



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English Language and Literature

MASTER DISSERTATION

Letters and Foreign Languages
English Language and Literature
Sciences of the language

Submitted and Defended by:

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Title:

**An Investigation of the effects of Social Media Language on
Generation Z's Communicative Competence and Vocabulary.**

**The Case of first-year Students of English at Mohamed Kheider
University.**

**Dissertation Submitted to the Department of English as Partial Fulfilment of the
Requirements for the Degree of Master in Sciences of Language**

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Academic Year 2022-2023

Declaration

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Dedication

*With love and eternal appreciation, I wish to dedicate this modest work to the most important, precious, and loving person in the whole world, my father Zoubir **SLIMANI** may Allah rest him in peace.*

*To my dearest mother Atidel **BOUZIDI**, the most caring person and the closest to my heart, who has always been there for me all the way along.*

*To my beloved sister Souha **SLIMANI**, the person who I look up to, who is the source of unconditional support, guidance, and strength.*

*To my stepfather Nacer-Eddine **MESSAI**, who has a hand in supporting me in every life decision.*

To my sisters and brothers (Siradj, Selena, Tasnime and Oussama) for being the best siblings I could have asked for.

*To my dearest Uncles especially my Uncle Tarek **BOUZIDI**, Aunts and cousins, May Allah protect them.*

*Special thanks for Yasmine **SASSOUI**, my friend, my sister and my other half, the one who supported me and never gave up on me in every life situation.*

To all my close friends from offline and online life who supported and motivated me in my life.

Thank you all for your support and love.

Acknowledgments

In the name of Allah, the Most Merciful and Compassionate, may His servant and messenger Mohammed be in peace. All glory and honor belong to the Almighty Allah, whose blessing and elevation enabled me to finish my work and maintain my occasionally sporadic efforts.

I gratefully thank Dr. Manel **TRIKI**, my instructor and supervisor, for her professional guidance, unflinching tolerance, and continuous support. Her encouraging remarks and tenacious efforts to offer every piece of assistance for the completion of this dissertation were really motivating. Working under her direction on this project was a pleasure.

I would like to thank the Board of Examiners, Pr. Ahmed Chaouki **HOADJLI** and Mrs. Nadjet **MOUSSAOUI**, for their interest in contributing interesting suggestions and ideas, as well as for taking the time to evaluate this work.

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Abstract

The current study examined how social media language affected the communicative competence and vocabulary in first year students of English at Mohamed Kheider University of Biskra. The main problem of this research lies on the use of social media and how it allowed people to communicate with each other, English as a foreign language students were allowed to access information that was previously unavailable. The major purpose of the study is to investigate the effects of social media language on the communicative competence and vocabulary. This research aimed to investigate how social media affected Generation Z's communicative competence and vocabulary and how it was lacking through face-to-face interactions. This study examined the impact of social media on Generation Z's vocabulary learning, and how it affects their online and in-person relationships. It is hypothesized that if social media language impacts the communicative competence and vocabulary on Generation Z students, it will influence their social interactions. In regards, a questionnaire is given to 30 students first year of English at Mohamed Kheider University, in addition to a teacher interview submitted to 08 teachers of English from the same university. The purpose of this research was to investigate how social media effects the communicative competence and vocabulary of students and how it influences their online and face-toface- interactions. The results showed that EFL students were affected by social media and face difficulties in vocabulary learning and that it is necessary to know the meaning of words used in social media. Teachers agreed that social media language had a strong influence on classroom communication, giving students a false image of the formed language and introducing them to authentic everyday language. Generation Z needs more exposure to daily life interaction away from technology and the platform should be designed for educational purposes.

Keywords : Communicative Competence, EFL, EFL Students, Face-to-face Interactions, Generation Z, Social Media, Vocabulary.

List of Abbreviations and Acronyms

C.C.: Communicative Competence.

EFL: English as a Foreign Language.

Gen Z: Generation Z.

Gen Zers: Members from Generation Z.

S.M: Social Media.

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General Introduction

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General Introduction

The study of how people use social media is an interesting topic. The word "social media" here refers to websites and software that prioritize interaction, feedback from the public, and the exchange of information. People interact and communicate with their friends, family, and other communities through social media. "Social Media usually refers to any application or technology through which users participate in, create, and share media resources and practices with other users by means of digital networking,"(Reinhardt, 2019, p. 3). The internet and social media have been utilized to educate this generation.

Conversations commonly touch on social media's function in communication. Through internet communication, information has now reached people and audiences who were previously unavailable. Nowadays, more people are aware of what is happening throughout the world.

Generation Z, often referred to as Gen Z, iGen, or centennials, came after millennials and was born between 1997 and 2012. "Gen Z spend nearly nine hours a day listening to media, looking at a screen or on a device Including time spent multitasking, they are exposed to over 13 hours of media a day on average "(Truchot. D,2018, p. 78). Generation Z. prefers visuals and multitasking across several devices It makes sense that Generation Z prefers visual material over written content given that their attention spans are getting shorter as well. They are the biggest users of media snacks. They speak at brief intervals. Using succinct headlines or succinct text rather than lengthy phrases or flowery portions is razor edge.

1. Statement of the Problem

Students who have a strong vocabulary could understand a language and communicate effectively. However, EFL students struggle significantly with this part of the language and are still unable to converse in English. Learning English in Algeria presents a variety of difficulties for first-year EFL students, social media has the most influence on Generation Z.

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According to Seemiller and Grace (2017, p. 21) mention “As one of the technological changes in such a fast developing world, the birth of the internet in 1995 also resulted in the birth of a new generation“. With the traits of being digital natives, quick decision-makers, and highly connected, we refer to Gen-Z. In addition to exploring whether social media can be utilized as a technique to increase vocabulary among students at the University of Biskra in the academic year 2022–2023.

2. Research Questions

The following questions are addressed in this study:

RQ1. How would EFL students from generation Z use social media?

- What kind of impact does social media language have on generation z's vocabulary learning?
- How would social media have an impact on how students communicate?

3. ResearchHypotheses

One hypothesis that will be investigated and evaluated underpins the current research.

RH1. It is hypothesized that if social media language effected the communicative competence of Generation Z students, it will influence their vocabulary acquisition.

4. Aims of the Study

The present research aims to

- Investigate how social media affect Generation Z's communicative competence.
- Study how Generation Z vocabulary aquisition is lacking through classroom interactions.

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- Highlight the impacts and Effectiveness of Social Media language on Generation Z's communicative competence vocabulary.

5. ResearchMethodology

Data Collection tools

A questionnaire is given to the thirty first-year LMD students of English at Mohamed Kheider University who make up the representative sample in order to ascertain whether they actually gain anything from social media and retain the vocabulary they have learned. In addition, a teacher interview is used to determine how they react to class participation. The results of the questionnaire and teacher interview will be included in the dissertation.

Analysis Procedure

In this study, the researcher used a descriptive method to collect data by students questionnaire to first year EFL students to get their thoughts on the issue and what approach they believe would be most beneficial for first-year EFL students who are from Generation Z (born in 2001-2004). Students are given a questionnaire to complete in order to determine whether they truly benefit from social media and retain the words they have learned. In addition to that, a teacher interview is utilized to see teachers opinion about classroom interactions. The dissertation will incorporate the findings from the questionnaire and teacher interview.

Population and Sampling

The study's first-year target population consists of LMD students enrolling in the 2022–2023 academic year. The sample population is about 60 students. According to the students lack of knowledge, it is employed to choose this group. Social media is an effective medium for them to fill this knowledge gap since they are able and ready to learn new languages.

6. Structure of the Dissertation

There are three primary chapters in this research study. The study's theoretical foundation is covered in the first two chapters, while the third chapter covers the fieldwork and data analysis.

Social media language and the English language is discussed in the first chapter.

The second chapter focuses on generation z's communicative competence and vocabulary.

The practical task is covered in the final chapter. It focuses on the data that was gathered, examined, and the findings of the investigation.

Chapter One

Social Media Language and The English Language

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Introduction

This chapter provides an introduction to the subject of research in relation to social media and English language development. First, the definition of the internet and its history are covered, then the language of social media is briefly explained, along with some of its well-known forms, such as Facebook, Twitter, forums, wikis, emails, and Google+. Next, EFL students usage of social media to improve their English. The chapter ends by discussing the benefits that social media has for EFL learning, and drawing attention to any potential issues these media may have.

1.1 Definition of Internet

Internet is a group of interconnected computers. It refers to computers that are lined together and accessible globally. Transmission Control Protocol/Internet Protocol, a networking protocol, was used to establish the computer network known as the Internet. Internet is a shortened version of "internetworking" Robert, Kahn, and Vinton (1999, p. 02) mention that The Internet has connected the technology of communications and computing to provide instant connectivity and global information services to its users at very low cost. Given how important it is to people's lives nowadays, the internet is a huge blessing in our lives. For instance, in a formal setting, students utilize the Internet for information searches and exam preparation. If one only knows how and where to look, a wealth of knowledge may be found online. However, they engage in fan fiction, which is the practice of using published information to produce images, videos, and other works, informally or during their free time. They also talk with friends, play online video games, and more.

1.2 History of Internet

Most likely, "Who started the internet?" is the first thought that comes to mind. Bob Kahn and Vint Cerf created the Internet in the 1970s. They started the process of developing what is now known as the "internet." It was the outcome of a different research project known

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as ARPANET, which stands for Advanced Research Projects Agency Network. This was initially intended to be a network that could withstand a nuclear strike and serve as a communications system for the US Defense Team. It finally developed into a productive national experimental packet network. But the first Internet goes live on August 6, 1991, the public launch of the World Wide Web.

1.3 Definition of Social Media

“Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content.” (Kaplan & Haenlein 2010, p.61). Social media is any communication tool that let users produce or distribute content with others in their network. Social media has expanded in both size and ubiquity during the previous 15 years. Social media's recent advent has made it simpler than ever to communicate with others. People are able to instantly speak with individuals around the world at the touch of a button. Social media has altered how we communicate as a society in the modern era, but as online communication has gotten better recently, our ability to have face-to-face conversations has suffered. However, social media, it is a whole different situation. Using apps like Facebook Messenger, Snapchat, Facebook, and Instagram, people send texts to one another all over the world, and as a result, they become fluent in English. Some people also use apps like Netflix or TikTok to view series and other short videos. A new language unique to these platforms has been developed.

1.4 Social Media Language

Web-based services known as social network sites enable users to create a public or semi-public profile within a bounded system, identify a list of other users with whom they have a connection, and view and navigate their list of connections as well as those made by others within the system (Boyd, et al., 2007). Social media language learning is a method for

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language acquisition that facilitates target language learning by utilizing community-created Web 2.0 tools like Wikipedia, forums, and social networks. Social media is used by language teachers and individual students who wish to communicate in the target language in an environment that promotes multimodal communication, sharing simplicity, and chances for peer and educator assessment. Understanding the viewers and the most effective approach to participate in the conversation may be achieved by looking at the social interactions and linguistic patterns seen on social media. In addition to being a new kind of writing, social media uses an entirely distinct vocabulary. This is due to the oral nature of social media's language.

1.5 Social Media Applications

A variety of web apps built on Web 2.0 technologies that allow users to socially connect with one another online are referred to as "social media applications." By enabling users to acquire, depict, process, consume, and publish information online in a number of ways and through various media, these apps create dynamic virtual places known as "online communities" that exchange information on the Web. Facebook, YouTube, Twitter, Reddit, blogs, and other websites with material dependent on user engagement are a few examples of social media sites and apps. Social media has been defined by Boyd and Ellison (2008) as "platform to create profiles, make explicit and traverse relationships". Social media Web sites like YouTube, Twitter, and Facebook have grown immensely popular among Internet users who want to share their thoughts, films, and other activities online. Numerous online technologies fall under the category of social media, including Facebook, YouTube, Instagram, Twitter, LinkedIn, Google. In addition to social media, email and SMS are also used (Dewing,2010).

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1.5.1 Facebook

Facebook is a free social media platform that encourages and makes it easier for people to engage with friends, family, and coworkers. In 2004, Mark Zuckerberg and a number of his Harvard University friends established Facebook. Joshi (2011, p.05) mention that “in a paper facebook, you see photos and biographies of your classmates. On Facebook, you see your friend’s latest photos and videos with, at times, an extensive biography”. Because of its platform's characteristics that set it apart from other social media and helped popularize the term "social media," Facebook has emerged as one of the most successful social media platforms.

1.5.2 Twitter

Twitter is a free social networking platform where users may publish brief updates called tweets. These tweets may include text, videos, pictures, or links. Users must have a smartphone or an internet connection in order to utilize the Twitter app or website, Twitter.com. It is undeniable that as a communication platform, Twitter has increasingly infused itself into daily life regardless of one’s geographical location. Just ask the estimated 554.7 million people around the globe who actively use the service, and post a collective 58 million “tweets” each day. Or, perhaps query one of the 135,000 new users joining the network daily (Statistic Brain, 2013).

1.5.3 Instagram

Instagram is a social media platform for sharing pictures and videos that is run by the American business Meta Platforms. Users of the app may upload media that can be altered using filters, arranged by hashtags, and categorized by location. Public or pre-approved followers may share posts. . Instagram allows users to snap photo or video anywhere they are at anytime and share it with their followers nationally and also internationally (Jadhav & Kamble & Patil, n.d.).

1.6 Role of Social Media in Students' Life

. Social Media refers to a collection of websites and programs that let people create and share content for social networking. Through virtual communities and a global network, it is an interactive computer-mediated technology enabling the exchange of different ideas, information, career interests, and other kinds of expression. Nowadays, students often connect with one another on social media because they are modern learners. Students have access to social media more easily thanks to the availability of computers, iPads, various Smartphones, and tablets. It enables students to interact with individuals from all over the world and broaden their knowledge because it has no geographical restrictions. It definitely helps in acquiring students pertinent information through various internet platforms when students are confused while studying. Students typically utilize social media to exchange information, read evaluations, and find rapid answers to their concerns. According to Phillips, Baird, and Fogg (2011; 3), students spend as much (or more) time online talking with peers and getting feedback as they do in traditional classroom settings with teachers. Mazer et al. (2007) suggest that student motivation and participation are greatly enhanced when engaging course material is presented through more personalized platforms, something Facebook and other social networks provide.

1.7 Social Media in EFL Classrooms

Social media opens up the globe to the classroom, facilitates cross-cultural communication among students, eliminates accessibility, time, and distance obstacles, and creates numerous chances for learning to take place at any time and any place. Chen and Bryer (2012, p.89) claim, "Social media have grown quickly for academic use and infiltrated the education area". Social media have progressively replaced conventional media including newspapers, magazines, and television, over the past ten years. It can serve as the primary tool for teaching a language and as the foundation for distant communication. Social media

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enables students to communicate with their instructors, and fellow students, and learn new details about their courses. (Pempek et al., 2009) Technology and social media have been included in the educational process for students of the twenty-first century. Social media platforms including Facebook, WhatsApp, Telegram, Twitter, Viber, YouTube, and Wikis are some of the most popular social media platforms utilized by students and lecturers out of the hundreds of social media platforms accessible worldwide. Students utilize them to read the information they require or to communicate with their peers and faculty. Social media is a tool that lecturers use to communicate with their students about their courses and instructional resources.

1.8 The Influence of Social Media on The English Language

English is undoubtedly the language that most people use to communicate online. However, a number of significant developments have happened as a result of the growing need for speedier communication. People sometimes seem to rush to communicate ideas without worrying about speaking good English. Dalzell and Victor (2017) mention "One of the most significant effects of social media on verbal and written English is the appropriation of vocabulary" According to the context of the application, several terms that once had specific meanings are now given new meanings, and the degree of this occurrence has impacted verbal English communication. The inference is that verbal communication is taking place all over the place using social media language, which appears to have become recognized as English. For instance, a social networking site's users may share and express themselves on their online profiles, or "walls," as the phrase is used. Social media is full of slang, which appears to have prompted many users to employ poor grammar, spelling, and casual language. New words like "selfie," "memes," and "unfriend" are now used often in written and vocal communication. Similar to this, acronyms like OMG, TBT, DM, and LOL have crept into spoken and written English via social networking sites.

1.9 The Advantages of Social Media on EFL Learners

By using social media tools and networking websites, students are encouraged to interact with one another, exchange ideas, and express their creativity. The creation of enduring relationships with real people is made easier by social media. It may be used to let reserved kids know about events that promote face-to-face connections with their peers. These close connections can help to establish and sustain a sense of belonging. The Internet and social media train our brains to skim and scan (Connelly, 2011). Students learn to distinguish between information that is helpful to them and information that is not because of the abundance of information available on social media platforms. Social media helps students and instructors communicate better since it is simple to use and available at any time and from nearly anywhere. Students can better prepare for successful jobs via social media. Students who are starting their careers can network and locate jobs through social networking platforms like LinkedIn. Additionally, social networking platforms allow EFL students the chance to explore various cultures and interact with native speakers who may aid them in expanding their vocabulary.

1.10 The Disadvantages of Social Media on EFL Learners

Social media can interfere with people learning English as a foreign language by acting as their native tongue. Due to the writer's potential for lacking the possibilities for expression, explanation, and clarification that are present in face-to-face encounters, using social media constantly can lead to misunderstandings and isolate kids from classmates and society. Our attention is grabbed and dispersed by being connected and concurrently using Facebook, Google, and other web services to look for information. Students may learn the "scanning and skimming" abilities, but they may also become accustomed to not paying enough attention to what matters. "including the kind of focus, concentration, and persistence necessary for critical thinking and intellectual development" Lederer (2012). Students who use

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the internet are exposed to interactive, repeated, and addicting stimuli that alter the brain's structure and function permanently and impair their ability to learn. While it is true that one's ability to skim and scan information on the Internet and social media improves with usage, research indicates that this improvement compromises one's ability to concentrate. In conclusion, social media can impact students' well-being and academic results.

Conclusion

Social media has significantly impacted education, particularly in EFL learning, by transforming how students communicate and learn English as a foreign language. Social networking sites have opened up unreachable opportunities for EFL students to interact in reliable ways, offering entertaining and inspiring activities that help them communicate with the language more effectively. Social media also enables independent learning and can be used as a supplement to higher education's established instructional model. In EFL classes, social media is a new tool for creating, sharing, and interacting with the educational community, whether among students or professors. It has numerous features that help teachers teach language in a practical and acceptable way, and as students use it more, their skills improve. Social media can enhance learning opportunities and break down barriers in the current and traditional system, allowing students to increase their mastery of English vocabulary. There are various ways to use social media websites to encourage EFL students to create their own resources to distribute online.

Chapter Two
Generation Z's Communicative
Competence and Vocabulary

Introduction

This chapter provides an introduction to the subject of research in relation to the generation z's communicative competence. First, the definition of generation Z and its characteristics are covered, then the communication and communicative competence is briefly explained, along with some of its sociolinguistics competence and its competencies. Next, the communication faces, types of interactions, and social interests among generation Z.

2.1 Definition of Generation Z

People born between 1997 and 2012 are referred to as Generation Z. The eldest members of this generation are approaching the age of 25, and many are finishing off their education, getting married, and beginning families.

“ The Boomers are the TV Generation who are defined by their relationship to the medium, just as children of the Boom Echo are the Net Generation...TV is a passive medium whereas the net is active; TV “dumbs down” its users whereas the Net raises their intelligence; TV broadcasts a singular view of the world, while the Net is democratic and interactive; TV isolates while the Net builds communities. Just as TV is the antithesis of the Net, so the TV Generation is the antithesis of the Net Generation” (Buckingham, D., & Willett, R. (Eds.). (2013, 13).

2.2 Characteristics of Generation Z

The Gen Z group is the first to truly be digital natives. Generation Z has experienced a totally digitally linked life. The majority of them have not experienced a world without cell phones, and they have all experienced a period of ubiquity for social media and streaming entertainment. They communicate with the Internet and one another in ways that are distinct from how older generations did. With an average weekly smartphone usage of 15.4 hours,

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members of Generation Z became the first workers to spend more time online on mobile devices than on desktop or laptop computers. (Kleinschmit, 2015). Compared to past generations, members of Generation Z are more pragmatic and mature at a younger age. They are also more likely to have graduated from high school, attend college, and make well-considered job decisions. Compared to earlier generations, they are more likely to have at least one parent who has a college degree. Another aspect could be that Gen Zers experienced their formative years during the 2007–2009 recession when they saw adults in their immediate environment struggle with money and job security. Gen Zers sought to escape the problems that beset the generations that came before them when they entered adulthood.

2.3 Comprehending Generation Z

Students may better interact with this new type of understanding the traits of each generation, particularly those linked to the newest generation to enter the workforce, Generation Z. According to Stillman and Stillman (2017), the research of generational groups has also helped companies improve employee hiring and management, much as the generational segmentation carried out by marketers. In addition to the kids now enrolled in elementary through college, Generation Z also includes those who are just starting to enter the workforce in greater numbers. Due to their early exposure to technology and what some studies refer to as a "digital tie" to the Internet, Generation Z has a very different perspective on the world than their generational forebears.

2.4 Definition of Communication

The transfer of information is the standard definition of communication. It is quite challenging to describe communication in a straightforward manner. Different academics have various definitions of communication. A message sent and received between two parties is the basic definition of communication. Actually, communication is the process of passing

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along knowledge and comprehension from one person to another. In its most straightforward form, communication refers to two parties interacting. " Communication can be defined as a process by means of which a person is in contact with another through a message, and expects the latter of a response, be an opinion, activity or behavior "(Martínez, 1998).

2.5 Communicative Competence

As a result of the Chomskyan revolution in linguistics, the notion of communicative competence was developed. Chomsky's relatively constrictive definition of the scope of linguistic theory opened the door for Hymes (1972) to develop the complementary idea of communicative competence, in which the emphasis is not on a well-formed phrase but rather on one that is employed correctly in a particular situation. "the ability of the idealized speaker – hearer to associate sounds and meanings strictly following the rules of his language" (Chomsky, 2006).

When engaging in genuine conversation, one must be both knowledgeable and skilled. Knowledge is defined as what a person consciously and intuitively understands about a language and other components of communicative language usage. How successfully one can apply this information in practical communication is referred to as their skill. Grammar competence, sociolinguistic competence, discourse competence, and strategy competence are all parts of the communicative domain. Dell Hymes (1972) introduced the phrase "communicative competence," which he described as the understanding of both grammatical and linguistic use principles in a certain situation. His work unmistakably showed a shift in linguists' focus from the study of language as a system in isolation as seen in Chomsky's work (1965) to the study of language as a system of communication. Over time, the idea of communication competence has developed. A learner's individual communicative behavior is shaped by the system and the treated language ability. The link between the parts and the total

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shows that some aspects of linguistic proficiency are unimportant to communicative proficiency.

2.5.1 Grammatical Competence

Burns (2009) says that "grammar is essentially about the systems and patterns people use to select and combine word. The mastery of the linguistic code is meant by this". Target language characteristics and norms, such as vocabulary, word creation, sentence construction, pronunciation, spelling, and linguistic semantics, are covered by this component. Such proficiency focuses specifically on the skills and information required to comprehend and articulate precisely the utterance's literal meaning. Language proficiency has previously been linked to grammatical proficiency. Although a student of a second language cannot be communicatively proficient, this does not imply that learners must first be fluent in all grammar, vocabulary, and pronunciation standards in order to go on to other competencies.

2.5.2 Sociolinguistic Competence

This competency focuses on the degree to which utterances are effectively generated and understood in various sociolinguistic situations based on contextual elements including participant status (age, sex, education, role, familiarity, etc.) and social norms and conventions of interaction. Other sociolinguistic elements may include the context, the subject, the medium or channel, the purpose (such as requesting information, addressing someone in a demanding manner, etc.), the key (the tone or style of communication), and others. The appropriateness of an expression refers to both its meaning and its source. The first one deals with how appropriate certain communication actions (such as inviting, requesting, commanding, etc.), attitudes (including politeness and formality), and ideas are thought to be in a certain circumstance. The latter is concerned with how accurately a certain meaning

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including communicative function, attitudes, and ideas is conveyed by verbal and/or non-verbal cues in a particular sociocultural situation. Particularly when speaking with a non-native speaker, individual decision or purpose, cultural norms in one's original language, and level of proficiency in a second language are some variables that cause speakers to become unintelligible (Walean, 1992).

2.5.3 Discourse Competence

The kind of competence in the question is the mastery of combining grammatical form and meanings to produce a coherent spoken or written text across genres. The term "genre" refers to the type of text, such as an oral or written tale, an argumentative essay, a scientific report, a business letter, or a list of instructions, each of which presents a different genre. Coherence in content and cohesiveness in form work together to create a text's sense of unity. Cohesion deals with the structural connections between utterances and makes it easier to comprehend the following one (Widdowson, 1978).

2.5.4 Strategic Competence

This competency consists of the ability to effectively use verbal and nonverbal communication techniques to 1) make up for communication breakdown caused by limiting circumstances in real conversation; and 2) increase the efficacy of communication (e.g., deliberately slow and soft speech for rhetorical effect.) A communication strategy, according to Tarone (1980), is an effort made by two interlocutors to agree on meaning when the necessary meaning structures do not appear to be shared.

2.6 Development of Communicative Competence

Communication skills are a multifaceted, intricate sociopsychological term. The capacity to plan speech actions according to the tasks and unique communication environment based on the acquired information and abilities is the essence of communicative competence.

Referring to communicative competence as the characteristic of competence in communicative action. The issue of the development of communicative ability is the one that receives the greatest attention, according to an analysis of psychological-didactic literature. Numerous methodical institutions are seeking for approaches to foster communication skills. Reading, speaking, listening, and writing are the four different forms of communication abilities that make up communicative competence. Language proficiency includes receptive and productive lexical knowledge and abilities as well as phonetic knowledge and pronunciation skills, grammar expertise, and knowledge. Teachers, psychologists, psycholinguists, and methodologists are becoming increasingly interested in the issue of how to develop communicative listening abilities. In the investigation of this complicated process, a rigorous theoretical search is made. Since learning a foreign language and honing speaking abilities are mostly accomplished via listening, developing communicative listening skills is crucial. As a result, listening should be trained more so than other talents, although practicing listening presents significant challenges (El Passov, 2002). A didactic and systematic approach that considers these challenges and offers solutions is necessary for successful listening learning. The definition of a tool or tool is one of the crucial requirements for the development of communicative competence (Elukhina, 1991). Individual communication exercises, however, are not likely to provide excellent outcomes. As a consequence, a more adaptable instrument that can guarantee the accomplishment of desired outcomes and assure efficacy is required.

2.7 Definition of Vocabulary

According to Hubbard (1983, p.67), vocabulary can be defined as a powerful carrier of meaning. learning a vocabulary is defined as studying a group of words or the entire corpus of words in a language that are used in certain circumstances. Accordingly, understanding and language usage cannot be attained without first building a solid vocabulary foundation. Nation (2001,p.22) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed. learning vocabulary involves more than just understanding word meanings; it also entails using words appropriately and naturally, as well as establishing connections between newly learned and previously learned words.

2.8 Importance of Vocabulary

Vocabulary instruction should come first before other language-related lessons since it is one of the most crucial, if not the most crucial, parts of learning a foreign language. Wilkins (1972, p.111) mentions“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed” If students just devote a lot of time to mastering grammar, they won't advance as much. If they concentrate more on words and expressions, they can enhance their English. In other words, they can nearly always communicate everything via words, but they can also see what others are saying by looking at the grammar. Vocabulary is crucial and should be taught methodically on its own, rather than as an afterthought to grammar or skill courses. Vocabulary is crucial to the teaching and learning process.

2.9 Communication and Generation Z

Gen Z prefers to communicate with visuals and multitask across many devices. The decreasing attention spans of Gen Z also explain their preference for visual content over words. Members of Gen Z usually divide their attention between five separate displays and can only use three screens at once. They frequently assist one another and pay attention

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during peer contact (Oblinger, 2005). Since Gen Z is skilled at multitasking, they are very picky about what they recall. This suggests that some of the knowledge impart to kids can be quickly forgotten depending on what they choose to retain. It must be able to transmit only what is required or important while omitting extraneous information in order to get around this. In written communication, Gen Z students may more quickly skim the content and recall the information that applies to them by using lists rather than lengthy paragraphs and bullet points rather than drawn-out phrases. Communicating with students effectively might also involve the use of images. Gen Z spends a lot of time watching videos and viewing images, and they are more inclined to share visual material on social media than textual stuff. Young people are continually exposed to communications, whether it comes in the form of text messages, alerts, TV and internet commercials, or social media posts. To get Gen Z's attention, it's important to cut through the clutter of communication. Preville (2018) suggests that "assigning digital homework including video presentations and other digital content would be more effective rather than assigning pen and paperwork". Even while texting may be Gen Z's preferred mode of communication, one-on-one interaction is the most efficient approach to connecting with them. Remembering to add a human touch to communications with students is crucial for teachers. As technology frequently makes communication simpler for them, it may be simple to become lost in the process.

2.10 Generation Z Interactions

Must recognize that Gen Zers, in general, are far better suited to living in the digital world than those of who are older and that they may become quite irritated by what they perceive to be antiquated and sometimes obsolete methods of doing things. An older person would likely assume that any organization needs a set of officers because in their experience that has been the norm, but a Gen Zer would say, from their lived experience, if the group can accomplish its mission through online collaborations that take advantage of the participants'

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diverse skills. This is just one straightforward example that is cited in the book. When interacting with Gen Zers, it is more common than it formerly was to pay careful attention to what they have to say and abstain from presuming that their views, attitudes, or behaviors are flawed. It becomes apparent and trusted that they frequently take a fresh and superior approach since they frequently do things in a different way, have different values, and have different thoughts about the future. It's natural to assume that the world will continue to function largely, in the same way, moving forward and that the younger generation must adjust to that older way of thinking because many of them who are older have a different understanding of how the world works that is rooted in its own early experiences of existence. However, younger individuals who must be future-focused are beginning to see how different the digital era future is from the industrial age past.

2.11 Generation Z face-to-face Communication

The Generation Z generation is the first to have grown up with access to contemporary technology, the internet, and digital communication. High interaction and extreme impatience are two characteristics unique to this generation. Because of this, it is common for them to focus the average retention time for a given piece of social media material is 8 seconds. Although this generation can be challenging to comprehend for anyone who has not grown up with technology, they already make up a third of the world's population. When compared to face-to-face interactions, children and teenagers tend to converse with their peers more online. (Nour, et al., 2019). This has raised questions about whether the ease of social media may discourage face-to-face interaction. With social media, it's possible that in-person connections may become extinct. And since individuals use abbreviated words in communications to convey information quickly, the excessive use of technology for communication might lead to a decline in the language. This increases the need for social communication. The inclination for social connection based on gender, age, personality types, and other factors hasn't been

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studied, though. Generation Z chooses either meaningful verbal engagement among peers in person or the ease of social media. This study tries to ascertain Generation Z's preferences for social interaction in the context of technology breakthroughs. It also seeks to identify the most likely reason for the interaction style they have selected.

Motivations behind their choice of media as well as courtship involvement, academic concerns, personal issues, interpersonal relationship conflicts (i.e., conflicts with family or friends), and sex-related issues.

2.12 Generation Z social interests

The characteristics of Generation Z have been defined as being hyperconnected and expected to fundamentally alter business in the future by other academics comparing Millennials and Generation Z. (Koulopoulos, 2014). Many of the hot-button social problems affecting Gen Z today are being led by this generation. Generation Z is spearheading the battle for change on a number of fronts, including climate change, mental health, social fairness among racial and gender identities, gun control, and economic issues. Here is a deeper look at some of the main societal challenges affecting Generation Z. Gen Z is the most outspoken and engaged generation to date when it comes to climate change. Because they are growing up at a time when communities all across the world are already feeling the consequences of climate change, they are sometimes referred to as the "climate change generation." In addition to advocating for action and speaking out against it, Gen Z is also acting in the real world to lessen its carbon impact and advance sustainable living. For instance, a large portion of Gen Zers wants to live car-free lifestyles and support renewable energy sources. Another crucial concern for Generation Z is mental health. This generation is more prone to worry and stress than any previous before it because of the heavy demands of modern living. In response, members of Generation Z are attempting to remove the stigma of

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mental health problems and remove obstacles to getting care. They are also taking use of technology by looking for online resources and support networks. Finally, many Gen Zers are highly concerned about the state of the economy. The economic climate is quite unstable, and this generation is entering adulthood with few employment opportunities and growing education prices. In response, members of Generation Z are pushing for rules at work that support work-life balance and cheap education. Additionally, they are establishing their own enterprises and jobs for themselves by utilizing their entrepreneurial spirit.

Conclusion

Generation Z, born between 1997 and 2012, is a group of individuals aged 25 and above who have completed their education, married, and started families. They are considered the "TV Generation" due to their relationship with the medium, while the Boomers are defined by their relationship with the Net Generation. Gen Z is the first digital natives, having experienced a digitally linked life with cell phones, social media, and streaming entertainment. They communicate with the Internet differently than older generations, spending more time online on mobile devices than on desktop or laptop computers. Gen Zers are more pragmatic and mature, likely to graduate from high school, attend college, and make well-considered job decisions. Communication competence encompasses grammar, sociolinguistic competence, discourse competence, and strategy competence. Grammar competence focuses on the systems and patterns people use to select and combine words, while sociolinguistic competence focuses on the degree to which utterances are effectively generated and understood in various sociolinguistic situations based on contextual elements. Discourse competence involves the mastery of combining grammatical form and meanings to produce coherent spoken or written text across various genres. Strategic competence involves the ability to effectively use verbal and nonverbal communication techniques to compensate for communication breakdowns caused by limiting circumstances in real conversation. Gen Z

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faces challenges in face-to-face communication due to their growing up with access to contemporary technology, the internet, and digital communication. They tend to focus more on social media, raising questions about whether the ease of social media may discourage face-to-face interaction. The excessive use of technology for communication might lead to a decline in language, increasing the need for social communication. Gen Z's social interests include courtship involvement, academic concerns, personal issues, interpersonal relationship conflicts, and sex-related issues. They are hyperconnected and expected to fundamentally change business in the future, spearheading the battle for change on several fronts, including climate change, mental health, social fairness among racial and gender identities, gun control, and economic issues. They are outspoken and engaged in climate change, advocating for action and speaking out against it. Lastly, Gen Z is highly concerned about the state of the economy, entering adulthood with few employment opportunities and growing education prices. They are pushing for rules at work that support work-life balance, cheap education, and establishing their own enterprises and jobs using their entrepreneurial spirit.

Chapter Three

Results Analysis and Interpretation

Introduction

This current study attempts to gather answers from students how they react to social media influence on the communicative competence vocabulary. This chapter will assess the information acquired from the questionnaire and recording test. In order to assess the primary problems caused by social media and, influenced the communicative competence of generation z. The acquired data is represented using tables and graphs.

3.1 Students' Questionnaire

First year EFL students of Mohamed Kheider University Biskra, were given a set of questions, and they were required to respond to them based on their own experiences.

3.2 Sample

The research sample for the current study consists of first-year LMD students in the English department at the University of Mohamed Kheider Biskra. They have been studying English as a foreign language for eight years. It has (30) selected students.

3.3 The Questionnaire Description

This research deals with the students' questionnaire, which starts with a small introduction that explains the aim of our study. It comprises 20 questions, divided into three sections. The first section consists of two questions concerning students' backgrounds. The second section contains ten questions about social media and its use, and how it enriches their vocabulary for communication. The third section contains eight questions that are about students' communicative competence and social media influence, and how the process of learning the English language outside and inside the classroom. Questions are typically closed, requiring students to choose "strongly agree," "agree," "disagree," or "strongly disagree" answers, or ticking out multiple choices. Some require justification or writing about students' experiences.

3.4 Students Questionnaire

3.4.1 Section One “Personal Information“

1. Choice of Studying English

Following the analysis of the student's responses, it was found that (50%) of the students chose that they selected English because they love it, while (23%) said that it is interesting to them. The remaining 23%, however, decided to pursue their objectives by learning English as an EFL. Four percent (04%) of the participants chose they had no choice.

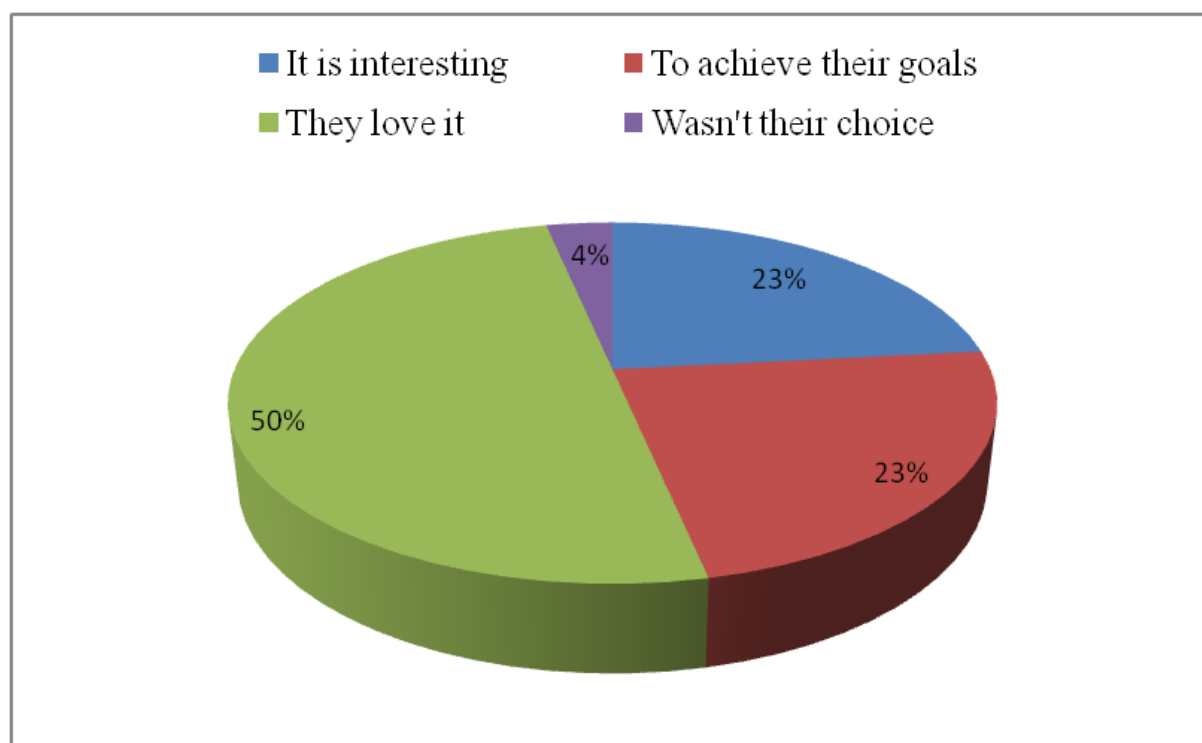
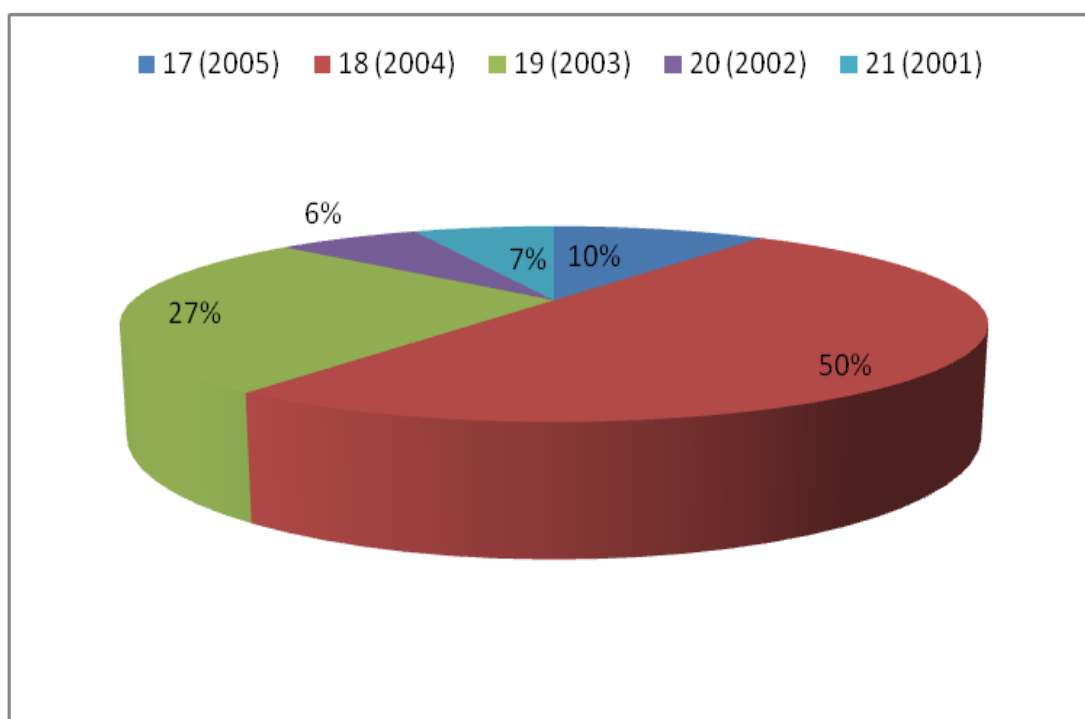


Figure 1 Choice of Studying English

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*2. Age of the participants***What year were you born?**

This inquiry was made as part of a study that focuses on generation z, or persons who were born between 1997 and 2012; hence, L1 EFL students were specifically chosen. The sample's age ranges from seventeen (17) to twenty-one (21). The participants were born between 2001 and 2005. The graph below shows that ten percent (10%) of the population is 17. 50 percent (50%) of the population is over 18. (2004). Twenty-seven percent (27%) are under 19 (2003). In the 2002 time frame, 6% of respondents were 20 years old, while 7% of the remaining group were 21 years old (2001). The results of the given question show that they were all born between 2001 and 2005, it is clear that all of questionnaire participants belong to Generation Z.

**Figure 2 Age of Participants**

3.4.2 Section Two “Social Media and Vocabulary“

Q1 Which social media platform do you use often? (You can choose more than one option)

The social media platform is often used, and for this question, students have a variety of possibilities from which to choose. Eighty-seven percent (87%) of students said they prefer using Instagram. While sixty percent (60%) of them use Facebook and Messenger. TikTok is used by seventeen percent (17%) of people. Snapchat is used by thirteen percent (13%) of the participants. The remaining group with seventeen percent (17%), of Viber, Whatsapp, and Telegram users come in last. The majority of the research participants are active online, particularly on Facebook, Instagram, and Meta platforms.

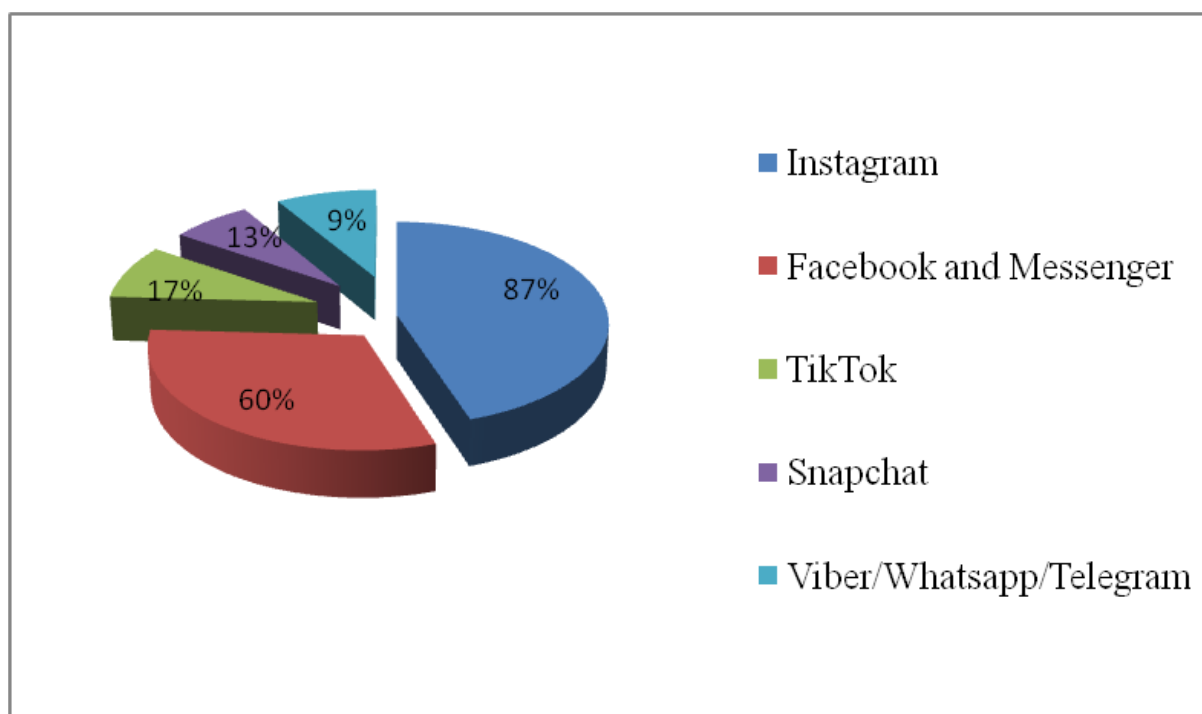


Figure 3 Social Media Platforms

1. Social Media Importance in language learning

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Q2.Social Media is important in language learning

The question was posed in an effort to understand the significance of social media in language learning, as well as to ascertain the opinions of the students. According to the findings shown in Figure 4 below, seventy-three percent (73%) of the individuals agree on SM. Twenty-seven percent (27%) of respondents strongly agree on the importance of language learning on SM. The percentage of people who firmly disagree on the importance of language learning from SM is zero (0%). This demonstrated that everyone who took part believes social media is crucial for language acquisition.

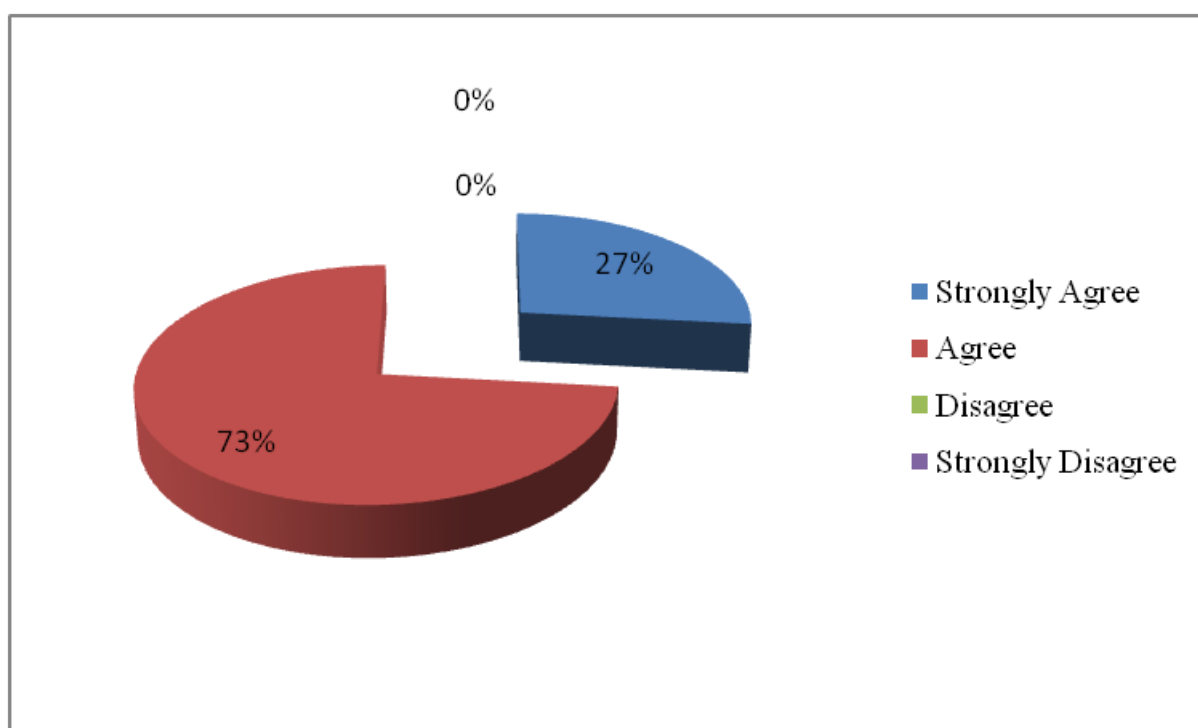


Figure 4 Social Media's Role in Language Learning

Q3.Learning Vocabulary from Social Media is difficult

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The participants in this topic were asked whether they find it challenging to learn language using social media or not. Twenty percent of participants (20%) agree about the fact that they find difficulties in learning vocabulary from social media, as it is below in the results of Figure 6 below. Seventy percent (70%) of the individuals disagree on the fact that they find difficulties in learning vocabulary from SM, and another ten percent (10%) strongly disagree with the idea of challenging learning language through social media. The findings show that the majority disagree about this question and they do not face difficulties in learning vocabulary through social media.

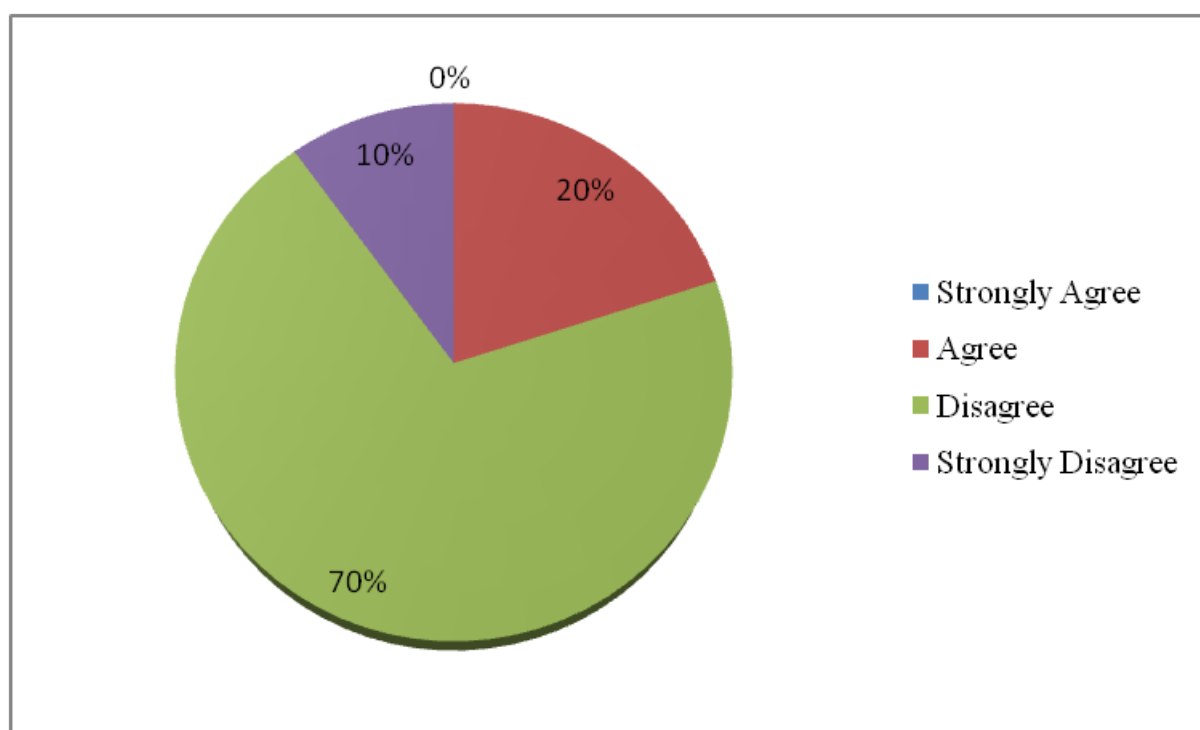


Figure 5 Difficulty in Learning Vocabulary From Social Media

Q4. Social Media helps you to learn new words

This question was asked to know if social media helps students to learn new words. The majority of the participants seventy percent (70%) strongly agree, and another thirty percent (30%) agree on the fact that SM helps them to learn new words. Zero percent (0%) disagree

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on social media aids in their word learning. The findings of this question show that the participants agree on the fact that social media helps the participants to learn new words.

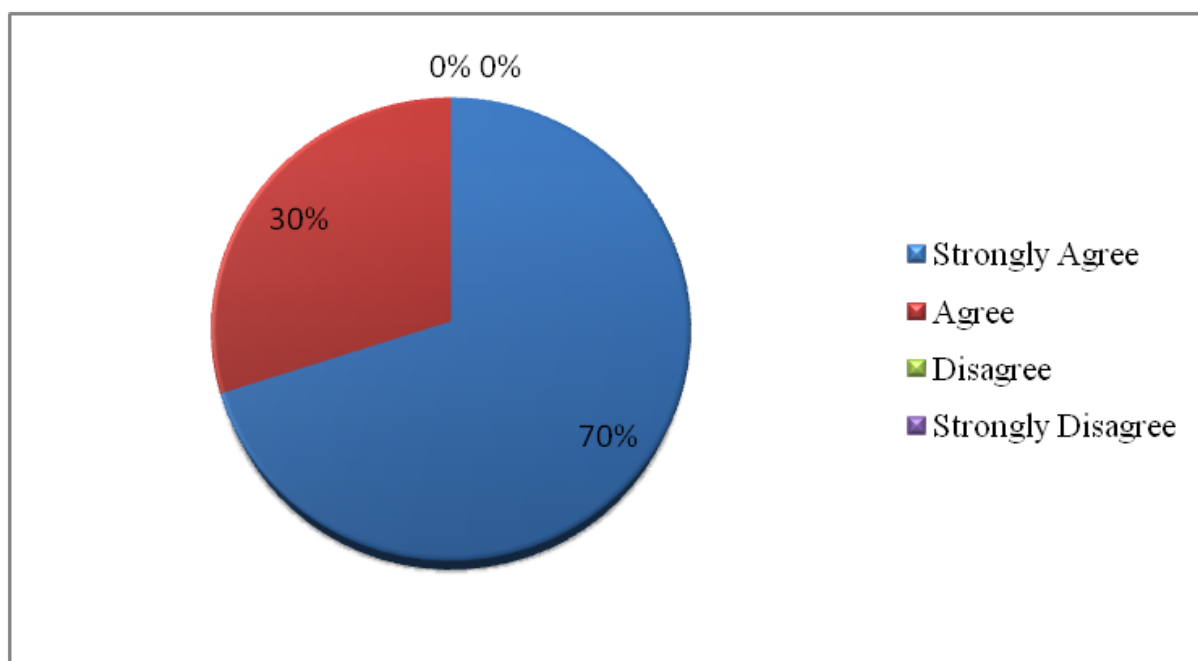


Figure 6 Social Media and Learning New Words

Q5. It is necessary to know the meaning of words used in social media

The participants were asked if it is necessary to know the meaning of words used in social media. Thirty percent (30%) of the participants strongly agree, and sixty percent (60%) of the participants agree that knowing the definitions of the various words used in SM is necessary. The last ten percent (10%) of them disagree and zero percent (0%) strongly disagree on having to be aware of the definitions of various SM words. The findings of figure 7 show that the students must understand the meaning of the unknown words that are used in social media.

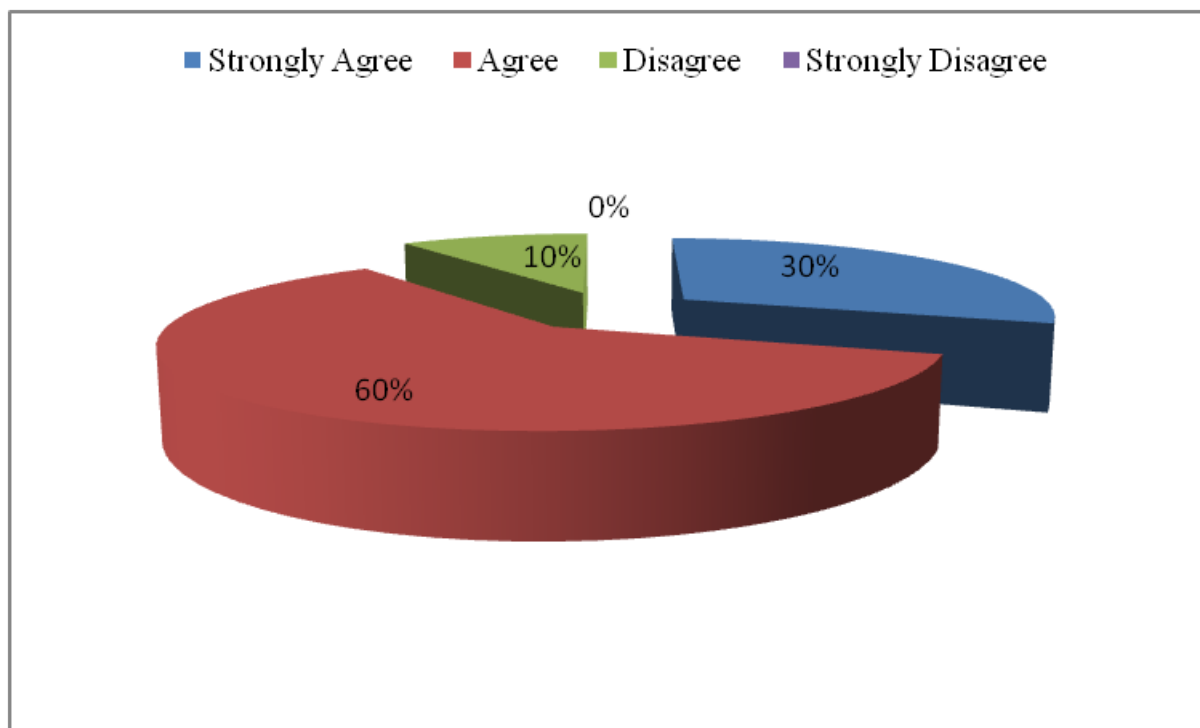


Figure 7 Necessity of Knowing New Words

Q6. Do you feel that you are learning new words accidentally through Social Media

The purpose of this question is to know if students learn new words accidentally through social media or not. Thirty-eight percent (38%) of the participants strongly agree, and fifty-seven percent (57%) of them agree on accidentally picking up new vocabulary from social media. The last five percent (5%) of the participants disagree and zero percent (0%) strongly disagree on accidentally learning new terms from social media. The findings on Figure 8 demonstrate that the participants do learn new words accidentally through social media usage whether by scrolling or chatting with friends.

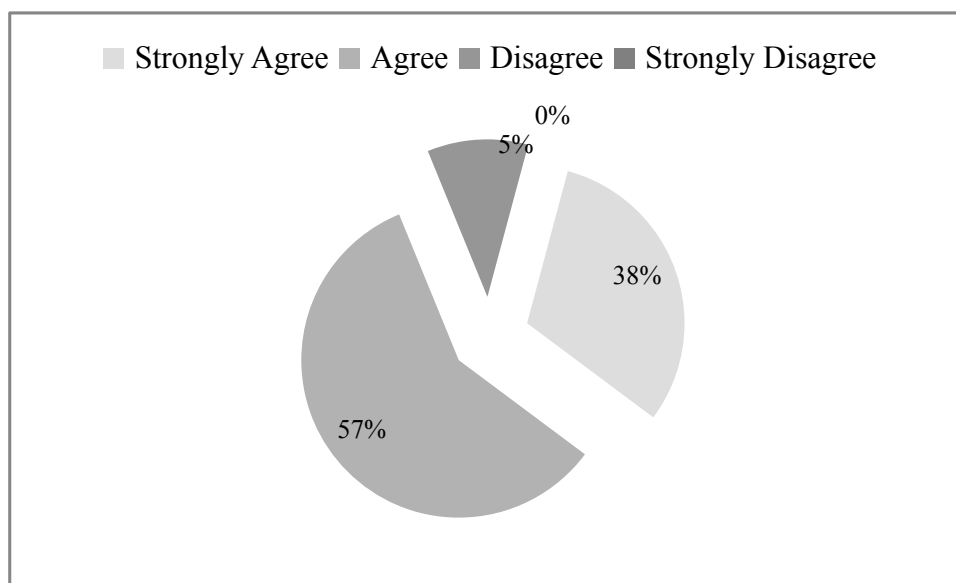


Figure 8 Guessing The Meaning Of The Unknown Words From Social Media

Q7. You can guess the meaning of unknown words in Social Media without using a dictionary

The purpose of this question is to know students' reactions towards unknown words in SM without using a dictionary. Twenty percent (20%) of the participants strongly agree. Forty percent (40%) of them agree that they can decipher terms in social media without consulting a dictionary. While forty percent (40%) of the participants disagree and zero (0%) percent strongly disagree, they cannot make educated guesses about the meaning of obscure words in social media without consulting a dictionary. Findings in Figure 9 are twenty and forty percent agreement and forty percent disagreement, the majority of them agree that they can guess the meaning of the unknown words without using the dictionary to check the meaning of words properly.

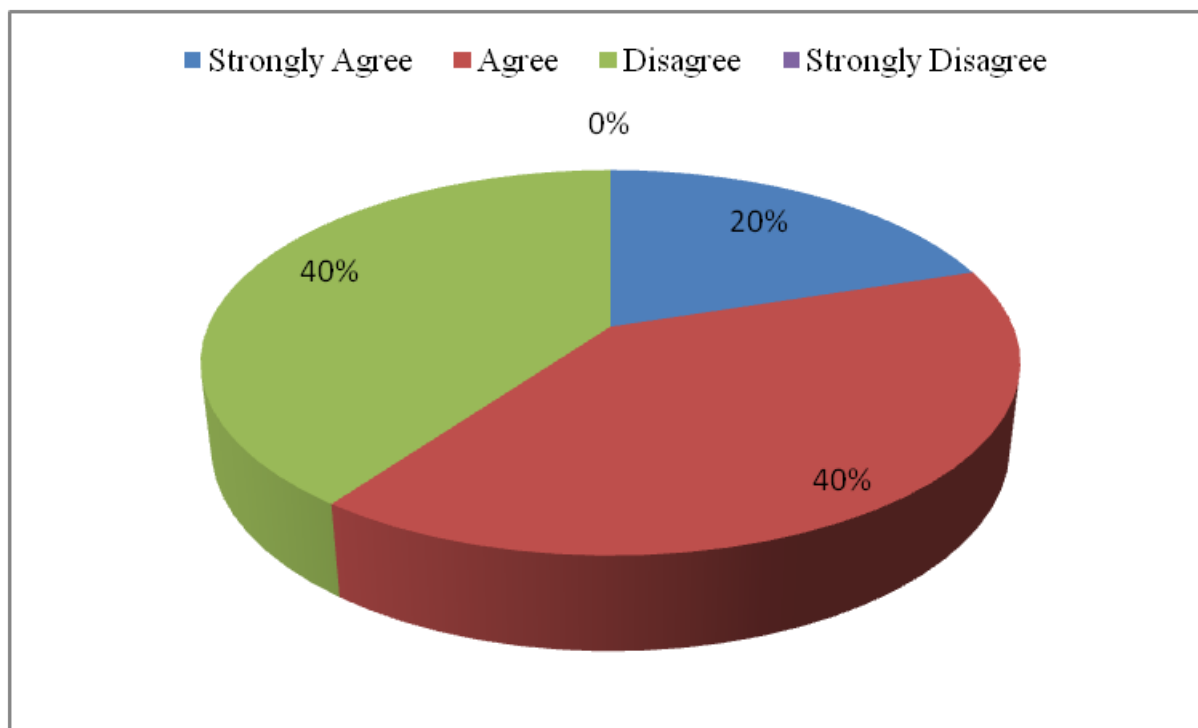


Figure 9 Learners Can Enrich Their Vocabulary Knowledge by Communicating Through Social Media

Q8 .Language learners can enrich their vocabulary knowledge by communicating through social media.

This question was asked to know if communicating through social media may enrich learners' vocabulary knowledge by communicating through social media or not. Forty percent (40%) of the participants strongly agree, and fifty-seven percent (57%) of them agree on the fact that by using social media to communicate, language learners can increase their vocabulary knowledge. And the last three percent (3%) of the participants disagree and zero percent (0%) strongly disagree on the fact that by communicating via social media, language learners can increase their vocabulary knowledge. The findings of Figure 10 show that they agree on the fact that communication through social media can enrich the language learners' vocabulary.

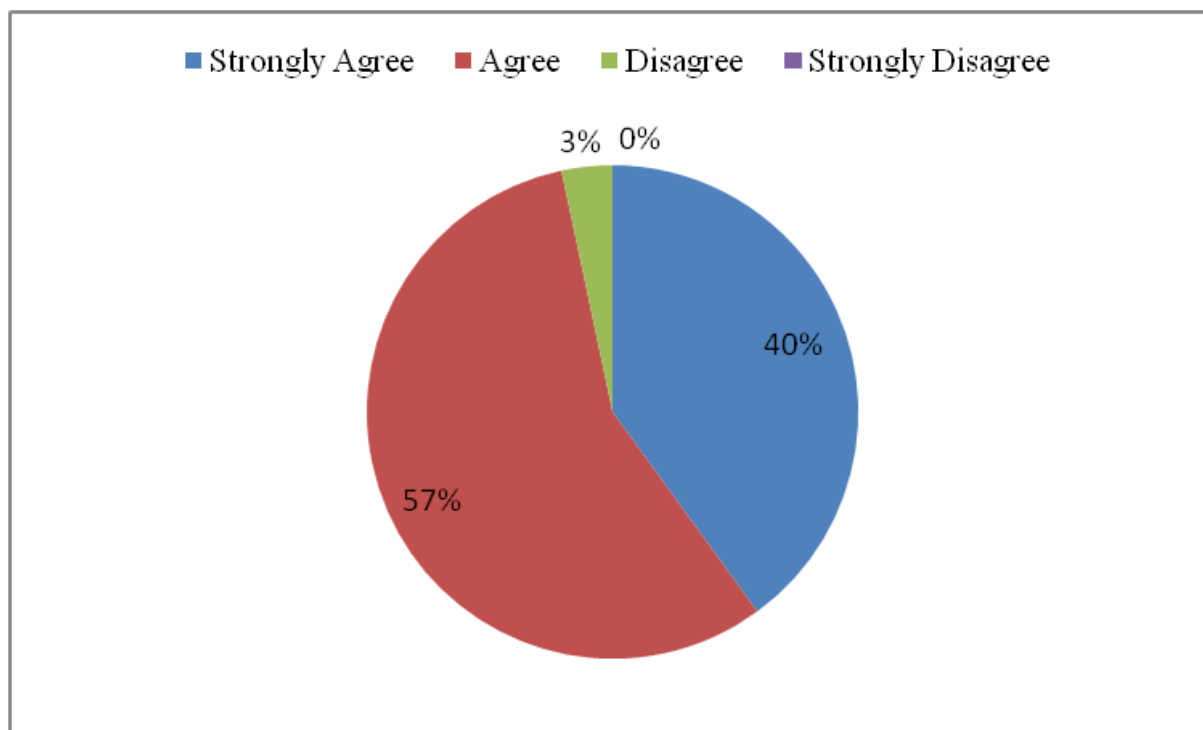


Figure 10 You Encounter An Unknown Word When You Are Scrolling Through Social Media

Q9. When you encounter an unknown word when you are scrolling through social media

In this question students were given different options from which they can choose several answers. This question was asked to know how they react when they encounter a new word through scrolling in SM. Eighty-three percent (83%) of the participants went with the first choice which is guessing the meaning. The second choice with sixty percent (60%) of the participants is to look up in the dictionary and the last choice thirty percent (30%) of them is to use context clues. Figure 11's findings reveal that most of them struggle with attempting to decipher unfamiliar terms they come across while browsing social media.

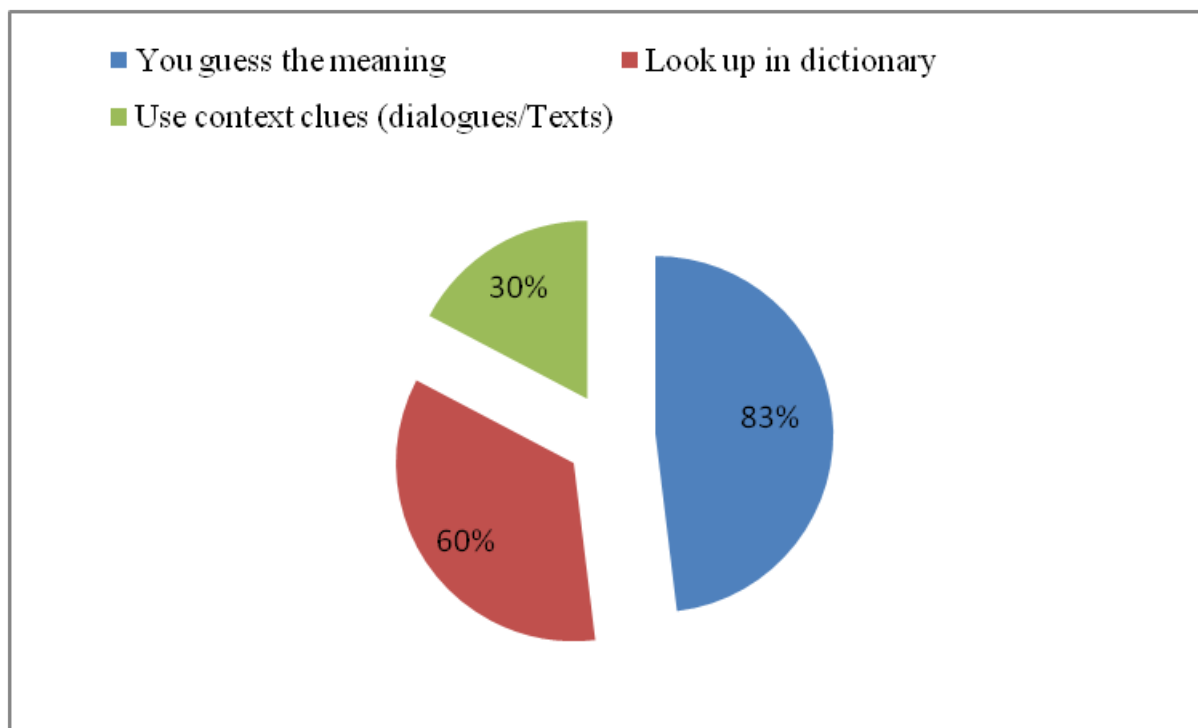


Figure 11 Encounter New Words in Social Media

Q10. What kind of vocabulary have social media helped you learn to communicate?

In this question students were given different options from which they could choose several answers. This question is dedicated to students to know what kind of vocabulary have SM helped students to learn in communication. Sixty percent (60%) of the participants chose the first choice which is common core vocabulary. Eighty-three percent (83%) of them opted for the thematic vocabulary choice and for the last choice with forty (40%) agreeing on specialized vocabulary. The findings of the Figure the majority went with the second option, which is thematic vocabulary, the participants gain access to new vocabulary through social media and utilize it to communicate by learning new words related to sports, body parts, clothing, etc.

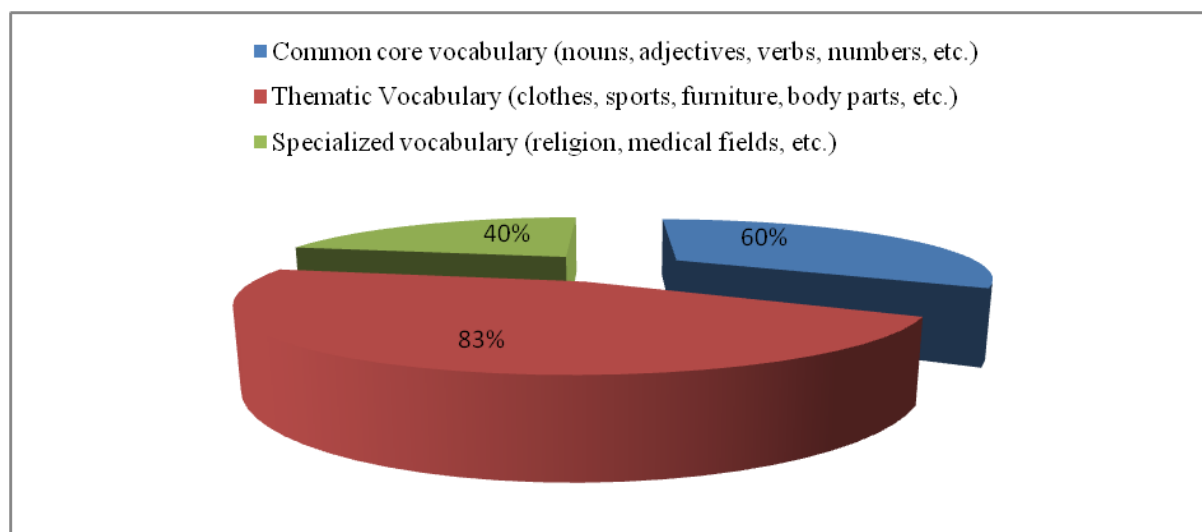


Figure 12 Social Media Vocabulary in Language Learning

3.4.3 Section Three “Communicative Competence“

1. *You are satisfied with your vocabulary vast*

	Number	Percentage
Strongly Agree	4	13%
Agree	20	67%
Disagree	5	17%
Strongly Disagree	1	3%
Total	30	100%

Table1 Vocabulary Learning

This question was posed to the participants if they were satisfied with their vocabulary size. Thirteen percent (13%) of the participants strongly agree, and sixty-seven percent (67%) of them agree on the fact that they feel that their vocabulary is adequate. While seventeen percent (17%) of the participants disagree and the last three percent (3%) of them strongly disagree and they are unsatisfied with their vocabulary size. Statistics on table 1 show that the

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majority agree that they are satisfied with their vocabulary size that they gain so far from the past couple years of learning and self-experience.

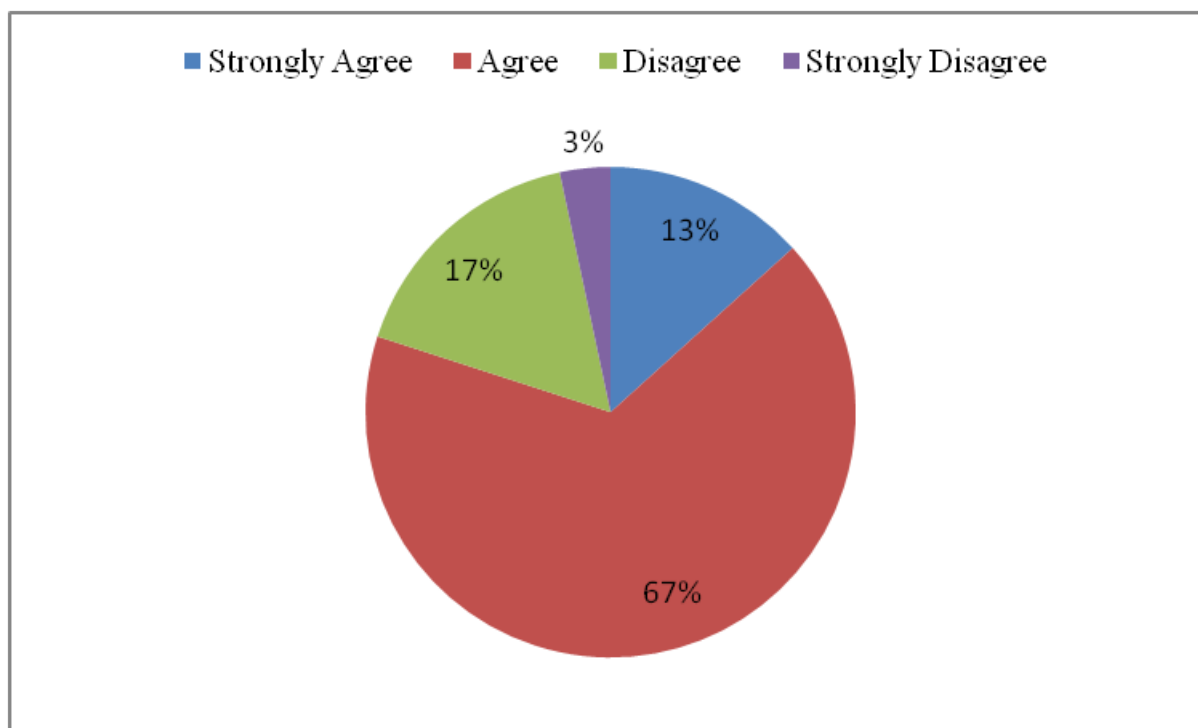


Figure 13 Vocabulary Learning

2. You often encounter difficulties expressing yourself in English

This question was asked to see if the participants experience difficulties when it comes to expressing themselves in English. On the one hand, thirteen percent (13%) of the participants strongly agree, and sixty-seven percent (67%) agree that they find it challenging to communicate in English. On the other hand, seventeen percent (17%) of the participants disagree, and the last three percent (3%) of them strongly disagree and they do not experience difficulties in expressing themselves in English. The Findings show that students often encounter difficulties in expressing themselves in English through communication.

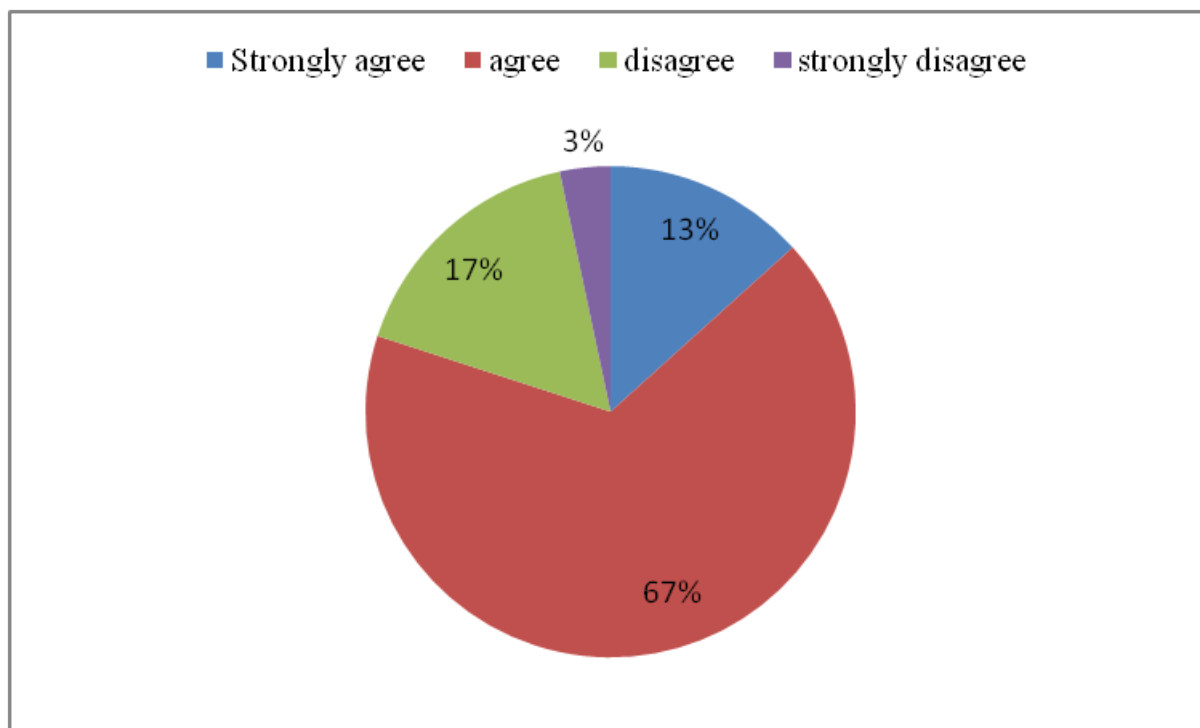


Figure 14 Difficulties in English Spoken Language

3. *You spend time learning English out of the classroom*

This question was dedicated to knowing if students are learning English out of the classroom. According to Figure 15 below twenty-seven percent (27%) of the participants strongly agree, and fifty percent (50%) of them agree on spending time outside of the classroom studying English. Twenty percent (20%) of the participants disagree. The last three percent (3%) strongly disagree on outside classroom English learning. The Findings of this question demonstrate that participants are in favor of using their leisure time to study English outside the classroom.

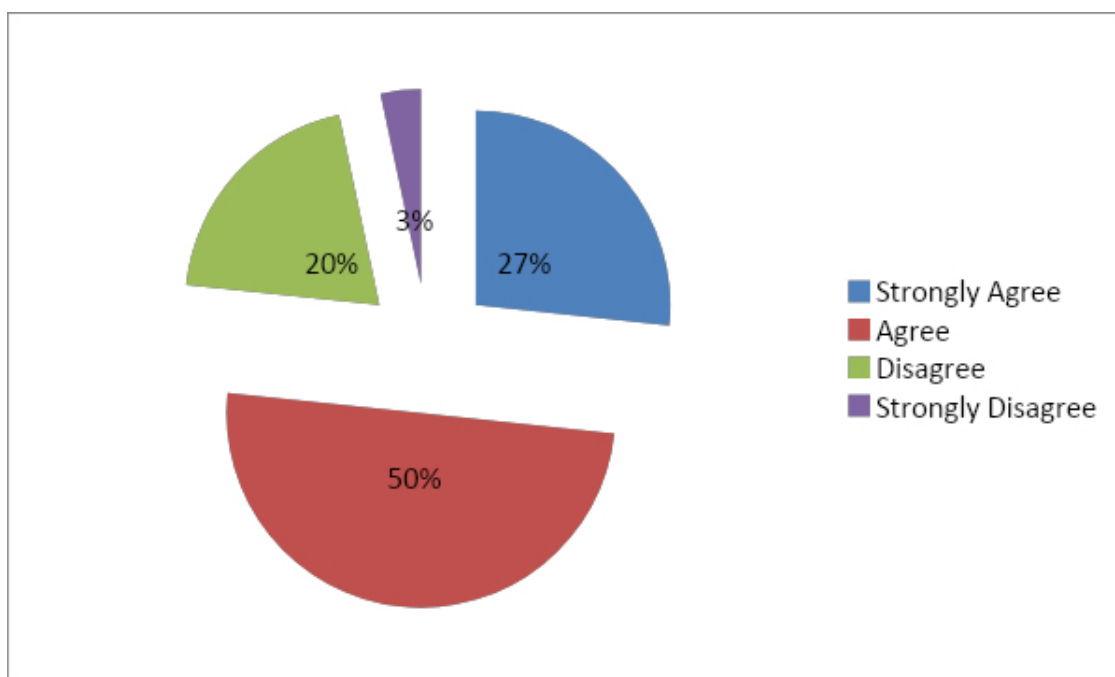


Figure 15 Outside Classroom Learning

4. *Learning would be much easier if we include ICT and audio-visual materials in the classroom*

	Number	Percentage
Strongly Agree	12	40%
Agree	16	53%
Disagree	2	7%
Strongly Disagree	0	0%
Total	30	100%

Table 2 ICT and Audio Visual Materials in Language Learning

This question was asked to know if ICT and audio-visual materials if they are included in the classroom would bring positive feedback in the learning process or not. Forty percent

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(40%) of the participants strongly agree, and fifty-three percent (53%) of them agree. and the last seven percent (7%) of the participants disagree, and zero percent (0%) strongly disagree.

The Findings of table 2 shows that the participants agree on including ICT and audio-visual materials in the classroom and that will make learning much easier with great process.

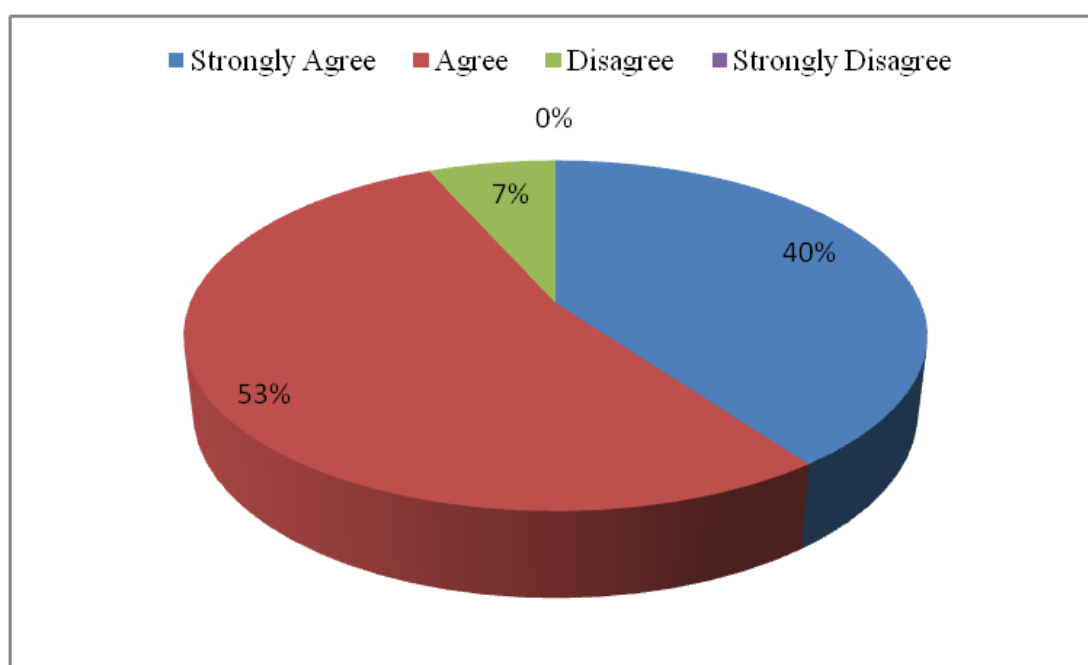


Figure 16 ICT and Audio Visual Materials in Language Learning

5. *In your opinion which is the best technique to learn new vocabulary?*

This question was asked for the participants' opinion about these statements, in this question students were given different options from which they can choose several answers, about which technique they think is the best to learn new vocabulary. Forty percent (40%) of the participants chose the first technique which is memorizing new words and using dictionary, and sixty-seven percent (67%) of them went with the second technique which is communicating with foreigners through SM platforms. Seventy-four percent (74%) of the participants chose the third technique, is reading books. The last technique is to remember words from pictures got sixty-four percent (64%) of them. The Findings of this question show

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that the majority use the third technique which is reading books, articles, and stories as the best new technique, it helps them to gain new vocabulary, enrich their English language and make it easier to communicate in different topics.

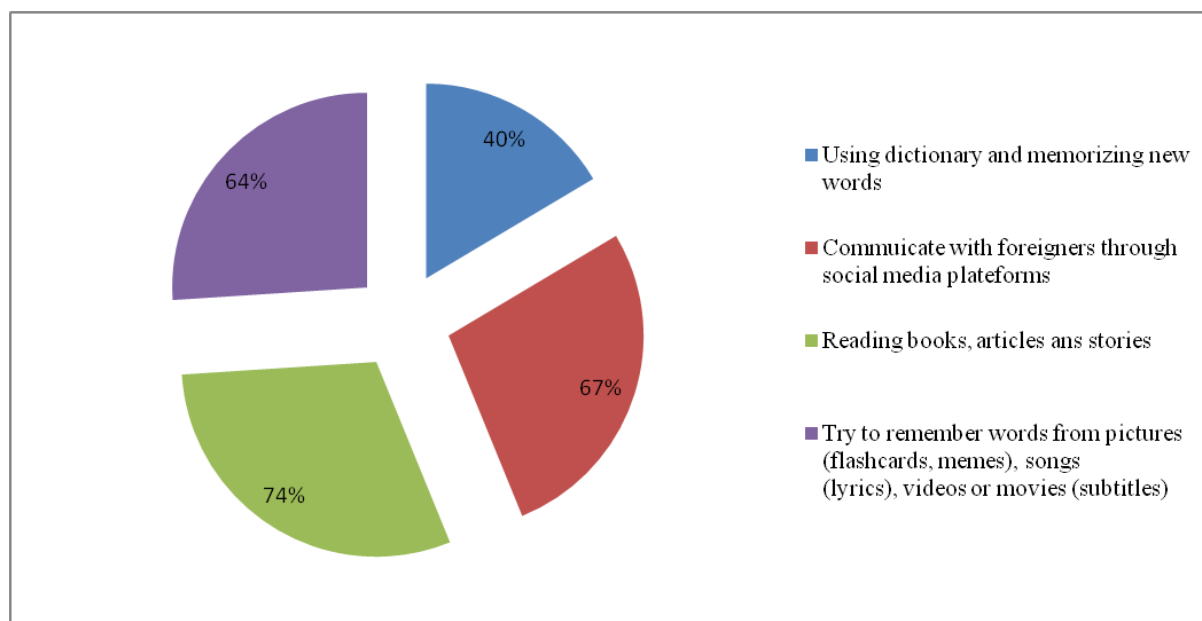


Figure 17 Techniques in Language New Vocabulary Learning

6. *When you communicate with native speakers do you often use Academic or Non-Academic form*

In this question the participants are asked when speaking to native speakers, they either employ the academic full form or non-academic version. Fifty-three percent (53%) of the participants use academic form and the rest forty-seven percent (47%) of them use non-academic form. The Findings of figure 18 demonstrate that when speaking with native speakers, they respect the entire academic style and employ when appropriate to avoid misunderstandings.

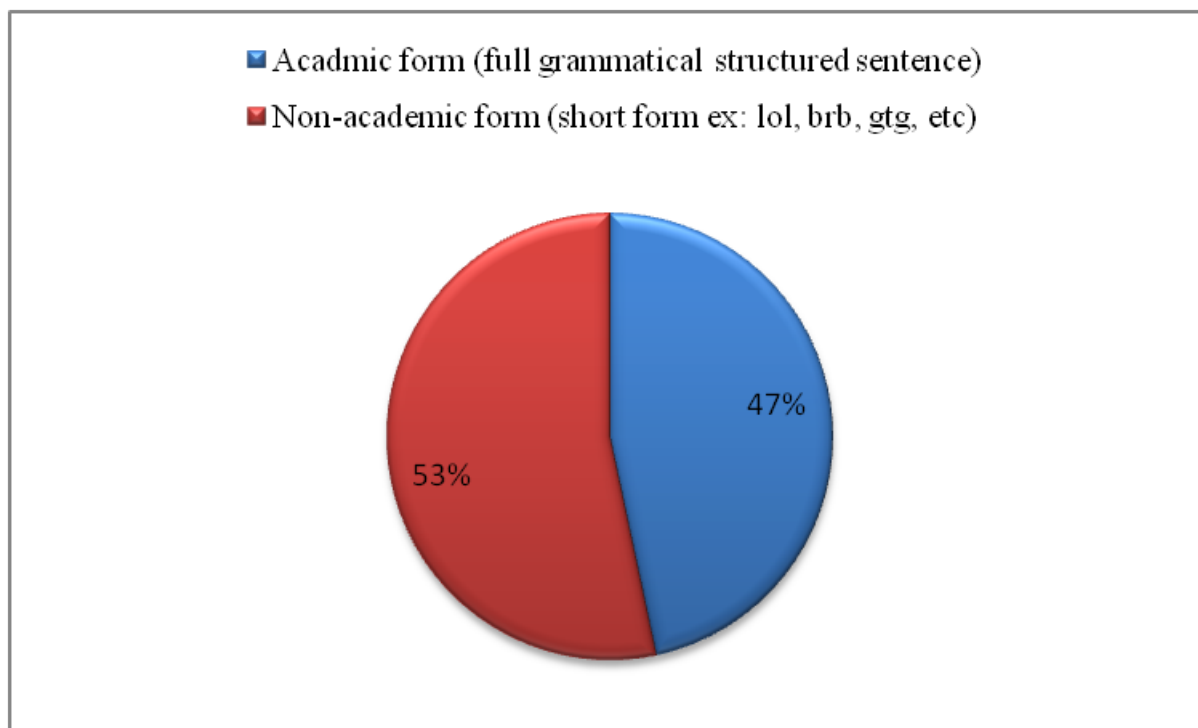


Figure 18 Native Speakers and Types Of Communication

7. *When you are chatting with your friends do you use English?*

This question was asked to the participants to know if EFL students use English when chatting with their friends. Eighty-three percent (83%) of the participants went with the yes choice for this question, and seventeen percent (17%) of them went with the no choice. The findings of figure 19 show that most students use English when chatting on social media which may enhance their English and communicative competence.

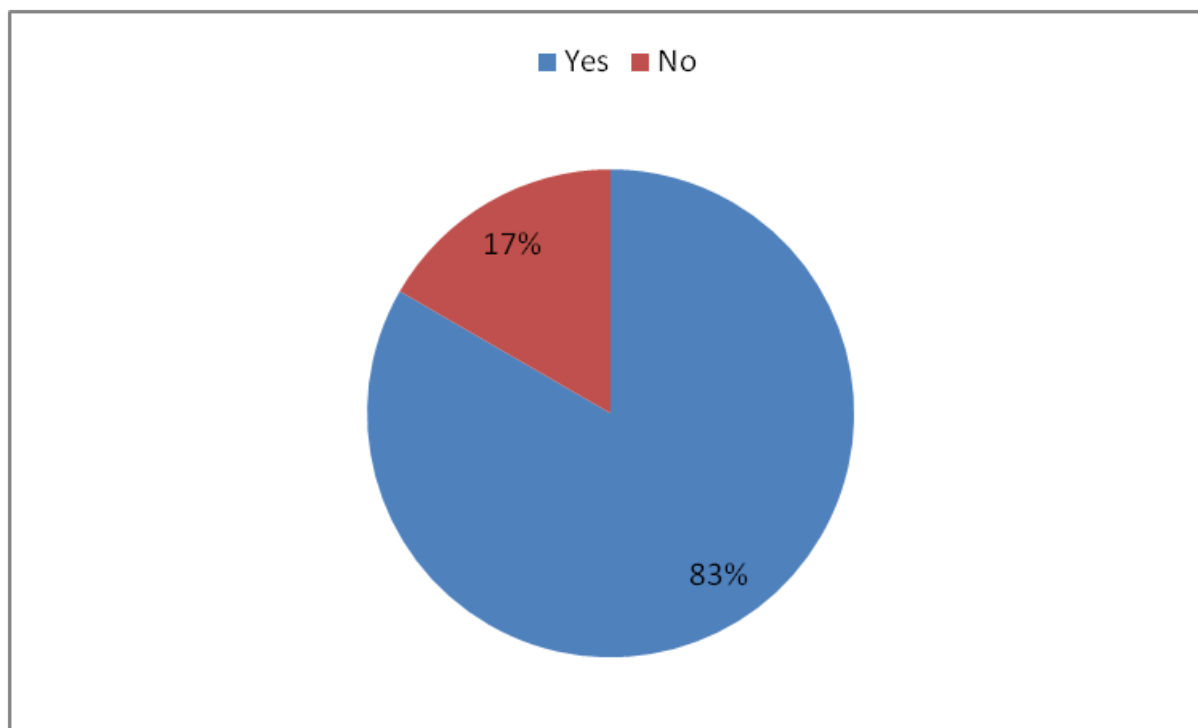


Figure 19 Chatting and Using The English Language

8. *Is there any additional information you can add about learning English through social media and how it influences your vocabulary learning through social media, or a broad experience in social media?*

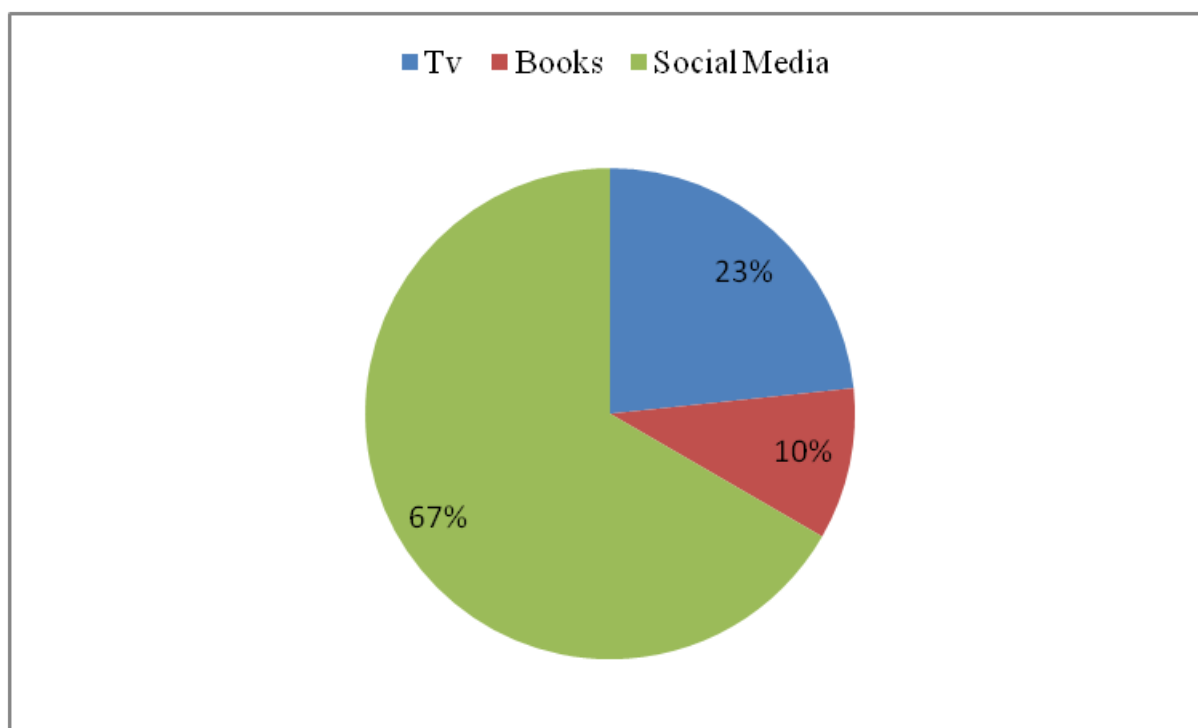
In this last question, the participants said their experience about learning English through social media and how it influences their communicative competence. Through reading their opinions and stories, the findings reached out to these results, twenty-three percent (23%) of the participants mentioned TV as a tool for learning and developing their English language. Ten percent (10%) of them percent mentioned books. In the end, the majority sixty-seven percent (67%) of the participants wrote stories and self-experiences with social media.

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Colonne1	Number	Percentage
Tv	7	23%
Books	3	10%
Social Media	20	67%
Total	30	100%

Table3 Language Learning Experience

The findings of the table 3 show how the participants believe social media to be an excellent instrument for learning English and how it affects their communicative competence.

**Figure 20 Learning Experience**

3.5 Teachers' Interview

This interview is devoted to EFL teachers. The eight teachers, who responded to the interview, were chosen among all the EFL teachers at the University of Mohamed Kheider Biskra.

Question One: How long have you been a foreign language teacher of English?

The first question aims to identify the teachers' previous experience with teaching EFL. According to this question answers, the longest teaching experience is 12 years, and the least is 4 years. The teachers that responded had different degrees of experience teaching English.

Question Two: How long have you been a university lecturer?

To learn more about the lecturers' experience at the university level, this question was posed. The replies make it evident that the largest period spent teaching at the university level is 12 years, while the lowest is 3 years.

Question Three: Which degree do you hold?

This question was used to determine the proficiency of teachers. Responses indicate that our teachers' degrees differ, with 5 having magister's degrees and 3 having a Ph.D. These findings showed that the responding teachers' educational backgrounds differed greatly.

Question Four: Do you use social media? If so, which websites do you visit the most frequently?

To find out if teachers are aware of the advantages and benefits of utilizing social media to teach vocabulary, this current question was posed. The results show that every teacher who answered the question uses social media. Four teachers utilize email, Facebook, and Google the most. The other four teachers, however, exclusively employ Google, Twitter,

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Instagram, YouTube, and email. These findings indicate that our teachers actively use social media in their daily lives, whether, it is for learning on YouTube, communicating with colleagues and coworkers, or doing some Google searching.-

Question Five: What do you think about social media in general? And do you usually advise your students to use it to improve their English?

The first part of this question aims to gain and collect teachers' perspectives on social media in general. Most teachers agree that social media is a newly developed way which can be used for teaching and learning. And the rest of the teachers think that social media has both positive and negative sides and it depends on the content that it is shared, it could be positive or negative, and it depends on the feedback they are looking for.

Teachers' opinion about advising their students to use SM to improve their English

Interviewers	Teachers' opinion about advising their students to use SM to improve their English
A	I advise my students to have recourse to them, but just to have some clues about their studies. Social Media push people to disrespect language rules.
B	Depends on the content and the targeted language.
C	Yes, I do advise them.
D	I try to give my students good websites, to use in their study.
E	I advise them to use it to improve their level of English.
F	I allow students to use it for some speaking activities.

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G	I usually advise my students to get exposed to the target language through the different online tools.
H	Social Media platforms could be of great help to learners if they are exploited perfectly for education and learning new skills and languages.

Table4 Interview 1

In this table, teachers' were asked for their opinion about advising their students to use SM as a tool to improve their language. The majority advise their students to have good websites to use in their study, use it to improve their level of English, and use it for speaking activities. Also, advise them to get exposed to the target language through the different online tools. Social Media platforms can be of great help to learners if exploited perfectly for education and learning new skills and languages.

Question Six:How would you describe students' interactions (communicative competence)?

Teachers' description of students' interactions (C.C.)

Interviewers	Teachers' description of students' interactions (C.C.)
A	As far as my students are concerned, they are fantastic. (At least most of them).
B	Average.
C	Acceptable. Yet, not enough.
D	Students gradually improve their communicative competence throughout the academic year.

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E	Average.
F	Generally, students can convey their ideas ; however, they make varying degrees of form mistakes/errors.
G	Students interact to different extent in their daily life tasks.
H	Students' interactional competence (CC) is not as expected when compared to the skills and competences that language learners should acquire and master.

Table5 Interview 2

In this table, teachers' were asked to characterize students' interactions (C.C.) The majority of them claimed that students' verbal and interpersonal skills are mediocre. Other teachers reported that although pupils are able to communicate their ideas, they encounter a variety of formal blunders and interact with others differently in day-to-day activities. When we compared to how language learners should learn and become fluent in all languages, (C.C.) falls short to expectations. The findings indicate that teachers' descriptions of students (C.C.) are generally enough for communicating their thoughts and ideas through interaction, though not always in the ideal form; example include spelling or grammatical problems as well as the improper usage of specific phrases.

Question Seven: As a university lecturer, in what way does social media language has an impact on classroom communication?

Teachers' opinion/ The impact of SM on classroom communication.

Interviewers	Teachers' opinion/ The impact of SM on classroom communication.
A	It has an impact on both sides positive and negative.

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B	It is double edged word, the informal language is highly dominating their communication vocabulary.
C	For some students, it has impacted their language positively as it broadem their vision and presents a context of tolarence and diversity.
D	Social media language is used often by students in their university interaction.
E	Social media has a strong influence on classroom communication. It helps them to communicate easily.
F	Social media gives students a false image of the farmed language ; but it introduces them to the athentic everyday language.
G	Students can use online websites to read target language materials.
H	Lecturer can make use of social media in posting beneficial documents and assigments to students anytime and follow their progress.

Table6 Interview 3

In this table, teachers' were asked about their opinion on the impact of social media on classroom interaction. Social media has both positive and negative impacts on students. For some students, it has impacted their language positively as it broadens their vision and presents a context of diversity. For others, it has a negative impact as it gives students a false image of the farmed language and introduces them to the authentic everyday language. Students can use online websites to read target language materials and lecturers can use social media to post beneficial documents and assignments.

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Question Eight: In your opinion, how would social media affect face-to-face interactions?

Teachers' opinion/ SM affect to face-to-face interactions.

Interviewers	Teachers' opinion/ SM affect to face-to-face interactions.
A	They don't help to have a good communication especially when there is a generation gap.
B	The overuse of social media influenced negatively the confrontational aspect of the learners' personality.
C	In two sides, for some students, it may have positive impact. For others, it may have a negative impact (they become addicted and introverts).
D	I think it highly affects our students ability to deal and intercat easily during their university studies.
E	Social media both helps and doesn't help face-to-face interaction. Some students are encouraged to speak face-to-face and others hide behind social media and don't interact at all.
F	It has the potential to make students language less formal.
G	Students who are extremely involved in social media may have face-to-face interaction problems.
H	It is not a replacement face-to-face interactions but acts as a support to improve the level of students.

Table7 Interview 4

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In this table, teachers' were asked about SM's affect on face-to-face interaction. Social media has both a positive and negative impact on students' communication. It has the potential to make students' language less formal, but can also lead to face-to-face interaction problems. It is not a replacement, but acts as a support to improve the level of students.

Question Nine: Do you agree that social media is beneficial to EFL students to promote their English language, especially in vocabulary? Justify your answer.

Teachers' opinion/ SM benefits to promote EFL students English language.

Interviewers	Teachers' opinion/ SM benefits to promote EFL students English language.
A	I don't agree. These sites incite individuals to create an incomprehensible language.
B	It is beneficial. If they make their online interaction of a real and selective in terms of the virtual entourage.
C	Yes, I provide an example range of contexts, fields, areas where the language is practised. So, students' language will improve and their vocabulary will be enriched.
D	I think that it helps to a-certain extent, but still not enough.
E	Social media is both beneficial and nor beneficial. Yes, it enhance (enriches) students' vocabulary. On the other hand, students get other non-academic vocabulary.
F	Yes, it has potential benefit. Through the use of social media, students can learn new words : expressions.

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G	Yes, if they use it properly by exchanging talk in English.
H	Absolutely, if it is well exploited, it would be useful for learners to boost their vocab load.

Table 8 Interview 5

In this table, teachers' were asked for their opinion about SM benefits to promote EFL students' English language. The most important details in this text are that social media is both beneficial and not beneficial. It is beneficial if individuals create an incomprehensible language, but not if they make their online interaction real and selective. It is not beneficial if they use it properly by exchanging talk in English. It has potential benefit if it is exploited, as it can enhance students' vocabulary and other non-academic vocabulary.

Question Ten: Social media affects the students' use of English in a positive and in negative way. Do you agree? if yes, give me an example for each.

Teachers' opinion/ SM positive and negative affection on students' English use.

Interviewers	Teachers' opinion/ SM positive and negative affection on students' English use.
A	There is no positive effect here, just a negative one. Example : share and like.
B	Positive : online platforms that are related to meta company is practical in terms of learning. Negative : wasting time in headless connections.

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C	Yes, I provide an example range of contexts, fields, areas where the language is practised. So, students' language will improve and their vocabulary will be enriched.
D	It influences their respecting of grammar rules negatively. It enriches their vocabulary.
E	Yes, I agree. Social media means helps students. To be more fluent in using their English, but also using the abbreviated language which is non-academic like the word wanna,..
F	Yes, I agree. Social media can help students learn new words, but can make their language less formal.
G	Yes, positively if they read useful materials. Negatively if the use it for unethical stuff.
H	It helps in improving the vobac load and building more knowledge if monitored by teachers and adjust time consumption.

Table9 Interview 6

In this table, teachers' were asked about their opinion on SM positive and negative affection on students' English use. Social media has a negative effect on students' language and vocabulary, as it influences their respect for grammar rules and enriches their vocabulary. It can help students learn new words, but can also be used for unethical purposes. It can also help improve the vobac load and build knowledge if monitored by teachers and adjusted time consumption.

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Question Eleven: As an experienced teacher who taught generations, do you think generation z is more practical when it comes to student and teacher interactions, because of the internet raise?

Teachers' opinion/ Generation z, student and teacher interactions.

Interviewers	Teachers' opinion/ Generation z, student and teacher interactions.
A	No, because internet should have been placed in it right level, i.e. : its use would have been exactly like a book or just a source of preces inferentive.
B	Depends on insident and the material acquired from social media.
C	Yes, absolutely.
D	Internet is significant for the teaching and it does facilitate our task to a great extence.
E	I see that generation z is influenced positively by social media. Also, this generation is more practical when it comes to their interaction inside classroom.
F	Certainly, generation z has alot more options when it comes to communication. However, this does not mean they are more practical than other generations.
G	This generation needs more exposure to daily life interaction away from technology.

H	It could be more practical and yield more interaction if the learners are motivated and the platform is designed for educational purposes without wasting time on other pursuits.
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Table10 Interview 7

In this table, teachers' were asked about generation z, student and teacher interaction. Generation z is influenced positively by social media, and is more practical when it comes to their interaction inside classroom. However, this generation needs more exposure to daily life interaction away from technology, and the platform should be designed for educational purposes without wasting time on other pursuits. The results show that it is correct that students' are influenced by social media positively in their language learning, but social interactions and face-to-face communication has a big role in developing students (C.C.) skills in an educational way away from wasting time online.

Synthesise

This chapter discusses the use of English by EFL students in communication, social media, and learning English through social media. The majority of students agree that social media has difficulties in language learning, requires understanding word meanings, and can guess unknown words without a dictionary. They also express difficulties in expressing themselves in English and suggest that ICT and audio-visual materials could make learning easier. EFL teachers at the University of Mohamed Kheider Biskra use social media to improve their students' communicative competence. However, their interactions are average, and their interactional competence is not as expected. Social media has both positive and negative impacts on classroom communication, with potential benefits for enhancing students' vocabulary and non-academic vocabulary. The generation z is more practical in student-teacher interactions due to the internet, but they need more exposure to daily life interactions away from technology and should be designed for educational purposes.

Conclusion

The most important details in this chapter are the results of this questionnaire of EFL students on the use of English when communicating with native speakers, chatting with friends, and when learning English through social media. The results showed that the majority of students agree on certain questions like, that social media has a difficulty in language learning, that it is necessary to know the meaning of words used in social media, that they are learning new words accidentally by social media, and that they can guess the meaning of unknown words without using a dictionary. The participants also expressed difficulties expressing themselves in English, if they spend time learning English out of the classroom, if learning would be easier if ICT and audio-visual materials were included in the classroom, and in their opinion which is the best technique to learn new vocabulary the majority agree about social media is the best tool.

The most important details in this interview are that EFL teachers at the University of Mohamed Kheider Biskra use social media, some teachers are advising their students to use it to improve their English. Teachers' describe of students' interactions is average, but somehow students gradually improve their communicative competence throughout the academic year. Additionally, students' interactional competence (CC) is not as expected as compared to language learners should acquire and master. Teachers' mentioned that social media language has a strong influence on classroom communication, giving students a false image of the farmed language and introducing them to the authentic everyday language. They all agree that, social media has both positive and negative impacts on classroom communication. It has both a positive and negative impact on students' communication. It is beneficial to EFL students to promote their English language, especially in vocabulary, but teachers' opinion that social media is both beneficial and not beneficial. It is beneficial if individuals create an

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incomprehensible language, but not if they make their online interaction real and selective. It has potential benefit if it is exploited, as it can enhance students' vocabulary and other non-academic vocabulary. The teachers' agree that students' English use is divided into positive and negative. Generation z is more practical than other generations when it comes to student and teacher interactions due to the internet raise, but needs more exposure to daily life interaction away from technology. Generation z is more practical than other generations when it comes to student and teacher interactions due to the internet raise. However, they need more exposure to daily life interaction away from technology, and the platform should be designed for educational purposes without wasting time on other pursuits.

General Conclusion

General Conclusion

Social media has a significant influence on education, particularly in EFL learning. It has opened up previously unreachable opportunities for EFL students to interact in reliable ways. Social media offers entertaining and inspiring activities that helped EFL students communicate with the language more easily and effectively. Teachers could use social media to teach language in a practical and acceptable way, and as students use it more, their skills might improve. Generation Z was the first to truly be digital natives, with an average weekly smartphone usage of 15.4 hours. They were more pragmatic and mature at a younger age, more likely to have graduated from high school, attend college, and make well-considered job decisions. Students might better interact with Generation Z by understanding the traits of each generation.

Communication was the process of passing along knowledge and comprehension, while communicative competence is the ability of the idealized speaker to associate sounds and meanings strictly following the rules of his language. Discourse competence is the capacity to link and integrate ideas, and cohesive and coherent language should be taught to language learners.

This study sought to answer the research questions. The kind of impact does social media language engage on generation z's vocabulary is the social media increases the communicative competence through increasing word exposure and comprehension for learners. By exposing students to a subject where English is the only language used for communication, it also helps them become more grammatically competent. The impact of social media on students' communication that they get bored during genuine discussions and turn to their phones because they have such a demand for social media consumption and the

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quick, colorful response that only social media can provide. The quantity and quality of important talks may suffer as a result.

This research aimed to investigate how social media affected Generation Z's communicative competence and vocabulary. The findings from the students' questionnaire and teacher interview suggested that if social media language impacts the communicative competence of Generation Z students, it influenced their vocabulary acquisition. This hypothesis was confirmed after this research experiment.

The most important details were the results of a questionnaire of EFL students on the use of English when communicating with native speakers, chatting with friends, and learning English through social media. The majority disagreed that social media has difficulty in language learning and that it was necessary to know the meaning of words used in social media. Although social media was difficult for language learners, EFL students agreed that teachers could use it to improve their English. The platform should be created with education in mind, and Generation Z needs greater exposure to social interaction in real life than it now receives.

EFL teachers at the University of Mohamed Kheider Biskra use social media, and some advise their students to use it to improve their English. Teachers agreed that social media language positively and negatively impacted classroom communication. It was beneficial to EFL students to promote their English language but could be exploited to enhance students' vocabulary. Generation z was more practical than other generations but needs more exposure to daily life interaction away from technology. The platform should be designed for educational purposes.

Implications

and Recommendations

Implications and Recommendations

Generation Z prefers visual material over written content due to their shorter attention spans and use of succinct headlines and text. The research presented here reveals how Generation Z may learn to improve their communication skills using social media, which is significant for English language learners in general and EFL students in particular. The following are some recommendations that the researcher would like to give in order to study the impact of social media on Generation Z's communicative competence, how it affects how people communicate, and how it affects their online and in-person relationships.

- Teachers should inspire students to use media and social media for educational objectives.
- Interacting with students' from different universities on social media about their lectures and in-class activities.
- Utilizing English to communicate both inside and outside of the classroom to get the most out of language learning.
- Engaging in English-language conversation with native speakers to expand one's vocabulary.
- Making time for speaking exercises in class so that students may practice their English and learn new terms.
- Occasionally using various social media platforms to stay in touch with students. For instance, by exchanging ideas in English and chatting via Facebook, Twitter, and email. Additionally, a strong teaching and learning relationship will be supported if students and teachers have a genuine interest in one another.
- Giving students several activities to complete and asking them to do so while exchanging feedback online, since this may help students feel more at ease and less anxious.

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- Encouraging students to converse in English constantly in order to develop their vocabulary.

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List of Appendices

Appendix 1

Dear students,

The purpose of this questionnaire is to gather data to complete a master's degree dissertation.

The topic of this dissertation is "The Impact of Social Media language on Generation Z

Communicative Competence. The Case of first-year students of English at Mohamed Kheider University". You are kindly asked to respond to this questionnaire and express your thoughts on this issue. I will be grateful for your collaboration. Make sure you respond to all

the questions. It doesn't matter if it's written correctly; what's important is the idea or perspective. You can use a cross (x) or tick (✓) to indicate your answer.

Thank you for being genuine and for your collaboration.

Section One “Personal Information“

1. Why did you choose to study English?

.....

2. How old are you?

Section Two “Social Media and Vocabulary“

1. Which Social Media platform do you use often? (You can choose more than one option)

- Instagram
- Facebook and Messenger
- TikTok
- Snapchat
- Viber/Telegram/Whatsapp

2. Social Media is Important in language learning

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. Learning vocabulary from Social Media is difficult

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

4. Social Media helps you learn new words

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

5. It is necessary to know the meanings of words used in Social Media

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

6. You feel that you are learning new words accidentally by Social Media

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

7. You can guess the meaning of the unknown words in Social Media without using dictionary

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. Language learners can enrich their vocabulary knowledge by communicating through Social Media

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. When you encounter an unknown word when you are scrolling through social media (You can choose more than one option)

- You guess the meaning
- Look up in dictionary
- Use context clues (dialogues/texts)

10. What kind of vocabulary have Social Media helped you learn to communicate (You can choose more than one option)

- Common core vocabulary (nouns, adjectives, verbs, numbers, etc.)
- Thematic vocabulary (clothes, sports, furniture, body parts, etc.)
- Specialized vocabulary (religion, medical fields, etc.)

Section Three “Communicative Competence“

1. You are satisfied with your vocabulary vast

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

2. You often encounter difficulties expressing yourself in English

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

3. You spend time learning English out of the classroom

- Strongly Agree
- Agree

Disagree

StronglyDisagree

4. Learning would be much easier if we included ICT and audio-visual materials in the classroom

StronglyAgree

Agree

Disagree

StronglyDisagree

5. In your opinion which is the best technique to learn new vocabulary (Choose more than one option)

Using dictionary and memorizing new words

Communicate with foreigners through social media platforms

Reading books, articles and stories

Try to remember words from pictures (flashcards, memes), songs (lyrics), videos or movies (subtitles)

6. When you are communicating with native speakers do you often use

Academic form (full grammatical structured sentence)

Non-Academic form (Short form ex: lol, brb, gtg, etc)

7. When you are chatting with your friends do you use English ?

Yes

No

8. Is there any additional information you can add about learning English through social media and how it influences your vocabulary learning through social media, or a broad experience in social media?

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Appendix 2
TEACHERS INTERVIEW

Dear teachers,

We conducted this interview as a component of our research. Your participation in this interview will be extremely helpful in finishing the current study project. The major goal of this interview is to identify the the impact of social media language on generation z communicative competence.

Thank you for being genuine and for your collaboration.

"Ms. SLIMANI Sara Meriem"

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Question Two: How long have you been a university lecturer?

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Question Three: Which degree do you hold?

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Question Four: Do you use social media? If so, which websites do you visit the most frequently?

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Question Five: What do you think about social media in general? And do you usually advise your students to use it to improve their English?

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Question Six: How would you describe students' interactions (communicative competence)?

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Question Seven: As a university lecturer, in what way does social media language has an impact on classroom communication?

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Question Eight: In your opinion, how would social media affect face-to-face interactions?

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Question Nine: Do you agree that social media is beneficial to EFL students to promote their English language, especially in vocabulary? Justify your answer.

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Question Ten: Social media affects the students' use of English in a positive and in negative way. Do you agree? if yes, give me an example for each.

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Question Eleven: As an experienced teacher who taught generations, do you think generation z is more practical when it comes to student and teacher interactions, because of the internet raise?

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Thank you for your collaboration.

المخلص

تناولت الدراسة الحالية كيف أثر لغة وسائل التواصل الاجتماعي على الكفاءة الاتصالية والمفردات لطلاب السنة الأولى من تخصص اللغة الإنجليزية في جامعة محمد خيضر بسكرة. يكمن المشكلة الرئيسية لهذا البحث في استخدام وسائل التواصل الاجتماعي وكيف سمحت للأشخاص بالتواصل مع بعضهم البعض، حيث تمكن طلاب اللغة الإنجليزية كلغة أجنبية من الوصول إلى معلومات غير متاحة سابقًا. والغرض الرئيسي من الدراسة هو التحقيق في تأثير لغة وسائل التواصل الاجتماعي على الكفاءة الاتصالية والمفردات. هدفت هذه الدراسة إلى التحقيق في كيفية أثر وسائل التواصل الاجتماعي على كفاءة الجيل زد في الاتصال والمفردات وكيف كانت تفتقر إلى التفاعل المباشر وجهاً لوجه. فقد تناولت هذه الدراسة تأثير وسائل التواصل الاجتماعي على تعلم مفردات الجيل زد، وكيف يؤثر ذلك على علاقاتهم عبر الإنترنت والتفاعلات الشخصية. ويفترض أنه إذا كانت لغة وسائل التواصل الاجتماعي تؤثر على الكفاءة الاتصالية والمفردات لطلاب الجيل زد، فإنها ستؤثر على تفاعلاتهم الاجتماعية. وفي هذا الصدد، يتم توزيع استبيان على ثلاثون طالبًا في السنة الأولى من تخصص اللغة الإنجليزية في جامعة محمد خيضر، بالإضافة إلى مقابلة أجريت مع ثمانية مدرسين لغة إنجليزية من نفس الجامعة. كان الهدف من هذا البحث هو التحقيق في كيفية تأثير وسائل التواصل الاجتماعي على الكفاءة الاتصالية والمفردات للطلاب وكيف يؤثر ذلك على التفاعلات الشخصية وعبر الإنترنت. أظهرت النتائج أن طلاب اللغة الإنجليزية كلغة أجنبية تأثروا بوسائل التواصل الاجتماعي وواجهوا صعوبات في تعلم المفردات، وأنه من الضروري معرفة معاني الكلمات المستخدمة في وسائل التواصل الاجتماعي. وأكد المدرسون أن لغة وسائل التواصل الاجتماعي لها تأثير قوي على التواصل في الصف الدراسي، حيث تعطي الطلاب صورة غير حقيقية عن اللغة المكونة وتعرفهم على اللغة العامية الأصيلة. الجيل زد بحاجة إلى مزيد من التعرض للتفاعلات اليومية بعيدًا عن التكنولوجيا، ويجب أن يتم تصميم المنصة لأغراض تعليمية.

الكلمات المفتاحية:

الكفاءة الاتصالية، طلاب اللغة الإنجليزية كلغة أجنبية، التفاعلات الشخصية، الجيل زد، وسائل التواصل الاجتماعي،

الانجليزية كلغة أجنبية، المفردات