



The role of social media in expanding vocabulary, Coronavirus pandemic for example

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Abstract

Since we live in an era where technology plays a crucial role in human being's everyday life, it has become the voice of society. Thus, media can be described as a reflection of the society, which make communication among people around the world easier as well as helps in making people informed with the latest news and what is happening around us. While a few decades ago, to send a message to someone, we had to wait for days to deliver the message, now any conversation or anything important can be sent or occurred in a second. Accordingly, social media as one of the foremost platforms for communication has brought the world together on one single platform. Based on these, social media has also helped the language to develop swiftly as when a new vocabulary comes out, we do not need to wait until it will be added to the dictionary but through media we will be informed or/and will learn the word. Hence, the research study intentions to explore the role of social media in developing vocabulary and how Coronavirus has helped to introduce a wave of new vocabulary and phrases among English non-native speakers. The sample chosen for the study consists of 40 English non-native speakers: 20 females and 20 males, ranging in age from 18-30 years. To achieve the target objective of this study, a questionnaire has been selected. The findings show that social media has been a great source of information especially in term of new vocabulary and vocabulary developments. Moreover, COVID-19 has caused to create a new range of phrases and words. In addition, the findings show that how social media and social crises play a crucial role in lexical innovation and creativity.

Keywords: Media, English language, Vocabulary, Coronavirus.

1. Introduction

For English learners, vocabulary is a major part in the process of learning languages as well as to language teaching. Studying language and studying vocabulary are well connected with one another because the knowledge of vocabulary is significant in attaining skills of languages and comprehend the language. To have a good and understandable communication, vocabulary knowledge helps students to produce expressive sentences, therefore enriching their vocabulary will reduce the fear of miscommunication and misunderstanding among speakers. Studies have shown that learning vocabulary in classrooms might be problematic for students as the teachers are not confident about the best method in practicing new vocabulary (Berne and Blachowiz 2008). This has also been approved by the current study and many of the participants have believed that it is more comfortable and easier for them to learn new vocabulary through social media. This is because when a new vocabulary comes out, they have a quick and easy access to it with plenty of examples as they are introduced through news or articles. Gaudeul and Peroni (2010) state that social media allows the users to share their views with others while making comments on a posted article. Sharing views lead to an increase in vocabulary knowledge as well as expanding vocabulary because each user uses synonyms and antonyms of the vocabulary in their replies. Accordingly, Nation (2001) states that learning and expanding vocabulary play a major role in the development of complete spoken and writing text. Foster (2018) claims that social media plays an essential role in changing English languages in which social media has given different meaning to the



existing meanings of a word, for example the word ‘sock-puppet’ as a noun before had the meaning of a puppet made from socks, but now it also refers to false online identity which is created by a person to promote his/her own opinion. Moreover, the word ‘troll’ used to have the meaning of a character from folklore, but now it also refers to someone who make offensive and provocative comments online (Foster 2018:1-2). Giving different meanings to the existing words help language learners to expand their vocabulary and use them differently. Since the beginning of the COVID-19 pandemic, particularly when the pandemic became serious, governments were obliged to close down the schools and universities. As a result, studying became online, this made students to become more digital learners and incessantly using online sources as well as using social media to remain in contact with their classmates and teachers. Baird and Fogg (2011) state that students spend times online in formal and informal learning environment. Moreover, Jones and Shao (2011) believe that students have a positive respond to new technologies and incorporate it to learning and teaching process.

2. The application of social media in introducing new vocabulary

Since the development of social media, it has been gradually replacing traditional media like TV, magazine and newspaper. Social media has been increasingly used in various fields and for different applications, together with existing vocabulary, a plethora of new vocabulary have been introduced to the users of social media for instance terms like ‘selfie, block, unfriend, followers, emoji, wall’ in which transferred from social media into everyday life. In another way, social media has affected the words themselves too, however many of those words had their existing meanings, now have been given different meanings alongside its original meanings, for instance the words ‘block’ or ‘wall’ one may think of those two words as a part of construction. Social media have given those words different names, for instance, ‘block’ refers to prevent someone from seeing your social media activities, and ‘wall’ refers to the homepage of someone on social media (Foster 2018)

More recently, the appearance of Coronavirus as a global pandemic, societies are experiencing the challenge of discovering how to discuss the impact of the virus on our society and everyday life. Like any other social crises our societies faced throughout the history, the COVID-19 pandemic has played an essential role in introducing new vocabulary and creating new words and phrases. As for English non-native speakers, the result of the pandemic has been doubled because many words that were familiar for the native speakers but were unfamiliar for non-native speakers, as a consequence they also learnt those words as new vocabulary. The current research has shown that many participants had no familiarity with most of the words and phrases that have been used in the articles and news about Coronavirus pandemic.

Therefore, due to the fundamental impact of social media on our daily lives, it is necessary to pay a great attention to its application in learning and teaching. Since the focus is on learn new vocabulary and practicing them, the learners of English language can utilize social media in expanding vocabulary knowledge.

3. Methodology

3.1 Research design

The data collection selected to achieve the target objectives of this study is a questionnaire in which the participants are asked questions regarding their linguistic and relevant non-linguistic backgrounds. In addition, concerning the participants’ attitude on using social media for ameliorating and expanding their vocabulary knowledge. The design of the questionnaire is, firstly, close-ended question to enable participants to tick the appropriate answers. The second type is open-ended questions so that the participants have the chance to provide their own answers. Moreover, the questionnaire includes a list of given words to tick if they were familiar with before COVID-19 pandemic.



3.2 Participants

The sample chosen for the study consists of 40 participants: 20 females and 20 males, ranging in age from 18-25 years. The reason for choosing this number of participants is that 40 could be an approximate median sample size based on the existing literature and should be sufficient to provide representative data (Backus 1996; Elpper 2004; Van Dulm 2007; Khan, et al 2016; Bouhami 2016; Ali 2019). The reason for selecting this age group is that younger learners are more likely to use and spend more time on social media than the older people, especially during the COVID-19 pandemic as they use technology for learning, teaching, socialising and entertainment.

4. Result and discussion

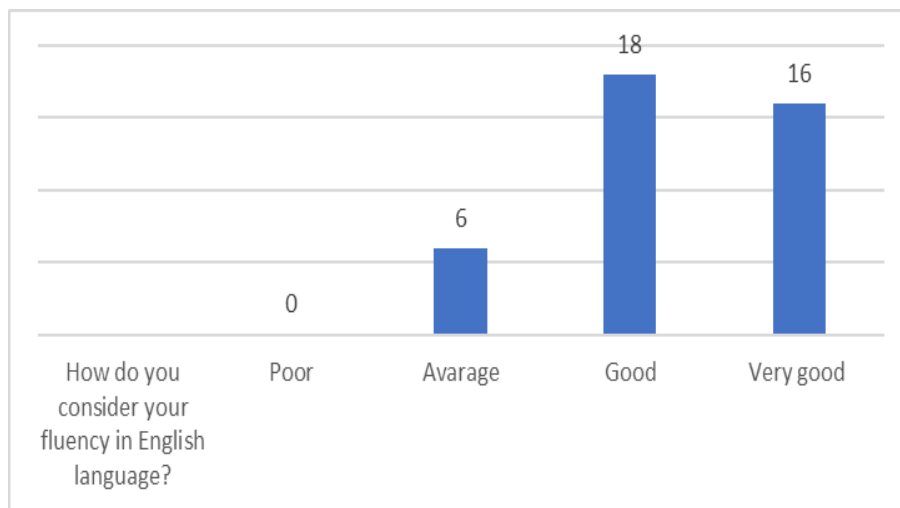
The present section is intended to analysis and discuss the gathered data for this research. Moreover, I address each question with the findings about the question.

As it was mentioned in (§3.1) the method that has been selected for the current study is questionnaire. In order to have as much information as possible about the linguistic background of the participants, the questionnaire contained 16 questions in two sections. The first section contains four questions about their non-linguistic background, focusing on information such as sex, age, educational level, profession. The result showed that, as showed in (§3.2) the participants were consisted of 20 female and 20 male ranging in age 18-25, they are students or graduated at university. The second section contained twelve questions concentrating on the linguistic background of the participants to answer the research questions of the study. As follows,

Question 5, How do you consider your fluency in English language?

Poor Average Good very good

Chart 1



The reason for having this question was to be sure all the participants are able to speak English to a good level in order to be adequate with the research question. This result is based on the participants own perception of their proficiency in English language.

As shown in chart 1, the vast majority of the participants have a similar level of language fluency in English language, in which 18 participants claimed that their level of English proficiency is good, and 16 of them showed their English level is very good. Whilst only 6 participants mentioned that they speak an average level of English, moreover, none of the participants indicated if their English language fluency is poor. This result demonstrates that

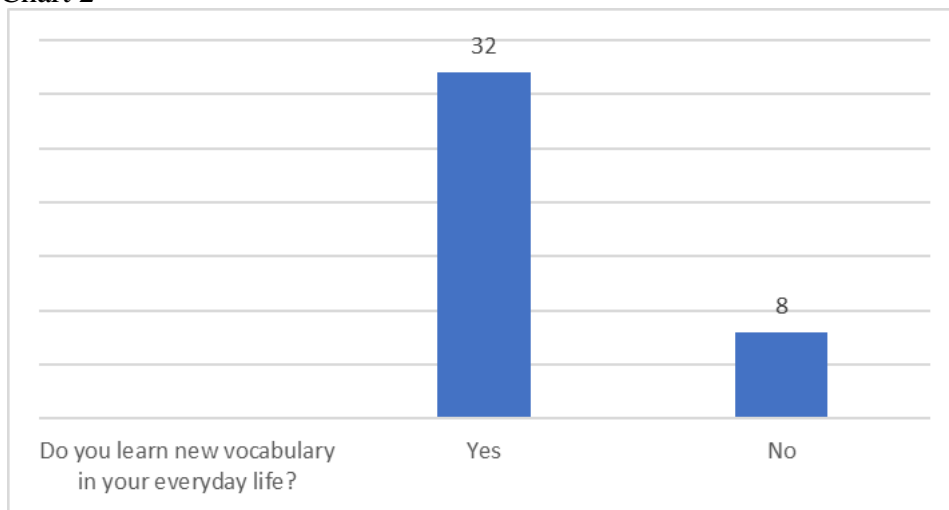


the participants have a diverse level of English this will be cooperative to receive various result with the rest of the questions.

Question 6, Do you learn new vocabulary in your everyday life?

Yes No

Chart 2



Wetzel (2018) believes that learning language is a lifelong procedure not only for the non-native speakers, but also native speakers learn a new word every day on average. Based on this, researchers studied comparison research between native speakers and non-native speakers of English language, the result showed that a native speaker of English language learns about one word a day from ages 16-50, in which they will learn an average of 20 to 50 thousand vocabulary words. In contrast, non-native speakers of English language who live in an English-speaking country learn 2.5 words a day in which they know on average 10-20 thousand words less than the native speakers. This result shows that the non-native speakers have the ability to learn over twice the rate of English native speakers (Wetzel 2018).

Based on this, the chart 2, illustrate that 32 participants stated that they learn vocabulary in their daily life, however, only 8 participants displayed that they do not learn vocabulary daily, but when they want to.

Question 7, Do you think the limited vocabulary impede a successful communication?

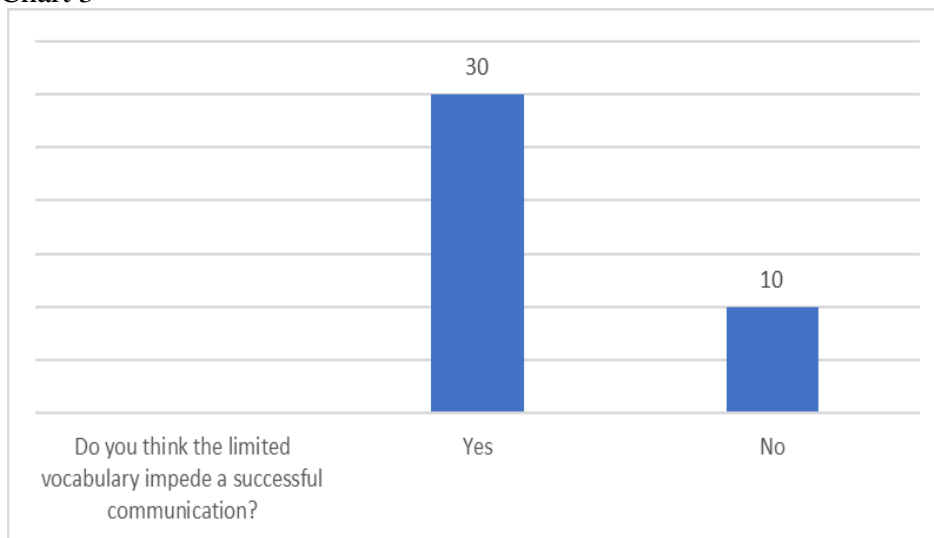
Yes No

How....

However, knowing vocabulary knowledge might not be merely crucial but certainly central part in learning and developing foreign language (Adam 2016) Limited vocabulary impede communication of English foreign language learners to a great extent. August, et al (2005) state that foreign language learners who have limited vocabulary knowledge are less able to engage in a conversation with their pair to compare to those who know a lot of vocabulary. Therefore, such learners with limited vocabulary are more likely receive less achievement in language process learning and this might lead to decreasing language learning and learning disablement (Ishtiaq Khan et al 2018).



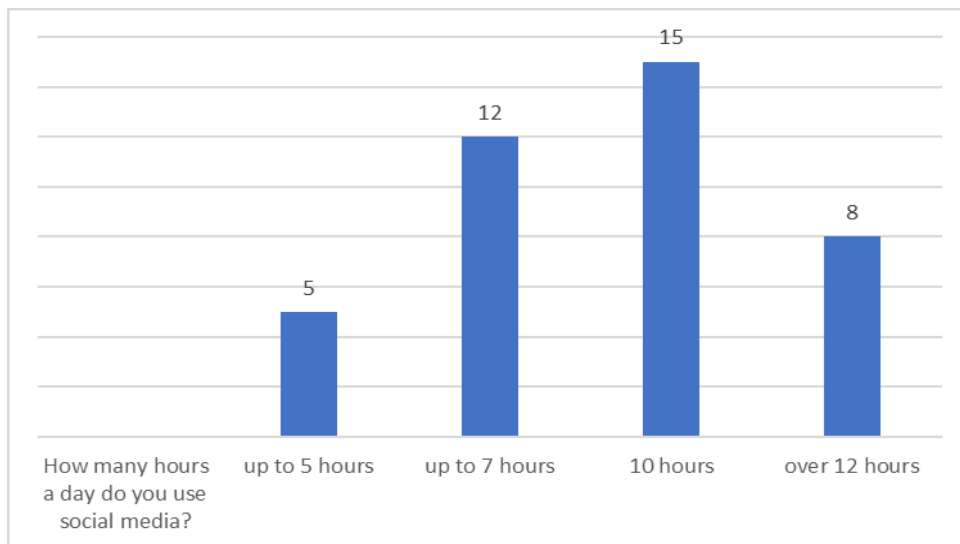
Chart 3



As it is shown in chart 3, the majority of the participants believe that limited vocabulary impedes a successful conversation with their peer, whilst, 10 participants believe that however vocabulary is important in learning a foreign language, still with less vocabulary they can have an understanding conversation with the other non-native or native speakers of English language.

Question 8, How many hours a day do you use social media?

Chart 4



Since last decade mobile wireless has been using widely especially among students. This facility has created a good opportunity for the students particularly during the COVID-19 pandemic to shift the traditional academic environment to mobile learning, online learning or e-learning.

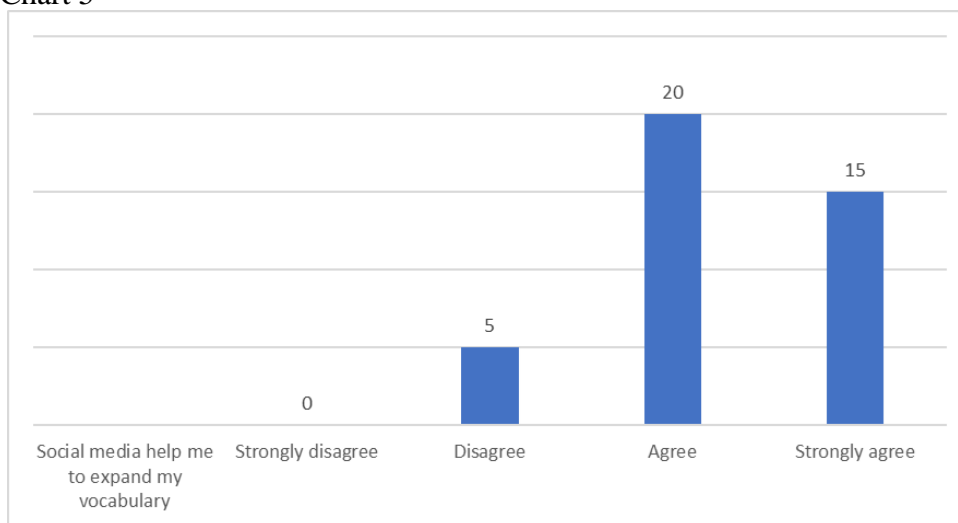
As it is shown in chart 4, the participants use the internet for different purposes at different hours. Five participants replied to the question that they only use social media and the internet for up to 5 hours, and this is to do their classes, homework and communicate with their classmates, teachers and friends. While twelve participants use internet for up to seven hours and fifteen students responded that they use internet and social media for up to ten hours.



Eight participants stay online and use internet for over ten hours. This group of participants justified their answer by stating that, since COVID-19 has become a universal pandemic, they have to do everything online, such as studying, working, and communicating with teachers, classmates, family members and for entertainment. They believe that, however, the COVID-19 pandemic has changed their daily schedules, it helped them to use internet more often and using this time to learn more about e-learning and mobile learning. Moreover, claiming that because mobile is easy to carry and have access to it all time, mobile and e-learning is easier and more comfortable than traditional method for learning foreign languages since they easily can get access to many other learning materials concurrently.

Question 9, social media help me to expand my vocabulary

Chart 5

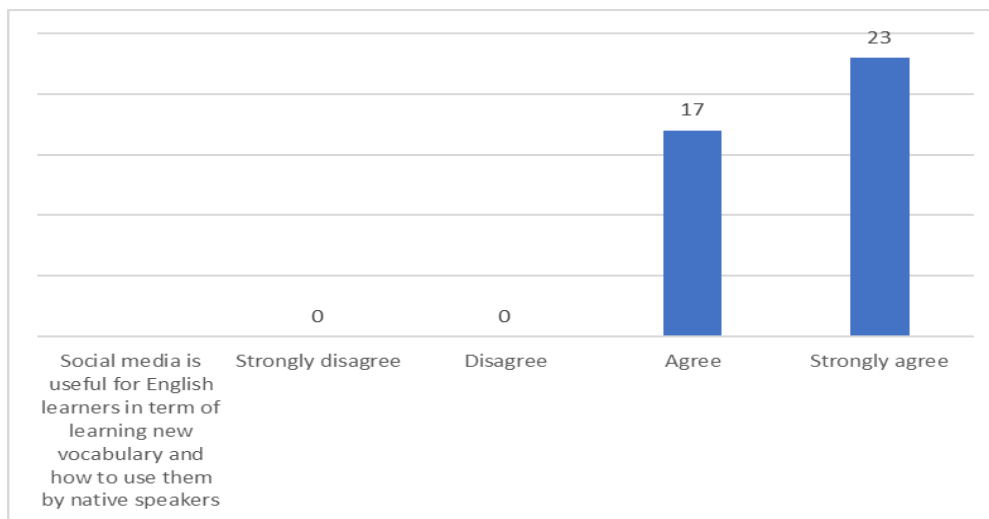


However, several researchers asserted that social media, as a facilitator of language learning, play an important role in learning and ameliorating and developing vocabulary when they learn a new language (Slim and Hafedh 2019, Bouhami 2016, Monica et al 2015) others claimed that the use of social media may always not be beneficial for students (Selwyn 2012, Nicholas 2009, Waycott et al. 2005). These researchers believe that social media are not most of the time used for learning, but students use social media for informal interactions in which not related to their academic purpose and concerns. Despite this, the result of chart five refutes their claim of unbeneficial of social media for learning purpose. As the result of chart strongly confirm that the participants assert the effectiveness role of social media in the process of language learning and vocabulary amelioration especially since the appearance of COVID-19 pandemic. As it can be shown in chart five, 35 participants agreed and strongly agree with the role of social media in improving their vocabulary especially when they read an English post or an article on Facebook in two ways. Firstly, they always learn new vocabulary from the post. Secondly, however, they might not have native speaker friends to share their view with, social media have been a great help in seeing the posts and comments from them. Therefore, when there is a post from foreign especially English webpages, they go through the comments of the native and other English non-native speakers, it is easy to learn new vocabulary and how to use them correctly in a sentence. whilst only 5 participants showed their disagreement.



Question 10, social media is useful for English learners in term of learning new vocabulary and how to use them by native speakers.

Chart 6



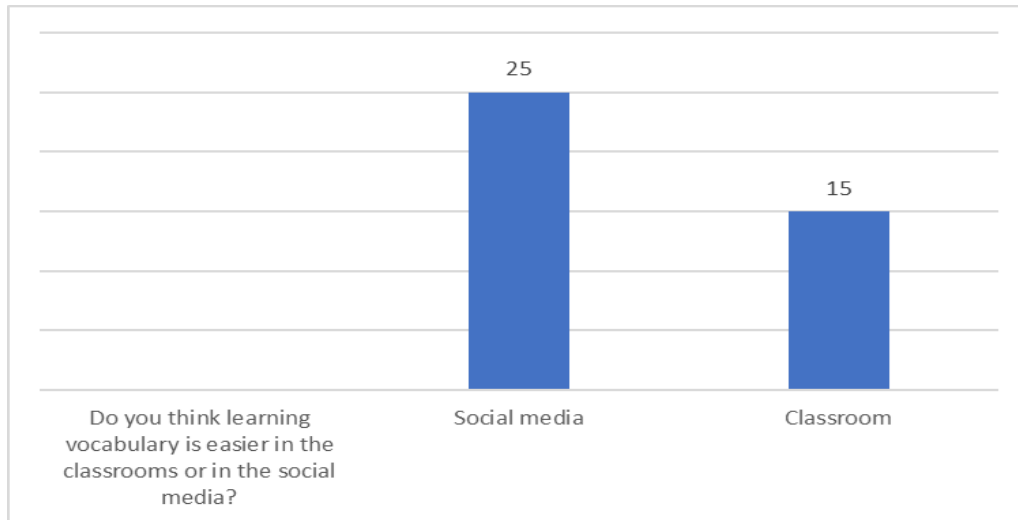
Since social media has become a part of our everyday life, websites such as Facebook, Twitter, Instagram and LinkedIn have more than a billion of users. In a way that, they have a tremendous impact on our lives from entertainment activities such as friendship, dating, cultural information exchange and online games to news, weather broadcast, business issues and academic purposes so that people around the world can contact and communicate with one another to share information and knowledge. According to Warschaur (1995) the more opportunity the student can have to use internet and the e-mail system in language learning process, the more students get benefit to learn the language faster. Thus, using social media correctly will help the language learners to show a satisfactory effort to deal with the newly learned vocabulary and how to practice them with other language learners or native speakers when social media is involved. Sim et al (2016) assert that social media is an innovative approach in teaching and learning new languages because students are encouraged and enthused to link social media to learn language and developing vocabulary via interacting with other social media users.

Chart 6 confirms the idea that social media affected positively the language learners in improving vocabulary skill. As 23 participants are strongly agreed that interacting with other non-native speakers and native speakers of English language has helped that to practice the new vocabulary concurrently learning new words. Moreover, 17 participants agreed that social media has given them opportunity to practice and learn new words with other people, especially when other non-native speakers or native speakers comment on news that post by online newspapers. Whilst, none of the participants disagreed with the importance of social media in their language learning process.



Question 11, Do you think learning vocabulary is easier in the classrooms or in the social media?

Chart 7



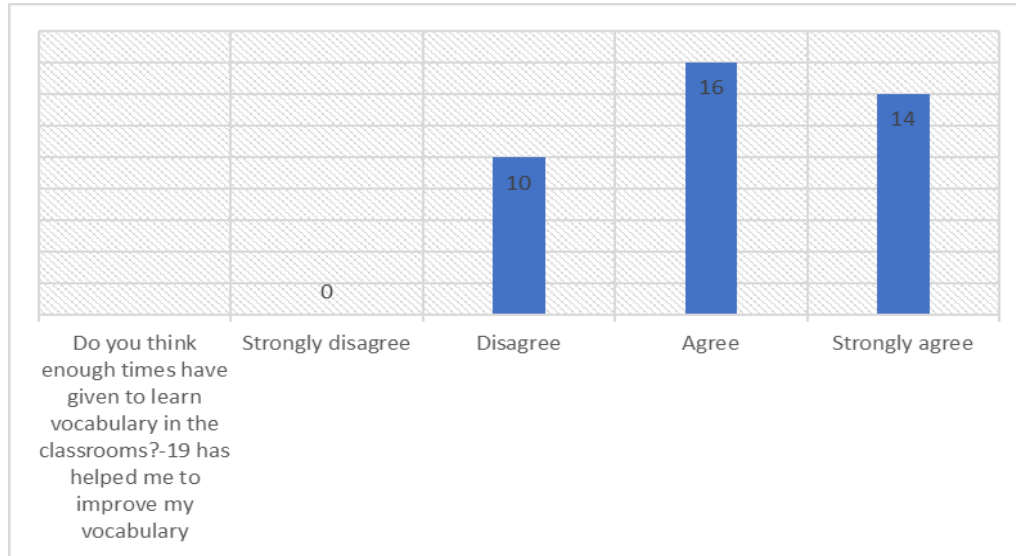
Research has shown that students utilize social media to expand their vocabulary knowledge, they might experience challenges when utilizing social media as a medium to ameliorate their vocabulary. However, it is argued that social media cannot be viewed superior to classroom learning, Harackiewicz and Hulleman (2010) students learn vocabulary quicker in a classroom when they feel being engaged in the subject, because when the students are engrossed in the lesson, distraction is minimal; whilst monotonous lesson plan is highly distractive and cause to reduce enthusiasm of the students. Vikneswaran and Krish (2015) have found out that students are more comfortable in engaging in online discussion than in class or face to face method of learning, this is because in-class learning method creates a formal learning atmosphere which this might increase anxiety among students. Despite this, Ramdhani (2020) prioritises the students motivation for improving their vocabulary, he states that students whose motivation is involved in their future career not only in a classroom are more stimulated in enhancing their vocabulary but also out of the class, they are seeking for new vocabulary.

Chart Seven illustrates that 25 students believe that learning vocabulary is easier via online than in a class because, in a class vocabulary learning focus on the lesson and the subject, while on social media or online, they mostly seek for the vocabulary they need. However, 15 participants assert that it is better for them to learn new vocabulary in the class, because it is part of the module and homework; thus, this encourages them to memories the vocabulary faster.



Question 12, Do you think enough times have given to learn vocabulary in the classrooms?

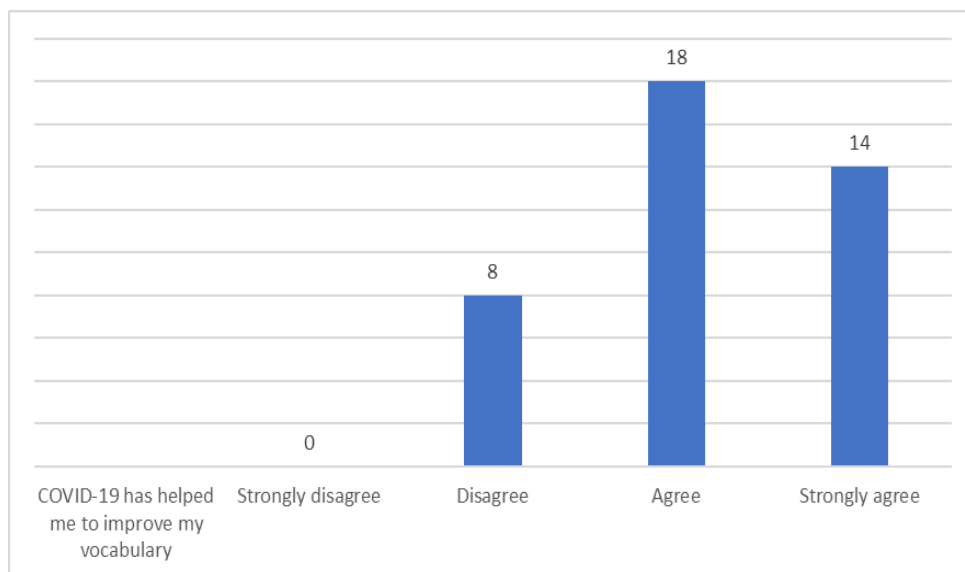
Chart 8



Since the rapid growth of social media in academic and non-academic purpose, it has brought the world to the classrooms, and has provided students the accessibility of new learning instruments and strategies. Liu (2012) asserts that having social media as a source of teaching in classrooms would enhance the students’ ability in improving the languages fast. However, sometimes social media teaches students non-standard English, this is because of the usage of slang language or poor English quality by many native speakers when using social media. Another disadvantage of using social media in the classrooms is not giving enough opportunity to the students express, explain and clarify themselves in the classrooms due to depending on social media regularly. This will create the lack of face to face interactions among students and between students and the teacher.

Question 13, COVID-19 has helped me to improve my vocabulary

Chart 9



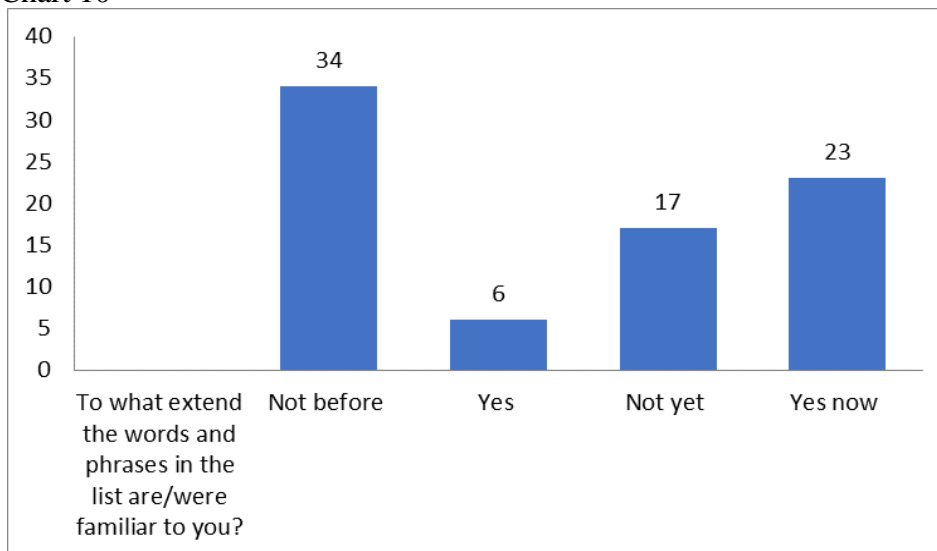


Since the onset of the Covid-19, the society faced the challenge of finding out how to deal with the impact of the virus that would have on our daily lives and one of the significant closures during this pandemic is the schools and universities. Therefore, there has been a significant increase and demand in the accepting the concept of e-learning and online learning to reduce the several potential interruptions in research operation and coursework deliverability and the damage of the COVID-19 consequences. Therefore, using smart phone and laptops among students became more popular, if the students had to use their smart phones only for interacting and communicating with friends but now, they have been using it for learning purpose as well. Based on the present study, as the chart six confirm that, the vast majority which are 32 participants agree with the fact that COVID-19 has played an important role in improving their vocabulary for some reasons. Firstly, to keep themselves updated with the recent news they read the articles and news about the pandemic. Secondly, to protect themselves and others around them they have to search online to learn about the appropriate precautions and advice that provide by health authorities. Moreover, since in class studying has been replaced by virtual class and e-learning, students need to use internet more often for researching and class materials. Despite this, only eight students stated that the COVID-19 has not helped in developing their vocabulary, their adjustment for this was the only use social media a few hours per day (chart 4) and that is only for studying and for interacting with the teachers and classmates.

Furthermore, at the end of the questionnaire the participants were given a list of words and phrases that were created and/or introduced by COVID-19 to the native speakers and learner of English language, this was to see to what extend the new words and phrases were familiar to them before the pandemic. And they were asked to identify words and phrases that were familiar and unfamiliar to them. This will be discussed after the findings of the questionnaire result.

**Question 14: List of the words and phrases were spread by COVID-19
To what extend the words and phrases in the list are/were familiar to you?**

Chart 10



The chart shows that, most words and phrases were not familiar to the majority of the participants. According to the chart, only 6 students asserted that a few phrases were familiar to them before the pandemic such (isolation, widespread, infection, recovery, disease, etc). Whilst, the majority of the participants (34) agreed that all those words and phrases are new for them regardless of the words that exist before pandemic.



But during the pandemic due to the role of media and social media, the number of the students who expanded their COVID-19 pandemic vocabulary increased to 23 whilst still 17 students are not learning the new words and phrases that created by the pandemic apart of very few words and phrases such (disease, pandemic, quarantine, stay home, lockdown)

This result shows that, the main factor for expanding COVID-19 terminologies and spreading the use of many other words is because COVID-19 has created a tremendous disturbance not only on education system but also our society. Thus, everything has been not only become an integral part but also everything has been more digitally connected than any other time before.

5. Conclusion

This study endeavored to explore the impact of using social media to expand vocabulary during the COVID-19 pandemic among the English non-native speakers of English language in the region of Kurdistan. In order to attain sufficient data for the study, I used the questionnaire method. As I hypothesized that social media help and are a good instrument for the learners of English language to enrich and expand their vocabulary. Moreover, as the COVID-19 pandemic caused the universities, schools and institutions to be closed; social media is the best option for those who want to ameliorate vocabulary than those who do not or less use it. The results of this study showed that; firstly, Covid-19 despite its reason for isolating people from each other as well as, cause the learning sectors to remain closed, it gave students to study online. Online learning helped the students to spend more time on social media as the best way to communicate and interact with teachers and fellow students. Thus, the students met new people and became familiar with more English online sources, in which these helped them to expand their vocabulary daily. Secondly, the study showed that not only the in-class learning method, but also social media could be an effective method in learning and teaching vocabulary. Moreover, students can practise the new vocabulary online with their English native and non-native speakers' friends, or they can learn the meaning of the vocabulary faster via other native or non-native speakers' comment on social media. Thirdly, this study revealed that the learners of English language might use social media for a long period of time without being bored, to compare to books and any other text materials because they can have their phones everywhere and anytime. It is easy especially for younger learners of English to use their mobile to check for online resources or improving vocabulary via social media than going to the library and search for a related book. Finally, since COVID-19 pandemic has impacted our communities, we all have faced the challenge of finding out how to deal and talk about the consequences of the virus on our daily life. Therefore, the set of new words and phrases that the pandemic created in English and other languages helped everyone to express themselves of the changes that the pandemic have unexpectedly brought into our life. Thus, as a result of this study, it would be better that students remain in touch with social media and become a part of their lesson activities for the sake of learning new vocabulary and how to practise them not only in sentence examples but also social media might provide pictures that is related to the vocabulary.

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رۆلى سۆشپال ميديا له فراوانكردنى وشه سازيدا، په تاى ڧايرۆسى كۆرؤنا وهك نمونه

بارزان جعفر على

كۆلپژى زمان- بهشى زمانى ئىنگليزى/ زانكۆى سه لآحه دين- هه ولپير

پوخته

ئيمه له سه رده ميكددا ده ژين كه ته كنه لۆژيا رۆلپكى چاره نووساز له ژيانى رۆژانهى مروڧدا ده گپړت، له هه مان كاتيشدا بووه ته دهنگى كۆمه لگا. بهم شپوه به ده توانرپت ميديا وهك په ننگدانوهى كۆمه لگا وه سف بكرپت، كه په پوهندى نيوان خه لك له سه رانسه رى جيهان ئاسانتر ده كات. هه روه ها يارمه تيدره له ئاگادار كردنه وهى خه لك به نوپرين هه واهه كان و ئه وهى له ده وروبه رمان روو ده دات. له كاتپكدا چهن ده په يهك له موه بهر، بۇ ناردنى په يامپك بۇ كه ستيك، ده بوو چهن رۆلپك چاره پى بكه ين تا په يامه كه بگه ينين، ئيسنا هه ر گتوگۆبه ك يان هه ر شتيكى گرنگ ده توانرپت له چركه يه كدا بپنرديت يان روو بدات. بهم پييه سۆشپال ميديا وهك په كيك له پيشه ننگرين پلاتفورمه كانى په پوهندي كردن، سه رجه م مروڧاياه تى له يهك پلاتفورمدا كۆكردۆته وه. به پشت به ستن به مانه، سۆشپال ميديا هاوكات يارمه تى زمانى داوه كه زمان به گشتى به خيراىي گه شه بكات چونكه كاتيك وشه يه كى په يدا ده بيت، پيويست ناكات چاره پى بكه ين تا زياد ده كرت و بخريته ناو فرهه نكى زمان به لكو له ريگه ي ميديا و به گشتى و سۆشپال ميديا به تا بهت ئاگادار ده بينه وه يان/ و فپرى وشه كه ده بين. له بهر ئه م هوكارانه، ئه م توپژينه وه به، به دوا داچوون ده كات بۇ رۆلى سۆشپال ميديا له به ره پيدانى وشه سازى وه چۆن ڧايرۆسى كۆرؤنا يارمه تيدره بووه بۇ ناساندنى شه پۆلپك له وشه سازى و ده سته واژه ي نوئ له نيوان ئه و كه سانه ي كه زمانى ئىنگليزى وهك زمانى بيگانه قسه ده كهن. ئه و نمونه يه ي كه بۇ توپژينه وه كه هه لپژيردراوه له 40 كه س پيكدپت كه به زمانى ئىنگليزى وهك زمانى بيگانه قسه ده كهن: 20 كه سپان له په گه زى م و 20 كه سپان له په گه زى ئيرن، كه ته مانيان له نيوان 30-18 سالدايه. بۇ گه يشتن به ئامانجى ئامانجى ئه م توپژينه وه به، پرسيارنامه يه ك هه لپژيردراوه. دۆزينه وه كان ده ريده خهن كه سۆشپال ميديا سه رچاوه يه كى گه وهرى زانبارى بووه به تا بهت له رووى وشه سازى نوئ و پيشكه وتنى وشه سازى. جگه له وهش كۆڧيد- 19 بووه ته هوى دروستبوونى ريزيكي نوپى ده سته واژه و وشه. جگه له وهش، دۆزينه وه كان نيشان ده دن كه چۆن سۆشپال ميديا و قه يرانه كۆمه لآيه تيبه كان رۆلپكى چاره نووساز ده گپرن له دا هيتانى وشه ي نوئ و دارشتنى ده سته واژه ي تازه.

وشه ي سه ره كى: ميديا، زمانى ئىنگليزى، وشه سازى، كۆرؤنا.



دور وسائل التواصل الاجتماعي في توسيع المفردات جاتحة فيروس كورونا على سبيل المثال

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ملخص

نظراً لأننا نعيش في عصر تلعب فيه التكنولوجيا دوراً مهماً في الحياة اليومية للإنسان ، فقد أصبحت صوت المجتمع. وبالتالي ، يمكن وصف الإعلام بأنه انعكاس للمجتمع ، مما يجعل التواصل بين الناس حول العالم أسهل وكذلك يساعد في توعية الناس بأخر الأخبار وما يحدث من حولنا. بينما قبل بضعة عقود ، لإرسال رسالة إلى شخص ما ، كان علينا الانتظار لأيام لتسليم الرسالة ، والآن يمكن إرسال أي محادثة أو أي شيء مهم أو حدوثه في ثانية. وبناءً على ذلك ، فإن وسائل التواصل الاجتماعي كواحدة من أهم منصات التواصل قد جمعت العالم معاً على منصة واحدة. بناءً على ذلك ، ساعدت وسائل التواصل الاجتماعي أيضاً على تطوير اللغة بسرعة عندما تظهر مفردات جديدة ، لا نحتاج إلى الانتظار حتى يتم إضافتها إلى القاموس ولكن من خلال الوسائط سيتم إعلامنا و / سنتعلم الكلمة . ومن هنا ، تهدف الدراسة البحثية إلى استكشاف دور وسائل التواصل الاجتماعي في تطوير المفردات وكيف ساعد فيروس كورونا في إدخال موجة من المفردات والعبارات الجديدة بين المتحدثين باللغة الإنجليزية. تتكون العينة المختارة للدراسة من 40 متحدثاً باللغة الإنجليزية من غير الناطقين بها: 20 إنثاءً و 20 ذكراً ، تتراوح أعمارهم بين 18-30 عاماً. لتحقيق الهدف المنشود من هذه الدراسة تم اختيار استبيان. تظهر النتائج أن وسائل التواصل الاجتماعي كانت مصدراً كبيراً للمعلومات خاصة فيما يتعلق بتطورات المفردات والمفردات الجديدة. علاوة على ذلك ، تسبب COVID-19 في إنشاء مجموعة جديدة من العبارات والكلمات. بالإضافة إلى ذلك ، تُظهر النتائج أن وسائل التواصل الاجتماعي والأزمات الاجتماعية تلعب دوراً حاسماً في الابتكار المعجمي والإبداع.

الكلمات المفتاحية: الإعلام ، اللغة الإنجليزية ، المفردات ، فيروس كورونا.