

**People's Democratic Republic of Algeria**

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**Faculty of Letters and Languages**

**Department of English Language**

**The Role of Facebook in Vocabulary Learning**  
**A Case Study: The 3rd Year Pupils at Ammar El Saghir**  
**Middle School in Guerrara**

*Dissertation submitted to University of Ghardaïa for obtaining the  
Master's Degree in Didactics*

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## *Dedication*

*This thesis is dedicated to: The sake of Allah, my Creator and my Master,  
My great teacher and messenger, Mohammed (May Allah bless and grant him),  
who taught us the purpose of life,*

*I dedicate this work to those whom most I love in my life, those who  
Supported me and believed in me since my childhood, my dear Father and my  
beloved Mother that she went so soon may ALLAH bless and reward her the  
Janna, Who offered me support throughout all my life, for their endless love,  
care, sacrifice, patience, encouragements and prayers. To my stepmother Bahria.*

*To my lovely sisters*

*Zoubida & Messouda who stood beside me in every moment in my life and  
supported me to become who I am now. To my care brothers Lakhdar, Salah,  
Mebrouk, Djeber, Abd El Karim and their wives Hadjer, Radja,  
Houda, Sara, Assma. To all my nephews and nieces: Abd El Nour, Intissar,  
Sadjida, Awwab, Rayhana, Taha, Boushra, Fouzia, Balqis, Abrar, Akram. To my  
Sister's husband Yacine. To all my family members: uncles, aunts, cousins  
and uncle's wives. To all my besties: Sara, Shahrazed, Yamina, Rabab, and to all  
my friends: Fatima, Fatiha, Halima,.....and to all my neighbors and to all my  
brothers and sisters in Palestine (Gaza) and to all whom I forgot*

.....

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Dalila, Imane , Ahlame, Loubna*

*who stood beside me in every moment in my life and  
supported me to become who I am now. To my care brothers, Naili, Tarek Khalil  
. To my cutee little neice : Inasse and to my grandmother*

*To all my family members: Abd El Kader, Omar, Rachid and to my other uncles,  
aunts, cousins*

*and uncle's wives. To all my bestie: Ouassila,  
and to all my*

*friends: Djamilla, Fatma , Chahrazed .....and to all my neiboghrs and to all my  
brothers and sisters in Palestine (Gaza) and to all whom I forgot*

.....

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## **Abstract**

The very fast development of technology, science, and media has influenced all aspects of human life including education. Social networking sites (SNSs) have become the primary resort to the human being to tackle all kinds of real-life issues and concerns in general and language learning in particular. Facebook is a principle social website to enhance communication, language acquisition, vocabulary learning. Also, it provides with the authentic materials of the target language. A study was carried out with 50 third-year young pupils at Ammar El Saghir Middle School in Guerrara to analyze the effectiveness of Facebook use in vocabulary learning. The 50 pupils were divided into two groups ( experimental and concluding groups) each group included 25 pupils. Data collected with the use of pre and post tests to the two groups. While a structured questionnaire was conducted only with the experimental group pupils. The study showed that pupils believed that the Facebook website is reliable resource to meet the learning purposes. Overall, Facebook can serve the educational process as a supplementary tool to improve the learner's outcomes.

**Keywords:** Learning, Vocabulary, Facebook.

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# **General Introduction**

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## **General Introduction**

### **1. Background of the study:**

All English students around the world encounter a number of obstacles and difficulties to master the language. Vocabulary is the basic obstacle in the process of acquiring or learning a language. EFL students are working hard to tackle that problem by searching for effective and vital resources that enable them to master the English language vocabulary. Vocabulary is central to English language because without sufficient vocabulary students cannot understand others or express their own ideas; also they cannot use the English language correctly and appropriately. Shmitt 2010 noted that learners carry around dictionaries not grammar books. Social media platforms such as Facebook , YouTube , Instagram ,etc , have been a helpful resources to participate , collaborate , and share languages among individuals worldwide because social media is the only medium of everyday interaction and communication that can support appropriately the language learning process . Nowadays, EFL students are using social media especially Facebook to collect a wild vocabulary knowledge. Facebook enables students to discuss, communicate with others; learn easily and entertainingly in opposite to the traditional methods they used to learn with in classroom settings. A number of previous studies were conducted to investigate the effectiveness of Facebook use in vocabulary learning which showed that Facebook has a positive impact on vocabulary acquisition. As an example, Ghanes Kaba study 2022, Aria Rios Espenoza Compos confirmed that Facebook is a good learning environment to enhance vocabulary knowledge.

## **General Introduction**

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### **2. Objectives of the study**

This study aims to emphasize the previous studies such as Ghanes Kaba , Aria Rios Espenoza Compos that represented the potency of learning vocabulary through Facebook . Moreover, the current study investigates the role or the influence of Facebook on the third-year pupils at Ammar El Saghir Middle School in Guerrara, whether Facebook is effective or not compared to the traditional methods.

### **3. Research Questions:**

Q1: To what extent can Facebook affect the EFL student s input?

Q2: Do students who use Facebook learn more vocabulary than those who do not?

Q3: Whether Facebook is an effective tool to learn vocabulary compared to traditional methods?

### **4. Motivations:**

The primary motivations that lead the researchers to conduct this research are:

First, this research has not previously been conducted on young pupils in Algeria, the studies were conducted only on the university students.

Second, the researchers are seeking for new methods and ways for teaching and learning vocabularies by using social networking platforms to update the generation s needs and desires.

Finally, student's obsession and desire to study English via social media, so that the researchers planned a pre and post tests and questionnaire to collect the needed data.

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### **5. Definition of the terms:**

#### **Facebook :**

Facebook is a website which allows users who sign up for free accounts to connect with friends, work colleagues or people they do not know , online . It allows people to share pictures, videos and articles as well as their own thoughts and opinions with others .

#### **Learning:**

Thorndike (1928) considered learning as a permanent change in behavior as a result of experience and the behavior includes both of the external and internal actions of the individual which are observed and remain an observed by the outside world.

#### **Vocabulary:**

Vocabulary is a list or a set of words for a particular language or a list or a set of words that individual speakers of language might use.

### **6. Limitations of the study:**

The obstacles that faced the researchers during the conduct of the research are :

First, the time was very limited and not sufficient to collect the information and examine the participants.

Second, the official school exams were a handicap to distribute the questionnaire thus , to do the post test .

Finally, the volunteers were not able to access to the Facebook page which lead to create another Facebook page to teach them through it. Also, the researchers took the green light to begin the research after the second semester.

# **General Introduction**

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## **7. Structure of the thesis:**

This thesis consists of a general introduction, two main chapters and a general conclusion. It begins with the general introduction that includes the study background, the objectives of the study, motivations, question, limitations and thesis structure. The first chapter deals with the theoretical part of the thesis (literature review) which is divided into two sections. The first section focuses on the definition of vocabulary, the importance of learning vocabulary followed by the types and aspects of vocabulary, vocabulary learning difficulties and teaching methods . The second section contains the contribution of social media in education thus, the origins, development, advantages/ disadvantages of Facebook. The second chapter which is the practical of the thesis represents the research design, data collection tools, data analysis procedures. This chapter discusses the findings or the results that have been obtained after conducting this study. The general conclusion presents a general idea about the study findings which is the collaboration of Facebook in vocabulary learning in an academic context.

*Chapter one*

*Facebook and Vocabulary Learning*



**Part one: Theoretical Part****Chapter one: Literature Review****Section1: Learning Vocabulary****1.1.1-Introduction:**

This section is aimed to represent an overview about: Definition of vocabulary, the importance of vocabulary, the aspects of vocabulary as well as types of vocabulary, learning vocabulary difficulties finally teaching methods.

**1.1.2-Definition of Vocabulary:**

It is obvious that vocabulary is the basic of any language ,it considered as the key of any society ,the main tool of communication . For that, multiple experts had the chance to define vocabulary, for Hatch & Brown (1995, p1) "Vocabulary is a list or set of words for particular language or a list or set of words that individual speakers of language might use «, while Wu (2009, P5) cited that Vocabulary is a list of words, usually in alphabetical order and with explanations of their meanings. Webster Dictionary (1985, p 1073) "Vocabulary is a list or collection of words usually alphabetically arranged and explained or lexicon ,stock of words use in language or by class ,individual ,etc."

Vocabulary is the total numbers of words in language or all the words known to a person or used in particular book, subject and a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995, p.1331) .

From the definition above vocabulary can carry different meaning from person to other, but it must be understood that vocabulary should not be precise and limited in on concept.

**1.1.3- The importance of Learning Vocabulary:**

Since vocabulary is an essential part in learning languages many researchers tried to highlight a several importance. Laufer (1997, p142), claimed that learning vocabulary is one of the most important component without which language production and comprehension are impossible. It would be impossible to learn a language without having vocabulary mastery because people need several words to convey the intended meaning to communicate with others.

Meanwhile, Wilkins (1972) claimed that the important side of learning vocabulary is gaining much more vocabulary than grammar, he argued that the learner not be able to produce grammatical sentences if he has not got the vocabulary that is needed to convey what one need to express. Furthermore Krashen (1993) supported Wilkins's opinion by saying that the students do not carry grammar book, they carry dictionaries. In the other hand Harmer (1991) see that selecting the suitable words in a certain context is more crucial than selecting grammatical structures since a lack of vocabulary can prevent language learners from using structures appropriately

Rivers and Nunan (1991), claim that the acquisition of an adequate vocabulary is necessary for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we many have learned for comprehensible communication

The vocabulary is important because it is the most sizable and unmanageable component in learning in the learning of any language because of tens of thousands of different meanings as Oxford(1990) noted.

**1.1.4-Types of Vocabulary:**

According to experts vocabulary can be classified into two main types.

For Harmer (1991, p159) active vocabulary and passive vocabulary are the two types of vocabulary. Mean while Hibert and Kamil (2005, P3) classified vocabulary into oral form and print form. The oral form of vocabulary is when someone speaks or reads orally, while the print form of vocabulary is when someone reads silently or writes something. Moreover Hibert and Kamil (2005, P3) added that vocabulary can be productive and receptive or passive and active.

**a- Productive Vocabulary:**

Productive vocabulary is the set of words that individual can use when writing or speaking. They are words that are well known, familiar, and used frequently (Hibert & Kamil.2005, p3).

**b- Receptive Vocabulary:**

Receptive vocabulary is that set of words for which an individual assign meaning when listening or reading. These are words that often less well known to students and less frequent in use (Hibert & Kamil.2005, p 3).

**1.1.5- The aspects of Vocabulary:**

Harmer (1991, p158) stated that understanding the meaning, word use, word formation, and word grammar are all part of having a good vocabulary.

There are five aspects of vocabulary which are needed to be learned by the students they are: meaning, spelling, pronunciation, word class, word use. (Lado as cited in Mardianawati, 2012, p11).

**1.1.5-1- meaning:**

Because the word may carry a multiple meaning in different context, the student must have the ability to differentiate between the different meanings of a word.

Konza (2016) stated that the importance of explicit teaching of vocabulary to support students to become confident in meaning of a word and use in context so that it will become part of their own repertoire.

**1.1.5-2- Spelling:**

Spelling is the process of composing words out of letters using the standard spelling system, orthography .the ability of spell means the ability of read ,write and analyze sounds and meaning of words as (Treiman, p35) believed .

**1.1.5-3- Word Class:**

Hatch and Brown (2001, p218) classify the vocabularies (words) into two types based on their functional categories, they are: major classes and closed classes.

**a) Major Classes:**

- Noun: it refers to a person, place or thing, i.e. Ouassila, Doctor, Chair, etc.
- Adjective: it refers to the words that give more information about a noun or pronoun, i.e. helpful, good, intelligent, lovely, idiot, etc.
- Verb: it refers to the words that denote action, i.e. cook, write, sit, ask, play, etc. . . .
- Adverb: it refers to the words that describe or add to the meaning of a verb, adjective, another adverb or a whole sentence, i.e. quickly, loudly, carefully, etc.

**b) Closed Classes:**

- Pronoun: it refers to nouns that have already been mentioned, i.e. He, we, his, etc.
- Preposition: it refers to the words that help locate items and Actions in time and space, i.e. at, on, beside, under, between, etc.
- Conjunction: it refers to the words that connect sentences, phrases or clause, i.e. and so, but, etc.

- Determiner: it refers to the words that used before a noun to show which particular example of the noun you are referring to, i.e. the, an, my, a, your, this, etc.

**1.1.5-4- Pronunciation:**

According to Mardianawati (p7) " pronunciation of a word is what we hear when someone says the word, Most words have only one pronunciation, but sometimes a word has two or more pronunciations." She added that pronunciation the word make student capable to remember it rapidly when they see it or hear it.

**1.1.5-5- Word Use:**

"Word use is how a word, phrase, or concept is used in a language ....Word use may also involve grammar and thus be the subject of profound analysis "(Mardianawati).

**1.1.6-Vocabulary Learning Difficulties:**

Learning difficulties is the problems that the learner faces when acquiring a new language and it is also the obstacles that the teacher goes through while teaching. Thornbury (2002) stated some factors that make some words difficult which are:

**1.1.6-1-Pronunciation:**

Thornbury (2002) asserted that pronunciation has an important role in making words easy or hard to learn because of the different ways of saying and because of the unfamiliar sounds for English learners.

**1.1.6-2-Spelling:**

The ability to spell words considered as problem for individuals, Thornbury (2002) believe that words with silent letters are so problematic such as doubt, listen, what, knock, answer,.....ect

**1.1.6-3-Grammar:**

Grammar is not always easy .it get harder to learn especially when it comes to the change of verbs through tenses .this can mislead the learner

**1.1.6-4-Meaning:**

When two words are quite similar in meaning learners most of the time full in trap of misleading .For example: the verbs do and make can cause this issue, make a dinner but do dishes, make a suggestion but do shopping.

**1.1.6-5-Length and Complexity:**

Length and complexity may reduce the learning process or ability, According to Thornbury (2002) the short words are easy to learn and it is useful rather than the longer ones.

**1.1.6-6-Range, Connotation and Idiomaticity:**

The complexity or simplicity of a word depends on many manners. Words with vast range of contexts are much easier to enhance than those with a limited range. for instance: the verb “put” can be used in various context rather than the verb “impose” and “place”, in addition terms with negative implication in English are more avoided by learners than the opposite ones which make problematic connotation . Thus, the idiomaticity of some expression such as “make up your mind” and “keep an eye” are so difficult to be remembered and learned meanwhile words like “decide” and “watch” are simple and easy and carry the same meaning

**1.1.7-Teaching Methods:**

Teaching methods are ways and instructions in which the teacher tries to facilitate the education process and helps the students to understand and remember what they have learned. Harry Dhand stated that the word “how” of teaching is given as much significance as “what” and “why” in academic circle.

Those are some teaching methods:

**1.1.7-1-Differentiated instruction:**

Differentiated instruction is the notion of where the teacher create a tailored education plans for learners based on their different needs. This method support student with disabilities in classroom and make them feel welcome and comfortable in academic environment.

**1.1.7-2-Lecture- based learning:**

This method considered as the traditional way for lecturing ,it based on teacher's explanation by presenting on , showingof and proposing examples while student observe, take notes, listen, and copy the teacher's demonstration and this is concern as teacher based method.

**1.1.7-3-Technology-based learning:**

Technology –based learning allow both student and educator to use technology in classroom, student can use computers and tablets to read and to conduct information or play educational games while teacher can present educational videos, pictures and texts.

**1.1.7-4-Group learning:**

Grouping students is an helpful idea to teach them skills in collaboration .For example group presentations can convey information to rest of class, asking and answering questions and interact with each other

**1.1.7-5 -Individual learning:**

Since the group learning method effective, the individual one is also functional, it makes students feel responsible and allow them to work by themselves.

**1.1.7-6-Inquiring-based learning:**

Inquiring based learning is when students solve problems and discover information on their own by investigation and the teacher is their resource.

**1.1.7-7-Kinesthetic learning:**

This method known as learning through movement where the educator move around and use hand gestures while presenting lessons to make students engage visually and kinesthically and encourage students perform physical activities , teacher can allow students :

- Drawing
- Acting
- Building
- playing

**1.1.7-8-Game-based learning:**

Game-based learning promotes the idea of using educational games in classroom to avoid the student feeling bored.

**1.1.7-9-Expeditionary learning:**

This method actually based on learning through practical experiences. These experiences can be projects, case studies, lab experiments or school trips, this way connect students with the real world.

At the end teacher may use one or combination of methods to education according to the lesson subject and to the teacher vision about the learning process.

**1.1.8-Conclusion:**

Concerning to what all have been represented about vocabulary ,learner must take into consideration to not skip any part of rules when acquiring language vocabulary , teacher and learner are both considered as seekers and investigators about new methods to facilitate vocabulary learning and teaching.



**SECTION 2: Facebook Impact in Vocabulary Learning****1.2-1-Introduction:**

Learning processes are produced in particular settings and in particular context, the characteristics of which play an essential role in the processes themselves. However, the places of learning can not be considered only physical locations, but should be also virtual spaces; the adjective virtual refers to the frequent mind as an extended places of learning and to the formal, non-formal and informal educational settings. The resources of learning should be multiple, diverse and reliable regardless to the classrooms or the traditional tools as books and libraries. Virtual spaces are able to address, meet, discuss all the learning /teaching needs, concerns and objectives. As mentioned by Shahrokni [2009] and Cetinkaya and Sutcu[2019], "the use of multimedia tools or online applications in teaching and learning enhance students learning". The further supported by Pennington [1989] who stated that when using a computer, incidental learning is effective. Social Networking Sites namely Facebook serve different purposes in learning. Facebook has helped learners of English directly and indirectly to effectively enhance their learning. It provides students on the usage of words in authentic real-life situations. In addition to, the use of Facebook provides positive effects such as pronunciation improvement and vocabulary enlargement. The acquisition of vocabulary allows students to speak and write fluently and helps them to understand the exact meaning of what they hear and read

**1.2-2- Social Median in Education:**

One of the most powerful communication tools of the 21<sup>st</sup> century is social media (SM). SM are interactive technologies that facilitate the creation, sharing and aggregation of content ideas, interests and other forms of expression through virtual communities and networks.

Social media refer to new forms of media that involve interactive participation. Social network users interact through sharing texts, photos and audio and video. SM platforms typically offer features such as profiles for users to share personal information, posts or updates shared with followers or connections, engagement mechanism like likes, comments and shares and messaging functions for private communication. Social media platforms come in various forms , including social networking sites (Facebook, LinkedIn), microblogging platforms (Twitter, Tumblr), media sharing networks (Instagram, YouTube), professional networks (LinkedIn), and messaging apps ( WhatsApp, Messenger). The role of SM is varied because when it comes to education, they can address various fields and concerns. The use of SM by students has become a very popular method to engage teachers and learners. Social media platforms provide a vast repository of educational content, including articles, videos and educators to access to diverse learning materials. Social media facilitate global connectivity, enabling students and educators to connect with peers, experts and educational institutions worldwide. This foster a global perspective and the exchange of ideas. SM platforms enhance collaborative learning experiences, allowing students to work together on projects, share thoughts and learn from each other.

Over many years, social media has gained superior credibility as trusted source of information and a platform where organizations can interact with their global audiences. SM, teachers can improve technological ability and students' involvement in studies. It also provides a good sense of collaboration in the classroom while making better communication skills with students.

Rautela (2022) claimed that the interface between education and technology has become both inevitable and significant in today's digitally connected world. As a result, the current educational landscape is shifting toward using digital technologies for teaching and learning.

For instance, an increasing member of teachers and students use social media for personal and educational purposes.

The role of social media in the field of education is demonstrated by the following points given below:

1\_ Self-paced learning: sites that are designed for educational purposes are known as educational sites. These sites have unique characteristics of self-paced learning, where the course content can be viewed by learners at any place and time and at his/her convenience.

2\_ Self- knowledge: students get engaged in various topics. This provides an opportunity to students to interact and learn from each other without any geographical constrain, thus adding to their self-knowledge.

3\_ Skill- development: through blogging students can be engaged in practical works which can enhance their skills. In this era of computing, social media usage helps the individual in developing computing and communication skills.

4\_ Rapid spread of information and higher level of engagement: social media acts as a faster medium of disseminating information regarding exams and practical topic, seminar or conference from one point to other. Networking allows participants to just -in time learning and higher levels of engagement.

5\_ Flexibility in learning: social networking adds an element of flexibility in learning. These educational sites allow learners to select learning material according to their interest and knowledge.

6\_ Enhancement in student interaction: The integration of Social Media technology facilitates student' participation, interaction and writing/ literary development.( Zheng,2013) .

This media can enhance teacher-student interaction and serve as a “communication” forum in educational settings (Williams, 2012).

7\_ Collaborative learning: social media provides support for collaborative learning.(Lockyer& Patterson,2008). Students critique and comment on each other’s assignment works in teams to create content and can easily access each other and the teacher with questions or to start a discussion (Kalia, 2013).

8\_ Inclusive learning: easy use and accessibility of social media creates an inclusive learning environment. Students with disabilities benefit from some learning experiences using social media as their non- disabled peers (Asuncion et al, 2012).

9\_ Geographical distance is no more constrain for attaining educational experiences: with the use of social media, individuals can participate in conference and seminar at any place in a world, by sitting at their own place and time.

### **1.2.3-Facebook:**

Facebook, a cornerstone of modern social media, functions as a bustling digital agora where connections thrive and ideas flow. Its interface, a mosaic of profiles, posts and notifications, beckons users into a realm where virtual interactions mirror real-life dynamics. With each scroll, a tapestry of human experiences unfolds from jubilant celebrations to poignant reflections. Photos and videos punctuate the feed, offering glimpses into distant lives and far-flung locales. Through likes, comments and shares users weave a complex web of digital camaraderie, fostering bonds that transcend geographical barriers. Yet amidst the curated moments and curated selves, lies a dynamic ecosystem ripe for exploration and engagement, where dialogue sparks, communities coalesce and the pulse of humanity beats in binary.

**1.2.4-The Origins of Facebook:**

Mark Zuckerberg was a Harvard computer science student when he, along with classmates Eduardo Saverin, Dustin Moskovitz, and Chris Hughes invented Facebook. Amazingly, the idea of the website, now the world's most popular social networking page, was inspired by a botched effort to get interested users to rate one another's photos.

In 2003, Zuckerberg, a second-year student at Harvard, wrote the software for a website called Face mash. He put his computer skills to questionable use by hacking into Harvard's security network, where he copied the student ID images used by the dormitories and used them to populate his new website. Website visitors could use Zuckerberg's site to compare two students' photos side-by-side and determine who was "hot" and who was "not".

Facemash opened on October 28, 2003 and closed a few days later, after it was shut down by Harvard executives. In the aftermath, Zuckerberg faced serious charges of breach of security, violating copyright, and violating individual privacy. Though he faced expulsion from Harvard for his actions, all charges against him were eventually dropped.

**1.2.5-1.The Facemash; an App for Harvard Students:**

On February 4, 2004, Zuckerberg launched a new website called The Facebook. He named the site after the directories that were handed out to university students to help them to know one another better. Six days later, he got into trouble again when Harvard seniors Cameron Winklevoss, Tyler Winklevoss, and Divya Narendra accused him of stealing their ideas from an intended social networking website called Harvard Connection. The claimants later filed a lawsuit against Zuckerberg, however, the matter was eventually settled out of court. Membership to the website was at first restricted to Harvard students. Over time, Zuckerberg enlisted a few of his fellow students to help grow the website. Eduardo Saverin, for example, worked on the business and while Dustin Moskovitz was brought on as a

programmer. Andrew McCollum served as the site's graphic artist and Chris Hughes became the deface to spokes person. Together the team expanded the site to additional universities and colleges.

#### **1.2.5.2-Facebook the World's most Popular Social Network:**

In 2004, Napster founder and angel investor Sean Parker became the company's president. The company changed the site's name from The Facebook to just Facebook after purchasing the domain name facebook.com in 2005 for \$200,000. The following year, venture capital firm Accel Partners invested \$12.7 million in the company, which enabled the creation of a version of the network for high school students. Facebook would later expand to other networks, such as employees of companies. In September of 2006, Facebook announced that anyone who was at least 13 years old and had a valid email address could join. By 2019, it had become the world's most used social networking service, according to a report by the analytics site compete.com.

While Zuckerberg's antics and the site's profits eventually led to him becoming the world's youngest multi-billionaire, he has done his part to spread the wealth around. In 2010, he signed a pledge, along with other wealthy businessmen, to donate at least half of his wealth to charity. Zuckerberg and his wife Priscilla Chan have donated \$25 million toward fighting the Ebola virus and announced that they would contribute 99% of their Facebook shares to the Chan Zuckerberg Initiative to improve lives through education, health, scientific research and energy.

#### **1.2.6-The Development of Facebook;**

Facebook was founded by Mark Zuckerberg , along with his roommates Edwardo Staverin , Andrew McCollum , Dustin Moskovitz and Chris Hughes. Zuckerberg launched "TheFacebook" as a social networking website exclusively for Harvard students. The platform

quickly expanded to other LVY League universities and eventually to colleges and universities across the United States and Canada. Originally, Zuckerberg created Facebook as a way for students to connect and share information with each other within their academic community. However, its popularity grew rapidly and in September 2006, Facebook opened its doors to everyone aged 13 and older with a valid email address. The company's early success was driven by its innovative features, such as the ability to create personal profiles, add friends and share updates and photos. Over the years, Facebook has evolved into one of the largest and most influential social media platforms in the world, with billions of active users globally. It allows users to create personal profiles, add friends, share updates and videos, join groups and interact with content posted by others through likes, comments and shares. It has evolved over the years to include other features such as events, marketplace, gaming, live streaming and more. Additionally, Facebook has acquired several other platforms and services, including WhatsApp, Instagram and Oculus VR. With billions of active users worldwide, Facebook played a significant role in connecting people, facilitating communication, sharing information and enhancing language learning because it contains several languages.

### **1.2.7-Facebook Benefits:**

It is a free medium of communication.

1-Facebook users establish relationships with anyone, anywhere in the world.

2-Facebook provides opportunities to know other cultures, values, costumes and traditions.

It is the most appropriate tool for sharing thoughts and feelings

4-Facebook features (such as group chats, notification, file sharing, etc) help members of the group stay connected.

Facebook also provide job recruitment announcements.

6-Facebook promotes a collaborative and cooperative learning environment which promotes interactions; it helps learners to express their thoughts, feelings and overcome their linguistic limitations.

7-Facebook enhanced “student to student “and “student to instructor “communication which in turn many translate greater learning outcomes ( Irwin, Bell, Desbrow & Leverit, 2012 p.1229).

8-Facebook is useful in learning new vocabulary among English language learners.

9-It reduces stress and confidence issues because it is fun and flexible and it creates motivation and build confidence.

10-Facebook helps students learn English organisation, grammar and structure, content, vocabulary, spelling and improves students’ writing skills by learning from each other through posting writings on Facebook.

11-Educators and many students in the English language learning field believe that it helps improve students ‘writing by setting up a discussion group, students can use a greater level of grammatical complexity in their writing and can reduce mistakes. It helps EFL students to learn new vocabulary by reading peers’ comments, listening to audios, videos, pictures, etc.

12-Using Facebook in education can help EFL learners to reduce spelling errors through the use of the spell-check feature.

### **1.2.8-Facebook Disadvantages:**

1- Facebook is not a suitable environment or it is inappropriate for formal teaching and learning activities.



2- Facebook creates students' distraction and creates students' habits of using short forms too much or informal writing, which leads to grammar mistakes.

3- Tradition students who are habituated to books or hard copy materials might view Facebook as an unsuitable environment to learn English because broken English is often used on Facebook and that does not help them with their communication skills( Idem , p . 36).

4- Furthermore, Facebook disadvantages are mainly seen in students' reliance on the online correction. It has a harmful effect on learner's productivity and task performance.

5- Long Hours spent on Facebook seen to decrease students' academic performance and thus their grades.

6- Kamnoetsin ( 2014,p.8) pointed that Facebook may affect students ' learning outcomes and physical and mental health it may result in dishonest and unreliable friendships because individuals can present only a positive self-image and it can result in miscommunication because the writing can be lacking in the opportunities for expression, explanation and clarification that are found in face-to-face interaction.

### **1.2.9-Conclusion:**

Social media platforms are very common tools to share, enhance , teach languages to individuals worldwide , especially vocabulary learning ; social media is a vital and resources to collect an amount of vocabulary knowledge . Facebook played an effective role to improve English vocabulary due to the individuals' overuse of Facebook because they use it as an everyday interaction tool. Also to meet their professional and personal purposes. In addition the fact that Facebook is an up –to-date website that all men, women, children, etc around the world like the most.

## **Chapter Two**

### **Research Methodology and Data**

### **Analysis**

**Part Two: Practical Part**

**Chapter Two: Practical part**

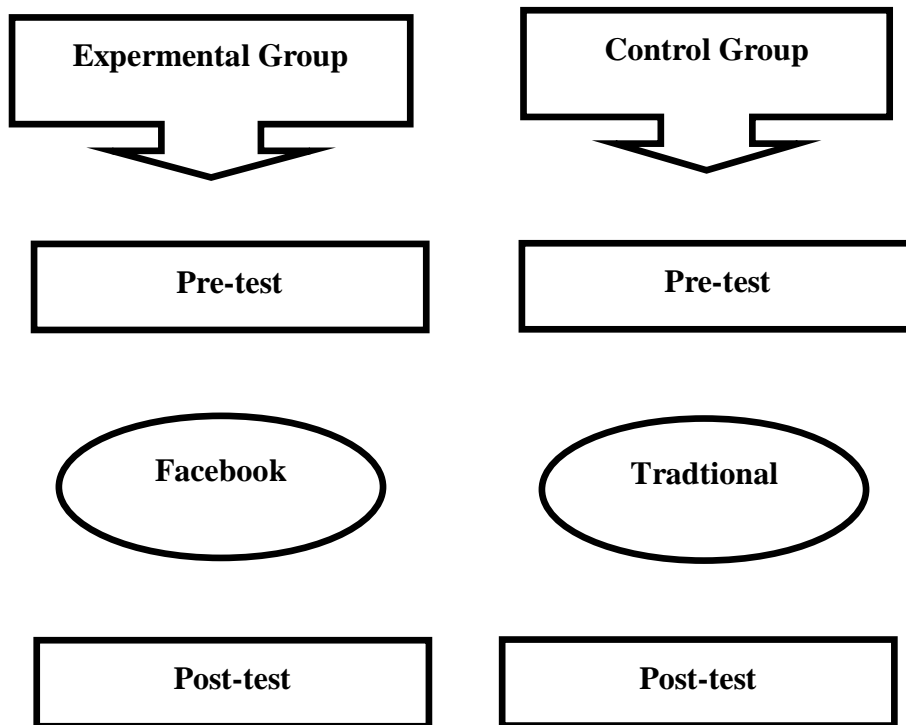
**Data Collection and Analysis**

**2.1-The Introduction:**

This chapter introduces the experimental part of the study. It intended to elaborate the role of Facebook in vocabulary learning of teenage school English language learners at Ammar El Saghir Middle School in Guerrara , Ghardaia City . This investigation was conducted with 50 pupils from the third-year middle school . They aged between 13 to 14 years old , during the academic year 2023 \_ 2024 . Concerning the explanation of the research, we will discuss the following steps , selecting the research methodology , describing the sample and then setting the tools that helped to conduct the present research , explaining the pre – test , post test and the questionnaire . Finally , analyzing the data collection.

**2.2-Research Design:**

The study took place in Ammr El Saghir Middle School in Guerrara ; Ghardaia City . During the second semester of the academic year 2023 \_ 2024 , 50 third year grade pupils were involved in a questionnaire , pre and post tests , depending on a Facebook page was created by the researchers for a period of time in order to teach the participants English vocabulary through it .



**Figure2.1: Research Design**

**2.2.1-Describing of the sample:**

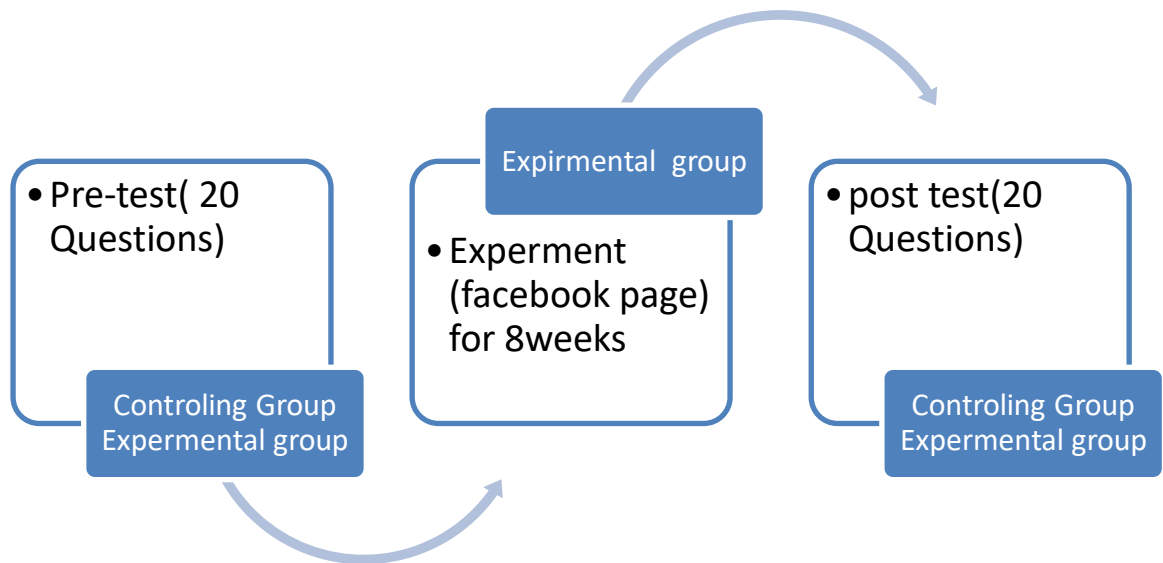
The selected participants were a fifty OF third year grade pupils studying in a well established Algerian government school which is Ammar El Saghir Middle School in Guerrara , Ghardaia City . The subjects were all native Arabic language speakers; they learned English as a foreign language for at least three years of school system. They were aged between 13 and 14 years old. The samples were divided into two groups, the experimental group which included 25 pupils and they were taught English vocabulary through a Facebook page. The second group which is the control group consisted of 25 pupils. They were taught the same vocabulary through the traditional methods.

**2.2.2-Data Collection:**

The tools that the researchers used to fulfill the study goals were two written tests, a pre – test and a post test in addition to, a well structured questionnaire.

**2.2.2.1-The description of the Pre and Post tests:**

Pre and post tests are a common tool to esculate and to assess the effectiveness of any study. According to Britanica Website a test is a set of questions or problems that are designed to measure person s knowledge or abilities



**Figure 2.2: Description of the pre& post tests.**

From the design above it can be clarified that the first step the researchers conducted is a pre – test with an aim of measuring the level of vocabulary knowledge of the 50 third – year middle school participants which included 20 questions about several and various vocabularies . Furthermore , the study researchers created a Facebook page under the name of LEARN VOCABULARY WITH SW , in order to teach the experimental group English vocabulary . As a last step the researchers operated a post test to assess the participants vocabulary mastering .

**2.2.2.2-The Facebook Page :**

## **Chapter Two: Pratical part**

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As an experiment the researchers created a Facebook page account which called Learn vocabulary with sw , where they tried to educate the 25 informants of the experimental group by dropping various vocabularies provided with their pronunciations and pictures from time to time . The experiment spanned for eight weeks from the mid March 2024 to the mid May 2024;

### **2.2.2.3-The student's Questionnaire:**

The questionnaire is a quantitative research tool that consists of a list of questions for the purpose of collecting information and opinions from the volunteers through a survey or statistics study. Questionnaire is a combination of close – ended questions and open – ended questions. Due to the effectiveness results of the questionnaire, the researchers distributed a well established questionnaire to gather information about their thoughts and opinions on the impact of Facebook in vocabulary learning .

#### **2.2.2.3.1-Sample of the student's Questionnaire:**

This questionnaire subjects were 25 pupils of the experimental group at Ammar El Saghir Middle School in Guerrara . The subjects were chosen from the population of 50 third – year pupils .

#### **2.2.2.3.2-Description of the students Questionnaire:**

This investigation' s questionnaire contained of six main questions , the questions were a mixture of close – ended and open – ended questions meant to gather information about Facebook use , effectiveness , the favourite type of Facebook posts , the improvement of vocabulary knowledge and the advantages of using Facebook .

### **2.2.3-Methods of data Analysis:**

There are numerous types of methods that the researchers utilize to analyze data. These common methods are based on two main criteria, qualitative and quantitative. In qualitative data analysis, the research himself dives into the stories hidden in non – numerical data such

## Chapter Two: Pratical part

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as interviews, open -ended survey answers, or notes from observations. Meanwhile, the quantitative data analysis is the process of analyzing and interpreting numerical data. This study included a mixed of qualitative and quantitative methods. The researchers calculated both experimental and control groups s means of the tests. They compared the rate scores using t – test. The t – test used to assess whether there is a significant difference between the means of two groups and how those differences rate to one another. This permits us to decide whether the differences between the control and experimental groups were due to the treatment the experimental group rather than due to prospect.

### 2.3.1-Questionnaire results analyses:

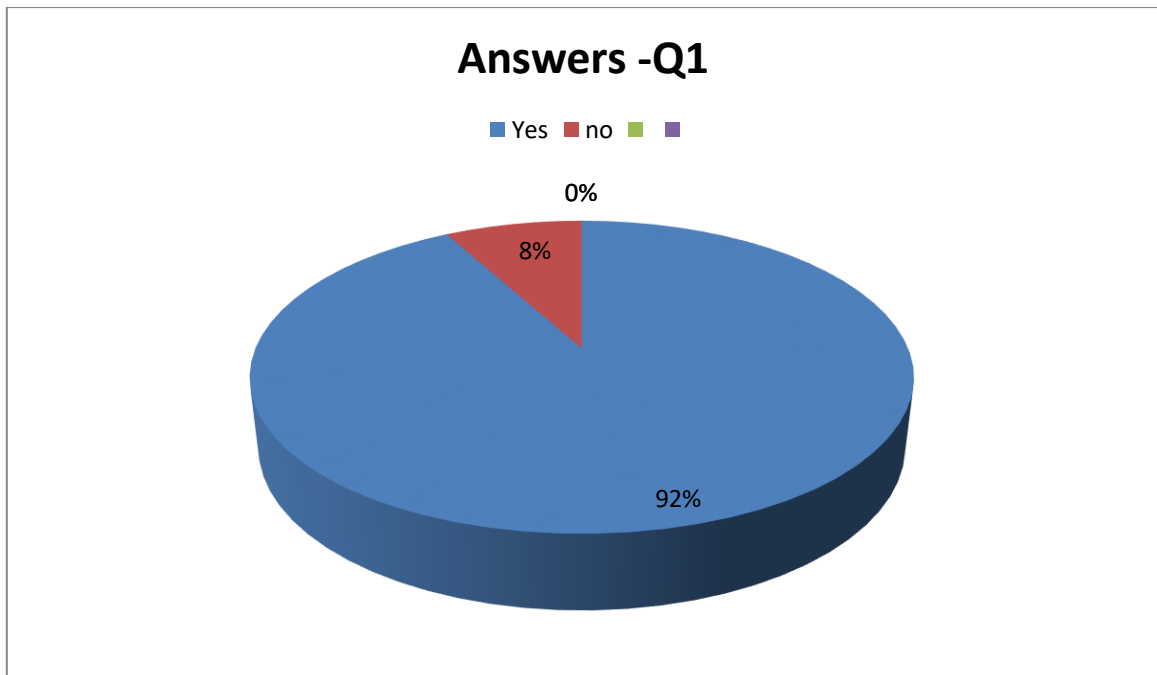


Figure2. 3.1:Ansewers of Q1

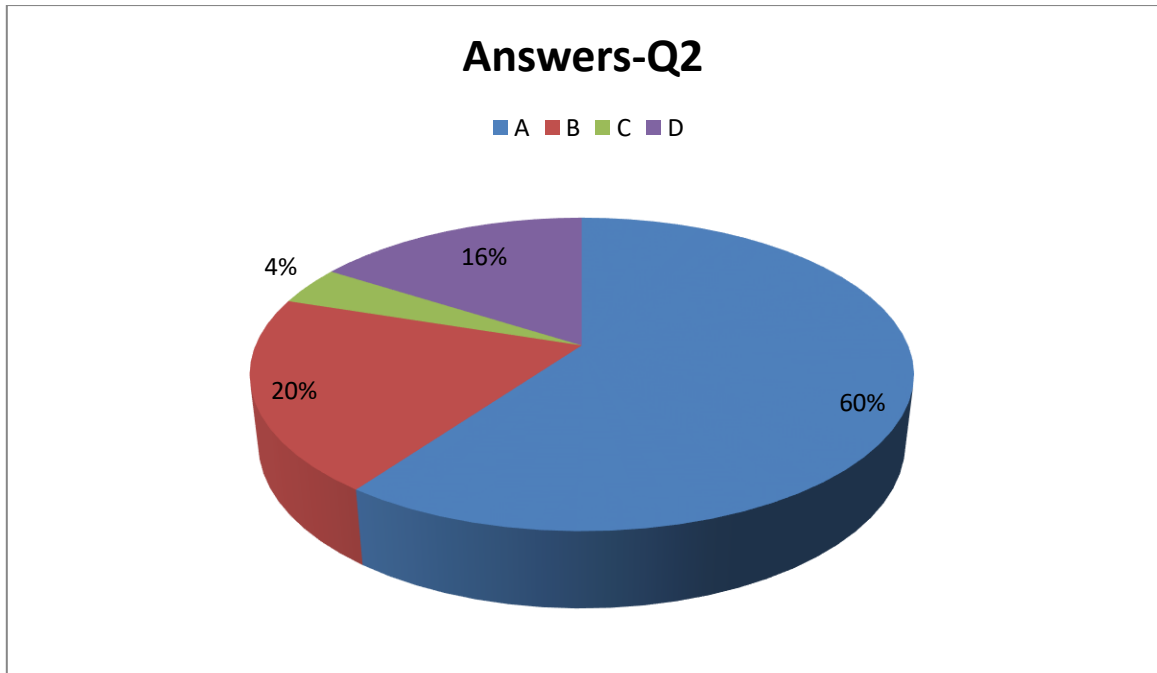
**Question 1:***Do you think that Facebook is a good teaching tool for learning English vocabulary?*

The chart in figure 2. 3.1 shows that 92% of the learners think that Facebook is a good tool for learning English vocabulary , while 8% of the participants think the opposite

## Chapter Two: Pratical part

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.According to the results above Facebook , in deed , is a good tool for learning English vocabulary .

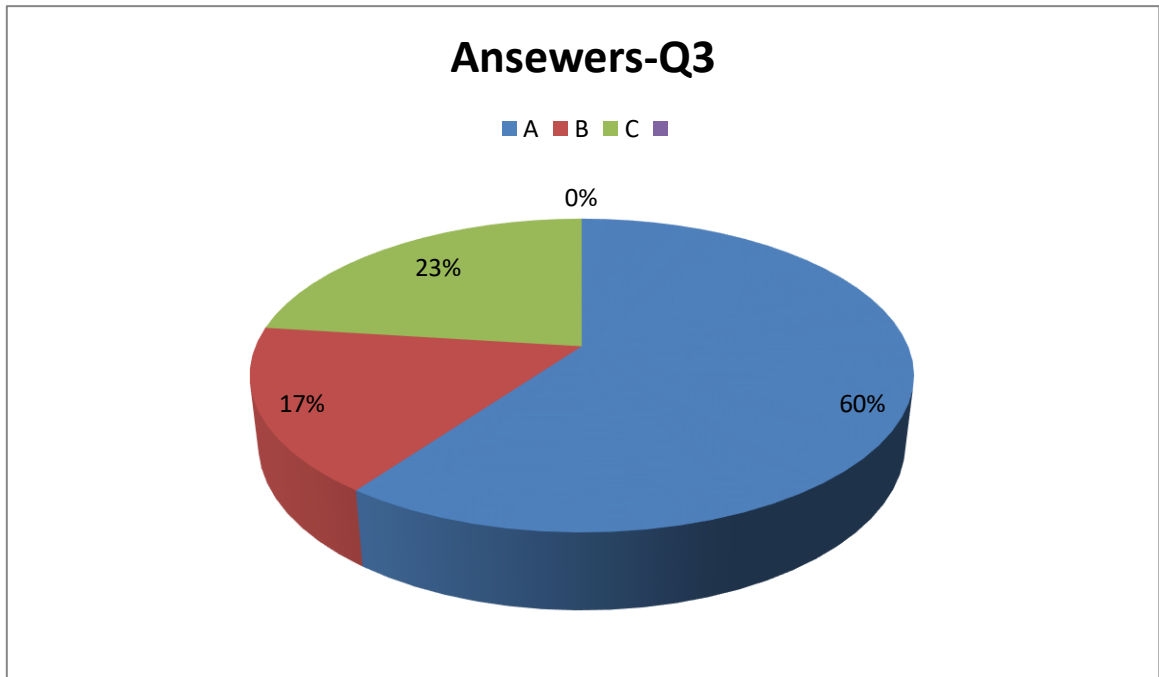


**Figure2.3.2: Answers of Q2**

**Qustion2:***How much time do you spend on Facebook daily?*

The question2 tries to figure out how much time do learners spend on facebook daily. The scores in figure 2 reveal that the majority of learners (60) spend less than 1H on facebook daily, while 20 of the participants spend 2to 3H per day, 4 of the learners spend from 4 to 6H on facebook daily .The rest of the learners 16 spend more than 6H in the day. Those responses show that the learners do not have the passion toward using facebook.

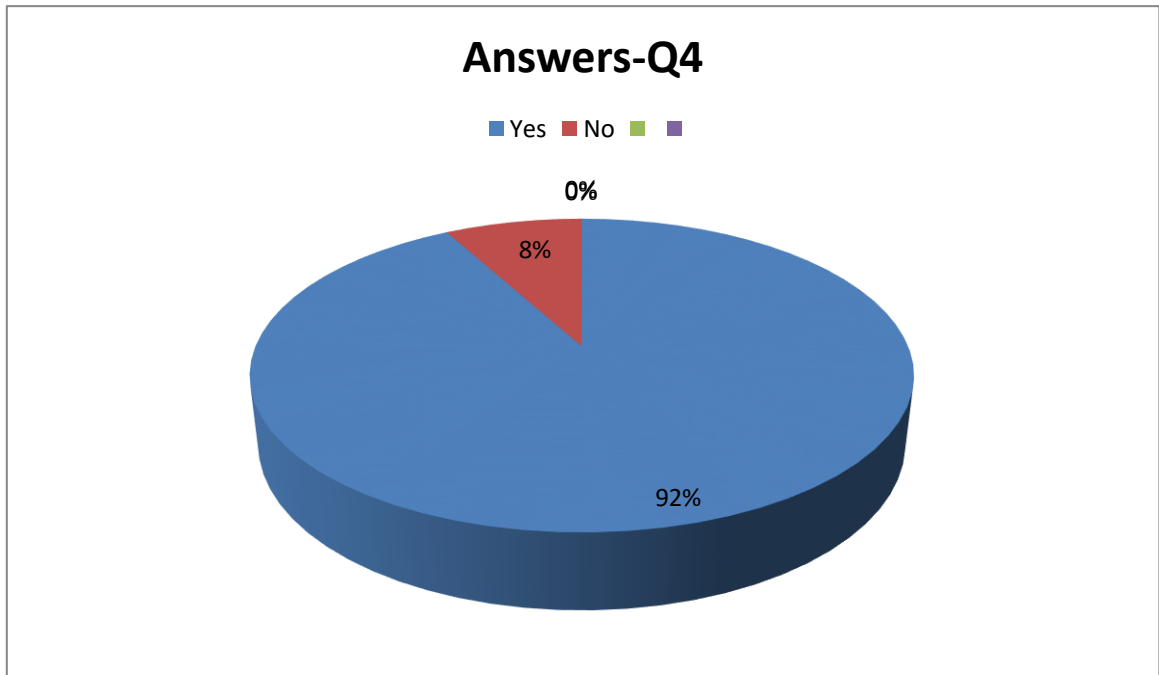




**Figure2. 3.3: Answers of Q3**

**Question3:** *What type of posts do you prefer for learning vocabulary?*

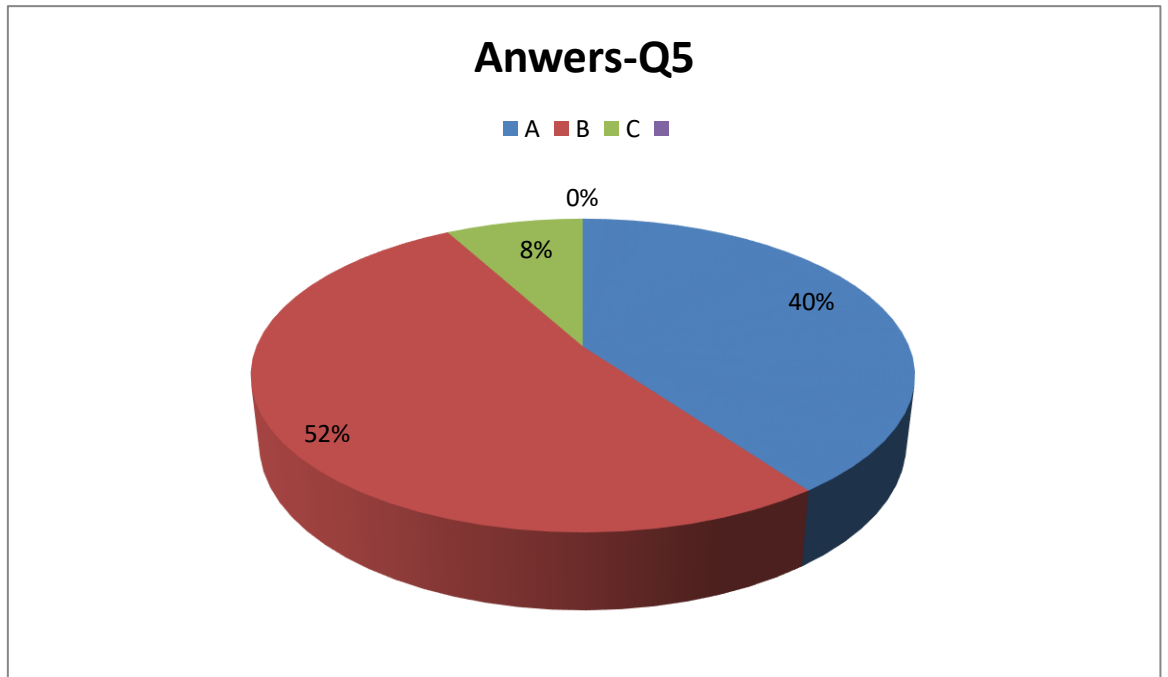
Regarding to the figure bellow, the scores signified that 60 of the volunteers prefer Facebook videos to learn English vocabulary; meanwhile 17 prefer Facebook pictures for vocabulary learning. The rest of them 23 prefer Facebook written posts. The finding implies that Facebook videos are the favorite posts for learners to enhance vocabularies.



**Figure 2.3.4: Answers of Q4**

**Qeustion4:** *Have you noticed any improvements in your vocabulary knowledge since you started using Facebook for learning vocabulary?*

The majority of the informants 92 said that they noticed a significant improvement in their vocabulary knowledge since they started using Facebook for vocabulary learning, while 8 did not. As a result, the outcomes confirm that Facebook made a huge improvement in learner's vocabulary knowledge.



**Figure2 3.5: Ansewers of Q5**

**Question5:** *How effective do you think is social media for learning English vocabulary as compared to traditional methods?*

According to the following figure, the comparison between traditional methods and social media for learning English vocabulary .The outcomes confirmed that 40 of the participants think that social media is more effective than the traditional methods, while 52think that social media equally effective to the traditional methods. Followed by 8 of the volunteers believe that social media is less effective than the traditional methods .The previous results confirm that social media is equally effective to the traditional methods for learning English vocabulary.

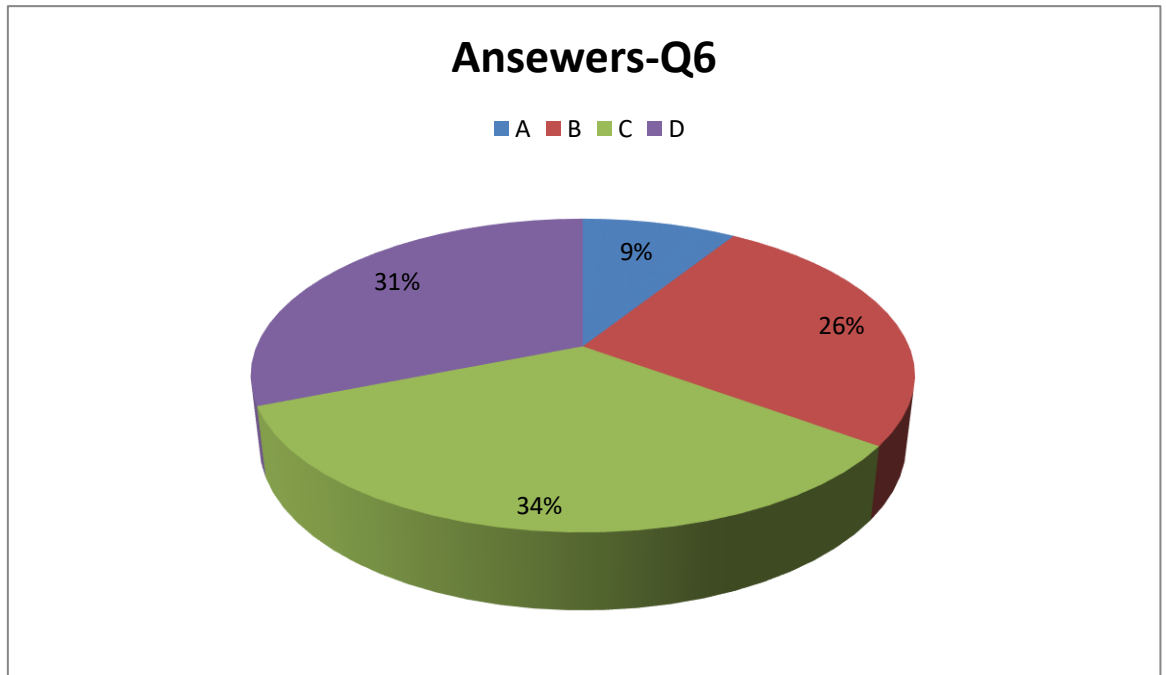


Figure2. 3.6: Answers of Q6

**Question6:** *In your opinion, what are the advantages of using Facebook for educational purposes?*

The consequences reveal that 9 of the learners believe that to collect a good amount of vocabulary due to the frequent use of Facebook is benefit of using Facebook for educational purposes , followed by 26 of the learners think that the easiness and the rapidity to reach the information is the reason behind using Facebook for educational purposes , while 34 of the informants said that they use Facebook for educational purposes because they learn entertainingly by utilizing means they like the most . The rest of the participants (31) clarified that studying comfortably so that studying becomes less boring is the advantage of using Facebook for educational goals .The implications clarifies that the entertainment and the comfort while using Facebook for educational goals are the advantages of using Facebook.

## Chapter Two: Pratical part

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### 2.3.2.1- Table of Students Pre-test Results:

The table bellow defines the pre-test results of the students:

Pre-Test			
Experimental Group		Controlling Group	
Students	Scores	Students	Scores
S1	7	S1	5
S2	7	S2	6
S3	2	S3	10
S4	9	S4	5
S5	3	S5	4
S6	12	S6	3
S7	6	S7	7
S8	10	S8	11
S9	14	S9	9
S10	9	S10	9
S11	7	S11	7
S12	10	S12	8
S13	9	S13	8
S14	13	S14	9
S15	12	S15	5
S16	14	S16	6
S17	2	S17	6
S18	3	S18	3
S19	10	S19	7
S20	6	S20	7

## Chapter Two: Pratical part

S21	8	S21	9
S22	6	S22	9
S23	9	S23	9
S24	13	S24	6
S25	3	S25	6
Sum of source	204	Sum of source	174
Mean	8.16	Mean	6.96

**Table 2.1: The Students pre-test results:**

### 2.3.2.2-Pre – test results:

The findings shown in table (1) represent that the experimental and the control groups scores are low in the pre – test. The obtained mean scores by both groups are quite similar which determine that there are no pre – existing differences between the two of them before the experiment.

### 2.3.2.3- Table of Students Results of the Post test

After applying the treatment to the experimental group and the control group, the two of them were re – tested. The results are summarized in the t obs bellow:

Post-Test			
Experimental Group		Controlling Group	
Students	Scores	Students	Scores
S1	8	S1	11
S2	10	S2	12
S3	6	S3	12
S4	11	S4	7

## Chapter Two: Pratical part

S5	5	S5	9
S6	17	S6	4
S7	7	S7	5
S8	14	S8	5
S9	18	S9	3
S10	14	S10	9
S11	8	S11	7
S12	13	S12	13
S13	12	S13	10
S14	14	S14	6
S15	15	S15	6
S16	16	S16	4
S17	5	S17	7
S18	7	S18	6
S19	16	S19	9
S20	9	S20	7
S21	11	S21	7
S22	9	S22	5
S23	11	S23	6
S24	17	S24	11
S25	6	S25	10
Sum of scores	279	Sum of scores	191
Mean	11.16	Mean	7.64

**Table 2.2: Students results of the post test**

## Chapter Two: Pratical part

### 2.3.2.4-The Students Results of the Post test:

The results showed a fractional improvement in the achievement of both groups in the post test. The mean score achieved by the experimental group was clearly higher than the mean score of the control group. A statistical test was applied to the results in order to signify the difference between the two groups.

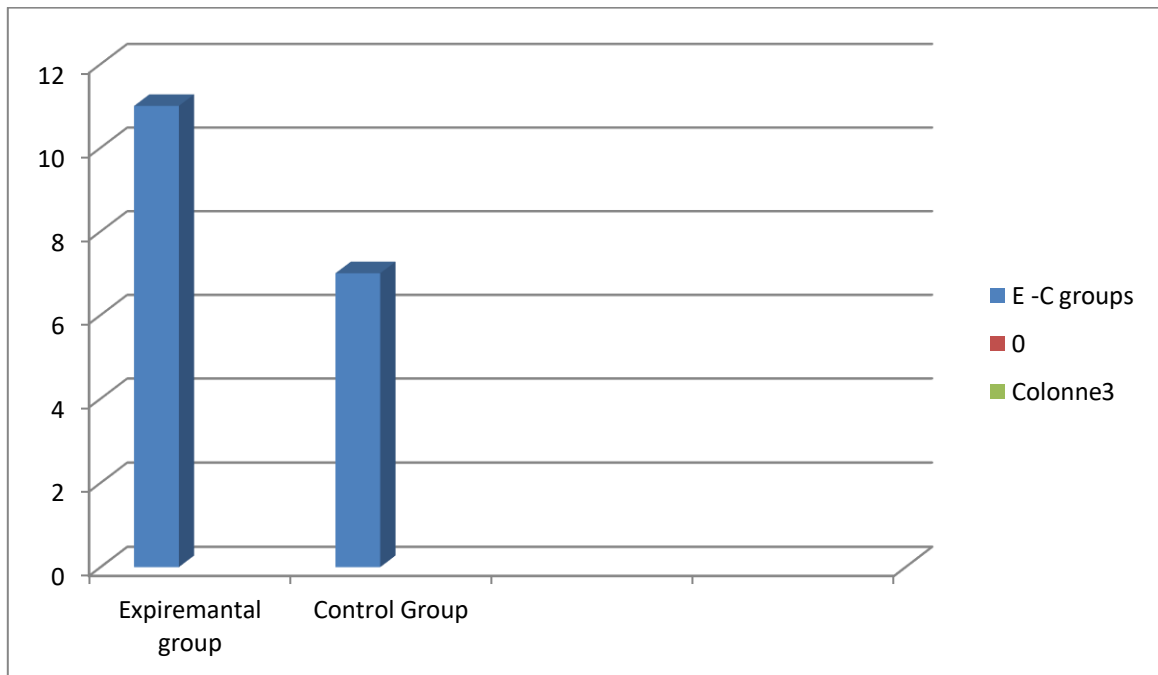


Figure2. 4: t test result.

### 2.3.2.5-T test results:

The numeral of subjects in the experiment is twenty five in each group; the researchers count the grade of freedom (df) for the test:

$$Df = (n_e - 1) (n_c - 1)$$

$$Df = (25-1) (25-1)$$

$$Df = 48$$



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The t test table was checked by the researchers (see appendix C) to confirm the critical value t crit needed for the disapproval of the null hypothesis . The t crit of df = 48 at 0, 05 level is 1, 67 which means that the t obs needs to meet or exceed 1,67 so that the difference between the two groups was significant.

		$\alpha = 0.05$		t crit= 1.67		
Group	N	Mean	S	t obs	Df	P
C	25	7.64	2.8	0.98	48	S
E	25	11.16	4.08			

**t obs < t crit**

**Table 2. 3: T test Results**

According to the results of the t – test, t obs is lower than the t crit which means that the difference between the experimental group and the control group means was not significant.

Despite the fact that t – test results showed that the difference between the control group which were taught with the traditional methods and the experimental group that were taught using Facebook was not significant, the research found that the use of Facebook page during the teaching process had more positive effect on pupils in the experimental group were able to learn vocabulary. The researchers in this study used three main tools to collect data: pre – test, post test and a questionnaire; the results of this study provided that the use of Facebook to learn English vocabulary to young learners is more effective than the traditional methods. Previous studies revealed that the use of Facebook has a positive effect on vocabulary learning compared to the traditional methods. This confirms the use of Facebook as a pedagogical technique to teach vocabulary to learners in middle school.

## **Chapter Two:           Practical part**

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### **2.4-Conclusion:**

This chapter represented a description of how the study was conducted, participants, and data collection tools and data analysis methods. As a last step, the researchers analyze and interpret the results from various research instruments.

## **General Conclusion**

## **General Conclusion**

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### **General conclusion:**

Vocabulary mastery is an important aspect in learning and acquiring a foreign language .Facebook is useful platform to educate and teach vocabulary to English language teenage learners. The goal of this research is to examine the influence of using Facebook on the vocabulary learning of teenage English language learners . The quasi-experimental design used in the study determine positive consequences. Confirming that Facebook can be an effective tool for encouraging the English learners to engage the learning process. Facebook give the space of entertainment , comfort, interaction, motivation as well as easiness to reach the information to the pupils. To this reason teacher have to try to apply the facebook teaching method asa new method to aupdate the rising generation

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# **Appendix**

# Appendix

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## Appendix A

### Questionnaire:

Tick the appropriate answer(+)

**1\_ Do you think that Facebook is a good teaching tool for learning English vocabulary?**

Yes.....

No.....

**2\_ How much time do you spend on Facebook daily?**

a- Less than 1h.....

b- From 2 to 3h.....

c- From 4 to 6h.....

d- More than 6 h.....

**3\_ What type of posts do you prefer for learning vocabulary? (you can tick more than one)**

a- Videos.....

b- Pictures.....

c- Written posts.....

Others (please specify):.....

**4\_ Have you noticed any improvements in your vocabulary knowledge since you started using Facebook for learning vocabulary?**

Yes.....

## Appendix

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No.....

### 5\_How effective do you think social media for learning English vocabulary as compared to traditional methods?

a-More effective.....

b- Equally effective.....

c- Less than effective.....

### 6\_ In your opinion, what are the advantages of using Facebook for educational purposes? (you can tick more than one).

a- Collect a good amount of vocabulary due to the frequent use of the Facebook.....

b- Easiness and rapidity to reach to the information.....

c- Pupils learn entertainingly by using means they like the most.....

d- Study comfortably so that studying becomes less boring.....

-Others (please specify) :

.....

.....

## Appendix B

### إستبيان \_ضع علامة (+) على الإجابة المناسبة:

1- هل تعتقد بأن الفيسبو كأداة تعليمية جيدة لتعليم مفر داتا اللغة الإنجليزية؟

نعم  
لا

2- كم من الوقت تقضي على الفيسبو كيو ميا؟

أ- أقل من ساعة واحدة.

ب- من 2 إلى 3 ساعات.

ج- من 4 إلى 6 ساعات.

د- أكثر من 6 ساعات.

3- ما طبيعة (نوع) المنشور انا التي تفضلها لتعلم المفردات؟ ( يمكن اختيار أكثر من

إجابة واحدة.

أ- مقاطع الفيديو.

ب- الصور.

ج- منشور انا مكتوبة.

أخرى ( حدد: )

.....

.....

.....

4- هل لاحظت انا تحسن في معرفتك للمفردات منذ انبدأت باستخدام

الفيسبو كمنهج لتعلم المفردات؟

نعم

لا

5- ما مدى فعالية وسائل التواصل الاجتماعي في تعليم مفر داتا اللغة

الإنجليزية مقارنة بالطرق التقليدية؟

أ- أكثر فعالية.

ب- بنفس القدر من الفعالية.

ج- أقلفعالية.

6- فيرأيك، ماهيمميز اتإستخدامالفايسبوك للأغراض التعليمية ؟

أ- جمع مقدار جيد من المفردات بسبب كثرة إستخدام الفيسبوك.

ب- السهولة والسرعة في الوصول إلى المعلومة.

ج- تعلم التلاميذ بطريقة ترفيهية وذلك باستخدام وسائل يفضلونها أكثر.

د- الدراسة بشكل مريح بحيث تصبح الدراسة أقل مللاً.

أخرى (حدد)

.....

.....

.....

.....

# Appendices

## Appendix C

P	.10	<b>.05</b>	.02	.01	.001.
df 1	6.314	12.706	31.821	63.657	636.619
2	2.920	4.303	6.965	9.925	31.598
3	2.353	3.182	4.541	5.841	12.941
4	2.132	2.776	3.747	4.604	8.610
5	2.015	2.571	3.365	4.032	6.859
6	1.943	2.447	3.143	3.707	5.959
7	1.895	2.365	2.998	3.499	5.405
8	1.860	2.306	2.896	3.355	5.041
9	1.833	2.262	2.821	3.250	4.781
10	1.812	2.228	2.764	3.169	4.587
11	1.796	2.201	2.718	3.106	4.437
12	1.782	2.179	2.681	3.055	4.318
13	1.771	2.160	2.650	3.012	4.221
14	1.761	2.145	2.624	2.977	4.140
15	1.753	2.131	2.602	2.947	4.073
16	1.746	2.120	2.583	2.921	4.015
17	1.740	2.110	2.567	2.898	3.965
18	1.734	2.101	2.552	2.878	3.922
19	1.729	2.093	2.539	2.861	3.883
20	1.725	2.086	2.528	2.845	3.850
21	1.721	2.080	2.518	2.831	3.819
22	1.717	2.074	2.508	2.819	3.792
23	1.714	2.069	2.500	2.807	3.767
24	1.711	2.064	2.492	2.797	3.745
25	1.708	2.060	2.485	2.787	3.725
26	1.706	2.056	2.479	2.779	3.707
27	1.703	2.052	2.473	2.771	3.690
<b>28</b>	1.701	<b>2.048</b>	2.467	2.763	3.674
29	1.699	2.045	2.462	2.756	3.659
30	1.697	2.042	2.457	2.750	3.646
40	1.684	2.021	2.423	2.704	3.551
60	1.671	2.000	2.390	2.660	3.460
120	1.658	1.980	2.358	2.617	3.373

## Appendix D The Test



1. The insect eats leaves, vegetables and fruits is  
a. Worm  
b. Caterpillar  
c. butterfly



2. Goerlike to see..... web.  
a. Fly's  
b. Spider's  
c. Dragonfly's



3. The insect has red and black spots....  
a. Beetle  
b. Ladybug  
c. Bee



4. A friend is flying a kite when it is...  
a. Sunny  
b. Rainy  
c. Windy



5. We trap in the.....when we are going to school.  
a. Rain  
b. Cloud  
c. Sun



6. Susi..... the bubbles.  
a. Sings  
b. Blows  
c. Throws



7. Do not ..... the forest.  
a. Pluck  
b. Burn  
c. water



8. Turn off the..... after use.  
a. Tap  
b. Dipper  
c. Pail



9. Do not cut the.....  
a. Flowers  
b. Trees  
c. Grass



10. Switch off the ..... after studying.  
a. Lamp  
b. Fan  
c. Door



## Appendices

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A. Circle the correct answer below.

1. Maria is ..... the bus.

- a. Waiting
- b. Sitting
- c. Singing



2. Donita is doing her .....

- a. Cake
- b. Homework
- c. Garden



3. My father is reading a ..... for me.

- a. Doll
- b. cake
- c. Story



4. Mickey is baking a .....

- a. hotdog
- b. Pie
- c. cake



5. The ..... can sting.

- a. Ant
- b. bee
- c. Ladybug



6. There is a ..... in a tank.

- a. Octopus
- b. Squid
- c. Fish



7. An ..... has a heavy body and long trunk.

- a. Eagle
- b. Insect
- c. Elephant



8. A ..... has orange and black stripes and a hairy body.

- a. Tiger
- b. Lion
- c. giraffe



9. What animal is this?

- a. An ant
- b. An insect
- c. An eagle



10. The animal with a long body is ...

- a. Monkey
- b. snake
- c. Lion



# Appendices

## Appendix D



# Appendices

## Appendix E



لما أصبحت وسائل التواصل الاجتماعي جزءا مفروضا من حياة أفراد المجتمع من كل الفئات والطبقات لما لها من آثار ايجابية و كذا سلبية صار لزاما على الباحثين الغوص و البحث عن مدى تأثير وسائل التواصل خاصة الفايسبوك على قابلية التعلم.

هدفت هذه الدراسة إلى تبيان مدى تأثير الفايسبوك على تلاميذ المتوسطات إلى اكتساب مفردات اللغة الانجليزية. اجريت هذه الدراسة في متوسطة عمار الصغير على تلاميذ سنة ثالثة متوسط ,حيث شارك في جمع معطيات هذا البحث 50 تلميذا.

اعتمدت هذه الدراسة على منهجيتين من بين العديد من مناهج الدراسة ,اختبار قبلي وبعدي لمجموعتين ضابطة و مجربة وكذا استبيان مقدم لتلاميذ مجموعة الفئة المجربة. اسفرت نتائج المعطيات على ان الفيسبوك وسيلة فعالة ولها تأثير ايجابي على عملية تحصيل مفردات اللغة الانجليزية وانه يمكن للأساتذة بالاستعانة بالفيسبوك لتسهيل كل من عملية التعليم والتدريس.