

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun-Tiaret

Faculty of Letters and Foreign Languages

Section of English



**Examining the Influence of Social Media on the vocabulary
Learning of the EFL Learners during the COVID-19 Pandemic**

A Dissertation Submitted in a Partial Fulfillment of the Requirements for

Master Degree in Linguistics

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Academic Year: 2020-2021

DEDICATION

To the sun and the moon, mom and dad, I dedicate this dissertation for you, the world see you as my parents, but to me you are the world. Thank you for believing in me.

To my happiness, my big sister, Leila, without you I would not be here and never be in the position I am right now because simply you are my way and I will be lost without you.

To my little brothers Karim and Nabil, you are my right hand, if it weren't for your suggestions and support, I would never have moved forward.

To my sweetpie and best friend Yousra, I'm so glad we made it this far, us sharing this work is something I will always be so grateful for.

To me, this dedication is for you. Despite the obstacles and difficulties you faced, you have fought to arrive. Not surrender is what I am happy for. I am proud of you.

And finally, to my niece Loudjain this one is for you.

I could not make it here without you all. Thank you.

FAYZA.

DEDICATION

It is with genuine gratitude and warm regard that I dedicate this humble work primarily to my dear parents. To my mother, who since forever has encouraged me attentively with her fullest and truest attention to accomplish my work with truthful self-confidence. To my beloved father, who has been nicely my supporter until my research was fully finished.

To Nesrine, Raouf, and Sarah.....thanks a million for being the best siblingsever.

I want to thank my partner and best friend Fayza for the last three years and being hand in hand all time especially during this whole journey.

At last I want to thank me for believing in myself to achieve this day and being the best version of me to be proud of today.

Thank you.....

YOUSRA.

ACKNOWLEDGEMENTS

Our prophet Muhammad, peace and blessing be upon him, said,

<Who does not thank people, does not thank Allah>

In the accomplishment of this project successfully, many people have best owned upon us their blessings and the heart pledged support, this time we are utilizing to thank all the people who have been concerned with this project

First and foremost, we would like to thank *Allah* for being with us throughout this whole journey. Thank you Allah for giving us the courage and patience to complete this research and thank you for all the things you blessed us with. Alhamdulillah for everything.

We would like to show our deepest appreciation to our supervisor Dr. Ahmed Mehdaoui for his support and valuable guidance from the beginning of the work till the end, your wide knowledge, suggestions, and instructions have pushed us forward towards the completion of the work.

We would also love to thank the members of the jury who agreed to examine our dissertation and for their compliment, valuable comments and precious remarks.

Very special thanks go to all of our teachers from first year to our last year, without you we would not be here.

Finally, many thanks go to everyone who has said at least one word for us to encourage us and not letting us give up, thank you for being there for us when we needed you the most.

This page will not be enough to thank each person who has helped us to accomplish this dissertation, without your support and encouragement we are nothing.

Thank you all.

ABSTRACT

The purpose of this study was to examine the influence of social media on the linguistics practices of EFL learners during the COVID-19 pandemic. 54 EFL Master One Linguistics students at Ibn Khaldoun University of Tiaret were part of the study. As a research method, the researcher adopted a quantitative and qualitative method, in which a questionnaire and observation were designed for the purpose of the study. The findings of the present research reveals that social media is a valid tool for language learning and with its help EFL learners have learnt a glossary terms concerning COVID-19.

Key concepts: social media, linguistics practices, influence, vocabulary learning, COVID-19 pandemic.

ACRONYMS AND ABBREVIATIONS

EFL: English as a Foreign Language.

SM: Social Media.

COVID-19: Corona Virus Disease (coronavirus disease of 2019).

M1: Master one students.

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GENERAL INTRODUCTION

As it is known, the role of social media today cannot be reduced only for communicative purpose, but for language learning and educational purposes as well. This role has become further more visible during the current state of COVID-19 pandemic.

For instance, during the period of the lockdown, nearly the majority of human communication was through social media which contribute in enhancing the EFL learners' vocabularies in particular and helping in the coinage of new terms.

In the light of what is highlighted hereinabove, taking M1 linguistics EFL students at the University of Tiaret as a case study, the present research work aims at examining the influence of social media on language use and how COVID-19 impact vocabulary learning during the lockdown.

Therefore, the problem of this research problem could be structured through the following research questions in order to examine the issue:

1. Do social media have an impact on language learning?
2. Did coronavirus affected enhance the vocabularies of EFL learners at the University of Tiaret?

As an attempt to answer the aforementioned questions these hypothesis were predicted:

. Social media have a huge impact on the learners; thus, can be considered as a valid tool in language learning.

. Coronavirus helps enormously in the coinage of new terms thus vocabulary learning by the aid of social media.

In order to achieve the research goal, the importance of choosing the suitable research method to collect data was required. Hence, a questionnaire designed for 54 participants is selected.

This research consists of three main chapters: the first chapter is primarily concerned with a review of the relevant literature regarding the outbreak of COVID-19, social media vis-a-vis language learning, advantages and disadvantages of social media on learners, the influence of social media on language also social media and

learning during the COVID-19 pandemic and last but not least the most used platforms before and after the lockdown, and finally the emergence of neologisms. The second chapter is dedicated to research methodology in which it discuss data collection process, research methodology and research design, research instruments, the description of the questionnaire, at last the sample population. The last chapter represents data analysis and interpretation in which it tackles the obtained results and discusses the findings the gathered data.

CHAPTER ONE

LITERATURE REVIEW

Introduction

The current chapter sheds light on a brief theoretical background on how social media affects language use as well as its contribution to enhance EFL learner's vocabulary during the current situation of *coronavirus*. It also focuses on how new terminologies and neologisms have emerged. It is worth highlighting that learners started to include this new vocabulary in their daily conversations on social networking platforms (Facebook, Instagram, YouTube and Zoom). This use covered both the written and the spoken forms of the language and touched all levels of linguistic formality. In other words, whether they are casually chatting with their family and friends, or conversing with classmates and professors during their online or/and Zoom classes, these terms were still used.

1.1 The Outbreak of COVID-19

COVID-19 saw the light first in china (Wuhan on 31 December 2019) then quickly spread around the world. According to World Health Organization (WHO), COVID-19 is a disease caused by a new coronavirus called SARS-COV-2, and the most common symptoms of this disease are fever, dry cough and fatigue. In addition to other symptoms that are less common such as loss of taste or smell, nasal congestion, sore throat, headache, muscle or joint pain and vomiting. Furthermore, it was mentioned that people who are at the age of 60 and over as well as those with health issues such as high blood pressure, heart and lung problems, diabetes, obesity or cancer are at a higher risk of testing positive to COVID-19. However, anyone can catch coronavirus not only old or sick people. Henceforth, there was no other solution to control this virus' prevalence other than initiating *quarantine* since death was just around the corner. Quarantine is defined as a measure that can prevent, or at least minimize, the impact of contagious disease outbreaks (WHO, 2020).

2020 is a year like no other year, it is known by the virus that shut down the world. The spreading of COVID-19 caused governments to make strict rules and procedures to stop its prevalence. Due to this decision, countries and cities across the world entered lockdown with the closure of schools, sports and some of other businesses. People were obliged to follow the rules and adopt the new guidelines

such as social distancing, wearing facemasks when going out and using sanitizer. In other words, people have stopped working during the pandemic and were obliged to stay at home because of the lockdown. During lockdown people forsook the majority of their outdoor activities and began to adapt to the indoor life. They started using the internet for studying, working and especially for staying updated about their countries' situation regarding the virus. A research was conducted by Jiang & Ryan (2020) show that digital technology helps in fighting COVID-19 pandemic

The world will increasingly rely on digital technology to help us weather the COVID-19 storm. Digital platforms help build more resilient societies to the pandemic, as people can now access official information, enroll in e-courses, take online jobs, send mobile money and even receive telemedicine—no matter where they live (Para, 10).

1.2 Social Media Vis-a-vis Academic Learning

It is indeed worth highlighting the fact that thanks to technology that has completely altered and exceedingly facilitated human life on earth to the maximum in relation to all aspects. Social media as well have its fair share of heavily contributing to the matter, precisely when it comes to learners whom it provided with loads of countless advantages in terms of time and financial resources. The different virtual social media platforms have opened the vastest gates of all kinds of knowledge to whoever picks an interest in a certain matter, or seeks learning academically.

1.2.1 Social Media Nowadays

Recently, social media became a viral phenomenon and a concept that is related to how someone is well known or aware of technology and internet. Its mandatory role made it a constant tool in everyone's life whether in communicating or working. Miller et al, (2016, p.34) view social media as *“the colonisation of the space between traditional broadcast and private dyadic communication, providing people with a scale of group size and degrees of privacy that we termed scalable sociality”*, showing how social media revolutionized the world.



Figure 1.1: Social Media Applications.

Additionally, Boyd (2015) claims that “*Over the last decade, social media has gone from a dream of Silicon Valley technologists to a central part of contemporary digital life around the world*” (para.6). This means that the most famous social networking platforms have worked their way into people’s daily lives. Obviously social media builds a strong base in facilitating social and communicative purposes for a better interaction. It might take into consideration that it took its status as a topic of research allowing the possibility that it is the opposite of the internet even though they share the same space because it provides opportunity for a better communication with others despite the distance.

1.2.2 Advantages and Disadvantages of Social Media on Learners

Twitter, Instagram, YouTube, Facebook, Skype, and other social media platforms serves a numerous amount of communication purposes, but they have also aided English learners in developing their skills in an indirect way. In addition, social media is a place where students share their academic works. Nevertheless, it is like two sides of a coin, came with both positive and negative impact. It is true that social media is useful and helpful but it also has many disadvantages.

Studies conducted by researchers found that Facebook has a great impact on second language learning (Derakshan & Hasanabbasi, 2015, p. 1090-1095). Kendle and Northcote (2001) also assert that discussion in online groups and searching online information can give learners the chance to learn useful skills. Therefore, social media can be used as an educational tool and to facilitate learning by allowing interactions between learners (as cited in Fadilah, 2018, P. 25). That is, social media sites give EFL learners the opportunity to learn about other cultures and to

communicate directly with native speakers who can help them improve their vocabulary knowledge. Learners will gain an infinite quantity of new phrases and words without having the necessity of reading many books or going to library.

However, as stated by Abbasova (2016), the negative impact of social media appeared in the writing skill (conclusion section, Para. 1). In addition, according to Swan (2017, p. 25-32) users of social media have reported that the negative impact is on students' grammar and spelling.

1.2.3 The Influence of Social Media on Language

It is noticeable that social media have a huge impact on language. The language used in the diverse electronic devices is changing every day. Words are evolving because people are involved in daily interactions with new technologies. This leads to the creation of new meanings and expressions through neologisms, emoticons, applications, etc. The social web changed the way people speak and write and became a phenomenon that needs to be studied from a linguistic and sociolinguistic point of view. There is no doubt that social media impacts not only its users but also the way the language is used by them. Notably, various changes occurred in the way language is used thanks to the evolving nature of communication in networking webs, sites and platforms. In one of his interviews with Macmillian Education, Crystal (2010) claims that

When the internet came into being, it changed the language. Language became so diversified as a result of the internet simply because nobody was able to predict exactly how many different technological variations that were going to be of electronically mediated communication.

Moreover, he also states that there exists the World Wide Web, e-mails, chat rooms, virtual worlds and social networking sites such as (YouTube, Facebook, Instagram and Twitter). These tools offer new opportunities for communication producing a new kind of language. In the case of the English language, they introduce to it a new style that emerged, and a hundred of new words have come expressively enriching the language as a result, not in terms of grammar but in vocabulary and punctuation.

In one of her reviews to Naomi S. Baron Book 'Always On: Language in an Online and Mobile World', Sauro (2010, p.20) explains that though social media made human life easier but individuals should use it more responsibly because it can consume their privacy in a dangerous manner. The new terminology used in the 21st century is diverse in meaning and use; it depends on how individuals use it properly. It means that new words and phrases popping up on screens are a lot more than just words, but a way that people are expressing themselves and their daily actions.

Due to the real need and importance of social media there is no doubt that it transformed the way people communicate and interact with one another especially with the use of vocabulary or any other manifestation of the written form of the language. In this regard, Reed (2014) argues that

So much of the written language we see on the screens of our computers, tablets, and smart phones, language now evolves partly through our interaction with technology. And because the language we use to communicate with each other tends to be more than formal writing, the combination of informal, personal communication and the mass audience afforded by social media is a rapid way for changing (para.2).

Additionally, he explained that when the need for a new and a faster way to communicate became essential, social media made it easier with introducing new vocabularies to people's daily conversations such as selfies, memes, adds, subscribe, unfriend and so forth. People's needs to transmit faster messages, short and concise terminologies or statements were required to reduce time and space without paying attention to utilize a proper language or avoiding grammatical mistakes and errors or even correct spelling via acronyms, abbreviations, emoticons and so on. It is really well worth mentioning that these new terms have even been incorporated in English dictionaries.

Acronyms	-BBIAB -BTW -IMO -ROFL -YOLO -IRL	-Be Back in A Bit -By The Way -In My opinion -Rolling On the Floor Laughing -You Only Live Once -In Real Life
Abbreviations	-CU -L8 -GR8 -B4 -2G4U	-See you -Late -Great -Before -Too good for you
Emoticons	o_O : '(: o :-D ;-)	-confused -sad -gasp -grin -wink

Table1.1: The New Terminologies and their Symbols.

Baron (2010) reveals that the online and mobile technologies nowadays are affecting the way its users read and write, speak and listen but not the way they think. According to her,

These electronic language media are less certain. For years, the popular press has been asking whether emails, instant messaging, or texting on mobile phones is degrading the way we write”. She also claimed that “Some linguists argue that all this writing is bringing about an epistolary renaissance that is strengthening our abilities and the language itself” (ibid, p.5).

In other words, email and its descendants are controlling the language and the way it is being used. First, related to the growing ability when using technology in interacting with others; for instance, previously people were obliged to answer their

phones to know who is calling, but now they can answer the call, cancel, or go to voice mail. Second, it is involved with the amount of writing they use in which it affects the quantity over the quality, due to the fact that they are replacing the spoken interactions with written forms and the more a person writes online the worse writer he becomes.

1.2.4 Social Media and English Language Learning

Recently, with the widely urge for a mutual language to meet the needs of people, the English language gained a strong base as a lingua franca. It is used universally and is the most spoken language worldwide in different domains such as commerce, science, medicine, technology, tourism and the like. Therefore, the need to learn the language is essential, especially with the wave of social networking when the English language is known as the New Media language where people are living in the age of technology. As a result, almost every person whether male or female, kid or teenager, lower or upper class use diverse social media tools for various purposes. Students are more affected because of the fact that today they are considered as ‘digital learners’, equipped daily with their smart phones, laptops and tablets that provide them with a better access to social networks. Hence, Jones and Shao (2011, p.87) state that students respond positively towards the incorporation of new technologies into the teaching and learning process providing that the technology usage is well-conceived, purposeful and properly combined into the learning process.

Furthermore, as an educational tool social media play an important role in enhancing learner’s skills to communicate and connect in such an impressive way. Social media websites represent an effective platform for learners to shape, cultivate and acquire new skills. Additionally, they help them exchange ideas and increase their self involvement and self confidence. They also enable them to build better interactional skills. This particularly is of a great aid for the learners who lack confidence or become nervous when it comes to speaking in public but feel more comfortable on Facebook or any other website to learn a foreign language such as the case of English in the Algerian society. For instance, it was proved that online

communication helps learners learn how to interact and connect with others, share different opinions in a more appropriate way, as well as practicing critical thinking skills (Berson, Berson & Ferron, 2002; as cited in Hinduja & Patching, 2008).

Social media language learning is an ingenious approach in teaching languages interactively. This occurs through linking social media channels to language learning. Students are encouraged and supported to develop communication and language skills. This method was originally created by a Spanish company called Idiom-plus from Barcelona. According to FluentU (2021), It focuses on incorporating social media channels to encourage conversation between language learners, which in return provides a more natural method for picking up a language. Students are authorized to emerge as much as possible in activities which require the use of the target language, given that all of them will result in learning. Thus, can social media affect student's development and progress in foreign language learning? One of the areas of language learning that can benefit from using social media is vocabulary.

1.2.5 Vocabulary Learning and Social Media in Learners' Lives

Hornby (1995) defines vocabulary as the total number of words which make up a language; vocabulary is a list of words with their meanings. It is considered as the core to English language teaching because without adequate vocabulary students can neither understand each other, nor express their own ideas. As Wilkins (1972, p.111) say *"While without grammar Very little can be conveyed, without vocabulary nothing can be conveyed"*

When students start to learn a language, they instinctively realize the importance of vocabulary. As already noted by Schmitt (2010, p.4) *"learners carry around dictionaries and not grammar books"*. This indicates that vocabulary is more essential and should be learned before grammar.

Vocabulary learning has a vital role in language learning. As reported by Alqahtani (2015, p. 22) who describes vocabulary knowledge and language use as interrelated components (knowledge of vocabulary enables language use, and conversely language use leads to an increase in vocabulary knowledge (as cited in

Nation, 2001). Regarding English as a second language (ESL) and English as a foreign language (EFL), learning vocabulary plays a vital role in all language skills (i.e. reading, writing, listening and speaking) (Nation, 2011 as cited in alqahtani, 2015, p. 22). Furthermore, vocabulary is one of the most significant language components in foreign language learning. *“One cannot speak, understand, read or write a foreign language without knowing a lot of words. Therefore, vocabulary learning is at the heart of mastering a foreign language”*, say Rubin and Thompson (1994, p. 79). As a result, acquiring vocabulary is important to understand a foreign language. As stated by Siriwan (2007, p. 23)

A large, rich vocabulary gives language learners the right words to use at the right time, and also enables them to express their real thoughts, ideas, and feelings. From the scholars’ statements mentioned, we can see that vocabulary plays a dominant role in learning and understanding a language as well as in communication situations.

Social networking plays an important role in education, especially for students whom are exposed to social media. Learners or users of social media have the opportunity to learn vocabulary by using strategies such as collaborating with other social media users in comment sections, and this will offer the ability to learn new terms. Since learners are always exposed to social media, they learn new words and vocabulary subconsciously (i.e., words such as profile, twitter and comment). A few years ago, nobody had heard of the terms “unfriend”, “selfie” or “emoji”. However, these words have dripped down from social media and into our daily life conversations. Some of these terms have even made it into the Oxford Dictionary such as: YOLO which means ‘You Only Live Once’, and TL;DR which means ‘Too Long, Didn’t Read’. Besides this, social media created internet are known as jargon. People use these jargons to express themselves in a quick manner.

1.3 Social Media and Learning during the COVID-19 Pandemic

In the past few years, social media have proven to heavily manifest in student’s lives. As stated by Yunus et.al (2016, p. 170-182), most students spend a considerable amount of time using social media. Students search for information;

they desire to gain knowledge as well as using social media for entertainment purposes. However, under lockdown everything has changed. During the outbreak of the virus, the use of social media has provided learners with the ability to get more useful and helpful information particularly for educational purposes, to connect with learning groups and other educational systems. Social network tools provide learners with multiple opportunities to improve their learning process.

The distance education concept has appeared years ago. However, it did not apply in all countries. Distance education is the most suitable solution in cases like COVID-19 crisis. The worldwide pandemic has presented an equivalent to traditional or face to face education. With the need to contain the virus' outbreak, countries have implemented measures to reduce gatherings of large crowds and ensure physical social distancing. Thus, almost all governments applied quarantine that led to stopping traditional education. In consequence, Face-to-face classes have shifted to online classes. Hence, the learning process which was being held in the classroom has turned into online learning.

Under such circumstances, the pandemic of COVID-19 has forced policy makers and university responsible to find an alternative for the traditional learning system. For instance, in Egypt, multiple universities have encouraged their faculty members to use free communication platforms, such as: Google Classroom and Zoom. Social media platforms like Facebook, WhatsApp and YouTube are formally used by institutions and their faculty members to communicate with their students (Sobaih et,al 2020). To prevent the virus from spreading, schools have been closed, paving the way to online classrooms, a brand new idea in Algeria for schools and universities (Zermane & Aitouch, 2020, p. 163), and they also mention that *“Distance education is the most convenient solution in critical situations, such as the COVID-19 pandemic”* (Zermane & Aitouch, 2020, p. 161).

1.3.1 Most Used Platforms Before and After Lockdown

Social media have always been a place where people share everything that may come to their minds. However, with them being isolated it has become one of the most important platforms where people can interact. A study conducted by Lad et, al

(2020) on millennials ensures that a millennial is a person who was born between the early 1980s and the late of 1990s, they are also known as Generation Y. This study also shows that before lockdown 95.6% of people used Instagram, 71.1% prefers Snapchat while 53.5% of people prefer Facebook. (Result and discussion section, Para. 2).

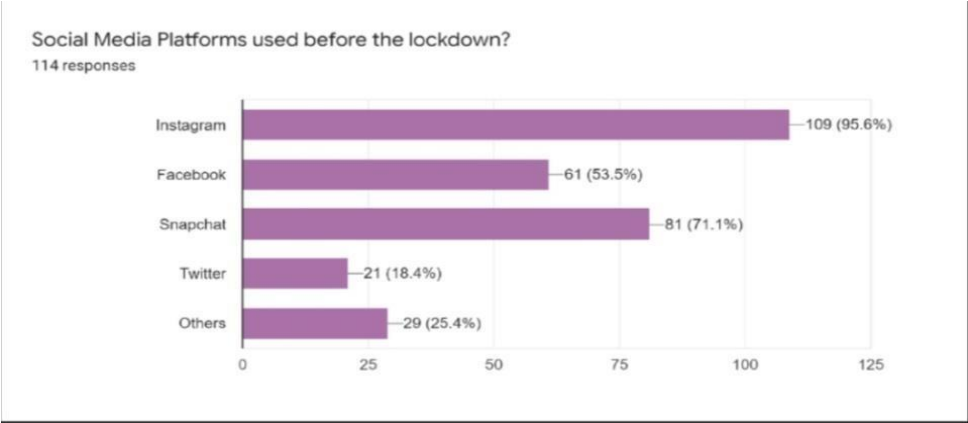


Figure 1.2: Social Media Platform Used by People before the Lockdown.

It should also be mentioned that the usage of social media has completely changed after COVID-19, as seen in the same survey of Lad et al (2020). This survey indicates that before the lockdown, the people used to spend around 2-3 hours on social media, but after the lockdown it increased to around more than 5 hours, and it was also mentioned that due to the lockdown many different applications started emerging, and so people began to use Zoom and a vast range of other platforms.

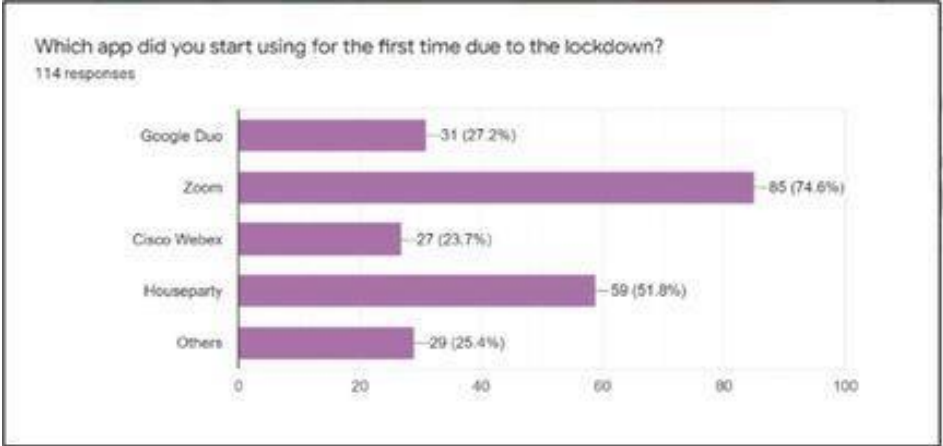


Figure1.3: The Applications that People Started Using due to the Lockdown.

* The figure below shows statistically the most used platforms in Algeria during COVID- 19:

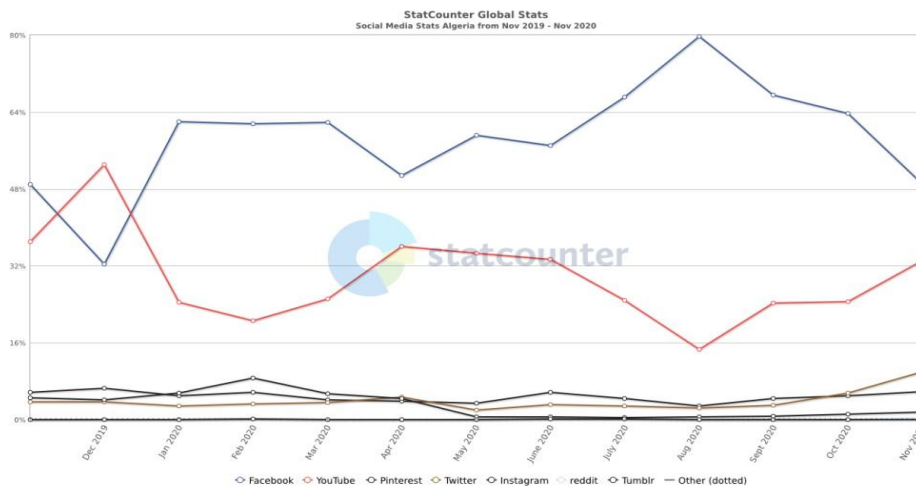


Figure1.4 Social Media Stats in Algeria

This line graph shows the most used social media platforms by people from November 2019 to November 2020 in Algeria (bearing in mind that on January 30th, 2020, the WHO declared that COVID-19’s outbreak a global health emergency and on March 11th, 2020, it was declared as a global pandemic. On the one hand, as it is shown in the line graph, the use of Facebook increased starting from the end of December to January and it keeps taking the lead in all the other months(during quarantine). On the other hand, the use of other platforms such as Twitter, Pinterest and Tumblr was very low. If the figures were to be compared, it would become clear that Facebook is the most used platform by people during the COVID-19 pandemic.

1.4 The Emergence of Neologisms

Due to the outbreak of COVID-19 researchers tend to use the term neologism which means the coinage of new words to explore the creation of new terms in both social and cultural contexts during this period. The majority of people on social media used new terms to deliver their ideas and the word-formation process is used in form of nouns, adjectives, verbs, also abbreviations and acronyms that are related to the current situation. People, who use languages all around the world can use, generate and form new terms related to their needs and interests. *“A language is consider as a*

blend of ideas and thoughts which automatically generates and coins new words to accomplish the needs of conversational situation” (Asif et al, nd, p.4). The terms that are used recently are related to the recent crisis that lead to the creation of new terms, abbreviations, acronyms, and phrases that are associated with the COVID-19 pandemic to be used worldwide.

Moreover, it is worth to mention that the term working from home (WFH) emerged in 1995 and its abbreviation was less known, in addition to personal protective equipment(PPE) in 1997 that was familiar and recognized to emergency and health care professionals even though its origins goes back to 1934. Hence, these terms are popular and known nowadays in social media due to COVID-19(Asif et al, 2020, p.6). However, a plenty of technical terms that have been used frequently and most people were unaware of it before the outbreak disease and thanks to social media platforms and its vital role words such as epidemic, lockdown, quarantine and so for became more used Coronavirus and COVID-19 are terms used interchangeably during this period, and people are using them without knowing that they are quite different. Therefore, what we need to know is that even though both terms are interrelated and similar, yet they are not the same.

According to Etimes (2020) *“The word coronavirus is originated from the Latin word "corona", which means "crown". The name has been given to the virus because it appears crown-shaped when looked at under an electron microscope”*. Coronavirus refers to a family of viruses which are responsible for the spread of illness causing viruses, which some of them can be deadly such as MERSA (a bacterium that causes infections in different parts of the body) and SARS (a viral respiratory disease caused by SARS-associated coronavirus).

Additionally, through the lens of Merriam-Webster dictionary, coronaviruses can cause a variety of illness in animals, but in people coronaviruses sometimes cause common colds and sometimes respiratory infections. It is generally the broader name for the family of viruses that includes COVID-19. While COVID-19 is the name given to the type of coronavirus identified recently and was traced back to a wet market in Wuhan, China. Officially, this type of virus which is currently active was allocating “severe acute respiratory syndrome coronavirus 2” also known as (SARS-CoV-2).

COVID-19 is the disease responsible for the virus called SARS-CoV-2, or “severe acute respiratory syndrome corona virus 2”. In general, COVID-19 is the abbreviation of coronavirus disease 2019.

Just few months ago, words like “social distancing” and “pandemic” were rarely used in daily conversation. But due to the coronavirus crisis, the manner through which individuals talk and the words used daily has been rapidly affected. Merriam-Webster announced that there was an unscheduled update to the dictionary in order to add words associated with the disease. While some new words were added, others have been around for a while but are newly prominent and more used by most of the population. The urban dictionary provided a glossary of key terms related to COVID-19 such as:

Maskhole: maskhole is the person who does not wear and refuses to put a mask publically during the COVID-19 pandemic and who thinks that he does not need to wear a mask because others do.

Covidiot: is someone who ignores the warning regarding public health or safety. It is a combination of “COVID-19” and “idiot”.

Covidients: is a combination of “COVID-19” and “obedient”. Covidient is a person who values others’ safety by following the rules and protocols made by the government.

Maskne: is a combination of “mask” and “acne”, maskne describes the skin breakouts that people can get from frequently wearing a mask.

Moronavirus: has a similar meaning to covidiot. It combines the word “corona” with the word “moron”, it is called when covidiots and maskholes test positive.

Covidivorce: as a result of quarantine some couples realized that they don’t belong to each other. After lockdowns ended in China, local media reported that divorce demands where enormous.

Vaxhole: someone who has been vaccinated for the COVID-19 and brags about it.

Concerning terms that have been around for a while but not been used a lot until the emergence COVID-19:

Quarantine: according to Kelland(2020) *“quarantine is a way of separating and*

restricting people who have been exposed to a disease, such as COVID-19, to see if they too have become infected and get ill” (quarantine and lockdown section. Para. 1). Merriam-Webster offers a variation on this term with "self-quarantine," which means to abstain from any contact with other people for a period of time (such as two weeks) during the outbreak and it is usually by remaining at home and limiting contact with family members.

Lockdown: according to Merriam-Webster lockdown is *“an emergency measure or condition in which people are temporarily prevented from entering or leaving a restricted area or building (such as a school) during a threat of danger”.*

Pandemic: while pandemic is certainly not a new word, but it has been more used in our daily life conversation. The New York Times (March 19th, 2020) recently offered this definition: *"A pandemic is the worldwide spread of a new disease that affects large numbers of people."*

Social distancing: before March, few of us had heard the phrase social distancing. It is also known as “physical distancing”. This term denotes keeping a space between yourself and other people who are not from your family circle.

Index patient: according to Merriam-Webster this term is defined as *“an individual affected with the first known case of an infectious disease or genetically transmitted condition in a population, region, or family.”*

Patient zero: refers to someone who has been recognized as the first to become infected with an illness or disease in an outbreak.

Contact tracing: this term is defined according to Merriam-Webster as *“the practice of identifying, notifying, and monitoring individuals who may have had close contact with a person having a confirmed or probable case of an infectious disease as a means of controlling the spread of infection.”*

In the Algerian dialect these words have been commonly circulating:

Mkawran: refers to someone who tests positive for COVID-19.

Mhajar: refers to someone who is in quarantine.

During the COVID-19 period social media played a vital role not only in helping to disseminate important new information, but also share health information and diagnostic treatments to people. However, one of the most relevant features of social media platforms during this pandemic is its impact on learners to adopt new vocabularies they were not aware of before the pandemic as it is mentioned above.

1.5 The Pandemic in Pictures

They say a picture tells a thousand words, so when talking about the innovation of new terms during the coronavirus period there is no denying that this innovation was not just on words but also pictures; thus, people became more creative when expressing their thoughts and feelings via more expressive figures in order to ease the whole situation and even after years from now just coming across one of them will always be related to when COVID-19 spread to control the whole world. For instance, a picture of planet earth wearing a face mask in which it illustrates that mother earth is infected by covid-19. The idea of these pictures was not only to create a comfortable environment but also to address hidden messages through the use of diverse social media platforms to stay safe at home.

Conclusion

To go over the main points, then, this chapter shed light on the nature of coronavirus or COVID-19, how it dramatically and dreadfully changed life on earth and continues to do so up to this day; in addition, to its massive and global outbreak. Moreover, it tackled the emergence of social media and the role it play from a cultural and social lens and how it altered people's lives and affected their linguistic repertoire especially during the pandemic COVID-19. Not to mention the discussion of the main theories that focused on studying social media and language use, and the most used electronic platforms and networks and the coinage of new words during the coronavirus disease that spread worldwide.

CHAPTER TWO

RESEARCH METHODOLOGY

Introduction

It is worth highlighting once more that in the previous chapter, we have dealt with the main roundabouts that focused on the impact of social media on the linguistic practices of EFL learners during the outbreak of COVID-19. Moreover, the manner how the latter not only altered their way of living, but also its influence ran so deeply that it heavily manifested in their language use and vocabulary was depicted. Nevertheless, it is deemed fitting that this phase of the dissertation should be specified to discuss the methodology used in this research paper. To fulfil this quest, we are to examine and focus on our mixed method to collect data using both the quantitative and the qualitative approach, adding to that their main instruments in order to collect feasible data. Additionally, the latter will be analyzed and described afterwards to meet the objectives of the study.

2.1 Research Methodology and Research Design

It is a universal fact that the word “research” refers to the process of collecting data and information about a particular subject. However, research methodology is a quintessential gateway that researches pass through in order to proceed with what they do best which happens to be conducting academic investigations. Via the latter process, they introduce the academic problems that crossed their minds as well as questions, hypothesis and such like to seek out the appropriate and precise results and answers.

Doing research is a mandatory step to gain and produce knowledge in various fields. In order to collect a valid and reliable data it requires specific methods. Nonetheless, before doing so, the researcher should always take into consideration the necessity and the importance of the ethical side when collecting data from the participants to avoid any kind of fallacies by using various tools to make the research plan work and to meet the its purposes. (Creswell, 2014, p.2) claims that research designs “*are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research design*”.

In other words, research methodology is a framework that needs to be focused on to

discover and explain the major factors that have an impact on the validity of our research methods. In this study, a mixed method is used to collect and analyze data. The latter is obtained from an ethnographic observation and a questionnaire.

2.2 The Aim of this Study

The aim of this study is to examine whether social media have a huge influence on EFL learners' language through the use of vocabulary and learning, particularly during the lockdown period. Moreover, we desire to explore the impact of social media and to what extent it helped improving learners' efficiency in the English language as a foreign language before and during the outbreak of COVID-19.

2.3 Data Collection Methods

In any research, collecting data is an important aspect. It can rely on several techniques and methods to gather and measure information on variables of interest. This enables whoever interested and qualified enough as to conduct academic research to answer research questions, test hypotheses, and analyse the outcomes for the sake of gathering evidence to reach data analysis for credible responses. The researcher has to decide how to collect data, how to gather it and when. The methods we used will be explained as follows.

2.3.1 The Mixed Method Approach

Choosing the right method to work with is a crucial step in order to collect reliable data. Hence, for sufficient results the mixed method approach is based on combining both qualitative and quantitative methods within the same study to help getting valid information about the informants' opinions to obtain a strong design.

2.3.2 Quantitative Approach

The quantitative method aims at understanding a given problem to identify statistical relationships based on numbers to measure various views in a chosen sample. Streefkerk states that: "*Quantitative research is expressed in numbers and graphs. It is used to test or confirm theories and assumptions*" (para.2). Accordingly, this approach is an objective, systematic and empirical investigation of an observable

phenomenon via using numerical analysis. Nunan and Bailey (2009) claim that: “*Quantitative Data Analysis is of worth consideration in that it puts forward the ways for analyzing the quantitative data which is obtained through processes for counting or measuring.*” That is to say, it aims at obtaining statistical or mathematical data through the use of questionnaires and surveys.

Bhandari (2020) claims that: “*quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test casual relationships, and generalize results to wider populations*” (para.1). It means that the quantitative research deals with any data that is related to statistics, percentages, and so for through the use of computational techniques.

2.3.3 Qualitative Approach

The qualitative method focuses on investigating a research problem from the perception and perspective of the informants. It is expressed through using words for the sake of understanding a particular concept. This method focuses on formulating theories or hypotheses. According to Denzin & Lincoln (2005):

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recording and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative research study things in their natural settings attempting to make sense of, or interpret, phenomena in terms of the meaning people bring them. (p.5)

2.4 Research Instruments

In this research, we have used two materials to collect the necessary information. A questionnaire has been designed to test whether COVID-19 has changed the language use between students, in addition to identify the new vocabularies respondents acquired during this period. The questionnaire also aims to find how social media was and how it became after the pandemic, to go deep about the neologism of COVID-19 and how students were using them in different social media platforms. The second tool we used is an observation, which will be used to observe the change in language use among students in social media.

2.4.1 Students' Questionnaire

The questionnaire is selected due to the need for qualitative and quantitative data. There are many advantages in using it; as mentioned by Sreejesh, Sanjay and Anusree (2013), *“A questionnaire serves four functions: enables data collection from respondents, lends a structure to interviews, provides a standard means for writing down answers and help in processing collected data”* (p.143).

2.4.2 The Description of the Questionnaire

The questionnaire was meant for randomly selected students. To describe all the different aspects the research involves, some questions are closed-ended and others are open-ended. In the former, participants should tick on one option, while in the latter they have to identify the option and to claim why they chose that option. The questions are divided into four sections as mentioned below:

Section one included demographic data such as: Age and Gender. Section two was mainly about social media and English language learning. It is devoted to have a clear vision about the effect of social media on learning the English language. It involves questions about how participants consider their level in English and whether they are satisfied with the way they are learning it or not quite. It also shows how the participants practice their English on social media platforms as well as how many applications they have. And the last question is about participants' points of view.

Section three contains multiple questions that have a relation to social media as a learning tool. The first question is about whether social media platforms are easy to use. The second question is mainly about whether social media web sites are valid in enhancing language learning. As for the third one, it focuses on participants' points of view towards improving their academic learning through social media platforms. And the last question deals with using social media in achieving better results particularly when it is integrated in the learning environment.

The last section deals with COVID-19 neologism and vocabulary learning. It consists of ten questions: whether the participant knows the meaning of terms which are associated with COVID-19 and to write the equivalents of these words in terms of

meaning in their own dialect in addition to whether they would recognize these terms if it was not for COVID-19. The next question was made to know from where the participants have learnt new vocabularies and to name some. Another question was about rating their vocabulary knowledge level before and during the pandemic. The last two questions were about the effect of the pandemic on vocabulary knowledge and provide a piece of advice to protect ourselves and others from the negative impact of this virus.

2.5 Observation

The second tool for collecting qualitative data is observation. The researcher involves him/her self in the setting where participants are so as to take notes. As stated by Kawulich (2012) *“Observation is used in the social sciences as a method for collecting data about people, processes, and cultures”* (p.150). Naturalistic observation is a research method in which participants are observed in their natural environment, according to Thought Co (November 30,2019) naturalistic observation *“Can be conducted in any kind of social or organizational setting, including offices, schools, bars, prisons, dorm rooms, online message boards, or just about any other place where people can be observed.”*

This instrument is used to gather more reliable insights and to capture data on what participants do or say. Its main advantage is that data is collected at the time it occurs. In addition, the observer does not have to ask the participants, he/she can simply watch as participants act, speak or write. The observation was conducted during distributing the questionnaire, where all participants were present simultaneously while using some social media platforms such as Facebook. We observed that from the beginning of COVID-19 crisis, students started using some neologies everywhere for instance they started hashtagging with words such as: كورونا #الحجر الصحي, and also using them in their stories.

2.6 The Sample Population

The sample used in this research first, was going to be third year students; we have printed the questionnaire and distribute it to them. Although questions were easy

and clear, they did not answer all of them and particularly the one's most needed to be answered. So the sample population was changed from third year to first year Master LMD students, major in Linguistics which represents 54 out of the total number 291, department of English, University of Ibn Khaldoun, Tiaret. The choice of the sample was based on the respondents' awareness of vocabulary use and learning a foreign language. In addition, they are more competent and use English efficiently. An online questionnaire was made for participants for the exact purpose of the COVID-19 procedures we could not meet them face to face in this case the online questionnaire was obligatory. Sampling was carried out using judgmental (purposive) sampling. Purposive sampling and self-selecting sampling of non-probability techniques were used based on our awareness about the competence first year Master LMD students. As noted by Verma et al (2017), purposive sampling

Is also known as judgemental sampling, purposive sampling is a non-probability technique that involves the conscious selection by the researcher of certain people to include in a study. Participants are selected because they have particular characteristics that are of interest to the researcher (p.300).

In addition, all participants were informed about the confidentiality and they have rights to withdraw from the study at any time. Consequently, Taherdoost (2016) mentioned that judgmental sampling *"is where the researcher includes cases or participants in the sample because they believe that they warrant inclusion"* (p.23).

Conclusion

This chapter was devoted mainly for research methodology in which many important points were discussed and mentioned in details including the research design and techniques for data collection were included. We talked about our use of a questionnaire and observation which will help in providing useful data for the analysis later. The third chapter will be concerned mainly with data analysis and interpretation of findings. We also added the limitations of the final conclusion.

CHAPTER THREE
DATA COLLECTION,
ANALYSIS AND
INTERPRETATION

Introduction

This chapter is indicated to data analysis and interpretation in order to discuss the gathered data from Master one students major in linguistics' online questionnaire, in relation to our main research questions and also it focuses on testing our hypothesis. The given results will be displayed through graphs and tables. Via them, we will introduce percentages from each question and item of the four sections. This permits us to infer how social media affect language use and its contribution in enhancing EFL learners' vocabularies and the coinage of new words during the COVID-19 period at Ibn Khaldoun University. Therefore, the results of the questionnaire are to be reported:

3.1 Respondent's Personal Information

It is worth to mention that the first section of the questionnaire is concerned with knowing our respondents gender and age that will put on display through graphs.

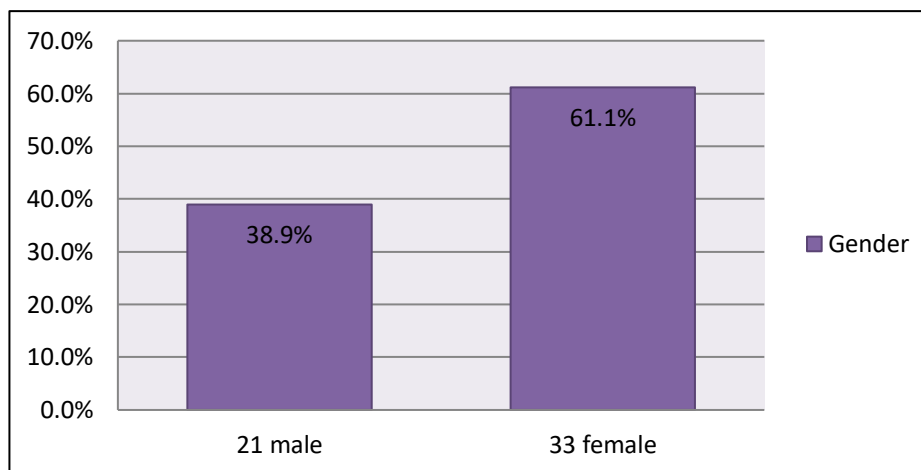


Figure 3.1: Respondents Gender.

The first graph 3.1 reveals the gender of our participants. It shows that 61.1 % of our respondents representing 33 are females, while 38.9 % representing 16 are males. Based on the data, we can infer that the distribution of the questionnaire was not balanced between both genders being females and males students. Notably that females outnumber males for the exact purpose of that females were more cooperative to answer, also for the fact that the sample was randomly and purposively.

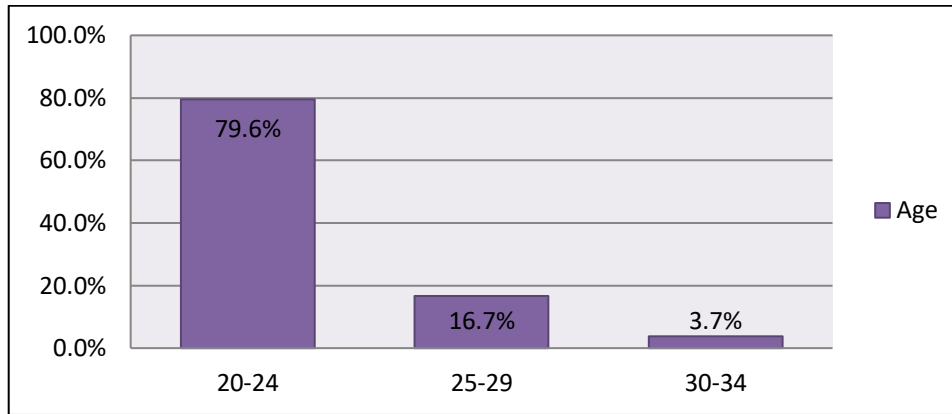


Figure 3.2: Respondents Age

As clearly shown in the graph 3.2 it can be noticed that the statistics indicates our participants' age diverse between 20 years old to 33 years old. in which we can notice that the majority of our respondents being 43 students which equal 79.6% are between 20 to 24 years old , while the second category which represents respondents between the age from 25 to 29 years old, that includes 9 respondents which equal 16.7% . However, the last category which is concerned with participants who are from 30 to 34 years old being 2 respondents which equal 3.7%. We can evaluate that this diversity in age could probably be due to the fact that students finish their Masters degree at a various age.

3.2 Learning English Vis-a-vis Social Media

The second phase of this questionnaire was dedicated to learning English and social media. The respondents were given multiple questions and have been exposed to choose the appropriate answer from the box and by giving full answer when it is necessary.

Q1: How do you consider your level in English?

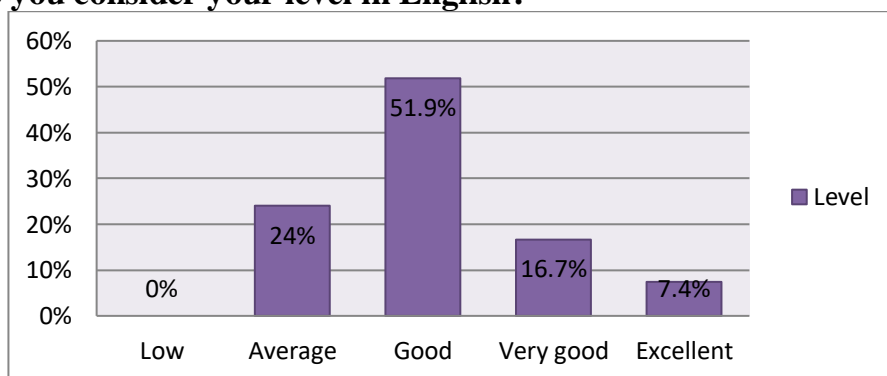


Figure 3.3: Respondents Level in English

The graph 3.3 indicates that 28 of our participants with the percentage 51.9% consider their level in English good. While, 24.1% represents 13 students who rate their level as average in the language. It is worth to also highlight that 16.7% describes 9 students who defines their level as very good and at last but not least, 4 students which equal 7.4% represents those who are excellent in the language. However no participant thinks his level is low whatsoever is left blank representing 0%. The majority of the respondents claim that their level in English is good while no one has claim that his level is low, this goes to the relationship between respondents and learning English, to be more clear, they learnt English from secondary school (four years) to high school (three years) and four years as a major in the university and this will simply cause a great level in English.

Q2: Are you satisfied with the way you are learning English?

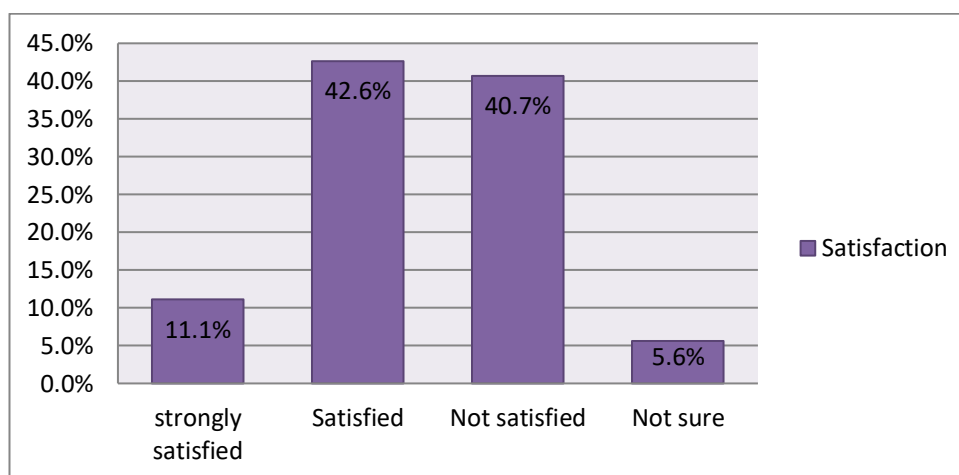


Figure 3.4: Respondents Attitude towards the Way Learning English.

In this question the respondents were asked to answer if they are satisfied or not with the way or the method they are learning English with and to explain why they have chosen that particular response. The aforementioned graph 3.4 displays that the dominant responds were between satisfied and not satisfied, it can be noticed that 23 of our respondents' represents 42.6% stated that they are satisfied. However, 22 participants equal 40.7% are not satisfied. While 54 of respondents represents 11.1% are strongly satisfied. As for the last responds it scores 5.6% which represents 3 students who are not sure yet.

	Strongly satisfied	Satisfied	Not satisfied	Not sure
Self-taught	6	23	00	00
Outdated program	00	00	22	3
Percentage %	11.1%	42.6%	40.7%	5.6%

Table3.1: Reasons why Respondents are Satisfied or Dissatisfied with English Learning Methods.

Respondents were requested to provide reasons to fortify their answers as represented in the table 3.1. The majority who have answered with strongly satisfied and satisfied justify their answer by being a self-taught, they cited that they are happy with the way they are learning the language and attempt working hard to learn it by using various methods such as reading articles, watching different kind of videos and using English in the daily life, all things considered by creating their own way of self learning, furthermore, they claim that they love the language and practice it daily and learning new words or phrases is a challenge needs to be accomplished perfectly. However, the ones who have answered with not satisfied and not sure agreed on the fact that the system the studies are based on is outdated, or even that because of the environment they are learning the language in, and more particularly that level of learning English in Tiaret is low in addition to the lack of motivation by teachers.

Q3: How Many Social Media Accounts Do You Have?

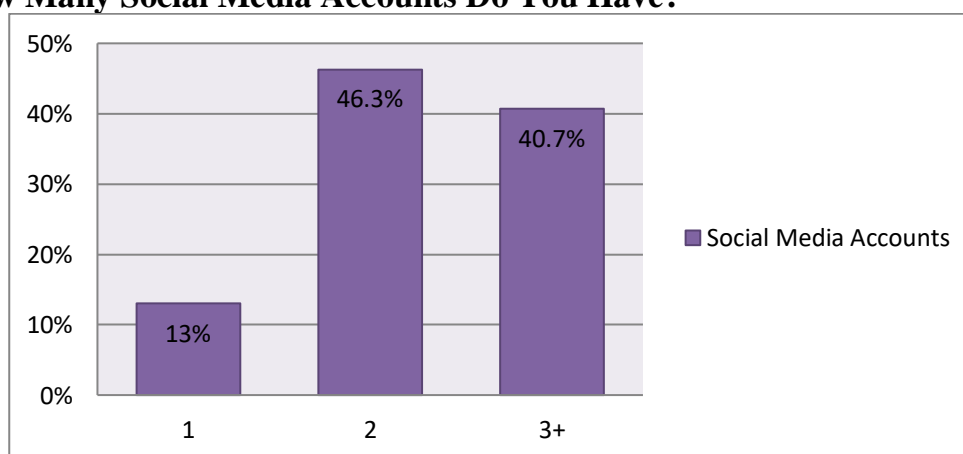


Figure 3.5: The Number of Social Media Accounts that Respondents Have

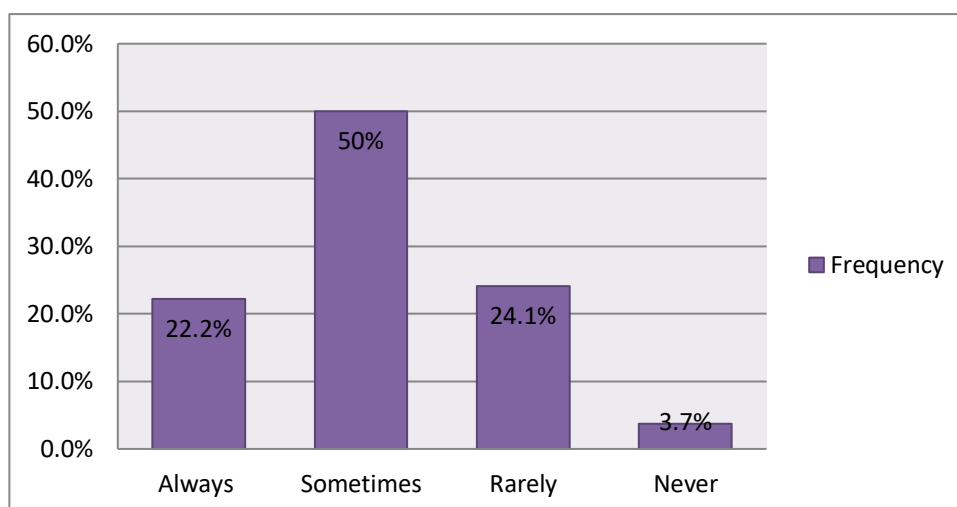
As clear as the graph 3.5 above display, the majority of respondents being 25 representing 46.3% have 2 social media accounts. Nonetheless, two-fifths of the answers represent 22 respondents who have more than 3 accounts. In addition to that, 13% represents 7 students who have only one social media account.

Applications	Respondents	Percentage
Facebook	52	96.3%
Instagram	40	74.1%
Twitter	7	13%
Snapchat	8	14.8%
What's up	11	20.4%
Pinterest	3	5.6%
Telegram	2	3.7%
Viber	9	16.7%
LinkedIn	3	5.6%
YouTube	1	1.9%
Imo	2	3.7%
We heart it	1	1.9%

Table 3.2: Most Used Platforms by Respondents

As clear as how the table 3.2 indicates, the great majority of our respondents have Facebook account (52 which represent 96.3%), it shows that the most popular social media platforms used by our respondents is Facebook, followed by Instagram (74.1%),Whats up (20.4%), Viber (16.7%), Snapchat (14.8%),Twitter (13%), Pinterest (5.6%), Linkedin (5.6), Telegram (3.7%), Imo (3.7%), YouTube (1.9%) and We heart it (1.9%).the result shows that, Facebook and Instagram are the most frequently used platforms by ourrespondents.

Q4: Do you practice your English on social media?



Graph3.6: Frequency of Utilizing English in Social Media by Respondents.

On the basis of the aforementioned scores in the graph 3.6 which indicates the frequency of the use of the English language by our respondents on social media, it shows that the majority of our participants representing 50% which equal 27 students who sometimes use the language, Therefore, this provide evidence from the results that they use it only for communicational purposes, or when posting and commenting on facebook or any other platform. It is interesting to note that 24.1% which equal 13 respondent represents those who rarely use the language, only when came into contact with teachers or any academic figure that requires an extra care in using linguistic items. In accordance with that, 12 participants represent 22.2% who always practice their English online, either when chatting with friends or foreigners to make it more interesting when doing so in order to improve and enhance their skills. The last category unveils 3.7% which equal 2 participants who represents the least percentage in the graph for those who never use the language on social media for the fact that they do not have anyone to practice or to use the language with.

Q5: How do you think social media can be useful for?

The participants were asked to give their opinions towards how do they think social media can be useful for, the answers were diversified due to the fact that it was an open ended item. Therefore, we thought to mention some of their answers as they were given.

- It can be used as a platform for content creators, that's what I'm trying to do on a personal level.
- It can be useful for research and exchange of experience and knowledge.
- Only when I subscribe to educational and general knowledge pages.
- If one pursues what is really useful to him then he will benefit in all areas, general culture, and language development and so on.
- It helps to enhance fluency while speaking and enriching one's vocabulary.
- Gaining time and access to things needed, otherwise using it is a waste of time.
- It facilitates communicating and being confident.
- Nothing.
- Regarding "language" we use it for creating learning communities to practice the language orally and in writing. To be more exposed to the target language by following some content in that language or speaking with natives.
- To be up to date.
- By investing your time in learning from others.
- Through online learning and courses.

Under the light of the above answers we can analyze that the great majority of responses were positive towards the valuable uses of social media in which they were mostly concerned with how social media could be a valid tool in learning and developing new skills but only via appropriate and rational use.

3.3 Social Media as a learning tool

	Respondents			Percentage		
	Agree	Disagree	It depends	Agree	Disagree	It depends
SM platforms are easy to use.	32	3	19	59.3%	5.5%	35.2%
SM sites can be a valid way to enhance your language learning.	30	5	19	55.5%	9.3%	35.2%
SM helps in increasing/improving your academic learning.	26	8	20	48.2%	14.8%	37%
SM platforms can help you to achieve better results if it is integrated in the learning environment.	35	4	15	64.8%	7.4%	27.8%

Table3.3: Respondents Agreement and Disagreement on Social Media as a Learning Tool.

The third section of the questionnaire aims to know what's behind social media not as a way of communication but as a learning tool. Table 3.3 represent respondents feedback about 4 main questions which are first, social media platforms are easy to use, the results of this question show that 32 of respondents with a percentage of 59.3% agreed on this fact, for the exact purpose of the importance of social media. Social media plays a huge role in this generation. Thus, each one at least has an access to one of the platforms as it is mentioned before, therefore it is rare to find someone agree on the fact that social media platforms are hard to use as it is clearly shown in the table above, only 3 respondents has disagree (5.5%). While on the second hand 19 of the respondent which represents 35.2% has mentioned that the easiness of social media depends on the users.

Second, social media sites can be a valid way to enhance your language learning. Regarding this question, the results unveil that 30 of the respondent which represents 55.5%, has strongly agreed on that social media can help them to increase their academic and professional learning due to the fact that social media has power on everyone's life generally and student's life precisely. To make things clearer, students can follow sites which encourage them to strengthen their language learning additionally, allows them to connect with others including learners like themselves as well as native speakers to improve their vocabularies, accent and way of speaking. Nevertheless, only 5 respondents with a total of 9.3% claim that they do not agree with this idea, while 19 scoring 35.2% declared that it depends.

Third, social media helps in improving your academic learning. The result of this question indicates that 26 of respondents with a percentage of 48.2% agreed on that social media helps in increase their academic learning by connecting with other learners on Facebook for example, sharing homeworks, exchanging questions and requesting for support. Via social media students can find relevant websites, following educational groups, this will lead to finding the information they need. Furthermore 37% (20 of respondents) mentioned that it depends on the user and the websites of groups he/she likes to follow. While only 8 students (14.8%) disagreed on this point.

Fourth, social media platforms can help you to achieve better results if it is integrated in the learning environment. The results of this question displays that 35 of our respondents which represents 64.8% agree upon the fact that social media can help in achieving better results if only is integrated in the learning environment such as free online classes, using Facebook as a learning tool by creating groups and adding people with same disciplines, live lectures not only in Facebook, but in all kind of platforms will aid students in his academics. On the opposite side, only 4 students disagree on this (7.4%) and 15 (27.8%) students demonstrate that it depends.

To sum up, students are aware about the importance of social media and using it in the right way will help to increase better results in language learning.

3.4 COVID-19 and Vocabulary Learning

The fourth and last phase is meant to explore to what degree COVID-19 effect our participants' vocabulary learning during the pandemic.

Q1: Do you know the meaning of the following words, social distancing, quarantine, sanitizer, and contagious?

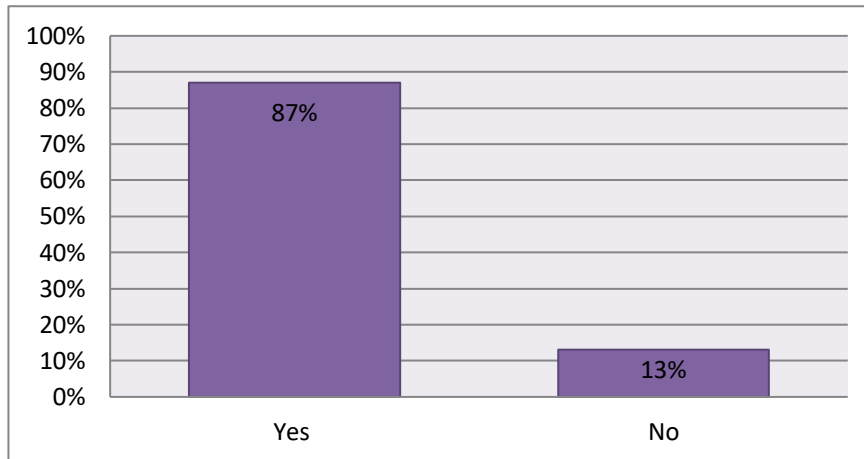


Figure 3.7: Respondents Word Knowledge

The graph 3.7 reflects the results we get after asking our participants about if they know the meaning of the words: social distancing, quarantine, sanitizer, and contagious. The statics above prove to be nearly the majority with 87% which equal 47 respondents who answer with a “Yes”. However, 13% which equal 7 students represents those who answer with “No”.

Q2: How many words you recognize from this list: social distancing, quarantine, facemask, sanitizer, crown shape disease, antidote, and outbreak?

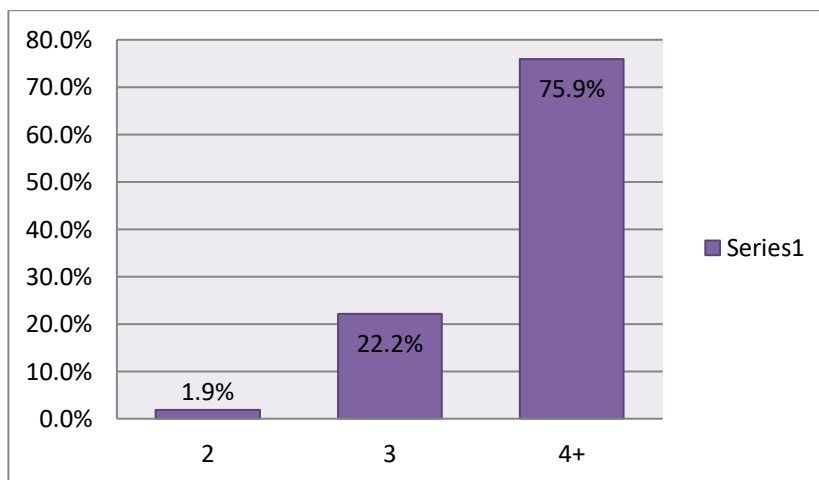


Figure 3.8: Respondents words Recognition

The graph 3.8 demonstrates how many words the participants can recognize from the list of words they were given (social distancing, quarantine, facemask, sanitizer, crown shape disease, antidote, and outbreak), 75.9% which equal 41 respondent claimed that they recognized more than four words from the list, 22.2% equals 12 respondents who chose the second option which is three words. The last category represents one participant who recognizes only two words representing 1.9%.

Q3: Write the synonyms of these words using your own dialect: Social distancing- Curfew- Facemask- Quarantine- Pandemic.

The table below aims at exploring the synonyms of the following words in the Algerian dialect that are used by our participants:

Words in English	Synonyms
a) Social distancing	التباعد الاجتماعي
b) Curfew	حظر التجوال
c) Facemask	كمامة(القناع الواقي)
d) Quarantine	الحجر الصحي
e) Pandemic	وباء

Table3.4: Words synonyms

This question is dedicate to distinguish the synonym of those words in the Algerian dialect, but as it is shown in the table 3.4, words are written in Arabic language instead. Hence, according to the respondents' answers we can cite that for a certain circumstances the participants did not react on our question properly, this actively demonstrate that the pandemic new words we are using permanently in this period are basically from Arabic language, simply for the reason that the media tried to give us an idea about what's happing to the world because of COVID-19 by translating the terms concerning this disease in the Arabic language, and let's not forget that the government is still showing the orders and procedures literally in Arabic and by doing so, all people generally and students precisely get affect by these terms unconsciously. As a

consequence, these main reasons are behind the lack of terms, words and expressions in our dialect.

Q4: If there was no COVID-19 do you think you will be able to understand the meaning of the previous words?

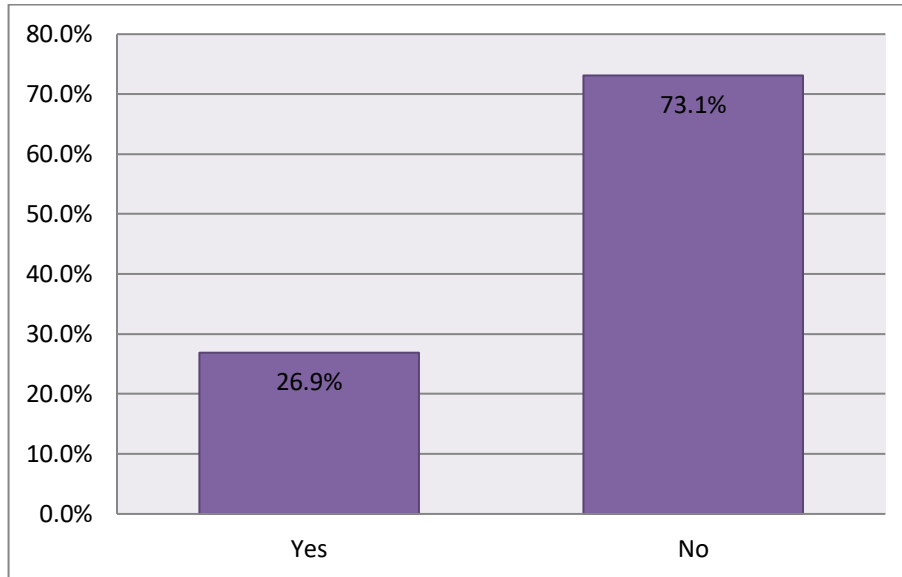


Figure 3.9: The Understanding of the Previous Words by Respondents.

The fourth question of this section, we asked the participants if there was no COVID-19 were they able to understand the meaning of the previous words, so the graph 3.9 unveils the students' answers whether by responding with "Yes" or "No". The dominant answer in this regard is No with 73.1% which represents 38 students. Therefore, 26.9% equals 14 respondents who answer with Yes. This provides evidence that COVID-19 helps in learning new vocabularies.

Q5: From where have you learnt the COVID-19 vocabularies?

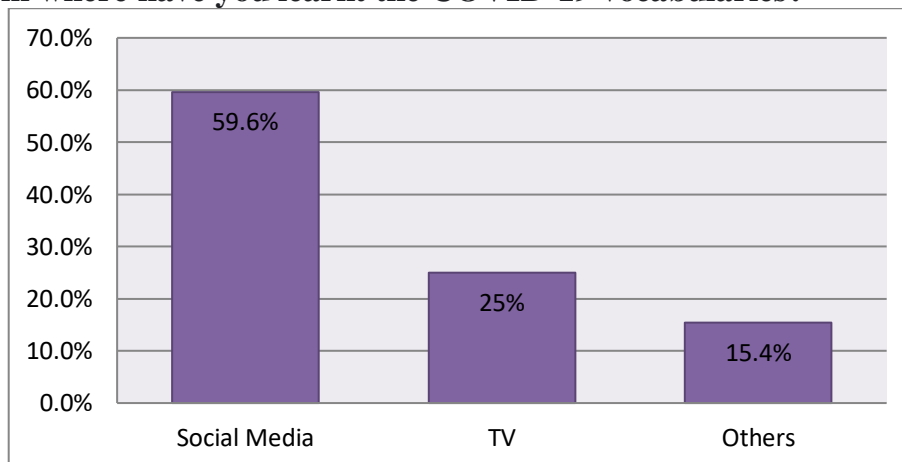


Figure 3.10: Platforms Where Respondents Learnt COVID-19 Vocabularies.

As the data reveal in the graph 3.10 in which the question was about from where the participants learnt COVID-19 vocabularies, and as it was predicted the results obtained highlights that 59.6% which equal 31 of the participants learnt them via social media. Although a significant number of respondents with a quarter which equals 13 who stated that they learnt them through TV channels. In the meantime, 27.4% represent those who learnt them from others, and we can notice that this is clearly due to the fact that people are more attached to social media rather than any other media.

Q6 & Q7 & Q8: Did COVID-19 help you create new neologism (new terms)? Name new words you learnt from social media that have relation with COVID-19 and what are your most used vocabularies during the quarantine period on social media.

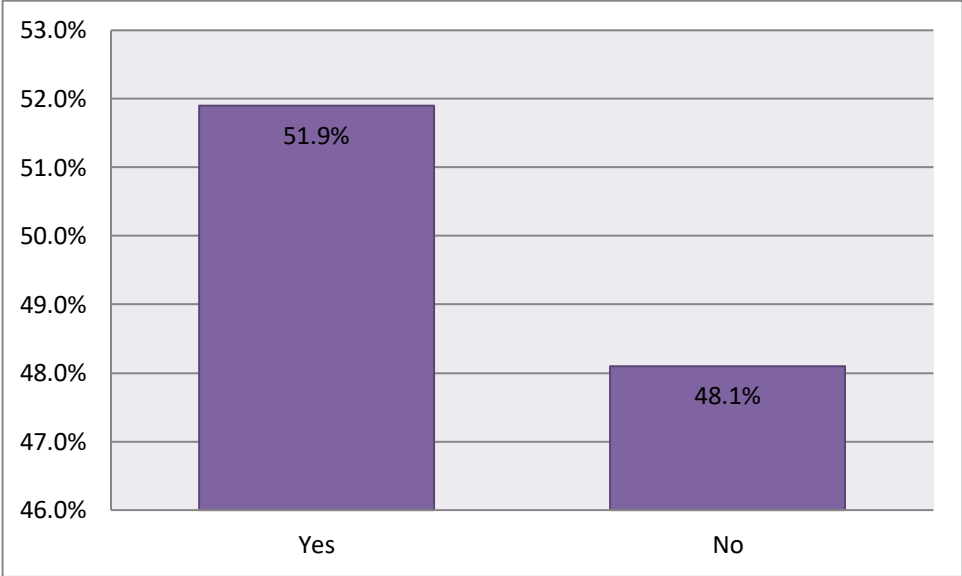


Figure 3.11: COVID-19 Help in Creating New Terms.

The next three questions were open ended items; we gave the participants the possibility to answer freely with no condition. We asked them to list to us what are the words they learnt from social media that have relation with COVID-19 the responds were nearly the same from quarantine to curfew, pandemic, symptoms, self-isolation, lockdown, global breakdown, outbreak, epidemic, novel virus, hard immunity, precaution, contagious, sputanik, deathtoll and contact tracing. Hence, the most used words during the outbreak period on social are as listed above and we can notice that the words quarantine, pandemic take the lead with the most used words. From the

answers of our participants we can notice that only few terms that only few terms that can be count on one hand were coined, we illustrate theses neologisims as follows:

مفیرس- تحجرنا – تکورن

Q9: How would you rate your vocabulary knowledge level? Before and during the quarantine period.

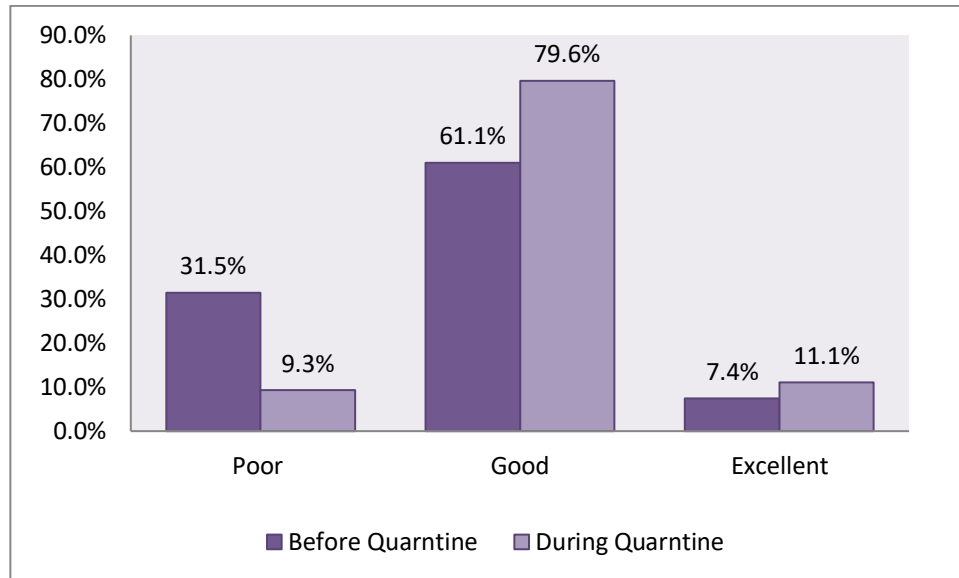
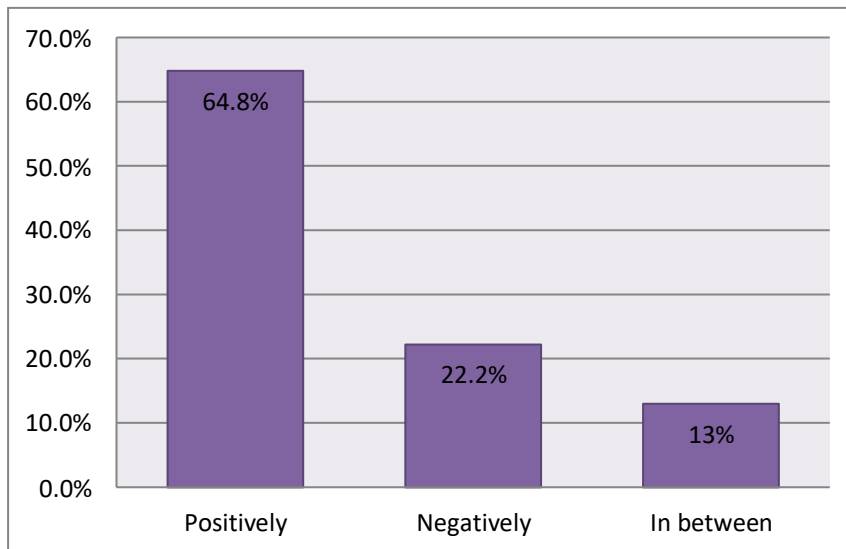


Figure 3.12: Respondents Vocabulary Knowledge Level before and during Quarantine.

The ninth question was to ask them to rate their vocabulary knowledge level before and during the quarantine period, in which it is demonstrated in the aforementioned graphs, 61.1% represents 33 students they claim it was good, 31.5% equals 17 who claim it was poor, the rest with 7.4% reflects 4 with an excellent level. Meanwhile, during the quarantine period it is noticeable that their level increase to 79.6% equals 43 students, 11.1% representing 6 respondents rating it excellent, at last 9.3% indicating 5 students with poor vocabulary knowledge level. Overall, the results prove that during the quarantine period exceed because they learn new terms.

Q10: Do you think COVID-19 affected your vocabulary knowledge positively or negatively? And explain why?



Graph 3.13: Respondents Feedback about the Effect of COVID-19 on their Vocabularies.

The Last question of this phase was dedicated to know if COVID-19 affected their vocabulary knowledge positively or negatively. Henceforth, the results show that the great majority of responses (35 respondents with a percentage of 64.8%) were positive, for the fact that they had the opportunity to learn new vocabularies, have more time to read and practice the language more either via social media. However, 12 students with a percentage of 22.2% mentioned that the COVID-19 pandemic affected their vocabulary negatively by stating that their vocabulary knowledge have not change during the lockdown because they only passed their time with their families and did not care about studying or developing their skills and enrich their vocabularies. While only 7 students equaling 13% were neutral and state that COVID-19 neither affected them positively nor negatively, by mentioning that their level did not change during this period.

3.5 Interpretations of the Main Findings

First, in the connection with the first hypothesis it has been shown that social media can be considered as a good method for someone who wants to learn languages generally and English language specifically. As our sample has confirmed in questions 5 from section 2 and questions 2,3 and 4 from section 3 that the rational use of social media and knowing how to use it in the right way will definitely enhance your language learning and will help you to achieve the perfect level in English language that everybody wants to achieve.

Second, as it is observed from question 5 from section 4, social media play a big role in enhancing EFL learners vocabulary especially terms concerning COVID-19 this actively demonstrates that during lock down people were not going out because of the procedures made by the government and since there was no Interaction outside, they stopped connecting face to face and moved that connection into the internet, for this reason we have mentioned that social media did affect Learners vocabulary which lead to acquiring a glossary terms About COVID-19.

3.4 Limitation of the Study

The present research paper has its limitations due to a number of reasons. Among The limitations is that the study was conducted among at least 55 participants and the majority of students were not reachable due to COVID- 19 and not all classes in the department of English were held, considering that Master 1 students population, major in linguistics, are more than 200 students.

Another point to mention is that the topic is new that is why there are few books and articles about it, and if there are, they are mostly dealing with the virus and how to deal with it rather how it affected the linguistic approach. Also there is few research works that are only available if you paid online, and the resources are not related to the topic or do not even exist at the university's library.

Conclusion

Throughout this chapter, we have dealt with data analysis and interpretation to discuss our findings from our online questionnaire that was dedicated to Master one students major in linguistics to unveil to what degree social media and COVID-19 affected the EFL learners' capacities in learning new English vocabularies. Therefore, the results from our investigation reflected the fact that social media platforms could be more than a communication devices but also a learning tool that facilitate language learning likewise educational purposes. Furthermore, from the outcomes of this investigation the most noticeable findings of this research is that COVID-19 did affect the learners vocabulary enhancement in which they learned new terms which led to increasing their level particularly in the English language during the quarantine period.

GENERAL CONCLUSION

COVID-19 crisis has been the talk of the world for many months in 2020, nearly wherever you go you hear these two words, Coronavirus and COVID-19 (in TV, in media, in the street...etc). The spread of this disease did not only terrified the government but also spread terror among people and due to the severity of COVID-19, mostly all of the countries have put lockdown and stopped the transportation movement, hence, travelling has become restricted. This was some of procedures that were made for the sake of each individual and to avoid increasing death toll and staying safe at home. In such circumstances, social media play a vital role in keeping people updated about the COVID-19 pandemic. Nevertheless, people not only were using it to stay updated, but also for multiple other purposes, because everything they were doing outside their homes have become online for instance working and studying. Social media is considered as a great way for individuals and different communities to stay connected to the outside world even while physically separated, being at home all day naturally increased media conception, and also did help in changing our world into an online one, through which people continue their daily life. In such conditions, students were obliged to carry on their learning process by using the internet since everything was closed, and through various platforms teachers were trying to convey different lectures that will help their students and not letting COVID-19 affect their educational process negatively.

Therefore, in this COVID-19 pandemic, this thesis tried to discover the influence of social media on the language use of EFL learners and to determine the impact of COVID-19 on their vocabulary during lockdown in the case of master one linguistics students at Ibn Khaldoun University. It is worth to mention that, this dissertation have faced some difficulties that were hard to solve , and we may mention the most important obstacle we face is the lack of access to different academically sources and peer reviewed journals, so this lead to lack of adequate knowledge in our thesis.

This study is conducted to have an overview about a topic that have not seen the light until this year, hence, after doing a literature review and based on the quantitative and qualitative analysis, it can be conclude that COVID-19 did help in

the emergence of new words in the Algerian dialect but not as we expected, we may state the mainly terms master one linguistic students have mentioned: مفيرس- تحجرنا- , مكورن , we have observed that the great impact of COVID-19 vocabularies did emerge in the English language, for the reason that the most mentioned terms were in English. Based on the findings, we conclude that the reason behind having a list of new English words more than in our dialect that our students were highly exposed to social media more than talking to each other outside, and this simply for the reason that English is a lingua Franca and social media is controlled by it (most previous studies conducted by previous researchers declared that to most used language in social media is English), hence, it is obvious that they got affected with COVID-19 terms that were scrolling during the lockdown period which have lead to increasing their vocabulary level in the English language.

This research have fulfilled the hypothesis of the research problem, and we have answered the research question, through which we can mentioned that social media can be a great learning tool for everyone, particularly for language learning, but only if it is used in the right way, and that without its help, the EFL learners would not be able to learn new vocabularies especially in our case, corona virus vocabularies and COVID-19 terms. It is also noteworthy that, further researches studies are needed for this topic, because there are still a lot of things have not been discovered yet concerning the effectiveness of COVID-19 on the vocabulary of the Algerian society since we have only conducted this research at the begging of this crisis

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APENDEX

Students' Questionnaire

Dear respondents,

This questionnaire represents a necessary part in our investigations, so you are kindly asked to answer the following questions which seek on examining the influence of social media on the linguistic practices (language use and vocabulary enhancement) of the EFL learners during the COVID-19 pandemic. The objective of this research paper is to focus on whether the use of social media networks during the outbreak of coronavirus affected the learners' language use and enrich their vocabulary background by learning new terms and also by creating new neologism amongst Master one linguistics students of the English language at Ibn Khaldoun University of Tiaret. Please keep in mind that the given answers and data are completely confidential.

Thank you in advance.

Section One: Background Information

✓ Answer the following questions by ticking (✓) in the appropriate box or marking full answer:

1. Gender: a) Male b) Female

2. Age:

a. 20-24

b. 25-29

c. 30-34

Section Two: Learning English and social media

➤ Tick (✓) in the correspondent box bellow that best characterize your answer and explain why if necessary:

1- How do you consider your level in English?

A) Low b) Average c) Good

d) Very good e) Excellent

2- Are you satisfied with the way you are learning English?

- a) Strongly satisfied b) satisfied c) not satisfied not sure

If no, explain why?

3- How many social media accounts do you have?

- a) 1 b) 2 c) 3+

Mention them:

4- Do you practice your English on social media?

- a) Always b) sometimes c) rarely d) never

If yes, for what purpose?

If no, why?

.....

5- How do you think social media can be useful?

.....

Section Three: Social media as a learning tool

- Choose whether you “Agree, Disagree, or it depends” next to the following answers:

1- Social media platforms are easy to use

- a) Agree b) Disagree c) It depends

2- Social media sites can be a valid way to enhance your language learning

- a) Agree b) Disagree c) It depends

3- Social media helps in increasing/improving your academic learning

- a) Agree b) Disagree c) It depends

4- Social media platforms can help you to achieve better results if it is integrated in the learning environment

- a) Agree b) Disagree c) It depends

Section Four: COVID-19 and vocabulary learning

- Select your answer via ticking (✓) in the suitable box or by making a full answer:

- 1- Do you know the meaning of the following words, social distancing, quarantine, sanitizer, and contagious?
- a) Yes b) No
- 2- How many words you recognize from this list: social distancing, quarantine, facemask, sanitizer, crown shape disease, antidote, outbreak
- a) 2 b) 3 c) 4+
- 3- Write the synonyms of these words using your own dialect
- a) Social distancing:
- b) Curfew:
- c) Facemask:
- d) Quarantine:
- e) Pandemic:
- 4- If there was no COVID-19 do you think you will be able to understand the meaning of the previous words?
- a) Yes b) No
- 5- From where have you learnt the COVID-19 vocabularies?
- a) Social media b) TV c) others
- 6- Did COVID-19 help you create new neologism (new terms)?
-
- 7- Name new words you learnt from social media that have relation with COVID-19:
-
- 8- What are your most used vocabularies during the quarantine period on social media?
-
- 9- How would you rate your vocabulary knowledge level?
- Before the quarantine period:
- a) Poor b) Good c) Excellent
- During the quarantine period:
- a) Poor b) Good c) Excellent

10-Do you think COVID-19 affected your vocabulary knowledge positively or negatively? And explain why?

.....
.....

Thank you for taking the time to answer this questionnaire, we really value the information you gave us. Here is our email benradjafaiza@gmail.com if you want to know more about the research. Thank you for the cooperation.

الملخص

كان الغرض من هذا البحث هو دراسة تأثير وسائل التواصل الاجتماعي على الممارسات اللغوية لمتعلمي اللغة الانجليزية كلغة أجنبية خلال جائحة فيروس كورونا. شارك 54 من طلاب ماستر اللغة الانجليزية تخصص لسانيات في جامعة ابن خلدون بتيارت كجزء من الدراسة. تم اعتماد أسلوب كمي و نوعي حيث تم تصميم استبيان و ملاحظة لغرض الدراسة. كشفت نتائج البحث أن وسائل التواصل الاجتماعي أداة صالحة لتعلم اي لغة و بمساعدتها تعلم ممتدري اللغة الانجليزية مسردا من المصطلحات المتعلقة بفيروس كورونا.

المفاهيم الأساسية. وسائل التواصل الاجتماعي- الممارسات اللغوية- التأثير – تعلم المفردات- جائحة فيروس كورونا.

Summary

The current research work represents a study that is based on examining the influence of social media on the linguistic practices of EFL learners during the COVID-19 pandemic, taking master one students major of linguistics from Ibn Khaldoun University of Tiaret as a case study. The aim of this extended essay is to shed light on how social media impacts the language use and vocabulary learning, in addition to the effect of corona virus on enriching the students vocabularies, thus, the coinage of new terms. A mixed method was used to meet the objectives of the study. The findings of this research proved that both social media and COVID-19 influenced the EFL learners' vocabularies and helped in creating neologism especially in the English language.