

**THE PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH MOHAMED KHEIDER UNIVERSITY -BISKRA  
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DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE**



**An Investigation into the Perceptions of English as Foreign  
Language Learners towards the Effect of Media-based Formulaic  
Sequences on Vocabulary Learning:  
The Case of Master Students of English at Biskra University**

Dissertation submitted in partial fulfillment of the requirements for a **Master  
Degree in Science of Language**

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**Academic Year : 2024/2025**



## DECLARATION

I hereby solemnly declare that the work I am going to present in this thesis:

***An Investigation into the Perceptions of English as Foreign Language Learners towards  
the Effect of Media-based Formulaic Sequences on Vocabulary Learning:  
The Case of Master Students of English at Biskra University***

is my own to the limits of my knowledge, has not been submitted before to any other institution or university or degree and all sources that I have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Khider University of Biskra.

**Date:**

**Signature**

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## **DEDICATION**

As always, first thanks to ALLAH for giving me the chance for better education.

We would like to dedicate this modest work to:

To my sunshine, unlimited source of love; my beloved mother

To my father; for his permanent encouragement and support

To my brothers and sisters my constant source of support

To myself, for enduring all kinds of pain with strength

To all my friends with whom I shared the university life with its lights and shadows.

To all who love me

## ACKNOWLEDGMENT

I sincerely thank my supervisor, **Dr. FOURAR Raihana** for his invaluable support and guidance throughout my research process. Dr. Fourar patience, consideration, and provision of evidence have greatly facilitated my academic endeavors, allowing me the freedom to explore and contribute.

I am grateful to the esteemed board of examiners **Dr. Messaoud , and Dr Manel** who kindly agreed to evaluate this research work. Their expertise, critical insights and valuable feedback will undoubtedly contribute to the refinement and advancement of this study. Finally, my appreciations go also to EFL masters students at Mohamed Khider University of Biskra for their seriousness in answering the questionnaire.

## ABSTRACT

This study explores the role of media-based formulaic expressions in enhancing vocabulary acquisition among EFL (English as a Foreign Language) learners. With the increasing integration of digital platforms like Facebook and TikTok into daily life, language learning is shifting from traditional, rote-based methods toward more contextual, engaging, and real-life approaches. Formulaic expressions such as idioms, collocations, and everyday phrases are essential for achieving fluency and natural communication, yet they are often overlooked in traditional teaching practices. The research aims to understand how Master 1 EFL students at Biskra University perceive the use of social media-based formulaic sequences in their vocabulary development and to identify the challenges they face in using such resources. Adopting a qualitative case study approach grounded in an interpretivist paradigm, the study uses a semi-structured questionnaire to gather in-depth insights from a purposive sample of 30 students. Data will be analyzed thematically to uncover patterns in students' experiences and attitudes. The results affirm that media-based formulaic sequences play a significant role in enhancing vocabulary acquisition, achieving fluency, and evaluating learners' language proficiency. The majority of participants rely on English formulaic sequences encountered on social media platforms. Therefore, the study contributes to a broader understanding of how digital tools can support vocabulary learning and improve learners' overall communicative competence in real-world settings.

**Key words :** Formulaic sequences, Social media platforms, Vocabulary learning , EFL learners

## **LIST OF ACROMYMS**

**Dr :** Doctor

**EFL:** English as a Foreign Language

**Et al:** Et alia (and others)

**MCQ:** Multiple Choice Question

**N:** Number

**P:** Page

**%:** Percentage

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## **GENERAL INTRODUCTION**

Learning a language is an important part of life that requires mastering different skills, such as grammar, vocabulary, and communication. Vocabulary plays a key role in improving language ability because having a rich vocabulary helps learners understand and express themselves better. Studies show that people with a wide range of words can communicate clearly, while those with a limited vocabulary may struggle to understand and express their thoughts. With new methods of learning languages, vocabulary teaching has moved away from memorization to more interactive ways that use context, synonyms, and digital tools. These strategies help learners understand words better and use them in real life. Social media has also become a useful tool for learning languages, as it exposes learners to real-life language use. These platforms provide access to common phrases, everyday expressions, and useful language structures, helping learners use the language more naturally. Additionally, content from influencers on social media helps learners by introducing them to commonly used phrases and idiomatic expressions in daily conversations. This regular exposure to realworld language use makes it easier for learners to move from theory to practice, improving their ability to use the language effectively.

### **1. Statement of the Problem**

Traditional teaching methods mainly focus on teaching vocabulary and grammar separately, which can make learning feel difficult, complicated, and even boring. At the same time, they often ignore the importance of idiomatic expressions and collocations, which are essential for natural communication and fluency. Despite their role in improving language skills, these expressions are not well integrated into vocabulary learning, especially in multimedia-based approaches.

On the other hand , social media platforms like Facebook and TikTok have become rich sources of language learning. They provide access to educational videos, audio content, and

real-life conversations, exposing learners to commonly used expressions, slang, and everyday speech in an engaging way. However, these platforms are still underutilized when it comes to teaching idiomatic expressions and collocations. As a result, many learners struggle to become fluent due to differences in their language levels and understanding, leading to weak and ineffective communication in real-life situations.

## **2. Research Questions**

The research questions for this study are:

**RQ 01:**How do EFL students perceive the role of media-based formulaic sequences in their vocabulary learning?

**RQ 02:**What challenges do EFL students face when learning vocabulary through media-based formulaic sequences?

## **3. Research Hypotheses**

**HP 01:** It is hypothesized that EFL students perceive media-based formulaic expressions as a supportive tool that enhances vocabulary learning

**HP 02:** It is posited that EFL students face challenges related to media content when learning vocabulary through formulaic expressions.

## **4. Research Aims** The aim of this study is to:

### **General aims:**

This study aims to broadly explore the role of media-based formulaic expressions in the vocabulary learning process of English as a foreign language (EFL) learners, focusing on understanding how these learners perceive their utility and impact within the broader context of language learning.

### **Specific aims:**

The study seeks to investigate the perceptions of Master 1 EFL students regarding the effectiveness of media-based formulaic expressions in enhancing their vocabulary learning,



while identifying the specific challenges they encounter when engaging with this type of media-driven linguistic input.

## **5. The Research Methodology**

### **1. Research Paradigm**

This study adopts an interpretivistic approach to explore Master's students' perceptions of the impact of media-based formulaic expressions on language learning and vocabulary development.

### **2. Research approach**

This research adopts a qualitative approach, which is the appropriate method for understanding the opinions of EFL learners regarding the use of common expressions in the media and their impact on vocabulary development. It focuses on first-year master's students who actively study these expressions and vocabulary, which helps them gain a clear understanding of how platforms like Facebook and TikTok influence their language skills.

### **3. The Research Design**

This study follows a case study design, it will describe the use of media-based formulaic expressions and explore how they contribute to vocabulary learning

### **4. Data Collection Methods**

Data will be collected using a semi-structured questionnaire with EFL students, to gather qualitative data from learners regarding their experiences and perceptions of media-based formulaic expressions.

### **5. Data Analysis Procedures**

The data will be analyzed using both qualitative and quantitative methods:

**-Qualitative Analysis:** Thematic analysis will be used to identify patterns and themes.

### **6. Population, Sample, and Sampling Technique**

**-Population of the Study:** The population of the study includes EFL Master students at Biskra University. These students naturally study formulaic expressions and vocabulary learning, and

they certainly have prior knowledge about them, which allows for examining the impact of these expressions and social media on their learning.

**-The Sample of the Study:** The sample will consist of a selected group of Master 1 language learners who answer the questionnaire. For example, 30 students will participate in the study, as they are the ones studying formulaic expressions and vocabulary learning.

**-The Sampling Technique:** A purposive sampling technique will be used to select Master 1 students because they are suitable for studying formulaic expressions and vocabulary learning, and their background makes them ideal for understanding the impact of social media on their learning.

## **6. The Significance of the Study**

This study seeks to explore how different types of media contribute to vocabulary learning by exposing learners to pre-established and commonly used expressions in real-life contexts. It also expands the understanding of formulaic language by examining the role of audiovisual tools and digital platforms in facilitating the acquisition and comprehension of these expressions. By integrating media into language learning, this research aims to enhance learners' ability to grasp language patterns naturally and develop more effective communication skills.

## **7. Structure of the Dissertation**

The present dissertation contains three main chapters in addition to a general introduction and a general conclusion. The general introduction gives a brief account of what is going to be covered in the body of the dissertation and identifies the scopes of the study and some important information concerning the research process. It presents the research objectives, states the significance of the study, highlights the research questions and hypotheses, and briefly explains the research techniques and methodology. The first chapter, entitled “Formulaic Sequences and Social Media”, explains the main concepts related to literature review formulaic sequences and

social media. Additionally, it includes the previously conducted studies are laid out. The second chapter, “vocabulary learning”, includes all the main aspects related to vocabulary, its definition, classification, challenges, and strategies of vocabulary enhancement. The last chapter is devoted to the “Field Work”, the analysis and discussion of the obtained findings through the masters’ students’ questionnaire. In addition, it discusses the findings displayed in relation to the theoretical framework, gives answers to the pre-asked questions, and confirms or refutes the research hypotheses. Finally, a general conclusion sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

# **CHAPTER ONE:**

## **Formulaic Sequences and Social Media**

### **Introduction**

Social media is one of the most vital mechanisms of globalization that works on producing a mass culture, which founded on presenting ideas that differ from those that a society is based on, besides inviting it to adopt and act upon them. Moreover, the openness derived by social networking (SN) had placed the world in different social and cultural environment that has specific requirements.

The present chapter discusses the meaning of formulaic sequences and their types, and their role in fluency and in facilitating the memorization of words easily, compared to learning words individually. It also examines the relationship between formulaic sequences and social media, and how social platforms facilitate the acquisition of formulaic sequences, enhancing language fluency. Furthermore, it highlights the challenges of learning formulaic sequences

through digital platforms, like distinguishing between academic and formal language. It also emphasises the importance of integrating digital learning with traditional methods to ensure the correct and effective use of these expressions.

### **1.1 An Overview of Formulaic Sequences: Definition and Significance**

A formulaic sequence is a fixed group of words used in communication and daily conversations. It facilitates interaction between individuals, and its definitions have varied depending on researchers. To begin with, Formulaic sequences are considered an essential element in language acquisition because they consist of pre-constructed structures that are stored and then used as complete units without the need to generate them grammatically each time. These structures include fixed expressions such as "Good morning" and "How are you?" (Wray, 2002).

Furthermore, Formulaic sequences serve as an effective tool in facilitating smooth and effective communication among all types of individuals, even those who do not possess a strong linguistic knowledge base. This is because it eliminates the need to form sentences from scratch, construct grammatical rules, or compile individual words. Instead, it allows speakers to rely on ready-made and simple phrases, making communication more fluid and accessible (Cadierno, 2009; Ellis, 2009).

Moreover, as we know, second-language learners face numerous challenges during the process of language learning and vocabulary acquisition, as it is not their native language. This is natural, which is why they need strategies to help overcome these difficulties. One of the most effective strategies is constant exposure to formulaic sequences in daily and repeated conversations. This exposure can significantly enhance listening comprehension and improve fluency if learners internalize these expressions, as the level of comprehension varies from person to person. For example, native speakers commonly use the phrase "Let's call it a day" when finishing work instead of saying "Let's stop working for today." If second-language

learners become accustomed to using such expressions, they will grasp them faster and respond more smoothly. This demonstrates that formulaic sequences play a significant role in achieving linguistic fluency (Wood, 2010).

## **1.2 The Role of Formulaic Sequences in Second Language Acquisition**

Language learners face numerous challenges while acquiring a second language, which is entirely natural since it is not their native language. Additionally, they encounter difficulties related to word processing, efficient retrieval, and vocabulary gaps. These obstacles hinder their fluency and disrupt communication with others. However, alternative strategies can facilitate effective communication and minimize these challenges. One such strategy is the use of formulaic sequences, which are fixed expressions stored in memory. When retrieved, they are recalled as a whole unit rather than being constructed word by word, as the latter process makes it harder for learners to recall and remember words easily (Wray, 2002).

Formulaic sequences contribute to fluency enhancement and improved communication among second language learners. These structures include idiomatic expressions, phrasal verbs, collocations, and lexical bundles. They play a crucial role in both spoken and written language. Although each type has distinct characteristics, they are all essential for achieving fluency and effective interpersonal communication.

In this context, these structures are often acquired as complete expressions rather than as isolated words, making them easier to learn, store, and recall. This characteristic allows learners to use them more naturally and efficiently compared to acquiring individual vocabulary words. As a result, these structures are crucial for language learners striving to achieve fluency levels similar to those of native speakers (Burt, Krashen, & Dulay, 1982).

Furthermore, formulaic sequences enhance speech production and fluency by reducing the cognitive load associated with sentence construction. Instead of building sentences from scratch, speakers use pre-formed phrases, streamlining the speaking process. Additionally, these

structures carry cultural and contextual meanings that cannot be understood by analyzing their individual words. For instance, the expression *spills the beans* means "to reveal a secret" rather than its literal meaning of "spilling beans" (Schmitt, 2010).

From this, we conclude that second language learners face many difficulties in acquiring and learning a new language. These challenges include difficulty in learning vocabulary individually, constructing sentences from scratch, storing them in memory, and retrieving them when needed. Additionally, there is a cognitive burden associated with sentence construction and formulation from the ground up.

However, there are also many solutions that can facilitate language acquisition and make learning easier, allowing learners to communicate naturally with native speakers. One such solution is relying on formulaic sequences, which include idioms, phrasal verbs, collocations, and lexical bundles. Instead of spending time learning individual words and forming sentences from scratch, learners can use these pre-formed phrases, which enhance both accuracy and fluency.

Nevertheless, it is important to note that these formulaic sequences carry cultural and contextual meanings that cannot be directly inferred from their individual components.

Second language learners must be familiar with these meanings beforehand, as understanding them varies depending on the learner's proficiency level—not every second language learner can grasp and comprehend them easily.

### **1.3 Components of Formulaic Sequences**

It is well known, formulaic sequences play a crucial role in language use, and they consist of several components, such as idioms, collocations, and phrasal verbs. Each of these components has its own definition and importance. In the following sections, they will be explored one by one.

### **1.3.1 Idioms**

To begin with, idioms are one of the most essential components of formulaic sequences. Their meanings differ entirely from the individual meanings of their words. Although they are crucial for communication, second-language learners often struggle to learn and acquire them.

According to the Oxford Dictionary, idioms are a group of words that create a meaning different from the individual meanings of their components. Similarly, Crystal (2009) states that idioms pose a significant challenge for learners because their meanings cannot be inferred from their individual words. He emphasizes that idioms are best acquired through repeated exposure in natural speech, as their meanings are tied to context and cultural nuances.

Furthermore, Wray (2013) points out that idiomatic expressions are often noncompositional, meaning that their meanings cannot be directly derived from their components, making them difficult for second-language learners. According to various studies, idioms are essential for effective communication and serve as a concise way to convey complex ideas. For instance, they are frequently used in music, literature, and popular culture (Zhang & Chen, 2019). Additionally, they help non-native speakers understand subtle differences in meaning, expression, tone, and cultural aspects of language (Kramsch, 2005).

### **1.3.2 Collocations**

Collocations are another crucial component of language acquisition and use. Han and Li (2015) state that collocations frequently appear together more often than would be expected by chance. In other word, certain words commonly co-occur, such as "make a decision." Moreover, studies have shown that collocations can help language learners improve their comprehension, vocabulary, and fluency. As Lewis (1997) affirms, knowledge of collocations is one of the most essential factors in acquiring communicative competence in a foreign language. This is because collocations allow learners to produce more natural and fluent speech, making their language use sound more native-like.



### **1.3.3 Phrasal Verbs**

Moving on to another challenging aspect of formulaic sequences, phrasal verbs have been widely studied for their definition and importance in second-language learning. In fact, most researchers agree that phrasal verbs are difficult to understand because their meanings are not always clear.

By definition, phrasal verbs are a type of multi-word verb consisting of a main verb combined with one or more particles (Biber et al., 2002). Additionally, Gholami and Hashemi (2013) point out that phrasal verbs are frequently used in formal speech. However, non-native speakers may struggle to understand them because their meanings can be interpreted in multiple ways depending on the context.

Furthermore, studies reveal that mastering phrasal verbs presents a significant challenge for all language learners, even those with advanced skills (Larsen-Freeman, 2018). For example, Martinez (2015) defines phrasal verbs as phrases that consist of a verb and a preposition, whose meaning cannot be directly inferred from the individual words.

In many cases, phrasal verbs consist of a verb followed by a particle, such as a preposition or adverb, making their meanings unclear, which often confuses learners (Wray, 2002). Therefore, Wood (2010) suggests that it is best to learn phrasal verbs in context, as their meanings depend more on their usage in conversations than on the individual meanings of the words.

It can be concluded that the components of formulaic sequences are among the most difficult challenges faced by language learners, especially second-language learners, due to the complete difference between their literal meaning and their actual usage. For example, in phrasal verbs, when the phrase *give up* is encountered, it is understood by native speakers as meaning to surrender or to quit. However, when translated literally, it consists of a verb and a preposition, making it difficult to grasp the meaning through direct translation.

Similarly, idioms also differ from their literal meanings. For instance, the phrase a piece of cake means something very easy, which has nothing to do with its literal components. On the other hand, collocations are relatively easier to learn because they are closer to their literal meaning. Language learners generally do not face as many difficulties in acquiring collocations as they do with idioms and phrasal verbs.

Despite their difficulty for second-language learners due to their multiple meanings and reliance on context, formulaic sequences help improve fluency and comprehension. Of course, this is only if learners can master them properly. Successfully learning them can also enhance cultural understanding and improve both comprehension and fluency by recognizing common word combinations.

#### **1.4 Functions of Formulaic Sequences**

Formulaic sequences are among the most important elements that language learners must master in order to achieve effective communication. One of their key characteristics is their frequent repetition in daily communication, whether in spoken or written discourse, making them a crucial component of effective communication (Wray, 2017).

Moreover, formulaic sequences are retrieved as whole units, stored in memory for an extended period, and recalled without the need for grammatical processing. This feature helps speakers maintain fluency and coherence in their conversations.

Despite their numerous advantages, they often remain opaque in meaning and cannot always be inferred from their individual words, as is the case with idiomatic expressions.

##### **1.4.1 Enhancing Fluency**

Formulaic sequences significantly help speakers produce language smoothly without frequent pauses (Wray, 2017). This improvement in fluency reduces hesitation, and enable them to speak naturally and continuously.

### **1.4.2 Improving Pragmatic Competence**

Formulaic sequences enable learners to use culturally appropriate expressions in social interactions, thereby enhancing their ability to communicate effectively across different social contexts.

### **1.4.3 Reducing Cognitive Load**

By using pre-constructed expressions, speakers can focus on understanding the meaning of a conversation rather than building sentences from scratch or being overly concerned with grammatical accuracy. This reduces cognitive strain and saves time in constructing new sentences.

### **1.4.4 Facilitating Comprehension**

Generally, formulaic sequences play a crucial role in language acquisition and achieving fluency, especially for second-language learners. They reduce hesitation during conversations and enable learners to use culturally and socially appropriate expressions, and enhance their pragmatic competence. Additionally, they help learners focus on understanding meanings rather than constructing sentences from scratch. Furthermore, continuous exposure to these sequences strengthens comprehension skills, making responses faster and significantly improving communication skills.

## **1.5 Strategies for Developing Formulaic Sequences**

There are many ways to help learners, especially second-language learners, develop their proficiency in formulaic language. Some of the most effective methods include:

### **1.5.1 Exposure to authentic Language**

Continuous exposure to the original language is one of the most important factors in acquiring formulaic sequences quickly and proficiently. This includes frequent listening, repeated reading, and interaction with native speakers through daily conversations, whether visual,

written, or auditory (Ellis, 2011). Similarly, Boers and Lindstromberg (2012) emphasize that engaging with formulaic sequences through media, such as TV programs, songs, and movies, is highly beneficial for learners.

### **1.5.2 Explicit Teaching**

Explicit teaching is one of the most effective strategies for expanding learners' repertoire of formulaic sequences and using them in different contexts. Teachers play a crucial role in encouraging students to use formulaic sequences by providing clear instructions and structured exercises that include common structures and idiomatic expressions. Boers and Lindstromberg (2012) highlight that this approach is essential for improving learners' speaking and writing skills.

### **1.5.3 Focus on Meaning and Function**

Formulaic sequences are used to convey meaning effectively and efficiently within specific contexts. Therefore, learners should focus on both meaning and function when using it. Teachers significantly contribute to this process by creating opportunities for learners to understand the meanings of formulaic sequences and apply them in their conversations

(Peters, 2014).

### **1.5.4 Repetition and Practice**

Repetition and practice are among the most important factors that help learners acquire formulaic sequences. This can be achieved by integrating these expressions into their daily discussions, both orally and in writing, and applying them in different contexts. Teachers also play a key role in correcting learners' mistakes and providing feedback to ensure proper and effective usage (Ellis, 2008).

### **1.5.5 Language Corpora**

Corpora, or collections of real-world language data, are valuable resources for both teachers and learners in enhancing formulaic sequences acquisition. Teachers can use corpora to develop

activities and materials that focus on formulaic sequences, while learners can use them to identify and apply these expressions in context (Wray, 2002).

From this, we conclude that there are many ways to help learners, especially second language learners, to acquire and develop formulaic sequences. These methods include continuous exposure to the language, explicit instruction, and a focus on both the meaning and function of formulaic structures, as well as repetition and practice. Such approaches enable learners to enhance their linguistic abilities, achieve fluency, and improve their learning process more effectively. Therefore, integrating these different methods proves to be a highly effective approach to acquiring a language with greater accuracy and efficiency.

### **1.6 Definition of Social Media**

Social media platforms are a double-edged sword, as they can either benefit or harm individuals depending on how they are used. In recent years, these platforms have experienced tremendous growth, becoming an integral part of people's daily lives. Moreover, they are now utilized in various fields without interruption.

Kaplan and Haenlein (2010) state that social media provides multiple platforms that enable users to interact and share their content, facilitating the seamless exchange of information. As a result, these platforms have expanded their content, becoming an informal educational tool. In particular, they assist language learners in acquiring new expressions due to their diverse content and widespread accessibility (Dewing, 2010).

Furthermore, social media platforms offer learners opportunities to interact with native speakers, acquire linguistic structures, and apply them in their daily conversations. These platforms include applications and websites that allow users to share their content and create digital environments for learning and discussion (Alharthi et al., 2020).

## **1.7 Types of Social Media Platforms**

There are many types of social media platforms, each differing from the others, yet they all share common features, the most important of which is helping learners understand and acquire idiomatic expressions.

### **1.7.1 Facebook**

Facebook is considered the most widely used platform as it is suitable for all members of society. It focuses more on written communication, facilitating discussions and participation in educational groups rather than spoken discussions, which may cause anxiety for learners, especially second-language learners. For instance, creating educational groups for English learners can help members exchange posts, comments, and conversations, making them more engaged. As a result, they achieve a high level of comprehension and acquisition of meanings (Gonzales & Vodicka, 2010).

### **1.7.2 Twitter**

Twitter is distinguished by its short tweets, unlike other platforms known for their diverse and varied content. However, Twitter helps learners grasp idiomatic expressions more quickly and easily. This makes users prefer it over other platforms, especially second-language learners who struggle to understand idiomatic expressions due to the difference in meaning between the expression and its literal words. Short tweets can help them translate and understand these expressions more quickly (Alqunayeer, 2016).

### **1.7.3 Snapchat**

Snapchat is one of the most widely used platforms due to its unique features. It provides various interactive ways to learn idiomatic expressions through short content. Some teachers use it daily in diverse and realistic contexts to present and teach idioms. This helps language learners comprehend and use idiomatic expressions more fluently as they repeatedly see these contexts.

#### **1.7.4 TikTok**

TikTok stands out from other platforms by offering many engaging video clips, enhancing the natural use of idiomatic expressions through repeated exposure (Brusilovsky & Horvath, 2020). For example, when watching a TikTok video explaining the phrase "break a leg," it may seem strange and unclear to second-language learners. However, by linking the meaning to real-life scenarios such as actors wishing each other good luck before a performance learners can understand idiomatic expressions more easily.

From this, it can be concluded that social media platforms vary in their educational content. Some provide written content, while others offer visual content. Additionally, content can be either short or long, allowing second-language learners to choose what best suits their level. However, all these platforms have contributed to the dissemination of linguistic expressions in a more engaging and attractive manner, helping to capture learners' interest and making these platforms an integral part of their daily routines. Through repeated and continuous exposure to this content in real-life contexts, language acquisition has become easier, leading to improved fluency compared to before.

#### **1.8 Challenges of Learning Formulaic Sequences through Digital Platforms**

Despite the countless benefits of social media in terms of the speed and ease of knowledge dissemination, as well as language acquisition, especially for language learners, platforms such as TikTok, Facebook, and Instagram offer diverse, engaging, and useful content. This makes the material appealing and meaningful by utilizing images and videos to facilitate and better represent formulaic language. However, learners face several challenges, including:

#### **1.9 Distinguishing Between Informal and Academic Language:**

Frequent and daily exposure to formulaic sequences may lead students to use them constantly in their conversations and discussions, and this can make it difficult for them to differentiate between informal and academic language. This is a significant issue, especially

since academic language is essential for scientific research and studies. Schools and most universities primarily use academic language, particularly for second-language learners. For example, using an informal phrase like "What's up?" in formal settings such as academic emails would be inappropriate (Alqunayeer, 2016).

### **1.9.1 Exposure to Inaccurate Information:**

As it is known, social media platforms contain posts that sometimes include incorrect or outdated expressions, depending on the objectives of content creators. In some cases, the goal may be to increase views when engagement is low, as some countries offer substantial financial rewards to content creators and influencers. This can lead them to prioritize engagement over accuracy, potentially causing misunderstandings.

### **1.9.2 Lack of Research on Certain Platforms**

Alharabi et al. (2020) indicated that Facebook and Twitter are the most influential platforms for vocabulary acquisition, even though TikTok and Snapchat are more recent. This could be due to second-language learners' preference for written and readable content over visual content.

Learning formulaic sequences has become easier through social media platforms such as Facebook and TikTok. This is due to the continuous exposure of learners to formulaic sequences, along with the diversity and authenticity of the content, which has greatly facilitated vocabulary acquisition in a more natural and effortless way. However, it is essential for learners to distinguish between formal and academic usage and to verify the quality and accuracy of the information before adopting it. By doing so, they can ensure its correct and effective use. Therefore, learners should develop a deeper understanding of different contexts, ensuring their accuracy, correctness, and authenticity before attempting to learn or acquire them. This will ultimately enable them to integrate these expressions more confidently into their daily conversations.



### **1.10 The Relationship between Formulaic Sequences and Social Media Platforms**

Formulaic language plays a crucial role in helping language learners acquire vocabulary, as it consists of ready-made expressions that are easy to learn and memorize. However, learners may face some challenges since the meaning of formulaic sequences often differs from their literal interpretation. Many researchers have conducted various studies on the relationship between formulaic sequences and social media platforms.

Among them, Brusilovsky and Horváth (2020) analyzed a collection of TikTok videos to study the use of formulaic expressions on the platform. They found that users frequently incorporate set phrases into their videos, as TikTok is widely known for its rapid and extensive spread of video content.

Similarly, Li and Li (2019) conducted a study on the use of formulaic language in YouTube comments by analyzing a selection of English-language videos. They found that formulaic sequences are common in YouTube comments, with their usage varying depending on the type of video content.

Moreover, Zhang and Lai (2021) examined the use of formulaic expressions in the speech of second-language learners on YouTube. Their study revealed that non-native English speakers frequently use formulaic language, influenced by both their level of English proficiency and their native linguistic backgrounds.

These findings highlight the significant role of social media platforms such as YouTube and TikTok in language acquisition. The diverse content available especially video clips engage viewers and facilitates faster and more effective language learning. This is largely due to content creators who have contributed and innovated in educational content, making it widely accessible across the world.

## **Conclusion**

In short, this theoretical chapter has provided definitions of the most fundamental concepts that are essential to the present study, which is about learning English formulaic sequences through social media is an essential part of education nowadays because of its benefits. Encountering this content in daily routines allows learners to acquire vocabulary more easily, to memorize, and to exchange conversations fluently with native speakers, whether in conversations or comments on social media platforms such as TikTok, Twitter, and Snapchat. This helps learners acquire vocabulary and understand the meaning of formulaic sequences and their types, such as idioms, collocations, and phrasal verbs, whether in cultural content or other content that they encounter in their daily life. On the other hand, the use of these platforms to learn English formulaic sequences for acquiring and enhancing vocabulary may lead to learners' inability to differentiate between academic language and informal language, and only those who have an advanced level can distinguish between them.

# **CHAPTER TWO:**

## **Vocabulary Learning in EFL Classes**

## **Introduction**

Vocabulary learning is one of the most important factors that help learners to acquire a language and to speak it fluently through listening, speaking, and reading. Due to the limited vocabulary knowledge among learners of English as a second language, researchers have developed strategies to enhance learners' engagement and comprehension of vocabulary. This has led to the integration of technology, allowing learners to be repeatedly exposed to vocabulary, which significantly improves the learning process.

In this chapter, we will explore effective vocabulary teaching methods and their impact on language acquisition. Additionally, we will examine the challenges faced by second-language learners in acquiring vocabulary and compare traditional and modern approaches to vocabulary learning.

### **2.1 Definition of Vocabulary Learning**

Vocabulary learning is the process through which learners acquire new words, recognizing their spelling, pronunciation, and how they are used within sentences. It is not limited to simple memorization but requires second-language learners to understand word meanings and apply them in different contexts. Vocabulary learning is considered one of the most important aspects of foreign language education, as it helps develop learners' skills and enables them to use the language more naturally and fluently in their daily lives (Ur, 1996).

In addition, vocabulary learning is not limited to memorizing individual words; it also involves understanding their linguistic structure, contextual meanings, and morphological and semantic changes. Continuous exposure to words helps learners reinforce their retention in memory for a longer period, allowing them to recall and use them automatically in daily communication and various situations. This is because vocabulary learning is a comprehensive process that combines practical application with theoretical knowledge, making it a fundamental aspect of mastering any new language (Todd, 1987).

Moreover, it is not enough for learners to know the meanings of words; they must also be able to use them appropriately in different contexts, as this is not easy to learn and apply. Learning these vocabulary items involves acquiring a set of words that are part of the language system and are used in daily interactions. This enhances their ability to express themselves effectively in their daily conversations, articulate their thoughts, and share them. (Hatch & Brown, 1995)

## **2.2 Classification of Vocabulary and Its Selection Criteria**

Vocabulary forms the foundation of language, and they also facilitate the process of learning and comprehension, especially when organized systematically and effectively. There are various methods for classifying vocabulary, one of which is categorizing words based on themes such as technology or sports. This approach helps students associate words with real-life contexts. For instance, they can learn words like teacher, students, classroom under the category of school, or words like walnut, almond, pistachio under the category of nuts. This method enhances memorization and recall compared to learning words randomly. Therefore, such classification plays a crucial role in vocabulary acquisition (Sinclair & Renouf, 1998). There is another approach that involves classifying words based on morphological aspects, where words are analyzed according to their components, such as prefixes and suffixes. For example, in the word fair (honest), when adding “un” at the beginning, it becomes unfair, which means the opposite (dishonest), and it is used for negation. As for suffixes, in a word like happiness (happiness), when adding -ness, it changes from an adjective to a noun.

This method helps students understand and infer the meanings of new words more easily when encountering them for the first time. Additionally, compound words also play a significant role in expanding vocabulary and understanding meanings more easily, as they can be understood by analyzing their individual components, such as "treatment room" or "passport,"

where these phrases appear logical, sequential, and maintain a relationship between their literal composition and actual meaning.

Furthermore, linking words such as "but," "and," and "because" enhance learners' speaking and writing skills, making their conversations whether formal or informal more natural and effective. For example, instead of using two repetitive sentences with weak meaning when expressing both likes and dislikes, a single, more coherent and clear sentence can be used. Another example: I like traveling, but I do not like flying. In this sentence, the linking word clarifies the contrast, eliminates redundancy, and enhances clarity and comprehension (Harmer, 2001).

Moreover, semi-fixed expressions contribute to linguistic fluency, making speech sound more natural. For example, If I were in your shoes, I would... Such expressions are frequently employed in offering advice and reinforcing the use of figurative language and idiomatic expressions.

An example of this is the phrase It is raining cats and dogs, which means it is raining heavily. This is an idiomatic expression whose meaning cannot be inferred from the literal meanings of its individual words. (Harmer, 2001).

### **2.3 Vocabulary Teaching Strategies**

There are many strategies used in vocabulary teaching, with one particularly effective approach being the use of visual aids. By incorporating images, educators can enhance comprehension, allowing learners to retain words more efficiently as opposed to relying on unclear definitions especially when teaching concrete nouns like "tree" or "chair." This method enables learners to recognize and understand these words more easily and effectively (Nation, 2001).

Furthermore, these teaching methods are highly valuable, as they not only serve as powerful tools for reinforcing vocabulary but also make it more accessible and engaging. For example,

creative writing and role-playing provide opportunities to introduce vocabulary in realistic and natural contexts. When students engage in role-playing activities, they actively simulate real-life situations, such as a business transaction.

Through this immersive experience, they can explore images and concepts related to trade that they may not have previously understood. As a result, they gain hands-on practice with relevant vocabulary, leading to more efficient retention and deeper comprehension. Ultimately, these images and scenarios become embedded in their memory not as random memorization but as a meaningful, real-world application (Richards, 2006).

In the same context, there are other methods, such as contextual guessing, which does not rely on traditional vocabulary teaching and simple memorization but rather incorporates various strategies to help students better comprehend and infer word meanings from the surrounding text. However, learners who lack sufficient experience in text analysis may struggle with this approach. For example, in the sentence: "She was very shy, so she couldn't express her fear," students can infer that the word "shy" means timid or introverted. However, this may be challenging for some students because they lack sufficient experience in text analysis (Tomlinson, 2012).

## **2.4 Difficulties Students Face in Learning Vocabulary**

There are many challenges that students may encounter while learning the vocabulary of a second language, which can affect their ability to understand and use the language accurately and naturally. Among these difficulties are the following:

### **2.4.1 Inability to Distinguish Words and Understand Their Meanings**

This includes words that are similar in form and sound, which leads to misunderstandings and difficulty in differentiating between words and their true meanings. Consequently, this affects the correct use of sentences, given the presence of many phonetically similar words,

such as accept (to agree) and except (to exclude), making them difficult to understand and somewhat complex, especially for students with a weak proficiency level (Oxford, 1990).

#### **2.4.2 Inability to Retain and Recall Words**

Many students struggle to remember the words they learn due to infrequent use, preventing them from being firmly embedded in their memory for a long time. As a result, they are easily forgotten due to a lack of reinforcement and daily usage in conversations (Alqahtani, 2015).

#### **2.4.3 Pronunciation and Spelling Difficulties**

As is well known, English spelling does not always correspond to pronunciation, such as in knight and night, or colonel and kernel. This often compels learners to rely on translation tools or other resources to determine pronunciation, which can sometimes cause confusion, especially if their proficiency level is low (Haynes, 1993).

#### **2.4.5 Multiple Meanings of Words**

Since many words have multiple meanings, this challenge makes it difficult for students to determine the correct meaning based on context, and makes comprehension more challenging. This is especially true for students with a weak proficiency level, as they need more time to acquire and understand vocabulary, particularly if they do not use it regularly in their daily conversations, which makes it easier to forget (Richards & Renandya, 2002).

#### **2.4.6 Lack of Strict Rules for Learning Vocabulary**

The process of acquiring vocabulary largely depends on practice and repetition, as it does not follow strict rules. This makes it difficult for some students to accurately determine word meanings, as there are no fixed patterns to help them memorize words easily, unlike grammatical rules (Tozcu & Coady, 2004).

From this, it can be concluded that the main reason behind all the problems students encounter in learning vocabulary is the lack of strict and consistent rules that they can follow



formally and systematically, especially second-language learners. This makes it difficult to help them with memorization, comprehension, and retention.

As a result, they are unable to communicate naturally, whether in writing, reading, or speaking. This contributes to weakening their language skills and hinders them from using the language fluently. It also leads to a loss of confidence, making them hesitant to practice the language due to their limited vocabulary.

Researchers have confirmed that following strict rules, as is the case with grammar rules, helps students better understand and retain vocabulary. It also aids in keeping words in their memory for a longer period, enabling them to use vocabulary in different contexts. This is because vocabulary is not just a collection of isolated words; rather, it is a fundamental element of language comprehension. The larger a learner's vocabulary, the greater their ability to understand texts, ideas, and everyday conversations.

## **2.5 Challenges Students Face in Learning Vocabulary in Textbooks**

Students encounter numerous challenges while learning vocabulary from textbooks. Research has shown that only 13.33% of students find it easy, while the majority (50%) consider it moderately difficult. Meanwhile, 36.66% of students perceive the vocabulary in their textbooks as difficult. This indicates that a significant percentage of students find vocabulary learning complex due to the methods used in textbooks. It is evident that students tend to understand and remember simpler words more easily, as textbook vocabulary is often more advanced and requires additional detailed explanations for better comprehension and learning (Houch et al., 2016).

In this context, advanced vocabulary in textbooks should align with students' proficiency levels to maximize learning benefits and achieve positive outcomes in vocabulary acquisition. This approach enables students to understand words and use them in different contexts. However, these words may still be misunderstood through the texts or exercises they

encounter, especially in the absence of teacher assistance. The teacher plays a crucial role as a guide and mentor for students, and if this role is not fulfilled effectively, the comprehension process may become even more challenging (Houch et al., 2016).

Additionally, the lack of illustrations, detailed explanations, or a clear vocabulary list in textbooks, as well as the absence of an organized and sequential arrangement of words, such as presenting them gradually from the easiest to the most difficult, hinders students' understanding. This reduces their ability to acquire or review vocabulary easily, potentially leading to confusion during the learning process (Cunningsworth, 1995).

Moreover, another obstacle that students face in textbooks is their heavy reliance on contextual exercises. Given that students have varying skill levels, those who lack the ability to infer word meanings from context may struggle with comprehension and retention. They may also find it difficult to deduce the meanings of words or acquire them naturally and realistically in everyday situations. This is especially true for academic terms, as they are not frequently used in daily conversations, which makes students forget their meanings quickly (Schmitt, 2008).

From this, it can be deduced that vocabulary acquisition is a crucial element in mastering the English language. Therefore, it should be taught using simple and effective methods that help students understand and learn vocabulary faster and more efficiently. This can be achieved by employing diverse teaching strategies, assessing the suitability of vocabulary for students at different proficiency levels, and avoiding the random classification of words. Instead, words should be categorized logically to enhance students' learning.

However, students still face several challenges, such as the absence of vocabulary lists in textbooks and the lack of supportive tools in some educational materials. This necessitates that both teachers and students adopt effective strategies that make vocabulary learning easier

and more comprehensible. By doing so, students can acquire vocabulary, retain it for longer periods, and use it practically in real-life language use.

## **2.8 Modern Strategies for Vocabulary Acquisition and Enhancement**

Researchers have developed several effective strategies to improve vocabulary learning, given the challenges students face in acquiring a language. Some of these strategies include:

### **2.8.1 Using Repetition Strategies and Memory Techniques**

Students should frequently use new words by incorporating them into different contexts and sentences in their daily lives. This can be done through both spoken and written conversations, helping them absorb and retain vocabulary more quickly and effectively (Khan, 2011).

### **2.8.2 Relying on Bilingual Dictionaries and Synonyms**

Learning vocabulary through bilingual dictionaries enhances students' understanding by helping them explore synonyms, which expands their knowledge of these words. Using vocabulary in diverse ways, especially in writing and daily conversations, reduces redundancy and awkward phrasing, making language use more effective and fluent (Altyari, 2017).

### **2.8.3 Practicing Vocabulary in Real-Life Contexts**

Learning through practice is one of the most effective ways to acquire vocabulary, especially when students use it frequently in their daily conversations, watch movies, and listen to songs where these words appear. This approach is better than memorizing vocabulary in isolation, as that method takes longer to understand and absorb. (Rohmatillah, 2017)

### **2.8.4 Using Modern Learning Techniques**

Educational applications play a crucial role, especially in today's technological era, as most students use them due to their ease and simplicity. These apps help students retain vocabulary in their memory for a longer period, with examples including Duolingo and Anki. (Huchkin & Bloch, 1993)

### **2.8.5 Encouraging Reading and Watching Content in the Target Language**

Utilizing technology-based learning tools and their variety helps students overcome many challenges they face while learning vocabulary. These tools enable them to practice and apply new vocabulary daily, such as by watching movies and TV shows in English, which makes it easier for them to remember words. This is because these programs feature events that students may encounter in their daily and professional lives, helping the vocabulary stick in their memory more quickly. In this way, students can enhance their vocabulary acquisition in the second language more effectively.

We can conclude that learning vocabulary is crucial for facilitating communication and improving comprehension. A limited vocabulary negatively impacts their ability to communicate, whether in written or spoken form. (Grauberg, 1997)

From this, we conclude that learning vocabulary is essential for understanding the language and communicating naturally and effectively, as it facilitates the learner's skills such as speaking, writing, and listening. This helps them express their thoughts during conversations and understand texts clearly. On the other hand, the inability to acquire vocabulary can lead to a loss of confidence, which hinders them from speaking fluently. Therefore, researchers have pointed out that learning vocabulary requires diverse strategies, rather than relying on strict grammar rules, in order to acquire the language effectively.

### **2.9 The Impact of Videos on Multi-Sensory Learning**

Videos, particularly educational ones, play a crucial role in facilitating vocabulary acquisition among learners. Watching such videos can help students deeply embed information in their memory, as they incorporate images and actions that often reflect daily routines. For instance, a video depicting a conversation between two individuals at a clinic discussing their medical appointments serves as a concrete example of vocabulary application in context. This

integration of spoken language, visual representation, and authentic audio enhances vocabulary retention and promotes natural usage in future conversations. Videos stimulate both visual and auditory memory (Duffy, 2008).

## **2.10 The Impact of Videos on Attention and Motivation**

Videos are effective in maintaining students' attention and enhancing their ability to retain information over extended periods, while also reducing the rate of forgetting. These videos simplify definitions and present information concisely, and they eliminate the need for lengthy reading or prolonged explanations.

This approach optimizes learning time, as students can infer meaning from facial expressions and vocal intonation rather than relying solely on traditional explanations that lack visual support. Consequently, videos foster greater engagement and encourage more interactive learning experiences (Nation, 2006).

This highlighted that several studies have been conducted to measure the effectiveness of macro videos in vocabulary learning, by analyzing students' opinions through classroom observations and surveys. The results revealed that the percentage of students who used traditional methods differs from those who used videos. Specifically, 75% of teachers reported that macro videos help learners recall vocabulary more easily. Furthermore, students tend to use the new vocabulary they learned through videos more effectively in their daily conversations.

Test results also showed that students who used educational macro videos achieved better outcomes compared to those who relied on traditional memorization methods, with an improvement rate estimated at 30%.

This indicates that this method is beneficial for enhancing language skills, as it is an effective and practical approach to vocabulary acquisition. It helps students improve retention and recall by integrating auditory and visual learning and by presenting realistic contexts that

allow students to use words fluently and remember them more quickly, making the learning process both enjoyable and effective (Nation, 2006).

On the other hand, it also enhances cultural awareness, as educational clips help in understanding the cultural differences that affect the use of words, and they enhance both visual and auditory perception through the use of images and sounds together in the videos. Through them, students can connect the meaning with the visual images and hear the sentences. It also motivates students and prepares them to learn vocabulary and words, as these short videos reduce frustration and boredom and facilitate the transfer of information more quickly (Harmer, 2007).

### **2.11 Number of Vocabulary Items Required to Achieve Linguistic Proficiency**

Vocabulary acquisition is crucial for students to achieve effective communication and comprehension. Since vocabulary is an essential component of language learning, learners need to acquire vocabulary and apply it in their daily conversations. The vocabulary needs of learners may vary according to their academic levels. For instance, beginner learners may need 1000 to 2000 words to communicate in daily life and understand basic expressions such as greetings, place names, or common expressions. This helps learners interact with others in a simple and effective way in basic situations (Nation, 2006).

Furthermore, learners need approximately 8000 words to engage in discussions about complex topics. Advanced students can participate in deeper conversations and express their opinions with ease and confidence, without hesitation or worry, as they possess sufficient abilities that allow them to discuss topics such as politics, technology, environmental issues, technological progress, and more (Nation, 2006).

In addition, university students and researchers need to be familiar with about 1000 to 2000 words used in academic texts, which include specialized terminology that they use frequently. Continuous exposure to academic texts helps them understand the use of vocabulary,

retain these words, and apply them in different contexts. Therefore, academic vocabulary acquisition depends on the learner's field of study, and the vocabulary varies according to the specialization (Nation, 2006).

Consequently, the number of words required to master a language depends on the learner's level. 2000 words are sufficient for basic communication, while advanced learners need 8000 words or more. For academic understanding, 8000 words are required. This shows that vocabulary acquisition occurs gradually, starting with basic words and then moving to more complex terms to avoid confusion between words. These strategies help enhance vocabulary and improve retrieval abilities, including intensive reading, spaced repetition, and continuous practice (Nation, 2006).

## **Conclusion**

In short, learning vocabulary is essential for learners to understand the language and communicate naturally and effectively in their daily conversations, as it facilitates the learner's skills such as speaking, writing, and listening. This helps them to express their thoughts during conversations and understand texts clearly, especially on social media platforms that enhance learning vocabulary in an easy and rapid way because of their modern techniques, like using video content that includes actions, photos, and signs to facilitate the process of explanation, making learners understand better and memorize vocabulary for a long time. On the other hand, learners suffer from difficulties that hinder their way of learning vocabulary, such as the inability to acquire vocabulary, which can lead to a loss of confidence and prevent them from speaking fluently. Therefore, researchers have pointed out that learning vocabulary requires diverse strategies, rather than relying on strict grammar rules, in order to acquire the language effectively.

# **CHAPTER THREE:**

## **Field Work and Data Analysis**



## **Introduction**

This chapter provides a comprehensive overview of the research methodology adopted in this study. It begins with a theoretical background outlining key concepts related to research paradigms, approaches, designs, data collection methods, data analysis procedures, and sampling techniques within the field of educational research. Following this, the chapter moves to the specific methodological choices made for the present study by offering a clear rationale for each. These include the selected research paradigm, the qualitative research approach, and the case study design. The chapter also details the primary data collection method, namely, the questionnaire. Information regarding the study population, sampling technique, and the procedures followed during data collection is also provided. Finally, the chapter includes a section dedicated to reporting and discussing the results of the questionnaire.

### **3.1 Research Methodology: Theoretical Background**

Research methods are systematic approaches used to develop knowledge and explore phenomena in an organized manner. They are structured techniques applied within a scientific framework to ensure the validity and reliability of findings. These methods encompass planning, data collection, and implementation strategies. Selecting an appropriate research method is essential for obtaining accurate and credible results, while choosing an unsuitable method can lead to unreliable or invalid conclusions (Kothari, 2004).

Research methodology can be classified based on the overall approach or the specific research objectives. For instance, Exploratory Research relies on literature reviews and openended interviews to investigate new or poorly understood phenomena (Bryman& Bell, 2015). Descriptive Research aims to provide detailed accounts of specific topics, such as consumer behavior (Kothari, 2004). Diagnostic Research examines relationships between variables to identify causal factors (Patel & Patel, 2019). Experimental Research involves controlled experiments designed to determine causal relationships (National Academies of

Sciences, 2017). Finally, Hypothesis Testing Research is used to validate assumptions or hypotheses by using statistical tests such as the Chi-square test (Kothari, 2004). This overview highlights that the researcher's choice of methodology significantly shapes the study's scope and the reliability of its results.

### **3.1.1 Research Paradigms in Educational Research**

A research paradigm is a framework that enables students to understand the philosophical perspective of research, as it is grounded in knowledge and reality. It focuses on gathering reliable and accurate data or evidence to guide students in conducting their studies appropriately and correctly, in addition to helping them to avoid them avoids potential errors that may affect the credibility of the research.

Serving as the foundation of the research process, the research paradigm allows students to determine the direction and focus of their work. Accordingly, researchers rely on it to ensure the proper progression of their studies. By following a specific paradigm, they take the right steps and develop a clear philosophical outlook, which helps in building a solid foundation for further research without expending excessive effort. This framework includes several types, namely positivism, post-positivism, constructivism, and critical realism (Guba& Lincoln, 2005).

Moreover, there is a strong and complementary relationship between the research paradigm and the research strategy. In other words, while the research strategy refers to the method used by the researcher to achieve specific objectives, the paradigm provides the philosophical foundation upon which the research methodology is built. It encompasses philosophical viewpoints and beliefs that facilitate the research process and offer a comprehensive perspective on it (Guba& Lincoln, 2005).

### **a. Components of the Research Paradigm**

The research paradigm comprises several concepts that help researchers understand its various dimensions. These include ontology, epistemology, and methodology, which are interrelated and complementary. Ontology enables researchers to explore different views regarding the nature of reality. Epistemology, on the other hand, focuses on understanding how knowledge about this reality can be acquired. Meanwhile, methodology determines the appropriate approach to investigate reality (Guba& Lincoln, 2005).

Each of these concepts is associated with essential questions that researchers may ask to effectively achieve their research objectives. For instance, under ontology, one might ask: What is reality? How do we believe we can know it? These questions help researchers clarify what they intend to study and plan the next steps. Regarding epistemology, a researcher may ask: What is my relationship with the object of my research? Is it better to approach knowledge objectively or subjectively?

### **b. Types of the Research Paradigm**

The positivism paradigm is a research philosophy adopted by researchers aim to objectively understands and comprehends reality. It involves identifying fixed theories or laws that govern this reality and determining whether the subject under study can be measured and quantified (Guba& Lincoln, 2005). The post-positivism paradigm, which evolved from positivism, challenges the notion of absolute laws governing reality. It argues that researchers cannot fully grasp reality, but can only approximate it. Furthermore, it views objectivity as an ideal that guides the research process (Guba& Lincoln, 2005).

The constructivism paradigm is based on the idea that truths are constructed by individuals through social interactions. It emphasizes Participation by suggesting that research should be conducted collaboratively rather than individually. Constructivism researchers focus

on understanding the studied phenomenon based on the belief that reality is socially constructed and shaped by cultural, institutional, and value-based elements (Guba& Lincoln, 2005).

This highlights that philosophical research is very important for researchers, as it helps to guide them toward an understanding of what is happening within the surrounding reality. Without it, they may not be able to grasp the underlying assumptions and beliefs about their study, and therefore cannot properly begin their research, analyze data, or reach meaningful conclusions.

### **3.1.2 Research Approach**

Research methods refer to the systematic procedures used to collect and interpret data, starting from general assumptions and leading to specific techniques (Creswell, 2014).

#### **a. Qualitative Research Approach**

This approach seeks to explore social or human problems. Researchers collect data in participants' natural settings, analyze it inductively, and interpret its meaning from individual perspectives. It aims to capture the complexity of human experiences, and the final report is typically flexible in structure (Creswell, 2007). In addition, this approach aims to explain phenomena and measures the relationships between variables. It relies on statistical methods and numerical data, such as those collected through controlled experiments and surveys (Bryman& Bell, 2015).

This type of analysis relies on the researcher's experience, which is developed through practice and engagement in the research process (Day, 1993). However, there is no standardized agreement on the specific steps used in qualitative data analysis. Instead, only general procedures have been proposed by some methodologists (Cohen et al., 2007). Then, the process typically includes three main stages which are preparing and organizing the data, analyzing and interpreting it and reporting and presenting the findings. When these steps are applied, they may lead to the construction of a comprehensive body of data. In addition,

qualitative approach focuses on exploring phenomena in depth, whether they are social or ethical. It studies individuals' opinions and experiences, and it depends on indepth interviews or case studies to understand these phenomena comprehensively (Patel & Patel, 2019)

This phase usually follows the completion of the literature review, through which the researcher becomes more equipped to identify the most appropriate method of analysis for their study. This is especially important, as there are various forms of qualitative analysis; each of them has requiring to its own suitable approach (Denscombe, 2010).

## **b. Quantitative Research Approach**

This approach is used to test objective theories by examining the relationships among variables, which are measured using instruments such as statistical tools. The report usually follows a structured format: introduction, literature review, theoretical framework, methodology, results, and discussion (Creswell, 2008). It enables researchers to control alternative explanations, generalize results, replicate findings, and test theories deductively. Quantitative data analysis relies on the use of statistical processes focused on numbers. It consists of four types of data: nominal, ordinal, interval, and ratio. Through these data types, the researcher conducts statistical operations, which are mathematical processes that allow the quantitative researcher to deduce whether hypotheses are accepted or rejected based on the answers to their research questions (Dornyei, 2007). Statistics is also divided into two key areas: descriptive and inferential statistics. Descriptive statistics are used by researchers to describe data and examine the relationships between variables. On the other hand, inferential statistics are not only used to support the researcher's conclusions, but also to extract results that generalize beyond the sample. The process of quantitative data analysis requires following essential steps: coding the data, entering it, and then processing it (Markzyk, De Matteo, &Festinger, 2005).

### **c. Mixed Methods Approach**

This methodology combines both qualitative and quantitative approaches. Researchers collect and analyze data from each method separately and then integrate the findings. It is based on philosophical assumptions and is often considered stronger than using either approach alone (Creswell & Plano Clark, 2007).

According to Dörnyei (2007), mixed methods designs involve the integration of two types of data quantitative and qualitative within a single study. By analyzing both types together, researchers can enhance the accuracy of their findings and gain a deeper understanding of the subject matter. In addition, mixed-method approach combines both quantitative and qualitative approaches in order to gain a comprehensive understanding of the research problem (National Academies of Sciences, 2017). This combination provides stronger and deeper results, as it benefits from the strengths of both approaches.

#### **3.1.3 Research Designs**

The process of selecting a research design depends on the nature of the research problem, the target audience. It involves specific procedures through which data are collected and analyzed to study, interpret, and transform general assumptions into detailed methods. Research designs are generally categorized into three main types: qualitative, quantitative, and mixed methods. These designs represent two ends of a continuum, indicating an interconnected relationship rather than a strict dichotomy. A study may sometimes lean more toward one end than the other (Newman & Benz, 1998).

This suggests that the boundaries between them are often blurred. Quantitative research relies on numerical data, while qualitative research emphasizes descriptive words. Furthermore, quantitative studies often utilize closed-ended questions, whereas qualitative studies rely on open-ended ones. The best way to illustrate the continuum between these approaches is by examining the philosophical assumptions held by researchers, the strategies

they typically use, and the methods they apply such as observing a specific environment for qualitative data or employing standardized instruments for quantitative data. Quantitative methods rose to prominence from the late 19th century to the mid-20th century. Since then, interest in qualitative research has steadily increased.

#### **3.1.4 Data Collection Methods**

Data collection methods refer to the tools used by researchers to conduct their studies. These methods vary depending on the type of research being carried out, but they share one main objective: to gather high-quality evidence that leads to convincing and credible conclusions after completing the data analysis process (Sajad, 2016).

On the other hand, there is a significant difference between research methodology and research methods. Research methods are the specific techniques employed by the researcher to carry out different aspects of the study, while research methodology is more comprehensive, serving as the overall plan the researcher follows throughout the course of their research (Kothari, 2004). Researchers collect data based on the type of research they are conducting, whether qualitative or quantitative. These data types vary from one study to another and include several forms, the most common of which are questionnaires, interviews, focus groups, and observation.

**Questionnaires:** A questionnaire consists of a set of questions or statements created by the researcher according to the nature of their study, which is then distributed to respondents. The responses may vary depending on the type of research. They can be written answers or selections from predefined options within the questionnaire (Brown, 2001). This demonstrates that questionnaires provide an easy method for the target group to answer based on their knowledge without stress or fear. Additionally, questionnaires offer comfort to respondents, to share all the information they have, as writing is often the best solution, especially for groups unable to provide verbal responses.

**Interviews:** Interviews involve the researcher asking a set of questions, supported the nature of the research, and presenting these to the target group. The responses to these questions are oral (Kothari, 2004). In this context, interviews allow participants to express their personal views on the world they live in directly and freely. These interviews are categorized into two types based on their level of structure: structured and semi-structured and unstructured (Cohen et al., 2007). In addition, it is used to explore participants' perspectives in depth. They can be conducted in groups or individually (Bryman& Bell, 2015). This shows that interviews are one of the most important data collection methods, as they allow the researcher to obtain quick, truthful, and unaltered responses. Since the researcher conducts the interview face-to-face with the target group, this approach makes the data analysis process more accurate and reliable compared to other methods.

**Focus groups:** are forms of individual interviews involving a small, limited number of participants, typically ranging from 6 to 10 individuals. These groups are formed to discuss specific topics related to the study agenda (Sajjad, 2016). According to Dornier (2007), focus groups emphasize collective brainstorming to engage with emerging issues. From this, we can conclude that brainstorming groups play a significant role in creating an environment that allows participants to express their opinions effectively.

**Observation:** According to Dornier (2007), observation involves gathering information from a situation that is occurring directly and visibly. The type of observation may vary depending on the researcher's objectives, and it can be either structured or semi-structured. Similarly, it involves collecting data through direct monitoring of a specific phenomenon or behavior. The researcher may remain an external observer or, in some cases, participate in the activity (Patel & Patel, 2019). From this; we conclude that observation is one of the most important data collection methods because it is reliable and transparent. It enables the researcher to obtain effective and excellent results, as it is conducted directly from the situation itself.



Thus, we can conclude that these methods are highly effective and credible. By following the correct methodology, researchers can achieve impressive, reliable results free from distortion. Despite the differences between these data collection methods, they all aim to analyze the research questions effectively.

**Surveys:** The researcher aims to understand the views and attitudes of the population in their research to achieve this, they generalize the results by selecting a representative sample, a process that is referred to as conducting surveys (Creswell, 2014). Through this method, the researcher is able to save both time and effort, while also making it easier to generalize the findings to a larger population.

**Experiments:** In experiments, researchers seek to explore and examine the effect of one variable on others, after clearly identifying the variable itself (Dörnyei, 2007). In order to ensure that any observed effects are the result of the treatment rather than external factors, it is essential to select participants randomly (Kothari, 2004)

### **3.1.5 Data Analysis Procedures**

Data analysis is considered one of the most important and challenging stages of research, in which the researcher collects and analyzes data. It is not limited to examining the external appearance; instead, it goes deeper, as the researcher aims to uncover the deeper meanings behind the data (Denscombe, 2010).

In the same context, the researcher seeks, through data analysis, to discover and extract both hidden and visible information. Data analysis involves the classification, interpretation, and understanding of data. As a result, the process requires the researcher to possess accuracy and skill in order to reach precise and meaningful results. It is not easy for just anyone to analyze data, since it is a somewhat complex mental process (Flick, 2014). Moreover, the procedures of data analysis include two types: qualitative data and quantitative data. The quantitative analysis of the data collected from the students' questionnaire. The results are

interpreted in terms of numerical data manually coded in a form of percentages which were demonstrated in the form of figures. The percentages are calculated by means of the Rule of three:  $\times = \frac{z \times 100}{y}$ . X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation. A qualitative approach in analyzing through thematic interpretation, put differently, qualitative analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions.

### **3.1.6 Sampling Techniques**

There are many obstacles that may hinder the progress of researchers during their studies, such as the difficulty of collecting all samples from the population, limited time, and other challenges that may disrupt the research process. Therefore, researchers have turned to an ideal and practical solution to these problems sampling (Singh, 2006). In the same context, the sampling process should reflect the entire population, where the researcher remains unbiased and credible in order to reach reliable results (Kothari, 2004).

Moreover, sampling is divided into two types: probability sampling and nonprobability sampling. In probability sampling, every member of the population has a chance to be included in the sample, meaning that the selection is random and unintentional. In contrast, in non-probability sampling, the researcher deliberately selects certain individuals from the population (Cohen et al., 2007).

## **3.2 The Research Methodology for This Study: Choices and Rationale**

### **3.2.1 Research Paradigms**

This study adopted an interpretivist approach because it aligns with the research objectives and the nature of the study, which focuses on media-based formulaic sequences and vocabulary learning. The interpretivist paradigm is rooted in the belief that reality is best understood through the perspectives of those experiencing it. Considering these words, this research aims to explore learners' personal experiences, perceptions, and interpretations of

using media for vocabulary learning an interpretivist stance provides the most suitable lens. Moreover, the participants (Master One students at Mohamed Khider University of Biskra) have previously been introduced to the topic, and this makes them able to reflect on their experiences. Their informed perspectives further justify the choice of an interpretivist paradigm, as it emphasizes making meaning from the learners' point of view.

### **3.2.2 Research Approach**

Considering the interpretivist paradigm guiding this study, the qualitative approach is highly appropriate. It enables the collection of rich, detailed data by capturing participants' subjective perspectives and lived experiences. Accordingly, this study adopted a qualitative approach because it is best suited for exploring and describing the perceptions, experiences, and challenges encountered by Master's level EFL students in relation to media-based formulaic sequences and vocabulary learning. Rather than focusing on quantifiable data, qualitative research emphasizes a deep understanding of human thoughts and behavior. It allows the researcher to investigate how learners make sense of their vocabulary learning experiences and how they interact with media-based input, particularly formulaic language.

### **3.2.3 Research Design/ Strategy**

The researcher adapted a case study design because it is especially appropriate for qualitative research to understand and explore media-based formulaic sequences and vocabulary learning. This design offers an in-depth study of how specific groups of Master's level EFL students interact with media input and develop their vocabulary through formulaic expressions. It provides the opportunity to closely examine learners' individual experiences, perceptions, and challenges

### **3.2.4 Data Collection Methods**

The researcher used a semi-structured questionnaire that includes variety of questions: open-ended questions, multiple-choice questions (MCQs), and closed-ended questions. This method helps to save time and allows me to prepare well-structured and clear questions so that participants can respond easily. Moreover, using different types of questions is intended to collect responses from learners based on their perceptions. This approach is especially useful because EFL learners tend to feel more comfortable expressing their ideas and perceptions in writing rather than speaking. In this case, it facilitates analyzing their responses accurately and without complexity. **3.2.4.1 Questionnaire**

#### **3.2.4.1.1 Aims and Structure**

The aim of the questionnaire was to explore EFL learners' perceptions, experiences, and challenges related to media-based formulaic sequences and vocabulary learning. It was designed in alignment with the qualitative approach and grounded in the interpretivist paradigm to gain in-depth insights into learners' viewpoints and perceptions. With regard to the structure of the questionnaire, it consisted of two sections. The first section focused on learners' media usage habits for vocabulary learning. The second section explored their perceptions, confidence, challenges, and strategies related to understanding and using formulaic sequences in media content.

The questionnaire included a variety of question types, and which are open-ended, multiple-choice (MCQs), and closed-ended questions to allow participants to express their thoughts comfortably and clearly. This mix was essential for collecting rich, detailed data on the learners' experiences.

### **3.2.1.1.2 Validation and Piloting**

Three EFL teachers from Mohamed Khider University of Biskra were contacted via email to validate the questionnaire; however, no responses were received after a week. Consequently, external experts were invited to review the questionnaire, and they confirmed that the questions were clear and aligned with the research objectives. Following this, the questionnaire was piloted with eight Master's level EFL students from the target population. An opinionative section was included at the end to gather feedback on the data collection method. The students also agreed on the clarity of the questions. One student suggested adding more items to diversify the question types. Based on this feedback, multiple-choice questions were incorporated to enhance the effectiveness and research relevance of the questionnaire.

### **3.2.4.2 Population and Sampling Techniques**

The target population for this study consists of Master One students in the English Department at Mohamed Kheider University of Biskra. These EFL learners were selected due to their understanding and experience with formulaic sequences and vocabulary learning. The study's sample consisted of 25 Master One EFL learners who were selected using a purposive sampling technique. This means that EFL students were chosen because they are suitable for the study, which focuses on media-based formulaic sequences and vocabulary learning. They also have prior knowledge and familiarity with the topic through their studies and personal experiences.

### **3.1.5 Data Collection Procedures**

#### **3.1.5.1 Data Collection Procedures for Questionnaire**

Data collection took place on April 15, 2025, during an official session of Discourse Analysis at Mohamed Khider University of Biskra. The questionnaire was administered in person, but only after obtaining oral consent from the students, and it required approximately 10 minutes to complete.

### **3.1.6 Data Analysis Procedures**

#### **3.1.6.1 Data Analysis Procedures for Questionnaire**

Thematic analysis was selected to gain an in-depth understanding of learners' perspectives on media-based formulaic sequences and vocabulary learning, as well as how they respond to them based on their perceptions and experience. The content of text data analysed through a systematic classification process of coding and identifying themes or patterns. In addition, qualitative method enables researchers to gather in-depth contextual information by asking open-ended, flexible question, or by close observation of events situations circumstances being studied. Thereon, the qualitative strategies are an interpretative method, which tries to benefit perception into particular behaviours associated with a positive social phenomenon through the evaluation of members' subjective reports. In addition, through this method the researcher is able to construct hypotheses through addressing questions like how, why, in what way, so it helps the researcher to watch the participants' reports and realities from the topic perspective.

### **3.1.7 Results and Discussion**

#### **3.1.7.1 Results of the Questionnaire**

The data collection tool used in our research is a questionnaire which was designed for masters' students at Biskra University. The questionnaire helped us to get data needed to reach the objectives of the study and answer the research questions stated in the general introduction of this dissertation. The procedure of analyzing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.
  - The results of the questions are presented in the form of tables.
  - Each question will be analysed and discussed separately.
- The following are the detailed results of the questionnaire presented below:

## Section 1: EFL Learners' Use of Social Media Platforms for Vocabulary Learning in Their Daily Routines

**Question 1:** How would you describe your English proficiency level?

*Table 3.1: Participants' Self-Reported English Proficiency Levels*

Option	Number	Percentage (%)
Beginner	05	20%
Intermediate	12	48%
Advanced	08	32%

This question aimed to identify the actual capacity of EFL learners in learning English vocabulary. The results show that most learners (48%) are at the intermediate level, followed by 32% at the advanced level and 20% at the beginner level. The result shows that the majority being intermediate suggests learners have enough foundational skills to benefit from media-based vocabulary learning.

**Question 2:** Which media platforms do you frequently use to learn English Vocabulary?

*Table 3.2: Most Frequently Used Media Platforms for Vocabulary Learning*

Option	Number	Percentage (%)
YouTube	7	28%
TikTok	6	24%
TV Shows	5	20%
Option	Number	Percentage (%)
Movies	4	16%

<b>Podcasts</b>	<b>3</b>	<b>12%</b>
<b>Social Media Posts (Instagram, Facebook, Twitter)</b>	<b>4</b>	<b>16%</b>
<b>Other</b>	<b>1</b>	<b>4%</b>

The objective of this question is to identify the most useful social media platforms for learning English vocabulary. The results showed that 28% of learners use YouTube to learn English vocabulary, which means this percentage represents the majority of learners. Meanwhile, 24% use TikTok, and 20% watch TV shows, whereas, Movies and social media posts are equally used and its percentage is 16%. On the other hand, only 12% use podcasts, and other social media platforms are used by just 4%. This indicates that the social media platforms mentioned above are more effective and useful for learning English than other platforms. YouTube dominance suggests that video content with visual and auditory support is especially effective for vocabulary acquisition

**Question 3:** How often do you use media (e.g., YouTube, TikTok, movies, podcasts) to learn English?

***Table 3.3: Frequency of Media Usage for English Learning***

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>Never</b>	<b>4</b>	<b>16%</b>
<b>Rarely</b>	<b>3</b>	<b>12%</b>
<b>Sometimes</b>	<b>5</b>	<b>20%</b>
<b>Often</b>	<b>7</b>	<b>28%</b>
<b>Always</b>	<b>6</b>	<b>24%</b>



This question sought to understand how often learners rely on media for English learning. A majority (28%) often use media, while 24% always do. Meanwhile, 20% sometimes use it, and a smaller group rarely (12%) or never (16%) relies on it. This shows a significant use of learners consistently uses media, and indicated its integration into their learning routines.

**Question 4:** What is your primary purpose for using media in English learning?

***Table 3. 4: Primary Purpose for Using Media in English Learning***

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>To learn new vocabulary</b>	<b>14</b>	<b>56%</b>
<b>To improve pronunciation and listening skills</b>	<b>5</b>	<b>20%</b>
<b>To enhance reading and writing skills</b>	<b>4</b>	<b>16%</b>
<b>Other</b>	<b>2</b>	<b>8%</b>

This question investigated why learners use media for English learning. A majority (56%) use it to learn new vocabulary, while others aim to improve pronunciation/listening (20%), enhance reading/writing (16%), or have other goals (8%). This suggests that the dominant focus on vocabulary learning aligns with learners' practical language acquisition needs.

**Question 5:** How often do you notice or pay attention to formulaic sequences (e.g., idioms, collocations, phrasal verbs) while using media in English?

***Table 3.5: Learners' Attention to Formulaic Sequences in Media***

Option	Number	Percentage (%)
Never	2	8%
Rarely	3	12%
Sometimes	5	20%
Often	7	28%
Always	8	32%

The purpose of this question is to evaluate learners' ability to recognize and focus on formulaic sequences while using media for English learning. The finding reveals that 32% of learners pay attention to formulaic sequences such as idioms and collocations when they are using media in English learning, while 28% of them notice them often, and 20% pay attention to them sometimes. Whereas, 12% of learners notice them rarely, and only 8% of them never notice them. This indicates that there are some difficulties that hinder EFL students from identifying and recognizing formulaic sequences. These difficulties include the learners' low proficiency level that prevents them from understanding idiomatic expressions as these are not part of their mother tongue, the lack of intensive and systematic instruction on these expressions in the curriculum, and the limited exposure to authentic language input.

## **Section 2: EFL Students' Perceptions and Challenges Related to Media-Based Formulaic Sequences**

**Question 6:** Do you trust the formulaic sequences you hear or see in English media content?

***Table 3.6: Learners' Trust in Formulaic Sequences from Media***

Option	Number	Percentage (%)
Yes	18	72%
No	7	28%

The question aims to discover the choice of learners in formulaic sequences that are included in English media content. The results show that 72% of learners trust the media content that they hear or see, whereas only 28% of them do not trust it. A high trust level suggests that learners consider media a reliable resource for authentic English use.

**Question 7:** What type of formulaic sequences (e.g., idioms, phrasal verbs, collocations) do you mostly encounter in English media platforms (TV, YouTube, podcasts, etc.)?

*Table 3.7: Types of Formulaic Sequences Encountered in Media*

Option	Number	Percentage (%)
Useful and commonly used sequences in real-life situations	10	40%
Informal or slang sequences that are hard to understand	6	24%
Random sequences without clear context	5	20%
Formal or textbook-like sequences	4	16%

This question identifies the most useful type of formulaic sequences during the learning of English media platforms. The majority of respondents (40%) indicated that they frequently encounter useful and commonly used sequences in real-life situations. Meanwhile, 24% reported coming across informal or slang expressions that are harder to understand, and 20% noted encountering random sequences without clear context. Additionally, 16% mentioned exposure to formal or textbook-like sequences. This reveals that learners mostly find practical, real-life expressions, reinforcing the relevance of media-based exposure.

**Question 8:** How do formulaic sequences in media affect your understanding of English content?

***Table 3.8: Impact of Formulaic Sequences on Comprehension***

Option	Number	Percentage (%)
They make understanding easier	14	56%
They help me follow conversations	5	20%
They have no real effect	4	16%
They confuse me more	2	8%

The purpose of this question is to explore how formulaic sequences in media affect EFL learners during their understanding of English content. The results affirm that most (56%) of participants found that formulaic sequences make understanding English content that includes formulaic sequences from media easier, while 20% of them use it to help them follow the conversations. Other respondents (16%) suggest that there is no real effect. In the same context, a few (8%) respondents expressed it as confuses me more which indicates that these sequences may seem unclear or confusing to them. Consequently, formulaic sequences generally enhance understanding, though some learners still find them challenging.

**Question 9:** Do you believe media-based formulaic sequences help you expand and remember new vocabulary?

***Table 3.9: Learners' Beliefs on Vocabulary Retention from Formulaic Sequences***

Option	Number	Percentage (%)
Yes	22	88%

<b>No</b>	<b>3</b>	<b>12%</b>
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This question aims to identify learners' beliefs about media-based formulaic sequences and whether they find them helpful for expanding and remembering vocabulary. The results show that 88% of participants agree with the idea that media-based formulaic sequences help them in expanding and remembering new vocabulary, and they selected the "yes" choice, while only 12% reported that they do not believe in media-based formulaic sequences and consider them neither helpful nor effective in remembering new vocabulary. Learners recognize the role of formulaic sequences to reinforce vocabulary through contextual usage.

None of students provide justification.

**Question 10:** Which method helps you most in learning vocabulary, especially formulaic sequences?

**Table 3.10: Most Effective Methods for Learning Formulaic Sequences**

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>Learning expressions from textbooks</b>	<b>5</b>	<b>20%</b>
<b>Learning expressions used in media content</b>	<b>15</b>	<b>60%</b>
<b>Memorizing word lists</b>	<b>3</b>	<b>12%</b>
<b>Writing academic essays and assignments</b>	<b>2</b>	<b>8%</b>

The aim of this question is to identify the most appropriate method for learners during their learning, especially formulaic sequences. The results show that most (60%) of the participants learn expressions used in media content, while 20% of them learn expressions from

textbooks. Also, 12% prefer memorising word lists. On the other hand, 8% of them prefer writing academic essays and assignments. As a result, learners find media-based learning more engaging and effective than traditional methods.

**Question 11:** Do formulaic sequences you hear in media help improve your speaking fluency and response time in conversations?

**Table 3.11: Media-Based Sequences and Speaking Fluency**

Option	Number	Percentage (%)
Yes	18	72%
No	7	28%

The objective of this question is to identify the formulaic sequences that learners in media to enhance their fluency and response time in their conversations. The results confirm that the majority (72%) of participants chose yes, while 28% of them chose no. learners perceive a strong link between exposures to formulaic sequences and improved spoken fluency.

**Question 12:** How do you usually use media-based formulaic sequences in your English?

***Table 3.12: Contexts Where Learners Use Formulaic Sequences***

Option	Number	Percentage (%)
In casual conversations	10	40%
In class presentations	7	28%
In social media or texting	6	24%
I do not use them at all	2	8%

This question aims to identify the real usefulness of learners of media-based formulaic sequences in English. The percentages are completely different, because results show that 40% of participants are using media-based formulaic sequences in English in casual conversations, while 28% use it in class presentations. Similarly, 24% of participants are using it in social media or texting. In contrast, only 8 % of them are not using any, which means they are not interested in media-based formulaic sequences. This indicated that, most learners use formulaic expressions in formal or semi formal settings, such as comfort with conversational use.

**Question 13:** How confident are you about the formulaic sequences you learn through media?

***Table 3.13: Confidence in Learning Formulaic Sequences via Media***

Option	Number	Percentage (%)
Very confident	7	28%
Somewhat confident	10	40%
Not sure about it	5	20%
Option	Number	Percentage (%)

<b>Not confident</b>	<b>3</b>	<b>12%</b>
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This question aims to show opinions of learners about their learning of formulaic sequences through social media. The results show that participants are not similar in their opinions, because the majorities (40%) of them are somewhat confident, while 28% of them are very confident about it. On the other hand, 20% are not sure about it, and only a few (12%) of them are not confident in it, which means that do not trust it in their learning. Consequently , confidence is relatively high , but there is a notable awareness of learners who remains unsure , this suggests the need for clearer learning strategies

**Question 14:** What difficulties do you face when trying to use formulaic sequences from media?

***Table 3.14: Difficulties Faced When Using Formulaic Sequences***

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>I do not fully understand them</b>	<b>10</b>	<b>40%</b>
<b>I am not sure when or how to use them</b>	<b>6</b>	<b>24%</b>
<b>They do not match my level of English</b>	<b>4</b>	<b>16%</b>
<b>I face no real difficulties</b>	<b>5</b>	<b>20%</b>

The objective of this question is to show the struggles that face learners during their learning of formulaic sequences through media. The results show that the majority (40%) of participants do not fully understand them, while 24% are not sure when or how they use them. In contrast, 20% of them do not face real difficulties, and 16% are not matched with their level of English. So, to understand and use time are the main barriers, underscoring the need for contextual and level-appropriate examples.



**Question 15:** What do you usually do when you come across an unfamiliar formulaic sequence in media?

***Table3. 15: Learners’ Reactions to Unfamiliar Formulaic Sequences***

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>I ignore it</b>	<b>5</b>	<b>20%</b>
<b>I search for its meaning</b>	<b>12</b>	<b>48%</b>
<b>I ask someone for help</b>	<b>4</b>	<b>16%</b>
<b>I try to guess from context</b>	<b>4</b>	<b>16%</b>

The objective of this question is about the reaction of learners when they encounter unfamiliar formulaic sequences in social media. The results identify that the majority (48%) are searching for its meaning, while 20% of them ignore it. On the other hand, 16% of them prefer to guess the meaning from context. In the same context, 16% of them prefer to ask someone for help. This indicated that, active strategies like searching for meanings dominate, indicating strong learner motivation to understand.

**Question 16:** Have you ever misunderstood an expression due to cultural or language differences?

***Table 3.16: Misunderstanding Due to Cultural or Language Differences***

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>Yes</b>	<b>10</b>	<b>40%</b>
<b>No</b>	<b>15</b>	<b>60%</b>

This question was designed to find out students' opinions about whether cultural or language differences can cause misunderstandings. According to the results, most of the participants (60%) answered "No," while 40% answered "Yes." This means that the majority of students do not think such differences cause confusion. However, some students (40%) still face difficulties related to cultural or language misunderstandings. It is also important to note that none of the participants explained their answers.

**Question 17:** Do you think translation causes problems in understanding English formulaic sequences in media?

***Table 3.17: Learners' Views on Translation Issues with Formulaic Sequences***

Option	Number	Percentage (%)
Yes	20	80%
No	5	20%

The objective of this question is to show the opinions of learners about their struggles that may face them during their learning English formulaic sequences from media. The results confirm that majority 80% of respondents are choosing yes option, while few 20% of them choosing no option. This means that learners confuse the idea of translating English formulaic sequences. From the result, translation is seen as a major barrier, particularly when expressions lack direct equivalents

If "Yes", why?

*Table 3.18: Reasons Why Translation Causes Problems*

Option	Number	Percentage (%)
Translations are not always accurate	12	48%
Meaning is lost in cultural references	7	28%
Some expressions cannot be translated directly	10	40%
Other	3	12%

This question aims to collect more data about the previous question which aims to know why translation is problematic. Learners cited inaccuracy (48%), cultural loss (28%), and lack of direct equivalents (40%). This suggests that, cultural context and untranslatable expressions are the main issues when relying on translation for understanding.

**Question 18:** How do you react when a formulaic sequence in media includes a cultural reference you do not understand?

*Table 3.19: Learners' Reactions to Cultural References in Media*

Option	Number	Percentage (%)
I ignore it	5	20%
I search for it from the media platforms	10	40%
I ask others about it	7	28%
Option	Number	Percentage (%)
I try to find it from social media sources	3	12%

<b>Other</b>	<b>2</b>	<b>8%</b>
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The investigator asks the sale participants about the real reaction of learners during their encounter in learning formulaic sequences in social media and the cultural references that they do not understand. The results show that the majority, 40% of respondents, are searching for it on social media, whereas 28% of them ask others about it to understand it. In contrast, 20% of them ignore it. Also, 12% of participants try to understand it from social sources, and only a few, 8% of them, search for other solutions to understand it. The result suggests that learners actively seek to understand through different strategies, and show engagement and resourcefulness.

**Question 19:** In your opinion, how can English media platforms better support EFL learners in understanding and using formulaic sequences effectively?

*Table 3.20: Learners' Suggestions for Improving Media Use*

<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>In classroom presentations</b>	<b>6</b>	<b>24%</b>
<b>In texting native speakers</b>	<b>5</b>	<b>20%</b>
<b>When you follow the routines of social media</b>	<b>12</b>	<b>48%</b>
<b>Option</b>	<b>Number</b>	<b>Percentage (%)</b>
<b>contents</b>		

None of the above	2	8%
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The goal of this question is to understand learners' reactions when learning formulaic sequences on English social media platforms and to show whether it is more effective for them to use it in a better way. The results show that the majority (48%) of participants understand it better when following routines of social media contexts, while 24% of them understand it better in classroom presentations and 20% prefer texting native speakers. In contrast, only a few (8%) of respondents do not prefer any choice from above. This shows that learners prefer media learning integrated into every day contexts to emphasising informal but regular exposure.

### 3.1.8 Synthesis of the Finding

This study aimed to examine EFL learners' perceptions of media-based formulaic sequences and how these influence vocabulary learning, while also exploring the challenges learners face during this process. The findings drawn from the questionnaire responses provide valuable insight into learners' behaviors, preferences, and obstacles regarding the use of media for vocabulary development.

Based on the finding from the students questionnaire, the majority of learners described their English proficiency as intermediate or advanced, suggesting they are capable of engaging with media content beyond beginner-level material. Platforms such as YouTube and TikTok were among the most frequently used for learning vocabulary, followed by TV shows and movies. This preference suggests that learners are drawn to visually engaging and entertaining content, which allows for informal yet immersive exposure to language. Many learners reported using media regularly in their language learning routines, and a significant number identified the acquisition of new vocabulary as their primary motivation for media use. The finding answered the first research question, which explores students' perceptions of media-based formulaic sequences

Moreover , learners reported that they often notice idioms, collocations, and phrasal verbs demonstrating an active awareness of formulaic sequences. These sequences were not only recognized but also valued, as learners believed that encountering them in media helped improve comprehension and made it easier to follow conversations. Additionally, students expressed that using such sequences aided them in remembering vocabulary and contributed to greater fluency and quicker response times in spoken English. When asked about their preferred method for learning vocabulary, most learners favoured acquiring expressions through media content rather than traditional approaches such as textbook study or memorization.

These findings clearly support the first hypothesis, which proposed that EFL learners view media-based formulaic sequences as a helpful and supportive tool for vocabulary development. The results suggest that authentic, contextual media content is not just passively consumed, but actively used by learners as a meaningful source of language acquisition. On the other side, the data also revealed several areas of difficulty. While many learners expressed confidence in their ability to use formulaic sequences, others admitted to uncertainty or a lack of understanding about how or when to use them appropriately. Some students reported that the complexity or unfamiliarity of certain expressions made them difficult to grasp, especially when they did not align with the learners' current level of English, these points to a gap between exposure and comprehension that could hinder effective use. The results answered the second research question regarding the challenges learners face. Translation issues also emerged as a major challenge. Learners frequently encountered problems when they try to interpret expressions that lacked direct equivalents in their native language or when cultural references were embedded in the phrases. These difficulties often stemmed from inaccurate translations or from nuances that do not carry over well across cultures. In such cases, learners responded search for the meanings themselves to ask others for help, or trying to infer meanings from context. However, a portion of learners admitted to simply ignoring unfamiliar sequences,

this suggest that without proper guidance or explanation, valuable learning opportunities may be lost.

Additionally, the data also showed that learners would benefit from more structured and supportive content on media platforms. The majority of learners believed that media could be more effective for language learning if the content were repetitive, contextualized, and tailored to learners' levels and needs. Hence, interaction with native speakers and the integration of such sequences into academic contexts were also mentioned as additional ways to strengthen the learning process.

Eventually, regarding the results reached from the learners' questionnaire this study confirms both initial hypotheses. EFL learners do indeed perceive media-based formulaic expressions as a valuable and effective tool for enhancing vocabulary learning. At the same time, they face real challenges, especially related to usage, cultural understanding, and translation. These results suggest that while media can serve as a powerful resource, its effectiveness is maximized when accompanied by instructional support, guided reflection, and targeted practice. Therefore, teachers are encouraged to integrate media-based activities into the classroom, not only to expose learners to authentic language use but also to provide scaffolding that helps bridge the gap between exposure and practical application.

## **Conclusion**

This chapter included the findings obtained from the analysis of the students' questionnaire in which all the important steps related to data collection and analysis are presented. First it highlights for the analysis of the questionnaire. Thereon, it provides a discussion of the main results obtained from the addressed tool. The qualitative method approach were supported the research hypotheses which were presented in this work.

## **GENERAL CONCLUSION**

The present study seeks to explore the impact of media-based formulaic sequences on vocabulary learning. Additionally, it shed the light on the increasing reliance on digital media platforms among EFL learners for language development, particularly vocabulary acquisition. In today's globally connected environment, learners are frequently exposed to English through social media, video-sharing platforms, and online entertainment, which naturally incorporate a wide range of formulaic sequences such as idioms, phrasal verbs, and collocations. Given the importance of vocabulary knowledge and the growing role of media in informal language learning, this research sought to examine how EFL learners perceive the use of media-based formulaic sequences and the challenges they encounter in this process. More



specifically, the ongoing study sought to reach the main aims which previously mentioned in the general introduction. The study aimed to explore learners' perceptions of the effectiveness of media-based formulaic sequences in vocabulary learning and to identify the specific difficulties they face when engaging with such content. In addition, to offer a comprehensive understanding about both the perceived benefits and the obstacles, the study aimed to provide a balanced understanding of how digital media influences vocabulary learning and the implications this has for language teaching and learning practices.

The present dissertation contains three main chapters. The first chapter explains the main concepts related to media-based formulaic sequences. Additionally, the previously conducted studies are laid out and an overview of the theoretical framework is provided which sheds the light on social media. The second chapter, shed the light on vocabulary definition, the importance of vocabulary, approaches to vocabulary instruction, principles for teaching vocabulary, Techniques, and strategies to support vocabulary development. The last chapter is devoted to the field work, the methodology procedures of data collection, data analysis and discussion of the obtained findings through the masters' students' questionnaire in relation to the theoretical framework, gives answers to the pre-asked questions, and confirms or refutes the research hypotheses. Finally, a general conclusion sums up the research by highlighting all the main points and findings, pinpoints the limitations of the study, and offers instances for further research.

In order to attain the research objectives, provide answers to the research questions stated in the general introduction, and confirm or refute the proposed hypotheses, we have meticulously examined the impact of media-based formulaic sequences on vocabulary learning. A qualitative method approach were adopted, to be more precise, data were collected using a questionnaire for masters' students, nineteen (19) questions were addressed to the participants. The obtained data were analyzed thematically.

The findings reveal that EFL learners actively engage with media platforms like YouTube and TikTok to enhance their vocabulary, especially through exposure to formulaic sequences such as idioms and phrasal verbs. Learners generally trust and frequently notice these expressions in media, finding them helpful for improving comprehension, vocabulary retention, and speaking fluency. Most prefer learning vocabulary in context rather than through traditional methods. Despite this, some face challenges related to understanding usage, cultural references, and confidence in application. Learners often respond proactively by seeking meanings or asking for help. In short, media-based formulaic sequences are seen as effective tools for vocabulary learning, though additional support and contextual guidance can further enhance their impact.

In conclusion, this study highlights the growing role of media-based formulaic sequences in vocabulary learning among EFL students. While learners show strong engagement and appreciation for the benefits of authentic language exposure through media, they also face several challenges, particularly related to its use, cultural understanding, and confidence. These findings underscore the need for instructional support that bridges the gap between informal media exposure and formal language learning, and they point to promise directions for both pedagogical innovation and future research.

### **Implications and Recommendations**

The findings of this study provide insightful evidence regarding the role of mediabased formulaic expressions in enhancing vocabulary acquisition among EFL learners, particularly Master 1 students at Biskra University. The results indicate that digital platforms such as Facebook and TikTok serve as rich sources of authentic language input, exposing learners to commonly used expressions, idioms, and collocations in real-life communicative contexts. These platforms contribute significantly to vocabulary development by offering engaging,

context-rich content that bridges the gap between theoretical knowledge and practical usage. However, despite their pedagogical potential, social media platforms remain underutilized in formal educational contexts. Learners also face various challenges, including content overload, lack of guidance, and difficulties in understanding slang or culturally embedded expressions. These challenges highlight the need for structured integration of media-based content into the language learning process.

In light of these findings, the following recommendations are proposed:

### **1. Recommendations for EFL Teachers**

- Integrate media-based content (e.g., short videos, captions, influencer posts) into classroom instruction to expose students to natural language use and formulaic expressions in authentic contexts.
- Curate and contextualize digital materials to ensure learners are engaging with appropriate and pedagogically relevant content.
- Promote the critical use of social media, guiding students to reflect on the language they encounter online and encouraging them to identify, record, and practice useful expressions.
- Provide explicit instruction on the use and meaning of idiomatic and formulaic expressions encountered in media to reinforce comprehension and retention.
- Encourage project-based learning, where students analyze or recreate media content using target vocabulary and expressions.

### **2. Recommendations for EFL Learners**

- Actively engage with English-language content on social media platforms, focusing on posts, videos, and captions that feature idiomatic and everyday expressions.

- Maintain a personal vocabulary log or digital journal to record newly learned formulaic expressions with context and example usage.
- Practice using these expressions in written or spoken form (e.g., through digital storytelling, comments, or group discussions) to reinforce retention and communicative ability.
- Seek clarification and peer collaboration when encountering unfamiliar or culturally specific expressions, turning passive exposure into active learning.

### **Limitations and Suggestions for Further Research**

Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to our research (lack of sources) specifically sources since media-based formulaic sequences in relation to vocabulary is not widely studied in Algeria which leads the researcher to use the electronic ones. The second limitation is that the study was limited to masters' students at Biskra University. Consequently, the findings of the study cannot be generalized to other levels. The third limitation is the questionnaire returned at 70%, since some students did not answer all the questions, specifically they do not provide explanation or justification. Thus, it expected that some students face challenges to cooperate fully. The fourth limitation is that the time factor in our research is one of the most challenging issues that stood against more elaborated research work. More data collections tools are required to overcome these limitations such as interviews or classroom observations limited the depth of qualitative insight into learner behaviour and strategy use.

In light of these limitations, the following directions for future research are suggested:

- Expand the study scope to include learners from different academic levels, institutions, or regions to increase the diversity and applicability of results.
- Incorporate mixed-method approaches, including interviews, focus groups, or content analysis of learners' social media activity, to provide deeper insights.
- Conduct experimental or longitudinal studies to assess the impact of sustained mediabased exposure on vocabulary acquisition and overall language proficiency.
- Investigate the effectiveness of teacher-mediated versus self-directed media-based learning, to determine optimal instructional strategies.
- Explore learners' attitudes and motivations toward using digital platforms for language learning, including how these attitudes influence vocabulary acquisition and use.
- Future research could explore the effectiveness of specific instructional interventions designed to help learners apply formulaic language from media more confidently and accurately.

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## APPENDICES

### Appendix: Questionnaire for EFL Students

Dear participant,

This questionnaire is part of a study that aims to explore your perceptions regarding the effect of media-based formulaic sequences on vocabulary learning. .

your responses will be used only for research purposes and will remain confidential .so, please answer the question s honestly.

#### **section 1: EFL learners' use of social media platforms for vocabulary learning in their daily routines**

.1. How would you describe your English proficiency level?

- Beginner
- Intermediate
- Advanced

2. Which media platforms do you frequently use to learn English Vocabulary? (select only one option)

- YouTube
- TikTok
- TV Shows
- Movies
- Podcasts
- Social Media Posts (e.g., Instagram, Facebook, Twitter)
- Other: .....

3. How often do you use media (e.g., YouTube, TikTok, movies, podcasts) to learn English?

- Never
- Rarely
- Sometimes
- Often
- Always

4. What is your primary purpose for using media in English learning? (Choose the most relevant option)

- To learn new vocabulary
- To improve pronunciation and listening skills
- To enhance reading and writing skills
- Other: .....

5. How often do you notice or pay attention to formulaic sequences (e.g., idioms, collocations, phrasal verbs) while using media in English?

- Never
- Rarely
- Sometimes
- Often
- Always

## **Section 2: EFL Students' Perceptions and Challenges Related to Media-Based Formulaic Sequences**

6. Do you trust the formulaic sequences you hear or see in English media content?

☐ Yes    ☐ No

If no, why?

- Some are too informal or unclear
- I have noticed differences from academic English
- It depends on the type or quality of media
- Other: .....

If yes, why?

- They reflect real-life and natural language use
- They are commonly used by native speakers
- They help me understand spoken English better
- Other: .....

7. What type of formulaic sequences (e.g., idioms, phrasal verbs, collocations) do you mostly encounter in English media platforms (TV, YouTube, podcasts, etc.)?

- Useful and commonly used sequences in real-life situations
- Informal or slang sequences that are hard to understand
- Random sequences without clear context
- Formal or textbook-like sequences
- Other: .....

8. How do formulaic sequences in media affect your understanding of English content?

- They make understanding easier
- They help me follow conversations
- They have no real effect
- They confuse me more

9. Do you believe media-based formulaic sequences help you expand and remember new vocabulary?

☐ Yes      ☐ No

If yes, how?

- They are repeated often in shows or videos
- They are easier to remember in context
- They sound more natural than isolated words
- Other: .....

10. Which method helps you most in learning vocabulary, especially formulaic sequences?

- Learning expressions from textbooks
- Learning expressions used in media content (e.g., series, videos, podcasts)
- Memorizing word lists
- Writing academic essays and assignments

11. Do formulaic sequences you hear in media help improve your speaking fluency and response time in conversations?

☐ Yes      ☐ No

If yes, select one or more:

- I remember expressions and use them without thinking ☐ I rely on expressions for greetings, replies, etc.
- They save me time thinking of how to form a sentence
- Other: .....

12. How do you usually use media-based formulaic sequences in your English?(You may tick more than one)

- In casual conversations
- In class presentations
- In social media or texting
- I do not use them at all



- Other: .....

13. How confident are you about the formulaic sequences you learn through media?

- very confident
- somewhat confident
- Not sure about it
- not confident

14. What difficulties do you face when trying to use formulaic sequences from media?

- I do not fully understand them
- I am not sure when or how to use them
- They do not match my level of English
- I face no real difficulties

15. What do you usually do when you come across an unfamiliar formulaic sequence in media?

- I ignore it
- I search for its meaning
- I ask someone for help
- I try to guess from context

16. Have you ever misunderstood an expression due to cultural or language differences?

☐ Yes    ☐ No

If yes, give a brief example:

17. Do you think translation causes problems in understanding English formulaic sequences in media?

☐ Yes    ☐ No

If yes, how?

- Translations are not always accurate
- Meaning is lost in cultural references ☐ Some expressions cannot be translated directly
- ☐ Other:

.....

18. How do you react when a formulaic sequence in media includes a cultural reference you do not understand?

- I Ignore it
- I search to it from the media platforms I ask others about it
- I try to find it from social media sources
- Other: .....

19. In your opinion, how can English media platforms better support EFL learners in understanding and using formulaic sequences effectively?

- In classroom presentations
- In texting native speakers
- when you follow the routines of social media contents
- none from above

Good Luck

## Opinionative

1. Does the questionnaire clearly address the main focus of the study?

☐ Yes      ☐ No

Please explain:

2. Are there any questions that might be unclear or difficult to interpret?

☐ Yes      ☐ No

If yes, please specify:

.....  
.....

3. Does the questionnaire include all the necessary questions to fully explore the research topic?

☐ Yes      ☐ No

If no, please specify:

.....  
.....

4. Is the questionnaire well-structured and easy to follow?

☐ Yes      ☐ No

5. Are there any important aspects missing from the questionnaire?

☐ Yes      ☐ No

If yes, please list them:

.....  
.....

6. Do you have any suggestions or comments to enhance the questionnaire?

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## Expert Validation Form

After a thorough review of the research questionnaire submitted by the researcher, I hereby provide the following assessment:

The research instrument is approved as it stands

The research instrument is approved with minor revisions.

Major revisions are recommended prior to final approval.

Expert's information

Name

Academic Status:

University

Email      Address

Date of Validation

Signature:

## ملخص الدراسة

تستكشف هذه الدراسة دور التعبيرات الصيغية القائمة على الوسائط في تعزيز اكتساب المفردات لدى متعلمي اللغة في الحياة اليومية ، TikTok و Facebook مع التكامل المتزايد للمنصات الرقمية مثل (EFL) الإنجليزية كلغة أجنبية يتحول تعلم اللغة من الأساليب التقليدية القائمة على الحفظ إلى مناهج أكثر سياقية وتفاعلية وواقعية. تعد التعبيرات الصيغية مثل التعبيرات الاصطلاحية والتراكيب اللفظية والعبارات اليومية ضرورية لتحقيق الطلاقة والتواصل الطبيعي، إلا أنها غالبًا ما يتم تجاهلها في ممارسات التدريس التقليدية. يهدف البحث إلى فهم كيفية إدراك طلاب الماجستير 1 في اللغة الإنجليزية كلغة أجنبية بجامعة بسكرة لاستخدام التسلسلات الصيغية القائمة على وسائل التواصل الاجتماعي في تطوير مفرداتهم وتحديد التحديات التي يواجهونها في استخدام هذه الموارد. وباعتماد نهج دراسة حالة نوعية قائم على نموذج تفسيري، تستخدم الدراسة استبيانًا شبه منظم لجمع رؤى متعمقة من عينة هادفة من 30 طالباً. سيتم تحليل البيانات موضوعياً للكشف عن أنماط في تجارب الطلاب ومواقفهم. تؤكد النتائج أن التسلسلات الصيغية المعتمدة على الوسائط تلعب دوراً هاماً في تعزيز اكتساب المفردات، وتحقيق الطلاقة، وتقييم كفاءة المتعلمين اللغوية. يعتمد غالبية المشاركين على التسلسلات الصيغية الإنجليزية التي يصادفونها على منصات التواصل الاجتماعي. لذلك، تساهم الدراسة في فهم أوسع لكيفية دعم الأدوات الرقمية لتعلم المفردات وتحسين الكفاءة التواصلية العامة للمتعلمين في بيئات العالم الحقيقي

**الكلمات المفتاحية:** التسلسلات الصيغية، منصات التواصل الاجتماعي، تعلم المفردات، متعلمو اللغة الإنجليزية كلغة أجنبية