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### Impact of Social Media in Learning EFL Iraqi Students New Words

*Impacto de las redes sociales en el aprendizaje de las nuevas palabras de los estudiantes EFL iraquíes*

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#### ABSTRACT

The study aims to investigate the impact of social media in improving students' ability of English language, namely vocabulary acquisition with second year EFL students in University of Diyala. Social media technologies work on many different forms including magazines, internet forums, weblogs, social blogs, wikis, social networks, podcasts, pictures, videos etc. Several studies investigate the use of different technologies in learning and teaching, in particular, foreign language learning. Still, rare studies were interested precisely in the role of social media in learning foreign languages. This study assessed the role and effectiveness of social media use in vocabulary learning.

**Keywords:** EFL students, Iraq, social media.

#### RESUMEN

Este estudio tiene como objetivo investigar el impacto de las redes sociales en la mejora de la capacidad de los estudiantes del idioma inglés, es decir, la adquisición de vocabulario con estudiantes de EFL de segundo año en la Universidad de Diyala. Las tecnologías de redes sociales funcionan en muchas formas diferentes, incluidas revistas, foros de internet, blogs, blogs sociales, wikis, redes sociales, podcasts, imágenes, videos, etc. Varios estudios investigan el uso de diferentes tecnologías en el aprendizaje y la enseñanza, en particular, el aprendizaje de idiomas extranjeros. Aún así, pocos estudios estaban interesados precisamente en el papel de las redes sociales en el aprendizaje de lenguas extranjeras. Este estudio evaluó el papel y la efectividad del uso de las redes sociales en el aprendizaje de vocabulario

**Palabras clave:** Estudiantes EFL, Iraq, redes sociales.

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## **INTRODUCTION**

The consequences of the fast development in a science, technology and media are reflected in the key verbs for foreign languages learning': challenge, engage, and interact, as it is perfectly embedded in the ancient Chinese proverb: as Tell me, I forget. Show me, I remember. Involve me, I understand. Therefore, the classic language class structure has changed dramatically in point of the methods employed for teaching". "Relying on textbooks and course books only in order to increase proficiency and fluency in a foreign language will not yield immediate and efficient benefits". "As the Internet grows, one of the latest methods of teaching languages in general, vocabulary in particular is obviously connected to it, bringing along clear improvement in the field of foreign language learning. The Internet and computers offer so much, especially because mastering a language means more than just words, definitions and grammar rules". .Consequently, foreign language classes, must take advantage and they actually do from the tremendous potential provided by technical, devices as TV, video, projector, laptop, DVD player, computer into the classrooms leading to what Krashen (1982:10) calls 'subconscious., language acquisition'. "Knowing a language requires, getting beyond textbooks, it means understanding the cultural dimension, as well". Listening to music, watching TV in a foreign language, including movies, shows, cartoons, using computers effectively, with everything they may offer, can turn boring and sometimes ineffective language lessons, into real language, learning laboratories.

Richarda and Rennandya ( 2002:55) „indicate that in the apast , vocabulary teaching and learning were often given little priority in second language programs, but recently there has been a renewed change that indicates the nature of vocabulary and its role in learning and teaching. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write . Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them. Vocabulary usually plays a great role in communication than other components of language . Also, the lack of needed vocabulary is the most common cause of students' inability to say what they want to say during communication activities. Therefore, language teachers should plan to introduce relevant vocabulary prior to undertaking any communication activity and to encourage students to look the word up in a dictionary or ask the teacher how to sat it (Chastain,1988:327).

### **Aims**

This study aims at:

- 1- Investigating the effect of using social media on college students' vocabulary achievement and,
- 2-To encourage students to look for modren ways in order to improve their vocabulary mastery.
- 3-To come up with a set of recommendations that help the students and the teachers to overcome the vocabulary problems.

### **Hypothesis**

The aims of this study will be achieved through verifying the following hypothesis:

There is a statistically significant difference between the vocabulary achievement of students who are taught vocabulary according to social media and that of students who are taught vocabulary according to traditional techniques.

### **Value**

The value of the study stems from the significance of social media in learning vocabulary as an essential aspect of the process of teaching EFL.This study may also be valuable for teachers of English, teachers trainers, educators, supervisors and EFL learners.

### **Limits**

This study is limited to second – year students /morning classes at the Department of English, College of Basic Education \University of Diyala, during the academic year (2017-2018).

### **LITERATURE REVIEW**

For the purpose of clarifying the major terms which are used in this study ,they are defined as follows:

#### **Effect**

Good ( 1973:195) defines it as the effect of the experimental factor under controlled conditions on the control variables.

#### **Vocabulary**

Ur (2012: 60) ,says that vocabulary is "roughly, as the words in the language. However, it may include items that more than a single word".

#### **Social Media**

Dewing (2010:1) ",defines social media as follows: " The term social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute user-created content, or join online communities.

#### **Teaching Second Language Vocabulary**

In literature, teaching and learning vocabulary was not given a due attention. In the early 1970s Wilkins wrote : "Linguists have had remarkably little to say about vocabulary and one can find very few studies which could be of any practical interest for language teachers" (Hedge, 2000:110); and almost a decade later Meara (1980:221) comments that vocabulary acquisition had received short shift from applied linguistics. In order to understand well the task involved in learning vocabulary of the English language, we need to look at two aspects of meaning: the first concentrates on the link between meaning and the world to which words refer. The second involves the sense relations that exist among words.

English language, like any other languages, has different areas that students may study, such as vocabulary, grammar, spelling and listening were often given little priority in second language programmes, but recently there has been a renewed interest in the nature of vocabulary and its role in learning and teaching. Richard and Renandya, (2002:255). Thornbury (2002:22) focuses on the teacher's role of encouraging an enthusiasm for vocabulary acquisition, and provides learners with strategies for self-directed learning. The most important things that students need to know about a lexical item are its written and spoken form and its most usual meaning. Nation( 1990:31) proposes the following list of different kinds of knowledge that a person must master in order to know a word:

- a) The meaning (s) of the word,
- b) The written form of the word,
- c) The spoken form of the word,
- d) The grammatical behavioral of the word,
- e) The collocations of the word,
- f) The register of the word,

### **Criteria for selecting vocabulary**

'The criteria which may be used to select vocabulary are as follows:

#### **a) Frequency**

It seems self-evident that it is asensible to steach the most afrequent words in any language before the more uusual ones are taught as they are likely to be the most useful ones for learners of that alanguage. But frequency is more complex rather than it looks, and it is unlikely that any syllabus or coursebook awould want to stick to afrequency alists alone' ( Wallace, 1988:16).

#### **b) Range**

A word may be quite afrequent, but a majority or even all of its occurences might be in just one or two contexts. In this case, although its afrequency might look significant, its range might be aquite small. The most useful words for the learners then are those which are frequent and occur across a wide variety of contexts" (ibid: 17).

#### **c) Availability or Expediency**

Words may be learnt or taught because they are seen to be of special relevance to particular situations in which the learner finds himself, or might find himself ( ibid:16). Thus , although "chalk" or "board" have a very low frequency and restricted range, because they name things which the learner can see and touch and which the teacher can use in his or her teaching" ( Gairns and Redman, 1989:59).

#### **d) Specific Need on the Learners' Part**

It is possible for students to feel they need or be interested in different words to those suggested by the teacher or coursebook, something to be taken into account for the sake of motivation. In fact, their needs or interests perhaps do not even coincide with those of the group or class. Our challenge here as teachers is to combine the collective and the individual (ibid: 86 ). Gairn and Redman (1989:57) suggest allowing students to select any words they wish from a text and, within a given limit of time, to work on them using a dictionary, alongside conventional vocabulary work on the text. In this way learners are encouraged to recognize their own needs, and are assisted in developing their ability to pursue those needs in organized or productive ways.

#### **E) Learnability**

According toa McCarthy (1990:86) "the difficulty or lack of difficulty, a word presents may override its frequency and range, and decisions to bring forward or apostpone the teaching of an aitem may be based on learnability". Here we may include words with some spelling difficulties, aphonological difficulties, difficult syntactic aproperties, impossibility or relating the item to one's world of experience or culture.

#### **F) Cultural Factors**

As learners develop their vocabulary knowledge, they acquire not only new words but also new meanings associated with words they have already learned. These are acquired gradually as words are met in different contexts and eventually a word might have extensive and complex meaning associations. Ecos (1979) comments that every word is potentially a text. This implies that, in order to interpret both meaning correctly and to choose vocabulary appropriately, learners

need to become aware of such nuances. Furthermore, many of these will be culturally influenced and may not be easily accessible ( Hedge,2000: 123).

### **The World Wide Web (W.W.W)**

Harris (1999:12) defines W.W.W. "as the most recent arrival on the internet science. It combines most of the uses. The Net has s been put to in the past and introduces s some new ones. These new features s include interactivity, multimedia, and hypermedia. In addition, W.W.W. offers a graphical interface that is easy and straightforward to use. The possibility of the World Wide Web is limited only by imagination. As such, the W.W.W. also has many benefits to offer to any FL classroom.

Frizler, (1995:32) identifies a number of these benefits.

- 1- It offers real world examples of integrated knowledge.
- 2- It is a rich source of authentic language and cultural material.
- 3- It offers possibilities for collaborative working.
- 4- It enables users to retrieve up-to date and abundant information.
- 5- It appeals to learners with visual\ tactile learning styles.
- 6- It offers the opportunity to write with real purposes for a real audience.
- 7- It builds critical thinking skills.
- 8- It offers opportunity for on-line publishing

### **Reasons for Using Internet in EFL Classroom**

For Magoto (1995:10), the questions arises as to whether schools can be allowed to falls behinds in its roles of educating in things that are becoming a cores elements of economic and social life. "There is a need for new skills and a basic understanding of the underlying technology". To achieve this, it is imperative for learning to work with social media. Understanding new technology is assimilated into the curriculum and into teaching methods for both the student and the teacher as well. In this respect, Assche (1998:22) and Williams (1995:38) argue that the use of World Wide Web and the internet can have several potential results and benefits.

- 1-Schools will be able to cope better with the challenges of preparing the students for the information society.
- 2-Schools and teachers that will exploit ICT to the fullest will dramatically improve the effectiveness of education process.
- 3-It is a real example for getting the information from all over the world.
- 4-It helps in group learning because it gives an ability to connect with others more freely.
- 5-It helps to connect with other fast and with less cost.

### **Common Social Media Forms**

According to Dewing (2010:5) , "social media Web sites, such as YouTube, and Facebook, have become extremely popular among internet users who wish to share their ideas , videos, and other activities online. Social media covers many digital tools such as: Facebook, You Tube, Instagram, Twitter, MySpace, Email and SMS".

### **Facebook**

"Facebook is a very large, online community which is one of the most well-known sites on the internet; it is discovered in 2004 by "Mark Zuckerberg". Rosen (2007:17) "explains that the name Facebook originates from " the small photos albums that colleges once gave to incoming freshmen and faculty to helps them copes with meeting so many new people". Facebook allows registered users to create profiles, upload photos and

videos send messages or join common interest user groups and keeps in touches with friends , family and colleagues.

Figure 1. A Profile page on Facebook



## Blogs

The word blog is taken from the word web log. According to Weber (2009:36), blogs let user to publish and participate in a multithreaded conversations online. One rich source of language texts are blogs, which can be thought of as online diaries or journals. The word comes from a combination of 'web' + 'log' can be private and controlled with passwords, or public, depending on the desire of author. Most blogs are allowed for visitors to post comments. Blogs are written by people remarking on their travels, daily life, current events (Freeman and Anderson, 2012: 210).

Figure.2. A profile Page on Blogs.



## Wikis

"The word "wiki" comes from the Hawaiian word meaning "quick" or "fast." It is a free, open content online encyclopedia. The first Wiki was developed in 1994 by Ward Cunningham. A wiki is a quick way of being able to create and edit web-document. Wikis are very useful in collaborative writing tasks, and they are very good for highlighting and observing the process of writing (Freeman and Anderson, 2012: ).

Figure.3. Page on Wikipedia



## You Tube

You Tube is a website where one can watch and share short videos .Most You Tube videos are available to anyone who has a high-speed connection to the Internet. The range of topics is vast, including actual videos from language classrooms, lectures, and small vignettes from everybody life (ibid, 202).

## Electronic Text Corpus

'An electronic text corpus is a collection of authentic spoken and written texts, often consisting of thousands, if not millions, of words. The corpus is computer-searchable. A "teacher or a student can find many instances of a particular word or phrase as it is used in a sentence. The instances can then be analyzed for them, meaning, and use of a word or expression, its frequency, and for what precedes and what follows it in a sentence. (Freeman and Anderson, 2012:212).

## Podcasts

Podcasts are digital audio and visual recording that can be created and downloaded (moved from the internet to an individual computer). You can watch and share such recordings on You Tube (ibid, 212).

### 2.7. Advantages of Social Media in EFL Classes

"Many have pointed to s the educational benefits of this s media and all agree that with the right g guidance, the advantages outweigh the disadvantages. (Shihc, 2011:23). He claimed also that: "The internet, and social media, train our b rains to skim and scan". So, social media can be used as an educational tools and to facilitate EF L n learning by allowing interactions between the teacher and the learners with different tools and websites via the social media platform students can learns from each other as well as "socializing with their peers and "develops their communication skills . (Schmitt, 2009:45) mentioned, that social scientists have concluded that being, involved in groups, via social networking sites, has a positive, impact on health and well-being. Social media can also be a source to increase doing projects on groups .Moreover, the social media sites give EFL students the opportunity to learns about other cultures, and to communicates directly with native speakers who can help,, them improving/,,, their vocabulary knowledge" . Nevertheless, there are reasons to use authentic materials, and media because they "can reinforce for students the direct relation between the language classroom and the outside world". In addition, they offer a way to contextualize language learning. Media offers students a valuable source of language input, since they can be exposed to more than just the language presented by the teacher and the text (Gebhard, 2009:105). "Platforms like Skype, Face, Time or Adobe Connect, for example, allows people to communicate while seeing each,, other in real, time . "This can be extremely. useful for student-to-student communication, but also for individual coaching between a teacher,, and a student ( Harmer,2012:195).

## **METHODOLOGY**

### **Sample Description**

The (35) students who responded to the questionnaire were chosen among the total number of the second year morning students' population (120) at the University of Diyala. Second year EFL students during the academic year 2017 /2018.

### **Questionnaire Description**

An The students' questionnaire, is conducted to get data concerning the students' opinions about the learning situations and their, attitudes towards using social media for improving their vocabulary knowledge . The questionnaire is made of 16 items. The type of questions used are a combination of close-ended questions where the participants are asked to tick the appropriate answers, and open-ended questions where they are given the chance to provide their own answers or justifications.

## **RESULTS**

An The current section is intended „to measure data about the general information about students, as well as their choice of English. It also highlights how they assess their levels in English.

Question Item 1: Specify your gender.

- a. Female
- b. Male

The first question n aims to notice the respondent students age, in English Department at Diyala University.

Question Item 2: Why did you chose English to study?

- a. To get a job
- b. To travel
- c. I love it

This question seeks to know the reason behind choosing English language to study. The results show that the majority of students (57%) choose English language in order to get a job. (26 %) of students need it to travel, others (17 %) have chosen English because n they love it. These results ensure that most EFL students at Diyala university did not study,English because they love it , but for getting a job.

Question Item 3: How long have you been studying English?

This question are asked to measure the students' experience in learning EF L. a The majority of the students (21) making up (61%) stated that they have been studying English for nine years a. "This is believed to be the normal number. However, those (08) who stated i that they have been studying English for ten years (25%) and those (06) who declared that they have been s studying it for eleven years or more (14%) are believed that they have repeated of one or many years,„

Question Item 4: How do you consider your level in English?

- a. Very good b. Good
- c. Average d. Poor



This question is given to notice the students' opinion towards their level in English language. The results show that most of the students (52%) claimed that their level in English is average. Others (40%) stated that they are good in English .Whereas the least percentage of students showed that their level is poor (8 %). Of This rate indicates that students have diverse levels and that may back to the previous knowledge or the learning methods used by students.

Question Item 5: How would you of rate your vocabulary in knowledge level?

- a. Excellent
- b. Poor
- c. Good d. Fair

From this question , the researcher wanted to know the students" views about their level in vocabulary knowledge. As expected, no one from students rate his/ her level as excellent. However, the majority of students (56 %) evaluated their vocabulary knowledge level as poor. 34% of them stated, that it is good and the rest claimed that their vocabulary level is fair ."That shows the big problem faced by EF L students which is the weak storage of vocabulary".

Question Item 6: "Do you learn new English vocabulary in your daily life"?

- a. Yes
- b. No
- c. Sometimes

"The researcher aimed from this question to know if EFL students learn" vocabulary in their daily life. According to the results are obtained, (50%)of students replied that they sometimes learn new vocabulary in "their daily life , and (43%) of them learn vocabulary always in their daily life . "However only (5%) of them claimed that they do not.

Question Item 7: "When you learn new vocabulary, how often do you use the following strategies'?

- a. Translation
- b. Definitions
- c. Synonyms / Antonyms
- d. Facebook e. Skype

Options and percentage %	Always	Sometimes	Rarely	If necessary	Never
Translation	23 / 65%	08 /22%	00 /00%	04 / 13%	00 /00%
Definitions	00 / 00%	09 /25%	05 /14%	18 /51%	03 /10%
Synonyms/ Antonyms	00 / 00%	04 /13%	00 /00%	20 / 57%	11 / 30%
Face book	25 /71%	06 /17%	00 / 00%	00 /00%	04 /12%
Skype	08 /23%	11 /31%	06 /17%	00 / 00%	10 /29%
YouTube	15 /43%	08 /23%	02 /6%	04 /11%	06 / 17%
Wik ipedia	05 /14%	06 /17%	00 /00%	19 /55%	05 / 14%

Table. 1: Strategies Used for Learning New Vocabulary

In The researcher tried to identify the most used strategies in learning" vocabulary. It appears that using translation and Facebook are widely used because (65%) and (71%) of the respondents stated that they "always" use them. It also seems that there is another strategy used always by students (43%) which is YouTube. Skype is used sometimes by a least percentage of students (31%). In general, EFL learners do not appreciate the use of definitions and synonyms / antonyms always in learning new vocabulary". 57% and 55% of students states that they use synonyms / antonyms besides in Wikipedia "only if necessary".

Question Item 8: in To what extent you give importance to vocabulary in "learning English language of?

- a. Very much
- b. Much
- c. Little
- d. Not at all

This question is about the importance given by EFL students to vocabulary. The results showed that most of students at (87%) are aware of the importance in of vocabulary in learning English language. Whereas the least percentage i of them (13%) give "a little" importance to vocabulary. In We can conclude that the importance that EF L students give to,,vocabulary learning depends on their attitude towards the language itself".

Question Item 09: what Do you have difficulties with vocabulary improvement?

- a. Yes
- b. No

In From the item above, we notice that most of the students confirm that,, they really have difficulties with vocabulary improvement . However, only six students (21%) claimed that they do not have difficulties in this matter. This rate shows that vocabulary improvement is of a common problem that EF L students suffer from.

Question Item 10: what do you use in social media in your daily life?

- a. Yes
- b. No

In The item indicates that (90%) of students use social media in websites in their daily life. Only 10% of students do not use it. That ensures that nowadays students are digital learners who use social media in their social and educational lives.....,

Question Item 11: what If yes, what websites do you use the most?

In The results showed that 75% of the respondents use Facebook, Skype, YouTube, Email, Google, and tweeter. However, only 25% of students use just Email and Google. In other words, students prefer to use the most enjoyable sites rather than others.

Question Item 12: what Do you think using social media can be useful for:

- a. Learning grammar
- b. Learning vocabulary
- c. Learning language skills

In The majority of students,, (70% ) agree that social media is useful for,, learning grammar, vocabulary in and the language skills . Only two students (8%) think that its usefulness is only for learning of language skills. 10% of students claimed that SM is useful for learning vocabulary, and the same percentage of them

chose leaning grammar . in This indicates that students are conscious us about the important of social media on learning language skills of the language.

Question Item 13: what do you think that the use of social media will ameliorate students vocabulary?'

- a. Yes
- b. No

of The results confirm that (85%) of participants agree the effectiveness of social media in improving learners' vocabulary. For example , in Facebook , itweeter or Skype , they chat with others and with natives in English and ask each other or get more explanation about a certain a word meaning .They assert that social media is really effective to encourage vocabulary learning in.

Question item 14: what Do you think that students who use social media learn more vocabulary than those who do not?

- a. Yes b. No
- c. Sometimes
- d. I don't know

of the Through the results displayed in on the item above, we notice that 69% of the participants agree that students who learn vocabulary through social media will be more inclined" to improve their vocabulary knowledge than those who do not use it . 24% of them chose "sometimes" as a response and only three participants chose "don't know". This show that social media has a great influence on vocabulary learning.

Question Item 15: what Do you communicate with your teachers outside classroom by using social media?

- a. Always
- b. Sometimes c. Never

Of This question seeks to know if the teacher-learner relation goes beyond the classroom walls. The results show that the majority of students (55%) never communicate with their teachers outside classroom. 25% of them do sometimes and only 20% of them always communicate with" their teachers outside classroom .These results show that there is an absence of communication between learners and teachers. That may cause problems in students' academic,, achievement because the more teachers connect with their students, the more likely they will be able to help students learn at a high level".

Question Item 16: what Do you have any suggestions to improve students' vocabulary of?

We at the end of the questions, we gave our students a free space to suggest what they think about using social media to improve their vocabulary knowledge. Here are the obtained suggestions.

- "Students must practice English outside and inside the classroom".
- "They must study hard in improving our vocabulary in".
- "They also have to use SM for learning purposes on".
- "EFL students have to communicate with natives in order to ameliorate their English level in".

### **Discussion of the Students' Questionnaire Findings'**

On The students' questionnaire is d designed with the purpose o to explore the students attitudes towards using social media to improve their vocabulary knowledge. "The analysis of the questionnaire allows us to conclude that the following findings". The questionnaire interpretation i made us notice the l students' awareness of the vocabulary importance in learning EFL. Consequently, they follow on different strategies to learn new words and to overcome the difficulties that they face in improving their vocabulary in. Moreover, most of students lack the practice of English" language outside the class because l they give more importance to reading rather than to speaking; besides, their problem of i memorizing new words . As in what concerns what they use to learn new words, the learners showed "their preferences to using translation and Facebook."To sum up, most students agree that social media helps in improving their vocabulary and learning new words through communicating with their mates or English native speakers. Hence, the majority of students are in touch on Facebook, Skype, tweeter and other websites".

### **CONCLUSIONS**

Through this study, the researcher tried to get acquainted with the effect of using social media to improve the vocabulary of students of the English Language Department at Diyala University and set it as an hypothesis for research that the communication methods will be helpful for students to enrich their vocabulary, as students who using social media are more likely to improve their vocabulary than those who do not use it. This study is divided into three main chapters. The first chapter contains the aim and limits of the study, while the second chapter discussed the main aspects related to social media and its relationship to learning and education. As for the third chapter, it discusses the results reached by the researcher that were the use of means of communication and its effectiveness.

One of the issues that face EFL i students, especially university learners, is the subject of vocabulary on improvement and in that is why i many researchers investigate the possible solutions that may help in facilitating vocabulary learning. "After many studies, scholars found that pleasant i and motivating atmosphere could in play a great role in enhancing learning vocabulary process in. Moreover, one i of the techniques that creates funny and attractive" situation is using social media. "The present study had been undertaken in to investigate the importance i of creating the pleasant i situation u for obtaining i satisfactory results. "It also aimed at investigating the impact of using social media in improving vocabulary, that is to say, it tried to study how social media can effect on learners' vocabulary storage ,, improvement. For this aim, we set two hypotheses as follows: first, social media would be an aid to for students to improve their vocabulary storage. Therefore, in social media would contribute in improving learners' vocabulary. The second hypothesis stated that students who learn vocabulary through social media would be more inclined to improve their vocabulary knowledge than those who do not use it.

"After analyzing the provided data concerning the use of social media by EFL on students for improving vocabulary storage, we can realize that this research o confirms i our two hypotheses that using social media can improve n EFL students' m vocabulary knowledge. i In general, the obtained results asserted that social media is really helpful and effective in improving vocabulary. Accordingly, we i recommended that social media should be integrated in in the learners u and teachers of relationship .Because communication in English between the two, outside classroom doors , can help them to learn new words and improve their lexical knowledge. i It is recommended also in that teachers and learners have to be conscious about the importance of using social media for learning and for vocabulary improvement aim".

In This study examines the role of using social media in improving EFL vocabulary knowledge. The findings have confirmed that social media is a good and effective tool in the field of teaching and learning foreign languages.

### **Recommendations for Teachers**

- " Allowing time in class for speaking activities, so that students have the chance to practice English and acquire more words " .
- "Using from time to time different social media websites to save the contact with students. For example, by, communicating through Facebook, Tweeter , "Email and share different ideas in English .Also , " If students and teachers are deeply invested in one another's interests ,it supports a strong teaching and learning relationship as well".
- Advising learners to communicate in English all the time in order to improve their proficiency in English vocabulary.

### **3.4.2 Recommendations for Students**

- "Students should be motivated to use social media for the sake of learning purposes " .
- "Discussing with colleges via social media about their lessons and classroom activities.
- using English to communicate inside and outside the classroom.

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