listening are the best way learners can use to improve their vocabulary. In this regard, they state some useful points:

- Reading novels, newspapers, magazines,...
- Exploring websites (educational ones).
- Watching videos and documentaries.
- Listening to the radio and to native speakers.

To sum up with a famous proverb that crystallizes the importance of practice, said by John Adams in 1761 "practice makes perfect". That is, if learners desire to extend their vocabulary knowledge, they have to use and practice what they have learned whenever they find the opportunity to.

Conclusion

Concerning vocabulary nature, it is one complex and difficult aspect to master even for advanced learners. As mentioned earlier, mastering vocabulary of a certain language, does not only require having a comprehension of its lexical features, but

also an understanding of its changeable meanings in the used contexts, as it requires also the ability to use such vocabularies to fulfill the other skills ' requirements. Therefore, different vocabulary learning strategies, in addition to some vocabulary teaching techniques were discussed in this chapter, which highlights vocabulary importance and fosters learners to adopt the most effective methods of learning, and teachers on the other hand, to be flexible in terms of selecting their vocabulary teaching techniques.

Chapter Two: Facebook Impact on English Language

Introduction

Facebook uses are growing and keep changing day after day. In addition to its use by different social classes, it is no more a tool for communication and socialize with people only, but also a setting of acquiring and applying new learning materials by youngsters, especially EFL university students. As a result, educators and course designers ' interests are in raise, in a time where integrating information and communication technology (ICT) into pedagogy has become an urgent necessity.

2.1 Facebook Overview

Indubitably, social networking (SN) has became one essential part of life for all people all around the universe. Boyd and Ellison (2008) consider social networking site (SNS) as the latest online communication instrument that allows its users to design a private/ public profile to interact with people in their networks. In other words, it fosters interactions between online users in a way individuals can communicate and exchange knowledge instantly and independently from their different geographical locations. Facebook, MySpace, and twitter, just to name a few, are the top SNS of today. Among these three SNS, Facebook due to its global spread, is today 's people first nominated website, as it stands as the most popular with huge number of users. The website was invented by Mark Zuckerberg in February 2004. With the assistance of his university colleagues, he lunched his first version of this website under the name of "The facebook.com", to change it after one year (2005) into "Facebook". The secret behind creating Facebook was to allow students of Harvard University to communicate and make friendships. Indeed, Mark was inspired by the paper called "Face book" that professors receive at the beginning of the year to help them identify new students. From Harvard University to other universities to high schools into a site that can include anyone over the age of 13 with a valid e-mail address. As of 2009, Facebook is the number one SN in the world, with more than one billion of users using it for different purposes, but mainly as a form of communication.

Additionally, Facebook, restricted to its primary intention which is to connect people, provides an attractive social interactions and yet it is a way to explore others' cultural behaviors and people's life styles. In this way, it greatly contributes to social life, as some authors mention that it removes the most common barriers that may limit people's regularity of communication, upholding the geographical differences, social classes, and other inter and intrapersonal factors that may mostly discourage people to accomplish their communicative goals.

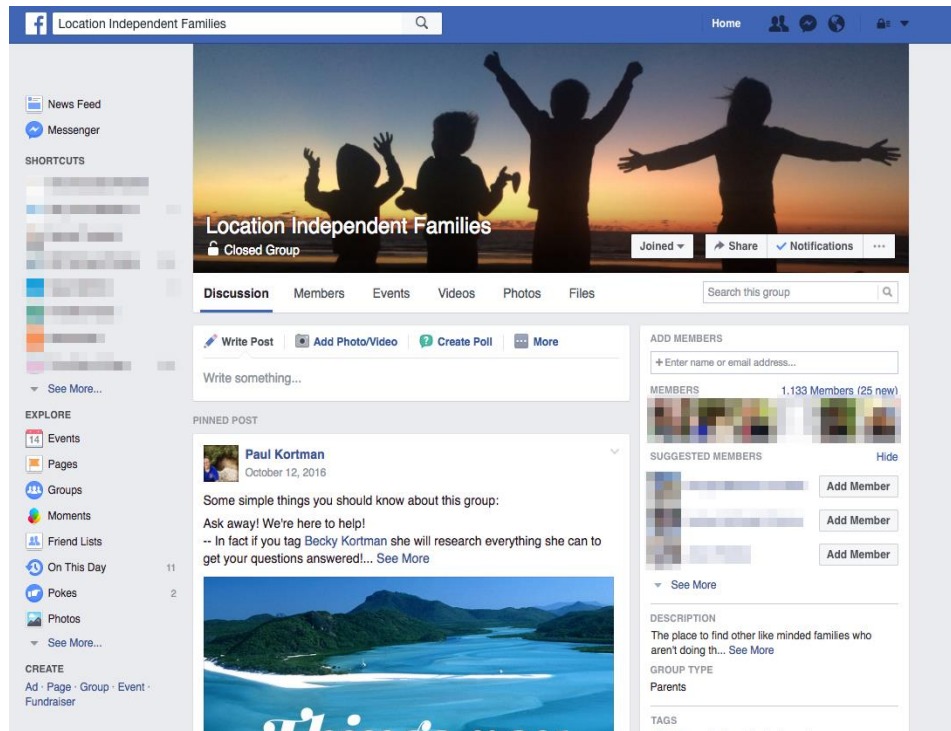


Figure 2: A Facebook profile page (Google source).

Facebook is equipped with a variety in its applications and characteristics, that significantly facilitates the communication process. Apart from its speed whereby communicators can share new, ideas, and pictures within seconds, Facebook users can share and announce events, share and comment on pictures and posts, create social groups, such as groups of friends, students, employees, ...etc. Also, it enables users to post notes and exchange ideas, opinions, and more, as well as it is available in more than 43 languages. In other words, Facebook different types of applications are basically designed and developed to suit a range of different personalities without discriminating certain individuals. Accordingly, it becomes obvious why such a large number of diverse societies are attracted to Facebook (Ryan, 2011).

2.2 Advantages and Disadvantages of Facebook to English

Language Learning

Facebook has been proved to be a double edged sword, due to its advantages and disadvantages that may significantly affect English language learning. Because of Facebook unique and fun environment, it considerably decreases learners 'stress levels and yet increases their engagement and interaction. 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. In addition, Facebook informal setting helps learners feel less pressure and more confident to use English. Accordingly, (White, 2009; Zaidieh, 2012) state that Facebook provides language learners with perfect and adequate opportunities to interact with their teachers and peers, and it helps them feel comfortable and less stress. Additionally, Yunus and Salehi (2012) mention that Facebook plays a positive role and helps learners develop their creative thinking skills, in a way it positively fosters their brain storming ability and thinking skills as well. Moreover, White (2009) celebrates the fact that using Facebook for a discussion group increases students 'level of effort and motivation, since its platform provides them with the opportunity to engage in multi-level interactions, whereby they become highly motivated to participate and freely express their opinions. Thus, positive Facebook interactions help students build up self-confidence and increases their motivation to acquire positive attitudes towards a language learning. Facebook as McCarthy (2010) mentions, often removes some common learning barriers for language learners. That is, Facebook activities help not only advanced learners, but also lower language proficient students to have the ability to participate and gain knowledge in such enjoyable and motivating manner. Yunus and 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.

Despite evidence for the positive impact of Facebook on English language learning, some researchers have also mentioned some of its negative impacts as well. (1) Facebook is described as an open environment, since it allows users to see what

others are sharing and posting on it. Consequently, Wu and Hsu (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. (2) Distraction can also be classified as one negative impact caused by Facebook. For some students, it is easy to lose concentrating on learning while using Facebook. Thus, they tend to entertain themselves and follow unnecessary details instead of focusing on their academic work (Yunus, 2012). (3) Moreover, Facebook chatting habits affect negatively learners 'writing skills, since they are unable to find the right way to use their Facebook conversation language to accomplish academic tasks that are devoted to academic language only, but instead they tend to acquire colloquial and abbreviated language. That is, using Facebook to communicate usually requires learners to follow specific linguistic system based on acronyms and informal structures, that greatly differ from the standard language that learners aim to learn at institutions.

ASAP	As soon as possible
AFAIK	As far as I know
2moro	Tomorrow
2N8	Tonight
BRB	Be right back
LOL	Laugh out loud
Gn	Good night
N	And
BFF	Best Friends forever
Abt	About
Y	Why or Yes
Wru	Where are you?

Figure 03: A table of some common used abbreviations on Facebook (Google source).

2.3 The application of Facebook in EFL classrooms

Due to Facebook influence on many various fields, distinctively on pedagogy, many studies have been conducted to explore its potentials for pedagogical purposes. Taking into account the various benefits of Facebook, many researchers believe that it represents an adequate teaching and learning tool. Some researchers believe that integrating Facebook with pedagogy as a teaching and learning method significantly reflects a learner-centered approach (Shih, 2011; Zaidieh, 2012). In other words, learners will be able to learn the language in their own way and pace as well. Shih (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, 2011). Some researchers also mention that Facebook create an inner motivation in learners (Kabilan, 2010; Promnitz- Hayashi, 2011; White, 2009; Wu & Hsu, 2011; Yunus & Salehi, 2012), in a way it stimulates them to search for knowledge and fulfill their learning curiosity. They also state that Facebook helps students become confident towards their linguistic abilities and performance, since it excellently represents the informal setting where students can make mistakes and learn from them. Additionally, Yang and Chen (2008) believe that integrating Facebook in the pedagogical practices will positively transform the learning process from in-class learning into learning outside the classroom. According to them, Facebook enables knowledge exchange in different ways, such as virtual communications, online meetings and discussions that were not possible before, as well as it avoids the tension and boredom of the classroom.

On the contrary, other researchers have some concerns about using Facebook in EFL classrooms. Cassidy (2006) claims that Facebook is inappropriate tool for educational tasks, and mentions that students as Facebook users, inside classrooms, will easily get distracted by its recreational contents that are a part of Facebook features. Thus, Facebook is believed not to be a suitable environment for formal teaching and learning activities (Kabilan, 2010; Shih, 2011), with the fact that using Facebook will

significantly minimize the use of other materials, such as books, that have been proved and acknowledged as beneficial teaching and learning tools. Kabilan (2010) adds that Facebook is not considered as an appropriate learning tool. This notion is represented by students that are accustomed to books and traditional learning methods; such kind of students who thinks that the already existing materials can not be replaced by Facebook. In addition, Facebook informality does not only help students communicate freely, but it makes them ignore the fact that their language formality could be effected. As a result, learners tend to acquire new writing habits, including short forms and informal structures, which will lead to grammatical mistakes (White, 2009).

2.4 Pragmatics

In fact, pragmatics is defined by many linguists and researchers from different perspectives. Thus, it can be described as a subfield of linguistics that deals with communication. More specifically, it studies how people interact when using language. O'Keeffe (2011) describes it as an outgrowth of language study, which is concerned with the speaker, the hearer, and the context. Indeed, pragmatics unlike phonology, syntax, and semantics, does not study language in its own. Accordingly, Kecskes (2013) asserts that it involves communicators manipulate language to shape and infer meaning in a socio-cultural context. Crystal (1997) also supports this notion and defines pragmatics as "The study of communicative action in its socio-cultural context". Additionally, pragmatics is related to production and interpretation of language in relation to contexts of use (Chapman, 2011). That is, it is connected with how language is actually used by its speakers to interact with others. In short, pragmatics deals with the contextual factors that influence individuals ' linguistic choice.

2.5 Pragmatic Characteristics of Analyzing Facebook

Discourse

As it was mentioned in earlier point, that pragmatics deals with the contextual and social factors that may affect speakers' linguistic choices, it has also some points to be highlighted when analyzing Facebook discourse:

A. Context: Recent studies have proved that pragmatics studies the meaning of words in a given context, analyzing the parts of meaning that can be explained through knowing the contextual factors influencing communication, including time, place, the situation, participants, religion, age, gender, and personalities. These are pragmatic elements should be included in the context when analyzing Facebook discourse.

B. Maxims and Cooperative principle (M and C.P) : This refers to the way Facebook communicators are engaged in a conversation. The C.P is divided into four maxims of conversation known as "The Grice's Maxims". These four maxims help identify people who tend to follow the C.P to lead an effective communication:

1. Maxim of Relation: It refers to how much Facebook communicators are relevant to the discussed topic. This of course could be observed from their utterances.

2. Maxim of Quality: This refers to the communicators' intentions. Thus, communicators when applying the C.P tend to be honest and say what they believe to be correct and reflects the reality.

3. Maxim of Quantity: Facebook communicators in here are supposed to be informative, in a way they provide required information only.

4. Maxim of Manner: Facebook communicators are supposed to deliver their messages in a perspicuous way; by avoiding obscurity and ambiguity of expression.

c. Politeness: This point represents the linguistic choices communicators make in order to give space to others and show friendly attitudes while engaging in conversation. Also, it provides communicators with the chance to protect their face from being threatened. Face is referred to as "The public self-image" that every person tries to protect. Face threatening act is an act that damages the face of the addressee/ the speaker by acting against the wants and desires of the other, sometimes

by being rude, giving orders, and inappropriate comments. In short, the way Facebook communicators maintain politeness occurs in sharing posts, status, and clearly in chatrooms where they participate in different conversations. Moreover, in the domain of politeness, there are three major aspects help communicators maintain politeness and raise to the addressee 's expectations:

- 1. Distance:** It refers to the social distance between communicators.
- 2. Power:** This includes communicators 'position in society, age, and social status. In other words, the relative power of communicators over one another.
- 3. Rank** (also known as **Risk** and **imposition**): This is mainly about the risk posed by the message, which one communicator has to convey to the other, as it depends on the content of the message.

D. Conversational Analysis: Analyzing the way communicators are processing a conversation helps identify the pragmatic features and the external factors that may affect the communication process.

Conclusion

This chapter was concerned with Facebook and its utility in education. It discussed its advantages and disadvantages to English language learning, and its application in EFL classrooms as well, which has been referred to as a topic of an infinite debate between course designers and linguists. In addition, the concept of pragmatics has been discussed as well, since it presents a perfect framework for analyzing the discourse of Facebook. Thus, it is safe to say that, Facebook could enhance communication and co-operative learning, as it may cause EFL learners language distortion.

Chapter Three: Discussion of the Students ' Questionnaire, the Students ' Chattroom Conversation, and the Teachers ' Interview

Introduction

Investigating the impact of Facebook language use on EFL students 'vocabulary learning is mainly the ultimate goal of the current research paper. In order to reach the research expectations, three main data gathering tools were used. A questionnaire, an interview, and an analysis of chattroom conversation. The questionnaire was designed for third year EFL students, the interview was given to their teachers, while the analysis was made for five students chosen from the participants.

1. Analysis of The students 'Questionnaire

1.1. Sample Description

The respondents of the questionnaire were 30 students chosen among the total number of the third year LMD students 'population (120) at M'sila University.

1.2. Questionnaire Description

The students' questionnaire was created basically to collect information concerning their opinions and attitudes towards English language learning, vocabulary learning, and most importantly, the impact of Facebook on their vocabulary learning. The questionnaire is consisted of 24 items categorized by two types: close-ended questions where students are asked to tick the appropriate answers, and open-ended questions whereby students have the ability to justify their answers. The questionnaire is divided into four parts; each part addresses particular points. The first part is mainly about students 'general information and it contains four questions. Part two is related to students 'vocabulary learning process and it contains eight questions. The third part includes 11 questions designed to discuss students 'opinions and beliefs concerning the impact of Facebook language on their vocabulary learning. The last part is based on an open-ended question, that allows students provide their suggestions concerning the impact of Facebook language on their vocabulary learning process and on their English language learning based on their personal experiences.

1.3. Analysis of The results

Part One: General Information

This part is intended to collect data about the students 'personal information, including their age, reasons behind choosing English as a branch of study, the language importance, and how do they assess their linguistic proficiency.

Question 01: *Specify your gender*

a. Male

b. Female

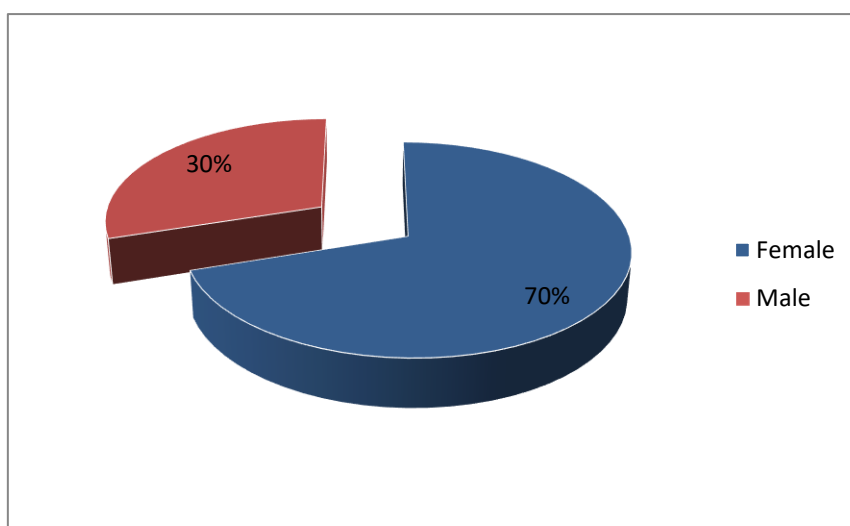


Figure 04: Students 'Gender

The questionnaire was designed for both male and female students. Accordingly, this questions aims to identify students 'gender. Clearly, the figure 04 shows a high percentage for females (70%), while males represent only 30%. This reflects females ' high interests to study English at University.

Question 02: *Why to study English ?*

a. To get a job

b. To travel

c. I love it

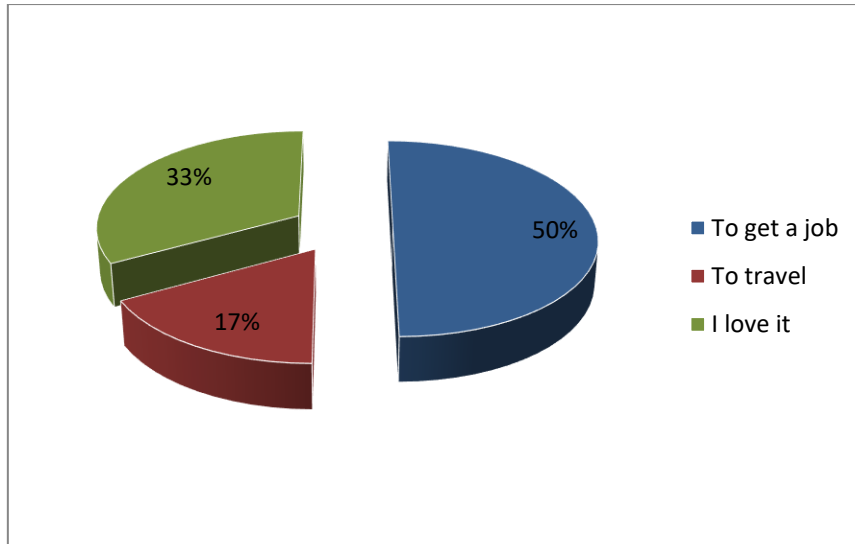


Figure 05: Reasons of choosing English

This question was designed to know students 'different reasons of choosing English as specialty at University. Multiple choices were provided as shown on Figure 05. The figure reveals that 50% of students, which represent the majority prefer to study English in order to get a job, 33% of them study English because they love it, while 17% have chosen English because they need it to travel. These results support the fact that most EFL students at M'sila University study English for the sake of getting a job.

Question 03: *Do you think that English is important in your life ?*

a. Yes

b. No

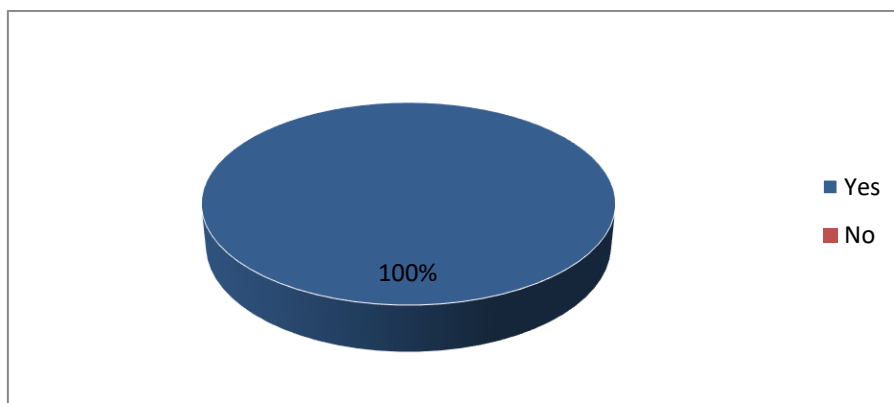


Figure 06: The importance of English

Students were asked about the importance of English language to their life. All of the respondents (100%) answered positively, which indicates that they are aware of the international impact English language has, and that it plays significant roles in Algeria even as a foreign language (FL).

Question 04: *How do you rate your English fluency ?*

- a. Weak
- b. Good
- c. Very good
- d. Excellent

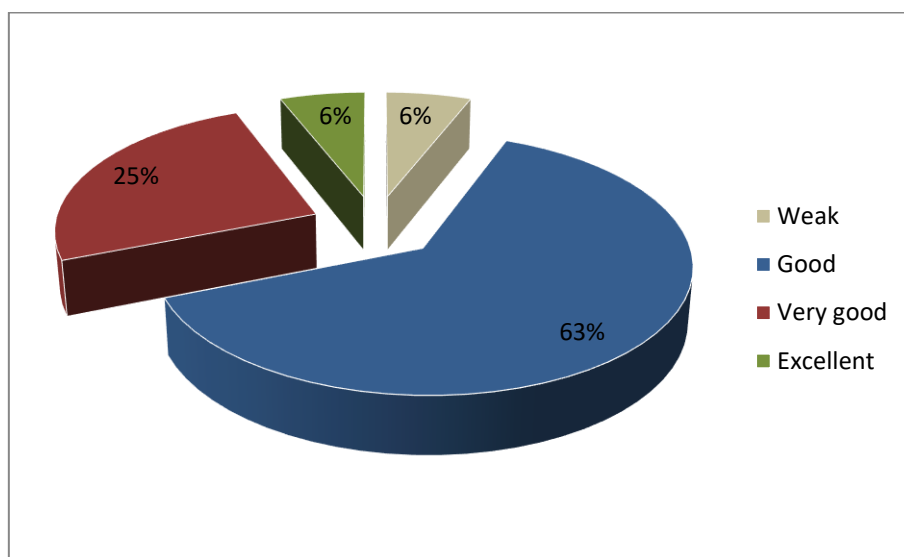


Figure 07: Students 'fluency level in English

This question was asked to understand how do students think about their English fluency. According to figure 07, most students (63%) claimed that their fluency degree in English is good. Others (25%) stated that they are very good. Meanwhile, the rest percentage of them (12%) was equally divided between students who think that they are weak (6%), and those who think that they are excellent (6%). Results indicate the diversity in students 'level of fluency, that may back to students 'various learning techniques and the amount of practice.

Part Two: Vocabulary Learning

The second part deals with students' perceptions and beliefs concerning learning vocabulary, its importance to their English language, and whether they have difficulties with vocabulary development.

Question 05: *Do you consider vocabulary as a significant aspect in your English learning ?*

a. Yes

b. No

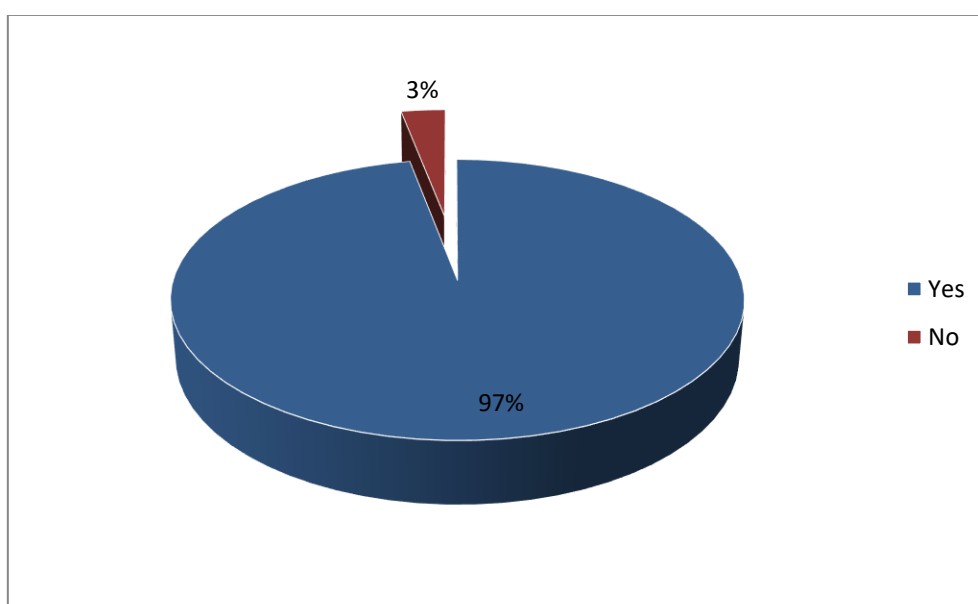


Figure 08: Students' perceptions towards vocabulary importance in English learning

This question was asked to figure out how much vocabulary is important for students in their English language learning process. According to the results, vocabulary is considered as a very significant part in English language, which means that vocabulary is the core aspect and without it learning English would be difficult.

Question 06: *How would you rate your vocabulary knowledge ?*

a. Poor

c. Fair

b. Good

d. Excellent

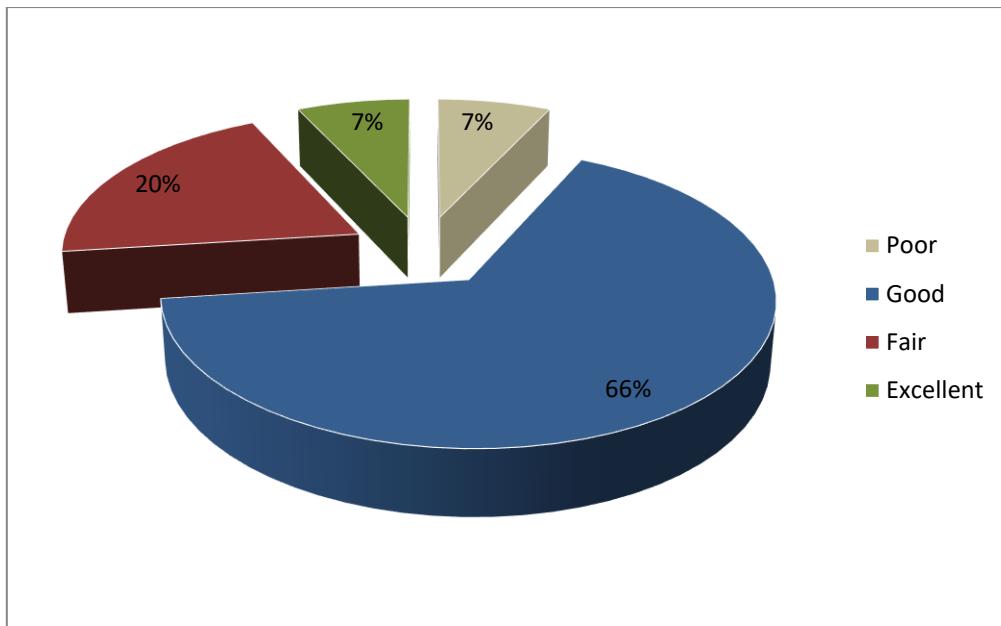


Figure 09: Students ' level in vocabulary knowledge

By this question, students were asked to evaluate their vocabulary knowledge level. Unexpectedly, the majority of students with 66% believe that they are good. 20% of them answered with fair. 7% of students claimed that they are excellent, followed with 7% of them believe to have poor level. The results show that students are aware of vocabulary significance to their language performance, as a result they tend to employ different vocabulary learning strategies that may help them acquire strong storage of vocabulary.

Question 07: *How often do learn new words during the session ?*

- | | |
|--------------|----------|
| a. Rarely | c. Often |
| b. Sometimes | d. Never |

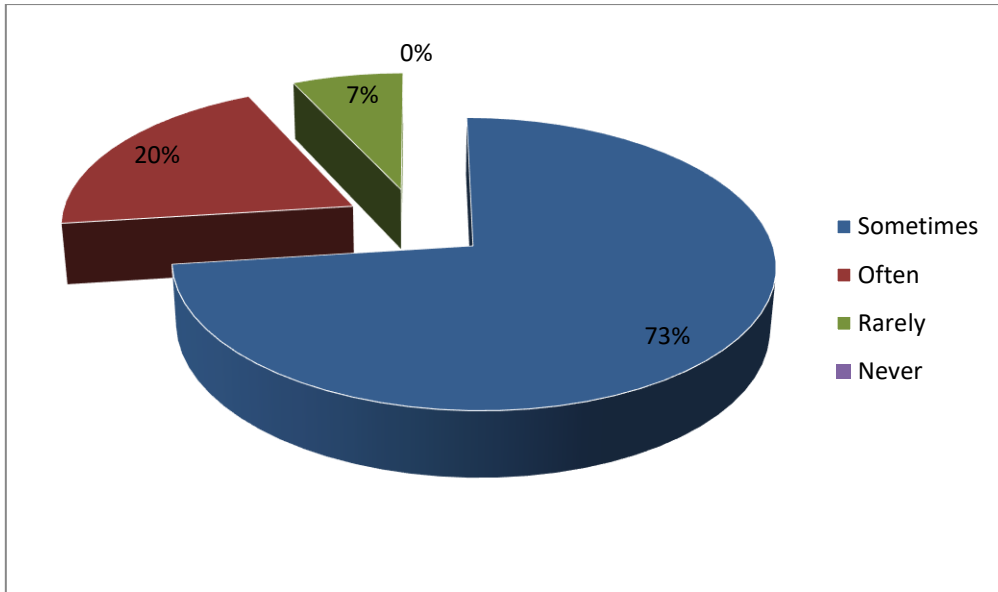


Figure 10: Learning vocabulary during the session

The aim of this question is to know whether students acquire new words during their learning courses. Accordingly, the majority of students (73%) replied that they sometimes acquire new words during the session, 20% of them learn new vocabularies often during the session, and 07% of them answered with rarely. However, no respondent has answered with "Never".

Question 08: *When you learn new words, how often do you use a dictionary ?*

- a. Always
- b. Very often
- c. Sometimes
- d. Hardly ever
- e. Never

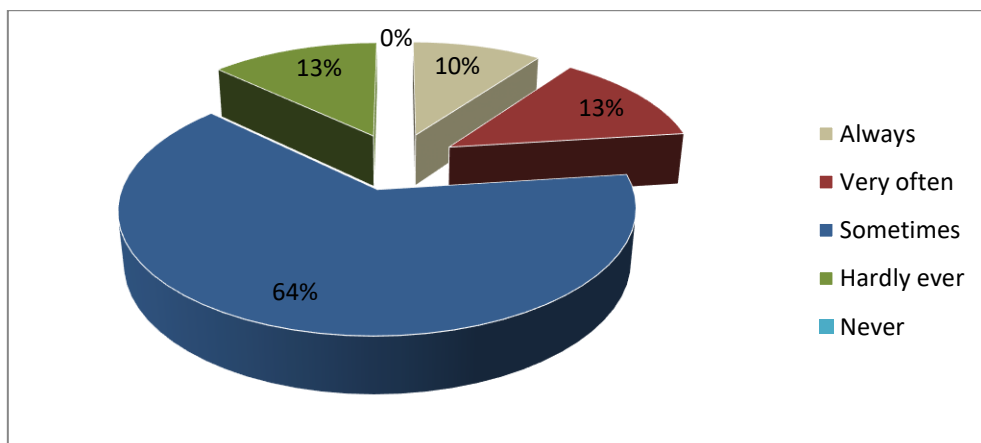


Figure 11: The use of dictionary

This question is to realize how often dictionaries are used by students when learning new English words. As it is shown on Figure 11, the majority of students stated that they sometimes use a dictionary to learn new words, and a few of them representing 10% answered with always. Moreover, there are some of them (13%) who hardly ever use dictionaries and some of them (13%) who very often use them. This indicates that, the frequency of using dictionaries differs from one learner to another, and it depends on learners ' learning abilities and skills.

Question 09: *Do you find enough opportunities to practice your new words ?*

a. Yes

b. No

- In what modules, please specify.

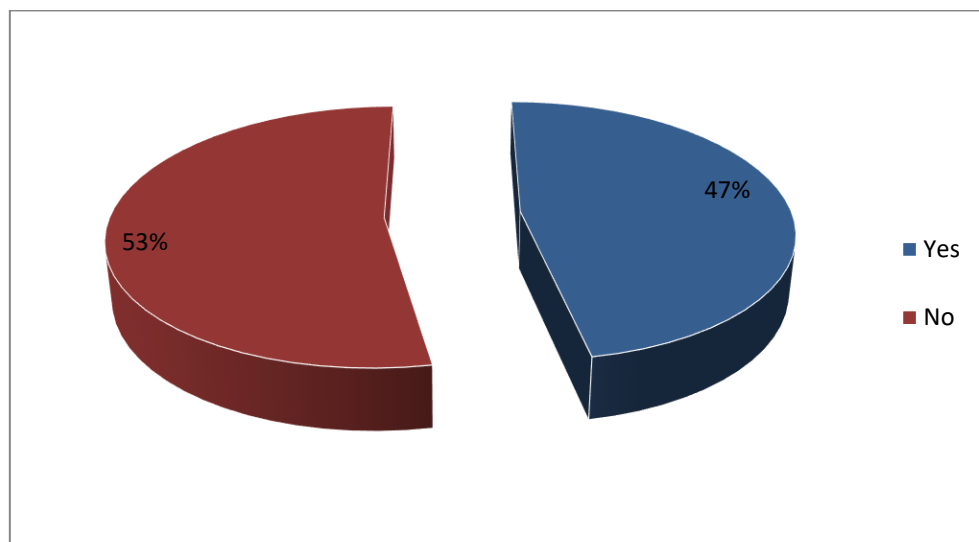


Figure 12: The amount of the available opportunities to practice new words

The aim of this question is to see if students get enough opportunities to practice their new learned words and in what modules. According to the results displayed on the figure 12,53% of students believe that they do not have enough opportunities to practice their vocabulary knowledge, while 47% of them think that the study modules provide them with sufficient practice opportunities. In addition, an overwhelming majority of students stated that "Oral expression" and "Written expression" modules are the only modules where they can use and practice their vocabulary. This reflects the fact that, teachers are the only chance creators and chance takers as well.

Therefore, they have to provide their students with much more opportunities in order to refine their vocabulary repertoire.

Question 10: *Do you think that vocabulary teaching is given attention from your teachers ?*

- a. Yes b. No

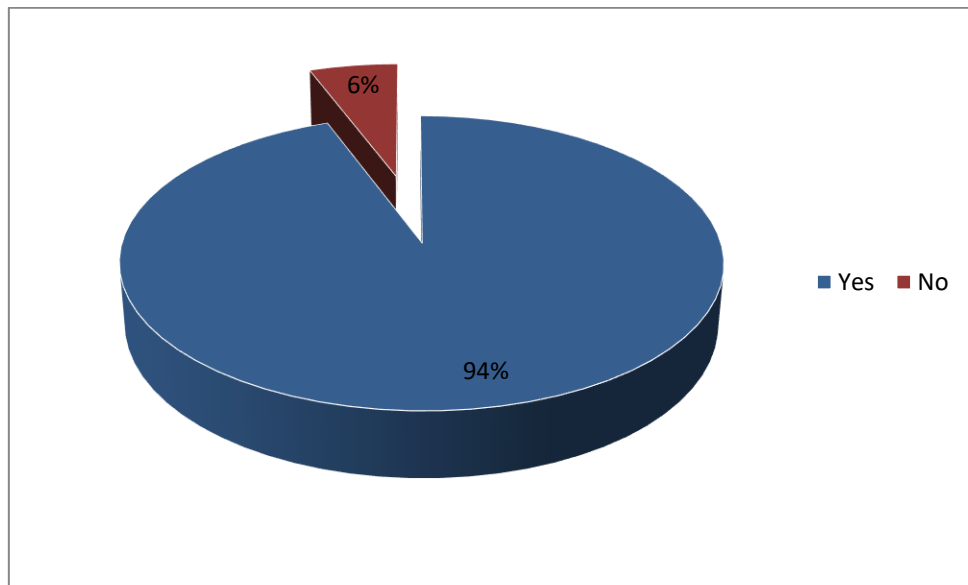


Figure 13: Students ' opinions about their teachers ' intention given to vocabulary

From the shown results, it is noticeable that 53% of students believe that vocabulary teaching is a part from their teachers ' interests and concerns, while the rest percentage (47%) of them think the opposite, that vocabulary is ignored by their teachers and that vocabulary instructions are always absent. This indicates that, students are interested in learning vocabulary, and may the ignorance of this fact by their teachers cause them a lack of vocabulary knowledge.

Question 11: *Vocabulary should be taught as a module, do you agree:*

- a. Strongly disagree c. Strongly agree
b. Disagree d. Agree

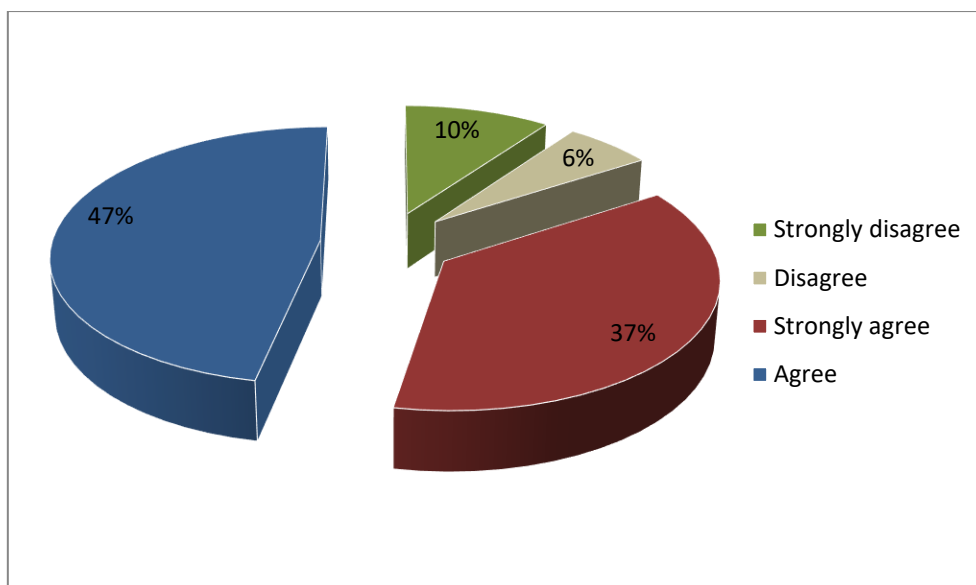


Figure 14: Students ' opinions concerning studying vocabulary as a module

According to the figure above, most learners (47%) agreed with having vocabulary as separate learning course, followed with 37% of them who strongly agreed with this idea. This indicates learners ' strong belief and clear understanding of vocabulary importance to their language learning.

Question 12: *Do you have difficulties with vocabulary improvement ?*

a. Yes

b. No

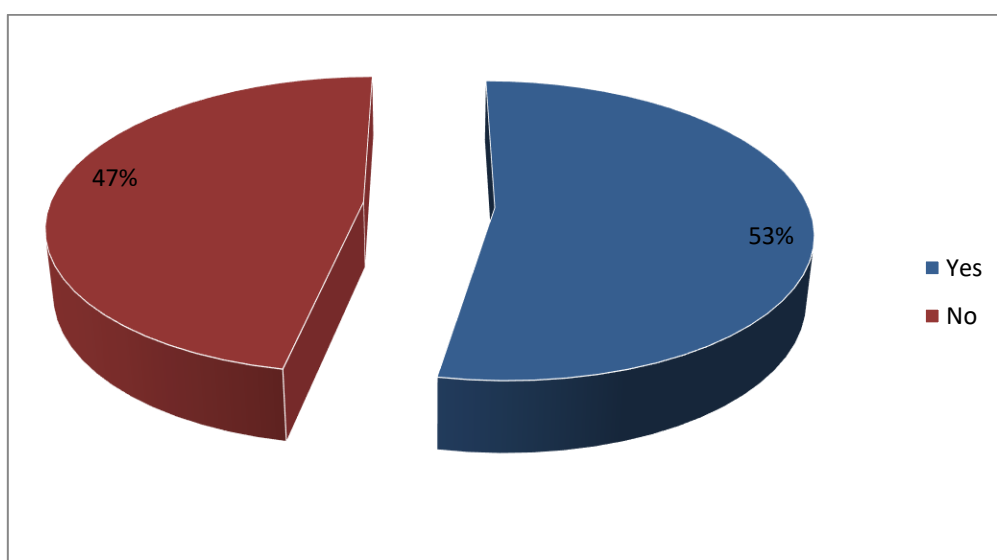


Figure 15: Students ' difficulties related to vocabulary development

It is obvious from the figure 15, that most of students (53%) confirmed that they have difficulties with their vocabulary development, others (47%) claimed that they do not

face any difficulties with vocabulary improvement process. This supports the fact that, vocabulary development may represent a big concern to many students.

- **Justifications:** The following reasons were stated by learners:

- Lack of reading.
- The absence of enjoyable learning and practicing tasks inside classrooms.
- The absence of collaborative activities between students.
- Difficult language vocabulary to learn.

Part Three: Facebook Impact

This part is concerned with students' opinions towards using Facebook, its utility, and its impact on their vocabulary knowledge and on their language skills as well.

Question 13: *What is the most popular social networking site that you visit regularly ?*

- a. Facebook
- b. Twitter
- c. WhatsApp
- d. All of them

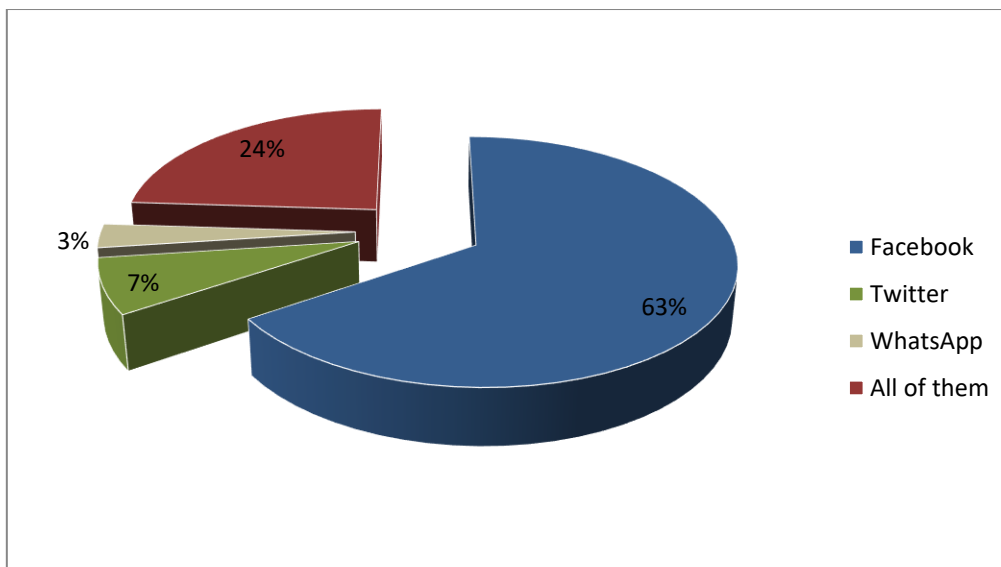


Figure 16: The most visited social networking site by students

The obtained results show that the majority of students (63%) consider Facebook as the most popular and visited website among the others, which confirms the fact that Facebook has invented the world to become number one site for all people, including university students. However, unexpectedly one student stated that he/she does not have access to any social networking site.

Question 14: *Do you have access to Facebook ?*

- a. Yes
- b. No

- If yes, how much time do you spend on Facebook a day ?

- a. Two hours
- b. Three hours
- c. Less/More, please specify

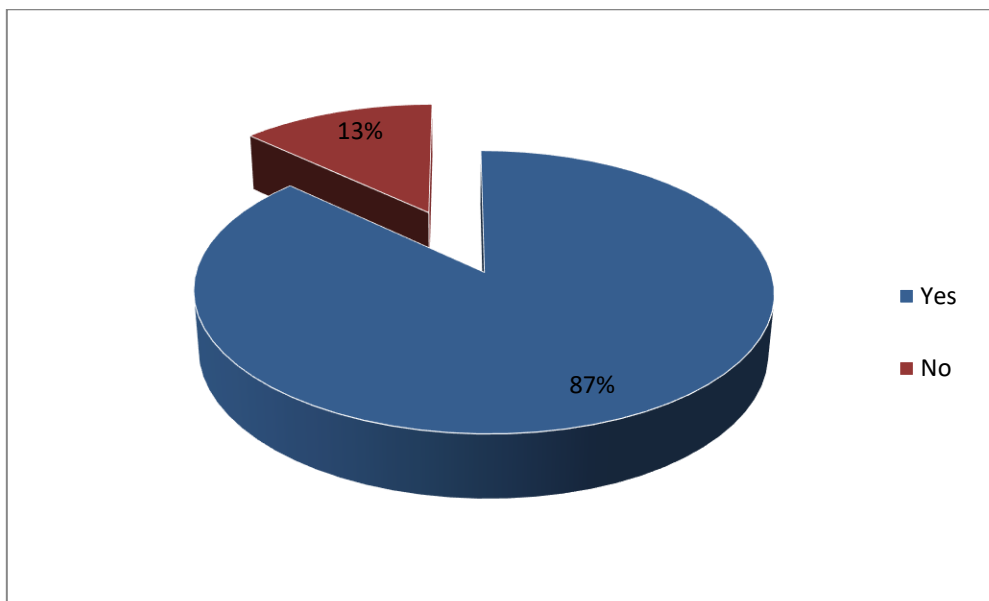


Figure 17: Students ' access to Facebook

The figure 17 indicates that most of students (87%) have access to Facebook. However, only 04 students (13%) who do not use Facebook. These results significantly support the fact that, nowadays ' students generations are digital and addicted to technology, and that Facebook plays important roles in their social and educational lives as well. Moreover, students who have access to Facebook stated that, the average time spent on Facebook is between 02 to 06 hours a day.

Question 15: *What is the preferable way of communicating with others*

on Facebook ?

a. Chatting

c. Posting status and commenting on others

b. Video calling

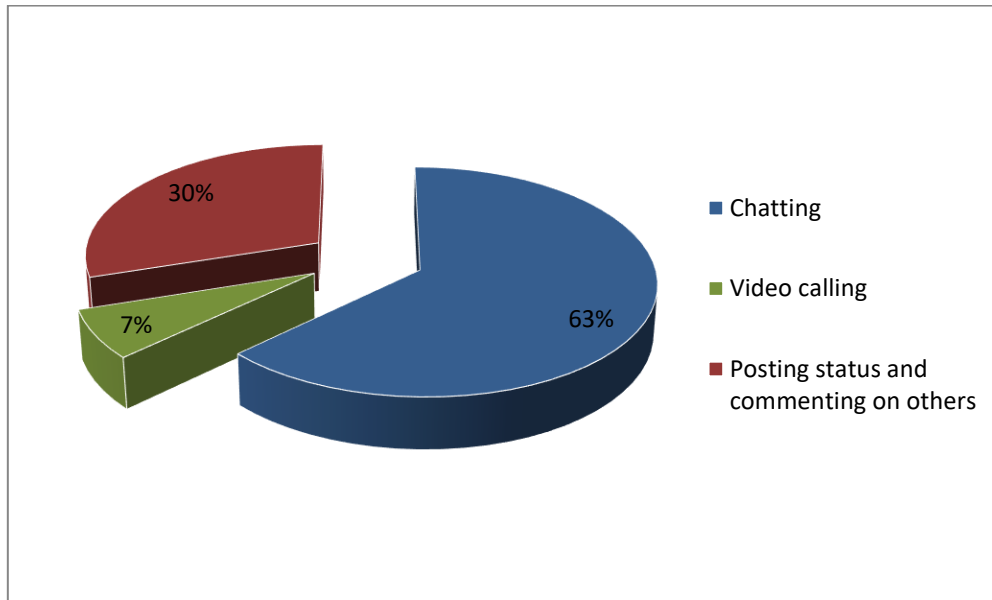


Figure 18: Students ' preferable way of communicating on Facebook

This question was asked to figure out how do students use Facebook when communicating with others. Multiple choices were provided, yet the figure shows that the majority of students (63%) prefer chatting while communicating with others, while others (30%) seem to like posting and commenting on status, followed with 7% of them who prefer making videos calling while communicating. These results show that, ways of communication via Facebook are not the same. Consequently, students may adopt different ways of communication 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.

Question 16: *Do you communicate using English ?*

a. Yes

b. No

- If yes, justify.

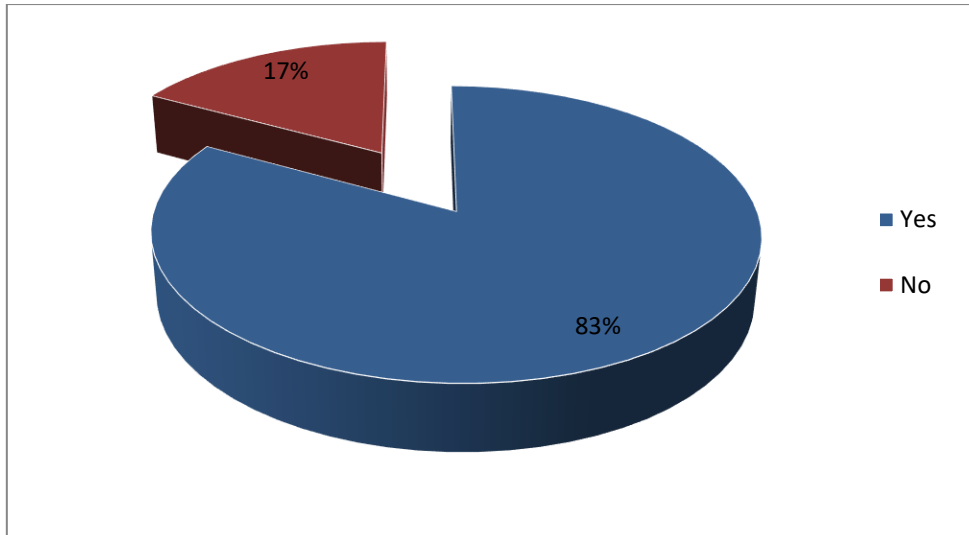


Figure 19: Students ' use of English while communicating on Facebook

The high percentage of students (83%) tend to use English as their linguistic code in their Facebook communications, which proves the claim that Facebook represents a perfect arena where EFL students can use and practice their language outside the classroom. Moreover, students justified their choice by stating that Facebook helps them practice and develop their language skills, and that it facilitates communication with foreign friends.

Question 17: *Do you think that the extensive Facebook use has any negative effect on your vocabulary learning ?*

a. Yes

b. No

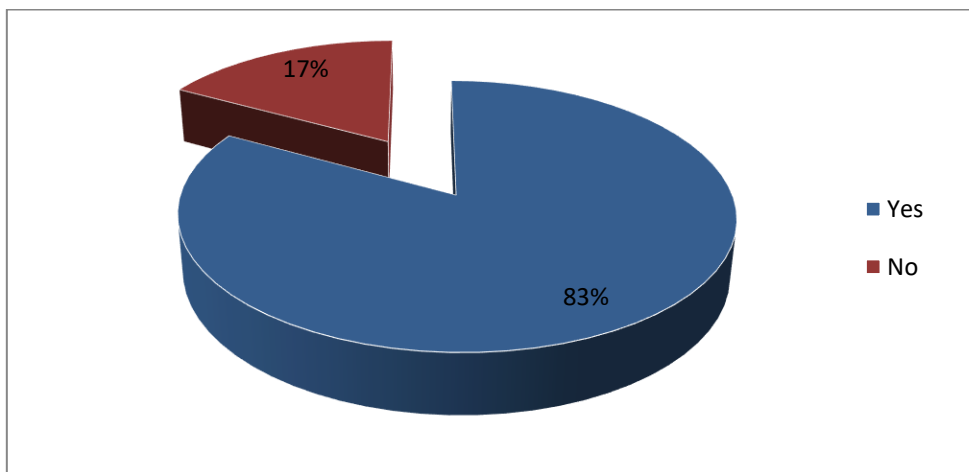


Figure 20: Students ' opinions concerning the negative effect of Facebook extensive use on their Vocabulary learning

This question aims to explore students' awareness towards the negative impact that Facebook extensive use may play on their vocabulary learning process. The figure 20 reveals that, the majority of students (83%) believe that Facebook extensive use has a negative effect on their vocabulary, while the rest of them (17%) think the opposite. These results reflect the fact that, Facebook indeed has negative effects on students' language, and that students may have experienced such impacts. This also may prove the claimed hypothesis that The overuse of Facebook effects instinctively EFL students' ability to learn the English language appropriately and correctly.

Question 18: *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,...)

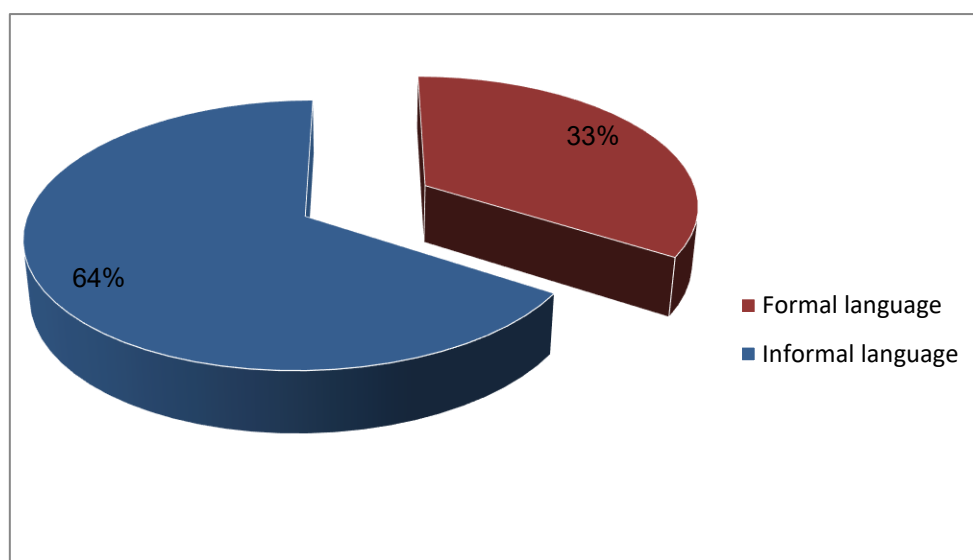


Figure 21: Students' written language on Facebook

This question is intended to see how do students use English language; whether they use well formed and structured language, or abbreviated and colloquial one when writing on Facebook. The majority of students as shown on the figure above (64%) stated that they use informal language for communicating and writing on Facebook, while others (33%) prefer to use formal style of writing when using Facebook. This may reflect the fact that informal writing style is preferred by most students, which

may affect negatively their language formality. However, one student stated that he/she does not use Facebook at all.

Question 19:

Part A:

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

Statement	Agree	Disagree
1. Facebook familiarizes me with writing in English.	80 %	17 %
2. Facebook helps me use English grammar correctly when I write.	53 %	44 %
3. Facebook is killing one 's writing habits.	47 %	50 %

Part B:

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

Statement	Agree	Disagree
1. Facebook motivates me to learn new words.	80 %	17 %
2. Facebook encourages me to practice my vocabulary knowledge outside the classroom.	84 %	13 %
3. Facebook threatens my language formality.	47 %	50 %

This question was divided into two parts: part A aims to understand students ' opinions on Facebook effects on their writing skill, while part B studies students ' opinions on Facebook effects on their vocabulary and English language improvement. Table 01 shows that 80% of students share agreement that Facebook familiarizes them with writing in English, followed by 17% of them who disagreed with this idea. 53% of the students agreed that Facebook helps them employ correct grammatical uses when writing in English, while 44% of them showed disagreement with this idea.

Moreover, 47% of students agreed that Facebook kills one ' s writing habits, and 50% of them disagreed with the fact that Facebook could destroy people ' s writing habits. Table 02 shows that 80% of the respondents agreed that Facebook fosters them to acquire new English vocabulary, while 17% disagreed with this; 84% of them also agreed that Facebook encourages them to put their vocabulary knowledge into practice outside the classroom, but 13% answered with disagreement. Also, 47% of the students believe that Facebook language threatens their language formality, while most of them 50% revealed different opinion of disagreement with the idea that Facebook may pose any threatens on their language formality. This strongly indicates that students have positive attitudes about Facebook, in a way it could be a perfect stimulus for them to enhance their writing abilities and vocabulary repertoire as well, as it may unconsciously result negative impacts. Although, one student representing 3% has provided no answers.

Question 20: *Does the way of writing for chatting negatively affect your writing skill for academic papers or exams sheets ?*

a. Yes, it does

b. No, it does not

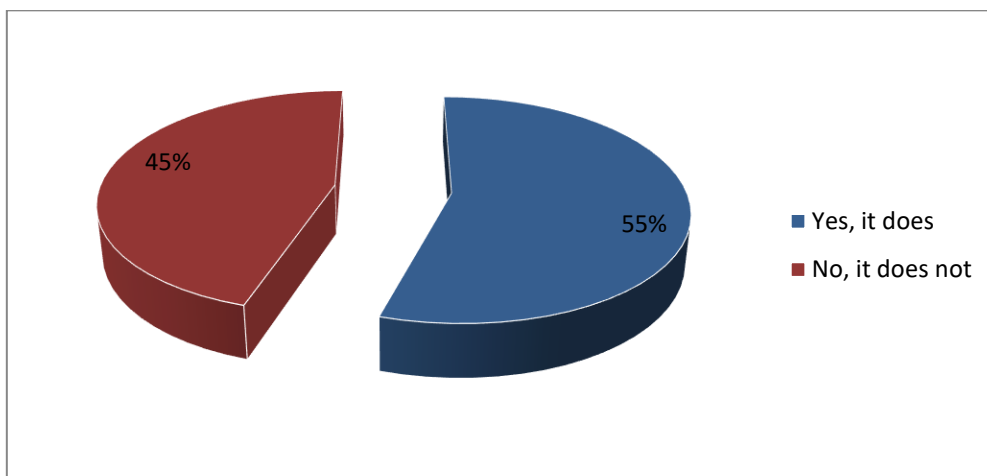


Figure 22: Students ' opinions on the effect of chatting habits on their academic style of writing

The results shown on figure 22 revealed that the majority of students (57%) believe that the way of writing while chatting on Facebook has a negative impact on their writing, that may decreases the quality of their academic writing, while 47% of them think that Facebook chatting habits have no negative impact on their academic writing

performance. These results prove the fact that Facebook has serious negative linguistic effects on students ' academic writing, as it proves the claimed hypothesis, which says: "Incorrect and inappropriate vocabulary use is due to the use of Facebook".

Question 21: *Do you think that Facebook is helpful for developing your vocabulary knowledge ?*

a. Yes

b. No

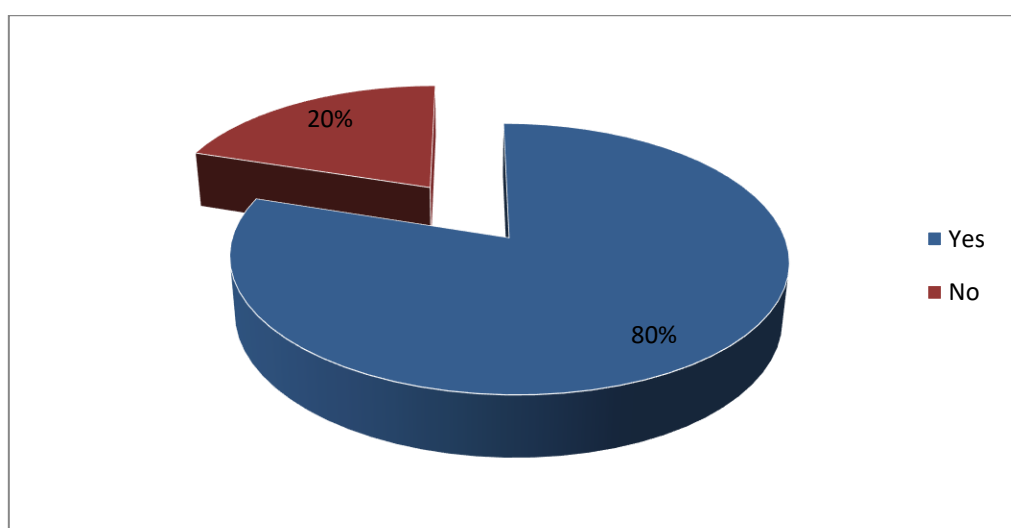


Figure 23: Students ' opinions on the benefits of Facebook on their vocabulary development

The aim of this question is to understand how much Facebook could be beneficial tool for vocabulary development. The overwhelming majority of students (80%) believe that Facebook offers plenty of positive learning opportunities, and that it represents a perfect tool for their vocabulary development, which reflects the fact that Facebook could be used as vocabulary and language learning instrument. As these results prove the claimed hypothesis: "Facebook helps EFL students to develop their vocabulary knowledge faster".

- Students ' justifications:

- Facebook written status provide new vocabulary items.
- Facebook offers educational services, like learning pages.
- Facebook offers many opportunities to communicate with native speakers.

- Facebook language options; putting Facebook in English helps learn new words.
- Facebook raises one ' s curiosity to understand new unknown words written in English.
- Facebook enables communicators communicate using English language.
- Facebook helps students correct mistakes because of others directions.

Question 22: *Do you think that learners who use Facebook learn more vocabulary than those who do not ?*

a. Yes

b. No

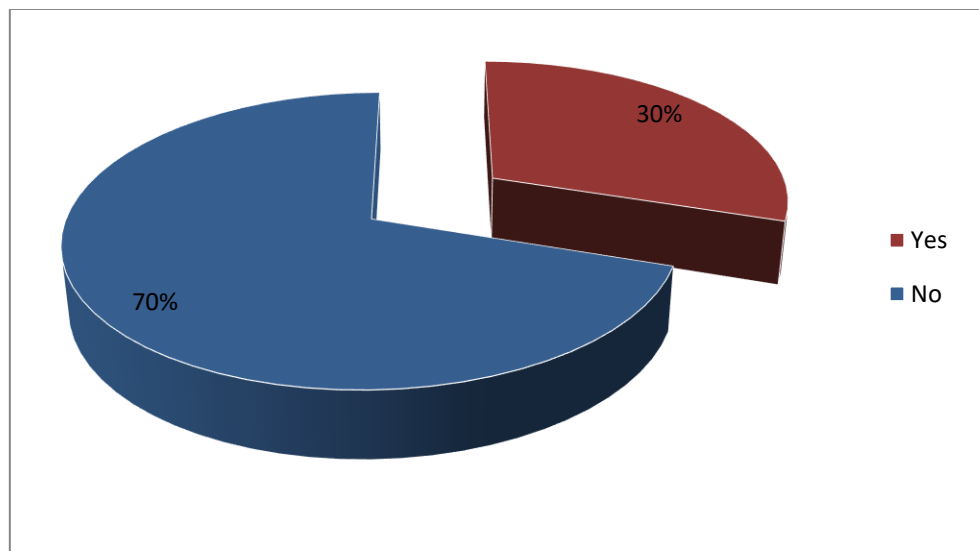


Figure 24: Students ' opinions on the benefits of using Facebook

The question was to see if Facebook use makes differences in learning vocabulary. As shown on the figure above, the majority of students (70%) answered with "No", 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.

Question 23: *Do you think that including Facebook in classrooms as a teaching tool would be beneficial ?*

a. Agree

b. Disagree

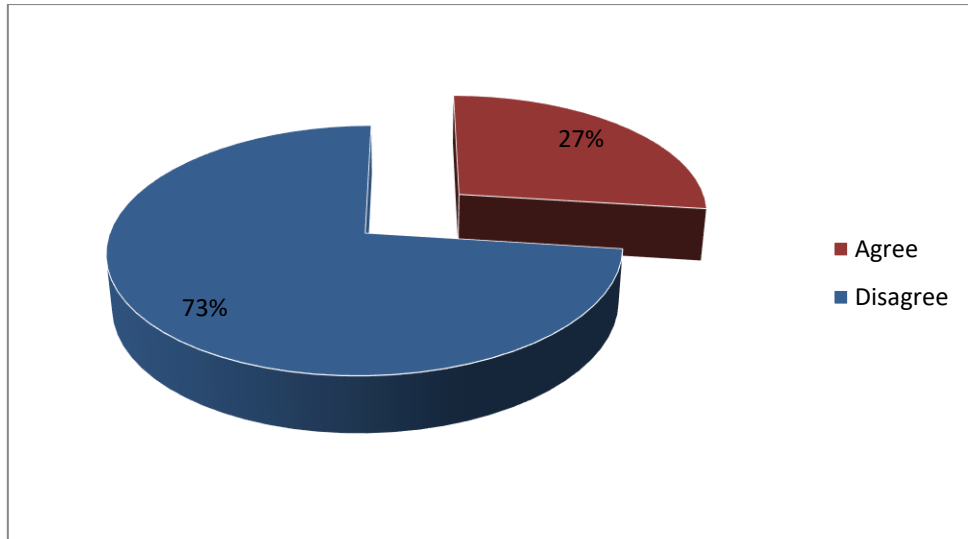


Figure 25: Students ' opinions concerning integrating Facebook as a teaching tool

The results show that, the majority of students (73%) disagreed with integrating Facebook as an educational tool. This shows students ' high awareness and understanding of Facebook negative effects on their language learning, and that they still prefer the already existing teaching tools, which may be a clear sign of their effectiveness.

Part Four: An open-ended question

The fourth part was in form of "An open-ended question", for asking students to give some suggestions concerning the impact of Facebook language (discourse) on their vocabulary learning and on their English language learning process as well. Although 09 students (30%) did not give a respond to the question, the provided suggestions are listed as follows:

A- Suggestions against Facebook:

- Facebook is inappropriate for educational purposes.
- Facebook negatively affect our language due to its lack of formality.
- Facebook distracts learners ' attention to less important tasks and kills time.
- Unless Facebook is used with standard language and for educational purposes, it

should be banned from classrooms.

B- Suggestions for Facebook:

- Facebook fosters collaboration among learners.
- Facebook helps learners develop both fluency and accuracy in English.
- Facebook helps learners enrich their vocabulary repertoire and develop their critical thinking skills.
- Facebook helps learners acquire knowledge unconsciously.
- Facebook enriches learners ' understanding of others ' different cultures (like native speakers).
- Facebook enables learners create and engage in different social groups and pages, that are designed to education.

1.4. Discussion of the Students ' Questionnaire Findings

The questionnaire was designed purposefully to explore "The Impact of Facebook Language Use on EFL students ' vocabulary Learning". Accordingly, some important results are conducted from students ' answers to this questionnaire. It is noticeable from the results that students consider vocabulary as a very significant aspect to their English language , and that it contributes to language proficiency. As a result, most of students believe that vocabulary should be included in their curriculum as a learning module. Also, the questionnaire results indicate that students face some difficulties in learning and improving their vocabulary. Moreover, the results show that, students are aware of the impact that Facebook language has, which may affect negatively their language performance and vocabulary learning; though, some students have shown positive attitudes towards Facebook. In short, most students agreed that Facebook discourse may assist them refine their vocabulary learning skills, yet they refused to integrate it as a learning/teaching tool inside classrooms.

2. The Analysis of the Students ' Chatroom Conversation

2.1. Conversation Analysis

The participants were chosen randomly from the real sample of the research. Five (05) students among thirty (30) were collected and asked to engage in a conversation leaded by a given topic of discussion (see Appendix two, p.85). The purpose of this conversation analysis is the pragmatic interpretation of the students ' Facebook conversation. Since linguistic analysis is complex and rapidly developing study, the chosen approach to this analysis is the pragmatic one, including the analysis of some main aspects the could help reach the goal of this analysis. These analysis aspects are: Turn taking, politeness strategies, adjacency pair, and co-operative principle.

A) Turn Taking (TT): In conversation analysis, turn taking represents the notion that people in conversation take turns. The figure below represents some conversation points where T.T was supposed to take a part, but according to the figure, students were totally ignoring T.T. Figure 26 shows that student 01 was giving his opinion, which gives him the turn, and though he wrote "secondly", student 02 interrupted him before he finishes his statement. Also, the figure shows that student 03 finished his statement by a question "why", which leads to one of two things: whether he wanted answers from the others, or he wanted to attract their attention and then adds what he thinks, till he was interrupted by student 04, who was trying to provide his opinion about the topic, which is something totally different from what student 03 was looking for through his questioning statement. Moreover, the figure shows that the turn was one student, yet he was interrupted too. This proves that Facebook conversations could be leaded without respecting the T.T principle, because even though T.T was ignored by students, their conversation continued with success, which may differ from real life conversations where in most cases could be broken. As it proves that students are accustomed to such kind of conversations, which may affect negatively their pragmatic competence.

Chatroom Conversation Analysis

Mon

I strongly disagree against those who maintain that happiness is for the poor; wealthy ppl lack peace of mind and tend to have psychological issues.

This is a merely claim was invented for the poor people to claim happiness.

I strongly disagree with**... (not against)

Secondly,

Student 1

MA

money does not bring happiness that a desparte thing to say

islam still waiting for your secondly hh

Student 2

Mon

If I am given 1 billion US dollars, I would do what makes me happy, namely beautiful wife,

اكتب رسالة، @اسم...

Chatroom Conversation Analysis

MA

i have seen this fb post of severl drug pils where each one is for a smt , and was told to chose two among all .. ahpinness was included so is money .. so ichosed money pill .. twice ..

Student 3

Saif

Well, I would agree with the claim to some extant. Believing that, being 💰💰 or financially satisfied 💎 will offer lot of chances to live in Peace and freedom away from credits 📉😭 and debts 😊. However, this richness will not always guarantee perfect life.

Student 4

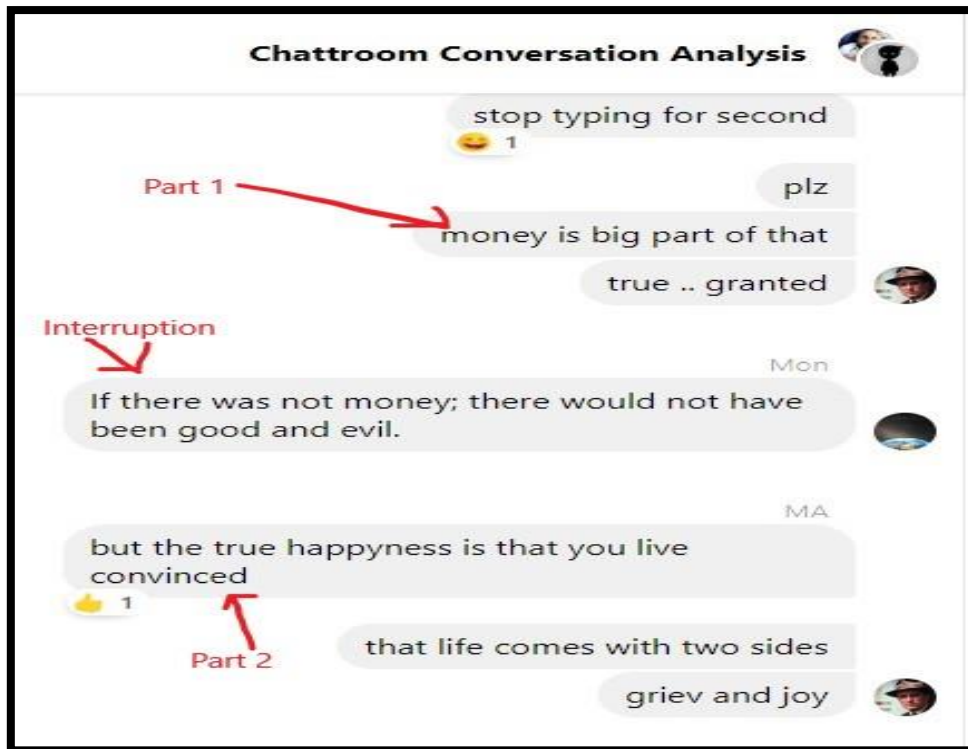
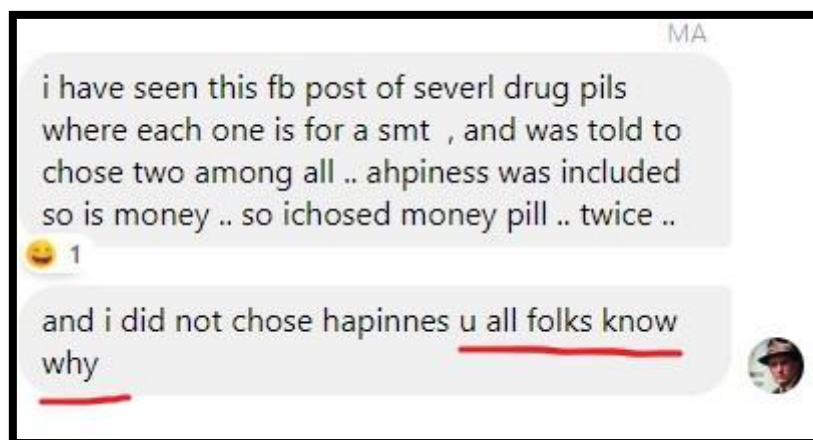
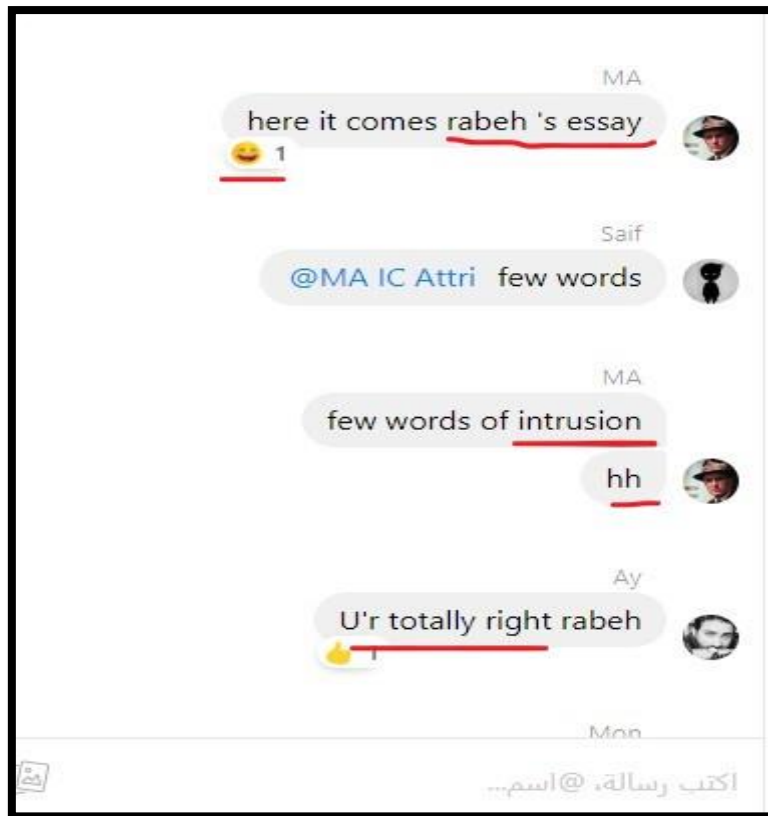


Figure 26: Students ' use of Turn Taking principle

B) Politeness Strategies: Figure 27 shows that students were using some of pragmatic strategies, that are known as Para-linguistic strategies. Students were following these positive strategies by providing critics in form of complemet, nicknames, jokes,... Though such pragmatic markers could be interpreted differently and of curse negatively (as negative strategies), yet the conversation did not stop.



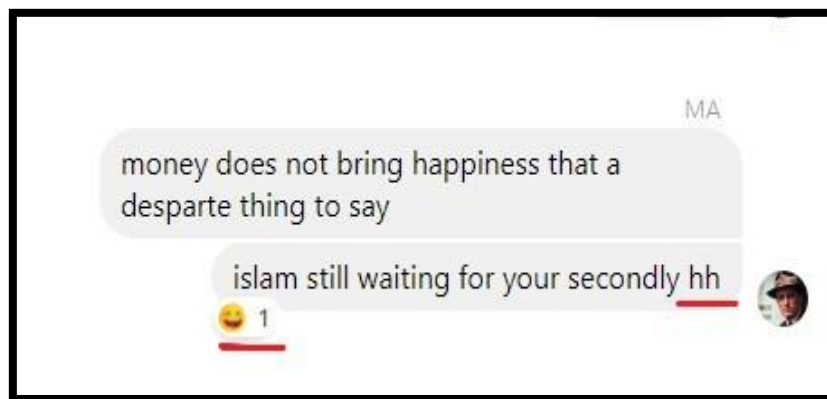
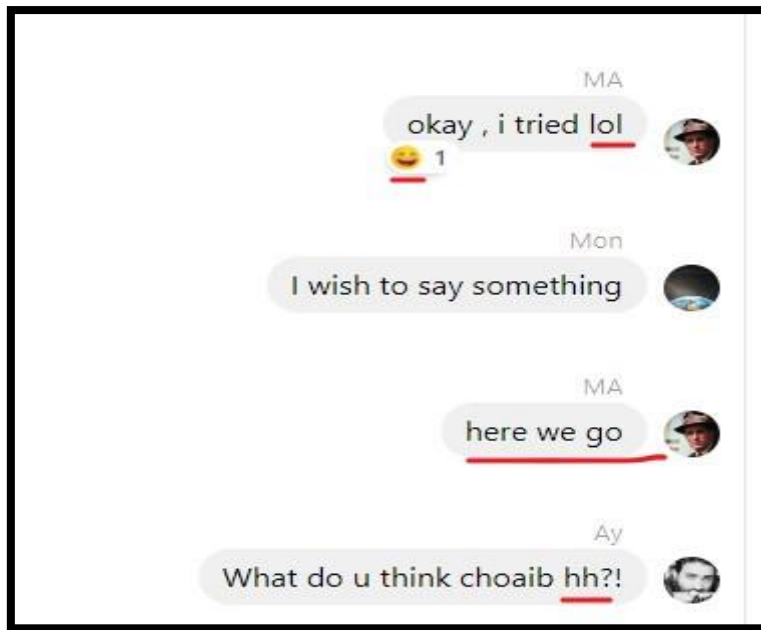
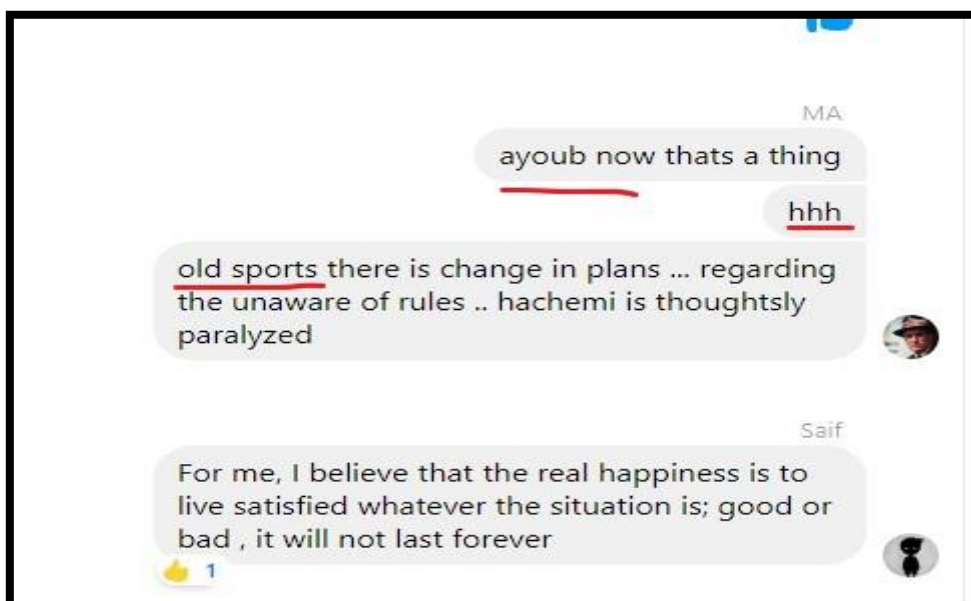
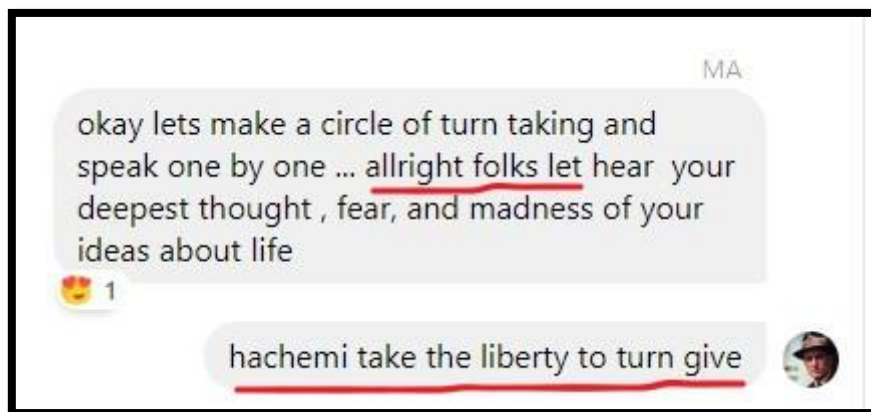


Figure 27: Students ' use of Politeness Strategies

Distance, power, and rank are also very important aspects to be analyzed when dealing with politeness strategies:

1. Distance: Students ' use of such utterances (shown on figure 28) strongly represents the close relationship between them, that may be interpreted as friendship, or brotherhood. Also, continuing with the conversation indicates that students interpreted those utterances positively as it was expected, and that speakers ' words are very powerful, in a way they can put an end to a conversation by producing a single word.



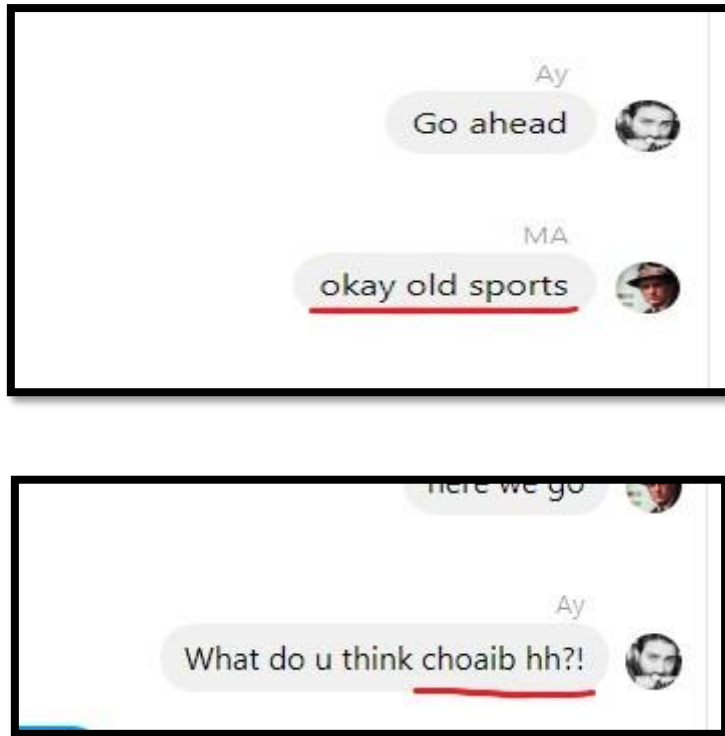


Figure 28: students' utterances that indicate their Social Distance

2. Power: According to the samples represented on figure 29, some students' words carried sense of power, that would possibly be interpreted as a trying of showing authority, strengthens, and responsibility, yet the conversation did not stop, which greatly supports the previous point that students share close social distance, and that such power expressions were not taken seriously by students, because by the end they share the same social position.

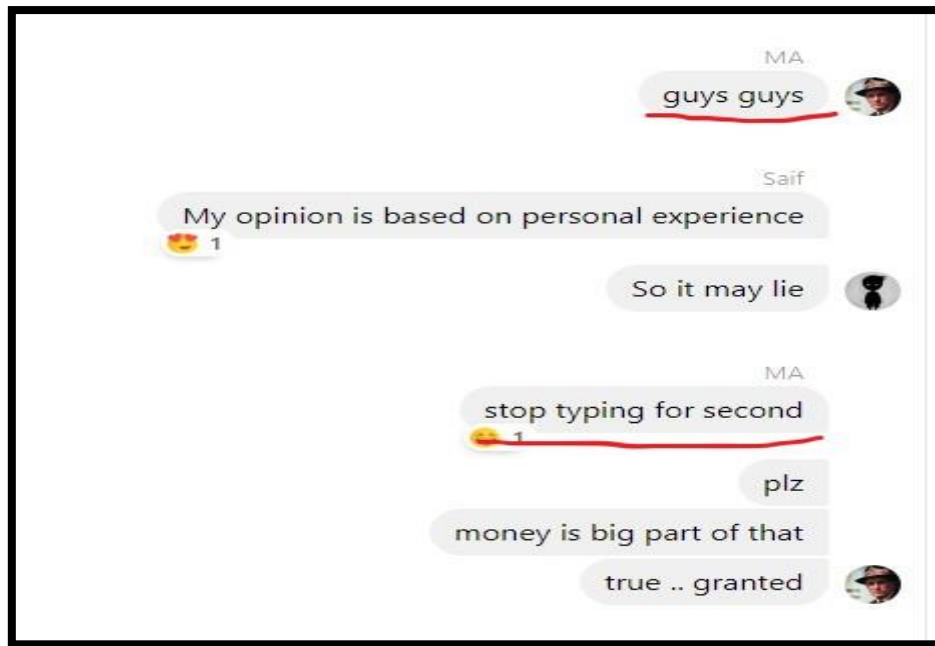


Figure 29: Students ' use of Power utterances

3. Rank, risk or imposition: The analysis of the students ' conversation shows that, students used words that could pose threat on the others ' face, and clearly highlight a considerable degree of risk. When student 01 used the expression "Whatever the number is...", negative thoughts could be understood by the others; they could understand that they are not important, nor respected, though, his use of that smiling face emoji may had expressed peaceful intentions. student 02 use of the words "desperate" and "hhh", could help the addressee feel with humiliation and less respect. Also, when student 03 shifted his style from informal into formal by saying: "Which fact! State your grounds", could cause misinterpretations for the others. In addition, other risk utterances and their impact could be observed when student 6 responded back as a reaction to student 5 humiliating comment, yet student 5 insisted and described student 6 opinion with the word "Intrusion", which could raise the degree of risk. Moreover, the others ' complements on student 6 opinion could make student 5 feel that he was wrong, which could make him feel as unwelcome, or unnecessary member between them. The analysis shows extreme use of rank expressions, that might be unacceptable in real life conversations, yet such risk could be minimized by the close distance between communicators.

Mon
I need someone to side with me in this 😊
I have no wishes to argue agisnt four or five of
you or whatever the number is
Student 1

MA
money does not bring happiness that a
desparte thing to say
islam still waiting for your secondly hh
😊 1
Student 2

Mon
which fact! state your grounds!
Student 3

MA
here it comes rabeH 's essay
😊 1
Student 5
Saif
@MA IC AttrI few words
Student 6
MA
few words of intrusion
hh

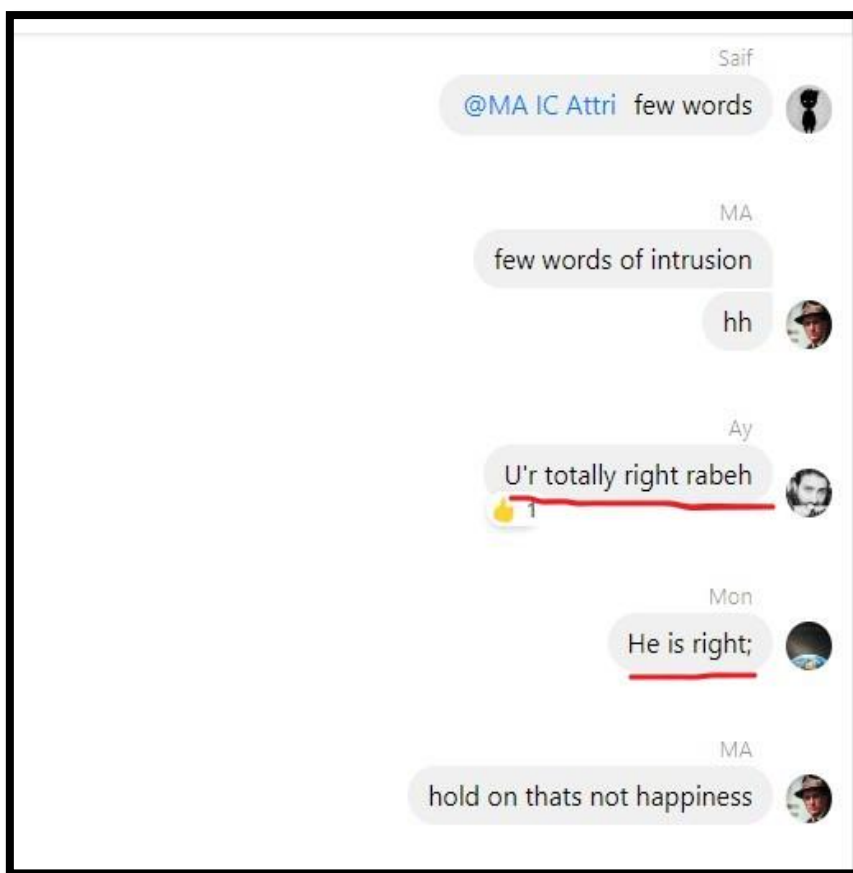
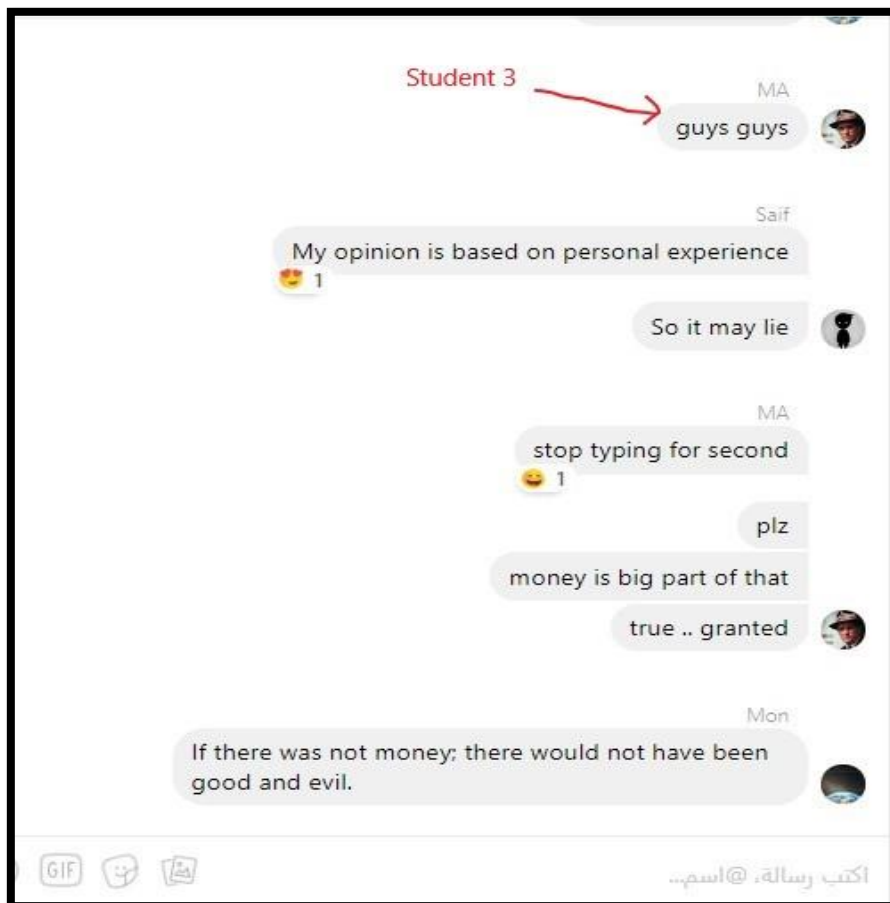


Figure 30: Students ' use of Rank utterances

C) Adjacency Pair: In conversation analysis, adjacency pair is a two-part exchange in which the second utterance is functionally dependent on the first. The analysis shows that, students were ignoring this principle at many points of their conversation, yet that was not enough to stop it, which highlights the importance of politeness strategies, and reflects the significant impact social distance has. When student 1 asked student 2 for his opinion, and even he added "Go ahead", which was supposed to add extra support to student 2, who decided to answer with "Okay old sports"; a sarcastic answer that was unexpected to such a question. Also, when student 3 said: "guys guys", even this is a written discourse, where normally the respond chances to such call are lower than the spoken discourse, no student showed a respond; a respond that could be : saying yes, what do you need?, or simply by stop typing" in order to see what he needed to say. Moreover, though student 4 asked a question in informal way, the addressee student did not respond, neither with a similar respond, nor with a formal one.



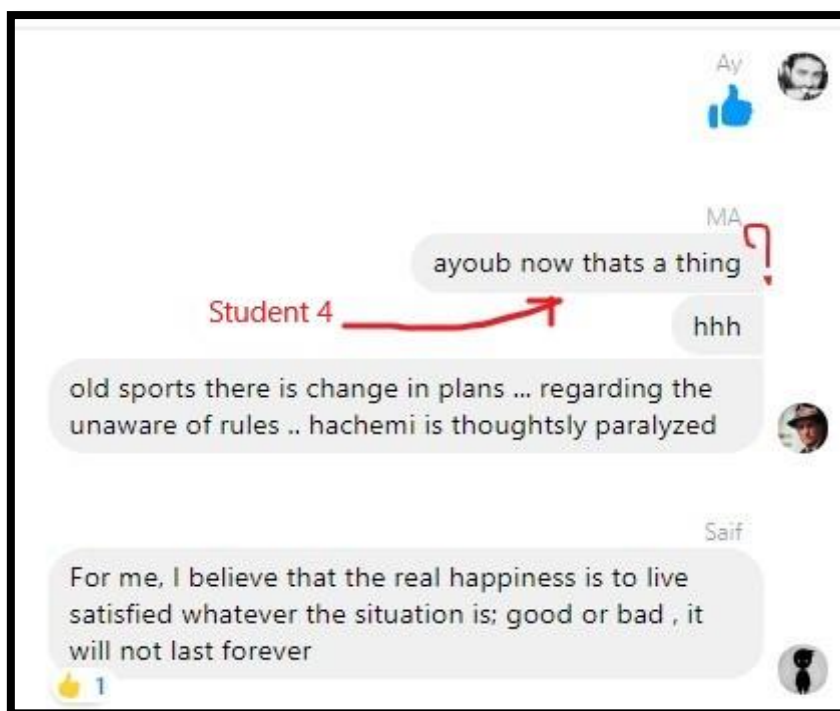


Figure 31: Students ' use of Adjacency Pair

D) Co-operative Principle: The analysis shows that all students respected the four co-operative principle maxims (quality maxim, quantity maxim, relation maxim, and manner maxim), since they were able to communicate and discuss the given topic in a way they could participate till the end of discussion.

On the other hand, the analysis also shows some linguistic features, that could be results of Facebook communicating habits. These features are presented on the following table:

Table 03: Linguistic features of students ' Facebook conversation

Grammatical and spelling mistakes.	<p>"...and was told to chose two among all .. ahpiness was included so is money .. so ichosed money pill .. twice .."</p> <p>pils = pills. ahpiness = Happiness. chosed = Choused. od = Old. pheroa destny = destiny. hopfully = Hopefully. severl = Several. hapinnes = Happiness.</p>
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Abbreviations and acronyms.	Fb = Facebook. LOL = Laugh out loud. ppl = People. abt = About. u = You. r = Are. bro = Brother plz = Please. hv = Have.	prblm = Problem. subb = Subtitle. smt = Something
Misuse of punctuation and capitalization.	<p>INDEED and speak one by one...allright okay , i tried lol The use of the personal pronoun " i " without capitalization several times. so is money..so ichosed money pill..twice.. Ignoring of the capitalization of first letters occurred many times.</p>	

2.2. Discussion of the Analysis Results

The analysis results demonstrate that Facebook conversation is totally different from real life ones, in a way it could be achieved without respecting the pragmatic aspects, that add appropriateness to the communicators ' messages. Unlike real life conversation, in which interlocutors have to respect the pragmatic aspects, otherwise they will be unable to deliver convincing communicative messages. With students ' ignorance of some effective pragmatic strategies, such as turn taking, adjacency pair, and some of politeness strategies, they could participate normally with the use of politeness strategies and co-operative principle, which reflects their importance to communication. Exaggerating in use of specific linguistic characteristics on Facebook, and ignoring the role of pragmatic aspects, could affect unconsciously and negatively students ' pragmatic competence and their ability to lead any conversation, neither linguistically nor pragmatically; even if they could on Facebook, real life conversations are never the same. In addition, the results clearly indicate the negative side of Facebook informality and its negative impact on students ' vocabulary learning, including structure and use, which may affect their ability to communicate correctly and appropriately.

3. The Analysis of the Teachers ' interview.

3.1. Sample description

The interview was devoted to EFL teachers at M'sila University. It was made with four teachers were chosen purposefully from different branches of teaching (Linguistics and Literature).

3.2. Interview description

The questions of the interview were developed in attempt to understand teachers ' attitudes and beliefs concerning Facebook and its impact on their EFL learners ' vocabulary learning process. More specifically, teachers were asked 17 open-ended questions, divided into three sections. Section one with two questions aims to collect general information about teachers. Section two is mainly about vocabulary teaching situation at the University, and it contains 05 questions. Meanwhile, the third section deals with Facebook and discusses its utility as a teaching instrument.

3.3. Analysis of the teachers ' interview

Section One: General Information

Question 01: *How long have you been teaching English as a foreign language at University ?*

This question was designed to know teachers ' experiences in teaching English as a foreign language at University. The result show that the longest teaching experience is 08 years, while the shortest is 03 years and a half, which indicates that teachers have different levels of experience in teaching English as a foreign language.

Question 02: *What module(s) are you teaching in the current time ?*

This question was asked specifically with the aim to know teachers ' opinions about the issue from different perspectives. The results indicate that two teachers are specialized in Literature; teacher one teaches literature, the other one teaches literature and American civilization, teacher three has oral presentation techniques and applied

linguistics courses, while teacher four teaches translation (English, Arabic, and French), written expression, research methodology, and cognitive psychology. 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 think that vocabulary teaching takes a part in the curriculum ?*

The aim of this question was to know the situation of vocabulary teaching in the curriculum. Two teachers claimed that vocabulary is given attention by course designers, while the other two believed that vocabulary is ignored in their teaching curriculum. These results demonstrate that vocabulary teaching greatly depends on the teaching modules, teachers themselves, and students ' degree.

Question 04: *How great emphasis do you place on vocabulary during your lectures ?*

- a. Great
- b. Very great

The obtained results show that all teachers (04) agreed with the importance of including vocabulary during their lessons, which reflects the fact that vocabulary is a very significant aspect in language teaching, and that teachers are aware of this reality.

Question 05: *What techniques do you prefer to present 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.

Question 06: *When presenting new words, you also add their:*

- a. Translation
- b. Spelling
- c. Grammatical functions

According to the results, most teachers (03) 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, one teacher prefers to add words ' meaning and equivalents.

Question 07: *Do your learners face problems in improving their vocabulary repertoire? Why?*

All of teachers (04) believe that their learners are having difficulties in improving their vocabulary. Three of them considered lack of reading as the main reason of such difficulties, while the other one related vocabulary difficulties to lack of practice, due to the absence of the appropriate environment. Moreover, one teacher added that, most learners write the new words on their notebooks without practicing them, as a result they easily forget. Another teacher also added that, lack of motivation may also cause vocabulary difficulties.

Teachers ' suggestions to overcome vocabulary improvement difficulties can be concluded as follows:

- Students have to read a lot, especially short stories.
- Students have to practice their vocabulary through writing essays and presenting oral tasks.
- Students have to choose the appropriate contexts for them to practice, like opening conversations with learners of higher levels.
- Students have to ink the new words in specific notebooks.

Section Three: Facebook Impact

Question 08: *Do you believe that Facebook arena could be used as vocabulary teaching-learning strategy? Justify.*

The results show that, two teachers answered with no; whereby one of them thinks that Facebook can not replace the traditional teaching materials, while the other teacher believes that Facebook is not appropriate for teaching and learning field, because according to her, it pushes students to learn informal language (abbreviations

and acronyms) to be able to communicate, which may negatively affect their language and vocabulary learning. On the other hand, two teachers showed different attitudes; they believe that Facebook could be used as a tool for vocabulary teaching and learning. For them, it provides both teachers and learners with various opportunities to learn or teach new vocabulary, as it fosters interactions among them. In addition, they believe that Facebook educational pages offer a plenty of lessons, games, and good ready materials for acquiring new vocabulary.

Question 09: *Do you think that Facebook can help learners to improve their vocabulary knowledge? How?*

Unexpectedly, two teachers provided negative answers. One of them stated that Facebook destroys students' language use, structure, and knowledge, while the other one mentioned that students can not improve their vocabulary using Facebook, unless they communicate with native speakers. On the contrary, the other two teachers believed that Facebook can contribute positively to vocabulary improvement, and they stated that students can improve their vocabulary using Facebook by:

-Teacher 01: Creating groups and following pages for the sake of enriching their vocabulary.

-Teacher 02: Using purposefully the provided electronic dictionaries that facilitate the access to new terms. And by learning from attractive posts, like poetry, short stories, proverbs and jokes,...

Question 10: *Do you think that Facebook language affects learners' vocabulary learning process ?*

Two teachers stated that Facebook language positively affects students' vocabulary learning process, while the other two teachers mentioned that Facebook language indeed has negative impact. Moreover, one of them claimed that some students do not get good grades in their exams due to the use of Facebook language that can not be classified but a language of a specific code.

Question 11: *Do you think that extensive use of Facebook could affect learners' language performance? How ?*

All teachers answered with "Yes".

- Teachers ' justifications:

-Teacher 01: Extensive use of Facebook affects negatively the way students use the language, since they tend to learn by losing the academic standards of their language that are replaced by colloquial and abbreviated language.

-Teacher 02: Extensive use of Facebook affects negatively the accuracy of students ' language formation, spelling, structure and grammar.

-Teacher 03: If students use Facebook for chatting, entertainment, and following unnecessary details, they will be negatively affected by Facebook, because automatically they will ignore reading, searching for knowledge, and exploring new ways of learning.

-Teacher 04: Extensive Facebook use will push students to acquire new linguistic features (different from their academic ones), since they may be exposed to new levels of awareness involves high linguistic performativity.

Question 12: *Do you believe that Facebook chatting habits affect learners' writing skill? Justify please ?*

All teachers share the same opinion, that Facebook chatting habits affect negatively students ' writing skill. They justified their answer by claiming that, chatting habits, which include the use of abbreviations, code switching, informal linguistic choices, and with the absence of academic standard forms of language, where students tend to focus on quantity rather than quality and accuracy, significantly affect negatively students ' writing performance. Moreover, one teacher added that, some Facebook discourse features sometimes could be clearly observed in students ' written outputs, which proves the great negative influence that Facebook language has.

Question 13: *Do you think that Facebook has changes the way EFL learners use the language ?*

All teachers answered with "Yes", with the clarifications of two of them. One teacher stated that Facebook helps students acquire new strange habits to learn a foreign language, while the other teacher claimed that, Facebook has changed the way students think about the language, in a way they tend to focus on the content and neglect the form.

Question 14: *Could any of your learners' misuses of language skills be related to Facebook language ?*

As expected, all teachers answered with "Yes", which means that all of them have experienced what Facebook could result through their students ' language performance.

Question 15: *In your opinion, does the written language of Facebook pose any threat for standard variety of the language ?*

The four teachers agreed that Facebook language threatens their students ' language proficiency. For one of them, it is quite difficult for EFL learners, especially beginners, to master their language while using it differently on Facebook. Another claimed that, when students get accustomed to Facebook chatting, they will use less standard language, which may leave negative impact on them. Moreover, another teacher stated that, students get affected because of the provided automatic corrector (the auto-correction service), that teaches them bad habits, in a way they sometimes fail spot their spelling mistakes when writing academically. These results answer one of this research questions mentioned previously in literature: Does the written language of Facebook pose any threat for standard variety of the language? .

Question 16: *How could students use Facebook as learning tool ?*

By this question, teachers were asked to provide suggestion/techniques/tips, that may guide students use Facebook as a learning tool. Teachers ' tips are as follows, students can use Facebook as learning tool by:

- Creating specific virtual groups that gather learners who use only academic language , and who have the intention to improve their vocabulary and language proficiency.
- Creating and following useful Facebook pages, that offer learning materials, such as learning activities, books,...
- Forming groups of interaction with teachers and colleagues.
- Practicing and refining their writing skills before using Facebook, so that it will not affect them.

Though, one teacher showed negative attitude towards using Facebook as a learning tool, and claimed that "Students can not use Facebook as a learning tool".

Question 17: *Do you have any suggestions for improving learners' vocabulary knowledge through Face-booking. If no, please mention the reasons why you think Facebook can not be that useful tool?* .

Teachers were asked to provide suggestions they believe that could help EFL learners benefit from Facebook platform and develop their vocabulary knowledge. Although, one teacher pointed out that Facebook can not help students enrich their lexicon nor their linguistic knowledge; but instead, it provides them with a chance to write without paying attention to their language correctness. He added: Facebook is an unconventional realm where unconventional language form are used. The other three teachers argued that:

- **Teacher 01:** Students should be aware of the importance of Facebook in their lives tending not only to chat using colloquial language and abbreviations, but rather trying to interchange lessons, ideas, and share comments using academic language that can raise their EFL proficiency and mastery of language.

- **Teacher 02:** Students should be conscious that Facebook is a double sword edged, and that they should use it carefully.

- **Teacher 03:** Students have to use Facebook purposefully, so that they try to benefit from it and what it provides. Students can follow Facebook pages that provide beneficial learning stuff; they also can learn by engaging in groups of interactions and discussions with learners and natives.

3.4. Discussion of the teachers ' interview results

As mentioned in earlier point, that the ultimate goal of this interview is to explore and understand teachers ' attitudes and opinions concerning the impact of Facebook language use on their EFL learners ' vocabulary learning and language learning as well. The obtained results lead to an understanding that; first, EFL teachers have positive attitudes towards vocabulary and its teaching, as they consider it a very significant aspect that English language learning/teaching process should include. Second, among many reasons, lack of reading is considered as the reason of

vocabulary improvement difficulties. Concerning the impact of Facebook, results show that teachers believe that Facebook language use has a negative impact, not only on learners' vocabulary learning, but also on their English language overall performance. These results lead to a conclusion that, Facebook with the fact that it may help EFL learners acquire new vocabularies in many different ways, and master their English language accordingly, it poses negative impacts on them as well. In addition, these results also confirm the three claimed hypotheses.

Conclusion

After discussing the results obtained from the research used tools, the initial hypotheses are confirmed, that Facebook helps EFL students develop their vocabulary knowledge, and that the overuse of it affects instinctively and negatively their ability to learn and use English and its vocabulary correctly (linguistically) and appropriately (pragmatically). It becomes interesting now to search for a way to minimize Facebook language negative impacts, in such a way that it provides EFL learners with the necessary abilities to acquire the right knowledge and use of the language and its vocabulary, through consolidating them for careful engagement in such learning platforms.

Recommendations

1. For teachers: EFL teachers are recommended to stop being skeptical towards using Facebook as a teaching material. The fact that, students' rate of using Facebook is increasing day after day, leaves teachers with two options: The first option is to use Facebook as a teaching tool, and this could be for the following reasons:

- Teachers can benefit from Facebook by using it for educational purposes, in order to break monotonous of the traditional classrooms, especially oral and written expression teachers.
- Facebook could help EFL teachers cope with the learner-centered approach, since it represents new and enthusiastic method of teaching.

- Facebook can be used as an extension to the classroom, so that students can continue with their learning process outside schools in a fun environment.

- Teachers can create online tutorial classes, that allow them control their students ' vocabulary and language learning process.

❖ While, the second option is to avoid using it, but instead they have to:

- Raise their students ' awareness about Facebook negatives on their English vocabulary and language learning, by providing instructions about how to use it correctly.

- Be careful when encouraging their students to use Facebook, especially beginners.

2. For students:

- Students should take into consideration the negative impact of Facebook on their vocabulary, and accordingly on their English language.

- Students should minimize their use of Facebook language, by replacing it with formal one.

- Students should use Facebook with the intentions of learning and acquiring knowledge.

- Students should understand that Facebook could be used positively to help increasing their chances to learn and practice the language.

- Students must give equal attention to the form as given to the content.

- Students could benefit from Facebook, by engaging into discussions and interactions with natives and other learners, in order to develop their English.

❖ Also, some points are suggested for further researches:

- Investigating the possibility of using Facebook language in academic contexts.

- Future research on the same area, should include all EFL teachers of the university, in order to be able to understand the whole picture, through comparing their opinions on using Facebook for educational purposes, so that, the results will help reach final decision.

General Conclusion

Ultimately Facebook is not used only for communication, but it could also be used for educational purposes as well, which lead this study to shed light on the impact of Facebook language use on EFL students ' vocabulary learning, taken into consideration this impact on their overall language performance. This research aimed to provide practical solutions to avoid such negative impacts if there are any; throughout asking five (05) research questions designed to guide the research to explore valid and practical information. The first question was "What is the impact of using Facebook on students ' vocabulary learning?". Secondly, "Has Facebook language changed the way EFL students learn vocabulary?". The third question was "Can EFL students improve their vocabulary repertoire by using Facebook?". While, the fourth question was "Do students who use Facebook learn more vocabulary then those who do not?", and the last question was "Does the written language of Facebook pose any threat for standard variety of the language?".

Through discussing the results obtained from the students ' questionnaire, the teachers ' interview, and the analysis of the students ' conversation, the five questions can be answered as follows: first, Facebook has double impact, its positive effects occur in terms of providing extra learning opportunities and materials outside the school, as it affects negatively their ability to learn and use vocabulary correctly, in a way if familiarizes them with new informal ways of acquiring and using the language vocabulary. Secondly, Facebook language indeed has changed the way EFL learners learn vocabulary, since Facebook represents new tool of learning, through chatting and exploring new learning sources, at least for some students, which may lead them give up using some traditional learning methods, such as reading. Third, using Facebook has been proved to be an excellent method for vocabulary improvement, but only if it was used for similar purposes. Fourth, in fact using Facebook is helpful to some extent; it helps students learn new English vocabulary items, but it remains a fashionable learning tool for many students, who prefer the use of traditional materials. Last, the fact that Facebook written language threatens students ' language variety, could be concluded from the results obtained from the three used research instruments; Facebook language does not only distort students ' language appearance as it was confirmed by students ' answers and teachers ' opinions, but also it affects

students' implicit language level and ability to use the language, and that was clearly observed on students' chatroom conversation; even students were able to produce correct utterances most times, but they were also unable to make benefit from their utterances to deliver appropriate and pragmatically correct messages.

In short, Facebook can be considered as a useful learning/teaching tool, since it increases learning opportunities, but if it is used improperly, its negative effects can overcome such benefits. Because by the end, successful educational system is not about using fashionable technologies, such as Facebook, despite the benefits of using them for educational purposes, but it is about providing the appropriate materials that suit teachers' capabilities, and cover students' needs and desires.

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- In what modules, please specify:

10. Do you think that vocabulary teaching is given attention from your teachers:

() Yes () No

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

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

12. Do you have difficulties with vocabulary improvement: () Yes () No

- Justify your answer:

.....

Part Three: Facebook Impact

Please put (√) in front of the right answer and justify whenever necessary:

13. What is the most popular social networking site that you visit regularly:

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

14. Do you have access to Facebook: () Yes () No

- If yes, How much time do you spend on Facebook a day: () One Hour () Two hours () Three Hours () Less/More, please specify

15. What is the preferable way of communication with others on Facebook:

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

16. Do you communicate using English: () Yes () NO

- If yes, choose why:

- () It is the only place where I can use English language outside the school

- () I want to practice and develop my English skills

- () I have foreign friends

17. Do you think that the extensive Facebook use has any effect on you vocabulary learning: () Yes () No

18. 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").

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

A-

- 1- () Facebook familiarizes me with writing in English.
- 2- () Facebook helps me use English grammar correctly when I write.
- 3- () Facebook is killing one 's writing habits.

B-

- 1- () Facebook motivates me to learn new words.
- 2- () Facebook encourages me to practice my vocabulary knowledge outside the classroom.
- 3- () Facebook threatens my language formality.

20. Does the way of writing for chatting affect your writing skill for academic papers or exams sheets: () Yes, it does () No, it does not

21. Do you think that Facebook is helpful for developing your vocabulary knowledge: () Yes () No.

- If yes, How?:

22. Do you think that learners who use Facebook learn more vocabulary than those who do not: () Yes () No

- If yes, justify:

23. Do you think that including Facebook in classrooms as teaching tool would be beneficial: () Agree () Disagree


Part Four: An open-ended question

Please, would you give some suggestions concerning the impact of Facebook language on your vocabulary learning process and on you English language learning that you may have experienced.

Thank You for Your Valuable Time ^_^

Appendix Two


Students ' Facebook Chattroom Conversation


Chattroom Conversation Analysis 

1 🙌


First, I would like to thank you from the deep of my heart for your precious assistance, and for being a part of our research. 🌟 4


MA
Welcome

Noted 


Saif
With pleasure 

Guys, you are kindly asked to discuss this claim, please.
being a happy person means that you are rich and have the ability to do whatever you want
otherwise you can not find happiness in you life


Islam
INDEED! 

Ay
Hhhh 


اكتب رسالة، @اسم...

Chattroom Conversation Analysis 


I need someone to side with me in this 😊

I have no wishes to argue agisnt four or five of you or whatver the number is 


Ay
@MA IC Attri


Partially agree with this claim 

MA
okay lets make a circle of turn taking and speak one by one ... allright folks let hear your deepest thought , fear, and madness of your ideas about life 🌟 1

hachemi take the liberty to turn give 

No, I want you guys to discuss this the way you like

MA
okay , i tried lol 🌟 1 

Islam
I wish to say something 

اكتب رسالة، @اسم...

Chatroom Conversation Analysis

here we go

Ay

What do u think choaib hh?!

@Mon Everest you said that you agree with this, can you exemplify

Ay

Go ahead

MA

okay old sports

Islam

I strongly disagree against those who maintain that happiness is for the poor; wealthy ppl lack peace of mind and tend to have psychological issues.

This is a merely claim was invented for the poor people to claim happiness.

I strongly disagree with**... (not against)

Secondly,



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

MA

money does not bring happiness that a desparte thing to say

islam still waiting for your secondly hh



Islam

If I am given 1 billion US dollars, I would do what makes me happy, namely beautiful wife, a house on the seashore, helping the poor, fancy cars, travelling and so forth. Herein I am being happy with money.

Indeed, without a neglection of the religious side.

MA

oh my land a billion dollar .. given who ond god's earth will give u a billion dollar

okay hear me out

i have seen lately this facebook post

@Mon Everest, why do think there are a lot of rich people, yet they are unhappy?

Islam

who told yo so, Hachmi?

I am All ears Maic



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

Ay

@MA IC Attri can u lpz bring the last video u sent to me here for more clarification hhhh

@MA IC Attri i hv prblm in my phone

the fact says so @Mon Everest

MA

hhh ayoub .. denied

Come on guy, Mr @Mon Everest is presenting you with different claims and no one argues ?

Islam

which fact! state your grounds!

MA

i have seen this fb post of severl drug pills where each one is for a smt , and was told to chose two among all .. ahpinnes was included so is money .. so ichosed money pill .. twice ..

👍 1

and i did not chose hapinnes u all folks know why

Saif



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

Well, I would agree with the claim to some extant. Believing that, being 🙏🙏 or financially satisfied 🌱 will offer lot of chances to live in Peace and freedom away from credits 📉 and debts 🙄. However, this richness will not always guarantee perfect life.

👍 1

MA

here it comes rabeH 's essay

👍 1

Saif

@MA IC Attri few words

MA

few words of intrusion

hh

Ay

U'r totally right rabeH

👍 1

Islam

He is right;

MA



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

hold on thats not happiness

Ay

Money is the core of life

Islam

Even humans would not last for so long. Se the life span of money can be equated with life span of money. Hand in hand to a better life 😊

Ay

We can't deny this fact

Islam

life span od men*

MA

guys guys

Saif

My opinion is based on personal experience 🙄 1

So it may lie



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

MA

stop typing for second 🙄 1

plz

money is big part of that

true .. granted

Islam

if there was not money, there would not have been good and evil.

MA

but the true happyyness is that you live convinced 🙄 1

that life comes with two sides

griev and joy

Saif

@MA IC Attri indeed

MA

sickness and health



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

Islam

the big title is Money: and life is the subtitle

Saif

This is the real happiness

MA

death and life

Saif

@Mon Everest I would not agree

MA

true money is all in

Saif

I think it is the opposite

Life is the big title and money is the subb

MA

there you go

rabeh 's wisdom is for free



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

rabeh 's wisdom is for free

islam u can use some



islam good and evil is associated with money

its actually associated with acceptness



you remember habil and kabil

it was never about the gold

the first murder in humanity was not abt gold



jealousy.. envy sloth

maybe but money no

Islam

it was about women

women is also a subtitle

MA

ameen to that hhhh

hachemi sorry for this but ولكن الباقيات الدنيا ... المال زينة الحياة الدنيا
الصالحات خير عند ربك




اكتب رسالة، @اسم...

Chatroom Conversation Analysis 


Islam

I can see your point


but

if one has a grip on both sides: this going to make him happy . 


MA

granted 


Islam


both money and religion 😊 
👍 2

Saif

if you have not the ability of management, one will fail either having billions or few shekels. 
👍 1

MA

so lets agree .. money does not bring happiness .. thats wht the rich people says to the poor so they would not seek money .. but also having viel vast list of fully loaded bank accounts of uncounted dollars does not necessarily make you happy .. you can be just pheroa.. or haman 
👍👍👍 3

hachemi .. you can come in ... we r good hhh 



اكتب رسالة، @اسم...


Chatroom Conversation Analysis 

Ay 
👍


MA

ayoub now thats a thing

hhh

old sports there is change in plans ... regarding the unaware of rules .. hachemi is thoughtsly paralyzed 


Saif

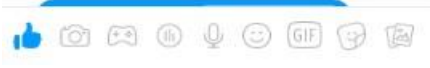
For me, I believe that the real happiness is to live satisfied whatever the situation is; good or bad , it will not last forever 
👍 1

@Ay Oub |In one sentence, what do you think?

@MA IC Attr | what do you think? can you jump into a conclusion

MA

true appiness is when you live convinsed that your whole destny is by god's hands .. and life is two banks of one river you have to visit each one at time .. having money or not .. thats part of bigger plan .. but that does not mean you should not goes for the money cause it is sure part of hapinnes 
👍 2



اكتب رسالة، @اسم...

Chatroom Conversation Analysis

What about you @Mon Everest

Ok guys, I think this is it.

2

as much as it pains me i can jump to conclusion .. i hope all this would help you pursuit your knowldge journey

1

thought i believe that money is a very essential part of life but still satisfaction is more precious and valuable

3

Thank you again, it is been a pleasure having such discussion with you guys

May Allah bless you and give you the perfect reward.

It is ours sure

1

pleasure .. enlightnenning .. very pleasent

1



اكتب رسالة، @اسم...

Thank you again, it is been a pleasure having such discussion with you guys

May Allah bless you and give you the perfect reward.

It is ours sure

1

pleasure .. enlightnenning .. very pleasent

1

and hopfully assisting

1

best of luck bro

1



اكتب رسالة، @اسم...

Appendix Three

TEACHER'S INTERVIEW

Dear teacher,

Your responses to this interview will improve our understanding of how Facebook language is affecting EFL learners' vocabulary learning process. Please select the appropriate response from those provided, or when appropriate, please provide a brief written response. We would be grateful for your help.

Thank you so much in advance for your collaboration

Part One: General Information

1. How long have you been teaching English as a foreign language at University?

.....

2. What module(s) are you teaching in the current time?

.....

Part Two: Vocabulary Teaching

3. Do you think that vocabulary teaching takes a part in the curriculum?

.....

4. How great emphasis do you place on vocabulary during your lectures?

() Great

() Very great

5. What techniques do you prefer to present new vocabulary items?

() Visuals

() Realia

() Synonyms and definition

() Translation

6. When presenting new words, you also add their:

() Translation

() Spelling

() Grammatical functions

7. Do your learners face problems in improving their vocabulary repertoire? Why?

.....

.....

.....

And how would you help them to overcome such difficulties?

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

Part Three: Facebook Impact

8. Do you believe that Facebook arena could be used as vocabulary Teaching-Learning strategy? Justify.

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

9. Do you think that Facebook can help learners improve their vocabulary knowledge? How?

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

10. Do you think that Facebook language affects learners' vocabulary learning process?

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

11. Do you think that extensive use of Facebook could affect learners' language performance? How?

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

12. Do you believe that Facebook chatting habits affect learners' writing skill? Justify please?

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

13. Do you think that Facebook has changed the way EFL learners use the language?

.....
.....

.....
14. Could any of your learners' misuses of language skills be related to Facebook language?
.....
.....

15. In your opinion, does the written language of Facebook pose any threat for standard variety of your learners' language?
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.....
.....
.....

16. How could students use Facebook as learning tool?
.....
.....
.....
.....

17. Do you have any suggestions for improving learners' vocabulary knowledge through Face-booking. If no, please mention the reasons why you think Facebook can not be that useful tool.
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.....
.....

Thank You for Your Valuable Time

الملخص:

في ظل التطور الهائل في التكنولوجيا الذي يشهده العالم؛ عرفت الآونة الأخيرة إقبالاً كبيراً من الناس على ما يسمى بوسائل أو مواقع التواصل الاجتماعي ، التي أصبحت تلعب دوراً هاماً في حياة الناس من مختلف الأعمار والأجناس، ويعد الفيسبوك أحد أهم المواقع أكثر تأثيراً؛ إذ يستقطب نسبة هائلة من الناس تقدر بالملايين. ولذا اختلفت وتنوعت استخدامات المستخدمين له نظراً لدوره الفعال، إذ يستعمله بعضهم للتواصل مع الغير وبعضهم يدير تجارته بواسطته، و أما الطلبة فلم يجدوا بُدأ من محاولة استخدامه لتحقيق أغراضهم الدراسية. وهنا يكمن دور هاته الدراسة؛ فهي دراسة لسانية تعتمد المنهج الوصفي، وتهدف لاستكشاف تأثير لغة الفيسبوك على إمكانية تعلم طلبة اللغة الإنجليزية كلغة أجنبية للمفردات، ومنه تأثير هاته اللغة، يعني لغة الفيسبوك واستعمالها على أداء الطلبة في اللغة الإنجليزية. تم اختيار طلبة قسم السنة الثالثة (LMD)، قسم اللغة الإنجليزية التابع لكلية الآداب واللغات بجامعة محمد بوضياف بالمسيلة، كعينة لهذه الدراسة، حيث ارتكز العمل على استبيان قدمناه لمجموع ثلاثين طالب، يتضمن آرائهم حول دور تعلم المصطلحات في تعلم اللغة الإنجليزية، وكذا رؤية مدى إقبالهم على هذا الموقع، وهل إذا ما كان يحمل تأثيراً على لغتهم أم لا. وبالإضافة إلى هذا، أجرينا حواراً مع أربعة أساتذة من القسم، قدمنا لهم مجموعة من الأسئلة بهدف فهم منظورهم لفكرة تأثير لغة الفيسبوك على تعلم طلبتهم لمصطلحات اللغة الإنجليزية؛ ومنه على أداء طلبتهم بصفة مجملية. و أخيراً وليس آخراً، إعدمت الدراسة أيضاً على تحليل حوار دار بين مجموعة من الطلبة الذين تم اختيارهم تلقائياً من العينة، إذ تم جمعهم في غرفة دردشة على الفيسبوك، ليقوموا بإجراء حوار حول موضوع معين، بهدف تقييم أثر لغة الفيسبوك على أدائهم وأسلوبهم الكتابي. واعتماداً على ما سبق ذكره من وسائل البحث المعتمدة، بالإضافة إلى ثلاث فرضيات؛ أظهرت النتائج: أن للغة الفيسبوك أثراً بالغاً ليس فقط على تعلم الطلبة لمفردات اللغة، وإنما أبعد من ذلك؛ إذ تؤثر سلباً على قابلية الطلبة لتعلم اللغة واستعمالها بصورة سليمة، ولهذا كان لزاماً على الطلبة، اتخاذ إجراءات لازمة إزاء المشكلة، ومن هاته الإجراءات ما تمت الإشارة إليه آنفاً في البحث.