

# THE EFFECT OF USING FACEBOOK VOCAB-DEVELOPER ON IRAQI EFL LEARNERS' VOCABULARY DEVELOPMENT

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## Abstract

*The study aims to find out if there is any effect of using Facebook on students' performance in vocabulary development. Vocab-Developer (a Facebook webpage group created by the researcher to implement the experiment to the EG through uploading educational videos and audios, drills and other educational materials) group has been assigned to the experimental group to check the progress of lexical competence while they take the treatment. Whereas the control group students are presented to the traditional way in language teaching. A mixed-methods have been implemented including pretest-posttest design and a questionnaire. After applying the intervention, the researchers found statistically significant differences between the experimental group and the control group in their vocabulary development. This means that the students who took the treatment had better vocabulary development compared with those who were assigned to the traditional way of teaching. It can be inferred that using Facebook in the educational settings can serve as a beneficial and useful device for language learning and teaching.*

**Keywords:** Facebook, Vocab-Developer, Online Group, Vocabulary, Development

## 1. INTRODUCTION

The world is currently witnessing tremendous advancement in all disciplines of knowledge and science. One of the most significant contributions has been the employment of technology. Social media networks and educational contexts have become increasingly intertwined. Social media platforms like Facebook, YouTube, Whatsapp, and Instagram, among others, have made significant contributions to education in general, and language learning and teaching in particular. When using such online settings, students typically use unconscious or indirect ways to learn language. Facebook may be the most popular of these social media networks, with a global user base.

Globalization has had far-reaching consequences for the language and learning processes. Nowadays, rather than using books and libraries, digital technology has facilitated learning. People can gain access to several types of education via Computer-Mediated Communication (CMC) tools. As a result, the educational process has been combined with (CMC) and has proven to be less physically demanding and more advantageous (Talan & Gulsecen, 2019; Aznar, et al., 2020).

Teachers must now combine self-directed learning methodologies employed by students in order to bridge the gap between the old form of teacher-centered classrooms and the emergence of the Net Generation. In this way, individuals can constructively transition away from the traditional teacher-centered method and become self-directed and autonomous learners (Blachowicz & Fisher, 2006; Challob, 2018; Abdullah, et al., 2019).

It is a widely held belief in language acquisition that students face unique difficulties and problems when it comes to developing linguistic vocabulary. Because vocabulary plays such an important role in language acquisition, one can notice a widespread breakdown in language communication all around the world.

According to past studies, it is clearly estimated that Iraqi students in colleges confront genuine obstacles as a result of their low success in vocabulary competency. According to the researcher's



experience of teaching in several colleges in Iraq, particularly in the southern half, students can be judged as weak while scoring vocabulary items. At the same time, they spend the majority of their day on social media. So, in order to gain from this attribute and combine it with vocabulary in order to establish a link between vocabulary development and the use of social media, Facebook will be employed in this study.

As a result, the current study seeks to treat the problem of vocabulary learning and development for Iraqi EFL students. Furthermore, the study aims to discover a link between vocabulary development and the Facebook platform by using an online webpage in this networking site that allows students to communicate with their teacher and peers, do drills and exercises, and answer daily assignments while receiving feedback from the researcher. The study also seeks to determine whether there is a link between Facebook and vocabulary development.

Students must now master and learn vocabulary first and foremost. One possible proposed solution for the sophomore students' problem of being somehow weak in vocabulary achievement, as many studies indicate, is to use Facebook for vocabulary development. The current study aims to discover new and effective ways to increase lexical competence or vocabulary repertoire through the use of the networking social media platform Facebook, which is used by millions of people worldwide. The traditional classroom teaching style may appear out of date or currently not aligned with students' attitudes and tendencies. This type of incidental or autonomous vocabulary learning may be available on Facebook. Because of its popularity, Facebook will be used in this study.

## **2. PURPOSE OF THE STUDY**

The major goal of this study is to examine whether Facebook has an impact on students' vocabulary achievement or not.

## **3. RESEARCH QUESTION AND HYPOTHESIS**

The following question has been proposed:

- Is there any difference in the Iraqi EFL students' vocabulary development between the students who used Facebook and those who received traditional instruction?
- The following hypothesis has been initially suggested:
- There is no statistically significant differences between the mean score of the EG and CG in lexical competence.

## **4. SIGNIFICANCE OF THE STUDY**

The theoretical significance can shed light on knowledge in educational rehearsal and how to teach vocabulary. It can serve as a resource on Facebook for developing vocabulary knowledge in language teaching and learning.

The second, or practical significance, addresses both the teacher and the student. Teacher: This type of creative instruction was likely to increase teacher knowledge of how to be creative and reflective when teaching students vocabulary through Facebook. Students should be aware that, because Facebook is well-known and popular among students, incorporating vocabulary into technology can improve students' ability to practice a wide range of activities and tasks. Facebook provides an unplanned and automatic environment for students to gain communicative vocabulary and express themselves clearly.

## **6. PRACTICAL USES OF FACEBOOK IN EFL CLASSROOMS**

Even if a lot of teachers use Facebook for unimportant things like conversing with absent students, it was still a useful tool for teachers. EFL teachers can use Facebook for a variety of tasks, including starting online conversations, adding articles to enhance reading comprehension tests, starting online discussions between students and English native speakers, etc (Kabilan et al., 2010). A 2012 post from the Teach Thought Corporation listed 100 educational uses for Facebook. For instance, it was claimed that Facebook might be utilized to attend classes that were held far away.



Presentations from all over the world, challenges presented by educational organizations, 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 users' ability to exchange information, expertise, and resources dramatically enhanced its numerous purposes (Kabilan et al., 2010). To import and share class blogs, publish vocabulary phrases and definitions for review, gave resources and materials for class projects, and hosted and shared student diaries are all possible uses for a classroom page or group (TeachThought, 2012). Facebook can be a productive forum for teamwork and constructive debate when used appropriately (Kharbach, 2014). Some examples of how Facebook can be used in the classroom include encouraging students to communicate during class time via a Facebook discussion wall, connecting the classroom with speakers from all over the world to improve foreign language skills, persuading reticent students to participate in Facebook discussions, and setting up study groups to help students.

Additionally, they observed how delighted students were with this online tool, so they continued to provide educational links to advertise it (Manan et al., 2012). Facebook may actually be utilized for a variety of purposes, including posting information, asking and answering questions, and engaging students in English language learning tasks like reading and writing. These findings are obviously applicable to EFL classrooms as well. However, these academics are not the only ones who believe using Facebook to teach EFL was a smart idea. Facebook games, according to Ramirez (2010), can improve students' English learning and usage. Tan et al. (2010) use Facebook to incorporate conventional classroom instruction with online learning with English-speaking natives. For instance, they created Facebook groups and chat rooms.

## 7. THE SIGNIFICANCE OF VOCABULARY

The process of teaching and learning a foreign language depends heavily on vocabulary. Vocabulary is a tool for thought, self-expression, translation, and communication. Despite spending years studying English grammar, the majority of students in Iraqi classrooms struggle to speak the language fluently. Language has many different parts, including grammar. Without a doubt, knowing grammar aids in proper speech and writing. However, a strong vocabulary is necessary if you want to speak and write with ease and success. Many studies have shown that children's vocabulary and prior knowledge can help them read and comprehend. The more words a learner knows, the easier it is for them to understand what they read.

VIs are the primary components of a language. Through the study of vocabularies, students develop proficiency in the target language (henceforth TL). Whiteman (2009), Carroll et al. (2011), and Arnold and Murphey (2013) agree with Macaro (2005) that vocabulary is the most essential part of FL. Developing one's vocabulary is undoubtedly the first step in learning a new language. Usually, a sentence consists of words. In the absence of grammatical expertise, learners can approximate the meaning of a sentence by consulting a dictionary. Similarly, learners of a FL are prone to convey their meaning by stringing together all the words, regardless of their precise grammatical order. Therefore, vocabulary is an integral part of language acquisition. Therefore, proper VIs are required for the use of language as a means of transmitting meaning. A large and diverse vocabulary also makes both speaking and writing fun.

Researchers have underlined the need for a systematic and principled approach to vocabulary by both the instructor and the student in recent years, when vocabulary did not receive a great deal of attention and interest. A rapidly increasing framework of experimental research and pedagogical materials, the vast majority of which address numerous issues of particular concern to language teachers, illustrates the increased interest in this field (Celce-Murcia, 2001). Barfield and Fitzpatrick (2009) and Robinson (2013: 412) contend that vocabulary is no longer a neglected aspect of language teaching and learning and that it is no longer a victim of discrimination by researchers

who, for an extended period of time, considered grammar to be the sole core of language development processes.

## 8. VOCABULARY LEARNING DIFFICULTIES

Many researchers who studied second and foreign language acquisition were interested in vocabulary acquisition. Recent studies had demonstrated, however, that due to a number of learning obstacles, the process of vocabulary acquisition may occasionally be slowed. According to Nation (1994), the complexity of vocabulary learning, which required EFL learners to learn many other aspects of a single word in addition to its pronunciation and spelling, was a major contributor to learning difficulties, especially when learners used their native language (L1) to compare and evaluate the meaning.

In addition, the term's potential many meanings when coupled with other terms (through prefix and suffix alterations). In addition, selecting vocabulary may be difficult for many students if they cannot distinguish between high frequency and low frequency words. The parallels between L2 and L1, especially at the primary level, the resemblance between new and familiar words, word connotation and denotation, word spelling and pronunciation, and collocations were a few other reasons mentioned by Roger (1995) that may make acquiring vocabulary difficult. According to Thornbury (2002), the primary obstacles to learning new words included pronunciation, spelling, word length, grammatical patterns connected with a particular term, meaning and range, connotation, and idiom.

Researchers concluded that if EFL teachers continue to use what they deem to be inefficient and time-consuming traditional vocabulary teaching strategies, which emphasize conceptual meaning while ignoring other aspects of vocabulary, such variables may significantly impede acquisition.

## 9. METHODOLOGY

### 9.1 *Design of the Study*

To evaluate whether or not the results will be legitimate, objective, and accurate, it is imperative to select an acceptable study design. To meet the goal of the study, a quasi-experimental pre-test-post-test non-equivalent groups design was adopted. This experimental design was widespread in academic settings. According to Gravetter and Forzano (2012), this design style was sturdy. According to Krysik and Finn (2013) and Rubin and Babbie (2013), this experimental design was among the most often utilized quasi-experimental designs in educational research. The participants of this study were college sophomore students. Their age was from 20-22. While their level of proficiency as it was shown in their pre-test, they were young adult learners and they had a medium proficiency level in English. The target vocabulary were going to teach is from the textbook "English Vocabulary in Use, Advanced Level".

Standard teaching strategies, group discussions, and questions will be utilized in the classroom for the control group. The main distinction between the two groups will be that the control group will not use Facebook. Prior to providing the treatment, the pretest enabled the researcher to establish whether the two groups were equivalent on the dependent measure or variable.

By combining quantitative and qualitative methodologies, it was possible to appreciate Facebook's use for vocabulary acquisition and knowledge more extensively than would be possible using either quantitative or qualitative ways alone (Gay et al., 2009) The quantitative data were collected initially using pre- and post-tests and were subjected to higher inspection and weighting than the qualitative data. The qualitative data served to explain or expand upon the quantitative conclusions. The qualitative data were obtained from the questionnaire answers. The questionnaire was used to check the students' viewpoints towards the treatment they have taken part. It was divided into three parts. The first one dealt with the students' identification. Part two treats the issues related to vocabulary learning and teaching and part three has to do with using Facebook to develop vocabulary.

## 9.2 The Participants

This study's population comprised all Imam Al-Kadhum College, Misan, community college students for the 2022-2023 academic year. They were selected by chance. They are from the college of education's English department. They are in their second academic year. Random selection will be used to assign 50 students to the control group and 50 to the experimental group.

The selected population was experimental. Because they were repeating the grade, one student in Section A and two students in Section B were eliminated from the experiment. The repeaters were maintained in their classes for the remainder of the trial, but their performance on the post-tests was discarded. Thus, the total number of subjects for the sample was 100, with 50 students in each group.

## 10. THE EXPERIMENT APPLICATION

The experiment commenced in August 2022 and concluded in December 2022. It lasted about eighteen weeks. Lessons had been planned for both groups. These children had equal access to educational opportunities. In other words, the settings for the two groups of students were similar with the exception of the application of VD assistance measures. The researcher oversaw both groups.

The EG was educated on VD techniques and strategies. The EG received weekly evaluations to assure the VD. Students in the CG were instructed using the methods outlined in the necessary textbook, *English Vocabulary in Use, Advanced Level*. Both the EG and CG were guided by the researcher. EG employed the Facebook method in this experiment.

## 11. THE TEST

In order to assist students in making the most appropriate decisions, the exam items are based on their current levels and vocabulary knowledge. *English Vocabulary in Use, Advanced*, the necessary textbook, was utilized to select the test items. Pilot research was undertaken to ensure the test items' applicability, accuracy, efficiency, appropriateness, timing, item difficulty level, item discrimination ability, and dependability. Face and content validity, construct validity, and intrinsic validity were all considered to ensure the validity of the exam. Additionally, the test item's dependability has been determined.

### 11.1 The Construction of the Test

In the majority of instances, the pre-test and post-test are identical versions of written tests. The examination consists of two parts: recognition and production. In the recognition section, when students are requested to identify the correct response, for instance by matching and highlighting, the test items are distinguished. Students are asked to supply the correct synonyms and antonyms for 20 items in the production part. There are five questions (50 items) in the recognition part, each with 10 things. This test includes a variety of question types, including multiple-choice, matching, synonyms, completion, and fill-in-the-blank.

First, the test questions were selected based on the second-year college students' proficiency level and their textbook, *English Vocabulary in Use, Advanced*, in order to assess the students' vocabulary understanding and the extent of their vocabulary. In order to make it difficult for students to guess the correct response, question 1 requires students to identify the correct response from among five alternatives. In question 2, students are given a text and must select the correct answer from a list of options to fill in the blanks. In contrast, question 3 requires matching opposites of particular adjectives. In contrast, for question 4, students must identify the highlighted word that has the same meaning as the alternatives. The fifth question contains a box with a list of terms, and the students must fill in the blanks with the appropriate answer.

Beginning with question 6 and continuing through question 8, the production phase assesses the students' ability to expand their vocabulary. Students must indicate the phrases' closest synonyms in response to question number 6. In question 7, they are asked to provide the opposite meaning.





## 12. VOCAB-DEVELOPER AS A LEXICAL COMPETENCE ADVANCER PROGRAMME

The researcher established "Vocab-Developer" on the Facebook platform for a group of sophomore college students. This online webpage contains all of the researcher's uploaded files, including posters, assignments, educational films, exercises, and drills, as well as any other content the researcher uploads. This website aims to improve the vocabulary skills of sophomores.

### *12.1 The Procedures of Implementing Vocab-Developer to the EG*

In order to meet the study objectives, an educational Facebook platform that aims to improve students' lexical knowledge is required. To be research goal-directed, this educational platform or website must be connected to a series of sequential actions and procedures that allow the researcher to define the study's objectives.

Phase One: During the third week of January 2023, the researcher conducted the pre-test to students in order to identify and evaluate their vocabulary knowledge. They have sixty minutes to complete the preliminary exam.

Phase Two: Facebook Platform Implementations for Instruction

i. During the 120-minute session, each student has access to a computer with Internet, and the teacher actively monitors and assists the students' Facebook-based learning activities; the "Vocab-Developer" page is designated for the experiment. During this analysis step, the researcher teaches English using the Facebook environment's course module. When necessary, pupils were given verbal instructions and guidance, especially when they lacked knowledge or comprehension of the task at hand. Among the available teaching and learning activities on Facebook are: ii. Facebook-based dialogue sessions that are not limited to the classroom but are accessible outside of class hours. After each face-to-face lesson, the teacher would use Facebook outside of class time to further clarify or discuss the topics taught. The majority of (after-class) Facebook talks last approximately 15 minutes.

iii. 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. Following the viewing of educational videos designed to expand students' vocabularies, the students posted their own written instructions (in the format of an essay) on Facebook. As a result of their interpretation and clarification of the film's instructions, the students' instructions differ from those displayed in the video. To illustrate the original instructions, the students use additional words or phrases, specifically the definitions of the keywords they find in online dictionaries. All students are required to critique, evaluate, comment, and provide feedback on one another's versions of written instructions posted on their Facebook 'Walls' v. the teacher's version. Numerous English vocabulary assignments based on the component on describing people and objects, directions, telephone skills, and questions are uploaded on Facebook and delivered to the 50 students during and after the lectures throughout the duration of the third phase, which lasts four weeks.

vi. Third Phase: Post-test

During the last week of November 2022, the instructor conducts a post-test to the class. As with the pre-test, the students are allotted 60 minutes to complete the post-test.

### 13. INSTRUMENTATIONS

Data for the first study topic will be gathered through a pre- and post-test. The data collection tools for the second and third study topics will also include a questionnaire that was created and distributed in English. The questionnaire will primarily focus on students' perspectives and attitudes toward learning the English language, vocabulary growth, and—most significantly—the effect of Facebook on their vocabulary acquisition. The 24-item survey is divided into two categories: closed-ended questions that ask students to choose the best response and open-ended questions that let them explain their answers.

The questionnaire is divided into three sections, each of which covers a different subject. The first section, which consists of four questions, is primarily concerned with the students' background knowledge. The second section contains eight questions that are connected to the process of learning new words. Eleven questions make up the final part, which is intended to elicit students' opinions on how Facebook affects their vocabulary learning. Students can comment on the effect of Facebook language on their vocabulary learning and English language learning based on their personal experiences in the final piece, which is based on an open-ended question.

### 14. THE RESULTS

#### 14.1 The Students' Performance on the Pre-test

According to the students' scores in pre-test, it seems that their initial attainment in lexical competence is approximately the same. The mean score has been calculated using t-test formula for paired samples, and it has been found to be (48.1) for the experimental group and the control group (47), this refers that there is no statistically significant difference between the mean scores of the CG on their pre and post-test. As in the table and figures below.

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 <sup>a</sup>	59.000 <sup>a</sup>
	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 <sup>a</sup>	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

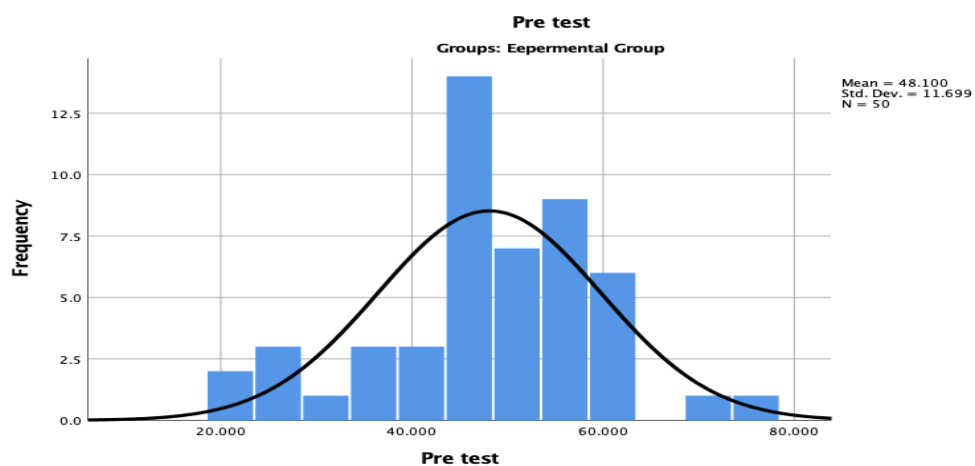


Figure (1) Pre-test Performance for the EG

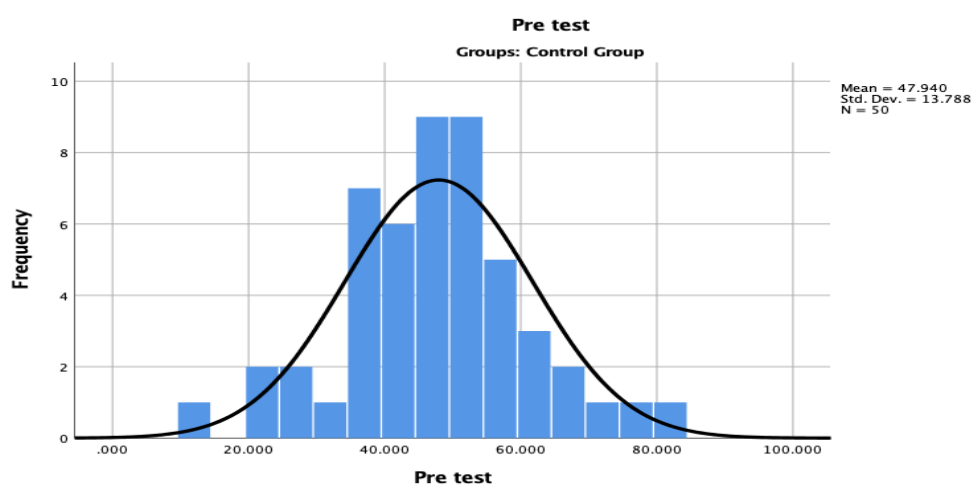


Figure (2) Pre-test Performance for the CG

#### 14.2 The Students' Performance on the Post-test

The t-test formula for paired samples has been used to calculate the mean score. The students' performance after treatment or intervention for the EG mean score is (68.52) whereas the mean score for the CG is (47.8). As it is illustrated below in figures (3) and (4).

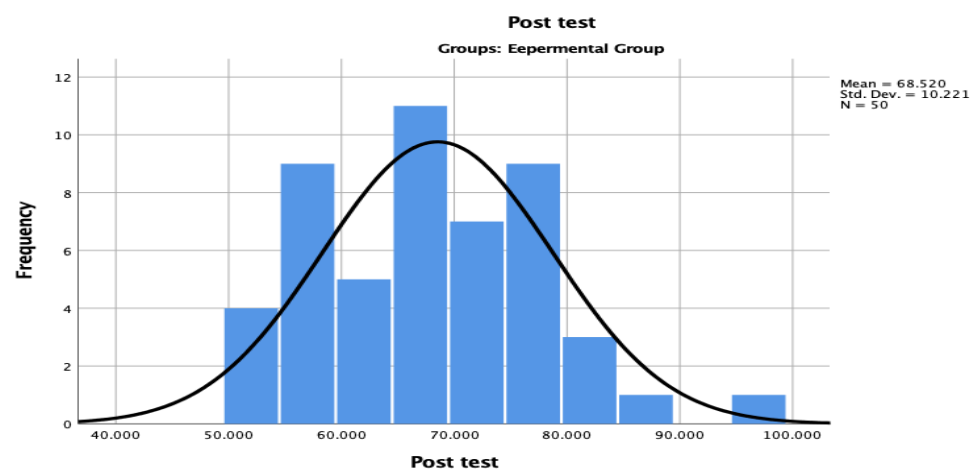


Figure (3) Post-test Performance for the EG



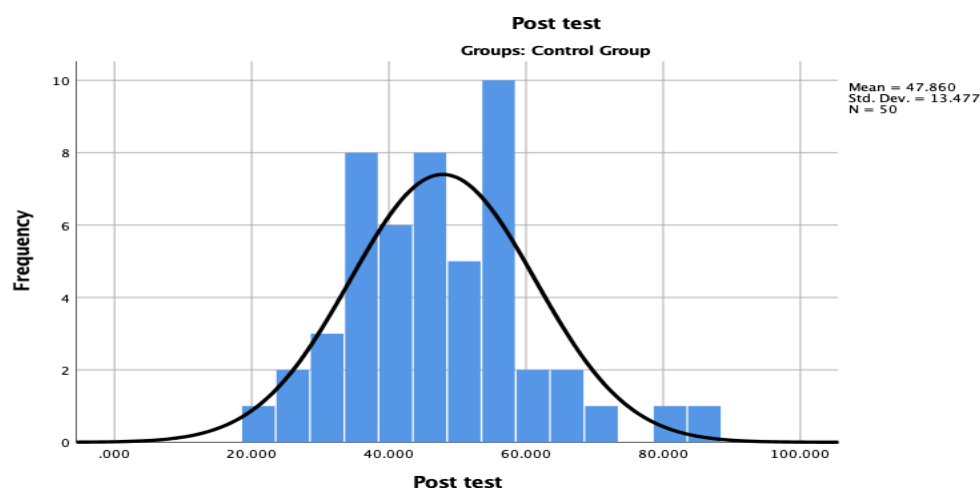


Figure (4) Post-test Performance for the CG

#### 14.3 The EG's Performance on pre-post test

Using t-test for independent sample, it has been found that the mean score of the EG on the pre-test is (48) and their mean score on post-test (68.5). This demonstrates that the EG's pre-test and post-test scores differ statistically significantly.

#### 14.3 Using Facebook for Learning Vocabulary

As for using Facebook for learning vocabulary, 84% of the EG choose "strongly agree" that Facebook supports and enhances the process of vocabulary learning. 10% of them agrees and only 6% choose "neutral". As in table (4.26) and figure 16 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	

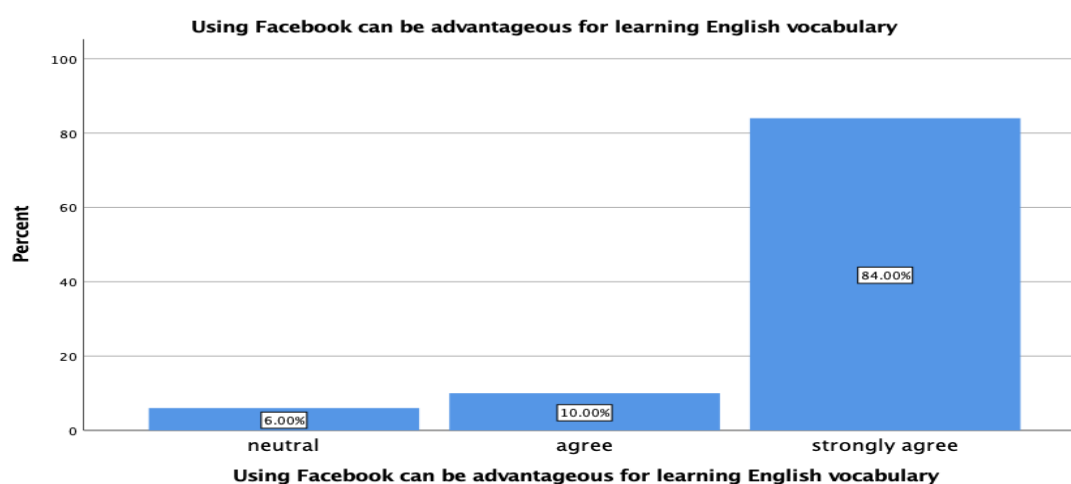


Figure (16) Using Facebook for Learning Vocabulary

#### 4.4 Using Facebook for Empowering Vocabulary Development<sup>1</sup>

This item seeks to assess how students feel about utilizing Facebook to increase vocabulary knowledge. 72% of the EG agrees that Facebook plays a crucial influence in enhancing VD. 26% of them select "agree," while only 2% select "neutral." as seen in the table.(4.27)

Table (4.27) Using Facebook for VD

The use of Facebook can enrich students' vocabulary				
	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	

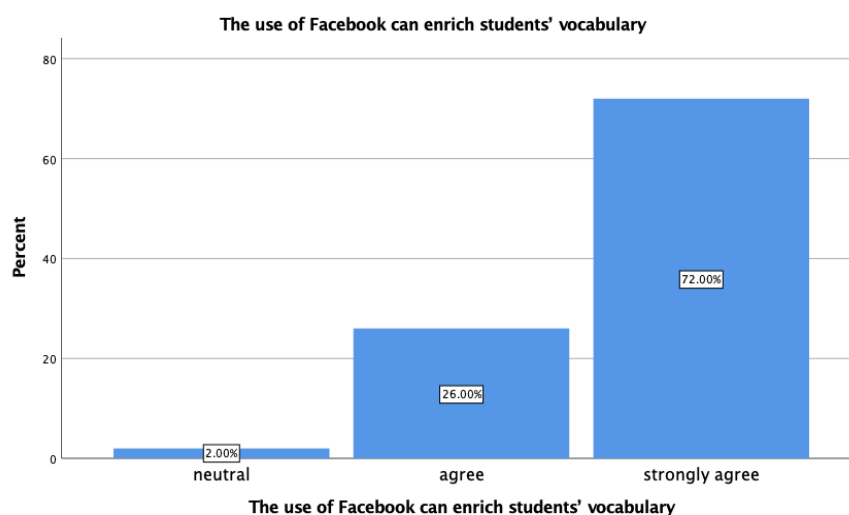


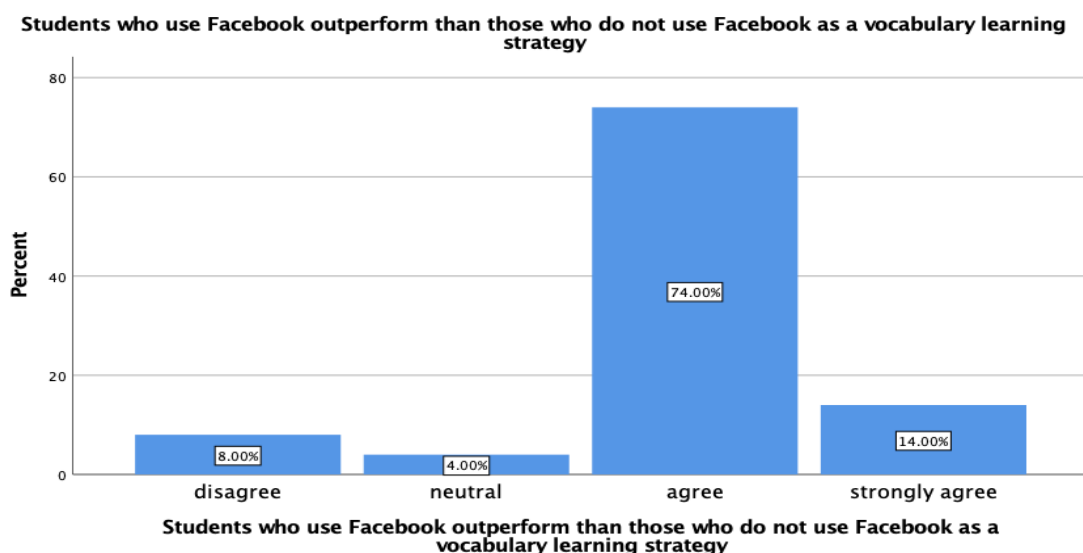
Figure (17) Using Facebook for VD

#### 14.5 Comparison of the Sample Performance in VD

This subsection focuses mostly on the EG who participates in the online program; the Vocabulary Developer. In VD, the performance of the EG is superior to that of the CG. The following table (4.28) demonstrates this. 74% (37 out of 50 students) of the EG agrees that Facebook can improve their VD performance. 7% of respondents strongly agree, 8% disagree, and 4% are neutral.

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 study aims at finding any effect of using Facebook and on students' performance in vocabulary repertoire. The sample of the study is 50 students for the EG and 50 for the CG as well. The findings of the study show that, after doing intervention and treatment for the EG which is Vocab-Developer Group as has been explained earlier, the EG's VD is better than that of the CG. The EG can communicate written very well and answers all assignments and drills they have to reply. Chatting Room is available all the time that permit them to express themselves as in real life situations.

Besides, from the questionnaire choices, it also might conclude that using Facebook (Vocab-Developer) can assist and support language learning according to the language achievement of the EG. While for the CG, the students' language vocabulary might develop a little bit regard to the traditional techniques used in their teaching and learning as it is displayed clearly in the tables and figures.

The limitation of the current study is the second-grade college students. And the material of the intervention or treatment is the textbook "English Vocabulary in Use, Advanced". The time of the study is about 8 weeks. The sample and population are specific. The online teaching has both pros and cons when adopting social networking (Jaber, 2021)

### 16. CONCLUSIONS

The study concluded that through using online settings such as social media Facebook platform, learners had the ability to develop their VD and they could communicate written and use natural English because they answered the required uploaded online materials by the researcher. The students themselves could interact and consult each other socially.

In the light of the results obtained, the following conclusions can be drawn:

1. The results of the pre-test reveal that first-year college students in Iraq had a relatively limited vocabulary.
2. Using Facebook to teach and learn words was more effective than using the methods in the required textbook.
3. The traditional ways of teaching vocabulary in Iraqi college classes work, as shown by the pre-test and post-test results of the control group (achievement and retention post-tests). But the researcher's method had been shown to be more useful and effective in promoting the VD of the students.
4. The strategy that was chosen gives the students more ways to remember what they had learned or been taught than what is in the textbook.

5. The EG seemed more interested when they were notified about the Facebook strategy because it gave them more autonomy.
6. Motivated students outperform in VD. Hence, teachers should have paid careful and accurate attention to motivation.

### 17. RECOMMENDATIONS

In the light of the results and the conclusions, the researcher recommended the following:

1. Since students in Iraqi intermediate schools had trouble with the English language, vocabulary instruction should have been given more thought since it was just as important as other linguistic features.
2. A lot of practice was required for vocabulary knowledge. The more exposure students have to particular VIs, the better they perform on those VIs.
3. Vocabulary knowledge should be valued by educators and textbook writers as a powerful tool for teaching and learning natural English. Teachers should be familiarized with Facebook that makes VD easy to handle.
4. Authentic and interesting materials that encourage students to create the FL primarily out of curiosity and motivation should be used to support vocabulary instruction.
5. When teaching vocabulary, the selection criteria should be given careful thought.
6. In order to improve vocabulary learning and reading comprehension in the most efficient, motivating, and interesting manner possible, EFL teachers should keep up with current events, methods, and teaching techniques.
7. EFL teachers should emphasize the production of vocabulary more than the recognition of it by using a variety of techniques, activities, and relevant situations.


### 18. SUGGESTIONS FOR FURTHER STUDIES

Depending on the findings of the study, the following topics for further studies are suggested:

1. The same strategy could be used to perform a study in secondary and primary grades.
2. A follow-up study may be conducted to look into Facebook's impact on reading comprehension.
3. Facebook's impact on students' communication competence could be studied.
4. A study may be carried out to investigate the impact of Facebook on students' language learning motivation.
5. A study may be carried out to investigate the effect of Facebook on informal language learning.

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