

The Frequency of the English Language Used in Social Media by Undergraduate English Majors in Jordan

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Abstract

The study aims at investigating the frequency and willingness of undergraduate English majors to use English language in social media and informal context. It also aims at discovering frequently used expressions and exploring their functions. The study utilized a questionnaire developed by the researchers based on samples of students' chats and posts collected from Facebook groups. The questionnaire was distributed to a sample of 100 students majoring English in Al-Hussein bin Talal University to elicit aspects of their views on the use of some common types of English expressions transliterated into Arabic on social media platforms. The results of the study show that transliterated English expressions were widely and commonly used in students' posts and comments to express different functions, often replacing Arabic alternatives, as English expressions were found to be more expressive. The study concluded with some implications highlighting the role of social media in improving and developing English competence and skills in this technological era.

Keywords: social media, Facebook, undergraduate students, English language

1. Introduction

Along with the rapid development of technological and scientific advancements, the internet has become an important way for people to communicate. All types of social media are significantly influencing people's lives in many ways and changing the way people communicate and share knowledge. Internet-based communities have emerged, developed into a social phenomenon in daily life, and helped to create numerous other virtual communities. One of the theories addressed the role of communication and social media is the Use and Gratification Theory. The theory proposed by Katz and Blumler (1974) focused on identifying and understanding users' rational behind using certain forms of media; their needs to use them (including affective, cognitive, personal and socially integrative needs); and the gratifications from using them (Kasirye, 2021). Using social media networks like Facebook satisfies such needs of its users. Their posts and comments reveal the reasons and gratifications behind using this form of media, especially after joining certain themed groups. Each group has members joining through the membership, who share certain beliefs and thoughts. For this reason, Ward (2004) claimed that receiving approval from others in social media plays a central role in forming self-users' identity (cited in Karimitar, 2020). This clarifies the other general role of media, including social media, to be perceived "in the diffusion, reinforcement, and suppression of different intergroup social beliefs" (Reid, et al., 2004: 20). Social media may continue to play a crucial role in reviving or preserving a group's identity and ideals.

According to the Online Collaborative Learning Theory (OCL), it is stated that the online platform of social media gives new opportunities for acquiring and learning new thought strategies and generating new learning rules (especially when learning a language, such as English) (Baniyassen, 2020). Online English usage puts users in situations where they must employ language skills and rules. Social constructivism, addressing social aspects and the process of involving students in actual circumstances to create their cognitive understanding, is linked to OCL processes (Stoytcheva, 2018). In simple terms, learning occurs through the social interactions among users.

Social media also have been effective for language learning regarding its four skills and the sharing of educational resources compared to traditional ways to learn a foreign language. This online social networking is 'defined as a "social learning resource" and tool for literacy practices (Thurairaj et al., 2015: 304). Social media and social networks have joined the body of new teaching methods, such as distance-learning and e-learning.

Currently, Facebook is a popular social media platform along with blogs, wikis, and other social networks, and Facebook is gaining a significant role in foreign language teaching and learning (Monica-Ariana & Anamaria-Mirabela, 2014). Many studies have found that Facebook is effective for learning the English language, particularly vocabulary (Al-Smadi, 2013; Monica-Ariana and Anamaria-Mirabela, 2014); however, social media also have had a positive effect on improving students' skills, like: writing and speaking (Belal, 2014).

Social media users have opportunities to learn foreign languages through observation and imitation. Thurairaj et al. (2015) indicated that Malaysian users of social media learned English by observing and imitating it in their writing and speaking and many of them created internet slang to express their thoughts and communicate with others. In the Middle East context, Arabic language is the dominant language, and it is used widely among students in social media. English uses have remained stable or decreased in most Arabic countries (Northwestern University in Qatar Report, 2018). English use on the internet is considered appropriate for international communication (representing globalization), whereas online interaction within the region is more likely to use vernacular languages that represent local identities (Al-Saleem, 2011). In the Arab region, youths tend to use Arabic online to indicate their social identities and group affiliations (Darwish, 2017). Thus, in this region, making the language choice for social media is complex, and many users customize their language uses to fit the social groups with which they are communicating (Darwish, 2017). In Jordan, social media users tend to blend Arabic and English, which often is referred to as the Anglo-Arab language. They usually use Arabic words written using the English alphabet, such as "Wa7sh" (Al-Saleem, 2011). Thus, social media users in Jordan tend to employ code-switching to enhance their communication and effectively negotiate meanings in online discourse (Eldin, 2014). The code-switching tends to occur in specific social situations for specific reasons, such as knowledge deficiency, lack of facility, writer's mood, and habitual expression (Eldin, 2014). However, in most of the world, English currently is the online *lingua franca* and dominant language used by most social media users whose first language is not English (Christison & Murray (2014) as cited in Lantz-Andersson, 2018).

The particular English words used in social media include young adult slang words and words found in popular entertainment media, such as film and music which usually are not found in academic English language teaching (Lantz-Andersson, 2018). English was imposed on social media because it is a common language across many cultures and likely to communicate to large numbers of users from various backgrounds. Using English in social media has rapidly increased the number of English language users regardless of their first language and created new online English language communities. An important aspect of the phenomenon is that the online interactions create communicative learning contexts that develop sociopragmatic competence when practicing a second language and places where users can choose from a range of linguistic repertoires (Lantz-Andersson, 2018). The 'translanguaging' concept, which is about mixing different linguistic patterns from multiple language sources, involves negotiating and communicating a sense of identity in newly established social spaces (Wei & Hua, 2013). Thus, social media use prepares social spaces for interactions that involve users' reformation of language ideologies and practices.

In Jordanian formal education, English is the main foreign language and it a compulsory subject throughout the public-school years. At the university level, some compulsory courses are taught in English, and it is the medium of instructions in engineering and medicine courses. English also is common in business, tourism, mass media, and so on, and Jordanians recognize English as an important bridge to the rest of the world. English literacy is essential for competing for high-paying jobs. English use is widespread among Jordanian youth because of its prestige and value to their educational achievement. The dominance of English among social media users has increased as social media have become more common, and English currently is the preferred language on social media.

2. Literature Review

Previous studies have addressed communication on social media, including language use and development, specifically with respect to the English language (e.g., Monica-Ariana & Anamaria-Mirabela, 2014; Al-Smadi, 2013). Some studies have found that online communication on social media platforms plays an essential role in developing language skills (e.g., Al-Smadi, 2013). Other studies have explored the dominant language(s) used for communicating with others on social media and addressed issues regarding the status of and preference for English language in online context (e.g., Darwish, 2017). Monica-Ariana and Anamaria-Mirabela (2014) investigated the influence of using social media for improving English vocabulary acquisition among 127 first and second-year students of economics in Romania. They found that they improved vocabulary performance and increased confidence and motivation among the students exposed to English vocabulary on Facebook, supporting the conclusion that Facebook is an effective medium for self-learning compared to traditional methods.

Botha (2017) investigated English uses in one Chinese student's personal life and the functions of English-Chinese

code mixing in her social media use. The frequency of English mixing suggested that English had an important role for online communications, the type of topic, and the social conditions of the interlocutors. The study suggested fluidity of language practiced in online communications that also allowed the users to maintain aspects of group identity. Botha (2017) argued that the linguistic practices revealed an innovative ‘translanguaging’ practice that allowed the subjects to change their ideas about languages because they negotiated other new perspectives when communicating online.

Al-Smadi (2013) focused on Facebook’s influence for improving college students’ English language achievement in Jordan and found improved vocabulary use and performance among the subjects who were taught vocabulary with Facebook. This teaching method also increased their sense of confidence and enhanced their learning motivation.

Almarwaey (2017) investigated academic uses of social media to enhance students’ sense of self-efficacy for learning English as a foreign language. A questionnaire survey of 286 students from Umm Al-Qura University in Saudi Arabia focused on attitudes toward social media and self-efficacy for learning English. The students used social media to communicate and share ideas with each other about topics related to their course. Almarwaey (2017) found students’ attitudes about using social media for learning were positive and a significant positive correlation between using social media for communication and their self-efficacy.

Ahmed and Hassan (2017) focused on social media use and language preferences among undergraduate English language students at King Khalid University in Saudi Arabia. However, the study found that social media mainly were used for entertainment and English was not effectively used for communication, and it found that Arabic was mostly preferred for social media use.

Al-Saleem (2011) investigated the uses of Facebook and its influence on language uses and sense of identity. The sample comprised 44 undergraduate students in Jordan who were internet users. The findings demonstrated that English was widely used, but using English did not imply an abandonment of Arabic or an embracement of Western culture. Romanized Jordanian Arabic also was frequently used on Facebook, particularly when communicating personal content, such as greetings, sarcastic and humorous expressions, and religious comments.

In UAE and Egypt, Darwish (2017) found that vernacular Arabic dominated classical Arabic on social media among Arab youth. Many of these users also used a foreign language, such as English or French, or they mixed Arabic and a foreign language. Apparently, they used vernacular Arabic or mixed languages online to attract others to read their posts. Using the vernacular language was considered a powerful way to express personal ideas and emotions. The respondents considered communicating with a variety of styles a practical way to interact online and pointed out a need for a new language for online communication. English is a basic language used by Arab youth to communicate online because of its global role in various fields and it, therefore, satisfies their communication needs better than classical Arabic. Using Arabizi or English was not perceived as a threat to their sense of Arab identity.

Using English when communicating on social media platform not only provides an opportunity to practice the language, but also it improves the users’ knowledge (perception) of how to use “micro” and “macro” language skills and broaden communication and interaction (Desta, et al., 2021). Desta et al. (2021) found evidence of the positive impact of social media on the English proficiency of university medical students in Ethiopia.

2.1 Purpose of the Study

The main purpose of the current study is to examine the use and function of English expressions by Jordanian Arabic L1 undergraduate students who are majoring in English. Many users in the world generally and in the Arabic world specifically have gained membership in online virtual communities. Language preference when writing on social media reveals a lot about users’ backgrounds, identities, cultures, and degrees of readiness to participate in globalization. Younger users in the Arab world might be more willing to assimilate into new online communities than older users. This willingness determines users’ language choice and preference when commenting or posting on social media. English is not only the *lingua franca* for world communities, but also the dominant language in virtual online communities.

2.2 Questions of the Study

The need to conduct this study stems from the present researchers’ aspiration to know how undergraduate English major students, compared with other users, employ English in social media, and to what extent they are willing to use it on an informal level rather than in an academic context. Unlike previous studies, the current study attempts to uncover which expressions are frequently used, and to explore the functions of many such frequently used expressions. Similarly, the question of whether English or Arabic is considered most expressive has not yet been investigated by other researchers. The present researchers hypothesized that findings might reflect users’

competence in English, reasons for language choice, and degree of assimilation in the larger English speaking online community. It is said that learning a language includes learning about the culture of that language. To explore the culture of English use on social media platforms, in the context of undergraduate Jordanian Arabic L1 speakers majoring in English, the researchers aimed to answer the following research questions:

1. What language do English major students use when posting or/and commenting on social media? Do they use English words through transliteration when communicating online?
2. What English expressions do participants commonly use when writing on social media and what are the functions of these expressions?
3. Do participants consider English expressions more or less expressive than the Arabic equivalents?
4. When do students choose English instead of Arabic when chatting with others, what are their reasons?

3. Method

3.1 Participants

The researchers recruited 100 third-year college students majoring in English Language at Al-Hussein Bin Talal University to participate in this study. This group was specifically selected because they enrolled in many English courses at university and have been members of English Facebook groups for two years. The researchers also assume that the participants had good English proficiency based on their ability to post and comment in English. The sample was composed of 66% female students and 34% male students with ages ranging from 20-22 years old.

3.2 Social Media Platforms

Facebook is the most common social media platform that students use to communicate with each other. Students even created a group called Students of English on Facebook to post issues related to their academics. Meanwhile, other sites such as Instagram and Twitter are used for personal use. When students were asked about how long they have been using social media platforms for communication, almost half of students (45%) indicated that they had been using them for over than 10 years, 34% indicated using social media for 6-10 years, and 21% indicated using social media for 1-5 years. Based on this demographic information, the researchers assumed that they are frequent users of social media platforms.

3.3 Instruments, Study Procedure, and Analysis

In this descriptive study, the researchers developed a questionnaire to elicit aspects of participants' personal background, use of English on social media platforms, and views on the use of some common types of English expressions transliterated into Arabic on such platforms. It comprised both open-ended and partially close-ended questions (Seliger & Shohamy, 1989) to measure subjects' perceptions of commonly used expressions.

The questionnaire can be divided and described in the following manner:

1. The first section of the questionnaire (questions 1-3) were intended to elicit responses about the personal use of social media platforms by asking partially close-ended questions such as "How many years have you been using social media?", "How often do use English words when texting in Arabic?", and "As an English major student what language do use more frequently on social media?".
2. The second section of the questionnaire (questions 4-12) aimed to elicit answers about different issues related to the participants' views on using English expressions in social media platforms, frequently used expressions and their functions, the preferred language for communication, and reasons for their preference. Some questions were close-ended questions such as "Do you use the following expressions on social media?", "Is using English expressions on social media more expressive than their Arabic equivalent?", and "Which form of expression are you more likely to use on social media describing an image?." Open-ended questions were used to elicit participants' opinions about the types of frequently used expressions, their functions, and the reasons for using one preferred language. These questions are as follows: "List any other English expressions that you use on social media alongside Arabic" and "Why do you use English expressions instead of Arabic when chatting with friends?".

The participants' inquiries were answered and clarified before the questionnaire was distributed and filled in by them. For ensure confidentiality, each respondent was assigned an identification number from 1-100. Two professors from the English department ensured the validity of the questionnaire by assessing its suitability, relevance, and clarity to accomplish the study objectives. Data analysis was performed by calculating the frequencies of the answers using SPSS.

4. Results

4.1 Preferred Language for Use on Social Media Platforms

The results show that English and Arabic are both used when communicating on social media. As presented in Table 1 below, Arabic preferred over English, though English is still used. 51% of the sample indicate that they used both languages, but generally preferred Arabic.

Table 1. Language preference when commenting on social media

Language	Percentage %
English	15
Arabic	19
both but mostly Arabic	51
both but mostly English	15

4.2 Transliteration

Table 2 shows that undergraduate students often transliterate English expressions when texting and posting online. The percentage of participants who frequently transliterate English social media is high (91%) and answers range from always to often. A small number of participants (9%) indicate that they rarely used English, even in transliterated form, when communicating on social media.

Table 2. Frequency of transliterating English when commenting on social media

Scale	Percentage%
Always	25
Very often	22
Often	44
Rarely	9

4.3 Expressions Used and Their Functions

Participants appear to prefer a number of English expressions over their Arabic alternatives. The expressions appearing in Table 3, below, are the most commonly used ones among the subject students. These expressions were used for delivering different meanings and expressing various functions such as describing an image, sound, or greeting, academic and technical terms, commenting on loss, and naming a language. Use of English expressions to refer to academic issues was one of the most common functions found. For example, 94% of the students preferred to use the terms “first exam” and “second exam” over the Arabic terms Emtahan Al’awal and Altani. In addition, when describing and commenting on images and posts, participants used and preferred English expressions over Arabic ones. On the other hand, for situations involving greetings, commenting on loss, describing a sound, and naming language Arabic expressions were preferred and used. With regard to commenting on loss, students sometimes offered English expressions that they normally used in other contexts, such as never give up, try again, and good luck next time. Students also provided other English expressions that they normally use in online interactions (listed in appendix A).

Table 3. Frequent English expressions used and their functions

Functions	Expressions	Percentage of use	Functions	Expressions	Percentage of use
1. Describing an image/ (Comments)	الكومنتات (English)	75	2. Describing an image/ (Fantastic)	فانتاستك (English)	47
	التعليقات (Arabic)	25		رائعة (Arabic)	53
3. Describing an image/ (Mention)	منشن (English)	78	4. Describing an image/ (Block)	بلوك (English)	84
	يشير الى (Arabic)	22		حظر (Arabic)	16
5. Commenting on loss/ (Hard luck)	هاردلك (English)	57	6. Using Academic expressions/ (Quiz)	كويز (English)	73
	حظا اوفر (Arabic)	26		امتحان قصير (Arabic)	27
	Other	18			
7. Using Academic expressions/ (Mid term exam)	ميدتيرمات (English)	74	8. Using Academic expressions/ (Chapter)	شابتر (English)	71
	امتحان نصفي (Arabic)	26		فصل (Arabic)	29
9. Using Academic expressions/ (first and second exams)	امتحان فيرست و سكند (English)	94	10. Using Academic expressions/ (Presentation)	برزنيتشن (English)	91
	امتحان اول و ثاني (Arabic)	6		عرض (Arabic)	9
11. Using Academic	الاكسنت (English)	58	12. Greeting/ (Good	جود مورننق (Arabic)	29

expressions/ (Accent)			morning)	(English)	
	اللهجة (Arabic)	42		صباح الخير (Arabic)	71
13. Using technical expressions/ (Password)	الباسورد (English)	93	14. Describing a friend/ (Close friend)	كلوز فريند (English)	79
	كلمة السر (Arabic)	7		صديقة مقربة (Arabic)	21
	نيويز (English)	21			
15. Describing a sound/ (Noise)	ازعاج (Arabic)	79	16. Naming a language / (English)	انجلىش (English)	48
				انجليزي (Arabic)	52

4.4 Expressiveness of the Language

As demonstrated in Table 4, students of English believe that English is more expressive and preferred to use it for social media, with 56% of the sample selecting “strongly agree”. They also agree that English expressions were powerful and significant for communicating with others on different social media platforms. While 32% of the students are not sure whether English expressions are more meaningful than Arabic expressions, 12% of them believe that Arabic expressions are more powerful than the English equivalents.

Table 4. The frequency of answers on whether English expressions are more or less expressive than Arabic equivalents

Scale	Percentage %
Strongly agree	9
Agree	47
Not sure	32
Disagree	8
Strongly disagree	4

4.5 Reasons for Language Preference

Students' answers regarding the reasons for their language preferences are varied. The most frequent motivation for using English expressions in social media is to gain a kind of prestige and to attract the attention of others (40%). Some students (25%) indicate that because English is their major, they are willing to show off their specialty. Making contact with others who use and/or understand the language is another reason. Students also state that English expressions are more expressive and meaningful than Arabic expressions, and that English expressions are easier to use and to remember; some students cite the current trend of mixing Arabic and English words. Students also note that the English expressions are commonly found on social media, and they believe using such expressions demonstrate the influence of globalization and reflect advancement. “For fun,” is also among the stated reasons for using English expressions when commenting on social media. One interesting reason is that replacing Arabic expressions with their English alternatives is a way to avoid mocking comments.

Table 5. Reasons for using social media

Reason	Percentages %
1. Majoring in English	25
2. Prestige and attraction of attention	40
3. Influence of the media on the acceptance of other cultures	10
4. It is entertaining in nature	17
5. Influence of the western culture	10
6. It is easy to write and express meaning with it	20
7. Globalization and global progress	14
8. Communicating in English with people who can comprehend it	22
9. English expressions are commonly used in social media	22
10. Mixing Arabic and English in posts and comments is the current social media trend	14
11. Arabic words are harder to recall than English words	10
12. To eliminate grammar and spelling errors, use transliteration	22
13. Mocking remarks can be avoided by speaking in English	15

5. Discussion

The study aimed to identify which English expressions were being used by Jordanian Arab L1 English major on social media, and to ascertain the functions of such expressions. It also aimed to investigate whether students transliterated English expressions when commenting or posting on social media platforms. The findings were similar to Al-Saleem's (2011); both studies found that undergraduate students used both Arabic and English when communicating on social media. Yet, in the current study, the sample students demonstrated more of a preference for writing in their first language. This result contradicted Al-Saleem's (2011) study in which English was the dominant

language used in social media interactions by a group of Arabic L1 undergraduate students. The sample students in the present study employed code-switching between two languages in social media interactions to enhance communication and effectively negotiate meanings in online discourse (Eldin, 2014). Writing in English was primarily performed through transliteration although some students did use un-transliterated English to comment. Additionally, some students preferred to use English only in their online communications with their English major colleagues or foreigner friends. Although English was not the only preferred language for commenting or/and posting online for this sample, an increasing tendency among young generations to use more English was observed.

Although English expressions are widely used for social media interactions, English is considered a foreign language in Jordan and is mainly used in specific contexts. Social media provided this study's group of undergraduate students' multiples venues in which to practice language informally and to join online virtual communities. These communities encouraged students to use more English and to claim membership in the larger online English-speaking community. From the authentic material collected and the participants' answers, it can be surmised that students felt more comfortable conveying certain meanings using English words, rather than their Arabic alternatives, in informal online communications. More than half of the sample believed that English expressions were more expressive than their Arabic alternatives.

The list of commonly used English expressions provided by the Jordanian undergraduates suggests that transliterated English expressions were widely and commonly used in their posts and comments to express different functions, often replacing Arabic alternatives. These students majoring in English chose English expressions due to the influence of their major, and to communicate with their colleagues or friends on an informal level. This is compared to other users who tend to primarily use only the technical terms associated with social media, including, "like," "follow," "share," "block" and "comment." It appears from the findings that the students in the current study have tailored their language choice for social media interaction and have taken advantage of English to fit the social group they are communicating with (Darwish, 2017).

English expressions were used extensively to deliver different meanings and for various functions such as describing images, commenting on loss, offering greetings, and talking about academic issues. Using English expressions to refer to academic issues in an informal context was among the major functions found. According to Wei and Hua (2013), social media interaction prepares social spaces for users' reformation of language ideologies and practices. Thus, online social media platforms have provided English undergraduate students with spaces to negotiate meaning and practice language. Students provided a variety of reasons for their preference for certain English expressions over their Arabic counterparts. They considered English a more prestigious, clear, and meaningful language, which could be used for attracting attention, indicating their major to others, or indicating their openness to other cultures. English was also used for fun and for communicating with other users who understand the language.

In addition, these online communication venues allowed the subject students to join groups with other Arab youths who were open to assimilation with the larger online English speaking community. Thus, the fluidity of language use in online communications allowed users to maintain aspects of their group identity (Botha, 2017). The results also showed that English use by and among the Jordanian undergraduate English majors was not considered a threat to their Arab identity. This is similar to Darwish's (2017) findings in which young L1 Arab speakers used either Arabizi- a transliterated language used by Arab L1 speakers online- or English for online communication since these was not threats to their identities. In a globalized world, holding more than one identity is becoming a more common and increasingly acceptable phenomenon. It is well known that to learn a new language is to learn something about its culture. The increasing number of bilingual or multilingual speakers all over the world have imposed memberships in online communities, or new identities based on the new communities they belong to. The undergraduate students in this study did not adhere only to their Arab identities but were also able to accept and hold new identities which they used for ease of assimilation with the larger English-speaking community online.

One implication of the present study is to validate the role of social media use, especially Facebook use, in effectively enhancing English language learning in general, and vocabulary specifically (Al-Smadi, 2013; Monica-Ariana & Anamaria-Mirabela, 2014). The present study also found that students have developed special expressions derived from original terms used in English. This and other study findings suggest an urgent need for further research to carefully examine the types of linguistic development occurring among younger generation Arab L1 speakers on various levels (phonological, morphological, and syntactical).

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Appendix A

Expressions			
Cute (كيوت)	Out (اوت)	Tag (تاغ)	Guys (هايز)
Wow (واو)	Sweet (سويت)	Follow (فولو)	Add (اد)
Bye (باي)	Please (پليز)	Unfollow (ان فولو)	Link (لينك)
Too much (تو متش)	Prestige (برستيچ)	Massage (مسج)	Good (قود)
Best Wishes (بست ويشز)	Next (نكست)	Story (ستوري)	Exactly (ايكزاكتلي)
Nice (نايس)	Follow me (فلو مي)	See you (سي يو)	Why (واي)
Nice to meet you (نايس تو ميت يو)	Miss you (مس يو)	Don't worry (دونت وري)	Man (مان)
What do you do? (وت ديو دو)	Darling (دارلنق)	Good Luck (قود لك)	Fine (فاين)
Hi (هاي/هايز)	Help me (هلب مي)	Fabulous (فابيلوس)	People (پيپول)
Nothing (نتنق)	Post (پوست)	Just a minute (جست امننت)	Yup (يب)
Whatsapp (واتس اب)	Perfect (بير فكت)	Take care (تيك كير)	Chat (شات)
Ture (ترو)	Call me (كول مي)	Normal (نورمال)	Reaction (راكشن)
Shut your mouth (شت يور ماوث)	Crazy (كريزي)	For example (فور اقزامبل)	What (وات)
Ready (ردي)	Great (قريت)	Thanks/ Thank you (ثانكيو/ ثانكس)	Emoji (ايموجي)
Donkey (دونكي)	Welcome (ويلكم)	Unfortunately (انفور شنتلي)	User name (يوز نيم)
Cow (كاو)	Excellent (اكسلنت)	Share (شير)	Fans (فانز)
Of Course (افكروس)	Because (بيكوز)	Open mind (اوبن ماند)	Love you (لوف يو)
Friend (فريند)	Error (ارور)	Too (تو)	Cool (كول)
Request (ريكوست)	Everybody (افري يدي)	Over (اوفر)	Computer (كمبيوتر)
Yes (يس)	Deal (ديل)	Sorry (سوري)	Lab top (لاب توب)
No (نو)	No Comment (نو كومنت)	Any way (اني وي)	Brb (برب)
Material (ماتيريا)	Save (سيف)	Description (ديسكريبشن)	As you like (از يو لايك)
Baby (بيبي)	Direct (دايركت)	Social media (سوشال ميديا)	Beautiful (بيتوفل)
Life (لايف)	Best friend (بست فيرند)	Search (سيرش)	Don't (دونت)
Sure (شور)	Class (كلاس)	Email (ايميل)	Are you sure? (ار يو شور)
Break (بريك)	Show (شو)	Comments (كومنتات)	Take it easy (تيكت ايزي)
OK (او كي)	Secret (سيكرت)		
No problem (نو برويلم)	Oh my God (اوه ماي قاد)		
Download (داون لود)	Need (نيد)		
Understand (اندرستاند)			
Professional (بروفيشنل)			
I don't know (اي دونت نو)			
It is clear (اتز كلير)			
Adorable (ادوربل)			
Good Night (نايتي)			
You know (يو نو)			
Unbelievable (ان بليفيبل)			

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