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Exploring the Impact of Social Media Facebook Platform on Students' Motivation and Lexical Competence.

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**Abstract:**

The purpose of the study is to determine whether social media platforms such as Facebook have any impact on how well students develop their vocabulary and improve motivation. The group has been assigned to the experimental group in order to monitor the development of lexical competence and motivation as they receive treatment. This group was created on Facebook by the researcher to implement the experiment to the EG by uploading educational videos and audio, drills, and other educational materials. Students in the control group, on the other hand, receive language instruction in a conventional manner.

The use of a questionnaire and a pretest–posttest design is part of a mixed–methods approach. The researchers discovered statistically significant differences in vocabulary development and motivational stimulus between the experimental group and the control group after implementing the intervention. This indicates that compared to students who received the traditional method of instruction, those who received the treatment had better vocabulary development and were more motivated. It can be concluded that using Facebook in educational settings can be advantageous and useful as a tool for teaching and learning languages.

Keywords: Facebook site, Online teaching, motivation increasement, lexical competence, Development.



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استكشاف أثر وسائل التواصل الاجتماعي على الدافعية والكفاءة الدلالية للطلبة: الفيسبوك أنموذجاً

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الملخص :

الغرض من الدراسة هو تحديد ما إذا كانت منصات الوسائط الاجتماعية مثل Face book لها أي تأثير على كيفية تطوير الطلاب لمفرداتهم وتحسين الحافز. تم تعيين المجموعة للمجموعة التجريبية من أجل مراقبة تطور الكفاءة المعجمية والتحفيز أثناء تلقيهم العلاج. تم إنشاء هذه المجموعة على Face book من قبل الباحث لتنفيذ التجربة على EG من خلال تحميل مقاطع فيديو تعليمية وتسجيلات صوتية وتمارين ومواد تعليمية أخرى. من ناحية أخرى ، يتلقى الطلاب في المجموعة الضابطة تعليم اللغة بالطريقة التقليدية.

بعد استخدام الاستبيان وتصميم الاختبار القبلي والبعدي جزءاً من نهج مختلط الأساليب. اكتشف الباحثون فروق ذات دلالة إحصائية في تطوير المفردات والتحفيز التحفيزي بين المجموعة التجريبية والمجموعة الضابطة بعد تنفيذ التدخل. يشير هذا إلى أنه بالمقارنة مع الطلاب الذين تلقوا طريقة التدريس التقليدية ، فإن أولئك الذين تلقوا العلاج لديهم تطوير أفضل للمفردات اللغوية وأكثر حماساً. يمكن الاستنتاج أن استخدام Face book في البيئات التعليمية يمكن أن يكون مفيداً ومفيداً كأداة لتعليم اللغات وتعلمها.

الكلمات المفتاحية: موقع فيسبوك ، تعليم إلكتروني ، زيادة تحفيزية ، كفاءة معجمية ، تنمية.





1. Introduction

All fields of knowledge and science are currently advancing dramatically around the world. The use of technology has been one of the most important contributions. Educational settings and social media networks are increasingly entwined. Facebook, YouTube, Whatsapp, and Instagram are just a few of the social media sites that have significantly impacted education in general and language learning and teaching in particular. When using such online environments, students frequently employ unconscious or covert methods of language acquisition. With a global user base, Facebook might be the most well-known of these social media platforms.

The effects of globalization on language and learning processes are extensive. Nowadays, learning is facilitated by digital technology rather than books and libraries. Through the use of computer-mediated communication (CMC) tools, people can access various forms of education. As a result, the educational process has been merged with (CMC), which has proven to be more beneficial and less physically taxing (Talan & Gulsecen, 2019; Aznar, et al., 2020).

In order to bridge the gap between the old style of teacher-centered classrooms and the emergence of the Net Generation, teachers must now combine self-directed learning methodologies used by students. By doing so, people can successfully move away from the traditional teacher-centered approach and develop their capacity as self-directed, independent learners (Blachowicz & Fisher, 2006; Challob, 2018; Abdullah, et al., 2019).

It is a widely held belief in the field of second language acquisition that students encounter particular challenges and issues with regard to the development of linguistic



vocabulary. Given the significance of vocabulary in the process of learning a language, there is a global breakdown in language communication.

In light of their poor success in vocabulary competency, it is evidently estimated that Iraqi students in colleges face real challenges. Students may be considered weak when scoring vocabulary items, according to the researcher's experience teaching in several colleges in Iraq, particularly in the southern half. They also spend a large portion of their day on social media. Facebook will therefore be used in this study to capitalize on this quality and combine it with vocabulary in order to draw a connection between vocabulary growth and the use of social media.

In order to address this issue, the current study focuses on vocabulary learning and development for Iraqi EFL students. By utilizing a webpage on this social networking site that enables students to interact with their teacher and peers, complete drills and exercises, and submit daily assignments while getting feedback from the researcher, the study also aims to identify a relationship between vocabulary development and the Facebook platform. The study also looks to see if there is a relationship between vocabulary growth on Facebook.

Vocabulary learning and motivation are now the top priorities for students. According to numerous studies, sophomore students generally perform poorly on vocabulary tests. One potential solution is to use Facebook to help students improve their vocabulary. Through the use of the networking social media platform Facebook, which is used by millions of people worldwide, the current study seeks to identify fresh and efficient ways to increase lexical competence or vocabulary repertoire. The traditional classroom teaching approach might seem outdated or out of step with the attitudes and tendencies of today's students. On Facebook, this kind of accidental or self-directed vocabulary learning might be accessible. Due to its widespread use, Facebook will be used in this investigation.



2. Purpose of the Study

This study's main objective is to determine whether or not Facebook affects students' motivation and lexical competence achievement.

3. Research Question and Hypothesis

The following questions has been proposed:

- 1– Is there any difference in the Iraqi EFL students' lexical knowledge development between the students who used Facebook and those who received classical teaching?
- 2– Is there any difference in the Iraqi EFL students' motivation between the students who used Facebook and those who received classical teaching?

–The following hypotheses has been initially suggested:

- 1–There is no statistically significant differences between the mean score of the EG and CG in lexical competence.
2. There is no statistically significant differences between the mean score of the EG and CG in motivation.

4. Significance of the Study

The theoretical significance can provide insight into vocabulary instruction and motivation preparation. On Facebook, it can be used as a resource to expand vocabulary knowledge and motivation for language teaching and learning.

Both the teacher and the student are addressed in the second, or practical significance. Teacher: This kind of innovative instruction was probably going to help teachers become more inventive and self-reflective when teaching vocabulary to students via Facebook. Because Facebook is well-known and widely used among



students, students should be aware that incorporating vocabulary into technology can help them practice a variety of activities and tasks. For students, Facebook offers an unplanned and automatic environment. to gain communicative vocabulary and express themselves clearly.

6. Practical Uses of Facebook in EFL Classrooms

Facebook was still a helpful tool for teachers, even though many of them used it for unimportant things like chatting with absent students. Facebook can be used by EFL teachers for a variety of tasks, such as starting online discussions, adding articles to improve reading comprehension quizzes, and facilitating conversations between students and English native speakers (Kabilan et al., 2010). The Teach Thought Corporation published a list of 100 educational applications for Facebook in 2012. For instance, it was suggested that Facebook could be used to attend distant classes. international presentations, educational organization challenges, and educational games like crossword puzzles and riddles.

Additionally, this platform provided teachers with helpful tools for organizing student work (Graham, 2008). Students can participate in regular English book groups, write book reports and reviews, follow journalists on social media to gather pertinent news snippets for class discussions, and other activities.

Facebook's numerous purposes were greatly improved by its users' ability to exchange knowledge, resources, and information (Kabilan et al., 2010). A classroom page or group can be used to import and share class blogs, publish vocabulary words and definitions for review, provide resources and materials for class projects, and host and share student diaries, among other things (TeachThought, 2012). When used properly, Facebook can be a useful platform for collaborative work and constructive discussion (Kharbach, 2014). Some examples of how Facebook can be used in the classroom



include encouraging students to interact during class time via a Facebook discussion wall, connecting the classroom with speakers from all over the world to improve foreign language proficiency, persuading reserved students to participate in Facebook discussions, and creating study groups to assist students.

Additionally. They saw how happy students were using this online tool, so they continued to promote it by including educational links (Manan et al., 2012). Facebook can be used for a number of things, including posting content, asking and answering questions, and involving students in reading and writing assignments for English language learning. Clearly, EFL classrooms can benefit from these findings as well. These academics are not the only ones who think it was a good idea to use Facebook to teach EFL, though. According to Ramirez (2010), playing Facebook games can help students learn and use English more effectively. Facebook is used by Tan et al. (2010) to combine traditional classroom instruction with online learning with native English speakers. For instance, they developed chat rooms and Facebook groups.

As it is vividly shown that Facebook can be considered as one main source for increasing motivation in informal settings; since Facebook application provides many opportunities for learners and users to use language variously and interestingly.

7. The Significance of Lexical knowledge and Motivational Stimulus

Knowledge of vocabulary plays a significant role in the process of teaching and learning a foreign language. A tool for thought, expression, translation, and communication is vocabulary. The majority of students in Iraqi classrooms struggle to speak English fluently despite years of grammar study. Grammar is one of many different components of language. Grammar knowledge is unquestionably helpful for formal speech and writing. However, if you want to speak and write successfully and with ease, a strong vocabulary is required. Numerous studies have demonstrated that



a child's vocabulary and background knowledge can aid in their reading and comprehension. The easier it is for a learner to comprehend what they read, the more words they know.

The foundational elements of a language are VIs. Students acquire language proficiency through the study of vocabularies (henceforth TL). The opinions of Whiteman (2009), Carroll et al. (2011), Arnold and Murphey (2013), and Macaro (2005) support the notion that vocabulary is the most crucial component of FL. Without a doubt, expanding one's vocabulary is the first step in learning a new language. A sentence typically consists of words. Learners can roughly determine a sentence's meaning without grammatical knowledge by consulting a dictionary. Similar to this, FL learners often string together all the words to convey their meaning, regardless of their exact grammatical placement. As a result, vocabulary development is essential to learning a language. As a result, using language as a means of conveying meaning requires proper VIs. Speaking and writing are both more enjoyable when you have a large and varied vocabulary.

In recent years, when vocabulary and motivation studies, as one single study, did not receive much attention and interest, researchers have emphasized the need for a systematic and principled approach to vocabulary by both the instructor and the student. The increased interest in this area is demonstrated by the rapidly expanding framework of experimental research and pedagogical materials, the majority of which address numerous issues of particular concern to language teachers (Celce–Murcia, 2001). According to Barfield and Fitzpatrick (2009) and Robinson (2013: 412), vocabulary is no longer a neglected aspect of language teaching and learning and has no longer been subjected to prejudice by academics who, for a long time, believed that grammar was the only essential component of language development processes.



So, based on the above explanations and reports, vocabulary development increase students' motivation in the learning process; eventually creates a suitable educational atmosphere that achieve the teaching goals.

8. Lexical Items Learning Difficulties

The development of vocabulary irritates the interest of many language acquisition specialists. Recent research has shown, however, that vocabulary acquisition can occasionally be slowed by a variety of learning barriers. According to Nation (1994), learning difficulties were greatly exacerbated by the complexity of vocabulary learning, which required EFL students to learn numerous other facets of a single word in addition to its pronunciation and spelling. This was especially true when students used their native language (L1) to compare and evaluate the meaning.

Furthermore, the term's many possible meanings when combined with other terms (through prefix and suffix alterations). Additionally, if students are unable to distinguish between high frequency and low frequency words, choosing vocabulary may be challenging for many of them. Other factors cited by Roger (1995) that may make learning vocabulary challenging include parallels between L2 and L1, particularly at the primary level, the similarity between new and familiar words, word connotation and denotation, word spelling and pronunciation, and collocations. Thornbury (2002) found that the most difficult aspects of learning new words were their pronunciation, spelling, length, associated grammatical patterns, meaning and range, connotation, and idiom.

Researchers came to the conclusion that such factors may significantly impede acquisition if EFL teachers continue to use what they perceive to be ineffective and time-consuming traditional vocabulary teaching strategies, which emphasize conceptual meaning while ignoring other aspects of vocabulary.



9. Methodology

9.1 Design of the Study

It is crucial to choose a suitable study design in order to assess whether the outcomes will be reliable, impartial, and accurate. A quasi-experimental pre-test-post-test non-equivalent groups design was used to achieve the study's objective. In academic settings, this experimental design was widely used. Gravetter and Forzano (2012) deemed this design style to be solid. This experimental design was one of the most frequently used quasi-experimental designs in educational research, per Krysik and Finn (2013) and Rubin and Babbie (2013). Students in their sophomore years of college made up the study's participants. They ranged in age from 20 to 22. They were young adult learners with a medium level of English proficiency, as evidenced by their performance on their pre-test. The textbook "English Vocabulary in Use, Advanced Level" contains the vocabulary that was going to be covered in class.

For the control group, typical teaching techniques, group discussions, and exercises will be used in the classroom. The primary difference between the two groups will be the control group's lack of Facebook usage. The pretest allowed the researcher to determine whether the two groups were equivalent on the dependent measure or variable before administering the treatment.

It was possible to fully appreciate Facebook's use for vocabulary acquisition and motivation by combining quantitative and qualitative methodologies, which would not be possible by using either quantitative or qualitative methods alone (Gay et al., 2009) pre-and post-tests were initially used to collect the quantitative data, which underwent more scrutiny and weighting than the qualitative data. The qualitative information served to clarify or add to the quantitative findings. The answers to the questionnaire were used to collect the qualitative data. The questionnaire was used to assess the students' opinions of the treatment in which they had participated. It was broken up



into three sections. The first one dealt with the identification of the students. Part three deals with using Facebook to develop vocabulary, while Part 2 discusses vocabulary learning and teaching-related topics.

9.2 The Participants

All Imam Al-Kadhum College, Misan community college students for the 2022–2023 academic year made up the study's population. They were chosen at random. They are from the English department of the college of education. They are in the second year of their studies. 50 students will be assigned to the control group and 50 to the experimental group via random selection.

It was an experimental population that was chosen. One student from Section A and two from Section B were taken out of the experiment because they were repeating the grade. The repeaters' performance on the post-tests was disregarded, but they were kept in their classes for the duration of the trial. 50 students were included in each of the two groups, making a total of 100 subjects for the sample.

10. The Experiment Application

August 2022 marked the start of the experiment, which was completed in December 2022. It lasted for about 18 weeks. Both groups were scheduled for lessons. The chances for education for these kids were equal. In other words, aside from the implementation of VD assistance measures, the environments for the two groups of students were comparable. Both groups were managed by the researcher.

The EG received training on VD methods and tactics. To ensure the VD, the EG was evaluated every week. English Vocabulary in Use, Advanced Level, the required



textbook, was used to instruct students in the CG. The researcher provided direction for both the EG and CG. In this study, EG used the Facebook method.

11. The Test

Exam items are based on students' current levels and vocabulary knowledge to help them make the best decisions possible and see whether that affect their motivation. The necessary textbook, English Vocabulary in Use, Advanced, was used to choose the test items. To ensure the test items' reliability, dependability, applicability, accuracy, efficiency, appropriateness, timing, item difficulty level, and item discrimination capacity, pilot research was conducted. To ensure the validity of the exam, face and content validity, construct validity, and intrinsic validity were all taken into account. The dependability of the test item has also been established.

11.1 The Construction of the Test

Most of the time, pre-test and post-test versions of written exams are the same. The examination is divided into two sections: production and recognition. The test items are distinguished in the recognition section when students are asked to identify the correct response, such as by matching and highlighting. In the production portion, students are required to provide the appropriate synonyms and antonyms for 20 items. In the recognition section, there are five questions (50 items total), each with ten items. Numerous question types, such as multiple-choice, matching, synonyms, completion, and fill-in-the-blank, are present on this test.

In order to gauge the students' vocabulary comprehension and range, the test questions were first chosen based on the proficiency level of the second-year college



students and their textbook, English Vocabulary in Use, Advanced. Question 1 asks students to choose the right response from a list of five options, making it challenging for them to guess the right answer. In the second question, students are given a text to read and must choose the appropriate response from a list of possibilities to complete the blanks. In contrast, the matching of specific adjectives' opposites is required in question 3. Students must choose the highlighted word that has the same meaning as the alternatives for question 4, in contrast. The fifth question asks students to complete a box with a list of terms by selecting the appropriate response.

Through questions 6 through 8, the production phase evaluates the students' capacity to increase their vocabulary. Answer to question number six requires students to list the closest synonyms for the phrases. They are required to explain the opposite meaning in response to question 7.

12. Vocab–Developer as a Vocabulary Advancer and Motivational Increaser

The researcher adopts such an application to check its effect on students' performance in vocabulary knowledge and motivation. On Facebook, the researcher created "Vocab–Developer" for a group of sophomore college students. All of the researcher's uploaded files, including posters, tasks, instructional videos, drills, and other materials, are all available on this online webpage. This website aims to help sophomores with their vocabulary.

12.1 The Stpes of Applying Vocab–Developer to the EG

An educational Facebook platform that aims to increase students' lexical knowledge is necessary to fulfill the study's objectives. This educational platform or website must be linked to a sequence of sequential actions and procedures that enable the researcher to specify the study's objectives in order to be research goal–directed.



Phase One: To identify and assess students' vocabulary knowledge, the researcher administered a pre-test to them during the third week of January 2023. The preliminary examination lasts for 60 minutes.

Phase 2: Instructional Facebook Platform Implementations

- I. Each student has access to a computer with Internet access during the 120-minute class period, and the instructor actively supervises and helps the students with their Facebook-based learning activities; the "Vocab-Developer" page is reserved for the experiment. The researcher uses the course module built into the Facebook environment to impart English during this analysis step. Students received verbal instructions and guidance when it was necessary, particularly when they lacked knowledge or understanding of the task at hand. Facebook-based dialogue sessions, which are accessible outside of class hours and are not restricted to the classroom, are one of the teaching and learning activities that are currently available on the social media platform. The instructor used Facebook outside of scheduled class time to further explain or discuss the subjects covered in each in-person lesson. The average Facebook conversation (after class) lasts for about 15 minutes.
- II. Web links to educational videos, online dictionaries, online assignments, various vocabulary item posters and sources, and other supplementary websites pertinent to each week's themes are posted on the researcher's Facebook page (Vocab-Developer) to aid in the development of the students' vocabulary. The teacher posts links to instructional videos (such as "How to Make a Sandwich" and "Cheese-Rolling Race") on the Facebook "Vocab-Developer" for the topic being taught. The students are instructed to view the videos, analyze the directions provided in the films, and pay close attention to



the terminology used in the films. The researcher inserts online dictionaries on the Facebook Vocab–Developer, which the students use to look up the meaning of terms they do not understand in the video. Some students also debate and share these phrases' definitions on their Facebook Vocab–Developer.

iv. The students posted their own written instructions (in the form of an essay) on Facebook after watching instructional videos intended to broaden their vocabulary. The students' instructions diverge from those shown in the video as a result of how they interpreted and clarified the instructions in the film. The students use additional words or phrases, specifically the definitions of the keywords they discover in online dictionaries, to illustrate the original instructions. Each student is expected to compare and contrast their classmates' versions of the teacher's written instructions posted on their Facebook "Walls" with one another's versions. In the course of the third phase, which lasts for four weeks, the 50 students receive numerous English vocabulary assignments based on the component on describing people and objects, directions, telephone skills, and questions via Facebook during and after the lectures.

v. Third Phase: Post–test

A post–test is given to the class by the instructor in the final week of November 2022. The students have 60 minutes to finish the post–test, just like they did with the pre–test.

13. Instrumentations

A post–test is given to the class by the instructor in the final week of November 2022. The students have 60 minutes to finish the post–test, just like they did with the pre–test. A pre– and post–test will be used to gather data for the first study topic. A questionnaire that was written and distributed in English will also be one of the data



collection tools for the second and third study topics. The main subjects of the questionnaire will be students' opinions and attitudes toward learning the English language, vocabulary expansion, and—most importantly—the impact of Facebook on their vocabulary acquisition. The 24-item questionnaire is broken up into two categories: closed-ended questions that require students to select the best response and open-ended questions that allow them to elaborate on their responses.

Three sections, each covering a different topic, make up the questionnaire. The students' prior knowledge is the main focus of the first section, which consists of four questions. Eight questions in the second section pertain to the process of learning new words. The final section consists of eleven questions that are meant to elicit responses from students regarding how Facebook affects their vocabulary learning. The final piece, which is based on an open-ended question, allows students to comment on the impact of Facebook language on their vocabulary learning and English language learning based on their personal experiences.

14. The Results

14.1 The Students' Performance on the Pre-test

The students' pre-test results indicate that they initially attained roughly the same levels of lexical competence. The t-test formula for paired samples was used to calculate the mean score, which was discovered to be (48.1) for the experimental group and (47) for the control group. This indicates that there is no statistically significant difference between the mean scores of the CG on their pre- and post-test. the table and figures below, for example. The data results also indicate that social media Facebook platform plays an essential role in motivating students overcome their challenges and problems.

Table (14.1) The Mean Score of the Pre-Post Tests

t-test formula



Groups			Pre test	Post test
Experimental Group	N	Valid	50	50
		Missing	0	0
	Mean		48.10000	68.52000
	Std. Error of Mean		1.654493	1.445398
	Median		48.00000	68.00000
	Mode		47.000 ^a	59.000 ^a
	Std. Deviation		11.699032	10.220508
	Variance		136.867	104.459
	Range		53.000	44.000
	Minimum		21.000	52.000
	Maximum		74.000	96.000
Control Group	N	Valid	50	50
		Missing	0	0
	Mean		47.94000	47.86000
	Std. Error of Mean		1.949863	1.905954
	Median		47.00000	47.50000
	Mode		39.000 ^a	58.000
	Std. Deviation		13.787616	13.477131
	Variance		190.098	181.633
	Range		69.000	64.000
	Minimum		12.000	21.000
	Maximum		81.000	85.000

14.2 The Students' Achievement on the Post-test



The mean score has been computed using the t-test formula for paired samples. After treatment or intervention, the students' performance for the EG group has a mean score of (68.52) while the CG group's mean score is (47.8). As shown in figures (3) and (4) below (4).

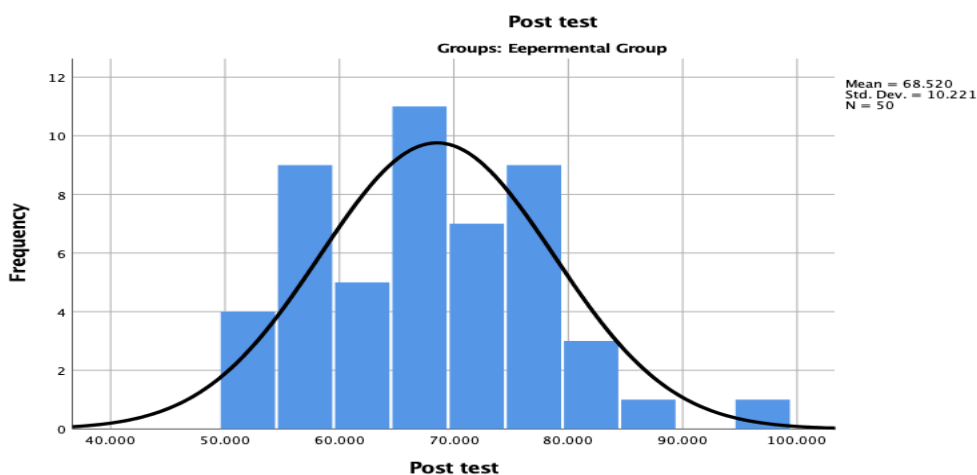


Figure (3) Post-test Performance for the EG

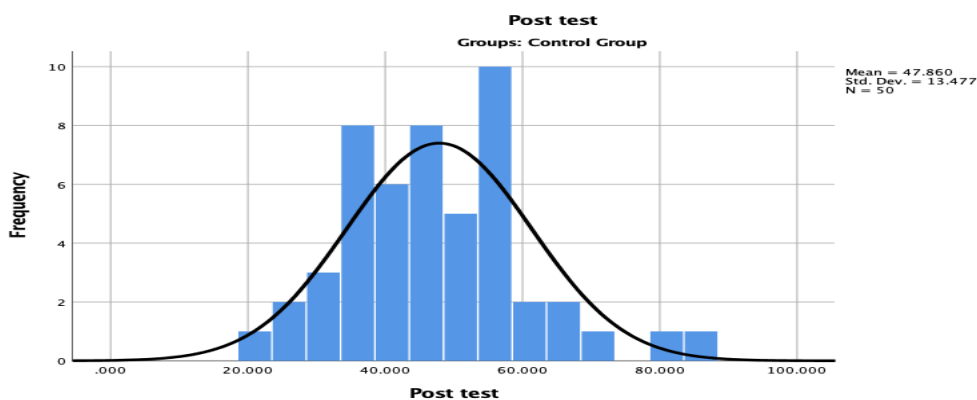


Figure (4) Post-test Performance for the CG

14.3 The EG's Performance on pre-post test



The t-test for an independent sample revealed that the EG's mean pre-test score is (48), and their post-test mean score is (48). (68.5). This demonstrates that there is a statistically significant difference between the EG's pre-test and post-test scores.

14.3 Using Facebook for Learning Lexical Items

of the EG selected "strongly agree" in response to the question of whether using 84% Facebook to learn vocabulary supports and improves the process. Only 6% of them select "neutral," while 10% of them agree. as shown in figure 16 and table (4.26) below.

Table (4.2) Using Facebook for Language Vocabulary

Using Facebook can be advantageous for learning English vocabulary				
	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	3	6.0	6.0	6.0
Agree	5	10.0	10.0	16.0
strongly agree	42	84.0	84.0	100.0
Total	50	100.0	100.0	

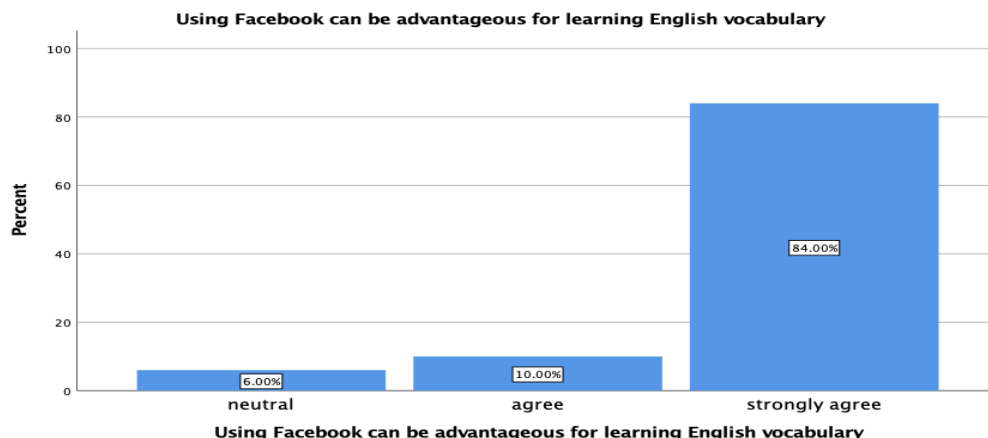


Figure (16) Using Facebook for Learning Vocabulary

14.4 Using Facebook for Empowering Vocabulary Development and Motivation

This question aims to gauge students' attitudes toward using Facebook to broaden their vocabulary knowledge. 72% of the EG concur that Facebook has a significant impact on improving VD. As shown in the table, 26% of them choose "agree," while only 2% choose "neutral" (4.27).

Table (4.27) Using Facebook for VD

The use of Facebook can enrich students' vocabulary and motivation				
	Frequency	Percent	Valid Percent	Cumulative Percent
Neutral	1	2.0	2.0	2.0
Agree	13	26.0	26.0	28.0



strongly agree	36	72.0	72.0	100.0
Total	50	100.0	100.0	

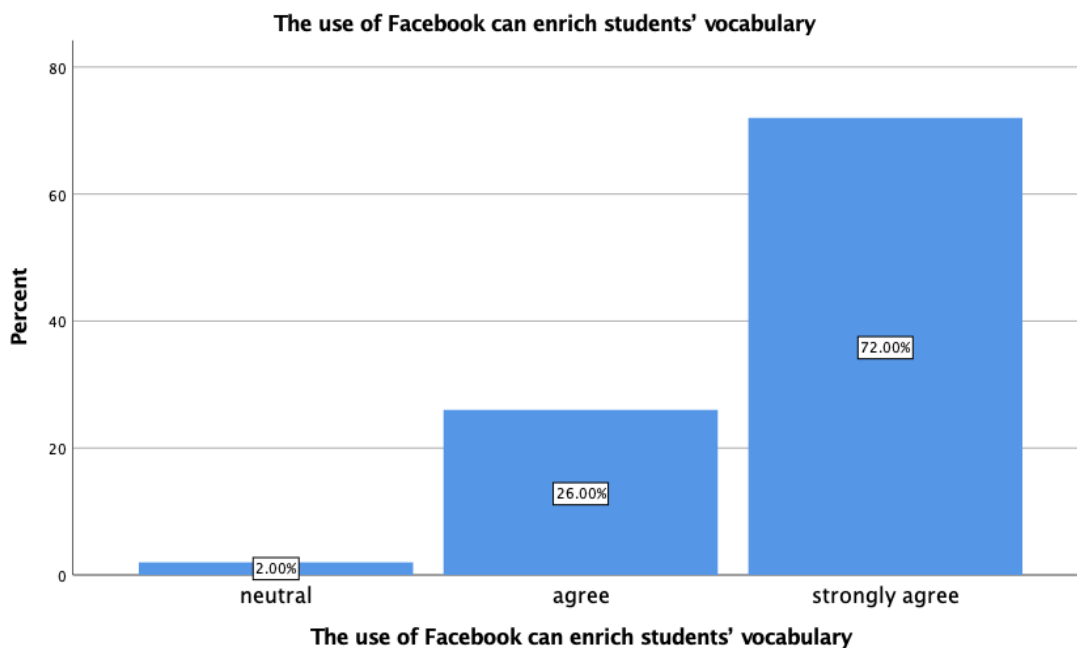


Figure (17) Using Facebook for VD

14.5 Comparison of the Sample Performance in VD

The Vocabulary Developer, an EG who takes part in the online program, is the main subject of this subsection. The performance of the EG in VD is better than the CG's. This is shown in the table that follows (4.28). 37 out of 50 students in the EG (or 74% of them) concur that Facebook can help them perform better on the VD. Only 4% of respondents are neutral, 7% strongly disagree, and 8% disagree.

Table (4.28) Comparison of the Sample Performance in VD



Students who use Facebook outperform than those who do not use Facebook as a vocabulary learning strategy				
	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	4	8.0	8.0	8.0
Neutral	2	4.0	4.0	12.0
Agree	37	74.0	74.0	86.0
strongly agree	7	14.0	14.0	100.0
Total	50	100.0	100.0	

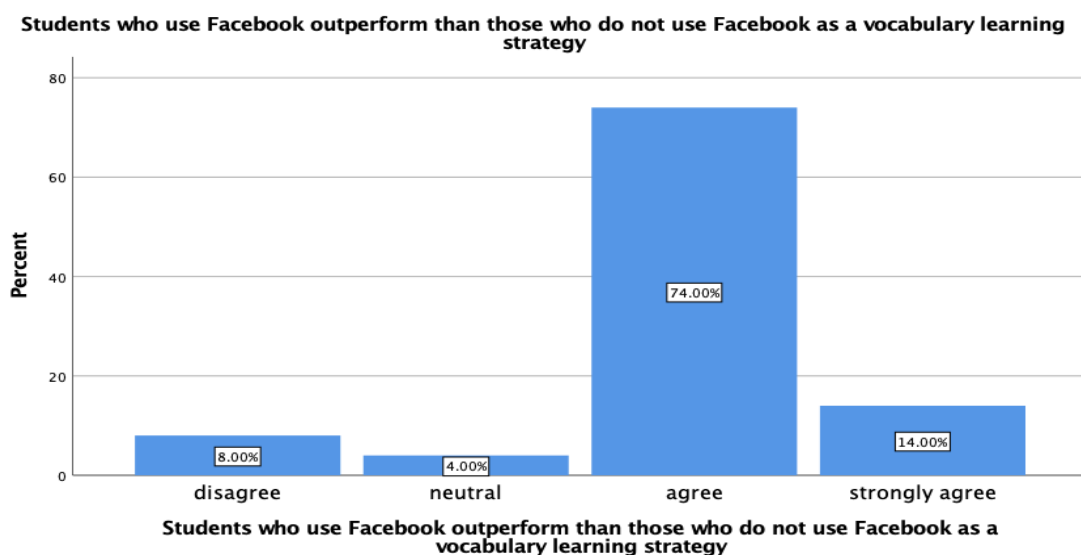


Figure (18) Comparison of the Sample Performance in VD

15. Discussion of the Results

The purpose of the study is to determine if using Facebook has any impact on how well students perform on vocabulary tests. 50 students from the EG and 50 students



from the CG make up the study's sample. The study's results demonstrate that the EG's VD is superior to the CG's after intervention and treatment for the EG, or Vocab-Developer Group, as previously explained. The EG has excellent written communication skills and can respond to all assignments and drills. They can express themselves as they would in real-life situations in the 24/7 chat room. It can be also noted that students with the pass of time have become motivated learners through using Facebook

Additionally, based on the responses to the questionnaire, it may be inferred that using Facebook (Vocab-Developer) can facilitate and support language learning in accordance with the EG's language proficiency. In contrast, the CG students' language vocabulary may grow slightly in light of the traditional methods used in their instruction and learning, as shown in the tables and figures.

The second-grade college students are the study's main drawback. English Vocabulary in Use, Advanced is the textbook used for the intervention or treatment. The study lasted for approximately 8 weeks. The population and sample are distinct. When implementing social networking, there are benefits and drawbacks to online teaching. (Jaber, 2021)

16. Conclusions

The study came to the conclusion that learners could develop their VD and communicate in writing and with native English through the use of online settings like the social media platform Facebook because they responded to the necessary uploaded online materials by the researcher. The students themselves were able to socially interact and seek advice from one another.

The following conclusions can be made in light of the results:



1. Using social media Facebook site increase students' motivation in the educational goals.
2. The pre-test results showed that Iraqi first-year college students had a fairly small vocabulary.
3. Using Facebook instead of the techniques outlined in the required textbook to teach and learn words was more successful.
4. The pre-test and post-test results of the control group demonstrate the effectiveness of the traditional methods of vocabulary instruction in Iraqi college courses (achievement and retention post-tests). However, it had been established that the researcher's approach was more beneficial and successful in fostering the students' VD.
5. Compared to what is in the textbook, the chosen strategy gives the students more ways to remember what they have learned or been taught.
6. Because the Facebook strategy gave them more freedom, the EG appeared more interested when they were informed of it.
7. Students with motivation excel in VD. As a result, teachers ought to have paid careful attention to motivation.

17. Recommendations

The researcher recommends the following in light of the findings and conclusions:

1. Adopting social media Facebook platform has an influential role in increasing the students' motivation.
2. Vocabulary education should have received greater attention since it is equally as crucial as other linguistic elements, especially considering the difficulties intermediate school pupils in Iraq faced with the English language.



3. Vocabulary knowledge needs a lot of practice. Students do better on certain VIs the more exposure they have to them.

4. Teachers and textbook authors should emphasize vocabulary knowledge as a potent instrument for teaching and studying natural English.

Teachers ought to be familiar with Facebook, which makes managing VD simple.

5. To supplement vocabulary education, engaging and authentic resources that motivate students to build the FL largely out of drive and curiosity should be employed.

6. Careful consideration should be paid to the selection criteria while teaching vocabulary.

7. EFL teachers should stay up to date on current events, methodologies, and teaching practices in order to enhance vocabulary development and reading comprehension in the most effective, motivating, and engaging way possible.

8. By utilizing a range of strategies, activities, and scenarios that are pertinent to their students, EFL teachers should place greater emphasis on vocabulary development than vocabulary recognition.

18. Suggestions for Further Studies

The following areas for more research are recommended based on the study's findings:

1. A stud might be done in secondary school classes using social media and its effects on students' motivation.

2. A research might be conducted in elementary and secondary grades using the same methodology.



3. A follow-up investigation investigating Facebook's effect on reading comprehension may be carried out.
4. Facebook's influence on pupils' communication skills may be investigated.
5. A research may be conducted to look into how Facebook affects students' motivation for language learning.
6. A research may be conducted to look into how Facebook affects impromptu language learning.



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