Investigating Teachers’ and Students’ Attitude towards the Use of Social Networks in Improving Target Language Vocabulary

The Case of First-year Students of English at Larbi Ben M'hidi University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

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2015-2016
In the Loving Memory of my Mother SABAA ZOULIKHA (1955-2010)

In the Loving Memory of my Father BENAZIZA SALAH (1945-2003)
Dedication

In the Name of Allah, the Most Gracious, the Most Merciful, All the Praise is due to Him
Alone, the Sustainer of the entire World.

I dedicate this modest work to

To My Mother’s spirit “ZOULIKHA”, and to my Father’s spirit “SALAH” the pillars of my life, My Allah Bless you.

To the light of my life my little Brother “SALIM” who enlightened my days.

To the one who cares about me and makes me a woman, to the one who provided me with love, understanding, tender and supports Dearly Uncle “DJAMEL”, to his wife “HABIBA” for her love, supports and encouragement.

To the candle of my life my niece “HIBAT-ERRAHMANE”, who enlightened our life

To my lovely sisters “SABRINA”, “NAZIHA”.

To my beloved brothers “ABD ELHAK”, “YAZID” and to his wife “SAMIA”.

To my dearest brothers and sisters in law “OMAR” “ABD ELALI” “RABIAA” and “SAMIRA”

To my sweet cousins “MERIEM”, “KOUKI”, “CHEMSSO”, “AMIR” and “LYAMIN” who made a second family for me, who provided me with support, help, and encouragement, thank you so much.

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ABSTRACT

By many, the corner stone of mastering the foreign language is to have a rich repertoire of lexical items of that language. Furthermore, teaching and learning vocabulary can be a very challenging and time consuming process for both teachers and students. Thus, students adapt various strategies and approaches in order to improve their vocabulary knowledge. Eventually, the current study tends to explore teachers’ and students’ attitudes towards the use of social networks as one of the most recent tools that may help in improving the target language vocabulary. It is then hypothesized that social networking is effective in developing the learners’ vocabulary background. To investigate the hypothesis and to achieve the research aims, two questionnaires were administered one for the teachers and one for students at the English department, Larbi Ben M’Hidi University. In the light of the obtained results, it can be concluded that both teachers and learners consider social networks as an effective pedagogical technique to enhance students’ vocabulary knowledge. Subsequently, it is recommended that teachers seek the right mechanisms to adopt social networks in educational settings, so that students would develop the vocabulary background in a relaxing and entertaining atmosphere.

Key words: Social networks, social media, language learning, vocabulary learning.
List of Abbreviations

CALL: Computer Assisted Language Learning

CMC: Computer Mediated Communication

COG: Cognitive Strategy

DET: Determination Strategy

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLL: Foreign Language Learning

FLLs: Foreign Language Learners

MEM: Memory Strategy

MET: Meta-cognitive Strategy

SL/L2: Second Language

SLLs: Second Language Learners

SM: Social Media

SN: Social Networks

SNSs: Social Networking Sites

SOC: Social Strategy

VLS: Vocabulary Learning Strategies
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General Introduction

Introduction

Learning vocabulary has always been a challenging and an urgent task for students of English as a foreign language. They need words to communicate and have better achievement in the target language. Having rich vocabulary means that students will be able to comprehend not only what they hear and read, but also produce appropriate and meaningful language in different contexts.

As the activity of learning vocabulary is becoming more demanding and crucial, more ways, tools and techniques are becoming available. One of the strategies that can be very effective to enhance learners’ vocabulary in the target language is the use of social networks which might encourage students acquire new vocabulary items in an informal context and an enjoyable way.

1. Statement of the Problem

One of the major goals for learning a foreign language is communicating fluently in the target language which cannot take place without having adequate vocabulary. The acquisition of vocabulary is crucial for successful foreign language usage and plays an important role in the formation of complete pieces of discourse whether spoken or written. Lack of vocabulary may be seen as the main obstacle for foreign language learners. Eventually, this make them rush for vocabulary learning thinking that lexical proficiency is synonymous to language proficiency.

Furthermore, English language learners who experience slow vocabulary development are less able to comprehend texts. They are likely to have poor performances in exams and find difficulties in communicating fluently both in understanding and making the others understand. Classroom observations and interviewing teachers at the department of English Larbi Ben M’hidi University allows us to say that vocabulary shortage is one of the main concerns of their students and a sign of strength or weakness in the target language.

In this respect, social networking seems to be a very effective means in aiding students to unconsciously develop their vocabulary background in a relaxed atmosphere far from the traditional methods of teaching vocabulary and the tedious nature of some vocabulary activities. Foreign language teachers, on the other hand, may have some reservations on this,
especially concerning the nature of words and expressions acquired from this virtual environment. They may even go farther claiming that using social networks and Internet language would have a negative impact on students’ academic writing in the target language. The present research attempts at investigating the activity of vocabulary learning through social networking from the perspectives of both teachers and students.

2. Aim of the Study

The main objective underlying this study is to shed some light on teachers’ and students’ attitudes concerning the role of social networking in ameliorating students’ vocabulary background. In other words, this research investigates if social networking is significant in building up students’ vocabulary or not. It also aims at getting an idea about their habits, strategies and benefits when it comes to vocabulary and social networking. Finally, it seeks to explore teachers’ standpoint in this matter as well as their suggestions for boosting students’ acquisition of vocabulary items.

3. Research Questions and Hypothesis

To achieve the aims of the present research, we set out to answer the following questions:

- How important vocabulary is for foreign language learners?
- What is the main reason behind students’ vocabulary shortage?
- Does social networking enhance learners’ vocabulary acquisition?
- What are students’ strategies in vocabulary learning through social media?
- What impact would social networking have on students’ academic production of the language?

In light of the previous questions, the following hypothesis is put forward:

Social networking is effective in developing students’ vocabulary background.

4. Tools of Research

In order achieve the aims of the research, a descriptive method is then opted for. A questionnaire, as the main research tool, is used to test out the hypothesis at the level of the English Department, University of Oum El bouaghi. Two questionnaires are administered to teachers and students. The teachers’ questionnaire administered to fifteen (15) teachers gives
an idea about their attitudes with regard to the role of social networking in enhancing students’ vocabulary acquisition. The second questionnaire directed to forty-five (45) first-year students chosen randomly from the whole population aims at knowing about their attitudes towards the development of vocabulary through the use of social networking.

5. Structure of the Study

This present research is divided into two main chapters. The first chapter is devoted to the literature review and the last chapter comprises the practical work. Chapter one divided into two main sections discusses social networking and foreign language learning. It tries to trace the history of such innovative tools and discusses their theoretical foundations. It also attempts to shed some light on their implementation inside and outside the language classroom. Additionally, it addresses the necessity of learning vocabulary in a foreign language, different methods, strategies and techniques. It entails the discussion of some problems and difficulties that students encounter along the way. Finally, Chapter Two analyzes students’ and teachers’ perceptions about the effectiveness of social media in developing students’ vocabulary background as a quest to draw some pertinent conclusions and suggest relevant recommendations in relation to vocabulary learning/teaching in a foreign language context.
Chapter one: Social Networking and Vocabulary Learning

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Section One: Social Networking and Language Learning

Introduction

With the emergence of technology and social media in recent years, the landscape of language teaching and learning has been changed in terms the information delivered as well as the medium being utilized. The rapid growths of these technologies attract new wave of language learners to look for alternative possibilities for language learning and social interaction, and push educators to incorporate and implement a variety of tools. Social networking as one of those tools that allows and engages nowadays language learners to interact in new and advanced ways both inside the class and beyond the walls of the classroom. Thus, social networking is one of the most popular technological tools which cover a fundamental role in our everyday lives, and language teaching and learning is no exception.

In this section some light will be cast on social networking. It is started by defining the concept of social networks, some types of social networking sites in addition to the advantages of these media tools. The chapter also covers some theoretical approaches to social networking and L2 learning as well as the implementations of these technological tools in foreign language classroom.

1.1.1. Social Networks Definition

Social networks are one aspect of social media where individuals share ideas, interests or look to meet people with similar ideas or interests in communities. It is also one of the latest technology which serves as a means of making education better, cheaper, available and enjoyable. Social networks are defined differently by different experts. Byod and Ellison (2007) for instance, define social network sites as “web-based services that allow individuals to 1) construct a public or semipublic profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their list of connections and those made of others within the system” (p.1). The two terms social networks and social networking sites are used interchangeably, however, the term social networks sites was the most useful rather than the more common term social networking sites because the former, used for socializing and interacting amongst the already existing friends who are members of an offline social network. On the other hand, the later implies seeking initiating new friendship or interacting with strangers. In this matter, Boyd and Ellison (2007) indicate
that “we choose not to employ the term networking for two reasons: emphasis and scope. “Networking” emphasizes relationship initiation, often between strangers. While networking is possible in this sites, it is not the primary practice on many of them, nor is it what differentiate them from other form of computer mediated communication” (p.1). However, Beer (as cited in Zelkowitz, 2009) criticizes Boyd’s and Ellison’s definition claiming that it is too broad since it includes online sites where friendship is not the main focus such as YouTube. Furthermore, another definition provided by Purcell (2012) who sees social networking as

A term used to describe websites that build online communities with the intent of building relationships among people with similar interests. These sites generally enable their subscribers: to post text, pictures, video, and various other forms of media content for others to view; to form and maintain relationships with other participants, and to engage in discussions around common interests with others (p.12).

Thus, social networks are web-based online communities which may allow people to build profiles, initiate and maintain new friendship, communicate and share new information and ideas between people with similar interest.

1.1.2. Types of Social Networking Sites

Social networking sites are primarily used to transform and share information with a broad audience, and have become a daily practice in some users’ lives; these sites include Facebook, YouTube, Twitter, LinkedIn, and Podcast.

1.1.2.1. Facebook

The most successful, popular and worldwide social networking site is Facebook. It is defined by Ashley (2003) as “a computer-mediated communication tool, an asynchronous (delay) communication tool which enables communication (one-to-one, one-to-many) and collaboration over a period of time through (a different time-different place) mode” (Cited in Bodomo, 2010, p.316). Boyd (2007) maintains that Facebook was created by a Harvard student called Mark Zuckenberg in February 2004. However, when the site was initially launched, it was restricted to Harvard students only, later on, its popularity increased rapidly across the globe especially among young people. Additionally, Facebook users may create a personal profile; add other users as friends, and exchange messages, including automatic
notifications, photos and comments when they update their profile. To become a member of, one had to have an email account. Facebook is considered an effective way for students to form online communities (Chartrand, 2012), and an effective medium for language learning and teaching, with the possibility of improving the learners’ language skills. Bodomo (2010) states that Facebook offers its users with a variety of functions such as photo sharing software, a blog for writing one’s diary and getting comments from friends and finally, a private and public wall which is used specifically for friends to leave messages.

Several studies reveal that Facebook impacts all levels in academic settings and have the potential for use in educational applications; it has also an important role in opening new environment of learning for both teachers and students (Thurairaj, Hoon, Roy and Fong, 2015).

1.1.2.2. Twitter

Twitter is a web-based service which is described by Thartner (2012) as “social networking and microblogging service that users like to use for short messages for 140 characters in length” (p. 98). In twitter, a message is joined to a course or class blog which allow the learners to discuss a variety of asynchronous online discourse. (Thurairag, Hoon, Roy and Fong, 2015). Wang (2010) emphasizes that “Twitter is an excellent way to supplement teaching summarizing and synthesizing skills for written material” (p.112). Furthermore, Wang states that students’ familiarity with Twitter and its use in their daily practice, and collaboration are the main reasons behind adopting Twitter in learning context. In addition, Twitter can be very beneficial in the sense that 1) educators have the tweets’ written enrollment and the ideas that has been discussed by the learner, 2) discussion between the learners can be observed as they occur 3) teachers can assess individual learners’ participation in the discussion 4) it imposes learners to write concisely (Wang, 2010).

Studies conducted by Grosseck (2008) and Munoz (2009) have shown that social networking sites like Facebook and Twitter provide the learners opportunities to exchange new information, connect with their peers as well as with professors and discuss relevant class information. Furthermore, Thurairag et al, (2012) emphasize that Facebook and Twitter may contribute to language learning, and should be incorporated as learning tools in foreign language classroom. Besides, many researchers claim that adopting Facebook and Twitter as learning tools may foster communication in English. It also assists teachers and learners to create their own learning network, and afford them the chance to connect with people across
the globe who help them take their learning and teaching experience to the next level (Mhunpiew & Purayidathil, 2015).

1.1.2.3. YouTube

YouTube is a popular free video sharing website which allows people to upload post and share their own videos files to others (Bodomo, 2010, p. 342). At the same time, it allows its users to interact with others by making comments to other people’s creation. YouTube launched in 2005 grows over time to become the third most popular website after Facebook and Google (Kelsey, 2010). Furthermore, YouTube has developed to end up with an entertainment with people watching more than 70 million recordings on the site daily. This social networking tool helps its users search and find out the videos of their concern. Besides, YouTube encourage users who are in the learning process to use videos to learn more about different topics by listening to lectures and classes of experts from different parts of the world.

1.1.2.4. LinkedIn

LinkedIn is one of the most popular powerful social networking sites created in December 2002. Zelkowitz (2009) defines LinkedIn as “a business networking SNS allows members to enter information about themselves, centering on their career and educational history, and try to help them connect online with people that they know or that might be helpful to them at work” (p.28). In other words, LinkedIn is an online network which based on professional and business relationships (Purcell, 2011). LinkedIn is viewed as an effective medium in initiating new relationships via promoting the number of users by information given about new people registering from their university or institution, and information about the already existing friends. Furthermore, LinkedIn constitutes both free and paid services like advertising and job seeking where users can connect with each other through email accounts instead of using text messages (Zelkowitz, 2009).

1.1.2.5. Podcast

Podcast is one of the social networking sites which is recognized as “audio blogs”, it is described by Anderson (2007) as “audio recordings, usually in MP3 format, of talks, interviews and lectures, which can be played either on desktop computer or on a wide range of handled MP3 devices” (p.10). Podcast has become easy to access through using various devices and programs, and several studies reveals that Podcast is considered an effective
medium to be used in the language classroom. In this respect, Wang (2011) reports that Podcast is found to be an efficient tool to improve the listening and speaking skills in English.

1.1.3. Advantages of Using Social Networks in Education

In addition to the aforementioned educational potentials of different social networking sites for students learning in general, Purcell (2003) put forward some other advantages of integrating technologies into the classroom to accomplish learning objectives as follows:

1. **Knowledge and skill development**: integrating social networking sites in the classroom, in particular in lesson plan would help the learners to promote the depth knowledge as well as the level of understanding the content area.

2. **Motivation**: one benefit that has emerged from incorporating social networking sites into the classroom is motivation and engagement. Social networking sites can be a useful tool for engaging the learners to accomplish a given task by drawing their interest. Motivation is considered as one of the most important factor behind integration social media into curriculum. Mitchell (2012) suggests that creating and maintaining relationship in social networking sites can increase motivation. For example, students will spend more time and do their best to complete an assignment that will be viewed by a large audience to ensure that they are proud of their work, instead of handing in an assignment that will be viewed only by the teacher and throwing it after receiving the grade.

3. **Connectivity**: social networking sites play an integral role in providing the learners the opportunities to communicate and interact with peers, experts and native speakers of a variety of foreign languages around the world, updates information and new ideas which may contribute to better achievement in education.

4. **Familiarity**: the frequent use of some online networking sites may foster students’ familiarity with these sites. Thus, sharing their current knowledge via using these tools.

5. **Cost Effectiveness**: One of the most advantages of using online networking sites is cost effectiveness, most social networking sites are free to anyone with internet access, and it allows students to save money instead of purshasing expensive lessons and resources.
6. **Convenience**: social networking websites are available at any time and can be accessed through any internet-accessible computer. Thus learning can move beyond the classroom and the teacher guidance.

7. **Increased Appropriate Use**: integrating various technological tools in the classroom involves the learners’ familiarity with these tools. Thus, technologies must be taught directly to the students to increase their appropriate and responsible use of these tools.

8. **Increased self-expression**: Using internet access provides the learners the opportunities to make their voice heard by a worldwide audience, Purcell (2013) points out “Social networking sites allow the connection to a large community as users with similar interest serves as an authentic audience” (p.13).

### 1.1.4. Theoretical approaches to Language Learning and Social Networks

Social networking is considered as an integral part in learning a second language. Incorporating social networks in foreign language classroom involves educators to take into account the theory and pedagogical trends that underlie language learning with technology. In this matter, Blyth (2008) points out that there are four distinct approaches to language learning research, technological, psycholinguistic, sociocultural and ecological approaches and argues “that the four approaches are historically situated” (p. 47).

#### 1.1.4.1 Technological Approaches

Technological theories are described by Blyth (2008) as “something akin to a developmental stage”. These stages consist of exploratory and descriptive studies which attempt to evaluate the advantages of incorporating a particular technological tool in the foreign language classroom. Blyth (2008) maintains that technological approaches cover all the studies that report on new technologies as the attention shifted from being a tool utilized to interact between people in society, to their pedagogical implication inside the classroom. It also covers the students and teachers reaction to the implementation of these tools in educational settings. Blyth (2008) argue that, in spite of the criticism received by those studies for the lack of some theoretical framework, they contribute to the development of this field by providing educators with new and advanced technologies in the second language context. In this matter, Kern, Ware and Warschauer (2004) (as cited in Blyth, 2008) claim that several studies have been conducted in the 1996s tended to focus on “the most quantifiable
and easily measured aspects of online communication” (p. 243). Moreover, these studies tended to investigate the potential advantages of integrating these tools as an alternative to the traditional learning in the foreign language classroom, and stressed out the necessity of computer mediated communication in foreign language learning (Blyth, 2008).

1.1.4.2. Psycholinguistic Approach

Gass (1997) and Long (1988) (as cited in Blyth, 2008, p. 53) refer to the term psycholinguistic as “any approach to computer mediated communication or computer assisted language learning that derives from an input/ output model of language acquisition and that takes negotiated interaction as its primary research focus”. The psycholinguistic approach emphasizes on the importance of social interaction and noticing, and that comprehensible input plays a crucial role in language acquisition. Blyth (2008) argues that “interactionist theory claims that the process of interaction holds the keys to getting learners to attend to linguistic form and their contextualized meaning in the input” (p.58). The interaction hypothesis is related to the noticing hypothesis (Shmidt, 1990). In other words, the comprehensible input is most likely to be noticed by the learner. Swain (1995) proposes the output hypothesis as an extension of the noticing hypothesis to explain how learning is facilitated precisely by the need to produce language. Chapelle (2008) (as cited in Blyth, 2008) reformulate the main points that interactionist second language model based on, (the input hypothesis, the output hypothesis and the noticing hypothesis) into “seven hypotheses relevant for developing multimedia CALL” (p.59).

1. The linguistic characteristics of target language input need to be made salient.
2. Learners should receive help in comprehending semantic and syntactic aspect of linguistic input.
3. Learners need to have opportunities to produce target language output.
4. Learners need to notice errors in their own output.
5. Learners need to correct their linguistic output.
6. Learners need to engage in target language interaction whose structure can be modified for negotiation of meaning (p.59).

1.1.4.3. Sociocultural Approach

Sociocultural approaches are defined by Lier (2004) as “a general approaches to human science” which aim to “explicate the relationship between mental functioning, on the one
hand, and the cultural institutional and historical situations in which functioning occurs on the other hand” (p.12). The sociocultural approaches set out to examine the process of language acquisition, based on work by Vygotsky (1978). These approaches emphasize on interaction within a community of learners since language and social interaction play a fundamental role in human development, and serves as a cultural practice which may contribute to the construction of knowledge in a specific context (Lomicka & Lord, 2012). Warschauer (2005) points out that mediation, social learning and genetic analysis are the main aspects of Vygotskyan thought which in turn related to computer assisted language learning as well as to computer mediated communication research. However, Lier (2004) states that “the most central construct of socio-cultural theory is mediation” (p.12).

In terms of how socio-cultural approach contributes to social networking, communication with other learners and experts around the world provides learners with opportunities for sociocultural language exchange (Harrison & Thomas, 2009; Harrison, 2013). In addition, interaction through this virtual space exposes the learners to current knowledge and authentic language use for specific tasks, this interaction can lead to the development of both identity and relationships (Lomick & Lord, 2012). In this matter, Mills (2011) points out that social networking allows its users to “write themselves into being” (Rosen, 2007, p.87) through sharing posting and receiving feedback from community.

1.1.4.4. Ecological Approaches

The final theoretical approach to online discourse research is the ecological approach. Lier (2004) develops an ecological approach of language learning grounded in the work of Vygotsky. Lier refers to the term ecology as “the totality of relationships of an organism with all other organisms with which it comes into contact” and “a contextualized or situated form of research” (p.3). In other words, the ecological research is a research in context or situated research. Ecological approach considers language learning as an essential part in the development of inter-relationship between the learners and the context (Kurata, 2011). In this matter, Lier states that within an ecological approach, the context is crucial for understanding the interrelations among various personal and environmental factors. Within the ecological approach, the learner “acts and interacts within and with his environment” Lier (2004, p. 246), rather than learning individually in isolated context. The ecological approach to language learning is considered as the natural extension to socio-cultural theory, and both approaches have some characteristics in common (Lier, 2004). However, Blyth (2008) maintains that the
ecological approach differs from a socio-cultural approach in the sense that it provides a consistent theory of language learning situated within semiotics (p.64).

Van Lier (2004) proposes the ecological notion of affordance as an alternative to the traditional notion of input. Kurata (2011) defines the notion of affordance as the relationship between environmental factors and individuals; those factors can be objects, places, events or things.

1.1.5. Social Networking and Foreign Language Classes

Language and communication play an essential role in information sharing, especially in integrating of information technology in education. Thus, tools such as social networks can enhance communication and human interaction and can potentially be used to improve the language proficiency.

1.1.5.1 General Consideration

Integrating social networking sites in foreign language context becomes one of the most important issues to which the attention should be drawn. To achieve this objective, there exist three main questions that need to be answered: how social networking sites can best be used? What is the role of teacher? And which social networking site to adopt. However, one of the most fundamental questions that should be taken into account when incorporating social networking sites into foreign language classes is how the use of these sites can backup to achieve the course objective (Baird & Fisher, 2005). Computer assisted language learning serves as a means for further learning goals (Richards, 2005), and can be an effective way to communicate the information in classes. However, it is insufficient for educators to comprehend the association between technology driven-assignments and course objectives, students need also to understand the connection that exists as well. This connection can be presented by the teacher through the syllabus, and after that further investigated in different correspondences through the semester (McBride, 2009).

1.1.5.2 Example Projects

Various researchers have shown that social networking sites affected largely foreign language education, and many examples have been given to clarify how social networking sites are used in language education. Social networking sites are considered as a new
environment for class members to interact with each other and exchange information (McBride, 2009). For instance, one of the researchers at the University of Florida has used Ning sites as an online environment for a group of classes. In these contexts, each student has a profile which contains information relevant to the course subject, class document, and provides students opportunities to communicate with their classmates as well as with their professors. It can be also a valuable resource to support students’ collaboration to fulfill class assignments.

Another example of Ning sites in Australia, where twenty (20) middle school students who spent 6 weeks in China utilize these Ning online sites to communicate with their parents, hosts, and educators (McBride, 2009). The use of social networking tools in education results in many benefits such as students’ engagement, greater students interest, students taking more control over their education, and more responsibility for their education. In addition to various Ning social networking sites that have been designed to exchange and share new knowledge as well as for communication, McBride (2009) states that there exist many related social networking sites, such as German Club which tend to focus on social issues rather than educational ones. Some social networking sites emerged specifically for foreign language learners such as German Exchange Students Survival Guide and the English as a foreign language SNS based in Japan iKnow which may provide learners the opportunities to socialize and learn from different materials such as vocabulary lists and dictionary, and videos with bilingual transcripts (McBride, 2009).

1.1.5.3 Projects Centered around Profiles

1.1.5.3.1 Beginner profiles

Various studies show that the implementation of social networking sites into the classroom may bring several learning benefits. However, educators select different projects depending on the pedagogical goal and the learners’ level. For example, in class of beginners,” a teacher might choose to use it once or only a few times during a course, which could be a comfortable first step into integrating social networking sites in class” (McBride, 2009, p.48). In addition, the teacher tends to use simple tasks which could be to practice the usual first semester themes like creating self-description, and to engage in self-expression and likes and dislikes. These tasks could be divided into brief assignments which might be related closely to courses discussed recently into classroom. It may be the best way for students to receive feedback before posting their work.
1.1.5.3.2 Alternative Identity Profiles

Despite the potential benefits of bringing social networking usage into foreign language classes, several risks involved in this kind of activities, were students create and invent characters who were members of L2 culture rather than writing their personal information (McBride, 2009). In addition, students can easily build several profiles utilizing multiple identities, since many online social networks lack proper authenticication, for example, the creation of fake profiles allows users to establish new connection without disclosing their real identities. In this way, users can receive more information about people more than using their real accounts. In this matter, Turkle (1995) (as cited in McBride, 2009) reports about the potential danger that arises from developing multiple identities that computer mediated communication affords; he argues that such situation could cause alienation and anxiety which may troubles society (McBride, 2009).

1.1.5.3.3 Group Profiles

Incorporating Social networking sites in the educational environment may encourage learners to collaborate with each other to form group profile, then, acting sharing photos and speaking as the imaginary character from the second language culture. Engaging learners in this kind of activities provide them with opportunities to practice the language and learning about the most current cultural trends and the interests of second language characters (McBride, 2009).

1.1.5.3.4 Projects Centered around Media

Social networking sites like Flicker and YouTube are primarily classified around media rather than around user profiles, however, profiles exist in these sites. Flicker is one of the most popular social media networking sites which organized specifically for uploading and posting photographs, creating accounts, it is also considered as channel through which users can join groups create friends and visit and rate others’ profiles and comments on them. This kind of activities exposes learners to a great number of vocabulary items and important formulaic phrases (McBride, 2009).

Conclusion

This section examines the tremendous advantages of incorporating various social networking aspects in foreign language classroom. Regardless of the theoretical approach of
the acquisition of second and foreign language that one adopts, social networking tools open
the door for foreign language learners to engage in learning tasks in new and advanced ways.
Section Two: Vocabulary Learning

Introduction

Learning a foreign/second language implies learning the vocabulary of that language. Vocabulary learning is one of the most important aspects in developing the foreign language proficiency and it is undeniable that vocabulary is the heart of any language learning and language use. Despite its importance, vocabulary has been neglected for many years in the teaching of a foreign/second language when compared to the other aspects like grammar, syntax, phonology and pragmatics. Recently, vocabulary witnesses a renewed interest in the field of language learning and teaching. Thus, vocabulary has a great importance in different teaching and learning strategies.

This section is designed to discuss the place of vocabulary in learning a foreign language. It shed the light on the different definitions and types of the concept of vocabulary. The section tackles also the importance of vocabulary learning, some vocabulary learning strategies and some instruction strategies in teaching vocabulary.

1.2.1. Definition of Vocabulary

It is taken for granted that vocabulary is a major element in language learning and one of the cornerstones in language teaching, it is defined differently by many experts in the field of language research. The Oxford Dictionary (2007) defines vocabulary as the total number of words which makes up a language; the term “vocabulary” is used similarly with the term “lexis”. It is also defined in Richards and Schmidt Longman Dictionary (2002) as “a set of lexemes, including single words, compound words and idioms” (p.580). Another definition provided by Ur (2009, p.60) who describes vocabulary as words being taught in foreign language, complex words which are made up of two or three terms like “post office, mother in law”, and multi-word idioms like “call a day” which represent a single meaning or idea. In addition, Hiebert and Kamil (2005) claim that vocabulary refers to the knowledge of words and their meanings, however, for them, this definition is too limited because words have different forms such as: oral, print, receptive and productive

Vocabulary is knowledge of words and word meanings, however, vocabulary is more complex than this definition suggest. First, words come in two forms: oral and print. Oral vocabulary refers to those
words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize in reading and writing. Second, word knowledge also comes in two forms: receptive and productive. Productive vocabulary includes words that we use when we speak and write. Receptive vocabulary includes those words that we recognize when we hear or read them (p. 3).

Following this definition, vocabulary is clearly words. Thus, the term word used to refer to vocabulary, knowing a word is the first step in vocabulary learning, “all languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages” Thornbury (2002, p.1). That is to say, any language is basically words, and in order to learn any language (the mother tongue or the subsequent language), we need first to learn its words, and knowing a word entails knowing its definition. However, being familiar with a word’s definition is not the same thing as being able to use that word in speech and writing, or to understand the context in which the word occurs. The term word is defined differently by many scholars. Richards and Schmidt Longman Dictionary (2010) defines a word as “the smallest linguistic units which can occur on its own in speech or writing” (p. 636). Vygotsky (as cited in Thornbury, 2002) states that “a word is a microcosm of human consciousness” (p.1).

From the definitions above, we can summarize that vocabulary is all the words from which the language is comprised, including compound and complex words in its oral and print form. It refers also to all the words that are needed to communicate effectively in the target language.

1.2.2 Types of Vocabulary Knowledge

According to Nation (2001) vocabulary knowledge refers to the different aspects of words or vocabulary. Vocabulary knowledge is divided into two types: receptive vocabulary knowledge and productive vocabulary knowledge. Learning a word means that knowing it receptively and productively, it is widely believed that people learn words receptively and later achieve productive knowledge (Schmitt, 2000).
1.2.2.1. Receptive Vocabulary Knowledge

Receptive vocabulary refers to words we recognize when we are exposed to (i.e. when we hear and see them) (Laraba, 2007). Palmer (1921; as cited in Nation, 2000) states “receptive vocabulary carries the idea that we receive language input from others through listening or reading and try to comprehend it” (p.37). Another definition provided by Hatch and Brown (1995, p. 370) who notes that “receptive vocabulary is all the words that the students recognizes and understands when they occur in a context, but which he cannot produce correctly. Nation (2000) acknowledges that receptive vocabulary use requires the learner’s to perceive and recognize the form of the word when he/she listening or reading and to retrieve the meaning of that word. That is to say, receptive vocabulary knowledge is all the words that the learners understand and recognize when they hear or see them in context, for example in reading a text, but which they cannot produce or use them in speaking or writing.

1.2.2.2. Productive Vocabulary Knowledge

Productive vocabulary refers to the words we use when we speak or write (Labara, 2007). According Hatch and Brown (1995, p.370), productive vocabulary is the “words which the students understand, can pronounce correctly and use constructively in speaking and writing”. Similarly, Palmer (1921; as cited in Nation, 2000, p.37) states that, by productive vocabulary knowledge we mean that learners are capable of producing language forms in different contexts through writing or speaking. In addition, Nation (2000) emphasizes that “productive vocabulary use involves wanting to express a meaning through speaking or writing and retrieving and producing the appropriate spoken or written word form” (p.38). That is to say productive vocabulary knowledge involves what the learners need for receptive vocabulary plus the ability to speak or write in appropriate context. Thus, productive vocabulary is considered as an active process, since it allows the learners to express their feelings and thoughts to others.

It is widely agreed among researchers that receptive vocabulary precedes productive ones, and leaner’s vocabulary repertoire contains a much larger receptive knowledge than the productive one (Nation, 2001).

Furthermore, Corson (1995), (as cited in Nation, 2000, p.38) uses the two terms active and passive to refer to productive and receptive vocabulary respectively. According to him,
“passive vocabulary includes the active vocabulary and three other kinds of vocabulary words that are only partly known, low frequency words not readily available for use and words that are avoided in active use” (p.38). The terms receptive and productive vocabulary cover all the aspects of what is involved in knowing a word. From the point of view of receptive vocabulary, Nation (2000, p.26) says that knowing a word, for example, “underdeveloped” involves:

• Being able to recognize the word when it is heard.
• Being familiar with its written form, so that it is recognized when it is met in reading.
• Recognize that it is made up of parts under-, -develop-, and –ed and being able to relate these parts to its meaning.
• Knowing that underdeveloped signals a particular meaning.
• Knowing what the word means in the particular context in which it has just occurred.
• Knowing the concept behind the word which will allow understanding in a Variety of contexts.
• Knowing that there are related words like overdeveloped, backward and challenged.
• Being able to recognize that underdeveloped has been used correctly in the sentence in which it occurs.
• Being able to recognize that words such as territories and areas are typical collocations.
• Knowing that underdeveloped is not an uncommon word and is not a pejorative word.

From the point of view of productive knowledge and use, knowing the word “underdeveloped” involves:

• Being able to say it with correct pronunciation including stress.
• Being able to write it with correct spelling.
• Being able to construct it using the right words parts in their appropriate forms.
• Being able to produce the word to express the meaning “underdeveloped”.

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• Being able to produce the word in different contexts to express the range of meanings of “underdeveloped”.

• Being able to produce synonyms and opposites for “underdeveloped”.

• Being able to produce the word correctly in an original sentence.

• Being able to produce words that commonly occur with it.

• Being able to use or not to use the word to suit the degree of formality of the situation (At present “developing” is more acceptable than “underdeveloped” which carries a slightly negative meaning).

The following table is a summary of Nation’s (2000, p.40-41) view of receptive/productive aspects that are involved in knowing a word includes:

<table>
<thead>
<tr>
<th>Form</th>
<th>Spoken</th>
<th>R</th>
<th>What does the word sound like?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>How is the word pronounced?</td>
</tr>
<tr>
<td>Written</td>
<td>R</td>
<td></td>
<td>What does the word look like?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>How is the word written and spelled?</td>
</tr>
<tr>
<td>Word parts</td>
<td>R</td>
<td></td>
<td>What parts are recognizable in this word?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>What word parts are needed to express the meaning?</td>
</tr>
<tr>
<td>Meaning</td>
<td>Form and meaning</td>
<td>R</td>
<td>What meaning does this word form signal?</td>
</tr>
</tbody>
</table>
Table 2.1. What is involved in knowing a word?

<table>
<thead>
<tr>
<th>Use</th>
<th>Grammatical functions</th>
<th>R</th>
<th>In what patterns does the word occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>In what pattern must we use this word?</td>
</tr>
<tr>
<td></td>
<td>Collocations</td>
<td>R</td>
<td>What words or types of words occur with this one?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>What words or types of words must we use with this one?</td>
</tr>
<tr>
<td>Constraints on use</td>
<td>(Register, frequency…)</td>
<td>R</td>
<td>Where, when, and how often would we expect to meet this word?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P</td>
<td>Where, when, and how often can we use this word?</td>
</tr>
</tbody>
</table>
1.2.3. Size/ Breadth and Depth Vocabulary

Vocabulary knowledge can also be viewed in two other dimensions, breadth and depth vocabulary. Both dimensions are related to receptive and productive vocabulary and included in word knowledge. Breadth vocabulary knowledge refers to the number of words the learners possess or know in the second language, whereas depth vocabulary is generally taken to mean how well the learner knows about the single words. Ma (2009) (as cited in Larson, 2014, p.3) distinguishes between the two terms and points out that “vocabulary breadth is a qualitative aspect of word knowledge and it only relates to surface knowledge of a word whereas vocabulary depth relates to the quality of word knowledge” (p.3). Some researchers emphasize that there is a strong correlation between the two dimensions which makes it difficult to refer to word knowledge as either breadth knowledge or depth knowledge. In this respect, Milton (2009) (as cited in Larson, 2014) notes that

to characterize word knowledge as either breadth of knowledge or depth of knowledge may be hard since a learner may in fact know the form of many second language words i.e. the learner has surface knowledge of many words, but does not really know the meaning of them and therefore cannot make use of those words i.e. the learner has no deep knowledge of the words. (p.3).

Larson (2014, p.3) summarized the following category that involves in knowing about depth of word knowledge:

1) Collocation (what words must be used together with a particular word).
2) Association
3) Knowing the meaning of the word
4) Knowing how to spell a word
5) Knowing how to pronounce a word
6) Knowing how and when it can be used

Furthermore, Shen (2008) points out that there exist two main approaches for measuring depth of vocabulary knowledge, the developmental approach and the dimensional approach, he claims that the developmental approach involves using scales to explain the different
stages of acquiring second language items, on the other hand, the dimensional approach entails the description of the degree of knowing the different aspect of word knowledge.

1.2.4 Importance of Vocabulary Learning

In the sphere of foreign language teaching and learning, vocabulary is considered a very important part in language learning as regards the four skills. For this reason, many researchers and educationalist in the field of language research stress out its importance, and they even give it more value than other language competencies such as grammar. In this regard, Willkins (1972) states that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Vocabulary learning is considered as an indispensable component in any language learning and plays a crucial role for the learners to accomplish mastering the target language. This view is consistent with Nation (1990; p. 2) who emphasizes that learners also recognize that vocabulary is a very, if not the most important element in language learning. Thus, it would be impossible to learn a language without its lexis, and lack of vocabulary knowledge impedes successful communication. In this matter, Deccarino (2001) points out that “vocabulary learning is central to language acquisition whether it is a second or a foreign language”. Thornbury (2002) goes further and claims that even in a learner’s mother tongue, there is an incessant learning of new words for old words.

Actually, grammar is important too, but having insufficient or limited list of English terminology will hinder the learners from achieving the desired goal. Thornbury (2002, p.13) indicates that spending a long time in studying grammar will not lead to a very accurate language acquisition because when using a language, words and expressions are much more needed than grammar. He argues that people can say very little with grammar, but they can say almost anything with words. This is also demonstrated by McCarthy (1990) who stressed out the significance value of vocabulary and he emphasizes that “no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful ways” (p.36). For that reason, vocabulary has a great importance in different learning and teaching strategies.

In spite of the importance of this element, many scholars in the field of language teaching and learning (e.g. Carter and McCarthy, 1988; Thornbury, 2002) argue that
vocabulary has long been neglected in the language classroom, and some teachers have not realized the tremendous advantages of having an adequate vocabulary and developing an extensive vocabulary. For example, in teaching approaches like the direct method and audio lingualism, a greater importance was given to the teaching grammatical structures (Thornbury, 2002, p.14). However, it is worth mentioning that the advent of the communicative approach in the 1970s was the major factor behind the attention that was shifted to vocabulary (Laaraba, 2007, p.33).

To summarize, we can say that vocabulary learning is the first step in learning a first, second or foreign language. Moreover, having lexical repertoire is beneficial for learners since vocabulary is vital for language skills in any situation.

1.2.5 Vocabulary Learning

Vocabulary is one of the basics for communication which is viewed by foreign language learners as the main obstacle in language learning. One way to assist learners to enlarge their vocabulary knowledge is to encourage them to take more responsibility for their L2 vocabulary learning. This could be attained via instructing learners to use vocabulary learning strategies as efficiently as possible.

As attention to the importance of vocabulary increased within the field of second language learning, there exists a central debate whether effective vocabulary learning should give attention to explicit or implicit vocabulary learning. However; Celce-Murcia (2001) indicates that “knowledge can be gained and represented either implicitly or explicitly and both contribute to language learning” (p.14).

1.2.5.1. Intentional versus Incidental Vocabulary Learning

In vocabulary acquisition, a distinction is frequently made which appears to correspond to the explicit implicit debate that of incidental vs. intentional vocabulary learning. The term intentional or explicit vocabulary learning pertain to the learner’s intention to learn new words consciously and actively, such as when the learner attempts to complete a task or an activity in an effort to learn a set of target L2 items (Simpson, 2011). Incidental vocabulary, on the other hand, refers to learning new words from context without intending to do so, such us when picking up new words during free reading or during conversation (Simpson, 2011). Intentional vocabulary learning also is described as an approach that focuses on vocabulary...
items rather than on the language itself. Hulstijn (2001) (as cited in Laraba, 2007, p.178) makes a distinction between the two terms, he subsumes a clear definition for incidental and intentional vocabulary learning,” incidental learning is the learning of vocabulary as the byproduct of any activity not explicitly geared to vocabulary learning, while intentional vocabulary learning is any activity geared at committing lexical information to memory”. In other words, incidental vocabulary learning implies that new vocabulary items are acquired unconsciously as a result of exposure to the different activities and tasks which are not necessarily designed for learning vocabulary, however, intentional vocabulary learning implies that new vocabulary items are learned as a result of the learner’s intention or desire to learn new words in the target language.

Furthermore, Ellis (1994) acknowledges that the distinction between the explicit vs. implicit learning originates in the field of cognitive psychology. According to him,

 implicit learning is typically defined as the acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation, while explicit learning characterized by more conscious operation where individual makes and tests hypotheses for a search for structure”(p.1).

It is widely agreed among researchers that second language items acquired incidentally except the first few thousands most common words (Boukhira, 2010).

1.2.5.2. Vocabulary Learning Strategies

Vocabulary acquisition is the fundamental aspect when learning a foreign language. Learning vocabulary involves using certain strategies that should increase the learners’ vocabulary acquisition since vocabulary learning is a continuous process. The term learning strategies refers to the type of learning that foreign language learners might use or adopt in order to acquire new words and grasp their meanings and forms. These strategies for learning vocabulary are a part of language learning strategies which have been defined by O’Malley and Chamot (1990) as “special thoughts or behaviors that an individual use to comprehend, learn or retain new information” (p.1). They are also defined by Oxford (1990) as the “steps taken by the learners to enhance their own learning” (p.1). Moreover, vocabulary learning strategies refer to a specific type of language learning strategy which focuses on the acquisition of vocabulary items.
There are many strategies suggested and classified differently by many researchers for learners to enhance their repertoire of lexis. In this regard, Schmitt (2000) builds a very comprehensive list of strategies based on Oxford’s (1990) classification of language learning strategies. These strategies were obtained from a survey of a sample of 600 Japanese junior and senior high school students, university students and adult learners who had taken and still taking EFL classes. These strategies are grouped under two main strategies: discovery strategies and consolidation strategies, each group includes direct and indirect strategies and they are further classified by Schmitt (2000) into five grouping, namely determination strategies, cognitive strategies, memory strategies, meta-cognitive strategies and social strategies.

<table>
<thead>
<tr>
<th>Strategies for the discovery of a new words meaning</th>
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<tbody>
<tr>
<td><strong>DET</strong></td>
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<td><strong>DET</strong></td>
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<td><strong>DET</strong></td>
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<td><strong>DET</strong></td>
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<tr>
<td><strong>SOC</strong></td>
</tr>
<tr>
<td><strong>SOC</strong></td>
</tr>
</tbody>
</table>

**Strategies for consolidating a word once it has been encountered**

| **SOC** | Study and practice meaning in a group |
| **SOC** | Interact with native speakers |
| **MEM** | Connect word to a previous personal experience |
| **MEM** | Associate a word with its coordinates |
| **MEM** | Connect the word to its synonyms and antonyms |
| **MEM** | Use semantic maps |
| **MEM** | Image word form |
| **MEM** | Image word’s meaning |
| **MEM** | Use keyword method |
Table 2: Schmitt’s Taxonomy of Vocabulary learning strategies (2000, p.134)

- **Discovery strategy or strategy for the discovery of new word’s meaning:** They are strategies that the learners use to grasp the meaning of unfamiliar lexical items they meet at the first time and it includes

**Determination Strategies (DET)**

They are strategies which mainly have to do with individual learning strategies, Schmitt (2000) describes them as those “strategies used by an individual when faced with discovering new word’s meaning without resources to another person’s expertise” (p.135). That is to say, determination strategies include many different ways that allow the learners independently to recognize the meaning of unknown words when they are encountered at the first time, like guessing from context, check from L1 cognates or using the dictionary.
Social Strategies (SOC)

Schmitt (2000) describes social strategies as strategies that are mainly used to infer the meaning of unknown words from interaction with other people like teachers, classmates, for example, to ask the teacher for L1 translation or to ask for synonyms of a new word it also includes interaction with native speakers. However, Carill (2009) argues that “not all the social strategies involve meaning determination. There are some that can be used to consolidate knowledge, so this set of strategies can be regarded as having a double dimension” (p.78). In other words, learners employ social strategies not only in comprehending the meaning of new lexical items, but also in helping them to store these new learned items in long term-memory.

- **Consolidation strategies or strategies for retaining a word when it has been encountered:** They are strategies that the learners use to store the new word when it has been introduced or encountered, it includes the following strategies

Memory strategies (MEM): ‘Mnemonic Strategies’

Schmitt (2000) argues that memory strategies are associative tactics used by the learners to relate their learning of a new word to mental processing by associating their previously learned knowledge with the word to be retained in order to assist learners to process, store and retrieve the word through using some form of imagery or grouping. That is to say, learners acquire new words with pictures of their meaning rather than using definitions.

Cognitive Strategies (COG)

Cognitive strategies are the most essential strategies in language learning, Oxford (1990), they are similar to memory strategy, and display its common role “manipulation or transformation of the target language by the learner” (Oxford, 1990). They engage the learners into mechanical processing rather than mental one as a mean that the mind undertakes in order to improve one’s vocabulary knowledge. They include verbal repetition, written repetition, writing or saying a word over and over repeatedly and using notebooks (Schmitt, 2000). In addition, Oxford (1990) subsumes four sets of cognitive strategies, which are Practicing, Receiving and Sending messages, Analyzing and Reasoning, and Creating structure for input and output. The first letters of these strategies are combined to form the
acronym PRAC, because cognitive strategies are considered as more practical in learning a foreign language (Oxford, 1990).

**Meta-cognitive Strategies (MET)**

Schmitt (2000) defines meta-cognitive strategies as:

Strategies that involve a conscious overview of the learning process and making decision about planning, monitoring or evaluating the best way to study. This including access to input deciding on the most efficient methods of study /review and testing oneself to gauge improvement. It also includes deciding which words are worth studying and which are not, as well as persevering with the words which one chooses to learn (p.136).

In other words, meta-cognitive strategies require the learners’ awareness of the learning process. Meta-cognitive strategies provide the learners the opportunity to select, control and evaluate their own learning and to oversee, regulate the process of learning. That is why it’s important for them to maximize the exposure for the target language words through listening, reading, and interacting through social media in order to enrich their repertoire of lexis.

Furthermore, Schmitt (2000) states that he asked the six hundred Japanese of his students which of these strategies are useful and more helpful for them, the results prove that bilingual dictionary, written and spoken repetition were the most used and favored. In addition, he concludes that vocabulary learning strategies should be incorporated and adopted in foreign language curriculum since many students acknowledge the effectiveness of these strategies for mastering the target language.

In addition to Schmitt’s (2000) taxonomy, Hatch and Brown (1995) propose other five strategies for learning vocabulary:

1) Having source for encountering new words.
2) Getting clear image of words, both visual and auditory.
3) Learning the meaning of words.
4) Making a strong memory connection between form and meaning of words.
5) Using words, (p.383).
1.2.6. Vocabulary Teaching

Despite its position in the foreign language classroom, vocabulary has been neglected for many years where the priority in teaching was given to notional and functional aspect of the language. However, language teachers, psychologist and linguists nowadays have noticed the importance of teaching vocabulary in foreign language classroom, and they recognize that vocabulary is not a simple matter, but an area to which an attention should be drawn. Many researchers claim that vocabulary should be part of the syllabus, and should be taught on a regular basis. This indicates the importance of vocabulary in classroom teaching.

1.2.6.1. Techniques for Teaching Vocabulary

Since vocabulary teaching is a part of language teaching and learning, it is worth mentioning that strategies should be indispensable part of vocabulary teaching and learning. Thus, teachers should select efficient strategies that can assist the learners to deal with their lexical deficiencies. According to Hatch and Brown (2000) (as cited in Takac, 2008, p.19), “teaching strategies refer to everything teachers do or should do in order to help their learners learn”. However, selecting the appropriate strategies that the teacher will employ during the process of teaching vocabulary depends partially on the time available, the content (the component of knowledge learners are to acquire), in addition to its value for the learner (i.e. which learning strategy he or she can learn or apply). Moreover, using different techniques of presentation brings variety and helps the learner’s retention of new vocabulary items (Takac, 2008).

1.2.6.1.1. Traditional Approaches and Techniques

According to Gairns and Redman (1986), these strategies are preselected by the teacher himself rather than the learner. In other words, they are teacher-centered approaches. These techniques are interested in teaching incidental items; they are divided into three main types, visual techniques, verbal techniques and translation.

1.2.6.1.1.1 Visual Techniques

According to Capillo (1995), visual techniques are very useful techniques in teaching the meaning of new vocabulary items, especially by elementary teachers in order to establish
the link between the form of the word and its meaning; they play an essential role in assisting the learners to strengthen their vocabulary knowledge. This can be done through using different means such as flashcards, photographs, blackboard drawings, well charts and realia, Grains and Redman (1986) states that “they are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food or furniture, and certain area of vocabulary such as places, professions, descriptions of people, actions and activities” (p.73). Furthermore, mime and gestures, can involve all the learners to learn vocabulary, Grains and Redman (1986) suggest that they are used to supplement other ways of conveying meaning, or when we are teach an item where we can build a situation to illustrate it, and making use of blackboard and gesture to reinforce the concept. For example, teaching the item “to swerve”. Finally, Campillo (1995) argue that not all vocabulary, of course, can be taught through using visual techniques, there are other words that cannot be understood simply, the teacher must provide other techniques to explain their meaning.

1.2.6.1.1.2. Verbal Techniques

Verbal techniques are also teacher-centered approach. According to Grain and Redman (1986) verbal techniques include illustrative situations, synonyms, contrast and opposites, scales and subordinate of the term.

Illustrative situations are a very useful tool in teaching new items, Gairns and Redman (1986) claim that these techniques are used when an item becomes more abstract. Therefore, teachers may make use of more than one situation or context in order to check that the learner understands and grasp the concept. Moreover, synonyms are very important in teaching new vocabulary, Grains and Redman (1986) state that synonyms are very often used by teachers especially with beginners and low-level students to bound the length and the complexity of their explanation. However, this technique is not worth until the teacher specifies the context in which these two words can be interchangeable.

Contrasts and opposites, as with synonymy, are also important in teaching new vocabulary items, these techniques are often used by students themselves via asking questions like “what is the opposite of…?”, for example, new item such as “sour”, can be well explained by using its opposite “sweet” which would already known by students. However, the context in which this example is true should be presented. For example, sugar
is sweet and lemons are sour, but the opposite of sweet tea is not sour tea (Gairns and Redman, 1986).

A Scales technique is the presentation of two related or contrasting items in a scale that includes the link between visual and verbal technique (Gairns and Redman, 1986). This technique is very useful in learning and feeding in new vocabulary items. For example, knowing the following words “hot” and “cold” can be a model for feeding in new items like “warm” and “cool” and later in freezing and boiling. Furthermore, using subordinates is a very helpful tool in illustrating the meaning of such items, and to make semantic association between particular words, for example, to illustrate the meaning of the subordinate term “furniture” it is a common procedure to exemplify them e.g. table, chair, bed and sofa.

1.2.6.1.1.3 Translation

Translation can be a useful means in conveying the meaning of such words and in helping students to check the correct comprehension. It can save the valuable time that might otherwise be spent on tortuous and largely explanations in English, and it can be the quickest way to dispose the low frequency words that may worry the students. Gairns and Redman (1986) demonstrate that “translation may be legitimate for items possessing a clear mother-tongue equivalent, but should be otherwise avoided” (p.73). However, this technique weakens the learners’ capacities in making intelligent guesses, and should be kept under the teacher’s control, to shed more light on this, Gairns and Redman (1986) argue

A more real danger with translation is that if students continue to use the mother tongue as a framework on which to attach the L2 items, they will not develop the necessary framework to take account of sense relations between different items in new language (p.73, 74).

1.6.1.2. New Techniques in Teaching Vocabulary

In the previous years, vocabulary teaching strategies have been teacher-centered activities; the teacher was the responsible for decision-making. However, these strategies may create a boring environment and kill the learner’s interest and motivation to engage in learning new vocabulary items. Thus, foreign language teachers have to know about the most effective and up-to-date techniques used in vocabulary instruction and provide a constant platform in foreign language classes.
1.6.1.2.1. Using Dictionary

Using dictionaries is one of the most efficient ways for assisting the learners to enlarge their vocabulary knowledge, and to be independent and autonomous. It is something that the learners ought to be trained in (Capillo, 1995). In this respect, Gairns and Redman (1986) argue that “it is important to consider certain advantages in the use of dictionaries; learners who make good use of dictionary will be able continue learning outside the classroom, and this will give him considerable autonomy about the decisions he makes about his own learning…. it can provide important support and be a quick way of finding information” (p.79).

In addition to that, Carter and McCarthy (1988) note that dictionary is one of the books which every EFL learner should own. However, the students’ overuse of dictionaries is not always preferable, since many of the students’ errors derived from its wrong usage. Many teachers acknowledge that using dictionaries is synonymous to laziness on the part of students who is unwilling to use his own recourses to guess the meaning from context (Gairns and Redman, 1986). Wallace (1988) states that Resource to the dictionary should not be typical of every reading session, as it may encourage the tendency to concentrate on the individual words rather than on the overall meaning. Furthermore, learners may not attempt to use the context to decode the meaning, and the over frequent use of the dictionary slows up the flow of reading, and makes the passage more boring to read and perhaps even more difficult to understand since concentration is interrupted (p.47).

1.6.1.2.2. Guessing From Context

Guessing from context is another way of dealing with unknown words, and one of the very crucial strategies investigated in both L1 and L2 vocabulary research. This technique is widely used especially with intermediate and advanced levels in a conversation through extensive reading, listening to short stories or films, or taking part in a conversation. Thornbury (2002) states that “guessing from context is one of the most useful skills learners can acquire and apply both inside and outside the classroom. What’s more, it seems to be one that can be taught and implemented relatively easily” (p.148). Nation and Coady (1988)
As cited in Alqahtani, 2014, p.29) claim that there are two types of context. The first type is the context which is included within a text and covers morphological, semantic and syntactic information of particular text. The second type is general context (non-contextual text) which is the learners’ understanding of the subject being read. This does not include learning from extensive reading but perhaps unconsciously, or through listening to short stories, taking part in a conversation, films, TV or the Radio.

In spite of its usefulness, Thornbury (2002) admits that foreign language learners have difficulties in the comprehension of such contexts when they guess the meaning of particular words, they may be less confident about their understanding of that context. Therefore, they tend to rely to the context less. He may also go further and claim that vocabulary guesswork should be integrated in text based activities such as in reading or listening for comprehension as often as possible.

### 1.6.1.2.3. Using Games

As an alternative to the traditional techniques of teaching new vocabulary items, and the need to create more engaging and practical environment far from the traditional instructions, vocabulary can also be taught through using games. Klabbers (1999) (as cited in Whitton, 2010) defines games as “an activity or sport involving skill, knowledge or chance, in which you follow fixed rules and try to win against an opponent to solve a puzzle” (p.22). Employing games in the foreign language classroom may be seen as an effective strategy in aiding students to unconsciously develop their vocabulary knowledge. In addition to that, the teacher is providing his students the opportunity to take on more responsibility and to do more on their own. In this respect, Allen (1983) emphasized that “games are helpful because they can make students feel that certain words are important and necessary, because without those words the object of the game cannot be achieved” (p.82). That is to say, games can be an effective means in assisting the learners to recognize the usefulness of words, and their absence may be the main obstacle for delivering such goals.

Furthermore, there are many games which help foreign language learners to enrich their repertoire of lexis. Thornbury (2002) proposes some of them, the first game is called word clap in which students stand or seat in a circle, guided by the teacher, maintain a four-beat rhythm, and clapping their hands on their thighs three times (one- two -three…), then they should clap both hands together (four!). The game should start slowly; however, the pace
of the clapping can gradually increase. Students should take turns, clockwise, to shout out a different word from a preselected lexical set (for example, fruits, vegetables…etc) on every fourth beat, if the players repeat a word which is used before or break the rhythm or say nothing, they will be out of the game, until only one player is left. The teacher can use another lexical set by shouting out the name of a new lexical set like furniture, jobs, etc. (Thornbury, 2002, p.102)

Another game is called Pictionary, where one player should draw the meaning of the word for the opposite team, then, they should guess words or phrases from this drawing. This game is very helpful in reviewing idiomatic expressions such as green with envy, under the weather…etc. Back to board is another guessing game, which may help the learners to guess the word from its meaning through asking questions to the rest of the class. The students sit with their back to the board, the teacher should write the word in the board, then students who face the board have to explain the meaning of this item to those who sites with their back to the board through opposites or synonyms without mentioning the exact word, the students have the right to ask yes/ no questions to guess the word, for instance, Dittmar, is it an action? (No). Karl- Heinz, is it something you do in with your mind? (Yes)...etc. (Thornbury, 2002, p.103).

To conclude, we can say that playing games is an efficient way for the acquisition of new vocabulary items for both teachers and students, Thornbury (2002) claims that games can draw the learners’ attention to engage in learning new lexical items and may encourage them to recall through guessing and categorizing (p.105).

**Conclusion**

In conclusion, vocabulary is at the core of any language learning and teaching, and the most challenging and time consuming process while learning a foreign language. Thus, teachers should select different methods which may help student to ameliorate their vocabulary background in healthy, practical and relaxed atmosphere. Therefore, the present study aims at investigating the use of social network as means for helping the learners to enlarge their lexical knowledge.
# Chapter Two: Field Investigation

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Introduction

The present chapter is devoted to the analysis of both students’ and teachers’ questionnaires. The analysis of students’ and teachers’ responses to the questionnaire gives an idea about their attitudes and opinions towards social media, and vocabulary in the foreign language and most importantly, about the effectiveness of social networks in enhancing students’ vocabulary knowledge. Consequently, the analysis of the questionnaires will allow for confirming or rejecting the hypothesis.

2.1. Students’ Questionnaire

2.1.1. Description of the Questionnaire

The questionnaire consists of twenty-four (24) open-ended and multiple-choice questions fragmented into five sections as follows:

Section One: General Information (Q1-Q3): the objective of this section is to gain background information about students in terms of gender, age, and motivation to study English.

Section Two: Social Networking (Q4-Q12)

This section aims at exploring the students’ attitudes towards the use of social networks and their benefits in the activity of English language learning. It seeks information about the students’ frequency of using social networks and the main objectives behind it. It also aims at knowing students difficulties when expressing their ideas through social networks. Finally, it aims to explore students’ attitudes towards adopting social media in formal educational settings and whether it can enhances their language skills.

Section Three: Vocabulary Learning (Q13-Q17)

This section deals with the second variable of the current study, “vocabulary learning”. It aims at gauging students’ awareness about importance of vocabulary in language learning, and how, according to them, new words are acquired. Finally, the section seeks to explore the place of vocabulary among language skills.
Section Four: Learning Vocabulary through Social Networking (Q18-Q23)

This section is the core of the questionnaire because it affirms whether social networking is an effective means in ameliorating the learners’ vocabulary background or not from students’ perspectives. The section aims at investigating the importance of social networking in developing vocabulary and how new words could be acquired in this virtual environment. Furthermore, the section aims at identifying the students’ standpoint towards integrating social networks into classroom and their benefits in developing English language proficiency.

Section Five: Further Suggestions (Q24)

This section containing one question is a space for students to give additional comments and/or suggestions that are relevant to the discussion of our questionnaire. It gives them the opportunity to discuss any aspects that are related to the present research work.

2.1.2. Administration of the Questionnaire

The students’ questionnaire has been administered to 45 first-year LMD students chosen randomly from the total number of the first year LMD students’ population (376) at the Department of English, University of Larbi Ben M'hidi, Oum El Boaughi in the academic year 2015/2016. The selections of such sample was based on the consideration that first-year students are beginners and face many difficulties in vocabulary learning, and students at this level wish to master the language very quickly so as to communicate effectively and vocabulary is very important for that purpose. Before answering the questionnaire students were given identical instructions, on how to do so and for what reasons it was designed. They have answered the questionnaire with the presence of the researcher who has provided explanation whenever necessary. The questionnaire took students nearly 20 minutes of their time, and everyone submitted his/her questionnaire deliberately.

2.1.3. Analysis of the Results

Section One: General Information

Question One: Please specify the following

1) Gender
As represented in table (2.1), 82.22% of the study participants are females and only 17.78% are males. This does not imply that the chosen sample is not representative in the sense that it includes more females than males. However, this represents the increasing number of girls over boys in Algerian universities, especially when it comes to languages.

2) Age

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<thead>
<tr>
<th>Options</th>
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<th>%</th>
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<tbody>
<tr>
<td>Under 20</td>
<td>22</td>
<td>48.88</td>
</tr>
<tr>
<td>20-25</td>
<td>17</td>
<td>37.77</td>
</tr>
<tr>
<td>Over 25</td>
<td>06</td>
<td>13.33</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
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</table>

Table 2.2. Participants’ Age

A quick glimpse at table N (2.2) reveals that there are three age categories in the selected sample. The first category under 20 years old which represents a numerical majority of (48.88%). The second category 20-25 years includes students’ represents (37.77%) of the whole sample. The third category of age, over 25 years old make (13.33%) of the population. Thus, third category includes those who repeated years, or did not start early their primary education or develop an interest recently to learn foreign languages.
Question Two:

Are you motivated to study English?

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<tbody>
<tr>
<td>A</td>
<td>41</td>
<td>91.11</td>
</tr>
<tr>
<td>B</td>
<td>04</td>
<td>08.88</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.3. Students’ motivation to study English.

Forty one (41) participants (91.11%) hold that they are motivated to study English. The other (8.88%) who claim that they are not motivated to study English are those who have not chosen to study English in the first place.

Question Three

If “Yes” for what purpose are you studying it?

a. You like it  b. For a future job  c. To understand others’ cultures
d. To communicate with native speakers  e. Others.................................
Table 2.4. Reasons behind Students’ motivation to study English.

Table (2.4) shows that students have different reasons for their engagement to study English. A quick glimpse to the table reveals that percentage of students (30.20%) argue that their preference of English language because they like it. The same percentage of students (20%) considers understanding others’ culture and communication with native speakers are the main reasons behind their choice to study English. However, others with a percentage of (17.24%) provide other reasons like: to complete their studies abroad, to master more than one language, to speak one of the largest languages throughout the world and to develop their business.

Section Two: Learners’ Attitudes towards Social Networks

Question Four

How often do you use social networks?

a. Frequently                 b. Sometimes                c. Never
Table 2.5. Frequency of students’ using social networks.

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<th>%</th>
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<tbody>
<tr>
<td>a</td>
<td>29</td>
<td>64.44</td>
</tr>
<tr>
<td>b</td>
<td>15</td>
<td>33.33</td>
</tr>
<tr>
<td>c</td>
<td>01</td>
<td>02.22</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
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</table>

As indicated above, (64.44%) of the students claim that they use social networks frequently in their daily life, (33.33%) of them claim that they sometimes do and only (2.22%) report that they never do.

**Question Five**

What are the main reasons behind using social networking sites?

- a. Practicing English
- b. Learning English from its source
- c. Having Fun
- d. Getting informed
- e. others (please specify) ……………..
Table 2.6. Objectives of using social networking sites.

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<th>Options</th>
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<tr>
<td>a</td>
<td>29</td>
<td>24.8</td>
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<tr>
<td>b</td>
<td>16</td>
<td>13.7</td>
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<tr>
<td>c</td>
<td>35</td>
<td>30</td>
</tr>
<tr>
<td>d</td>
<td>26</td>
<td>22.22</td>
</tr>
<tr>
<td>e</td>
<td>11</td>
<td>9.4</td>
</tr>
<tr>
<td>Total</td>
<td>117</td>
<td>100</td>
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</tbody>
</table>

Table (2.6) displays that there is a combination of answers which shows the main reasons behind students' use of social networking sites. Yet, from the table it is clear that a great portion of the sample (30%) asserts that one of the main reasons that lead them to use social networking sites is having fun. (24.8%) is specified for practicing English as the main reason that lead them to use it. A percentage of (22.22%) is specified for getting informed.

Question Six:

Whom do you interact more through social media?

a. With your friends  
b. With native speakers of English
As demonstrated in the table (2.7) the majority of students (73.33%) confirm that they engage in social media to interact with their friends. On the other hand, a small proportion of (26.66%) state that they use online networks to interact with native speakers of English. From the results above, we can notice that students lack interaction with native speakers, this may be due to the fact that students have vocabulary deficiency.

**Question Seven**

Do you find difficulties in expressing your ideas when interacting through Social Network?

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<tr>
<td>a</td>
<td>33</td>
<td>73.33</td>
</tr>
<tr>
<td>b</td>
<td>12</td>
<td>26.66</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2.8. Students’ difficulties in social media interaction.

The obtained results as shown in table (2.8), state that the highest percentage (75.55%) of the respondents claim that they can express their ideas fluently when interacting through social media without facing any problems, whereas, (17.78%) state that they face difficulties in expressing their ideas when interacting using social networks.
**Question Eight**

If “Yes”, please explain.

The justification of 11 respondents who reported that they face difficulties in expressing their ideas fluently when interacting through social networks can be summed up in the following points:

- I face some difficulties to express my ideas with native speakers because our culture is totally different from their culture.
- I find difficulties in expressing my opinions because I lack vocabulary knowledge.
- Because sometimes I do not have the exact meaning or the exact word to develop my ideas.
- I can understand everything but when it comes to writing, I find difficulties because I do not have the adequate knowledge about how to conjugate a verb or to memorize the words.
- The differences that exist between my culture and the native speakers’ culture and lack of adequate vocabulary are the main problems.

**Question Nine**

Can social media be adopted in educational formal setting?

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<th>Options</th>
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<th>%</th>
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<tbody>
<tr>
<td>a</td>
<td>42</td>
<td>93.33</td>
</tr>
<tr>
<td>b</td>
<td>03</td>
<td>06.66</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>100</td>
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</table>

Table 2.9. Students’ perception about adopting social media in educational setting.
Table (2.9) reveals that almost all respondents (93.33%) agree that social media can be adopted in formal educational setting. However, only (6.66%) students say “No”. This implies that students are aware of the benefits and advantages of implementing social media as an educational tool to help them in improving their English level. It is also going to be motivating them to engage in the learning process.

**Question Ten**
Whatever your answer is, please explain.

The justification of the respondents who report that social media can be adopted in educational formal setting summarized in following points:

- Social media is the best support for the learners to get inspired and think out the box.
- Social networks should be adopted as an educational tool because it is the best way to help learn the language and to acquire and memorize new words.
- Social media goes hand in hand with reading books, and plays an important role in improving my English language since it helps us to learn more in a an enjoyable and funny way without feeling bored.
- Adopting social networking in our classes would help in both teaching and learning processes and many young people nowadays prefer to use these technological means since it motivates the learners to engage in the learning process more than the traditional way.
- Using the Internet as an educational tool would help the learners to receive new information and memorize them easily, in addition to that, it develops the language skills as well as culture.

The justification of the respondents who argue that social media cannot be adopted into formal educational settings revolves around the fact that social media will make teamers lazy in the sense that it teaches the learners laziness.

**Question Eleven**

Do you agree that social media can enhance your language skills?

a. Strongly agree    b. Agree    c. Don’t know    d. Disagree    e. Strongly Disagree
The results shown in table (2.10) reveal that the majority of students (48.88%) strongly agree with the fact that social networking has a significant effect in developing the language skills. A proportion of (44.44%) agree that social networking would enhance the language skills, while only (6.66%) of the students claim that they do not know whether or not social networks has a place when speaking about language skills. On the other hand, no one disagree with this fact, and this shows that students are aware about the role social media can play in their learning.

**Question Twelve**

What language skills can be enhanced using social networks?

a. Grammar                                      b. Vocabulary                                      c. speaking
   d. reading                                      e. Listening                                      f. Writing
As indicated in the above table (2.11), students did stick to only one answer, (22%) of the sample considers vocabulary as the most important skill that could be improved through using social networks. The same percentage (22%) alleged that writing is one of the skills that can be developed through social networks. Some of the respondents (17.42%) say that social networks can improve the speaking skill. Furthermore, (15.15%) of the students state that reading is one of the skill that can be developed when interacting through social networks. a portion of (14.4%) specified for listening. Finally, only a percentage of (9.1%) specified for grammar as the most important skill that social networks can develop.

As an interpretation of the results above and the results of the previous question, one can notice that social networking is an effective means in developing all the language skills, however, each student uses it to overcome the difficulties they may encounter during the process of learning a foreign language.

Section three: Students’ Attitudes towards Vocabulary Learning

Question Thirteen
How do you perceive the role of vocabulary learning in the language?

a. Very important  b. Important
   c. Not important  d. Not important at all

Table 2.11. Students’ opinions toward the most skills developed through social networks.

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<th>Options</th>
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<td>d</td>
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<td>e</td>
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</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2.11. Students’ opinions toward the most skills developed through social networks.
Table (2.12) shows that respondents see that vocabulary is very important (73.33%) or important (26.66%), none of the study participants see that vocabulary is not important eventually, they make vocabulary as a priority.

**Question Fourteen**

What are your answers is, please explain.

Students answer with either vocabulary is very important or important, thus their explanations summed up in the following points:

- Language is used mainly to express ideas; in order to achieve this goal a rich vocabulary is needed.
- Having a rich repertoire of new items helps us to feel more comfortable to express ourselves appropriately in a wide range of contexts.
- Vocabulary enables us to communicate fluently with native speakers.
- Mastering the vocabulary of the language paves the way to learn other skills, especially speaking.

**Question Fifteen**

Do you have difficulties with vocabulary mastery?

Yes  No
A quick glimpse to table (2.13) shows that the greatest portion of the students (60%) assert that they face difficulties in learning new words, while the rest (40%) state that they do not face any problems or obstacles in mastering vocabulary. Therefore, vocabulary mastery should be taken into consideration while teaching the foreign language rather than the main focus on grammatical structures and other aspects of the language.

**Question Sixteen**

Where do you encounter new English words?

a. When reading English materials
b. When listening to English songs or watching English movies/TV.
c. When using the internet.
d. Others (please specify).................................

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<tr>
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</table>

Table 2.13. Students’ having difficulties with vocabulary mastery

Figure 2.13. Students’ having difficulties with vocabulary mastery
Table 2.14 shows that students did not stick to only one answer where (40.40%) of them consider listening to English songs or watching English movies/TV as a rich source of new English words. A percentage of (30.30%) assert that using the Internet is the only source of new English words. A percentage of (24.24%) went with reading English materials as being the source of unknown words. What is common between students most frequent answers is option “b”; listening to songs and watching movies. Subsequently, teachers can make use of those strategies to create better learning environment and to increase students’ motivation and engagement to learn according to their needs and preferences.

**Question Seventeen**

Please, rank the following items according to their importance in the language:

- a. Grammar
- b. Vocabulary
- c. Listening
- d. Speaking
- e. Reading
- f. Writing

Table 2.14. Sources of vocabulary

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<th>Options</th>
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**Total** 99 100

Figure 2.14. Sources of vocabulary
Table 2.15. Sum of the Ranks

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<td>Reading</td>
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</tr>
<tr>
<td>Writing</td>
<td>181</td>
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</table>

Table (2.15) shows the classification of the skills according to their importance in the language. For students, vocabulary is the most important skill that should be mastered followed by grammar, speaking, listening, reading and finally writing respectively. Students select vocabulary as the most important aspect because knowing vocabulary will allow them to communicate even without grammatical competence or other aspects like fluency.

**Question Eighteen**

Do you think that learning new vocabulary items through social networking is an effective way to enlarge your lexical knowledge?

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</table>

Table 2.16. Students’ attitudes towards the role of social networking in vocabulary learning.

Figure 2.15. Students’ attitudes towards the role of social networking in vocabulary learning
That all the students (100%) agree with the fact that social networking is an effective means in developing the learners’ lexical knowledge. This result demonstrates that the majority of students are aware of the benefits of social networking in enhancing their vocabulary background.

**Question Nineteen**

If “yes”, is it because

- a. It is an entertainment
- b. It allows you to interact with native speakers
- c. It is a motivational tool
- d. It fosters autonomy
- e. Others

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Table 2.17. Students’ perception about the benefits of social networks.

Table (2.17) shows the main reasons that lead students to choose social networks as a means of learning new vocabulary items. The results display the highest percentage (32.3%) of the sample use social networks because it allows them to interact with native speakers. The same percentage (32.3%) of students claims that they use social networks as means to develop their vocabulary because It is a motivational tool. A percentage of (26.04%) declare that they engage in using social networks because it is in an entertainment. From the results above, we can conclude that social networks is beneficial for learners since it motivate them to engage in the learning activities as well as it allows them to interact with native speakers.
**Question Twenty**

How do you acquire new words through social media?

a. Chatting  
b. Posting  
c. Watching videos  
d. playing online games  
e. Sharing images  
f. Writing emails  
g. others (please specify) ......................

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<tr>
<td>g (reading articles)</td>
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</table>

Table 2.18. Students’ habits of acquisition new words through social media;

Table (2.18) displays that there are many activities through which the learners engage in learning new words through social media. For instance, watching videos is the mostly used activity from the list with a percentage of (40.24%), probably because it is the most common activity that young people engage in. Concerning posting, a percentage of (17.7%) have reported that this activity helps them to learn new vocabulary items. In addition to that, the same portion of respondents (17.7%) state that they rely on sharing images as an activity to enrich their repertoire of lexis, the same number of students (17.7%) ticked for writing emails. Furthermore, a sample of (3.65%) declares that chatting is the widespread strategy that used to learn the vocabulary of any foreign language, and the same percentage ticked for playing online games. Finally, only one of the study participants (1.21%) adds another activity which
is reading articles. From the results above, we can conclude that students rely on different strategies to acquire new words through social media.

**Question Twenty one**

Do you think that students will achieve better results in terms of vocabulary if social networks are integrated into lessons?

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</tbody>
</table>

Table 2.19. Students’ perceptions about integration social network into lesson.

Table (2.19) displays that more than a half of students (68.89%) agree that incorporating social networks into lessons would increase the learners’ vocabulary knowledge. However, a percentage of (31.11%) does not agree on that. From the results above, and the results that found in the previous question, we can conclude that social media can effectively enhance the acquisition of new vocabulary items since learners use a variety of learning activities which might be very interesting, make learning easier, besides helping students to improve their communication.

**Question Twenty-Two**

If “yes”, please explain.

The justifications of the students who reported that they will achieve better results in terms of vocabulary if social networks are integrated into lessons are summarized in the following points
- The integration of social network into classroom would be stimulatingly successful since it is based on the diversity and global interaction that would occur in a modern way.
- Since social media takes a large part in many students’ daily life, integrating it into classes will help them more to achieve better results in terms of vocabulary learning.
- Learning through traditional ways is something boring. However, using social networks will raise the learners’ motivation and engagement through using a variety of tools such as YouTube, Podcast and Flicker.
- People nowadays are interested in technology more than books and other materials. Thus, integrating it in school would be beneficial for learners to improve their vocabulary level.
- Social media allow students to act and react freely without facing any obstacles, in contrast to the traditional ways, where students find themselves restricted by the teacher’s presence.
- Social networks should be integrated into the classroom because it gives us the ability to learn new words in a relaxed atmosphere.

**Question Twenty-three**

As a language learner, please state the benefits of social networking in developing your English language proficiency.

The explanation of those who reported that a social network is beneficial in developing English language proficiency are summed up in the following points

- Social networking is a very effective means in aiding students unconsciously learn new English words, correcting their pronunciation and developing the writing skill.
- Social networks allow students to interact with native speakers and learn their culture, thus learning English from its source.
- Social networking is very beneficial in helping students to develop their English level and the four skills especially writing and speaking which are considered as the most important skills that should be mastered when learning English.
- Social networks bring novelty to the class and serve as a means to keep the learners up to date to the different learning processes by exposing them to authentic context of native speakers through watching and listening.
Section Five: Further suggestions

Question Twenty-Four

Please, feel free and add any suggestions or comments which you consider relevant to the discussion of this questionnaire.

Results show that only Twenty-Seven students (27) out of forty-five (45) added some comments and suggestions in relation to the questionnaire.

Nine students reported that the questionnaire is very interesting in the sense that it tackles an important point in their daily life, and it raises their awareness towards its benefits in developing their vocabulary knowledge as well as the four skills. And most of them show a positive tendency towards implementing social networks as an educational tool in foreign language classroom since it is a valuable means.

1.5. Discussion of the results

The results obtained from the student’s questionnaire show that the majority of students of English at Larbi Ben M’hidi University are females (82.22%) which could be related to many reasons. Probably the main one is that languages, particularly English attracts female more than males. Furthermore, almost all students (91.11%) hold that they are motivated to study English for a number of reasons, namely an interest for language itself, the desire to understand others’ culture or to communicate with native speakers.

The analysis of section two reveals that the great majority of the study participants (64.44%) indicate that they use social networks frequently in their daily life. Learning English from its source and practicing English are the most important reasons behind engaging in using it. The section also demonstrates that almost all the students (93.33%) agree that social media can be adopted in educational formal settings since they recognize the significant value of social media in making education better. Regarding the students’ perspectives about if social networks are effective in developing the language skills, a reasonable number agree that it is the most useful technique in developing the language skills.

Section three, which is directed to gauging students’ awareness about the importance of vocabulary in learning the language and whether students have shortage in terms of vocabulary mastery, discloses very important findings related to the aim of this study. The
results reveal that all the study participants are aware about the role vocabulary plays in learning a foreign/second language. Students consider vocabulary as an important component of the language and even they give it more value than the other language skills such as grammar, speaking, listening, reading and writing. Students also claim that they have difficulties in vocabulary mastery and this is may be due the time constraints and lack of materials.

The analysis of section four unveils that all the respondents consider social networking as an effective medium in developing vocabulary knowledge through engaging in a variety of learning activities like watching videos, playing games, writing emails and providing them the opportunity to interact with native speakers. Furthermore, social networking motivates students to engage in the learning process as it provides them with content, course materials as well as healthy atmosphere.

Section five which is a free space for students to add any comments or suggestions related to the aim of our questionnaire. Students appreciate a lot this kind of questionnaire as they found the subject very interesting and related to an important issue in their daily life which is social networks. Furthermore, many students show a positive tendency towards this form of teaching and learning and toward integrating it in foreign language classes.
2.2. Teachers’ Questionnaire

2.2.1. Description of the Questionnaire

The questionnaire is composed of twenty-seven questions settled in different forms like open-ended, close-ended and multiple choice questions divided into four sections: background information, social networks, vocabulary learning and social media and further suggestions.

Section One: General Information (Q1-Q2)

The main objective of this section is to gain some background information about the teachers in terms of degree and experience in teaching English at University.

Section Two: Social Networks (Q3-Q14)

This section explores whether teachers integrate social networks in foreign language classes or not. The main reasons behind students’ use of social networks and whether it can enhance their language skills from the teachers’ stand point. Furthermore, the section seeks the benefits of social networking in language learning in terms of providing materials, fostering communication and collaboration. Finally, the section aims to explore the influence of social media on students’ learning, and whether it can be adopted in formal educational settings.

Section Three: Vocabulary Learning and Social Media (Q15-Q27)

This section includes questions investigating teachers’ perceptions about vocabulary learning and social media. The section also seeks to find the place of vocabulary in teaching a foreign language, and what are the difficulties that teachers face when teaching vocabulary. The section also entails questions about the teachers’ awareness of the importance of vocabulary in language learning, and their perceptions towards their students’ level in terms of vocabulary mastery, and which kind of materials they use in presenting new vocabulary items. Besides, it aims to explore the teachers’ standpoints towards the impact of social networking on students’ academic writing as well as on their literacy skill. Furthermore, it aims at identifying whether social networks would help in teaching vocabulary efficiently or not. Finally, it gives teachers the chance to state their opinions concerning teaching vocabulary through social networking and its benefits in developing students’ language proficiency.
Section Five: Further Suggestions (Q28)

This section includes one question a space for teachers to give any comments and/or suggestions that are relevant to the discussion of our questionnaire.

2.2.2. Administration of the Questionnaire

The questionnaire was administered to fifteen (15) teachers from the Department of English, University of Larbi Ben M’Hidi, Oum El Boaughi during the academic year 2015/2016. We have chosen this sample for the easiness of the access to the teachers in the English department; the questionnaire was handed back in less than a week.

2.2.3. Interpretation of the Results

Section one: General Information

Question one

Please specify your degree

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<td>73.3</td>
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<td>d</td>
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</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
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</table>

Table 2.20. Teachers’ Degree

As indicated in table bellow, the majority of teachers (73.3 %) have the magister degree. the same percentage of (26.6%) is divided equally between PhD Doctorate degree and Master
degree. We believe that our sample is as representative as possible for the population to which designed.

**Question Two**

How long have you been teaching English at University?

a. (0-5 years)  

b. (5-10 years)  

c. (10-15 years)  

d. More than 15 years

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</table>

Table 2.21. Teachers’ Experience  

Figure 2.20. Teachers’ Experience

Data show that most of the teachers of our sample represented in (53.3%) of them are experienced and they have been teaching English as a foreign language about 10 years. (26.7%) of the teachers stated that they have been teaching English about five (5) years, and only three teachers are experienced more than fifteen (15) years.

**Section Two: Social Networks**

**Question Three**

Do you integrate social networks into your lessons? 

Yes  

No
Table 2.22. Teachers’ use of Social Networks. Figure 2.21. Teachers’ use of Social networks

The main reason behind asking this question is to investigate teachers’ insights of integrating social networks in the process of English language learning. As table (2.22) exposes we can notice that (80%) of the teachers alleged that they do not integrate social networks in their classroom, whereas three teachers (20%) reported that they incorporate social networks in their lessons. From the results above we can notice that the teachers’ negligence of integrating social networks in their classes may be due the lack of internet connexions and materials in our universities.

**Question Four**

If “Yes”, which type of social media do you use?

The main reason behind this question is to know which type of social networks is used among teachers. The three teachers who reported that they integrate social media state that Facebook, Gmai and Twitter are the most useful because of their crucial role in enhancing the quality of learning and teaching in general. In addition, it may help teachers to be creative via the use of different mode of course presentation.

**Question Five**

If “No”; please say why

Teachers who answer with “No”, justify their answers by

- Social networks involve teachers’ familiarity with different expressions.
- The nature of some modules did not allow for the integration of social networks since social media websites are informal in nature.
- Lack of network equipment and internet connection in Algerian universities is considered as the most obstacles for integrating social networks into classroom.
- Lack of training on how to use social networks lead to teachers’ avoidance of incorporating these sites in their classes.

**Question Six**

According to you, what is/are the main reason(s) behind students’ use of Social networks? (You can tick more than one box).

a. Practicing English  
b. Learning English from its source  
c. Having fun  
d. Getting informed

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</table>

Table 2.23. Reasons behind students’ use of social networks.

The main objective of this question is to see the main reasons that lead students to engage in using social networks from the teachers’ stand point. Table (2.23) displays that (46%) of the teachers indicate that students use social networks for fun, a percentage of (35%) opted for getting informed. Furthermore, (11%) of them state that students use social networks for practicing English, and a portion of (08%) opted for learning English from its source. From the results above, we can notice the teachers awareness about the benefits of social networking in creating an extra motivation and facilitating the task of transmitting knowledge for the learners.

**Question Seven**
Do you agree that social Networking can enhance learners’ language skills?

a. Strongly agree  b. Agree  c. Do not know  d. Disagree  e. Strongly disagree

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<tr>
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Table 2.24. The effect of Social Media on enhancing Language Skills

Figure 2.23. The effect of Social Media on enhancing Language Skills.

Table (2.24) reveals that the majority of teachers (60%) agree with the fact that social networks can be an effective medium in developing the learners’ language skills, and three teachers with a percentage of (20%) strongly agreed about that. On the other hand, only two teachers (13.3 %) claim that they do not know whether it can enhance the language skills or not. The results above show that teachers are aware enough about the role social media can play in the learners’ language development.

**Question Eight**

Do you agree that students will be more likely to ask for help if they could communicate with you through Social networks?

a. Strongly agree  b. Agree  c. Do not know  d. Disagree  d. strongly disagree
Table 2.25. Teachers’ help through social networks

A quick glimpse to table (2.25) reveals that a great portion of the sample (53.3%) agree that social networks can facilitate teachers-students communication and provides the learners opportunities to get an extra help, two teachers with a percentage of (13.3%) states that they strongly agree on that. A percentage of (33.33%) state that they do not know whether it can help students or not. On the other hand, no one disagrees on this fact. From the results above, we can conclude that social network is an effective medium in fostering communication among teachers and their students.

**Question Nine**

Do you agree that it is easier to provide students with materials (syllabus, notes, and assignments) through Social Media?

a. Strongly agree  b. Agree  c. Do not know  d. Disagree  e. Strongly disagree
Based on the results on table (2.26), most of the study participant (46.7%) agree or strongly agree (26.7%) that it is easier to provide students with materials through social media, however, only a sample of (26.7%) state that they do not know. On can be an effective medium in delivering materials for students. Yet, no one of the study participants disagrees on that. As an interpretation of the results above, we can conclude that social media is an effective medium in delivering the course materials for students.

**Question Ten**

Do you agree that Social media can be a valuable tool for collaborative learning?

- a. Strongly agree
- b. Agree
- c. Do not know
- d. Disagree
- e. Strongly disagree
Table 2.27. The effect of Social Media on collaborative learning.

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<td>Total</td>
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From table (2.27), it is noticed that the highest percentage of teachers (80%) agree that social media can be an effective means for collaborative activities. Whereas a small portion of the teachers (13.3%) claim the opposite. Thus, social media plays a crucial role in engaging learners in collaborative learning.

**Question Eleven**

Do you agree that social media would have a negative influence on students’ learning because it is based on informal language?

- a. Strongly agree
- b. Agree
- c. Do not know
- d. Disagree
- e. Strongly disagree

Figure 2.26. The effect of Social Media on collaborative learning.
Table 2.28. The influence of Social Media on students’ language learning.

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Having a look at table (2.28) above, we note that the highest percentage (66.7%) agree with the fact that social media would have a negative influence on students’ learning because it is based on informal language, a percentage of (20%) state that they strongly agree on that. The same percentage (6.7%) opted for disagree and for strongly disagree and state that it may have a negative impact but not necessarily.

**Question Twelve**

Can social media be adopted in formal educational settings?

Yes                                      No

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Table 2.29. Teachers’ perception about adopting social media in formal educational setting.

Table 2.28. The influence of Social Media on students’ language learning.

![Figure 2.27. The influence of social media on students’ language learning.](image)

![Figure 2.28. Teachers’ perception about adopting social media in formal educational setting.](image)
Table (2.29) shows that the majority of the teachers about 9 who correspond to (60%) agree that social media can be adopted in formal educational setting. However, a percentage of (40%) of the teachers did not accept that social media can be adopted in formal educational settings. Importantly, this implies the awareness of most teachers about the enormous potential impact of social media on learning and technology enhanced-learning, especially in developing young people’s critical and creative abilities.

**Question Thirteen**

Whatever your answer is, please explain.

The justifications of nine (9) teachers who agree that social media can be adopted in formal educational setting summarized in the following points

- Social media can facilitate the pedagogical task for both teachers and students and gives them access to the world outside the classroom.
- Social media can be an effective means when adopted in education if it is well controlled by a committee.
- Social media can play an active role in revitalizing classes through helping students and teachers to feel interested in the subject matter, and engaging students in the learning process.

- The justifications of those teachers who respond by “No” summed up in the following points

- Most of the teachers may lack training in how to use social media inside classes, and lack of facilities.
- The use of social media in formal setting will confuse learners instead of helping them, especially in their writing skill since students use too short forms of writing words in their chat conversations and they forget and use the same in the classroom.
- The social background of Algerian students did not allow for the integration of social media in education since students are not well prepared for this kind of learning activities, and they tend to see it as a medium of communication and entertainment but not educational.
Section Three: Vocabulary Learning and Social Media

Question Fourteen

Is there a place for vocabulary teaching in all the modules you teach?

Yes                      No

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Total | 15 | 100 |

Table 2.30. Teachers’ opinion about the place of vocabulary.

A quick glimpse to table (2.30) reveals that the majority of the respondents (73.3%) claim that vocabulary is an indispensable part of language teaching and learning, whereas, a portion of (26.7%) claim that they focus only on subjects they teach.

Question Fifteen.

If “No”, do you integrate the teaching of vocabulary as part of your lectures?

Yes                      No

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Total | 4  | 100 |

Table 2.31. Teachers’ inclusion of vocabulary in their lessons.

Figure 2.29. Teachers’ opinion about the place of vocabulary.

Figure 2.30. Teachers’ inclusion of vocabulary in their lessons.
As it is stated above, most teachers (75%) who said that there is no place for vocabulary in all the modules they are teaching, report that they integrate the vocabulary aspect of the language in their lectures. As an interpretation of this result and the results of the previous question, we can notice that vocabulary is not taught as separate module so teachers are obliged to introduce new vocabulary items during all the session.

**Question Sixteen.**
According to you, what are the obstacles that may arise while teaching vocabulary?
- Time constraints, so teachers cannot teach a great number of words in a short period time, since words have several meaning in different contexts.
- Lack of the necessary tools, and the burden of devoting a part for vocabulary when they teach content module.
- Teachers have problems with abstract words.
- Lack of motivation and intellectual efforts of the learners to memorize new items.

**Question Seventeen.**
How do you perceive the importance of vocabulary in language learning?

- a. Very important
- b. Important
- c. Not important
- d. Not important at all

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Table 2.32. Teachers’ perceptions about the importance of vocabulary in language learning

Table (2.32) displays that respondents see vocabulary very important (73.3%) or important (26.7%), none of the study participants say that vocabulary is not important. From the above responses, teachers’ awareness of vocabulary is positive, since vocabulary is one of...
the essential competencies that contribute in building communication competence and language proficiency, so without vocabulary students can never get this background.

**Question Eighteen**

How would you consider the level of your students in terms of vocabulary mastery?

- a. High
- b. Above average
- c. Average
- d. Below average
- e. Low

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Table 2.33. Teachers’ perception about their students’ level of vocabulary mastery.

![Figure 2.32. Teachers’ perception about their students’ level of vocabulary mastery.](image)

It appears from table (2.33) above, that the majority of the respondents (53.3%) stated that their students’ level of vocabulary is average, a percentage of (26.7%) claims that their students’ level of vocabulary is below the average. Finally, the percentage of the study participants (6.7%) confirmed that their students’ level of vocabulary high, above average and low. This results show that most of the teachers are satisfied about their students’ level of vocabulary.

**Question Nineteen**

Which materials could be used to support the teaching of vocabulary?

The responses of the teachers about which kind of material they use to support their teaching of new vocabulary items differ from one to another, one of the teachers states that as a specialist in the field of translation, I see that translation as an efficient method in acquiring new vocabulary items. Besides, the use of dictionaries and being in touch with native
speakers. Some teachers consider audio-visual materials as important techniques to help the learners acquire and memorize new words in the target language. Furthermore, some teachers claim that, TV shows, videos, and all kind of reading materials like novels, document, short stories and online reading could enrich the learners’ repertoire with new lexical items. Finally, one of the teachers notes that any educational pedagogical material can be good for being a source of vocabulary learning.

From the results of the above feedback, we extract that teachers rely on different materials to help their learners to acquire and memorize new vocabulary items easily and effectively, so as to communicate fluently in the target language.

**Question Twenty**

What impact would social networking have on students’ academic writing?

a. Positive  

b. Negative  

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Table 2.34. Teachers’ perceptions about the impact of social networking on students’ academic writing.

![Figure 2.33. Teachers’ perceptions about the impact of social networking on students’ academic writing.](image)

Based on the results on table (2.34), more than a half (53.3%) of the study participants believes that social network has a positive effect on students’ academic writing. However, a percentage of (46.7%) respond negatively stating that social media would have a negative impact on students’ academic writing since it is based on informal language.
**Question Twenty-One**

Please, explain your answer.

Explanation of the eight (8) teachers who respond that social networks have a positive effect on students' academic writing are summed up in the following points
- Students are aware of the benefits of social media, thus, they use it in a way that will enhance the target language.
- Social networks enhance the language skills as well as connectivity.
- Social networks would be boosting the communicative skill of language learners.

The answers of the seven (7) teachers who state that social networks have a negative impact on students’ academic writing are summarized in the following points
- Social networks language is often informal and may induce learners in errors.
- Students’ use of abbreviation and shortened form lead to uncorrected grammatical construction.
- Social networks would be for some extent negative in that it originates from an informal register.

**Question Twenty-two**

Do you agree that integrating social networks as a learning tool will improve students’ literacy?

a. Strongly agree  b. Agree  c. do not know  d. disagree  e.Strongly disagree
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Table 2.35. Teachers’ perception about the impact of social networks in improving students’ literacy

Based on Table (2.35) it is clearly pointed by most teachers (66.7%) that social networks can develop the learners’ literacy. Two teachers (13.3%) state that they do not know whether social networks will improve students’ literacy or not, the same percentage (13.3%) exposed their disagreement with the statement that says that integrating social networks will improve learners’ literacy. The result above shows the significant role social networks can play on boosting students’ literacy through using text messaging.

**Question Twenty-Three**

Do you think that Social Networks would help you teach vocabulary efficiently?

Yes

No

Figure 2.34. Teachers’ perception about the impact of social networks in improving students’ literacy
Table 2.36. Teachers’ perceptions about the use of social networks in teaching vocabulary.

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<td><strong>Total</strong></td>
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Table (2.36) displays that (64.3%) of the study participants namely teachers opted for “Yes”, on the other hand, a percentage of (35.7%) opted for “No”, and only two teachers remain undecided and he did not answer the question. As an interpretation of this result, the use of social networks in teaching vocabulary can be an effective means.

**Question Twenty Four**

Whatever your answer is, please explain. The justifications of those who agree that social networks can be an effective means in teaching vocabulary are

- “There are pages and websites in social media specialized in English teaching materials, even general websites may incorporate some jokes, idiomatic expressions and proverbs in English”
- “It could be affective when controlled by the teacher and when it remain in a formal way”
- “they find it interesting, so they appreciate learning using social networks
- “Some games on Facebook and social media can improve the EFL learners’ vocabulary such as criminal case”.
- “Social media are good for acquiring the language for the learners outside the university class”.

The justification of those who respond with “No” are

- “I believe that teaching vocabulary could be achieved through social networks but not to the level of mastery”.

80
“Social media based on informal language, thus, learners acquire in informal way”.

**Question Twenty five**

Do you consider teaching vocabulary through social networks as

a. Educating technique  

b. Entertaining technique  

c. Both

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Table 2.37. Teachers’ perceptions about teaching vocabulary through social networks.

Table (2.37) displays that majority of the study participants (60%) consider teaching vocabulary through social networks as an educational as well as entertaining technique. On the other hand, a portion of (40%) considers it as an entertaining technique. Therefore, teaching vocabulary through social media is very effective since teachers expose their students to authentic language.

**Question Twenty Six**

Please, state other benefits (if any) of using social networks in improving your students’ language proficiency.

- Social networks is very beneficial for foreign language learners in the sense that it provides them opportunities to acquire and memorize new vocabulary items and in developing the writing skill.
- Social networks expose the learners to authentic language.
- Developing fluency and communicative skills.
- Help the students to learn and understand faster
- Social media enhance cross-cultural awareness.
- Reduce anxiety in speaking the target language.
- Social media can improve the learners’ intellectual background.
- Social networks engage the learners’ to enhance vocabulary.

Section Five: Further Suggestions

Question Twenty-Seven

Please, feel free and add any comments/ suggestions related to the aim of the questionnaire.

Only four teachers add some suggestion about the topic and they state that

- The use of social media can help learners to improve their language proficiency especially fluency, as it could be a good way for staying in touch with their teachers out of the class time.
- One of the teachers suggested that to choose a given network as a sample of my study.
- One of the teachers points that technology gives students the opportunity to stay longer with good teachers.

2.2.4. Discussion of the Results

Teachers’ tendency reveals that a valued number of teachers are aware about the importance of social networking in creating an extra motivation to engage learners more in the learning process. Furthermore, a reasonable number (60%) of the teachers agree with the fact that social networks can enhance the language skill, most importantly vocabulary and listening skill. In addition, most of the teachers acknowledge that meeting learners through social networking sites may foster teachers-students communication and provide learners with online courses as well as materials. Moreover, most teachers (60%) admit that social media can be adopted in educational formal settings.

Another vital finding from the analysis of section three is that teachers have a positive attitude towards the place of vocabulary in language learning, and all the teachers address the necessity of vocabulary in learning a language. In addition, more than a half of teachers (53.3%) see their students’ level of vocabulary as average, that is to say, teachers are relatively satisfied about their learners’ level in terms of vocabulary mastery. Furthermore, teachers have a positive attitude towards the impact of social networks on students’ academic writing. Besides, integrating social networks as a learning tool would improve students’ literacy. Moreover, almost all the teachers consider teaching vocabulary through social networks as educational as well as entertaining technique since learners are exposed to authentic language.
Section five which is a space for teachers to add any comments or suggestions that are related to the aim of our questionnaire. Teachers found the questionnaire very interesting and relevant to the students’ daily practice; they report that social media could be the best way to promote foreign language learning effectively. Furthermore, teachers’ use of these applications could give students flexibility to work independently at their pace in order to promote English language acquisition.

**Conclusion**

To sum up, it is fair to say that the obvious positive result revealed in this research is that all the students (100%) and the vast majority of teachers (64.3%) agree with the fact that social networking is an effective means in enhancing the learners’ vocabulary package since it exposes a large number of words in authentic context. Furthermore, both teachers (100%) and students (100%) are aware of the significant role vocabulary plays in learning a foreign language. However, a reasonable number of teachers (75%) report that there is no place for vocabulary teaching in the modules they teach. Hence, this may be due to the fact that vocabulary should not be taught as a separate module. Teachers are obliged to introduce new vocabulary items whenever possible. Furthermore, the overwhelming majority of students (93.33%) and more than a half of the teachers (60%) agree that social media can be adopted in formal educational settings. Moreover, the results also show that both teachers and students agree that social media can be an effective way in developing the learners’ language skills. Finally, regarding the learners’ difficulties in vocabulary mastery, a greatest number of students (60%) alleged that they have difficulties in learning new words. On the other hand, more than a half of teachers (53.3%) report that their students level of vocabulary mastery is average. To conclude, we can say that the obtained results go in the same direction of the hypothesis in sense that, social networking is an effective means in developing the learners’ vocabulary background.
**General Conclusion**

This work aims at investigating EFL teachers’ and students attitudes towards the role of social networks in enhancing the target language vocabulary knowledge. The study aims also to raise educators’ and learners’ awareness and openness to the emerging of new tools of language learning, in particular social networking. It was undertaken to answer the following problems: how important is vocabulary for foreign language learners? What are the main reasons behind students’ vocabulary shortage? What are students’ strategies in vocabulary learning through social media? Does social networking enhance learners’ vocabulary acquisition? And what impact would social networking have on students’ academic production of the language? To achieve the aim, it is hypothesized that, Social networking is effective in developing the learners’ vocabulary background.

To begin with, the present dissertation was based on some theoretical backgrounds which serve as a basis to the analysis and interpretation of the results in the field work. Chapter one discusses some approaches and theories to social networking and language learning, discuss the different types of social networking sites and their advantages in education in general as well as their implementations in foreign language classroom in particular. Furthermore, this study tried to demonstrate the important role vocabulary plays in language learning and teaching, in addition to different methods techniques and strategies that should be used.

It is by the means of two questionnaires that we conduct our research; the questionnaire was administered to both teachers and students at the Department of English, Larbi Ben M’hidi University, Oum El Bouaghi. The overall findings of this research confirm that vocabulary has a significant role in developing the learners’ language proficiency. They have also shown that use of social networks in education in general and EFL classrooms in particular may enhance students’ motivation to learn better and to ameliorate their vocabulary knowledge. The study also reveals that lack of materials and necessary tools, time constraints, lack of motivation and intellectual efforts are the main reasons behind students’ vocabulary shortage. The results also confirm that social networking has a positive impact on students’ academic production of the language. Finally, our hypothesis is confirmed, in the sense that social networks have a positive connection with vocabulary learning, in other words, social networks have a significant role in improving the learners’ vocabulary knowledge.
While there are a number of positive implications based on the findings of the dissertation, it is not without limitations. First, limited time we had, we were obliged to conduct a questionnaire, since it allows us to gather a large amount of data in a short period of time. Second, this study is conducted through using a questionnaire, thus the results might not 100% valid, and that is because the participants are not 100% trustful, in the sense that, they may not be honest in their answers.

The findings of this study show that there is a positive relationship concerning learning vocabulary through social networking sites and through online learning. Thus, teachers should encourage their learners to engage in online learning activities. And it is for further topics and projects to investigate the issue experimentally.
Reference


Kelsey, T. (2010). *Social networking spaces*: From facebook to twitter and everything between. USA: TODD KELSEY


Appendices

Appendix A : Students’ Questionnaire

Appendix B : Teachers’ Questionnaire
Appendix A

STUDENTS’ QUESTIONNAIRE

Dear student,

You are kindly requested to fill in this questionnaire to express your attitudes towards the use of social networks in improving your vocabulary learning, your answers are very important for the reliability of the research we are conducting. As such, we hope you will give us your full attention and interest.

Please, tick the appropriate box(es) and/or give full answers(s) on the broken lines.

May I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Background Information

1. Please, specify the following

   A. Gender:
      Male: ☐      Female: ☐

   B. Age: .......

2. Are you motivated to study/learn English Language?

   Yes ☐      No ☐

3. If “yes”, for what purpose are you studying it? (You can tick more than box)

   a. You like it ☐      b. For a future job ☐      c. To understand others’ culture ☐

   d. Communicate with native speakers ☐      e. Others (please specify)

..........................................................
Section One: Learners’ Attitudes towards using Social Networks

4. How often do you use social networks?
   a. Frequently  □  b. Sometimes  □  c. Never  □

5. What are/is the main reasons behind using social networking sites? (you can tick more than one box).
   a. Practicing English  □  b. Learning English from its source  □
   c. Having fun  □  d. Getting informed  □
   e. Others (please specify) ……………………………………………………………………………………………………

6. Whom do you interact with more through Social Media?
   a. With your friends  □  b. with Native Speakers of English  □

7. Do you find difficulties in expressing your ideas when interacting through Social Network?
   Yes  □  No  □

8. If “yes”, Please explain

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9. Can Social Media be adopted in formal educational settings?
   Yes  □  No  □
10. Whatever your answer is, please explain.

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......

11. Do you agree that Social Networking can enhance your language skills?

a. Strongly agree  
 b. Agree  
 c. Don’t know  

d. Disagree  
 e. Strongly disagree  

12. What language skills can be enhanced using Social Networks?

a. Grammar  
 b. Vocabulary  
 c. Speaking  
 d. Reading  
 e. Listening  
 f. Writing  

Section Three: Students’ Attitudes towards Vocabulary Learning

13. How do you perceive the role of vocabulary in learning the language?

a. Very important  
 b. important  
 c. Not important  

d. Not important at all  

14. Whatever your answer is, please justify.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
15. Do you have difficulties with vocabulary mastery?

Yes ☐ No ☐

16. Where do you encounter new English words? (You can tick more than one box)

b. When reading English materials ☐

c. When listening to English songs or watching English movies/TV ☐

d. When using the Internet ☐ e. Others (please specify) ........................................

17. Please, rank the following items according to their importance in the language


e. Reading ☐ f. Writing ☐

Section Four: Learning Vocabulary through using Social Networking

18. Do you think that leaning new vocabulary items through social networks is an effective way to enlarge your lexical knowledge?

Yes ☐ No ☐

19. If yes, is it because (you can tick more than one box)

a. It is an entertainment ☐ b. It allows you to interact with native speakers ☐ c. It is a motivational tool ☐

d. It fosters autonomy ☐ e. Others ...............................}

20. How do you acquire new words through Social Media?

a. Chatting ☐ b. Posting ☐ c. watching videos ☐ d. Playing online game ☐
e. Sharing images  f. Writing emails  g. Others (please specify) ……………………………………….. 

21. Do you think that students will achieve better results in terms of vocabulary if social networks are integrated into lessons?

Yes  ☐  No  ☐

22. If “yes” please explain

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23. As a language learner, please state the benefits of Social Networking in developing your English language proficiency

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Section Four: Further Suggestion

24. Please, feel free and add any suggestions or comments which you consider relevant to the discussion of this questionnaire ……………………………………………………………………………………
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Thank you
Appendix B

Teachers’ Questionnaire

Dear Teacher,

You are kindly requested to fill in this questionnaire to express your attitudes towards the use of social networks in improving target language vocabulary. (your answers will be of a great help for the research). Please, tick the appropriate box(es) and make full statement whenever necessary.

Ms. Leila BENAZIZA

Larbi Ben M’Hidi University, Oum El Boaughi

Faculty of Letters and Languages

Department Of English
Section One: General Information

1. Please, specify your degree?
   a. License □    b. Master □   c. Magister □    d. PhD Doctorate □

2. How long have you been teaching English at University?
   a. (0-5 years) □  b. (5-10 years) □  c. (10-15 years) □  d. More than 15 years □

Section Two: Teachers’ Attitudes towards using Social Networks

3. Do you integrate social networks into your lessons?
   Yes □          No □

4. If “Yes”, which type of social media do you use?
   ........................................................................................................
   ........................................................................................................

5. If “No”; please say why
   ........................................................................................................
   ........................................................................................................

6. According to you, what is/are the main reason(s) behind students’ use of Social networks?(You can tick more than one box).
   a. Practicing English □    b. Learning English from its source □
   c. Having fun □           d. Getting informed □
   e. Others (please specify) .................................................................
7. Do you agree that social Networking can enhance learners’ language skills?
   a. Strongly agree □  b. Agree □  c. Do not know □
   d. Disagree □  e. Strongly disagree □

8. Do you agree that students will be more likely to ask for help if they could communicate with you through Social networks?
   a. Strongly agree □  b. Agree □  c. Do not know □  d. Disagree □
   d. strongly disagree □

9. Do you agree that it is easier to provide students with materials (syllabus, notes, and assignments) through Social Media?
   a. Strongly agree □  b. Agree □  c. Do not know □  d. Disagree □
   e. Strongly disagree □

10. Do you agree that Social media can be a valuable tool for collaborative learning?
    a. Strongly agree □  b. Agree □  c. Do not know □  d. Disagree □
    e. Strongly disagree □

11. Do you agree that social media would have a negative influence on students’ learning because it is based on informal language?
    a. Strongly agree □  b. Agree □  c. Do not know □  d. Disagree □
    e. Strongly disagree □

12. Can social media be adopted in formal educational settings?
    Yes □  No □
13. Whatever your answer is, please explain.

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Section Three: Vocabulary Learning and Social Media

14. Is there a place for vocabulary teaching in all the modules you teach?

Yes ☐ No ☐

15. If “No”, do you integrate the teaching of vocabulary as part of your lectures?

Yes ☐ No ☐

16. According to you, what are the obstacles that may arise while teaching vocabulary?

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17. How do you perceive the importance of vocabulary in language learning?

a. Very important ☐ b. Important ☐ c. Not important ☐ d. Not important at all ☐

18. How would you consider the level of your students in terms of vocabulary mastery?

a. High ☐ b. Above average ☐ c. Average ☐ d. Below average ☐ e. Low ☐

19. Which materials could be used to support the teaching of vocabulary?

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20. What impact would social networking have on students’ academic writing?
a. Positive ☐  b. Negative ☐

21. Please, explain your answer.

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22. Do you agree that integrating social networks as a learning tool will improve students’ literacy?

a. Strongly agree ☐  b. Agree ☐  c. do not know ☐  d. disagree ☐  e. Strongly disagree ☐

23. Do you think that Social Networks would help you teach vocabulary efficiently?

Yes ☐  No ☐

24. Whatever your answer is, please explain.

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25. Do you consider teaching vocabulary through social networks as

a. Educating technique ☐  b. Entertaining technique ☐  c. Both ☐

26. Please, state other benefits (if any) of using social networks in improving your students’ language proficiency?

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Section Five: Further Suggestions

27. Please, feel free and add any comments/suggestions related to the aim of the questionnaire

Thank you so much for your valuable and priceless cooperation.
RESUME

De loin, la pierre angulaire de la maîtrise de la langue étrangère est d'avoir un riche répertoire d'éléments lexicaux de cette langue. Par ailleurs, l'enseignement et l'apprentissage du vocabulaire d'une langue peut être très difficile et prend beaucoup du temps pour les enseignants et les apprenants. Ainsi, les étudiants adaptent diverses stratégies et approches en vue d'améliorer leur connaissance du vocabulaire. Cette étude tend à explorer les attitudes des enseignants et des étudiants à l'égard de l'utilisation des réseaux sociaux dans l'amélioration du vocabulaire. Afin d'étudier la corrélation entre les réseaux sociaux et l'apprentissage du vocabulaire, nous avons émis l'hypothèse que les réseaux sociaux sont efficaces dans le développement du vocabulaire de base des apprenants. Pour tester la validité de l'hypothèse formulée, deux questionnaires ont été administré, un pour les enseignants et un autre pour les étudiants du département d'anglais Université Larbi Ben M'hidi. A la lumière des résultats obtenus il semble que les enseignants et les apprenants considèrent les réseaux sociaux comme une technique pédagogique efficace pour améliorer la connaissance du vocabulaire. Par conséquent, il est recommandé que les enseignants cherchent de bons mécanismes pour adopter les réseaux sociaux dans les milieux éducatifs, de sorte que les étudiants développent leur vocabulaire dans une atmosphère de détente et de divertissement.
ملخص

حتى الآن تعتبر اللغة أهم وسيلة تواصل بين الناس وبالتالي التفاعل مع بعضهم البعض. و من المؤكد أن حجر الأساس في إتقان لغة أجنبية هو أن تكون هناك ذخيرة غنية من العناصر المعجمية من تلك اللغة. وبالتالي تعليم وتعلم المفردات صعب و يستغرق وقت طويل لمدرسي و متعلمي اللغة الإنجليزية كلغة أجنبية. لذلك يستعمل الطلاب استراتيجيات وتوجهات مختلفة من أجل تحسين معرفتهم بالمفردات ومن بين ما يستعملونه من وسائل مواقع التواصل الاجتماعي. تميل الدراسة الحالية لاكتشاف موقف المعلم والطلاب من استخدام الشبكات الاجتماعية في تحريل مفردات اللغة. من أجل تحقيق الترتب بين شباب الاجتماعية وتعلم المفردات ولقد افترضنا أن الشبكات الاجتماعية هي فعالة في تطوير خلفية المفردات المتعلمين. لاختبار صحة هذه الفرضية فmana بتوزيع استبيانين، الاستبيان الأول للطلاب و الاستبيان الثاني إلى خمسة عشر للمعلمين. وجهنا الاستبيان الأول الخاص للطلاب لخمسة وأربعين (45) طالب في من قسم اللغة الإنجليزية جامعة العربي بن مهدي من أجل دراسة موقفهم من تطوير الصف الأول المفردات من خلال استخدام شبكات الاجتماعية وبالمثل الاستبيان الثاني الخاص للمعلمين و وزعناها على خمسة عشر (15) أستاذ من نفس المعهد لدراسة مواقفهم فيما يتعلق بدور الشباكات الاجتماعية في تعزيز اكتساب المفردات للطلاب. و على ضوء النتائج، النظرية والتطبيقية تبين لنا أن لتعزيز الطلاب و الاستاذة برو أن استعمال الشباكات الاجتماعية يمكن أن يكون تقنية تربوية فعالة معرفة المفردات عند الطلاب.