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**The Impact of Facebook on English proficiency and vocabulary
development:
Second Year license Students as a Case Study**

Dissertation submitted in partial partial fulfillment of the requirements for the degree of
Master in Didactics.

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date:

Name:

Signature:.....

Dedication

To my beloved mother, my faithful brother, and my lovely cat.

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Deepest gratitude to my supervisor, I would love to express my sincere gratitude to Mrs. K. BELASKRI for her assistance and guidance. I would also like to thank the members of the committee, who accepted to devote some of their precious time to read, evaluate and comment on this work.

Abstract

With the advance of high-tech phone applications and the constant spread of internet users, social networking sites have become part of our daily life. Millions of people are using such platforms for different purposes mainly to share notions, stay in touch with friend, and build new connection with people from around the globe. There is no shred of doubt that Facebook is the largest and most popular social network notably among youth, including students. Features like interaction and participation led SNSs most precisely Facebook to play an influential role in our educational lives typically in fostering second language learning. EFL learners are more than ever able to practice the language outside the classroom using this virtual arena. Peers can interact with each other and discuss threads using Facebook groups. This study deals with the impact of Facebook on second year English proficiency and vocabulary development. The study subjects were second year LMD students at Saida University. To dive deeper into this matter, a self made questionnaire and an interview were the main research instruments used by this study. Findings revealed that Facebook indeed has a positive impact on promoting students' motivation and facilitating the learning process. Yet, there is a negative side in terms of inappropriate language acquisition.

Keywords: social networking; Facebook; EFL learners; second language learning; English proficiency

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List of Abbreviations

OMG Oh my god

LOL To laugh out loud

SWAG BE CONFIDENT

H2H HEART BY HEART

BRB BE RIGHT BACK

WTH WHAT THE HELL?

DAP A kind of dance move

B4 Before

BF Boyfriend

MYOB mind your own business

EFL English Foreign Language

BTW Between

QQ Quick Question

2DAY To Day

ABT About

CUZ Because

HBD Happy Birthday

SNS Social Networking Sites

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General Introduction

General Introduction

In early ages, our ancestors used to convey messages and express their thoughts using simple and straightforward methods like fire, smoke, drums, whistles, hands signs and body language. Later on, things changed with the creation of language. Language is a system of communication consisting of sounds and symbols; it can be either written or spoken. English has become the most widely spoken language in the world. It is spoken in one hundred countries. Learning a foreign language has never been an easy task as it requires a set of strategies and techniques.

Lately with the advances of technology (Internet), a wide arrange of social networks sites such as Google, Facebook, Twitter, LinkedIn, and YouTube were emerged to establish connection between people around the globe. Facebook is the largest and the most widely SNSs used in the world with 1.2 billion active users in 2014. It is used by students almost everywhere with electronic devices and an internet connection.

Facebook can be the perfect arena not only to socialize, but also to practice the English language particularly for those who live in a non-English speaking community, as it provides an easy access to information. Students can enjoy their time while interacting with each other in a virtual learning atmosphere. They can exchange knowledge, ideas and experiences via writing comments.

In today's world, Social networking sites turnes to be part of our daily life, but are they inevitably good for anything? EFL students tend to use internet slang while communicating via Facebook, becoming so familiar with it. Extremely relying on it leads students to forget the formal language. For this reason, this study was conducted to investigate how Facbook can impact students' English proficiency and their vocabulary learning.

For the purpose of this study, the following questions are designed?

- How can Facebook impact the students' English proficiency?
- Do students who use Facebook enrich their vocabulary repertoire?
- Why do students use texting style in their chatting? And does it impact their academic writing?

It is hypothesised that:

- Students who use Facebook strengthen their communication skill and seem motivated
- Students improve their vocabulary knowledge when using Facebook
- Students prefer texting style to ease communication. However, it leads to inappropriate vocabulary use.

This dissertation is both quantitative and qualitative in nature. In order to test the hypothesis the study used a questionnaire and an interview to collect data. The research is divided into three chapters; literature review, research methodology, and lastly, data analysis. Chapter first which is about theoretical background provides an overview about previous researches that are relevant to this research. Chapter two tackles the research design and methodology that is used in this research. The third and final chapter is based on the analysis and the discussion of the research findings. The study took place at University of Dr. Tahar Moulay Saida, Faculty of literature, languages, and arts.

While conducting this research, some limitations were encountered mainly in terms of references (lack of printed books), and insufficiency of participants concerning the interview which is not strong enough to receive reliable results.

Chapter One:

Literature review

Chapter One

Chapter One: Theoretical Background

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1.6 Chapter Summary

1 Introduction

Efficiency in a non-native language means the ability to communicate in that language without facing any obstacles. Because it is based on interaction, social networking sites are viewed to be useful for language learners to bolster their communication skills. In this chapter, a number of previous scholarly works on how SNSs particularly Facebook can be used for educational means will be reviewed and defined to help you understand the research topic.

1.2 The English proficiency

English is a worldwide language, spoken in more than one hundred countries. It is the language that international travelers with various natives' languages use to communicate (lingua franca). It is the common language on the internet. Such features are mostly linked to the simplicity of the English language with just 600.000 words. But where did it start from?

Allen (2014) points out that the English language started in the 5th century, when the British isle was invaded by the three Germanic tribes (the Jutes, Angles, and Saxons) the natives were driven to the north and west of the island. Today their language is known as (Old English). After that, it was combined with the Old Norse (the Vikings' language) who came in the British isle in 793 A.D. More than 2.000 words were added to the language, including (eggs, husband, give...). At the time of the Norman invasion (the Middle English era), English adopted different Latin and French words like (people, liberty). The modern English era was marked by the end of the Normans' rule. An immense shift occurred within the language (the resurgence of the vowels' pronunciation, the invention of the printing machine that standardized English, both scientific and industrial progresses which bolstered the language's vocabulary).

Thus, the English language was established and developed mainly through invasions. In

fact, it is still enhancing mostly due to social networking sites (Facebook, Twitter...), with several words and expressions are being added to English dictionaries, for instance LOL (to laugh out loud), OMG (oh my god!).

Now what is language proficiency? The term is highly used in our modern world to measure how well a learner has mastered a foreign language in areas such as receptive and productive skills, semantics (the ability to interpret signs), vocabulary, pronunciation, and others. Roa (2016) stated that it is the individual's ability to participate effectively in both formal and informal conversations (p. 4). Therefore, being competent in English meaning you are capable to write, speak, listen, and read in English (the four major skills of language learning). There are a variety of methods to test your English proficiency, such as IELTS (International English Language Testing System) that gauge the language ability of a non-native speaker on the basis of the four skills (Reading, Listening, Speaking, and Writing).


1.3. Internet slang

The internet is a global communication network with a nonstop flow of news and information. It is the essence of our modern society since we are human beings who are desperate for connectivity to live this life and the internet on its part enables us to share our thoughts, collaborate and connect with people from around the globe in a flexible way. Before the so-called "Internet" people used to rely on TV and Radio as their only source of information, and since it was transmitted to the silent majority by the minority (one for all) it kept them steered and manipulated, (Chagas., 2016: 49). In 2006, 44 percent of Americans mentioned that the internet is their gateway to choose the sources and subjects that they will to investigate (Biagi., 2006: 242). "Besides, the more they use the Internet, the more involved they become, simultaneously, in face to face interactions, in all areas of their lives" (Chagas et al., 2016: 28). The past few years witnessed the tremendous growth in the number of

technology users. There are five point eleven billion unique mobile users, and over 4.39 billion internet users in 2019 (a growth of 11% compared with 2018)

Table 1.1

Number of Internet Users as of 2019

Country or area	Internet users	population	rank	percentage	rank
 <u>China</u>	840,080,566	1,427,647,786	1	58.80%	106
 <u>India</u>	665,256,688	1,339,180,127	2	49.6%	121
 <u>United States</u>	244,090,854	324,459,463	3	75.23%	68
 <u>Brazil</u>	141,206,801	209,288,278	4	67.47%	83
 <u>Japan</u>	115,845,120	127,484,450	5	90.87%	23
 <u>Russia</u>	109,446,612	143,989,754	6	76.01%	64
 <u>Indonesia</u>	85,242,816	263,991,379	7	32.29%	150
 <u>Mexico</u>	82,470,752	129,163,276	8	63.85%	92
 <u>Germany</u>	69,304,405	82,114,224	9	84.40%	36
 <u>Philippines</u>	63,003,313	104,918,090	10	60.05%	103
 <u>United Kingdom</u>	62,621,016	66,181,585	11	94.62%	18
 <u>Nigeria</u>	52,837,331	190,886,311	12	27.68%	161

 <u>France</u>	52,308,536	64,979,548	13	80.50%	50
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Source: List of countries by number of Internet users From Wikipedia, the free encyclopedia (https://en.wikipedia.org/wiki/List_of_countries_by_number_of_Internet_users)

Internet slang (cyber-slang, chat speak, nets speak) is a type of language that contains a series of acronyms and abbreviations that usually have an amusing qualities. It is regarded as an informal and casual talk (we use it with friends and family member). Slang words are generally created and used by the younger generation to ease communication, express feelings and save time for the writer. While some slang simply disappears through time, others would make it into the dictionary due to their longevity.

There are hundreds of thousands of slangs. The following table introduces the most common one.

Table 1.2

English Internet Slang Terms

Internet words	slang	Their meaning	Internet words	slang	Their meaning
SWAG		Be confident	BTW		Between
H2H		Heart to heart	QQ		Quick question
BRB		Be right back!	2DAY		Today
WTH		What the hell?	ABT		About
DAP		A kind of dance	CUZ		Because
		dance move	HBD		Happy birthday
B4		Before	SIS		Sister
BF		Boyfriend	WBU		What about you?
LOL		Laughingoutloud	YT		YouTube

MYOB	Mind your own	BD	Big deal
	business	DAE	Does anyone else
OMG	Oh my god!	F2F	Face 2 face

Source: Common internet slang words (<https://7esl.com/internet-slang/>)

1.4 Understanding social networking sites

Social networks have become a necessity in today's world and the main reason behind that is our human nature (social creatures who need contacts to have a better social life). Since their appearance, the popularity of social networking sites has tremendously increased since users of such sites are able to share ideas, photos, videos, and to keep up with the latest updates. The next section deals with the notion of social networking sites by giving various definitions, providing information about its history, as well as tackling the most popular social network on the globe "Facebook".

1.4.1. Social networking sites definitions

One of the highly used internet-based sorts of communication, Social networks (Henceforth SNSs) are basically hipersocial societies where technologies connect the real world with the virtual one (Chagas et al., 2016: 40) like Facebook, MySpace, and LinkedIn, which are internet tools utilized by people from different locations round the globe to form social connections with other people sharing the same interest and activities without frontiers. Boyd and Ellison (2008) define social networks as "web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share connections, and view and traverse their list of connections made by others within the system" (Jošanov et al., 2016: 6). According to the Dictionary Merriam-

Webster (2020), social media are “forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)”. In other words, SNSs are online communities used through electronic devices such as cell phones, computers and tablets. They function to assist individuals to share their opinions through the publication of images and videos/voice recordings, learn what’s happening around the world by getting the latest news, play online video games such as Winster (a social gaming site created to encourage a positive social interaction between players). Lately, social media sites are being used for marketing purposes; most businessmen promote their products and events through these channels. Generally, social media is a tool designed to connect people from all over the world by breaking the large distance between them through video chat technologies like Skype, and digital chatting like Facebook.

SNSs have a bunch of technical features. Though they varies in a number of features, for instance, some have photo or video- sharing options that others have not, but their spine consists of visible profiles that offer the user fields to fill with various data. Social profiles describe the social characteristics of a social network user (self-expression) such as interest, gender, age, status, language, religion, geographical location, place and date of birth, languages, the current address (Profiles function as the digital DNA of a person).

Figure 1.1

An example of a profile page



1.4.2. A brief history of social network

(Edosomwan et al. 2011: 80) determined that SNSs started from 1792 when the telegraph was invented as tool that receives and transmits missives over a long distance. In the last decade of the 1800s, the world witnessed the discovery of both telephone and radio. Each of the two technologies are still used nowadays with more advanced features

In the 20th century, technology has rapidly evolved with the advent of Email (electronic-mail), which is basically a system or method for exchanging electronic messages between computers), this would later lead to the creation of the internet that would revolutionize the humans' life style. The latter continued its popularity in the 1990s.

Figure 1.2

Different social network websites



Six degrees.com the first recognizable social media site was founded by Andrew

Weinreich in 1997. The site enabled users to strengthen their relationships with each other, make new friends, and upload photos. The popularity of social network increased with the launch of Friendster.com in 2002 and LinkedIn in 2003. This paved the way to the creation of other SNSs that boosted the interaction of individuals as well as merchandize promoters starting from Facebook in 2004, the site has now more than 205 billion users dominating the industry with 85% of internet users worldwide. FB then was followed by YouTube and Twitter (2005-2006).

Between the year 2009 and 2019 other SNSs have emerged. Among those which were launched including Whatsapp, Instagram, Snapchat and TikTok. Inspire of their brief history, SNSs could attract 3.484 billion users worldwide, and the number is expected to rise in the years ahead.

1.4.3. Facebook- the king of Social Media

As it is mentioned before, Facebook is the biggest social software in the world. Despite its competition with other SNSs such as Twitter and Instagram (Mohsin., 2019) “Facebook is still the leading of social platform with 60.6% of internet users” (Oberlo.comace, 2019). 42.3% of the world’s population use the network per month. But where did it start from?

1.4.3.1. The Rise of Facebook

Facebook is a social network website founded by the American internet entrepreneur and programmer Mark Zuckerberg together with his Harvard university roommates: Dustin Moskovitz and Chris Hughes, on February 4, 2004 (Chagas et al., 2016: 187). O'Shaughnessy (2018) stated that initially it was launched for Harvard students under the name of Thefacebook. Then, it was extended to other colleges including Colombia,

Stanford universities reaching one hundred thousand users. Next, Thefacebook covered the entire U.S.A and Canada. Zuckerberg needed then investors so as to grow his project. The latter received 500.000\$ from the American entrepreneur Peter Thiel as a loan with the intention of getting ten percent of the company share ,becoming one of the company directors. Thefacebook reached one million members after ten months from being launched competing with other social networks including MySpace (at the time the site was the most popular social network with 21 million users). On September 20.2005, the company dropped the “the” becoming Facebook. Many companies were interested in buying Facebook including MySpace CEO Chris DeWolf, and MTV networks’ president Viacom Michael who offered 1.5 billion deal, yet Zuckerberg’s answer was “I don’t want to sell the company”. Two years later Facebook had 6 mollion monthly active users and was allowed to be used by everyone with an e-mail address (History of the Internet: Part 10 – The Rise of Facebook). In 2010, the founder and C.E.O of the site Mark Zuckerberg was elected as the personality of the year by Time Magazine due to his business vigorous growth and has become the youngest billionaires in the world (Chagas et all., 2016: 173).

As a social media website, Facebook got an immense success; it becomes part of our daily life, more than 700 billion minutes are spent per month using the site. (BrandWatch.com, 2019) added that It is the world’s third most visited website after Google and YouTube, with over 2.41 billion monthly active users from different cultures and nationalities, and there are 1.49 billion daily active users.

Nowadays, the site is available in more than 70 languages to reach people from different parts of the world. It is one of the most valuable sites with a value of \$94.8bn and as net income Facebook reached 5.14 BN Dollars in 2018 (50 incredible facebook statistics and facts).

1.4..3.2 Facebook Usage

What makes Facebook so popular and addictive is its innovative communication resources. Features such as poke, tag friends in text messages, it allows you to reconnect with people whom you already know or to meet a new person online, become a fan of celebrity pages, sport clubs, communicate with classmates and family. Communication in this virtual space can be either synchronous or asynchronous, meaning that the sender can leave messages regardless of the receiver's availability. Also, users can create albums and download photos and videos to share with friends. Facebook users can post what is in your mind, make phone or video call. FB notifies the user about the birthdays of their list of "friends" via the birthday calendar. Also, FB is the best tool to keep you updated with the latest events. Users can control their privacy settings such as preventing certain viewers from seeing particular data, besides they can do offline presentation to various friends. The "like" button to express your feeling of one's post instead of writing "like" those was dark times. Lately users are able to play online games against friends. Users who have the same interest can create a group (either restricted or opened for anyone) to share their notions (the group function is the best feature where application of FB in language learning contexts can happen). Furthermore, FB is more than a social network it is the home of many business pages who want to promote their products and attract new follower, and so many merits, but most importantly the site is free and always will be.

1.5. The impact of facebook on language proficiency and vocabulary development

English could make it to the position of a global language, leading to the emergence of multiple English coaching institutes and people are spending more money to attain the language competency. Though they are considered as an entertainment website in nature (checking and sending e-mails, playing attractive games), and may not appear to have much in common with the learning process. Yet it is believed that SNSs can support learning by providing a space for socialization as well making the learning process more expedient by means of online communication and interaction opportunities (areas of study). Lam, L. (2012) believes that Online learning platforms including Facebook are being more crucial than ever in the learning process (Volery & Lord, 2000) (p.378). Through these virtual communities, Learners can open private groups in which they discuss threads, issues about the contents selected by the educator, add links and engage in course activities (learning takes place through dialogue between those involved in a social setting). Many benefits and advantages behind the use of Facebook as an effective language acquisition platform have been discussed. The individual learns by being a member of the surrounding community and Facebook is held to be a communication tool that facilitates authentic language learning environment and supports research, collaboration and sharing of information beyond the limitations of borders. (PATRÍCIO & GONÇALVES, 2010) mentioned that FB is so popular because it is relatively easy to use, allowing the integration of several resources and providing privacy control functionalities. "FB has become the most popular SNS among college students" (Blattner, & Lomicka, 2012: 3). Students can evolve their reading skill aptitude if they swap documents, develop what they have discussed in the classroom, post information, ask and answer questions, practice gap filling. Hasan, and Labonya (2016) claims that FB gives the opportunity to engage in various writing tasks such as summarizing, making an

online diary, give their feedback about a certain topic, write and post their own comments, teachers on the other hand can post a story or image and ask students to comment on it either individually or in pairs (p. 94). Unlike traditional reading and writing that causes boredom, Facebook provides plenty of information that include eye-catching animation which students are more likely to read. Also, this information and communication technology is quite beneficial to students attempting to ameliorate their listening skill. They can upload and watch entertainment and educational videos freely needless of using Adobe Flash Player. Since users from any corner of the world spend most of the time meeting new people using the English version of Facebook, they are more likely to learn the target language due to the much exposure to English. Bailey, Park, and Haji (2017) determined that using FB as a means for language learning (Facebook language learning) is really helpful and effective particularly for learners (whose first language is not English) learning English while living in a non-English speaking country where English cannot be easily practiced (p. 13).

1.5.1. Facebook and motivation in learning

Emotions are important in education because they have an impact on the human's cognitive processes, as it leads to concentration which in its turn drives remembering. Du (2009) mentioned Krashen's Affective Filter Hypothesis which is described as the influence of affective factors such as anxiety, self confidence, and motivation on second language acquisition. The hypothesis suggests that the filter which occurs in our minds can either help us to learn a language or it can prevent us from Learning a language depending on the affective factors stated before (p. 162, 3). Language is most effectively acquired when the learner is interested, feels safe, and happy to participate. Lam, L. (2012) determined that student motivation in learning is obligatory to student learning success (p.379). Motivation is

mandatory in order to attain academic achievement since it stimulates and facilitates the learning process. Not only does Facebook assist students to exchange information, but it also makes the learning process more fun, energetic, and enjoyable by breaking several barriers. It also raises students' motivation toward learning.

One may ask how can Facebook influence student's motivation toward learning? (Bayucan., 2017: 16) determined that learners seem to be more satisfied, motivated, actively engaged in acquiring the second language" L2" and have greater confidence to comment when using Facebook than traditional classroom interaction since they do not have to use their real names which can reduce face to face interaction. Such learning tool can bolster students' motivation and enhance risk taking in language learning. In face to face education (classroom context) the learning process is more formal, some students often feel shy to speak out and experience negative feelings. This includes stress, anxiety, embarrassment, and fear of committing mistake. Bailey, Park, and Haji (2017), mentioned the vantage of asynchronous communication, anxious students have enough time for understanding and reacting to others' messages rather than having to react immediately as in the classroom (p.14).

1.5.2. Facebook as a constructive educational tool

The thirteen.org web-site (2004) defines constructivism as a theory developed by the linguist Jean Piaget that looks at how people learn; it says that the individual build his own notion based on his prior knowledge and experiences (Constructivism as a Paradigm for Teaching and Learning).

In this type of learning environment(online learning), the learning process is highly linked and influenced by the constructivism theory, the learner switches his position from being passive to a constructor of knowledge (active learner and collaborator) who seeks information and build new knowledge by himself. The information here is being negotiated and shared between teacher-students or student-student. Saaty (2015) added that FB is an online interaction tool in which the learner becomes more autonomous and constructs knowledge by means of expressing himself via arguing, adding ideas, offering perspectives, and drawing on his prior experiences and feelings eventually leading to a meaningful learning (p. 114).

1.5.3. Using Facebook to develop vocabulary

Vocabulary knowledge is the basis for language learning. It is the total number of words that form a language. It has more influence than we realize on how we communicate and on our reading comprehension. Wilkins (1972) states “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Alfaki., 2014: 41). This demonstrates that vocabulary aptitude is needed to convey a precise meaning, understand other people’s saying, and write more effectively. Also, Vocabulary is an important tool to navigate the social environment, the way we speak or write a text message to a friend is totally different (casual) than the way we speak to a person with a higher status or write an academic essay (formal). Lot of people fail to communicate effectively; this is probably due to their deficiency in vocabulary knowledge (poor repertoire of vocabulary). The latter is crucial for second language acquisition. Besides it is one of the important if not the most important element in oral language proficiency. But it is not that simple to build a vast number of words, as each word tends to have different meanings and uses in various contexts. In addition, recalling the learned words which is a challenging task. In this regard, there are

numerous strategies for vocabulary acquisition (words lists, flash cards Bilingual dictionary...) Facebook is a precious vocabulary learning instrument. Kablian, and Zahar (2016) stated that not only do English language learners socialize with their classmates, but also with native speakers. Such conversation leads to the acquisition of a huge number of vocabulary and their appropriate usage (p. 227). Besides, Facebook is viewed as a multimedia since it uses the following contents (text, graphics, animation, pictures, video, and audio) to provide information in the same time grab the interest of the users. Chen (2006) determined that such contents can attract learners' attention to enrich their vocabulary, build a mental image and ease recall thanks to the different modalities of multimedia annotations, such as visual mode (text, picture and video) that makes words more salient by describing (usage of imagery representation), offering a textual definition and providing the authentic sound of the foreign word (p. 24).

1.6 Chapter Summary

This review of the related literature has discussed the impact of Facebook on students' English proficiency and vocabulary development. Previous studies show that students use Facebook in their daily life to communicate with their peers. Studies also indicate that FB has gradually been adapted for use in education. Features such as group discussion have changed the students' learning performance as they become enthusiastic, active, and highly engaged in the learning process. Students with low participation in traditional learning due to anxiety and shyness seem to express their thoughts at ease via FB.

Chapter Two:

Research Methodology

Chapter Two

Chapter Two Research Methodology

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2.1 Introduction

The previous chapter reviewed the related literature on the impact of Facebook on the English language proficiency and vocabulary development. Researchers indicated that the learning process particularly language learning can take place on Social Networking Sites including Facebook through online discussions among students which enhances knowledge sharing. The study aims to identify whether the EFL students are able to develop their language learning via Facebook usage or not. Thus, the present chapter was designed to highlight the methods and procedures opted to receive the essential information without neglecting the participants (the sample population). It contains the following points:

2.2 English in the Algerian educational settings

Algeria is a country in the Maghreb region of North Africa. It has been conquered by many empires namely the French colonial empire which lasted for almost 132 years. Currently, *Algeria* is the second largest *Francophone* country in the world as 18 million Algerians (50%) can read and write in French. It is taught starting from the third year of elementary school, and it is the second language in higher education, notably in science and medicine field.

As it is previously mentioned, English is the most widely spoken language worldwide, yet Algeria is left behind in the English speaking ability comparing to other African countries because there is no Newspapers, no radios, no TV programs in English, at the same time French is still imposed on Algerians. There have been some efforts to introduce the English language to primary schools due to its vital role played, where parents were asked to decide which of the two languages they want their infants to study. Zemali (2020) indicated that though English was chosen by the majority, yet the Algerian government favoured French over English. Unlike the French language, English is taught starting from the first grade level

of middle school, leaving French as the main foreign language (first foreign language).

Nevertheless, English is getting the governments' attention nowadays; as it plays a role in promoting friendship with the rest of the world. Some private English schools are doing their best to promote the teaching and learning of English. Most of the citizens, from different ages want to learn English not French due to its importance in every fields of life. Besides, today's world is totally based on economy, and English on its side has an access to work in foreign companies. Facebook is widely used by Algerians with 55.61% users, as they use the English language in their daily conversation to interact with people from around the globe.

2.3 Research setting

This part of the chapter tackles the setting where the research has been undertaken. Basically, a research setting refers to the environment in which a researcher conducts his/her study

The present research work was undertaken at the University of DR. Taher Moulay Saida because it is the only university here in Saida where English is used. The university was initially a teaching training college back in 1986 which forms more than 2.000 high school teachers. It was considered as a university since 2009. The university is located in saida province west of Algeria and compromised of six faculties: Faculty of Sciences, Faculty of Law and Political Sciences, Faculty of Technology, Faculty of Economics, Commercial Sciences and Management Sciences, Faculty of Social and Human Sciences, and Faculty of Literatures, languages and arts.

2.4 Population and sampling

Population also known as the sampling frame is a larger collection of individuals to whom the researcher will build his study upon. People often do not differentiate between populations and sampling, as population refers to individuals who were selected in your study but did not participate. Whereas, those who actually participated are part of the sampling.

The target population of the study were second year English students of the Faculty of Literatures, languages and arts, University of DR. Moulay Taher Saida, Algeria. Usually in this grade Students are required to attend these courses: Oral Expression, Written Expression, Civilization, Literature, Linguistics, and phonetics.

Originally, these participants were non-randomly selected, the total sampling size comprised of 34 students, consisted of 16 female students and 18 male students. These participants were divided into two groups, group one that consisted of 28 students were gently asked to fulfil a questionnaire, while the other group (6 students) were interviewed. 100% of the students identified as Algerians. The age of these participants ranges from 18-24 years, and their native language is Arabic.

2.5 Sampling Criteria

Sampling criteria is the essential characteristics needed to be part of the study in the sample such as the ability to read and write responses on the data collection instruments.

The students were provided with all the needed information to make the decision about participating in the sampling. They had to meet the following criteria:

- Age (18 and more)
- Gender (male/female)
- Be a student at Saida university
- Belong to the department of English
- Be a second year student
- Be able to understand the English language
- Have a Facebook account

2.6 Research design

Since the study is concerned with numerical measurements and students' personal experience and opinions of Facebook, a mixed of research method consisting of quantitative and qualitative approaches have been used in this research to guarantee more reliability to the results of the study. In this study, the quantitative data was collected first. Then, the qualitative data was gathered to understand the situation better. Technically, the qualitative approach allows researchers to observe and record the students' thoughts and behaviours. This technique included analysis of the students' activities in the Facebook group usage (comments, likes and discussions) and their view of it as a mean of learning English through the use of an interview, while the quantitative technique is a systematic investigation that uses statistical methods. In this study for example, the approach investigated the digital tools and social network sites that students use. The quantitative aspect included the use of multiple-choice and yes/no questions (see questionnaires section).

2.7 Research instruments

Research instruments are tools designed by the researchers to receive; gauge, and analyse data, to achieve their objectives when carrying out a study. Usually, it is based on the type of the approach opted (quantitative, or qualitative).

Self-made questionnaire and interview were the main research instruments used by the study for collection of data to investigate the usage of Facebook and its effect on the English language learning and vocabulary development. The questionnaire can be found in the Appendix (See appendix B).

Basically, the questionnaire is a research tool that contains a number of written questions for the purpose of obtaining large amounts of information from the respondents at ease and in a limited amount of time. Since it often uses both open and closed questions, both quantitative and qualitative data can be easily obtained. On the other side, a research interview is simply a conversation that involves an interviewer who is conducting the research and asks questions and an interviewee who responds to those questions. In most cases, open-ended and close-ended questions are asked during the interview. Interviews can be conducted face-to-face, phone or written.

The questionnaire's design was in English since the target population are students from the English department. It consisted of 10 questions, divided into two major sections; demographic information, and Facebook experience. It consisted of different forms of questions, namely Yes/No questions, Multiple Choice questions, and open-ended question.

- **Section One**

Personal information. This part intended to collect data about the students' age, gender, and personality, it contains questions such as:

- Specify your gender
- Which age group do you belong to?
- Which social networking site you use the most?

Since it is an anonymous study, the personal information part guaranteed the ambiguity of the respondents so that no one including the researcher can know their identity, students were not exposed to questions, like what is your name and surname? Or state you e-mail address

- **Section Two**

Social Network. This part gauged the students' experience and familiarity with Facebook. The latter faced the following questions:

- How often do you access your Facebook account?
- How long have you been on FB?
- What do you use Facebook for?
- Which device you use the most to connect to Facebook?
- Which language do you prefer to use when communicating with your friends?

As it is mentioned before, I conducted a written interview with 6 students from the same university and grade through Facebook chat, so it was like a conversation but by writing rather than speaking. Here in our English department, students from different grades share the same FB group entitled -English students –University Moulay Tahar-Saida- (see appendixA)

in order to discuss threads, it consists of 3200 students. The online interview was based on the students' facebook experience, how it had a positive or negative impact on their English learning, and also it examined how students felt about the new learning environment. The online interview really helps me because, a) I was able to observe an additional data which is the students' writing, and b) the written form allows students to express their thoughts at ease than in the spoken form.

2.8 Data Collection

According to Rouse (2016), Data collection is a process of collecting information from different sources such surveys, interviews, observation, and questionnaires for the purpose of drawing hypothesis, answering relevant questions, and achieving research objectives.

2.8.1 Data collection procedures

28 sets of questionnaires were personally distributed by me to the first group to complete and all well properly returned. The questionnaires were given to the respondents in the first semester (9-11-12 January 2020), I explained to them the objective of the research study before they start fulfilling it, as it is mentioned in the questionnaires' entering (see Appendix B) so as to fully understand the questions. Also, they were reminded that participation was voluntary and there would be no extra remarks or rewards. Students were given enough time to respond to it. It took me five days to receive all the answered questionnaires. The same thing I did with the interviewees, I briefly informed them about the purpose of the interview. The interview took part in the mid of April, using Facebook chat so it could be seen only between me and an individual (see AppendixC).

4.9 Chapter summary

This part of the study explains the design, setting, participants, instruments, and procedures of data collection. The techniques and methods mentioned before really facilitated the research process. The collected data was statistically analysed using different charts (pie, bar charts) to visually display reliable result of the study, suggest implications and possible recommendations.

Chapter three:

Data Analysis

Chapter Three

Chapter Three Data Analysis and Results

3.1 Introduction

3.2 The questionnaire analysis

3.2.1 Results of the first section

3.2.2 Results of the second section

3.3 Analysis of The interview

3.4 Discussion

3.5 Recommendation

3.6 Chapter Summary

3.1 Introduction

After the collection of data, I organized it for analysis. The purpose of this chapter is to communicate the data analysis results, and report the findings related to the data collection instruments. In this chapter, data analysis comprised of two parts: the first part presents the questionnaires' results which were analysed by using various charts to give numerical information to the readers about the participants' gender, age, personality, type of SNSs used. Whereas, the second part of this chapter introduces the results obtained from the students' interview which was interpreted by using quotes from the participants' opinions.

3.2 The questionnaire analysis

The primary source of data collection included a questionnaire. As it is already explained, the questionnaire was mostly made up of a set of multiple choices questions, in such questions the participants have to answer by making a tick for the item that reflects best their answer. It was personally distributed to second year English students (15 male, 13 female) of different ages. All the questionnaires were answered by the respondents. The analysis of the retrieved questionnaire provided the following answers

3.2.1 Results of the first section:

This section deals with the participants personal information which is the first part of the questionnaire, it consists of the following questions; what is your gender? Which age group do you belong to? Are you an extrovert or an introvert? The reason behind the choice of English? How do you rate your level in English? All the 28 respondents filled all the necessary information.

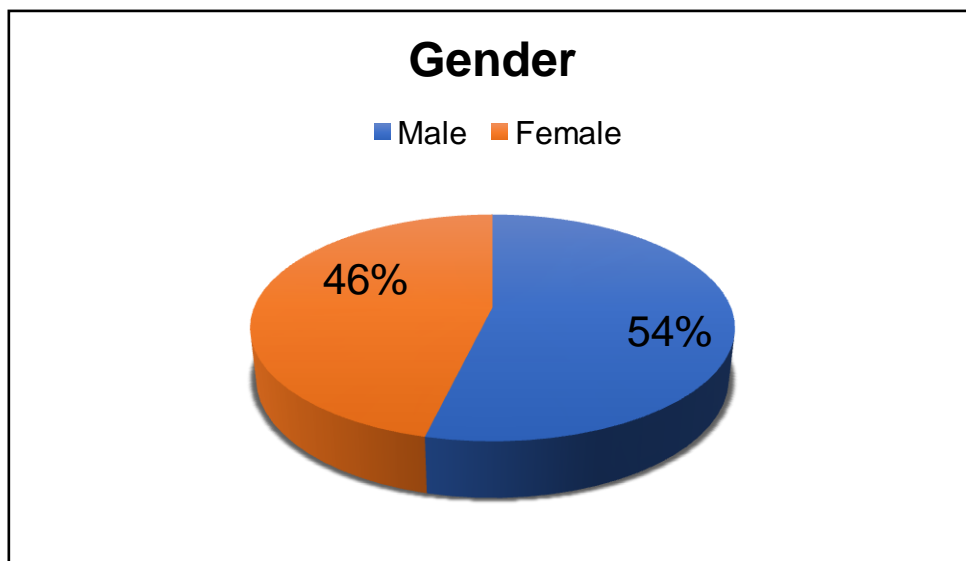
- **3.2.1.1 Gender**

Both the graphical and table below represents the gender distribution of the respondents; 46.25% of the participants are female students, and the remaining 53.57% are male students

Table 3.1
Students 'Gender

	Frequency (Number)	Percentage (%)
Male	15	53.75
Female	13	46.25
Total	28	100

Figure 3.1
Gender distribution in the sample population



- **3.2.1.2 Age**

The following table represents the distinct age group of the respondents. The results show that most of the respondents (89.29%) are between 18-21 years old, and only (10.71%) are between 22-24 years old.

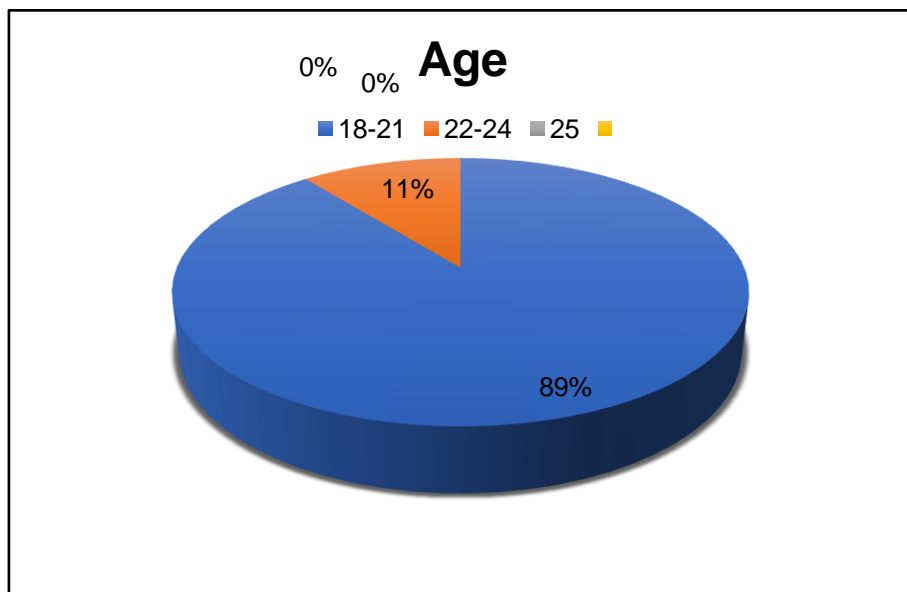
Table 3.2

Students ' Age

	Number of participants	Percentage (%)
18-21	25	89.29
22-24	3	10.71
+25	0	0
Total	28	100

Figure 3.2

A graphical representation of the students' Age distribution



- **3.2.1.3 You chose the English language because:**

From the data gathered, we notice that all the participants 100% chose the English language because they love it and they want to learn it.

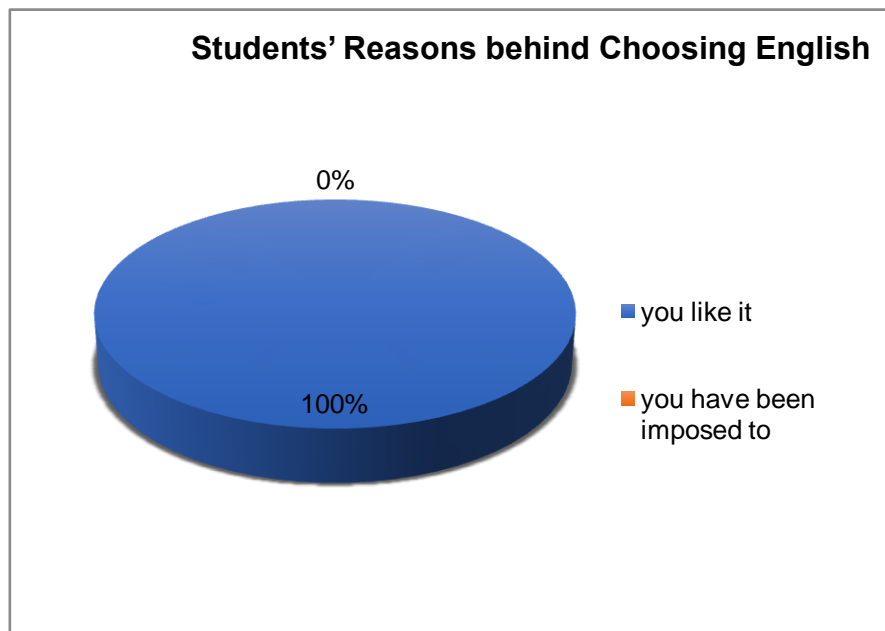
Table 3.3

Reasons behind studying English

	Frequency (Number)	Percentage (%)
You like it	28	100
You have been imposed to	0	0

Figure 3.3

Students' reasons behind choosing English



- **3.2.1.4 How do you rate you level in English?**

It is observed that participants have different judgements about their level in English, 57.14% believe that their level is average, whereas 25% think that they are good in English, only 17.85% of the respondents rate their English level as less than average.

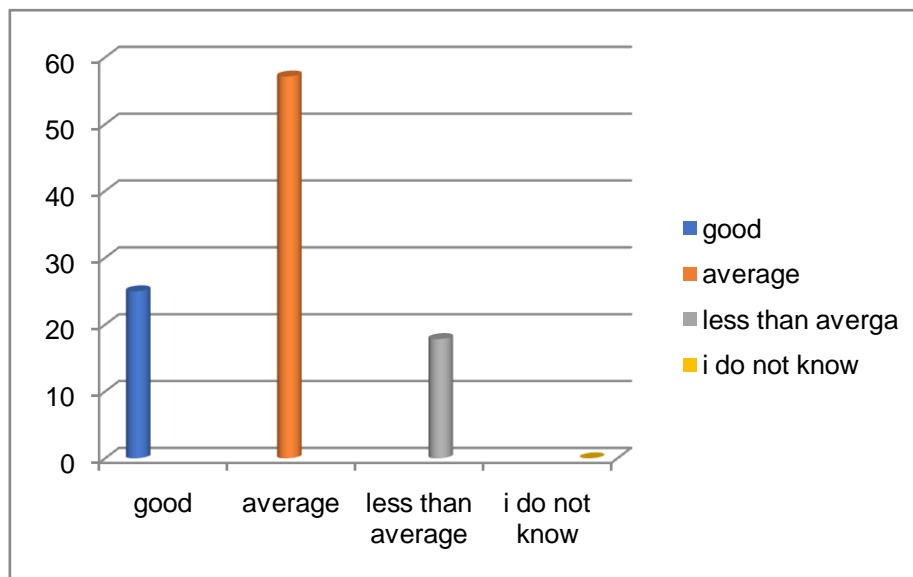
Table 3.4

Students' level in English

	Frequency (Number)	Percentage (%)
good	7	25
average	16	57.14
Less than average	5	17.85
I do not know	0	0

Figure 3.4

How do you rate you level in English?



- **3.2.1.5 Type of personality (Extrovert or introvert)**

The purpose of this question is to know students' personality. Approximately 71.42% of the respondents are extrovert, and the remaining 28.58% are introvert students.

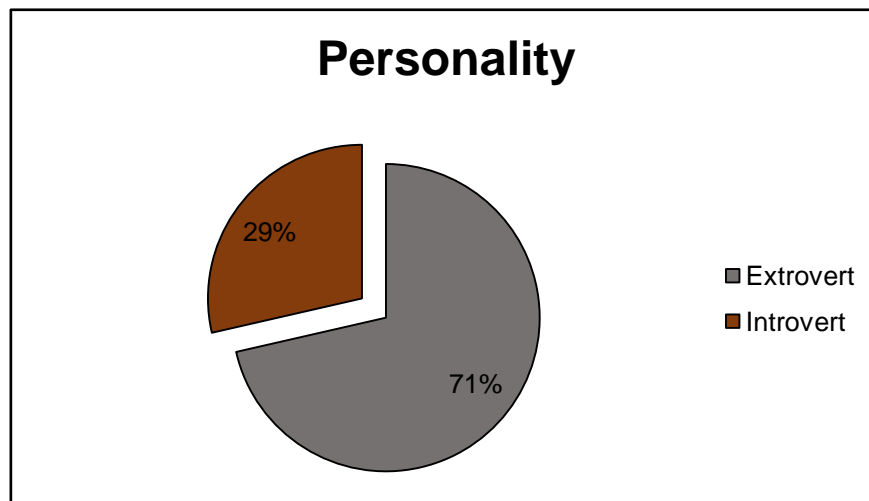
Table 3.5

Students' personality

	Total Number	Percentage (%)
Extrovert	20	71.42
Introvert	8	28.58
Total	28	100

Figure 3.5

A graphical representation of the students' personality distribution



- **3.2.2 Results of the second section:**

The second section tackles the students' Facebook experience. 5 questions are concerned. At the beginning, students are asked about the kind of device they use when connecting to SNSs. The next question is about the common SNSs used by the respondents. The third and

forth questions are designed to know the average use of Facebook among participants and the time being as a member on the platform. Finally, the respondents are asked what language they use when chatting with friends.

- **3.2.2.1 Which device you use the most to connect to SNSs?**

Concerning this question, I found that the mobile phones are the device mostly used by the students with 82.14%. Second, laptops with 14.28, and tablet with only 3.57%.

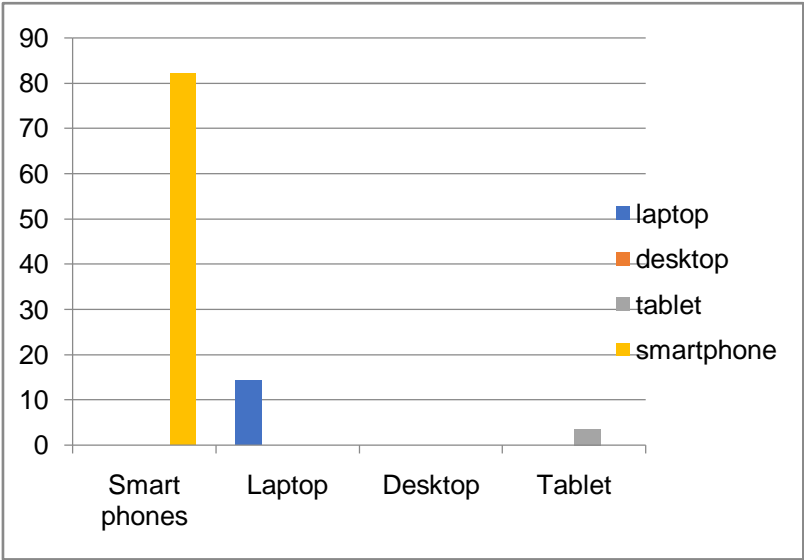
Table 3.6

The Device that students mostly use to connect to SNSs

	Frequency (Number)	Percentage (%)
Cell Phones	23	82.14
Laptop	4	14.28
Desktop PC	0	0
Tablet	1	3.57
Total	28	100

Figure 3.6

Kind of device used by the respondents



- **3.2.2.2 SNSs commonly used by respondents**

According to the analysis of data, the majority of students gave more than one choice. The most widely used social networking site is Facebook, as I expected. All of the respondents are Facebook users 100%, Instagram comes second with 53.57%, while Twitter appears third with 28.57, and My Space with only 7.14%.

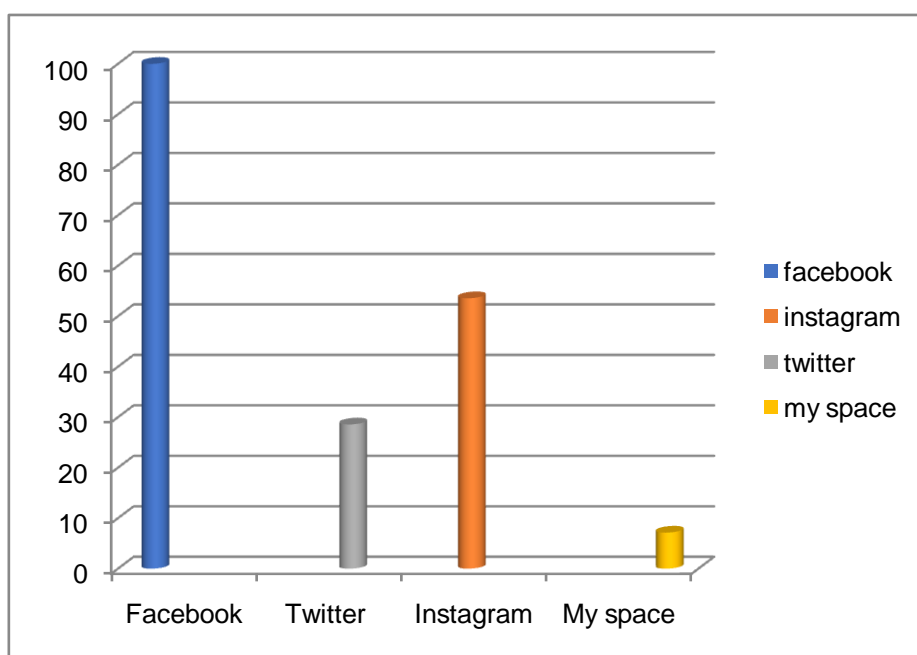
Table 3.7

Student' Favorite Social Networking Sites

	Frequency (Number)	Percentage (%)
Facebook	28	100
Instagram	15	53.57
My Space	2	7.14
Twitter	8	28.57

Figure 3.7

Students' Favorite Social Networking Sites



- **3.2.2.3 How long have you been on FB?**

The statistics below reveal that 64.28% of the participants have been using Facebook in the average of 3 to 5 years, whereas 12.42% use it since more than 5 years, only 10.71% use it from 2 years ago, while just 3.57% has less than a year's experience.

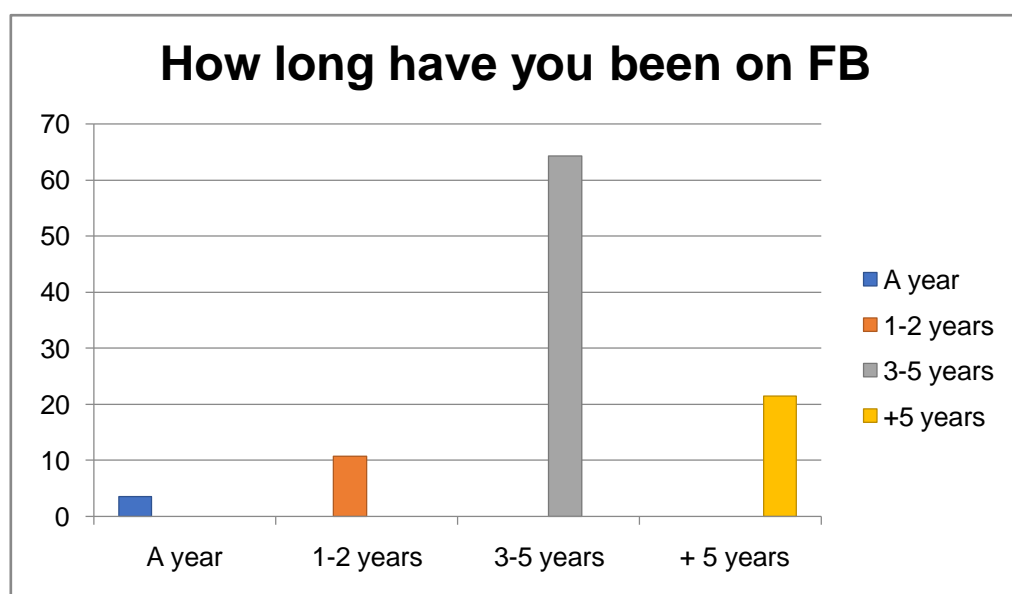
Table 3.8

Time spent on Facebook

	Frequency (Number)	Percentage (%)
A year	1	3.57
1-2 years	3	10.71
3-5 years	18	64.28
+5 years	6	21.42
Total	28	100

Figure 3.8:

Percentage of respondents based on being a member of FB



- **3.2.2.4 How often do you access your Facebook account?**

Depends on the answers we have from the questionnaire, Data shows that the majority of the participants 89.28% spend more than 4 hours connecting to the site, based on their frequency of logging into FB, the respondents are familiar with it, only 10.71% of the students who spend 1-3 hours per day using Facebook.

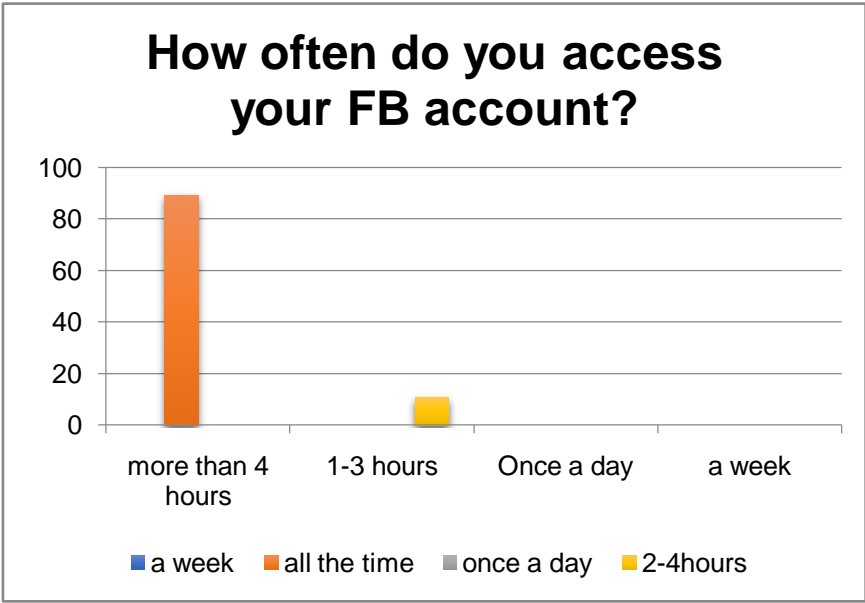
Table 3.9

Students ' access to Facebook

	Frequency (Number)	Percentage (%)
more than 4 hours	25	89.28
1-3 hours	03	10.72
Once a day	0	0
A week	0	0
Total	28	100

Figure 3.9

Students ' access to Facebook



- **3.2.2.5 Which language do you prefer to use when chatting with your friends?**

According to table 3.2.5, 100% of the participants use the FB language in their daily communication, while 67.85% mentioned that they use the English language, probably when they interact with their classmates such Facebook group, the Arabic language is used by 25% the respondents, and at least 7.14% use the French language.

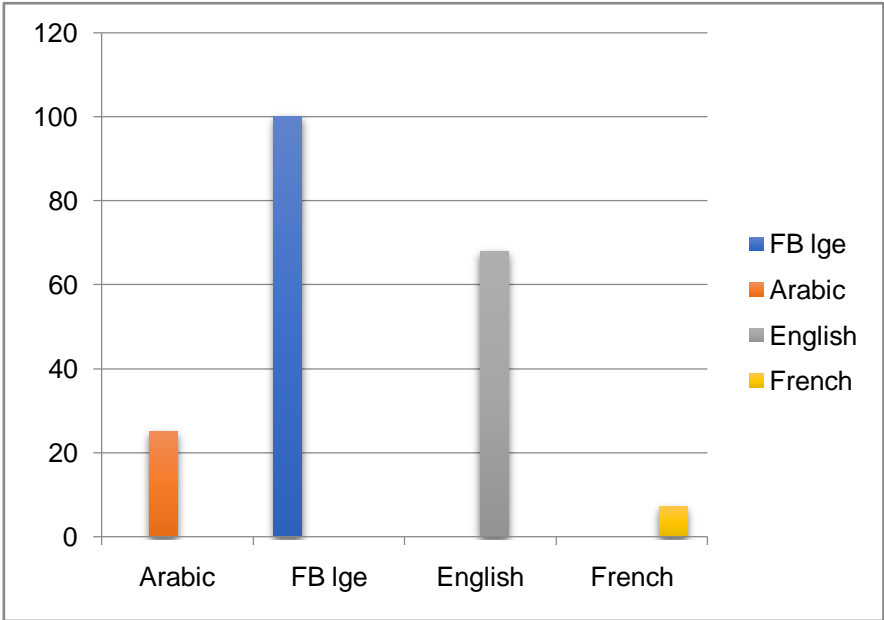
Table 3.10

Type of language used in FB

	Frequency (Number)	Percentage (%)
English	19	67.85
French	3	7.14
Arabic	07	25
The lge of FB friends	28	100

Figure 3.10

Type of language used in FB



3.3 Analysis of The interview

Conducting an interview was necessary to obtain more in-depth data. As it is mentioned earlier, the interviews were conducted through Facebook chat. It consisted of 13 questions, based on the students' facebook experience. 6 students (5 males, 1 female) were randomly selected to be interviewed. The following presents the findings for each research question::

Question 1, what do you use Facebook for? All the students agreed upon the use of the application as a way to socialize with their friends, get in touch with people who are far and read the latest new about the world. 3 students added that they use Facebook to share their ideas through Facebook group.

Question 2, what is the main purpose behind your Facebook usage as language learning tool? 4 respondents stated that they use Facebook to better their communication skill since they are more likely to interact with native speakers. One student viewed it as a mean for vocabulary development and a tool to improve his writing skill, whereas the last respondent expressed the opposite believing that books and movies are effective tools for language learning not Facebook.

Questions 3, Does Facebook motivate you to acquire the English language? The majority of students agreed that Facebook does motivate them to acquire the language. While one student responded negatively to this idea

Question 4, Comparing to face to face education, what's your feeling when learning from FB? From the interviewees' responses, 2 students preferred face-to-face learning than e-learning. The other students do enjoy learning from Facebook claiming that traditional learning makes them anxious, unlike when they are standing behind the screen they feel comfortable and at ease

Question 5, How do you find the grammar and spelling mistake checker? The respondents expressed their satisfaction with regard to this Facebook feature saying it is a very helpful and trusted way to correct their missteps. However, one added that becoming heavily reliable on it becomes a bad habit.

Question 6, Do you focus on correcting both your grammar and spelling mistakes while writing comments? 3 students said they try to be as correct as possible while chatting and writing comments in order to have a proper use of English. One student mentioned that he pays much more attention to the spelling ones. On the other hand, the other two participants stated they do not take into consideration their mistakes at all as long as their friends understand what they mean.

Question 7, what is your opinion behind the use of cyberslang (acronyms, homophones, Abbreviations)? This question intended to see if students use well formed language when writing or vice versa. Though they try to use them less than often, all the participants find cyber slang innovative, fun, and helpful to transmit the message quickly and save time.

Question 8; Do your Facebook friends understand your texting style? Since it becomes a habit, students get used to each other as their interpretations to the common acronyms are the same.

Question 9; Does texting effect the student's formal writing? If yes, in what manner? Results indicate that students' formal writing can be affected by texting, as some respondents agree that it can affect their spelling, punctuation, and capitalization.

Question 10, which one do you prefer: text chat, voice chat, video chat? Why? Students' response to this question ranges from text chatting to voice or video chatting. Some said that it depends on the people who are talking to (matter of a comfort zone), text chat with strangers or distant friends, while both voice and video chats with close friends and members of the

family. Other participants prefer text chat because they feel comfortable and it gives them time and space to express themselves.

Question 11, Do you agree that FB is more interesting than reading books for vocabulary development? This question aims to understand students' opinions on Facebook effects on their vocabulary. The majority of students totally disagree with this, believing that books are the best way to enhance their vocabulary. However, one student thinks that books are not the only best way to acquire a good vocabulary. Facebook as well has its own way of enriching a person's vocabulary in a more modern and fun way.

Question 12, Does using FB evolves your interaction with classmates and helps you to improve your academic performance? This question attempts to examine whether FB facilitates participation with their peers or not. All of the respondents agree with the idea, saying that they do really discuss with their classmates about what they have studied during the day, build upon conversations, and exchange ideas via online groups. 2 students added that such online discussion platform benefited their personal relationships with their peers

Question 13, How do you evaluate SNSs as a mean for learning English? The majority of students think that social networking sites are great way for learning English as they tend to make the learning process easier and fun. One student said if the person uses these services in the correct way then it will make the language acquisition way better. Other student gave it 5/10 believing that there are other learning tools which are more effective.

3.4 Discussion

The detailed analysis of the data obtained from both the questionnaires and interview showed that the integration of Facebook as a language learning tool has a positive impact on second year English students, as they become motivated and less anxious in acquiring the

language. In this section, I discuss the findings shown in the previous chapter

The analysis of data obtained from the questionnaires reveals that Participants chose this field because they like the English language. 20 of them said they are extrovert meaning they are sociable, enthusiastic, who love to interact and share their notions with others. On the opposite side, 8 students are introverts who are calm and socially are not very open to conversations with others. The majority of the respondents have the Facebook application on their cell phones except 5 of them who connected to FB with a laptop and tablet. The most common social network site used by the respondents is FB. In addition, the questionnaires reveal that the average time spent on Facebook among the students is more than 4 hours, and there are some respondents who spend 1 to 3 hours per day using the site. With regard to the type of language that students use in their daily chatting, all the students favour the language of FB friends “Darija/Amiya” using either Arabic or Latin script, 19 of them mentioned that they also prefer using the English language, which demonstrates that Facebook is a suitable place for EFL students to use and practice their language outside the classroom, only 7 of them chose French beside “Darija” in their chatting.

The interviewees reported that they use Facebook for various matters; chatting with friends, see what is happening around the globe, sharing notions with others via private group, acquiring new vocabulary, and evolving both their communication and writing skills. From this we can see that Facebook is basically a mean for entertainment and it can be a learning tool depending on the learner’s objective. Moreover, Facebook offers plenty of positive learning opportunities as it facilitates interaction with foreign friends and students outside classroom via FB groups. Analysis show that students feel relaxed and at ease when learning from the service since their identity is hidden which can reduce some negative feelings such as the fear of committing mistakes among colleagues and feel embarrassed. On the other hand, all the students agree upon the use of common abbreviations and acronyms instead of

words when chatting mainly to gain time, efforts, and facilitate the process of texting. This reflects the fact that students do prefer the informal writing style. However heavily relying on this phenomenon has a negative impact on people's speech and writings in many ways including spelling and grammar forms. With regard to the grammar and spelling mistake checker, students feel comfortable with this as being the easiest way to avoid mistakes. Comparing to the others, two students do not pay attention to their missteps (punctuation, capitalization and plural form) considering Facebook as an informal setting. This proves the claim that using FB extensively effect students' ability to acquire English inappropriately. Also the interview results indicate that Facebook is not the best source for vocabulary learning, and that it is not considered as a suitable vocabulary learning tool by the majority of students. In short, most students have shown some positive attitudes towards FB.

3.5 Recommendation

In light of the study's results, some recommendations could be drawn up to students with regard to the impact of Facebook on the student's English proficiency. Teachers should motivate students to create Facebook page (as a collaborative learning activity) for the sake of connecting to classmates, improving their communication skills, and exchanging information. Such learning material eliminates the traditional classroom learning that causes boredom and creates a friendly environment. Also, further study should include other populations (with different academic years) regarding the same topic to have a clear view.

3.6 Chapter Summary

Generally speaking, throughout the analysis of data collected from the two instruments, indeed Facebook has an important role in students' daily life. It tends to be a doubled edge sword, because of its benefits and drawbacks. It has a positive influence on students' English

learning as it facilitates interaction with both English native speakers who are the best source for language acquisition and with their peers as a mean for academic purposes. In addition, this arena reduces students' stress level and increases their engagement. However, the study indicated that there is a negative side as students do not respect the academic rules (capital letters, spelling, grammar rules) when texting, instead they tend to acquire colloquial and abbreviated language leading to inappropriate learning. This became a habit even while writing in classes.

General conclusion

General conclusion

In today's digital world, Social Media is held to be the primary activity that people from everywhere use in a daily basis. This is linked to the increase in the number of internet users from millions to billions. Facebook is an android application which can not only be used for interaction, but it can also be an educational means. This research aims to investigate the impact of Facebook on the English proficiency and vocabulary development among second year English students of Dr. Moulay Taher University at Saida.

The study is divided into three chapters: the first entitled the literature review; it is concerned with previous research studies related to the present investigation. Chapter two which is about the methodological design describes the methods and instruments opted for data collection. Last but not least, data analysis and discussion which is meant to interpret the results, discuss the findings, and give some recommendations.

The analysis of the research instruments (questionnaire and interview) revealed that Facebook is the most common social networking site among younger generation. As a language learning tool, Facebook has both a negative and positive impact, its negative effect occurs in the way they acquire the language in an inappropriate manner, as students write informal written pieces while chatting with their peers. While, Facebook has a positive impact but if the learner is aware enough to use it in an advantageous way, as it provides more learning opportunities outside the classroom, students can interact with each other in the Facebook group; discuss threads relevant to the classroom subject matter, and chat with native speaker which will help them to attain the fluency level.

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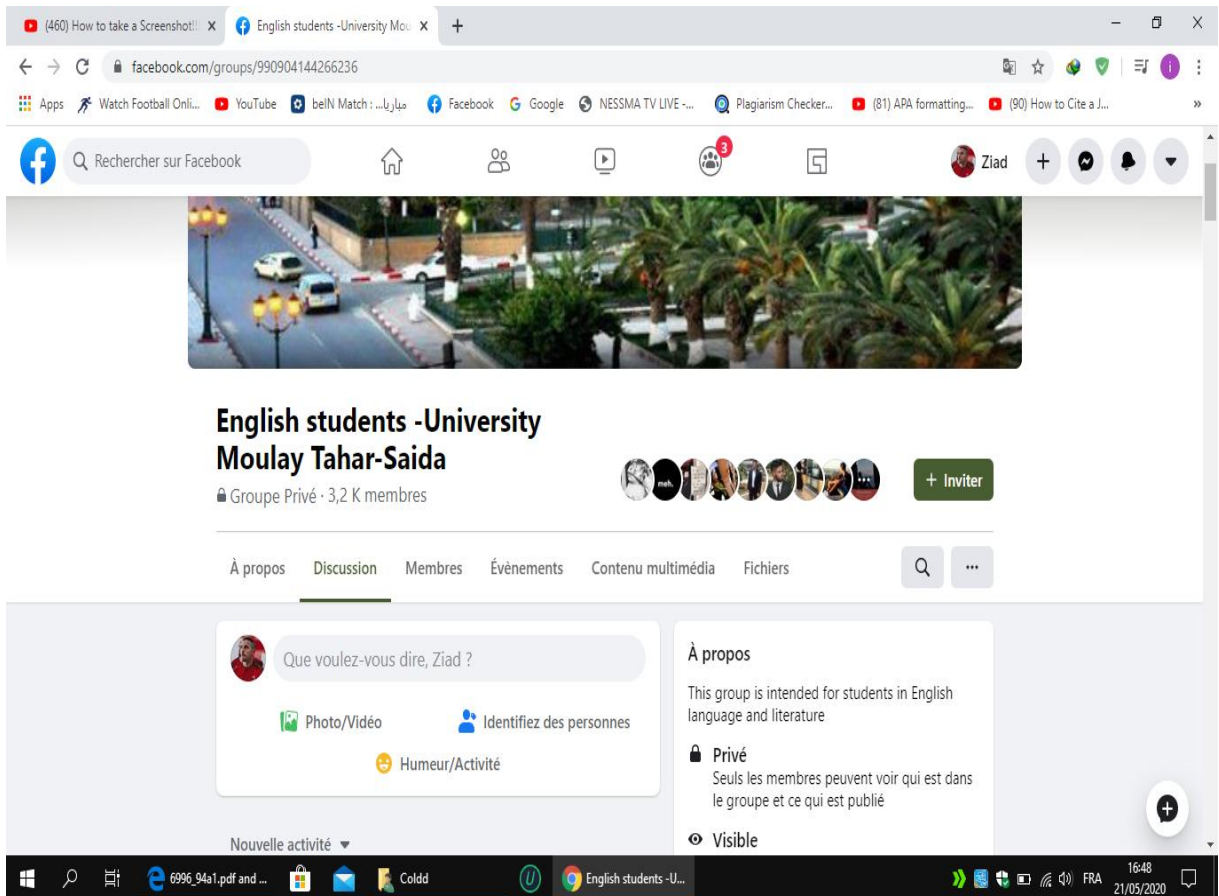
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Appendix A:

ENGLISH STUDENTS- UNIVERSITY MOULAT TAHER- SAIDA:

Private group



In a private group, users who can find the group in search, who can see what has been posed in the group, and who can see group members are the only members of that group.

Appendix B:

Students' questionnaire

The present aims at investigating the impact of Facebook on language proficiency and vocabulary development among 2nd year LMD English students at Saida University. The reason behind this inquire is to gather data about how Facebook impacts our English language learning? The questionnaire consists of 2 sections and 10 questions. You're gently asked to answer the following questions.

All the answers are completely anonymous (the researcher will not identify your names in the study). I really appreciate your participation.

Thank you for your collaboration

Section One. Personal information

Please put (√) in the relevant box below

Sex	Male		Female	
Age group	18-21	22-24	More than 25	
You chose English because	You like it		You have been imposed to	
Is your level in English:	good	average	Less than average	I do not know
Are you an extrovert or an introvert?	Please explain			

Section Two. Social Network

Please put a tick (√) in the relevant box

Which device you use the most to connect to Facebook?	Smart Phones	Laptop	Tablet	Desktop PC
Which social networking site you use the most?	Facebook	Instagram	My Space	Twitter
How long have you been on FB?	A year	1-3 years	4-5 years	More than 5 years
How often do you access your Facebook account?	Most of the time	2-4 hours	Once a day	twice a week
Which language do you prefer to use when chatting with your friends?	English	French	Arabic	The language of FB friends

Appendix B:

Students' interview

1. What do you use Facebook for?
2. What is the main purpose behind your Facebook usage as language learning tool?
3. Does Facebook motivate you to acquire the English language?
4. Comparing to face to face education, what's your feeling when learning from FB?
5. How do you find the grammar and spelling mistake checker?
6. Do you focus on correcting both your grammar and spelling mistakes while writing comments?
7. Does using FB evolve your interaction with classmates and help you to improve your academic performance?
8. Does texting affect the student's formal writing? If yes, in what manner?
9. What is your opinion behind the use of cyber slang (acronyms, homophones, Abbreviations)
10. Do your Facebook friends understand your texting style?
11. Do you agree that FB is more interesting than reading books for vocabulary development?
12. Which one do you prefer: text chat, voice chat, video chat? Why?
13. How do you evaluate SNSs as a mean for learning English?