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Libyan Students' Perceptions towards Using Facebook Storytelling Videos in Enhancing their Vocabulary Skills

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Abstract:

The present study aims to explore the perceptions of Libyan students towards using Facebook storytelling videos in enhancing their vocabulary skills. Furthermore, it is aimed to discover the benefit of Facebook storytelling videos used by Libyan Students in enhancing their vocabulary skills. This study used a mixed method design. The researcher obtained quantitative data first by data gathering, analyzing and taking precedence in explanatory mixed method designs. Furthermore, the researcher used qualitative method to fully analyze the conclusions of the quantitative data. The researcher used a close-ended questionnaire as well as semi-structured interview as instruments in this study. The participants were twenty-five Libyan students studying at the fourth year at English language department, Faculty of Education, Mesalata, Elmergib University during the academic year 2024-2025. Seven participants were male and eighteen participants were female. twenty-five Participants were chosen to conduct a close-ended questionnaire as well as the researcher conducted semi-structured interviews with six participants out of twenty-five participants who were chosen to represent other students based on their engagement in class and their scores. This study revealed that Libyan students are using Facebook as a popular platform for enhancing their vocabulary in English. The findings showed that Facebook platform is a very active and easy way for university students who want to improve their language skills. Also, Libyan students enjoy learning by watching Facebook Storytelling videos. The researcher also found

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out that Facebook storytelling videos is a motivational tool to learn new words and know their meaning.

Keywords: Perceptions, Libyan students, Facebook storytelling videos, Vocabulary skills

الملخص:

تهدف الدراسة الحالية إلى استكشاف تصورات الطلاب الليبيين تجاه استخدام مقاطع فيديو سرد القصص على فيسبوك في تحسين مهاراتهم في المفردات. علاوة على ذلك، تهدف الدراسة إلى اكتشاف فائدة مقاطع فيديو سرد القصص على فيسبوك التي يستخدمها الطلاب الليبيون في تحسين مهاراتهم في المفردات. استخدمت هذه الدراسة طريقة تصميم مختلطة. حصل الباحث أولاً على البيانات الكمية من خلال جمع البيانات وتحليلها وإعطاء الأولوية لتصميمات الطرق المختلطة التوضيحية. علاوة على ذلك، استخدم الباحث الطريقة النوعية لتحليل استنتاجات البيانات الكمية بشكل كامل. استخدم الباحث تقنية المسح القائمة على الاستبيان المغلق بالإضافة إلى المقابلات شبه المنظمة كأدوات في هذه الدراسة. كان المشاركون خمسة وعشرين طالباً ليبيا يدرسون في السنة الرابعة في قسم اللغة الإنجليزية، كلية التربية، مسلاته، جامعة المرقب خلال العام الدراسي 2024-2025. كان سبعة مشاركين من الذكور وثمانية عشر مشاركين من الإناث. تم اختيار خمسة وعشرين مشاركاً لإجراء استبيان، كما أجرى الباحث مقابلات شبه منظمة مع ستة مشاركين من أصل خمسة وعشرين مشاركاً تم اختيارهم لتمثيل الطلاب الآخرين بناءً على مشاركتهم في الفصل ودرجاتهم. كشفت هذه الدراسة أن الطلاب الليبيين يستخدمون فيسبوك كمنصة شائعة لتعزيز مفرداتهم في اللغة الإنجليزية. وأظهرت النتائج أن منصة فيسبوك هي وسيلة نشطة وسهلة للغاية للطلاب الجامعيين الذين يرغبون في تحسين لغتهم الإنجليزية. كما يستمتع الطلاب الليبيون بالتعلم من خلال مشاهدة مقاطع فيديو القصص على فيسبوك. ووجد الباحث أيضاً أن مقاطع فيديو القصص على فيسبوك هي أداة تحفيزية لتعلم كلمات جديدة ومعرفة معانيها.

الكلمات المفتاحية: التصورات، الطلاب الليبيون، مقاطع فيديو سرد القصص على فيسبوك، مهارات المفردات

Introduction

In our world, English is spoken and accepted internationally. it is also a critical medium for international communication and it is a tool used by many people all around the world. Besides being employed in various academic fields like economics, politics, social sciences, culture, and tourism. English has a vital role in getting scientific and technological information. Many times, students need to talk and join in different contexts with English within the global context. Furthermore, while English is considered a foreign language for Libyans, it has gained popularity as a foreign language in many countries, from school education to higher education .

Vocabulary knowledge is one of the vital requirements for learning English as a foreign language. Learning its lexis, an essential element of language acquisition, is subject to endless variations in meaning due to diverse contextual circumstances (Yang & Dai, 2012). It is very crucial to understand vocabulary while learning any language. Vocabulary is the foundation of foreign language learning. For instance, Rohmatillah (2017) believes that without learning vocabulary, communication in a foreign language gets harder. Furthermore, vocabulary knowledge is an essential component of language proficiency. It is very important for communicative competence. Low amount of vocabulary knowledge poses severe implications for its students, negatively impacting their learning of the English language (Alqahtani, 2015). EFL learners are required to be proficient at the use and understanding of words and their meanings. In effect, English language learners need to know terms and meanings that they could comprehend and understand what is being conveyed.

Digital storytelling can greatly help in improving vocabulary learning and language in general (Schmoelz, 2018; Rodríguez et al.,

2021). This is a type of digital storytelling where images, text, sounds, and movies are merged together to create a unique experience of digital story. It has been noted that digital storytelling may motivate learners and improve interactivity (Hava, 2021). Interactivity and engagement created by digital storytelling drive intrinsic interest and student motivation to learn vocabulary (Sembiring & Simajuntak, 2023). In fact, interactive digital stories can also work powerfully in facilitating the construction of academic and content vocabulary by embedding vocabulary within a visual narrative, facilitating an educational and interesting learning experience (Kristiawan et al., 2022).

Facebook is very active digital storytelling tool, with its ability to create social situations and enhance people's social presence, is also used to enhance the learning of foreign languages and is a good tool in language learning. As it has many users, it promises a lot for the field in the digital age. Teachers can use Facebook to post about class activities, list vocabulary to review, share resources, and facilitate class discussions in English, supporting intentional vocabulary learning. Research demonstrates that social media, particularly Facebook, is effective for improving students' language learning experiences (Abbas et al., 2019).

Literature review

Form knowledge is a word's recognition of phonological and morphological attributes in written and oral forms. Information, or knowledge for a person, is the information about forms and meanings, concepts and referents, and word associations. Finally, use knowledge comprises the contexts in which each word can be used and thus the company the word is likely to keep; if a word is an adjective, for example, a noun will regularly follow it, or it follows the verb to be. If it is a noun, it will likely be preceded by an article. This also means to know that lexical items are prone to exist together but may vary with one another. Therefore, what a learner should be aware of about a word is the way in which it behaves (since one

word used occasionally has an improper grammatical construction) for the usage of another. As such, to perceive a word is to know all nine dimensions of word knowledge: receptively and productively.

Many researchers recognize a framework that is as the most comprehensive model for vocabulary knowledge and has gained wide acceptance. One of them is Nation (2022). Nation describes and expands on an extensive vocabulary knowledge framework. This conceptualization breaks down vocabulary knowledge into its various sub-knowledge components, including 18 distinct sub-knowledge aspects. Vocabulary learning is a continuum from the reception of words, such as comprehension, to their productive use. Based on the model proposed by Nation, Form knowledge includes knowledge of spoken form, written form, and word parts. Meaning knowledge comprises both form and meaning: the concepts and references.

Knowledge of use involves familiarity with grammatical functions, collocations, and usage constraints. linguistic knowledge arises when the learner will concentrate on the message, and it must be remembered that only acquired knowledge (in the form of knowledge), and not form, is involved with active participation of language use. Intentional “form-based” learning, on the other hand, yields so-called learned knowledge of that which is for the purpose of the purpose (as a means to monitor performance under these conditions). The need for naturalistic usage-based learning methods has been claimed to be an inadequate choice of methods to teach (Ellis, 2008). It needs to be supplemented with intentional metalinguistic and form-focused forms instruction and metalinguistic pedagogical approaches, including contrastive analysis-based approaches (Yowaboot & Sukying, 2022) .

The noticing process is where a learner pays attention and recognizes the word presented to them since it is an unknown to them. In other words, the learner has to look at this word and recognize it as a meaningful word. The learner may come to understand a previously

encountered word is used differently. Schmidt's (2012) perceiving hypothesis again states that noticing is a core idea of L2 vocabulary learning. Moreover, the involvement load in the process of word processing is crucial for the quality of vocabulary learning and its effects on the acquisition of vocabulary. The involvement load hypothesis argues that the engagement includes three components: "need" i.e. knowledge of new vocabulary is required for success in task; "search" — students' efforts to search/trying to define the meaning of words unfamiliar to the task; and "evaluation" which is to judge how a new word relates to other words and if it is appropriate in the given context (Hulstijn & Laufer, 2001).

Many previous studies have been conducted to underscore the effectiveness of intentional vocabulary instruction in the field of vocabulary acquisition. One of these studies conducted by Magnussen and Sukying (2021) to see if planned learning activities that incorporate songs and total physical response (TPR) can increase the vocabulary acquisition among preschoolers in a Thai EFL context. Results showed that both singing and TPR and the combination of them (TPR&S) showed a significant mean increase in vocabulary development among the participants. Importantly, the TPR&S approach had a clear greater positive effect on vocabulary acquisition than both singing and TPR alone. This indicates that singing and TPR used as intentional vocabulary-learning techniques helps them in EFL settings in building vocabulary in English. This is consistent with Yowaboot and Sukying (2022), which investigated the effectiveness of digital flashcards, one more deliberate vocabulary instruction strategy, for helping Thai primary children in an EFL context come to appreciate the relationship of form-meaning in English vocabulary. Students in the experimental group received instruction using digital flashcards, whereas students in the control group attended the lesson using traditional lessons. Their experimental group also scored higher than the control group in terms of vocabulary learning, suggesting that they were effectively

promoting their vocabulary learning as a strategic vocabulary teaching tool and the use of digital flashcards on its own .

At the same line, Bubchaiya and Sukying (2022) investigated the influence of word parts strategy instruction on vocabulary knowledge of primary school students in Thai EFL. The experimental group was also trained in extensive word-part strategies and the control group did not. Results indicated that, compared to control group, the students in experimental group did better. This also shows the significance of intentional vocabulary learning for EFL students to gain wider vocabulary knowledge. Teachers should select activities that use intentional learning techniques and deliberate learning to use to teach L2 vocabulary. But, for example, consider proficiency level, the context and the context of learning, readiness of the learners, proficiency and other factors need to be taken into account as part of preparing the curriculum for the planning of such activities, even though it's always necessary to look at levels of proficiency, learning environment and the readiness of the learner for understanding.

According to Woodside and Martin (2008), storytelling is a useful teaching strategy to foster reflective thinking and as well as an integration between various and disparate domains of knowledge is suggested. Storytelling requires no special gear other than imagination. Storytelling as a form of learning can encourage learners to seek outlets to explore their expression, and enhance the ability in learners to express their thoughts and their feelings in articulate and clear English, listening and speaking are the driving forces that help in creating artistic images.

At the same issue, studies have revealed that using social media to teach vocabulary which embeds multimedia type learning method in the learner's mind helps stimulate their interest to learn and improve their performance. Aida Nabilah Azman et al. (2021) explain that educators have attempted to incorporate this application as an educational medium into their lessons to support process learning.

Social media promotes student participation and engagement, create a sense of community, facilitate a learner-centered approach, increase student participation and interaction, encourage creativity, and enhance academic results. Alguacil et al. (2021) argue that social media is transforming education while online or hybrid education is increasing in popularity. Education is in a state of flux, they say, as well. Facebook enhances classroom cooperation, accessibility, and engagement while also providing a platform for online learning. One of the notable changes is Facebook's intention to pump more money into its educational side. Video content is an effective educational tool of reaching the current users of the app while providing new users the opportunity to use the app (Lunden, 2020). Also, as well as being useful for other things, Facebook is useful for them to learn new things. It's a wonderful opportunity for educators and students to explore with this emerging tool and see what Facebook can be for them.

According to Blattner and Fiori (2009, p. 20), Facebook is one of the fastest growing and most widely used sites on the Internet. At the same time, it is also the largest social network, having over 100 million individuals. Initially, when Facebook emerged, students primarily used the web-based platform to keep in contact with friends (Ellison et al., 2007). Roblyer et al. (2010) also reported that students prefer communicating with teachers via Facebook rather than traditional face-to-face interaction, which may reduce immediate embarrassment and maintain a comfortable environment. Furthermore, as another communication resource in the language classroom, Facebook helps to foster collaboration through language focused discussions and status updates (photos, videos, comments, and questions). For instance, students can talk about a photograph or video or a specific place, person, exercise, etc. in a foreign language while others try to guess what they are describing. Instructors can also create hypothetical events in the target language country and design a discussion around the students' anticipation before, during,

and after the event. Through these collaborations, students can feel that they are part of a shared social network that is richer, more engaging and will benefit from their participation through more meaningful ways than they might if it was the students alone. Facebook affords multi-dimensional dialogue among students and between students and the instructor (Terantino & Graf, 2011).

Additionally, vocabulary-learning resources in the context of Facebook introduce students to words they may encounter. Due to this intentional approach, the learning activities are well thought out and intended. Vocabulary-related activities done on Facebook can be a planned vocabulary-acquisition platform. Teaching instructional materials of learning is an example of a deliberate vocabulary acquisition method that includes sharing of content as text, image, video, in a group on closed Facebook and viewing, hearing, and writing in response to instructions. This can contribute to vocabulary learning among Thai EFL primary students for vocabulary learning. It is proved by (Ahmad, 2012). This study aimed to improve the vocabulary of Thai EFL primary school learners using Facebook and explored their perceptions of this method for vocabulary enhancement.

The present study aims to explore perceptions of Libyan students towards using Facebook storytelling videos in enhancing their vocabulary skills. Furthermore, it is aimed to discover the benefit of Facebook storytelling videos used by Libyan Students in enhancing their vocabulary skills.

Research Questions

- .1 What are the perceptions of Libyan students towards using Facebook storytelling videos in enhancing their vocabulary skills?
- .2 What is the benefit of Facebook storytelling videos used by Libyan Students in enhancing their vocabulary skills?

Methodology

Research Design

This study used a mixed method design (quantitative and qualitative). A strategy for merging qualitative and quantitative data gathering and analysis in a step-by-step manner is called explanatory sequential mixed methods (Creswell & Plano Clark, 2023).. The researcher obtained quantitative data first by data gathering, analyzing and taking precedence in explanatory mixed method designs. Furthermore, the researcher used qualitative method to fully analyze the conclusions of the quantitative data (Creswell, 2012). The researcher used a questionnaire-based survey technique as well as semi-structured interview as instruments in this study.

The first step, data was gathered and analyzed quantitatively, and the researcher use the analysis's findings to guide the following step, which is qualitative and may involve the use of interviews or other qualitative data-gathering methods. However, the qualitative analysis used as important grist for formulating particular research questions for the quantitative data, which includes data collecting by questionnaire.

According to Creswell (2012), quantitative research is described as "using methods of inquiry, such as experiments and surveys, in which data are collected on instruments that yield measurement scores. It is a type of educational research in which researcher chooses what to study, ask specific and narrow questions, collects numeric or number data from participants, and analyzes these. This study also employed student interviews to gain deeper insights into the action under investigation.

Participants

The participants were twenty-five Libyan students studying at the fourth year at English language department, Faculty of Education, Mesalata, Elmergib University during the academic year 2024-2025. Seven participants were male and eighteen participants were female. twenty-five Participants were chosen to conduct a questionnaire as well as the researcher conducted semi-structured interviews with six participants out of twenty-five participants who were chosen to

represent other learners based on their engagement in class and their scores. The participants were Facebook users for years .

Data Collection

The researcher used a questionnaire to explore the perceptions of Libyan students towards using Facebook storytelling in enhancing their vocabulary skills. The instrument consisted of ten items with a five-point Likert scale that interpreted based on means score. A five-point Likert scale consists five options (strongly disagree, disagree, neutral, agree and strongly agree). Furthermore, the researcher conducted semi-structured interviews with six participants out of twenty-five participants who were chosen to represent other learners. The researcher asked two questions to six participants to discover the benefit of Facebook storytelling videos used by Libyan EFL Students in enhancing their vocabulary skills.

Data Analysis

After gathering the data, the researcher took two steps to analyze the data. First, the researcher analyzed the data obtained from the questionnaire by using SPSS. Then, the mean scores were interpreted based on the category on table 2.

Table 1

Mean Score Interpretation

Mean score	Interpretation of mean score
5.000-3.668	High
3.667-2.334	Medium
2.333-1.000	Low

Second, the researcher recorded and transcribed the data obtained from the semi-structured interviews.

Results and Discussion

3.1 Perceptions of Libyan students towards using Facebook storytelling in enhancing their vocabulary skills

To answer the first research question, this study utilized a questionnaire to explore the perceptions of Libyan students towards using Facebook storytelling videos in enhancing their vocabulary skills. The instrument consisted of ten statements with a five-point Likert scale that were interpreted, and the resulting data was analyzed using SPSS. The analysis revealed a predominantly high and positive perception among students regarding using Facebook storytelling videos in enhancing their vocabulary skills.

Table 2:

Frequency of Perceptions of Libyan Students towards Using Facebook Storytelling Videos in Enhancing their Vocabulary Skills

No	Items	Five-Points Likert-Scale Options(%)	Strongly Disagree	Disagree	Neutral	Strongly Agree	Mean
1	I always watch Facebook storytelling videos.	0	0	0	0	0	4.44
		(%0)	(%0)	(%0)	(%72)	(%28)	
2	I improve my vocabulary skills by watching Facebook storytelling videos.	0	3	4	14	4	4.16
		(%0)	(%12)	(%16)	(%56)	(%16)	
3	Facebook storytelling can help me learn how to use words in English	0	2	1	19	3	4.39
		(%0)	(%8)	(%4)	(%76)	(%12)	
4	learning by using Facebook storytelling make me more curious about English.	0	2	6	13	4	3.79
		(%0)	(%8)	(%24)	(%52)	(%16)	
5	Facebook storytelling videos are related to everyday Situations.	0	3	8	9	5	3.43
		(%0)	(%12)	(%32)	(%36)	(%20)	
6	I can learn how to pronounce proper English expressions by watching Facebook storytelling videos.	1	3				4.30
		18	3				

	(%0)	(%4)	(%12)	(%72)	(%12)	
7 I enjoy learning vocabulary by using Facebook storytelling videos	1	1	7	11	5	3.90
	(%4)	(%4)	(%28)	(%44)	(%20)	
8 Facebook storytelling makes me more motivated to learn new words.	2	00	3	16	4	4.13
	(%8)	(%0)	(%12)	(%64)	(%16)	
9 Facebook storytelling makes learning more interesting to learn vocabulary.	0					
	2					
	1					
	14					
	8					
	4.22					
	(%0)	(%8)	(%4)	(%56)	(%32)	
10 Facebook storytelling is the easiest way to increase vocabulary.	1	1	3	16	4	4.19
	(%4)	(%4)	(%12)	(64)	(%16)	

As illustrated in Table 3, the results showed that Facebook storytelling is promising for improving vocabulary. The majority of the students strongly agreed that they always use Facebook storytelling videos in enhancing their English vocabulary abilities ($M = 4.44$), with 72% of participants in a strong agreement. Additionally, Libyan students indicated that their vocabulary skills are improved by watching Facebook storytelling videos ($M = 4.16$), with 56% of Libyan students strongly agree and 16% of them agree for this item. Most students stated using Facebook storytelling helped them learn new words (76%, $M = 4.39$) and pronounce their English expressions correctly (72.4%, $M = 4.30$). These findings are consistent with the findings of Alguacil et al. (2021). Alguacil et al. argue that Facebook enhances classroom cooperation, accessibility, and engagement while also providing a platform for online learning. The findings of this study are also proved by (Lunden, 2020).

Lunden explain that video content is an effective educational tool of reaching the current users of the app while providing new users the opportunity to use the app.

Facebook is a good motivational purpose for Libyan students ($M = 4.13$). Most participants (68%) stated that they are curious about English after using the application ($M = 3.79$). 64% of Libyan students agreed that The process of learning vocabulary is more enjoyable on Facebook storytelling ($M = 3.90$), 88% of participants are very interested and satisfied about this pleasant experience ($M = 4.22$). These findings are at the same line with Roblyer et al. (2010). They reported that students prefer communicating with teachers via Facebook rather than traditional face-to-face interaction, which may reduce immediate embarrassment and maintain a comfortable environment.

Most students (80%) found that Facebook storytelling was an easy way for them to increase their vocabulary ($M=4.19$). Finally, (56%) Libyan students agreed that the vocabulary learnt from Facebook storytelling videos are used in their daily lives ($M=3.43$). This study agreed with Aida Nabilah Azman et al. (2021). They explain that using social media promote student participation and engagement, create a sense of community, facilitate a learner-centered approach, increase student participation and interaction, encourage creativity, and enhance academic results.

3.2The Benefit of Facebook Storytelling Videos Used by Libyan Students in Enhancing their Vocabulary Skills

Two questions were asked about the benefit of using Facebook storytelling by EFL Libyan Students in enhancing their vocabulary skills. Facebook storytelling videos allows students to look for and watch information that is related to their interests.

Researcher: Do you think that using Facebook storytelling videos makes learning and using new different English words easier and more interesting? why?

Students 1: Yes, Of course, Because using Facebook storytelling videos improve my vocabulary in English Language especially when I watch the funny videos in Facebook. I think I feel like it is easy and interesting way learning new words and I don't feel bored so I can spend a lot of time learning new words by watching storytelling videos without feeling boring .

Student 2: Absolutely, I actually I am very interesting from Facebook to improve my words in English For example, the videos in Facebook always help me to use words in many different positions in sentences.

Student 3: Yes, because the videos in Facebook help me to know the meaning of words so then I can use it correctly and It is good way to memorize and use in the different ways and different situations.

Based on the students' opinions about the first question of semi-structured interviews, Facebook Storytelling videos allow Libyan students to take a look at the videos and pronunciations of words used. they also obtained new and exciting ways to learn English vocabulary with this storytelling.. They found out the telling stories on Facebook can be helpful for them in their English Vocabulary .

Moreover, they stated that videos of telling stories on Facebook allow Libyan students to hopefully learn the use of words in a sentence rather than only memorizing them. Additionally, the interesting videos also give them more opportunities to study and understand English language instantly, rapidly, quickly. Facebook videos also allows Libyan students to interact with other English Speakers and hear their experiences .

Researcher: Do you think that using Storytelling Facebook videos increases students' vocabulary? why?

Student 4: Sure, I watch Facebook videos every day so I memorize new words every day. For example, these videos help me to memorize all the verbs in the kitchen like peel the potato and chop the onion.

Student 5: Yes, because from watching the videos in Facebook I can know the meaning of a lot of words and I can know the words are formal or informal .

Student 6: Absolutely yes, because I like this way to learn everything in English language and when I like something I feel excited to do that so now I can learn new words every day not only learn the meaning of the words but I can know the pronunciation of the words .

While answering the second question of semi-structured interview, Libyan students provided that Facebook storytelling video is an engaging and interesting way to increase their English vocabulary. All these methods of learning English vocabulary are proved to be very inventive and intriguing for students. Besides that, students can learn new words and vocabulary by understanding the various phrases, spoken language and written language.

In the same line, Libyan students can benefit from Facebook Storytelling by watching videos and listening to word pronunciations. They provided that they have the opportunity to see English vocabulary in a new and exciting way and this helps them to increase their English vocabulary. Also, it is generally known Facebook storytelling videos not only entertain the students but also help them learning vocabulary in a productive way. Therefore, the findings of this study are completely consistent with Ahmad (2012). His findings revealed that using Facebook enhanced the vocabulary of Thai EFL primary school learners .

Conclusion

After conducting this study and analyzing the data, the researcher concluded that Libyan students are using Facebook as a popular platform for enhancing their vocabulary in English and as a language learning resource as well. Students can also access hundreds of movies created and narrated using native English speakers such as explaining English words and phrases. Furthermore, Facebook storytelling videos is a very active and easy

way for university students who want to improve their language skills and it is also entertaining, educational. Also, Libyan students enjoy learning by watching Facebook Storytelling videos because it is a fun and interesting way to enhance their vocabulary learning. Moreover, Facebook Storytelling videos is a motivational tool to learn new words and know their meaning.

Implications

In fact, the current study can assist Libyan students in determining the learners' preferences and attitudes toward the use of social media applications in language learning. It is very clear that learners prefer technology enhanced language learning rather than traditional teaching methods inside EFL classrooms. The findings here provided further support to many positive findings from many studies on the significance of using social media applications and technology in language learning.

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