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**Exploring the Impact of Social Media Content Creators  
on EFL Learners' Vocabulary Acquisition**

Dissertation submitted as partial fulfillment for the requirements of the degree of Master in  
Didactics.

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# Declaration

I, chebli bouziane , do hereby declare that this submitted work is my original work. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information.

This work was certified and completed at Dr. Moulay Tahar university, Saida, Algeria.

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# DEDICATION

With heartfelt gratitude and deep appreciation, I dedicate this work to my loving parents, Chebli Mokhtar and Chebli Karima, whose unwavering love and constant support have been the foundation of everything I strive to achieve.

To my dear and lovely friend Fatima, thank you for your presence, kindness, and encouragement you hold a special place in this journey.

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# Abstract

The present study aims to examine the impact of social media content creators on vocabulary acquisition among EFL learners. As digital platforms continue to grow in popularity, social media has emerged as a significant tool for language learning by providing learners with authentic exposure to vocabulary in real-life contexts. To investigate this phenomenon, the researcher adopted a mixed-methods approach, employing two data collection instruments: an online questionnaire completed by 127 students and online interviews conducted with five EFL teachers from the English Department at Dr. Moulay Tahar University. The objective was to explore how social media content influences vocabulary development and to gather perceptions from both students and teachers regarding its effectiveness. The findings revealed a generally positive perception of the role of social media content creators in vocabulary learning. Teachers observed increased student engagement when exposed to content that features natural, everyday language. Similarly, students reported acquiring new vocabulary through regular interaction with social media platforms. These results highlight the growing relevance of digital content in enhancing vocabulary acquisition, underscoring the potential of social media as a complementary educational resource for EFL learners.

## **List of Acronyms and Abbreviations**

**EFL:** English as a Foreign Language

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# **General introduction**

# **General Introduction**

## **Introduction**

In recent years, the fast growth of social media platforms has dramatically altered how individuals communicate, learn, and obtain information. Social media has grown from a basic networking tool to a powerful medium for education and language acquisition. One of the most prominent features of this transition is the rise of content creators, or influencers, who create and distribute content to a global audience. These people have an important role in influencing digital discourse, especially in terms of language use and acquisition.

Platforms like Instagram, TikTok, and Facebook host millions of videos and posts in which English is widely used in various formats. From instructive content and narrative to informal vlogs and interactive discussions, these platforms expose users to a wide variety of terminology, idiomatic expressions, and real-world language usage. This immersion provides a unique chance for English as a Foreign Language (EFL) students to learn and reinforce their vocabulary in an interesting and interactive setting. Unlike traditional classroom training, which frequently takes a planned and formal approach, social media exposes learners to actual language in context, allowing them to develop a more natural and intuitive knowledge of English.

### **Statement of the Problem**

Given the increasing reliance on digital platforms for language learning, it is vital to explore how social media content creators impact EFL learners' vocabulary growth. Students can expand their vocabulary through frequent interactions with a variety of information sources on these platforms, which expose them to language usage in everyday situations. However, it is uncertain how effectively learners will incorporate this knowledge into their active vocabulary and long-term memory. Furthermore, students' vocabulary development may be significantly impacted by how frequently they are exposed to content produced by social media content creators. Frequent exposure to English-language content may enhance learning and retention.

### **Aim of the study**

The primary goals of the current study are to evaluate the effectiveness of social media as a tool for vocabulary development among EFL learners and to highlight the significance of digital content creators in language learning.

### **Significance of the Study**

This study is significant because it addresses a growing trend in language learning: the use of social media as an informal educational tool. With the increasing influence of social media content creators, understanding their impact on English vocabulary acquisition is crucial for both educators and learners. The findings from this research will provide insights into how social media can complement traditional language instruction and contribute to more effective vocabulary learning strategies.

## **General Introduction**

### **Research questions**

This present study seeks to answer the following questions:

**Q1.**What impact do social media content creators have on the vocabulary acquisition of English language learners?

**Q2.**How does the frequency of exposure to content created by social media influencers affect learners' vocabulary retention?

### **Research Hypothesis**

In light of the previously mentioned questions, the researcher hypothesized that:

**H1.**content creators has a positive effect on English language learners' vocabulary acquisition.

**H2.**Frequent exposure to English content on social media leads to greater vocabulary retention among learners.<sup>5</sup>

### **Research Methodology and tools**

In this study the researcher relied on Mixed-methods approach. To uphold this work with more valid data, a semi structured online questionnaires was administered for students and an online interview for EFL teachers to investigate their perspective and attitude towards the impact of social media content creators on EFL learners vocabulary development. The researcher chose an online questionnaire and interview because they are more efficient, and convenient than traditional methods , allowing for a broader reach, greater participant convenience, faster data collection.

### **Population and Sample of the Study**

The population under consideration in this study is represented by the EFL teachers and students at the University of Moulay Taher. Our sample consists of five EFL teachers and one hundred and twenty randomly selected students of various ages and genders.

### **Structure of the Study**

The present work is divided into three main chapters; the first chapter deals with the theoretical background of the study it comprises two parts , the first part includes definition of vocabulary, types and its importance in EFL classroom. The second part highlights definition of social media, the Role of Media in Language Learning and motivation and Engagement through content creators in addition to the impact of social media content creators in enhancing EFL learners vocabulary development. The second chapter is devoted to research methodology. The first section tackles the theoretical background of the research approach and methodology. Whereas, the second section presents data gathering tools, sample and population. The third chapter is committed to the analysis of the research gathering tools besides the discussion of the findings that was

## **General Introduction**

obtained from questionnaires and interview of both EFL learners and teachers .Furthermore, the researcher provide several recommendations in light of the study's findings.

# **Chapter one :**

## **Literature review**



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### **1.1 INTRODUCTION**

Vocabulary is an important element of language development because it provides the foundation for communication and comprehension. Students with limited vocabulary find it difficult to express themselves, comprehend others, and engage in meaningful conversations. Researchers have long highlighted the importance of vocabulary acquisition in second language learning, investigating various methods to improve learners' lexical knowledge, including explicit teaching, reading, and exposure to real-world language use. This chapter examines the impact of social media content creators on EFL Learners vocabulary acquisition. It is divided into two sections: The first section highlights the historical background of vocabulary, discussing its importance, types and teaching strategies . The second section explores the role of social media in vocabulary learning, particularly how digital content creators influence EFL learners' lexical development.

### **Part One: Learning and Teaching Vocabulary**

#### **1.2 Vocabulary Definition**

Learning a second language is inextricably linked to vocabulary development. Understanding vocabulary is essential for successful language acquisition. The Longman Dictionary of Contemporary English (1995, p.1177) defines vocabulary as “all the words that someone knows, learns, or uses”. Similarly, The Oxford Dictionary (2008, p. 4169) describes vocabulary as “words used by a particular language, book, branch of science, or author.”

Numerous scholars have defined vocabulary, acknowledging its significance. Schmitt (1999, p. 189) states that vocabulary is “one of the language components measured in language tests”. In addition, Harmer (1991, p. 153) emphasized the importance of vocabulary for language mastering, stating that “if language structure is the skeleton of language, then vocabulary provides the vital organs and flesh.”

According to Richards and Renandya (2002, pp. 255-256), vocabulary plays a crucial role in EFL learners' ability to communicate, listen, read, and write well. Furthermore, Linse (2005, p.121) claims that vocabulary refers to the words we use daily. Moreover, Grambs (1984, p. 73) defines vocabulary as “a list of specified and alphabetized words”, akin to those found to dictionaries or glossaries.

Hornby (1995, p. 1331), defines vocabulary as “the total number and list of words in a language with their meanings.” Similarly, Fowers (2000, as cited in Darfilal, 2014), spotlight the importance of vocabulary acquisition claiming that “a large vocabulary can help language learners communicate clearly and effectively,” making it a crucial component of communication. This suggests that the more words a learner knows, the more effectively they can articulate their thoughts and ideas.

Wilkins (1972, pp. 111–112) asserts that “ very little can be communicated without grammar, and nothing at all without vocabulary,” Moreover, Carter (1998, p. 5) claims “words like goal, shoot, yes, taxi, there, can stand on their own and convey meaning without the need of grammatical structure of any kind.” Additionally, Carter (1987, p. 5) argues that the smallest

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meaningful elements of language are words . Lewis (1993, p. 25) cites Krashen (1989) who states that students “carry dictionaries with them, not grammar books to communicate in a foreign language.

Hornby (2006, p. 1645) defines vocabulary as all of the words that a person knows or uses in a specific language . Conversely, Hatch and Brown (1995, p. 1) state “vocabulary is a list or set of words of particular language or a list or set of words that individual speakers of language might use.” According to this definition, vocabulary consists of all the words individuals recognize and utilize for communication. Neuman and Dwyer (2009, p. 385) further explain that “Vocabulary can be defined as ‘words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary).

### **1.3 Types of Vocabulary**

One of the most challenging processes that students go through is vocabulary acquisition since it necessitates the ability to differentiate between two types of language. According to Harmer (1991), vocabulary in language learning can be categorized into two types: active (productive) vocabulary and passive (receptive) vocabulary.

#### **1.3.1 Active Vocabulary**

Active vocabulary refers to a person’s real use of words when speaking or writing. It represents a learner’s ability to recall and apply words in real communication. According to Szpotowicz and Kurpaska (2012, p. 99), active understanding of a term involves recalling and correctly pronouncing its corresponding sound in the language.

#### **1.3.2 Passive Vocabulary**

Words that pupils identify and comprehend when they appear in a context or when they require assistance from someone to help them remember the meanings of the words are referred to as passive vocabulary. Passive vocabulary is typically found by pupils in reading or listening materials. When they read the words in a text, they will discover the meaning of the word and be able to identify the unknown word in the text. Hiebert and Kamil (2005, p. 3) define Receptive or recognition vocabulary as “ a set of words for which an individual can assign meaning when listening or reading “ .

Vocabulary contributes in four categories : speaking, writing, listening, and reading. Meanwhile, spoken vocabulary refers to the words that people develop and use in their speech. Writing vocabulary refers to the terms used in various genres of writing, including essays, stories, and so on. Reading vocabulary refers to words in printed text that are understood and recognized during reading. Listening and vocabulary refer to the words we hear and understand when communicating with others.

According to Pikulski and Templeton (2004, p. 2), vocabulary can be divided into two categories : meaning and literacy or function vocabulary. Meaning vocabulary include listening and speaking skills, whereas literate vocabulary includes reading and writing skills.

### **1.4 The Importance of Vocabulary**

Teaching and mastering a foreign language require strong vocabulary skills. It serves as the foundation for the development of several abilities, including reading, listening, speaking, writing, spelling, and pronunciation. Effective communication is essential for students learning English. However, despite the strong focus on grammar most EFL learners struggle to communicate effectively. The Limited vocabulary might impede communication since word choice and lexical expertise play a vital part in conveying meaning. Wilkins (1972, pp. 111-112) emphasized the crucial role of vocabulary stating that “ Very little can be communicated without grammar, and nothing can be communicated without vocabulary “. Additionally, Krashen (1993) Krashen (1993) highlights the importance of vocabulary in everyday communication, especially in immersion contexts. He contends that EFL students who comprehend grammar rules but have a limited vocabulary may find it difficult to interact efficiently with native speakers.

According to Mr. McCarthy (1990, p. 12), it makes no difference how well foreign language learners learn the language or how well they grasp grammar since without words and phrases to express a wide range of concepts, learners cannot develop in any meaningful way. To put it another words, even if learners can efficiently apply grammatical rules, they still lack the ability to communicate effectively without an adequate vocabulary. Supporting this assertion, Rivers (1983,p. 25) found that “ the acquisition of an adequate vocabulary is essential for successful second language use, because we’ll be unable to use the structures and functions we may have learned for comprehensible communication without an extensive vocabulary “ . Grammar is essential for language users, but it is not as vital as vocabulary. It helps learners grow their vocabulary and underpins effective communication.

Lexical knowledge is crucial in EFL classrooms as it enables language learning (Rivers, 1981). Therefore, teachers should prioritize expanding students ’ vocabulary as an important aspect of English language learning. To enhance students’ vocabulary, it’s important to establish core guidelines for the process. Research recommends that language is better retained by students when presented in contexts that are both relevant and meaningful.

### **1.5 Strategies of Teaching Vocabulary**

Learners who lack a strong vocabulary and skills to acquire new words may struggle to reach their full potential and may become discouraged from taking advantage of language learning opportunities. Teachers must carefully select appropriate input to meet students’ needs. Teachers should implement effective classroom activities to assist students recognize, recall, and use new terms. Seal (1991) categorizes vocabulary teaching methodologies into planned and unplanned classroom activities.

#### **1.5.1 Unplanned Vocabulary Teaching**

According to Seal (1991, p. 298), unplanned strategies refer to teaching problematic vocabulary that arises unexpectedly during a lesson, such as when students request specific meanings or the teacher becomes aware of relevant words that require attention. Therefore, to

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deal with such teaching situation Seal developed the three C's approach to address the impromptu nature of these instructional scenarios. This approach begins with using mime, synonyms, or tales to impart meanings. The teacher then checks to ensure students understand the message. Finally, the meanings are reinforced by applying them in context.

### **1.5.2 Planned Vocabulary Teaching**

Unplanned vocabulary teaching tactics may vary among teachers, lessons, and even classes. Nonetheless, regardless of the time spent teaching terms accidentally, unplanned vocabulary activities are likely to take less time than planned vocabulary teaching procedures (Hatch & Brown, 1995). According to Nation (2001) and Pavičić (2008), vocabulary training should be purposeful, explicit, clearly defined, and guided (p. 19). Seal (1991) describes as "when the teacher enters the classroom with an item or combination of vocabulary items that he/she has decided ahead of time would be taught during the lesson" (p. 298). This means that the teacher must be prepared before introducing their course, which may involve some unfamiliar vocabulary for students. Therefore, preparation is essential for teachers when teaching unfamiliar vocabulary. To attain effective results, teachers should employ a systematic approach to teaching vocabulary. This requires dedicating significant time to exploring various aspects of word knowledge.

### **1.6 EFL learners vocabulary acquisition challenges**

Teaching vocabulary is crucial in language lessons as it enhances students' understanding and expression. To use a word correctly in any context, EFL students must learn it and identify its part of speech (noun, verb, adjective, or adverb). Understanding the meaning of a word is crucial for students learning a foreign language. Failure to do so can lead to significant obstacles, making vocabulary mastering challenging (Roohmatillah, 2014).

Thornbury (2004) suggests that understanding students' difficulties is the first step toward effective vocabulary instruction. The following factors contribute to the difficulty of certain words :

- Words that are difficult to pronounce are harder to learn.
- Mismatches between sounds and spelling can lead to pronunciation and spelling errors, making a term more difficult to understand.
- Foreign language learners often struggle with vocabulary development due to a lack of comprehension of the target words' grammatical forms.
- Foreign language learners frequently struggle with understanding word meanings.
- It could be challenging for target vocabulary learners to use newly learned terms in the right context.

According to the previously mentioned characteristics, pronunciation and contextual understanding are the primary challenges that students have when acquiring new language.

However, Gower, Phillips, and Walter (1995) indicate several traits that make vocabulary items more difficult. They begin by noting that terms that are identical in the learners' first and second languages can be deceptive rather than beneficial. For example, both

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skinny and slim can be used to describe someone who is thin, but their connotations are entirely different, and the speaker demonstrates a different attitude by using one over the other. The second factor is the word's connotative meaning, which refers to whether the word has a positive or negative meaning for a native speaker. Lastly, They highlights that many students struggle with pronunciation and spelling.

Some scholars suggest that the aforementioned issues are among the most significant barriers to learning foreign language vocabulary. These challenges can drive srudents to seek out more effective learning strategies.

## **PART TWO : Social media content creators in Learning and Teaching Vocabulary**

### **2.1 Definition of Social Media**

According to Dewing (2010, p. 1), social media includes internet-based and mobile services that enable users to discuss ideas, generate content, and join online groups. When Geocities, the first web-based social networking site, was established in 1994–1995, the term “*socialmedia*” was first used (Goble, 2012, p34). Since social media is a broad term that encompasses a wide variety of websites, it has multiple definitions.

Lieb (2009, p. 56) states that social media refers to digital, content-based communication facilitated by various web technologies. In recent years, social media has become a widely used platform for delivering educational material and to link individuals to networks of expertise and knowledge potentially leading to new practices in education and learning (Friesen & Lowe, 2011).

Social media encompasses various digital platforms, including blogging websites, video sharing platforms, messaging apps such as WhatsApp, Snapchat, and TikTok, as well as social networking sites like Facebook, Instagram, LinkedIn, and Twitter. A key characteristic of social media is two-way communication model, which allows users to contribute and create content in addition to being content consumers, is one of its distinguishing features. This fosters a more democratic and participatory public sphere, allowing people to openly express their thoughts, opinions, and ideas and engage in meaningful discussions with others who have common interests or concerns.

### **2.2 EFL learners and social media**

According to Junco (2015, p. 20), social media platforms have become an essential part of modern student life providing opportunities for authentic language use, interactive communication, and exposure to diverse English language content for EFL learners. Yet, individuals' use of social media is influenced by their interests, community relationships, and field of study.

Social media can be an effective learning approach in EFL settings, promoting collaborative learning, providing additional language input, and increasing student motivation and engagement (Ozkan & Koseler, 2009, p. 162).

### 2.3 The definition of social media content creators

Content creators are people who create and disseminate digital content, such as videos, blogs, or social media posts, to engage an online audience. They frequently develop content for entertainment, education, or marketing purposes (Abidin, 2018).

Content creators are individuals who generate and share digital media, driven by both personal and professional motivations, to create and maintain a following or community. They often participate in collaborative efforts, shaping the content landscape of social media (Keller, 2016).

### 2.4 Theories in Digital Vocabulary Learning

Digital platforms have changed how learners acquire vocabulary by combining structured instruction with real-world interaction. Social media provides continuous exposure to authentic language, making learning more engaging. Several linguistic and cognitive theories explain how digital content supports vocabulary development through input, retention, interaction, and incidental learning

First, Krashen's (1985) **Input Hypothesis** emphasizes the significance of comprehensible input in language learning. Over time, social media has become a valuable tool, continuously exposing learners to authentic, engaging, and context-rich language, enabling them to develop vocabulary naturally through meaningful interactions.

Next, Nation's (2001) Vocabulary Learning Strategies framework differentiates between explicit learning, which involves structured vocabulary instruction, and incidental learning, where learners acquire new words through passive exposure. Gradually, digital platforms have integrated both approaches, with educational influencers providing structured lessons while entertainment content immerses learners in real-world language use.

Over time, Schmitt's (2008) "Vocabulary Retention" Theory has highlighted the importance of spaced repetition, learning words in context, and using different forms of media to help learners remember vocabulary for a long time. Gradually, social media platforms have improved this process by showing users the same words repeatedly through videos, captions, and interactive content. Besides these theories, Vygotsky's (1978) "Social Interaction Theory" stresses the importance of communication in language learning, showing that engaging with others helps improve vocabulary. Likewise, "incidental Learning Theory" (Hulstijn, 2001) explains that learners pick up new words naturally when exposed to meaningful content, which often occurs through entertainment-focused social media.

### 2.5 Types of Social Media Content and Their Impact on EFL Learners' Vocabulary Acquisition

Social media content creators have a significant influence on EFL learners' vocabulary growth by introducing them to new terms and expressions in a variety of settings. Their content falls into two categories: educational and entertaining. Each of these categories offers a distinct approach to vocabulary acquisition.



## Chapter one: Interminable Therories Debate

### 2.5.1 Educational Content Creators and Vocabulary Acquisition

Educational social media influencers create structured learning resources with the goal of intentionally teaching language . Their content includes:

#### 2.5.1.1 Instagram and TikTok Micro-Lessons

Language influencers languagebite-sized videos explaining idioms, phrasal verbs, or slang . These influencers use social media platforms such as Instagram and TikTok to provide succinct, interesting lessons that simplify difficult language concepts. Influencers such as “ English with Lucy “ and “ Linguamarina “ for example, have amassed sizable audience by simplifying complex English language components into easily understood segments.

In Algeria, various content creators have emerged, contributing to language instruction and cultural exchange. For example, Bouziane and Mr.Nasri are Algerian educators who contribute significantly to the educational landscape by offering accessible and engaging content that supports vocabulary development and overall language proficiency among EFL learners.

#### 2.5.1.2 YouTube English Teachers

Educator-created content, such as Learn English with Bob the Canadian or mr.nasri , gives detailed vocabulary education.

#### 2.5.1.3 Podcasts for Language Learners

Audio-based services, such as the British Council’s « Learn English » podcast, provide structured discussions with transcripts to aid in word recognition and recall.

### 2.5.2 Impact on Vocabulary Acquisition

**Explicit Learning:** Explicit learning occurs when students learn new terminology through direct instruction rather than incidental exposure. Social media content providers who specialize in language learning offer structured vocabulary courses, making learning more accessible. For example, YouTube, Instagram, and TikTok influencers create bite-sized lessons about phrasal verbs, idioms, and academic vocabulary. For instance, language instructors such as English with Lucy and Mr. Nasri create tailored vocabulary courses that explain word meanings, pronunciation, and usage. Their structured content serves as an alternative to traditional classroom approaches, providing students with on-demand vocabulary education in engaging formats (Abbas, Gulzar, & Hussain, 2019).

**Retention Boost:** Long-term retention is one of the most challenging aspects of vocabulary development. Social media content creators help improve vocabulary through spaced repetition, interactive activities, and visual engagement. Content creators use daily “ word of the day” posts or videos, memes, and quizzes to encourage active recall. Research indicates that spaced repetition systems (SRS) enhance long-term vocabulary retention and recall (Nation, 2013).For example, an Algerian YouTuber teaching English may publish daily “Word of the Day“videos with real-life examples from Algerian culture, making vocabulary learning more relevant and entertaining.

### **Contextual Understanding : Learning Words in Real-Life Situations**

Effective communication requires an understanding of vocabulary in context. Content creators use real life scenarios and role-play to illustrate vocabulary usage. Research suggests that contextual learning enhances vocabulary retention by embedding words within meaningful interactions (Schmitt, 2008). For instance, creators on YouTube and TikTok use vlogs and real-life discussions to demonstrate vocabulary in authentic situations rather than isolated word lists (Godwin-Jones, 2018).

EFL learners can effectively and dynamically acquire and retain new vocabulary with the help of social media content providers that combine contextual awareness, frequent exposure, and explicit instruction (Nation, 2013).

### **2.5.3 Entertainment Content Creators & Vocabulary Acquisition**

Entertainment creators engage EFL learners with authentic, real-life language, making vocabulary acquisition more natural and successful. Unlike traditional learning approaches, entertainment-based content provides contextualized exposure to conversational English, slang, and colloquial idioms, which are typically missing in textbooks. Research suggests that incidental vocabulary learning through media consumption can significantly enhance language retention (Krashen, 1989). This comprises:

- **Vloggers & Lifestyle Influencers**

Watching vloggers like Emma Chamberlain or travel influencers helps learners familiarize themselves with common idioms, informal speech, and cultural references. Through real-life interactions learners absorb natural language, pronunciation, and conversational patterns in a way that simulates real-world communication (Godwin-Jones, 2018).

- **Comedy & Skit Creators**

Humor-based content introduces students to slang and casual idioms in fun memorable way. Studies demonstrate that exposure to context-rich comedic content enhance language processing and vocabulary memory (Schmitt, 2008).

- **Gamers & Live Streamers**

Interactive gaming content exposes students to conversational English in real time, promoting active vocabulary development. Live streamers interact with audiences, describe gameplay, and reply to comments, resulting in a dynamic language learning environment.

### **2.5.4 Impact on Vocabulary Acquisition:**

The production of entertainment content helps EFL learners acquire vocabulary through incidental learning, where students naturally pick up new terms while engaging with videos, vlogs, and social media posts. They expose students to authentic language use, including idioms, slang, and colloquialisms that are used in everyday interactions. Additionally, they improve cultural awareness by helping students comprehend language in its geographical and social contexts, allowing students to understand language beyond textbook definitions. This

## **Chapter one: Interminable Therories Debate**

immersive and engaging experience promotes more natural language use, enhancing vocabulary acquisition and retention (Schmitt, 2008; Godwin-Jones, 2018).

### **2.6 Characteristics of Effective Content Creators**

Effective social media content creators significantly influence EFL learners' vocabulary learning by creating engaging, dynamic, and well-structured content. Research identifies several key characteristics that contribute to their efficacy.

First, competence and credibility are essential for ensuring content accuracy and trustworthiness (Meyers, 2012; Chugh & Ruhi, 2018). Many successful language-learning influencers have backgrounds in linguistics or education, allowing them to deliver structured and consistent instruction. Second, engaging content delivery improves vocabulary retention, while multimedia-based learning strategies (such as videos, storytelling, and gamified quizzes) improve comprehension (Godwin-Jones, 2018; Mayer, 2009). Third, adaptability and personalization enable content creators to accommodate various learning styles and proficiency levels, making language learning more accessible and effective (Nation, 2013; Reinders & Pegrum, 2016).

### **2.7 Comparison with Traditional Learning**

Traditional classroom-based vocabulary instruction and social media content creators adopt distinct approaches to language acquisition. While formal education offers structured and systematic instruction, social media content creators present language in authentic, engaging, and Interactive contexts.

#### **2.7.1 Structured Learning vs. Incidental Learning**

In traditional classrooms, vocabulary is often taught explicitly through direct instruction, textbooks, and rote memorization (Nation, 2013). This structured approach ensures grammatical accuracy and systematic learning. However, it may lack real-world application and engagement, making retention challenging (Schmitt, 2008).

Conversely, social media-based learning exposes EFL learners to vocabulary in natural and meaningful contexts, facilitating incidental learning, a process in which learners acquire language subconsciously while engaging with content (Godwin-Jones, 2018). This method enhances retention and comprehension by integrating new words into authentic, relatable scenarios (Reinders & Pegrum, 2016).

#### **2.7.2 Engagement and Motivation**

Research indicates that motivation is a key factor in vocabulary acquisition. Traditional classrooms often struggle to keep learners engaged, particularly when relying on passive techniques such as repetitive drills and isolated word lists, which may hinder retention (Mayer, 2009). In contrast, content creators incorporate multimedia, gamified learning, and storytelling to enhance interactivity and engagement in language learning (Godwin-Jones, 2018). Social media platforms further support motivation by allowing learners to select content based on their

## **Chapter one: Interminable Therories Debate**

interests, leading to greater language exposure and sustained learning (Reinders & Pegrum, 2016).

### **2.7.3 Personalization and Accessibility**

Traditional learning follows fixed curricula and standardized assessments, which may not cater to individual learning paces and preferences (Chugh & Ruhi, 2018). In contrast, social media platforms offer personalized learning experiences , allowing learners to access on-demand vocabulary lessons tailored to their needs (Meyers, 2012). Additionally, digital content is more accessible than classroom instruction, enabling learners to study anytime, anywhere (Nation, 2013). This flexibility is particularly beneficial for self-directed learners who seek continuous language improvement outside formal education.

While traditional vocabulary instruction provides structured learning and academic rigor, social media content creators enhance vocabulary acquisition through engaging, real-world interactions . The integration of both methods formal instruction and digital immersion can optimize vocabulary learning for EFL learners (Schmitt, 2008).

## **2.8 Challenges and Limitations of Using Social Media for Vocabulary Learning**

Although social media is useful for learning vocabulary, it also has some challenges. One major problem is distraction, as these platforms are mainly made for entertainment, making it hard for learners to stay focused. Another issue is content accuracy, since not all online creators provide correct or well-organized language lessons. Additionally, too much informal language can be a drawback. Many influencers use slang, short forms, and casual expressions that may not be appropriate for academic or professional use, which can create gaps in learners' formal vocabulary.

Another challenge is the absence of structured learning. Unlike traditional classrooms, social media does not follow a clear syllabus, provide assessments, or include teacher support. As a result, learners may only gain a basic understanding of new words instead of fully mastering them.

Additionally, too much information at once can lead to mental overload. When exposed to a large amount of content without proper review or practice, learners may find it difficult to remember and use new vocabulary effectively.

## **2.9 Integration with Classroom Learning**

To make the most of social media, it should support classroom learning instead of replacing it. Teachers can use online materials like short videos, quizzes, or social media discussions to help students build their vocabulary.

A blended learning method allows students to learn new words from digital content and then practice them in class. For example, they can watch a video about phrasal verbs and later use those words in speaking activities.

## **Chapter one: Interminable Therories Debate**

Teachers can also create classroom discussion groups on social media, where students share new vocabulary, talk about digital content, and communicate in English outside class. This approach encourages teamwork and keeps students engaged. By mixing traditional teaching with social media's interactive features, vocabulary learning can become more interesting and effective.

### **2.10 Conclusion**

This chapter has shown how important vocabulary is in learning a language and how social media content creators help EFL learners expand their word knowledge. Social media allows learners to come across new words in real-life situations, making it easier to understand and remember them while creating a fun and interactive learning experience. However, it also has some downsides, such as distractions, informal language, and a lack of structured lessons. Additionally, blending social media with traditional teaching methods can improve learning, with teachers guiding students on how to use digital tools effectively. Furthermore, content creators have changed how learners develop their vocabulary by providing new ways to learn, making it important to find the best strategies to benefit from social media while minimizing its challenges.

# **Chapter Two:**

## **Research Methodology**

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## **Chapter two: Research Methodology**

### **2.1 Introduction**

The second chapter outlines the research methodology of the study, divided into two sections. The first section covers the theoretical background of research methodology, starting with key research definitions, its various types, and research approaches. It also highlights the essential characteristics of quality research. The second section focuses on the methodology used in the study, aiming to validate the proposed hypothesis and provide clear answers to the research questions. Additionally, it presents the research design, details the population and sample of the student's questionnaire, and describes its structure. It also explains the teachers' interview. Lastly, this section discusses the challenges encountered during the research, as outlined in the study's limitations.

## **Part One: Research Methodology (Theoretical Background)**

### **2.1.1 Definition of Research**

According to Pathak (2008, p. 1), the term “research” is a compound word divided into two parts: “search” (to find out) and “re” (again and again) (as cited in Ladghem Chikouche, 2019). In other words, research begins with observing a particular phenomenon, which researchers then analyze to derive meaningful conclusions. Furthermore, according to DiscoverPhDs (2020), research involves studying a specific issue or question with the goal of generating new knowledge through various methods and resources. Moreover, according to Kothari (2004, p. 1), research is the systematic application of academic and scientific methods to investigate and expand knowledge within a specific field.

### **2.1.2 Types of Research**

As mentioned earlier, research is the process of finding answers to research problems. There are different types of research that need to be considered to help explain and confirm the study. Some of the main types of research include:

#### **2.1.2.1 Descriptive Research**

Ranjit Kumar defines this type of research as a structured way of describing a problem, case, event, service, or program. Similarly, Bouchrika (2020) explains that this research does not focus on answering “why” but instead looks at “how,” “what,” “when,” and “where.” This means it is more important to understand what the research problem is rather than why it happens.

#### **2.1.2.2 Exploratory Research**

According to Kumar (2011, p. 9), this type of research examines the relationships between different aspects of a study and seeks to explain how and why they occur. Exploratory research helps improve previous studies that are unclear or incomplete by developing new ideas and drawing solid conclusions.



## **Chapter two: Research Methodology**

### **2.1.2.3 Correlational Research**

Correlational research helps to understand the connection between two or more factors and how one might affect the other (Kumar, 2011, p.9). Likewise, this type of study looks at how much these factors change in a given situation (Discover PhDs, 2020). Similarly, Sassower (2017) explained that correlational research focuses on finding links and similarities between different factors.

### **2.1.2.4 Applied Research**

This type of research is commonly used in social sciences because it helps find effective ways to collect information and solve problems (2011, p. 8). Similarly, Kothari (2004, p. 3) agreed, stating that organizations always apply the knowledge gained from this research.

## **2.1.3 Research Approaches**

Since research methods differ based on the study topic, researchers need to choose the most suitable approach for their work. They can use a qualitative, quantitative, or mixed-methods approach.

### **2.1.3.1. Qualitative Approach**

Symeou (2008) explained that this type of curriculum is used to study phenomena through soft data, including body language, images, and words. Its goal is to understand participants' emotions, experiences, and viewpoints. However, some scholars argue that this method may not provide accurate or reliable information. They question its validity, as the researcher's personal opinions and biases might affect how the results are interpreted (Daniel, 2016).

### **2.1.3.2 Quantitative Approach**

Symeou and Lamprianou (2008) stated that the quantitative approach uses fixed data such as numbers, statistics, measurements, and graphs to confirm or disprove a claim. Similarly, Kothari (2004, p. 3) highlighted that this approach focuses on measuring quantities and applies to phenomena that can be expressed in numerical terms.

### **2.1.3.3 Mixed-methods Approach**

When the mixed-methods approach emerged in the mid-to-late 1900s, researchers gave it different names. Dornyei (2007) referred to it as "multimethod" research, methodological triangulation, and a multi-methodological study. This approach is based on the idea of combining two methods into a single study. It was developed because researchers struggled to achieve their desired results using only qualitative or quantitative methods (Dornyei, 2007). Although this approach offers advantages in data interpretation and study validity, some scholars have criticized it, arguing that integrating qualitative and quantitative methods is challenging (Williams, 2007).

## **Chapter two: Research Methodology**

### **2.1.4 Research Design**

Gorard (2013, p. 8) and Kothari (2004, p. 14) describe research design as the process of planning and overseeing a research project from beginning to end. It is an essential step in conducting research, requiring researchers to understand and carefully choose the appropriate design. Additionally, research design exists in many forms. Bhattacharjee (2012, pp. 39–40) identifies several types, including focus groups, action research, cross-sectional and longitudinal field surveys, experimental studies, field research, and case studies.

### **2.1.5 Characteristics of Good Research**

Research is not just about presenting ideas; it also depends on different factors and characteristics that make it more effective. Rozakis (2007, p. 5) outlined several traits that improve research quality, including:

- To avoid plagiarism, you must give credit to the original sources.
- Keeping track of the various tools used to conduct the research.
- Use proper citations and follow a specific format.
- The writer must prove that he has studied the topic thoroughly.
- The writer must prove that he understands the topic and the sources he used fully.
- Each argument must be supported with strong facts and clear examples. Because of this, certain features make the study stand out. To create good research, these features must be followed. They may include a unique topic, simple language, the type of sources used, the format of the paper, and more.

## **Part Two: Research Methodology of this Work**

### **2.2.1 Population and Sample**

This one The target population of this study consists of five English teachers and students (n 127) at the department of English at the University of Dr. MoulayTahar, Saida

### **2.2.2 The Research Approach of this Study**

This study used a mixed approach, combining both qualitative and quantitative methods. This approach fits the study well and helps collect more reliable answers. It allows gathering information about how social media content creators affect EFL learners' vocabulary. It also explores the connection between different study variables.

### **2.2.3 Data Gathering Tools**

To meet the goals of our research, we collected data using a qualitative method an interview for five English teachers at Dr. Moulay Tahar University of Saida. In addition, we used a semi-structured questionnaire for students as a quantitative tool to understand their views on how social media content creators affect their vocabulary acquisition.ۛ

## **Chapter two: Research Methodology**

### **2.2.3.1 Student's Questionnaire**

#### **2.2.3.1.1 The Administration and Aims of the Questionnaire**

This questionnaire was created for 170 students at Dr. Moulay Tahar University in Saida. It was shared online through Gmail using Google Forms. The goal of the questionnaire is to gather students' opinions on how social media content creators affect EFL learners' vocabulary. Their answers are important and help support this research.

#### **2.2.3.1.2 Description of the Questionnaire**

The teacher's questionnaire follow 12 questions divided into five sections, each with a specific purpose. These sections are as follows:

##### **Section One: Student's Profile (Q1-Q2)**

This section aims for collecting information about students 'age ,gender and language proficiency.

##### **Section Two: Social media usage**

The current section seeks to investigate how often is social media used. (Q5) Students were asked to answer how often do they use social media. Then (Q6) which social media platform do they use the most to learn English language. In question(7) , students were asked to mention how much time they spend on social media per day for learning.

##### **Section Three: Engagement with Social Media Content Creators**

In this section, we are going to collect learners answers on their engagement on social media with content creators. In question 8 students were asked about social media content creators who focus on teaching English vocabulary. Question 9 was about how often they engage with their content. Through question 10 the researcher tried to investigate which kind of content do students find most useful for learning new vocabulary. Question 11 was asked to discover if learners do prefer content in native language or in English when learning new vocabulary.

##### **Section four: Vocabulary acquisition**

In this section focuses on vocabulary aquisition. In question 12 students were asked to rate the effectiveness of social media content creators. Question 13 students were asked whether they noticed any improvement in their vocabulary since following social media content creators. Question 14 students were asked how do they apply the vocabulary they learned via social media.

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### **2.2.3.2 Teachers interview**

#### **2.2.3.2.1 Sample of the Study**

The participants in this study are EFL teachers from the University of Dr. Moulay Tahar, Saida. Five teachers were selected based on their experience and knowledge of using social media in language learning. They were chosen to share their views on how social media content creators influence vocabulary learning.

#### **2.2.3.2.2 Procedures of data collection**

Before the interview, participants were informed about the study and gave their consent. They were provided with 16 open-ended questions in advance to prepare. The interview responses were recorded through the online platform, with each session lasting 20-30 minutes. Follow-up questions were asked if needed for clarification. Participants were thanked for their time at the end of the interview.

#### **2.2.3.2.3 Description of the interview**

The interview consists of 16 open-ended questions, divided into six sections. The online format was chosen to make it easier for participants and to ensure that their responses could be recorded quickly and easily. The interview starts with an introduction that explains the study's purpose and asks participants for permission to record their answers. This approach helps create a comfortable and professional atmosphere, even online. Questions 1 and 2 aim to gather information about the participants' teaching experience and their students. Q1 asks how long the participant has been teaching English, which gives insight into their level of experience. Q2 asks about the age and language skills of their students, helping to understand the context of the responses based on the participant's teaching situation. Questions 3, 4, and 5 focus on the role of social media in language learning. Q3 asks how familiar the participant is with students using social media for learning English. This helps understand how aware teachers are of social media's role. Q4 looks at whether teachers have noticed any changes in students' learning habits due to social media content creators. Q5 asks if teachers encourage students to use social media for learning, to understand their views on using digital platforms in the classroom. Questions 6 to 9 explore how social media affects vocabulary learning. Q6 asks how exposure to social media content creators impacts students' vocabulary. This question examines whether social media helps students learn new words. Q7 looks at whether students use the vocabulary learned from social media in class and how accurate it is, to see how well students apply what they've learned. Q8 investigates the types of vocabulary students pick up from social media, like slang or formal words, and how it affects their school performance. Q9 asks whether learning vocabulary from social media is helpful or not for students' overall language development.

Questions 10 and 11 discuss how social media can be used in teaching. Q10 asks if teachers have used social media content or creators in their teaching methods, and how successful it was. Q11 asks if social media can be a helpful addition to traditional vocabulary teaching, to understand how it might work alongside traditional methods. Moreover, Questions 12 to 14 examine the benefits and challenges of learning vocabulary from social media. Q12 asks about the pros and cons of using social media content creators for vocabulary. Q13

## **Chapter two: Research Methodology**

explores any difficulties students face while learning vocabulary from social media. Q14 checks if the vocabulary learned from social media aligns with students' language goals.

Questions 15 and 16 focus on how teachers can help students use social media effectively. Q15 asks how teachers can guide students in using social media for vocabulary. Q16 seeks advice on balancing social media learning with traditional methods.

### **2.2.4 Conclusion**

This chapter focuses on the main aspects of research methodology. It is divided into two sections. The first section provides a broad overview of research, covering its definition, various types, methods, design, and what makes research high-quality. The second section outlines the research approach used in this study, explaining the sample, demographic details, data collection methods, how these methods were applied, and the goals of each tool (interview and questionnaire)

# **Chapter three:**

## **Data Analysis**

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## Chapter three: Data Analysis

### 3.1 Introduction

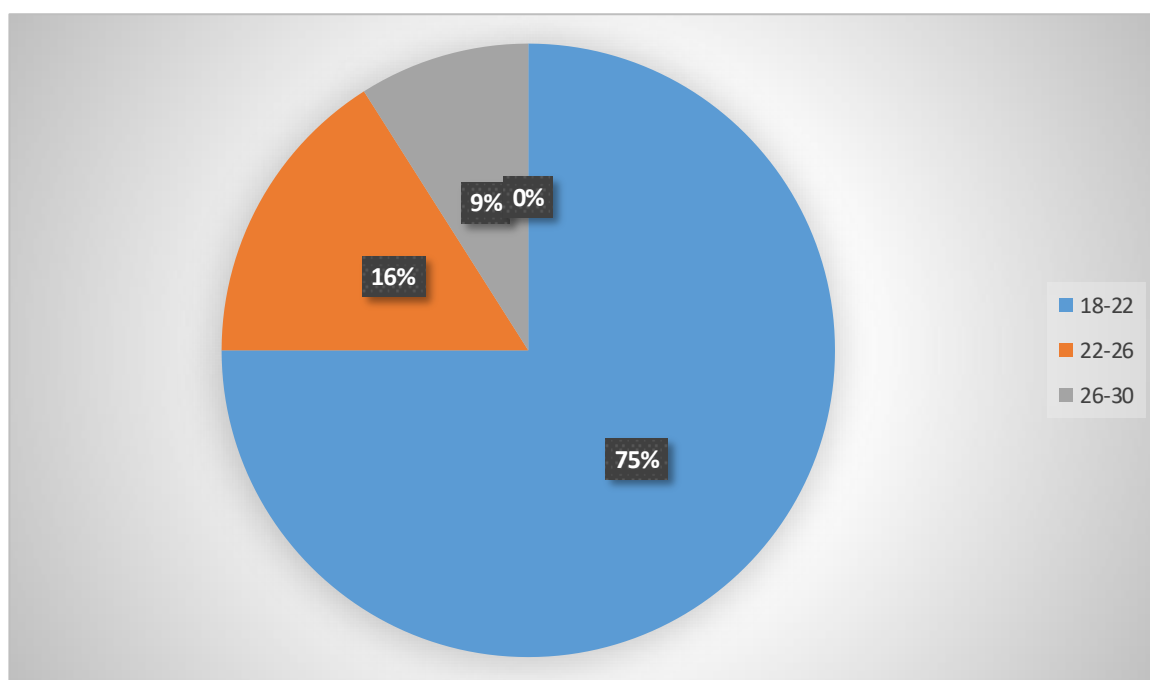
This chapter looks at the fieldwork done for this study, which focuses on how social media content creators affect EFL learners' vocabulary growth. The goal is to understand whether watching and interacting with English-speaking creators online can help students learn and remember new words more easily. It also aims to answer the main research questions of the study. To collect the needed data, two tools were used: a questionnaire for EFL learners and a classroom observation checklist.

### 3.2 Analysis of the Students'

#### Questionnaire Section One:

#### Students' Profile

#### Q 1. Age



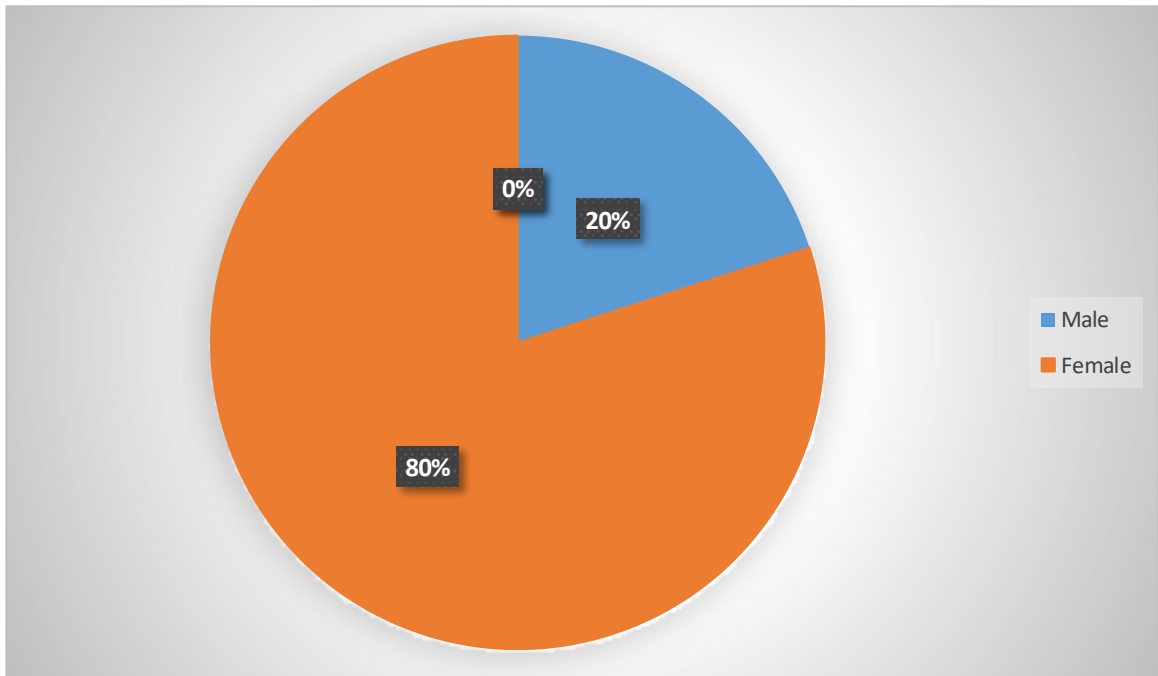
**Figure.1: Students' Age**

The first question attempted to gather demographic information regarding the student's age. The results reveal that the majority of participants (75 students) are between 18 and 22 years old, followed by 16 students aged between 22 and 26, and 7 students between 26 and 30. This indicates that the majority of participants are young adults, which may have an impact on their social media activity and language acquisition.



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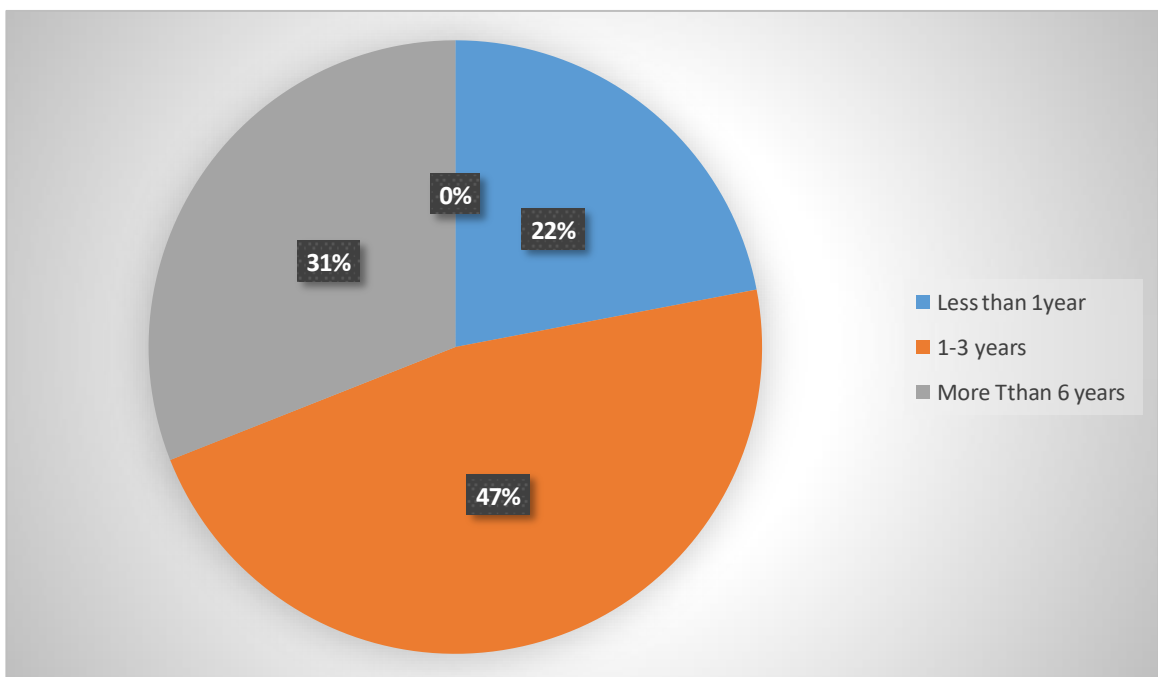
**Q 2.** Specify your gender.



**Figure: Students' Gender**

The second question focuses on the students' gender. The results show that 80 Participants are female and 20 are male. This question helps to understand the gender distribution of the participants, which might influence their learning habits or the way they use social media.

**Item 3:** How long have you been learning English?

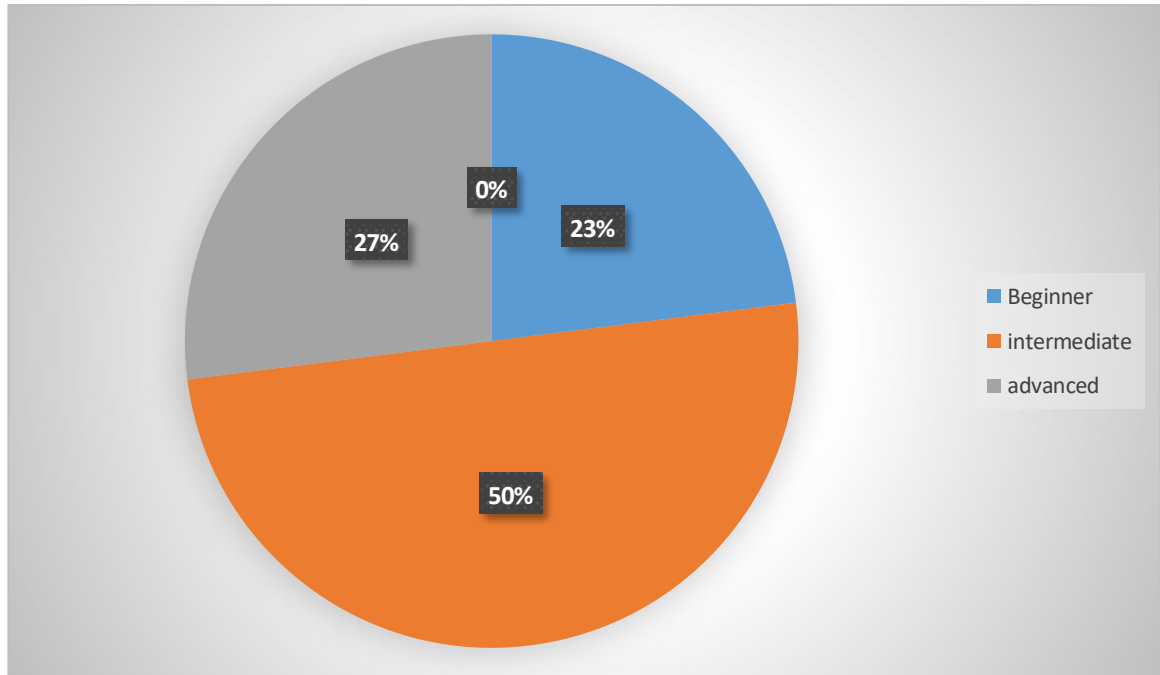


**Figure 3: Students' Experience in Learning English**

## Chapter three: Data Analysis

This question checks how long the students have been learning English. The Findings indicate that 21% have been learning for less than a year, 23% for one to three years, 24% for four to six years, and 31% for more than six years. Knowing how long they've been studying English helps us determine their degree of experience and how it may affect their vocabulary development.

**Q 4:** What is your English language level?



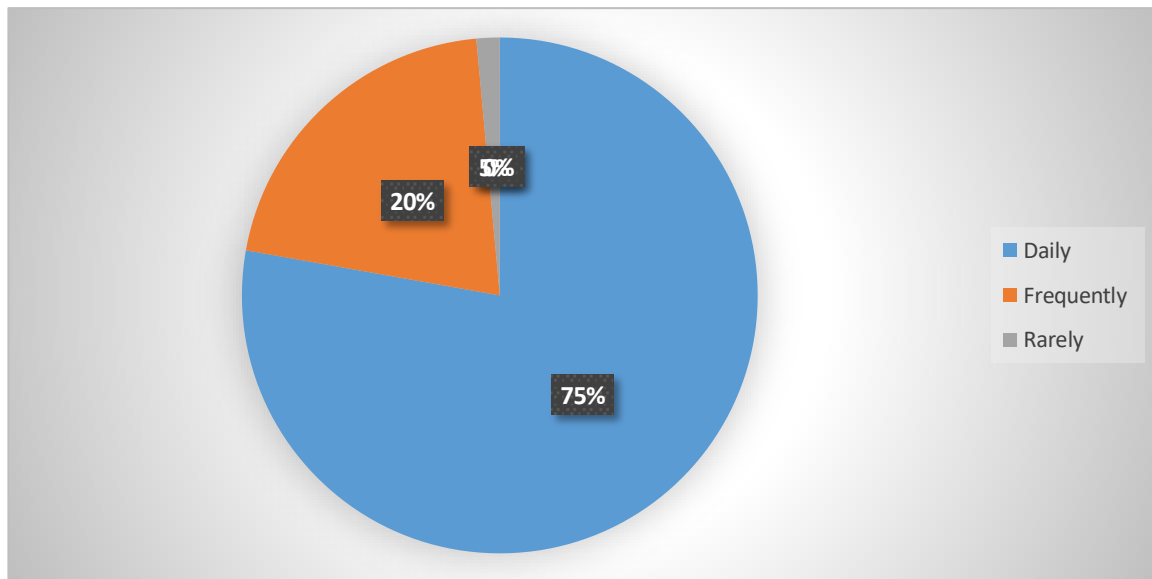
**Figure.4: Level of English language proficiency**

This question asks about the students' level of English language proficiency. According to the results 23 students are at the beginner level, 50 are at the intermediate level, and 27 are at the advanced level. This question helps to better understand the students' linguistic ability, which can influence how they learn and interact with English content on social media.

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### Section two: Social media usage

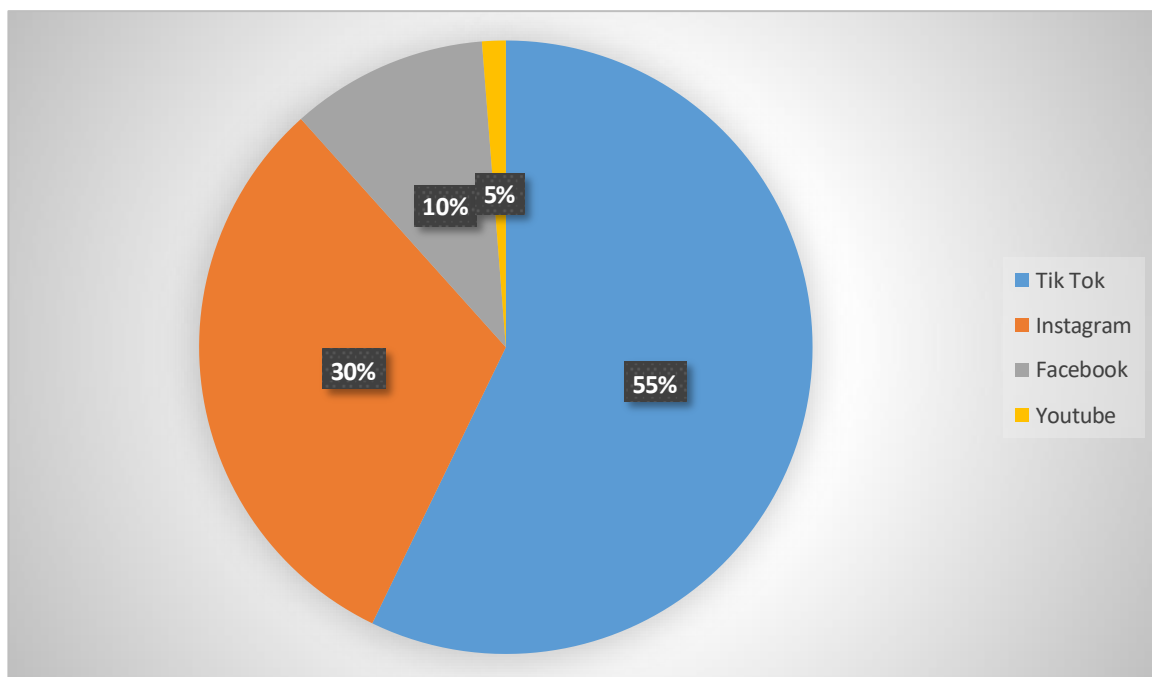
**Q 5:** How often do you use social media?



**Figure.5: Participants' Frequency of Social Media Usage**

This question aims to determine the participants' frequency of social media use. The data demonstrate that 75% of respondents utilize social media on a daily basis, showing a high degree of engagement. A lesser percentage (20%) acknowledged using it frequently but not every day, while only 5% said they rarely used social media. These data indicate that the majority of participants are quite engaged on social media platforms, which may have a considerable impact on their vocabulary acquisition via exposure to digital content.

**Q 6:** Which social media platforms do you use the most for learning English?

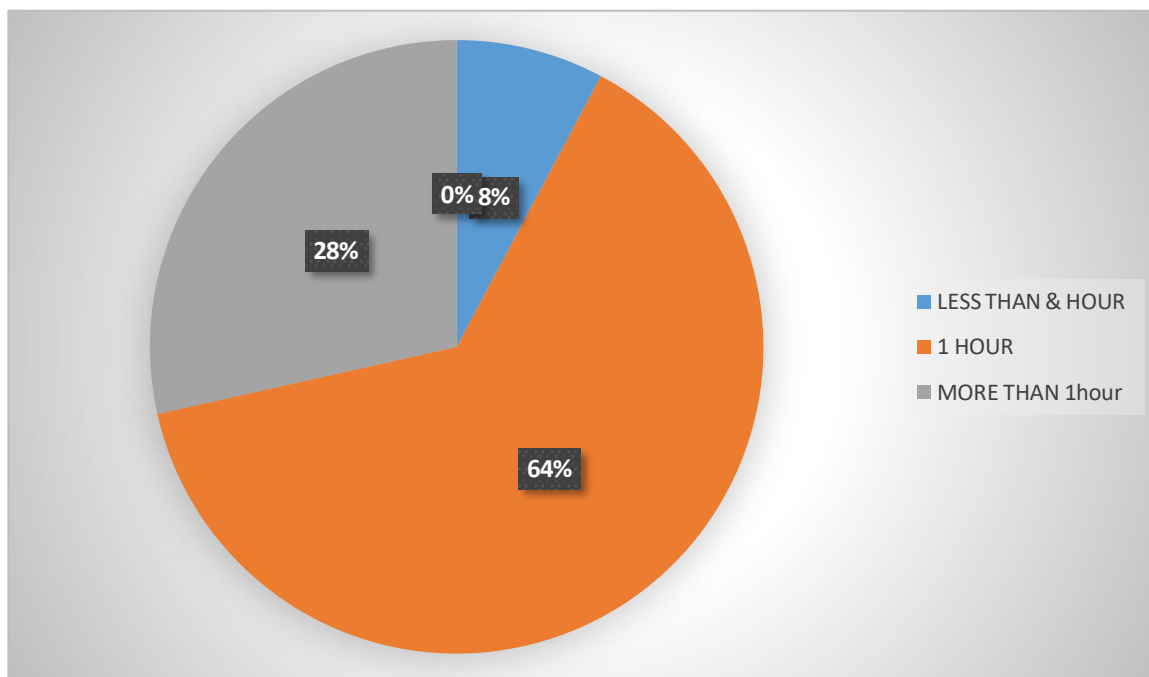


**Figure.6: Participants' Preferred Social Media Platforms for English Learning**

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From the figure above, we notice that TikTok is the most popular platform for learning English among participants, with 55% choosing it. Instagram comes next with 30%, followed by Facebook with 10%. YouTube is the least used platform for this purpose, with only 5% of participants selecting it. In contrast to more traditional networks like Facebook and YouTube, these findings demonstrate the increasing impact of short video platforms like TikTok in promoting language acquisition.

**Q 7:** How much time do you spend on social media for English learning per day?



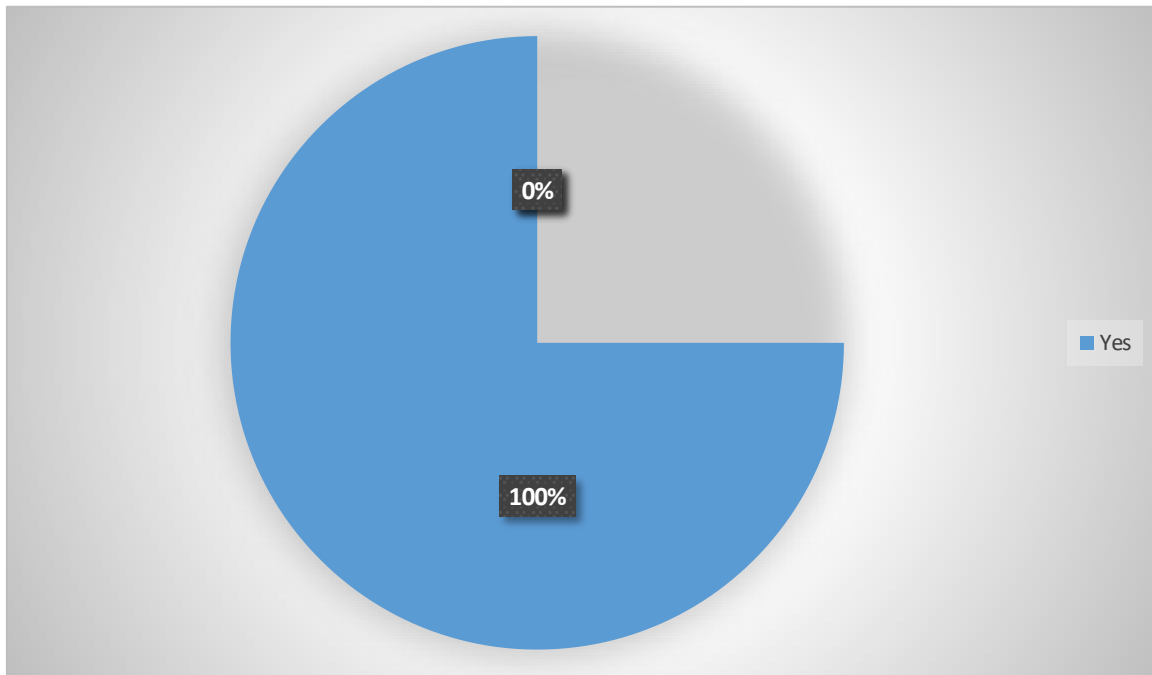
**Figure.7: Students' Daily Time Spent on Social Media for English Learning**

According to the data, the majority of students (64%) spend up to one hour each day on social media for English learning, with 28% investing less than one hour and only 8% of respondents reported spending more than one hour per day, indicating that while social media is a common tool for English study, most students engage with it in very short sessions.

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### Section three: Engagement with Social Media Content Creators

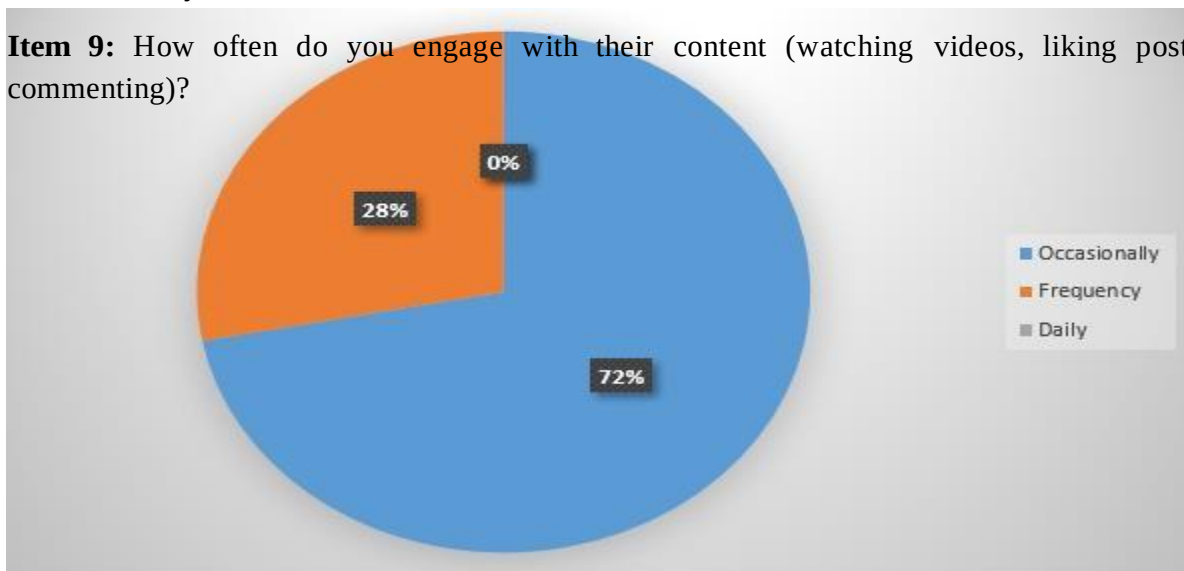
**Q 8:** Do you follow any social media content creators who focus on teaching English vocabulary? If yes who ?



**Figure 8: Students' Engagement with English Vocabulary Content Creators on Social Media**

This question is intended to determine whether students actively follow social media content creators who focus on teaching English vocabulary. The majority of responders said “yes,” and many named “The Iconic Bouziane” as the content creators they follow. This demonstrates that learners are not just using social media for language acquisition, but also engaging with specific creators who help them enhance their vocabulary.

**Item 9:** How often do you engage with their content (watching videos, liking posts, commenting)?

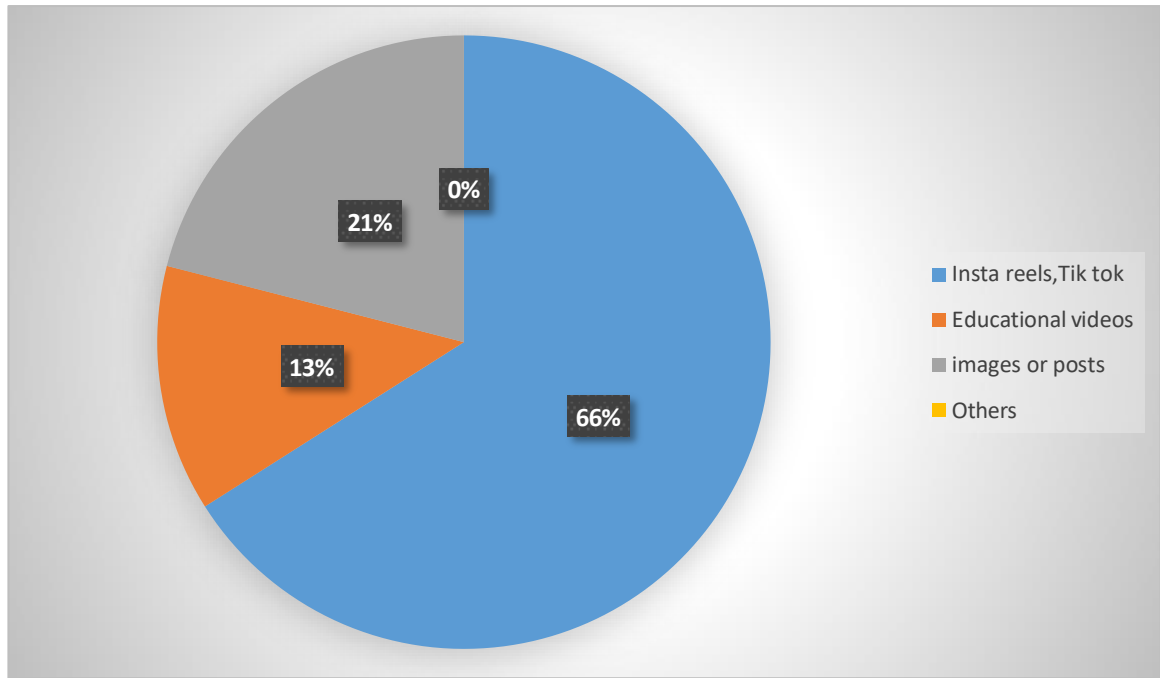


**Figure 9: Frequency of Student Engagement with Vocabulary Content**

### Chapter three: Data Analysis

The purpose of this question is to determine how frequently students interact with the content published by English vocabulary developers on social media, such as viewing videos, liking posts, and commenting. The results demonstrate that a considerable majority of students (72%) participate either regularly or frequently, indicating a constant and active involvement with educational content online.

**Q 10:** Which content is most useful for learning new vocabulary?

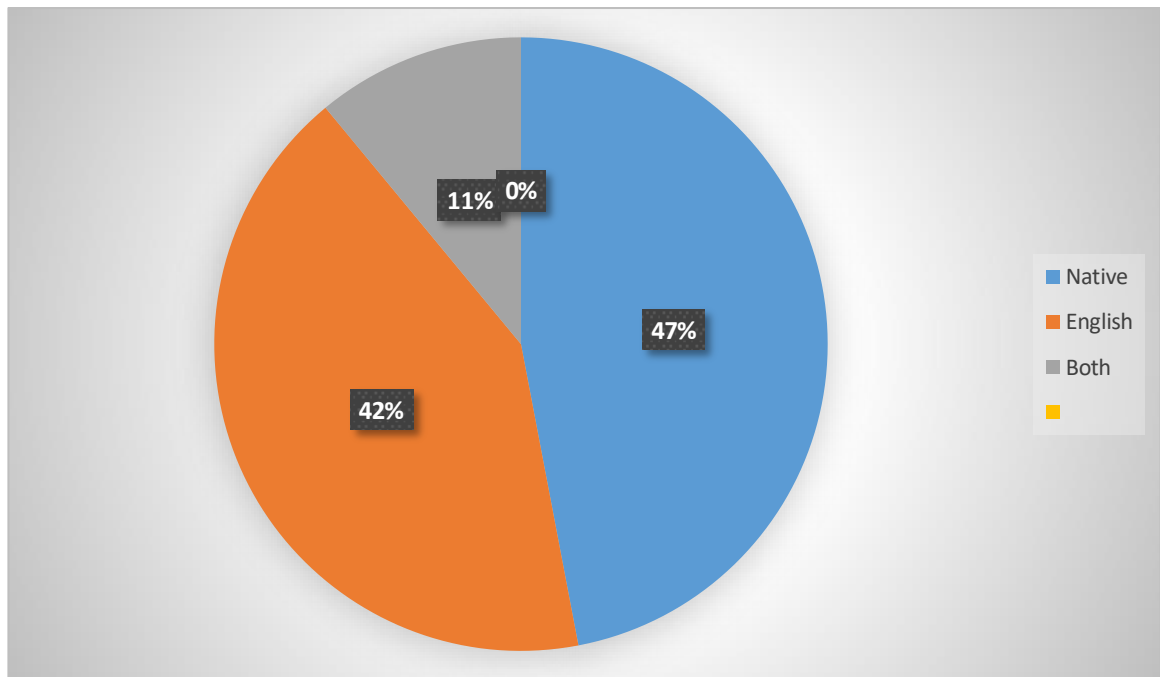


**Figure 10 : Most Useful Content Types for Learning Vocabulary**

The question above seeks to determine which kind of social media content students find most beneficial for learning new vocabulary. The findings suggest that the majority of students (66%) prefer short videos like Instagram Reels and TikTok, while 21% find images or posts with vocabulary lists useful. Only 13% choose extended educational videos, such as YouTube classes, indicating that students prefer short, interesting, and easily accessible content for vocabulary development.

## Chapter three: Data Analysis

**Q 11:** Do you prefer content on your native language or in English when you learning a new vocabulary?



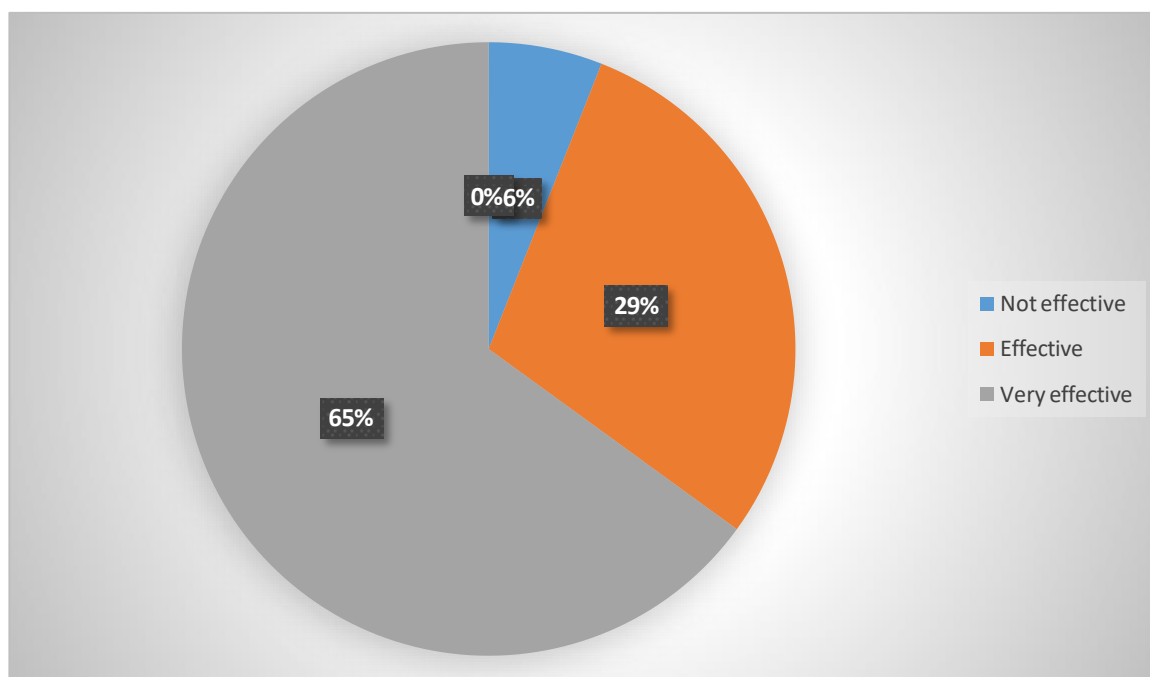
**Figure.11: Students' Language Preferences for Vocabulary Learning Content**

The current question seeks to determine students' preferences on the language of the content they use to learn new vocabulary. The findings suggest that nearly half of the students (47%) prefer content in both their native language and English, 42% prefer content in English, and only 11% prefer content in their native language. This implies that most students are comfortable using English-language content to learn vocabulary.

## Chapter three: Data Analysis

### Section Four: VOCABULARY ACQUISITION

**Q 12:** How would you rate the effectiveness of social media content creators in helping you improve your vocabulary?



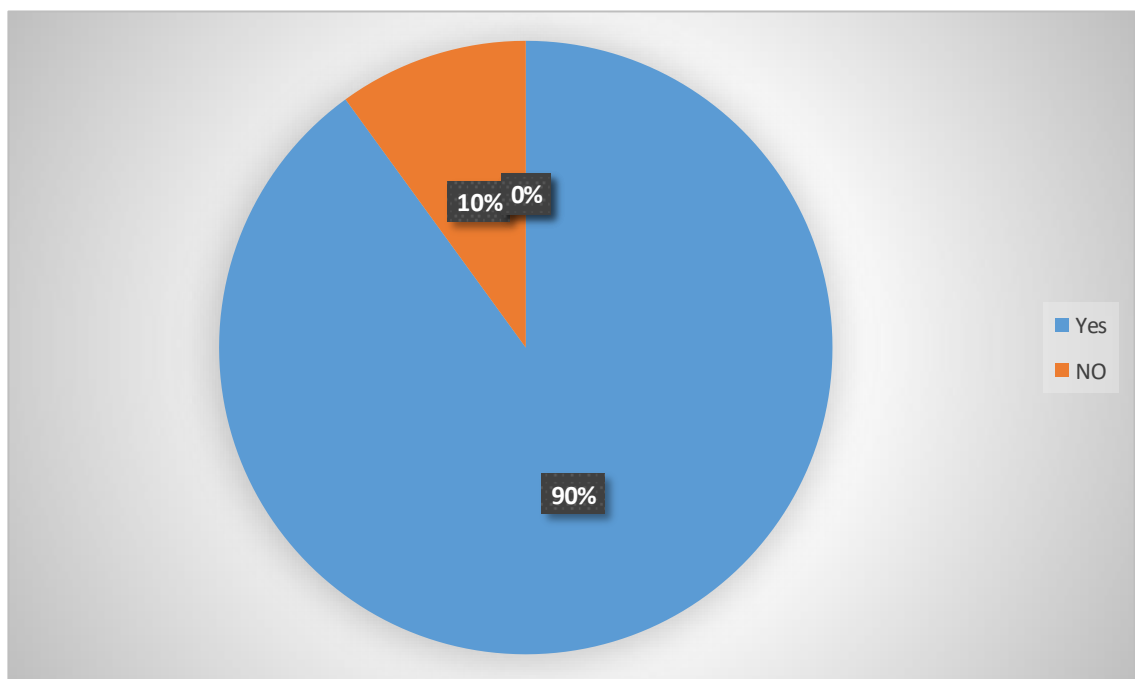
**Figure12: Students' Views of the Efficiency of Content Creators in Vocabulary learning.**

The findings show that a considerable majority of participants (65%) believe social media content providers are extremely effective in helping them enhance their vocabulary, whereas 29% believe they are helpful. Only a small percentage (6%) think they are ineffective. These data indicate that learners have generally good attitudes toward using social media content makers as tools for vocabulary development. The large percentage of positive replies emphasizes the expanding relevance of digital information in language acquisition and promotes the integration of such platforms into vocabulary teaching methodologies. This confirms the hypotheses we highlighted in the first chapter "social media content creators have a positive impact on EFL learners vocabulary acquisition



## Chapter three: Data Analysis

**Q 13:** -Have you noticed an improvement in your vocabulary since following social media content creators?



**Figure13: The Impact of Content Creators on Vocabulary Growth**

Students' responses confirm that the majority (90%) have seen an improvement in their vocabulary since following social media content creators, demonstrating a favorable influence of such digital exposure on language development.

**Q 14:** How do you apply the vocabulary you learn from social media in real life?

This topic explores the practical application of language learned from social media content makers in learners in daily life. Students provided a variety of replies that demonstrated how they incorporate new words and idioms into real-world contexts:

- ☐ I actually apply it often on social media when im texting people and frequently in real life.
- ☐ Watching movies and listening music without traducing , talking to English and American people and understanding them, using the language whenever you travel.
- ☐ i use the the vocabulary I learned when i face i situation or a topic where i can use the words or the term associated with an explanation of the term occasionally.
- ☐ By communicating with people or writing or record my voice

## Chapter three: Data Analysis

☐ I usually write down a lot on my novels I create them or I call my cousins British ones and I share with them and use it. Or in my usual dialogue I add new words or in uni with teachers.

☐ By using it in similar contexts and situations as those I saw on social media.

☐ I use new words in my conversations, messages, and writing. The more I use them, the easier they stick.

☐ Literally everywhere with everyone.

The results show that students regularly assimilate new words into numerous elements of their everyday lives, especially in talks and written communication. Many students reported applying taught language when communicating with others, whether through texting on social media, speaking with English and American speakers, or traveling. Others emphasized the practical application of new vocabulary in specific circumstances, such as when discussing a topic they learned about on social media or through media like movies and music. Some students noted using vocabulary when writing, recording their voices, or having casual discussions with friends or family, demonstrating how they naturally incorporate new words into their everyday language use.

### SECTION FIVE: FEEDBACK AND SUGGESTIONS

**Q 15:** What type of content would you like to see more from social media creators to help with vocabulary learning ?

This question aims at understanding learners' preferences regarding the type of content they wish to see more from social media creators to enhance their vocabulary development. Students made diverse suggestions:

☐ Vlogs are the best way for me to learn English.

☐ Short stories translated to our native language which is Arabic.

☐ Honestly I would like to see more content about life something more serious like discussing social life, therapy, psychology... associated with the English language in order to kill two birds with one stone (learning the language, and about life).

☐ Challenging content that motivates us to improve ourselves.

☐ A calm podcast with slowly speaking and that's will be great !

☐ I'd like to see some quizzes, also some funny videos because this type of content even if it's educational it's still fun and not boring so it will help us more in improving our English...

☐ In the live broadcast on TikTok or Instagram, where you are talking to someone and explaining how to talk about a topic, this helps a lot in learning to coordinate words well and learning how to talk or give a speech.

☐ I'd suggest short films about a certain activity let's say morning routines

, vlogs or something like this to help connect the terminology with a one's life.

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□ Made by teaching us more about the communication skills or giving us the right ways to communicate or give us some new ideas that we don't know'em before to help us more.

□ I would like to see more real-life conversations, and short storytelling to make vocabulary learning more engaging.

□ Fun content that pushes us to learn without feeling the sensation of learning at the same time.

□ Vocabulary focus through interesting content rather than just bland vocabulary videos.

□ I'd like to see more engaging, real-life conversations, and interactive challenges that make vocabulary learning natural and memorable. Students' replies clearly indicate a great need for content that combines enjoyment and knowledge. Many students expressed an interest in more serious themes such as social life, therapy, and psychology, which might help them to learn English while also learning life skills.

Students' replies clearly indicate a great need for content that combines enjoyment and knowledge. Many students expressed an interest in more serious themes such as social life, therapy, and psychology, which might help them to learn English while also learning life skills. Several students noted the necessity of engaging content, such as quizzes, challenges, and entertaining films, to make studying more pleasurable and less repetitive. Others suggested adding real-life conversations, short narrative, and podcasts with slower speech to help comprehension.

### 3.2.1 Discussion of the Findings of Students' Questionnaire

The questionnaire aims to investigate students' perceptions on how social media content creators affect vocabulary acquisition. The questionnaire analysis resulted in the following conclusions :

To begin, it became evident that students have varying levels of English experience some have only recently begun learning, while others have been studying for many years which demonstrates that regardless of how long they have been learning, they all want to enhance their vocabulary. Furthermore, the majority of students stated that they use social media on a daily basis, implying that they are frequently exposed to English content outside of school, which may aid in their natural language learning. Although many of them spend less than an hour each day on social media to learn English, this consistent but brief use may keep students interested without overwhelming them.

Furthermore, a high percentage of students stated that they follow producers that focus on teaching vocabulary, such as "The Iconic Bouziane," demonstrating that they do not simply wait to learn passively they actively seek out content that meets their learning objectives. These students also stated that they frequently watch, like, or comment on posts, indicating that they are reflecting more deeply on what they see and hear. Furthermore, Instagram Reels and TikToks were the most popular platforms for learning vocabulary, while more traditional films were less popular, demonstrating that learners choose brief, engaging, and easy-to-access content. Many also enjoyed watching films in English or with a mix of English and their local language, demonstrating that they are prepared to challenge themselves with genuine English material. When asked if they found social media creators beneficial, the majority of students

## Chapter three: Data Analysis

said yes, and many of them thought their vocabulary had improved as a result of this type of content, demonstrating that social media may be a useful learning tool. Students demonstrated their ability to use new words in real-life situations, such as messages, conversations, writing, movies, and travel, leading to improved retention and confidence.

Finally, when asked what type of content they would like to see more of, students responded honestly and thoughtfully: some wanted to watch vlogs and hear personal stories, while others were interested in deeper topics like mental health or social issues, as long as they were all in English; some preferred calm and clear podcasts, while others preferred quizzes or funny videos. This demonstrates that children learn better when the content fits their own interests and feelings. Overall, the survey results demonstrate that social media content providers can significantly assist students expand their vocabulary by making learning more enjoyable, relatable, and a part of their daily life.

To conclude, this survey was effective for gathering data from students. The Revealed results were valuable in answering the main research questions. Furthermore, this Questionnaire confirms that social media content creators have a positive impact on students vocabulary acquisition.

### 3.3 Teachers' Interview analysis:

#### The background

**Question one :** How long have you been teaching English?

This questions attempts to gather information on teachers' teaching experiences. The professors' experience ranged from 6, 8 12 t, to 21 years of teaching.

**Question two:** What modules do you teach?

**Teacher 1:** Oral expression/ psychology/ ESP/

**Teacher 2:** Oral communication, TEFL and educational psychology

**Teacher 3:** Grammar , TTU, linguistics and phonetics.

**Teacher 4:** CEO. Linguistics. Cultural studies.

**Teacher 5:** SLT, ASCC, Oral Expression, ICT

**Question three:** How familiar are you with your students using social media for language learning ?

**Teacher 1:** I think it can be useful for some students and maybe distracting for others.

**Teacher 2:** Quite familiar.

**Teacher 3:** Very familiar

**Teacher 4:** Most of them use it

## Chapter three: Data Analysis

**Teacher 5:** I am Familiar

This question seeks to determine whether teachers are aware that pupils may be studying via apps such as TikTok, YouTube, or Instagram, and how they feel about it.

**Question four:** Do you encourage your students to use social media as a part of their learning?

**Teacher 1:** yes

**Teacher 2 :** yes

**Teacher 3:** yes

**Teacher 4 :** yes

**Teacher 5:** Yes

This question is reformulated o determine whether teachers actively promote using social media as a learning tool and whether they believe it is an important aspect of language instruction.

**Question five:** The exposure to social media content creators affect students vocabulary acquisition?

**Teacher 1:** Agree

**Teacher 2:**Agree

**Teacher 3:** Strongly Agree

**Teacher 4:** Strongly Agree

**Teacher 5:**Strongly Agree

This question seeks to elicit instructors' perspectives on whether social media influencers and content creators have a good impact on students' vocabulary development.

**Question six:** Do students tend to use voabulary they've learned from social media in class? If so, how accurate is their usage?

**Teacher 1:** As I have mentioned, only few students get advantage from social media use, it's always the same students participating while others do not.

**Teacher 2:** Yes, they do and their use is somehow accurate.

**Teacher 3:** Very accurate actually.

**Teacher 4:** Yes, they always introduce concepts they have learned in Class.

**Teacher 5:**Yes, they do and their use is somehow accurate.

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Teachers were requested to find out whether students use vocabulary obtained from social media in their classroom conversation, and to what degree their usage is correct and suitable.

**Question seven:** What type of vocabulary do students pick up from social media ?

**Teacher 1:** formal

**Teacher 2 :** academic

**Teacher 3:** academic

**Teacher 4:** academic

**Teacher 5:** formal

The goal of this question is to identify what kinds of phrases and expressions students are exposed to on social media platforms whether they are formal, slang, academic, or topic-specific.

**Question eight:** Do you think learning vocabulary from social media helps or hinders students' overall language development? Why?

**Teacher 1:** i think it can bring a plus to students but cannot respond to all students' needs. I believe reading is the key to language development as it gathers all skills and help increase critical thinking as well.

**Teacher 2:** It helps students only if they focus on relevant content ( academic or formal language). Of course.. because it is a kind of exposure to the target language where students can have the opportunity to observe and use the different language features. It is a kind of extensive learning (students acquire the language as they are using it for pleasure and not for the sake of active and conscious learning).

**Teacher 3:** On the contrary it helps them gain a certain confidence in their speech.

**Teacher 4:** It doesnt hinder

**Teacher 5 :** IF USED effectively it helps develop their skills but if they take what is informal it doesn't add much to their academic progress.

This question tries to discover teachers' perspectives on whether vocabulary obtained through social media has a favorable or detrimental impact on students' overall language development, as well as why they believe so.

**Question nine:** Do you think social media content creators can supplement traditional vocabulary teaching methods in the classroom? How?

**Teacher 1:** Am open to all innovations especially when it comes to learning. But at the same time, I think we need organization so that learning will not turn into a random task.

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**Teacher 2:** Yes, it would be interesting. However, we need to be cautious as not all students share the same perspectives about the technique in question. There are some students who may prefer the traditional way.

**Teacher 3:** If used adequately yes.

**Teacher 4 :** Yes maybe When it teaches them the essential skills of the language. By doing so they become they progress better in their learning inside the classroom.

**Teacher 5:** Yes, they can

The purpose of this question is to find out whether teachers believe that content makers on social media can be a beneficial addition to traditional vocabulary teaching techniques, and if so, how they think it might work.

**Question ten:** Using English educational media based on students' preferences / learning styles is effective for the aquisition and the use of new vocabulary?

**Teacher 1:** Agree

**Teacher 2:** Agree

**Teacher 3:** disagree

**Teacher 4:** Strongly Agree

**Teacher 5:** disagree

This question is intended to determine whether teachers believe that tailoring learning materials to students' interests or learning styles makes it easier for them to acquire and apply new words.

**Question eleven:** What are the advantages and disadvantages of students learning vocabulary from social media content creators?

**Teacher 1:** Well, within the outrageous availability on internet, learners turned to passive learners even if I can observe some positive impact on some students like motivation and flexibility in handling some of the topics, they are more open to discuss the differences but what bothers me as a teacher is the absence of good manner, especially when the language is foul. Students get affected by some of the social media content creator and may imitate them even in using some inappropriate words. On the other hand, distraction and disinterest inside the classroom because of the nature of the environment that may be too strict for students as they compare the teacher with the content creator.

**Teacher 2:** I think the most important thing is to know who your students are ( knowing about their needs and preferences in relation to SMCC). A next step may be raising their' awareness about the very different opportunities of learning vocabulary that SMCC can offer. At the very same time students are to be assisted by relevant instructions in traditional vocabulary learning in and outside the classroom. Yet, I think what counts is not balancing

## Chapter three: Data Analysis

SMBL with Traditional one but rather guiding students to learn appropriate vocabulary via both media (traditional and SMCC).

**Teacher 3:** To be used as a support ( social media) not to replace the core vocabulary goals. We can also blend media with traditional reading ( to look for what you learnt via media platforms in articles books ,... etc)

**Teacher 4:** In my opinion, I think we should combine both active and passive learning to reinforce traditional learning and bring it to real world content. At the same time there are some regulations that need to be taken into consideration to avoid absurdity and inappropriate language.

**Teacher 5:** I don't think it is controllable now that the entire human experience has essentially social media as one giant web of cultural interconnections.

This question encourages teachers to consider the benefits and drawbacks of students learning vocabulary from social media influencers.

### 3.3.1 Discussion of the Findings of teachers ' interview

The interview aims to investigate teachers' perspectives on the impact of social media content creators on EFL learners vocabulary acquisition. The analysis of the interview resulted in the following findings:

First of all, the teachers who were questioned had a variety of teaching experiences ranging from 6 to 21 years, and they were in charge of a variety of modules, including TEFL, educational psychology, grammar, linguistics, and oral expression. This variety provided a wide viewpoint on the function of digital instruments in language education.

The majority of educators stated that they were aware of students utilizing social media sites like Instagram, YouTube, and TikTok for educational purposes. The fact that all five teachers actively promoted the usage of these platforms indicating a positive attitude toward incorporating social media into language teaching. Furthermore, all participants agreed or strongly agreed that social media content creators had a beneficial impact on students' vocabulary development. Proving that teachers are aware of the effect of new digital content on students.

Additionally , most teachers acknowledge that students use vocabulary they had learned from social media in class, and they classified it as" accurate " or " somehow accurate". This shows how useful social media could be as a tool for vocabulary development. Contrary to the widespread belief that social media solely encourages informal or slang usage, the majority of the vocabulary acquired was reported to be professional or academic.

On other hand, Teachers mostly agreed that social media enhance language development if it is used properly . However, to guarantee that teachers highlights the importance of direction and organisation in ensuring that students receive suitable and relevant content. They underlined that social media can supplement, but not replace, traditional vocabulary teaching approaches. This suggests a hybrid learning style in which traditional and digital resources are identified.



### **Chapter three: Data Analysis**

There were differing views on how to adapt the curriculum to the preferences and learning styles of the learners. Although some educators concurred that this approach works, others did not, demonstrating that preferences differ based on the needs of the students and the teaching philosophy.

Finally , educators addressed the benefits and the drawbacks of vocabulary learning through social media content creators. Benefits included improved communication abilities, exposure to real language, and heightened motivation. Yet, difficulties involving inattention, the possibility of using improper language, and a lack of critical thinking were also noted.

To summarise, the findings of this interview demonstrate that, when utilised properly, social media may be an effective supplemental tool in vocabulary education. Teachers emphasise the value of structure, topic selection, and learner guiding while acknowledging its potential to aid vocabulary development. These results back up to confirm the fundamental hypothesis that social media content makers impact enhance EFL learners' vocabulary acquisition.

## Chapter three: Data Analysis

### 3.4 Conclusion

The current chapter is dedicated to the fieldwork for this research investigation. As a result, the data gathering tools include an online questionnaire distributed to EFL students and an online interview done with an EFL teacher. The data acquired from these instruments are provided in the form of graphs, followed by a full examination of each question. Finally, the findings are presented in terms of the research aims and questions.

This chapter looks at how social media content makers influence EFL learners' vocabulary development. It also seeks to investigate learners' perceptions of this effect and how it affects their language development. To validate or disprove the stated hypotheses and answer the research questions posed at the start of the study, two research instruments were used: an online questionnaire created for EFL students and an online interview with an EFL teacher. The questionnaire results indicate that many learners are positively impacted by social media content creators, who help them extend their vocabulary in an accessible engaging ways. The teacher's interview reinforces this, emphasizing the expanding role of digital information in learners' vocabulary development. The findings indicate that learners are generally aware of the instructional value of such content and actively use it to improve their language skills.

### Recommendations

Our findings suggest recommendations for students, instructors, and administrators:

#### For teachers

- Including social media content in vocabulary lessons.
- Using digital tools and media-based activities in order to improve learning.
- Students should be directed to reputable, vocabulary-rich content developers.

#### For students

- Follow educational content makers on various social media networks.
- Self-directed learning is encouraged, as is regular exposure to real digital content.
- To keep track of new terms, keep a personal vocabulary journal.

#### For administration

- Provide instructors and students with instruction in digital literacy.
- Provide instructors with media integration-focused tools and professional development opportunities.

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### For Future Researchers:

- Future researchers should Compare how learners' vocabulary development is impacted by native and non-native content creators.
- Future Researchers should Analyze how vocabulary acquisition outcomes are affected by the type of content (e.g., lifestyle, entertainment, and educational).

# **General Conclusion**

## General Conclusion

### General Conclusion

Vocabulary is a key considered as one of the key component in teaching and learning English as a foreign language. This research aimed to investigate how social media content creators can help EFL learners enhance their vocabulary. It showed that platforms like YouTube, Instagram, and TikTok can be helpful tools for learning vocabulary when used the right way. These creators share engaging and interesting content that gives learners the chance to see and hear new vocabulary in natural situations. This shows how online content is becoming more crucial in helping students learn languages outside the classroom.

This research is divided into three chapters. The first chapter was about the Literature review while the two last chapters were about the research methodology and the Fieldwork of this study. Throughout the first chapter, the investigator tries to promote the Most important elements related to speaking skills, learner engagement, and teacher Feedback.

The second chapter provides a theoretical background for the research methodology, highlights the design, tools used, population studied, and limitations encountered during the process. The final chapter analyzed and discussed the data, offering educational implications and suggestions.

In this research, a mixed-method approach was adopted to answer the research questions and test the research hypotheses depending on the use of two data gathering tools, an online questionnaire for students and an online interview for EFL teachers .First, the online 's questionnaire was administered to 127 students They were randomly selected. The questionnaire was design to investigate students perspective on the impact of social media content makers on their vocabulary acquisition as well as to find out how often people interact with such content and what kinds of content they think are best for acquiring vocabulary. On the other hand, an online interview was conducted with five EFL teachers at Saida University's Department of English Language. This tool is used to gather in-depth insights into teachers' thoughts on the role of social media content makers in vocabulary learning, as well as to determine the ways they believe are most effective when incorporating such content into language teaching.

The current study was based on two basic research hypotheses: 1) content creators has a positive effect on English language learners' vocabulary acquisition. 2) Frequent exposure to English content on social media leads to greater vocabulary retention among learners. The students' questionnaire reveals that the majority of participants believe that social media content creators help them learn new words in context, improve their pronunciation, and expand their vocabulary through interesting and authentic content. Accordingly, the first research hypothesis is confirmed. ( Figure 12. P.36) According to the results of the teacher's interview , students who regularly consume English content on sites such as TikTok, Instagram, and youtube upgrade their vocabulary . They did, however, underline that vocabulary acquisition through social media is only beneficial if learners actively participate with the content. They also underlined the value of consistency and learner motivation. Thus, the second theory has also been confirmed.

Based on the findings,revealed from the current work, the researcher preposed several pedagogical recommendations that might help in future research in the Field of educational

## **General Conclusion**

technology and vocabulary learning .Hence, future investigators are asked to examine how vocabulary acquisition outcomes are affected by the type of content. Furthermore, administrators are required to provide digital literacy training to both teachers and students. As well as , media integration-focused tools and professional development opportunities.Similarly, we recommend university teachers to include digital tools and media-based activities in their lessons in order to improve vocabulary learning.

The current study encountered several difficulties and challenges. First, The questionnaire was based on students' own replies, which may not be totally correct because they could have made mistakes or exaggerated. As well as obtaining online interview replies from EFL teachers proved problematic due to scheduling conflicts or a lack of motivation to participate.

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# Appendices

## Appendix 1: Students' Questionnaire

DEAR PARTICIPANTES

You are kindly invited to take part in this questionnaire as part of a research study we are conducting on "*The Effect of Social Media Content Creators on EFL Learners' Vocabulary Acquisition.*"

Your responses will remain strictly confidential and will only be used for academic purposes. We assure you that your privacy will be fully protected, and no one except the research team will have access to the data. Your participation is invaluable and will greatly contribute to the success of our research. Thank you for taking the time to help us!

### Section One: General Information

#### 1. AGE:

18-22 ☐

22\_26 ☐

26\_30 ☐

#### 2. GENDER

Male ☐

Female ☐

#### 3- Level of English proficiency

Beginner ☐

Intermediate ☐

Advanced ☐

#### Q4. How long have you been learning English ?

Less than 1 year ☐

1-3 years ☐

More than 3 years ☐

## Section Two: Social Media Usage

**Q5. How often do you use social media?**

Rarely ☐

Occasionally ☐

Frequently ☐

Daily ☐

**Q6. Which social media platforms do you use the most for learning English?**

TikTok ☐

Instagram ☐

YouTube ☐

Facebook ☐

**Q7. How much time do you spend on social media for English learning per day ?**

Less than 30 minutes ☐

30 minutes to 1 hour ☐

More than 1 hour ☐

## Section Three: Engagement with Social Media Content Creators

**Q8. Do you follow any social media content creators who focus on teaching English vocabulary? If yes, who?**

.....

**Q9. How often do you engage with their content ( watching videos, liking posts , commenting)**

Occasionally ☐

Frequently ☐

Daily ☐

**Q10.Which type of content do you find most useful for learning new vocabulary?**

Short videos (e.g., Instagram Reels, TikTok) ☐

Long educational videos (e.g., YouTube lessons) ☐

Images or posts with vocabulary lists ☐

**Q11.Do you prefer content in your native language or in English when learning new vocabulary?**

Native language ☐

English ☐

Both ☐

#### **Section Four: Vocabulary Acquisition**

**Q12.How would you rate the effectiveness of social media content creators in helping you improve your vocabulary?**

Not effective ☐

Effective ☐

Very effective ☐

**Q13.How do you apply the vocabulary you learn from social media in real life?**

.....

#### **Section Five: Feedback and Suggestions**

**Q14.What type of content would you like to see more from social media creators to help with vocabulary learning ?**

.....

## **APPENDIX TWO:TEACHER'S INTERVIEW**

Dear teachers,

You are kindly requested to answer this interview which serves as a data collecting tool that intends to obtain some data needed for the completion of my Master dissertation, which is about "the impact of social media content creators on EFL learners vocabulary acquisition."Make sure your responses are anonymous and will only be used for research purposes.

Your contribution will be much appreciated.

### **Section One: Teacher's Profile**

**Q1.**How long have you been teaching English as a foreign language (EFL) ?

.....

**Q2.**What modules do you teach?

.....

**Q3.**How familiar are you with your students using social media for language learning ?

.....

**Q4.**Do you encourage your students to use social media as a part of their learning?

.....

**Q5.**The exposure to social media content creators affect students vocabulary acquisition? If yes? How?

.....

**Q6.**Do students tend to use voabulary they've learned from social media in class? If so, how accurate is their usage?

.....

**Q7.**What type of vocabulary do students pick up from social media ?

.....

**Q8.**Do you think learning vocabulary from social media helps or hinders students' overall language development? Why?

.....

**Q9.**Do you think social media content creators can supplement traditional vocabulary teaching methods in the classroom? How so?

.....

**Q10.**Using English educational media based on students' preferences / learning styles is effective for the acquisition and the use of new vocabulary?

.....

**Q11.**What are the advantages and disadvantages of students learning vocabulary from social media content creators?

**Q12.**What strategies would you recommend for balancing social media-based learning with more traditional vocabulary acquisition methods?



## ملخص

تهدف هذه الدراسة إلى دراسة تأثير مُنشئي محتوى وسائل التواصل الاجتماعي على اكتساب المفردات لدى مع تزايد شعبية المنصات الرقمية، برزت وسائل التواصل الاجتماعي كأداة (EFL) متعلمي اللغة الإنجليزية كلغة أجنبية. مهمة لتعلم اللغات، إذ تُتيح للمتعلمين فرصة حقيقية للتعرف على المفردات في سياقات الحياة الواقعية

ولدراسة هذه الظاهرة، اعتمد الباحث نهجًا متعدد الأساليب، مستخدمًا أداتين لجمع البيانات: استبيان إلكتروني ملاء 127 طالبًا، ومقابلات إلكترونية أجريت مع خمسة معلمين متخصصين في اللغة الإنجليزية كلغة أجنبية من قسم اللغة الإنجليزية بجامعة الدكتور مولاي طاهر. وكان الهدف استكشاف كيفية تأثير محتوى وسائل التواصل الاجتماعي على تطوير المفردات، وجمع آراء الطلاب والمعلمين حول فعاليته

كشفت النتائج عن تصور إيجابي عام لدور مُنشئي محتوى وسائل التواصل الاجتماعي في تعلم المفردات. ولاحظ المعلمون زيادة في تفاعل الطلاب عند تعرضهم لمحتوى يتضمن لغةً طبيعيةً يومية. وبالمثل، أفاد الطلاب باكتسابهم مفردات جديدة من خلال التفاعل المنتظم مع منصات التواصل الاجتماعي. تسلط هذه النتائج الضوء على الأهمية المتزايدة للمحتوى الرقمي في تعزيز اكتساب المفردات، مما يؤكد على إمكانات وسائل التواصل الاجتماعي كمورد تعليمي تكميلي. لمتعلمي اللغة الإنجليزية كلغة أجنبية

