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**The Effect of Viral Videos on Lexical Diffusions among EFL
University Youth**

Case of EFL Students at the University of Abou Bekr Belkaid Tlemcen

Dissertation submitted to the Department of English as a partial fulfilment of the requirements
for the degree of Master in Language Studies

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Dedication

To my dear parents for their support, love and care.

*To my grandfather “Kacimi Amar” may he rest in peace for
his endless support and encouragement.*

*To my Twin sister “Oumaima” and my dear brothers
“Ahmed” and “Mohammed Nour”*

*To my amazing aunties “Warda”, “Amina” and “Badia” who
supported me morally.*

To my dear uncle Abdellah.

To my cousins.

*To my friends Chaimae and Kawther who made university life
fun, and took me some beautiful pictures.*

And, of course, to the Internet.

Firdaws

With love

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Abstract

In the ever-changing language dynamics of the twenty-first century that are contributing in strengthening communication between different social groups, creative and practical communication methods became a must to develop a clear understanding of different aspects in different contexts. In addition, the so-called Trends in today's virtual world that are spread via social media in different forms, are a valid and quite peculiar modern method of code communication, especially viral short video. The present research suggests the effect of Viral Videos on lexical diffusions among EFL university youth. This research work is divided into two chapters for the purpose of measuring the validity of the research hypotheses. The researcher selected a sample of 100 EFL students from the department of English at the university of Abu Bekr Belkaid, Tlemcen, where qualitative and quantitative methods were adopted, relying on the questionnaire and the grid of observation as primary data collection tools during April and May, 2023. The research findings revealed that the majority of the informants were affected by the viral videos' phenomenon, for their favourable characteristics such as: the free easy access, simplicity, short duration, high speed of information transmission, and their role in enhancing communication and learning among youth.

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List of Acronyms

EFL: English foreign language

UABT: University of Abou Bekr Belkaid Tlemcen

List of Abbreviations

Gen Z: Generation Zoomers

GENERAL INTRODUCTION

The emergence of social media platforms have revolutionised various aspects of our lives, ranging from finance and politics to education and personal interactions (Lee, 2020). As a consequence, a remarkable transformation in how people express themselves both in writing and speech has been noticed (Blommaert, 2018). In this globalised landscape of social media, viral videos have emerged as a fascinating and influential phenomenon. These videos, found across popular platforms such as TikTok, YouTube, Instagram, and Facebook, capture the attention of millions, garnering high numbers of views and shares.

The pervasiveness of social media networks has led users, particularly young individuals, to spend a significant portion of their days interacting on these platforms. Consequently, viral videos have become a constant presence in their feeds. The linguistic content, including slang and expressions, featured in these videos is indirectly absorbed as a form of linguistic input. It is noteworthy that teenagers not only consume this new linguistic input, but also creatively adapt and recycle it to suit different communicative contexts, generating new meanings and modes of expression.

The purpose of this research is to shed light on the effects of viral videos on the lexical diffusions among EFL (English as a Foreign Language) university students. By examining this phenomenon, it is primarily hoped to contribute to the growing body of knowledge in the field of communication and language studies. To achieve this goal, the research work is divided into two chapters, carefully structured to measure the validity of our research hypotheses.

A new vocabulary and language repertoire have been created as a result of the vast spread of certain videos on social media platforms. Thus, The goal of the current research is to investigate how Viral videos have influenced the youth's lexical diffusion.

The following three research questions are established:

1. Do viral videos impact the integration of new expressions into the language used by young individuals within their local community?
2. In what ways the youth are negotiating new words to achieve linguistically creative meanings?
3. Which factors contribute to the adaptation and appropriateness of specific linguistic innovations in different contexts and at specific times ?

Three corresponding hypotheses has been suggested:

1. Viral videos may significantly contribute to the dissemination and adoption of new expressions among young individuals in their local community. The widespread accessibility and popularity of viral videos provide a platform for the exposure and reinforcement of these new linguistic elements, leading to their integration into the language repertoire of young people.
2. Young individuals can actively explore linguistic boundaries to generate novel and imaginative meanings. This process of negotiating new words is driven by their inclination towards self-expression, the desire to stand out linguistically, and the aspiration to communicate effectively within their social circles.
3. Factors such as social dynamics, cultural influences, communication demands, and the pursuit of social validation, entertainment, and self-identity among youth seem to shape the adaptation and appropriateness of specific linguistic innovations in various contexts and at particular times.

Concerning Data collection, a sample of 100 EFL students from the English department of the University of Tlemcen was selected to answer the questionnaire. The latter aims at investigating the use of such viral videos' slang and expression by the targeted youth, and whether the latter are aware, or not, of their use. The questionnaire consists of 10 questions that varied from close-ended and closed-ended questions to mixed ones, which the respondents were requested to answer. another means of collecting the data was included using the grid of observation designed by the researcher to observe the targeted informants, which consist of 30 students, in Stoflish club discussion meeting.

The present research is divided into two chapters. The first one is devoted to the theoretical part where several concepts related to viral videos were elaborated and explained using various examples. The practical part of this research is covered in chapter 2, which is concerned with the analysis of the data obtained from learners questionnaires and researcher's observation .It focuses on gathering qualitative and quantitative data, analysing it, and interpreting the results in relation to the research hypotheses.

CHAPTER ONE

Language Use and Social Networks

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1.1. Introduction

In today's world, the presence of social media is almost crucial in the personal and professional lives of most people, needless to say that it is considered a valuable addition to the aspect of human communication. Social media created a world of itself, a sort of virtual escapism, where the visual content rules. Short videos are one of social media's most powerful assets, as they spread as quickly as a cat can wink an eye, and affect to a great extent that the only limit is the sky.

First chapter is a humble package of a number of definitions of viral videos in relation to youth communication, provided by valid resources from various backgrounds for the purpose of establishing a convenient approach to study this phenomenon and its algorithms more systematically in relation to language use, for it is not as random as it looks.

1.2. Social Media Defined

Social media is defined as a set of websites, mobile apps and computer software that allow people to communicate, interact, share and create content. The term social media has been defined slightly differently by several scholars. According to Kaplan and Haenlein (2010, P 61), social media is "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content".

Moreover, Hinton and Hjorth (2013) defined social media as follows "social media is participatory media that allow users to easily create and share content and to engage in social networking." These definitions highlight the nature of social media use, where users can actively create and share content, and engage with others.

In addition, the latter in the context of today's youth and their extensive use, can be defined as online platforms that enable users, typically young people, to create, share, and consume content in a social and interactive manner, as it provides a virtual space where users can connect, communicate, express themselves, and engage with others through various forms of content, such as text, images, videos, and audio.

Examples of social media platforms include Facebook, Twitter, Instagram, LinkedIn, YouTube, and TikTok, among others. Since the emergence of these social networking sites as key tools

for news These sites have become a day-to-day routine for the people. Social media has been mainly defined to refer to “the many relatively inexpensive and widely accessible electronic tools that facilitate anyone to publish and access information, collaborate on a common effort, or build relationship” To sum up, social media has become an integral part of modern communication and has transformed the way people interact, share information, and engage with each other, as well as with brands, businesses, and public figures.

1.3. Social Networks

Social media has many types that each one has a specific role which is different from the other. The variety of audience and interests creates this number of variant types, such as the social networks which are mainly responsible for communication. According to Nations in Lifewire newsletter (2020), “Social networking refers to the use of social media websites and apps, such as Facebook, Instagram, and Twitter, to connect with family, friends, and people who share your interests.” Therefore, these networks, as the word defines itself, serve to connect the users, not only with people they know, but it also creates a whole new circle of connections.

1.3.1. Tik Tok

Tik Tok is one of the most popular social media networks, with over 3 billion downloads since 2016, and about 1 billion monthly active users. It is used by 30% of the world’s internet users and considered the fastest growing app in the world. Tik Tok allows users to watch, create, and share 15-second videos shot on phones. The app was created by Zhang Yiming, and it is notable for its high level of engagement and its addictive quality due to how short and captivating the videos shared are, and well as the spread of trends concepts in it. This app did in 4 years what Facebook and Instagram did in 10.

1.3.2. Instagram

Is an online site owned by Facebook. It was launched in 2010 by Kevin and Mike Krieger. It is characterised by several features such as: messaging, creating videos, taking pictures and sharing content. Moreover, Instagram is an important medium of communication for today’s youth as they use it to stay connected with friends, family, and their favourite influencers. They are also able to find new trends through the various videos shared on this platform which helps them keep up-to-date with the latest happenings in the world around them. Instagram has revolutionised communication and connection on a global scale in a very short period of time.

1.3.3. Snapchat

Snapchat, a popular instant messaging app, is unique for its multimedia features that emphasise visual expression through the use of the smartphone camera. In addition to the app's hallmark self-destructing photos, Snapchat also offers a video sharing feature that is enriched with virtual stickers and augmented reality effects, providing users with a dynamic platform for creative self-expression. These features are particularly popular among the app's Gen Z user base and have made Snapchat a prominent player in the social media landscape. As a result, Snapchat has earned its place as a subject of interest for researchers and educators alike who seek to understand the evolving nature of social interaction and digital communication.

1.3.4. Facebook

Facebook is a popular American social networking service. It was created by Mark Zuckerberg in 2004. A program that allows users to chat, upload images and watch short videos (Yessik, Sutrisna, 2019). Facebook has been at the forefront in creating impactful videos that can reach millions in a matter of hours. This has enabled businesses to reach out to their target audience quickly and effectively. This platform has an essential tool for young people who are looking to stay connected with their peers across different countries or cultures.

1.4. Social Media Vs. Social Interactions

In the digital age, social media has transformed the way we communicate with one another. The rise of social media platforms, such as Facebook, Twitter, Instagram, and LinkedIn, has allowed individuals to connect with others from different parts of the world instantly. However, the impact of social media on communication is a complex and multifaceted issue.

One of the most significant impacts of social media on communication is that it has made it faster and more convenient. Social media platforms allow individuals to send messages and share information instantly, regardless of their location. This has enabled people to maintain relationships with family and friends who live far away, as well as form new connections with individuals who share their interests or beliefs.

Social media has also expanded the reach of communication. Individuals can share their thoughts, ideas, and opinions with a vast audience, potentially reaching millions of people. This has led to the emergence of online communities and movements, where people can come together to discuss and advocate for social and political issues.

However, social media has also impacted the quality of communication. The brevity of social media posts and messages often leads to a lack of depth in conversations. Additionally, the constant stream of information on social media can lead to information overload, making it difficult to process and retain information effectively.

The relationship between social media and communication is complex and multifaceted. Social media has both positive and negative impacts on communication, and the relationship between the two is dynamic and constantly evolving. On one hand, social media has enabled individuals to communicate with others from different parts of the world instantly. It has expanded the reach of communication, allowing individuals to share their thoughts and ideas with a vast audience. However, social media has also impacted the quality of communication, leading to a lack of depth in conversations and information overload.

Furthermore, social media has also introduced new forms of communication, such as emojis, memes, and gifs, which have become popular ways of expressing emotions and reactions online. These new forms of communication have also led to the emergence of new forms of language and expression, such as internet slang and abbreviations.

In conclusion, social media has had a significant impact on communication. While it has made communication faster and more convenient, it has also impacted the quality of communication. The relationship between social media and communication is dynamic and constantly evolving, with both positive and negative impacts. As social media continues to shape the way youth speak.

1.5. Language, Varieties and Cultures

Any language in this world has its varieties, and the word variety serves as a cover term for any of the overlapping language's subcategories, including jargon, dialect, and even idiolect. Lect; in sociolinguistics; is another term for language variety, which is any distinctive form of a linguistics expression.

There are numerous reasons behind the development of language varieties, such as the geographical aspect, which is; by far; very influential. Naturally, speakers from different geographical areas often develop distinct variations of the standard language, and those who are part of the same community group, like academic or professional, tend to adopt what the linguists call Jargon. The latter is a language known and understood by the members of that

select group only. And some individuals even end up developing their own personal idiolects, some kind of a signature way of speaking that is specific to them only.

In addition to the distinctions explained above, different types of lects also echo language varieties' types. There is the regional dialect, which is a variety used in a particular region. The sociolect, or the social dialect, that is used by a profession class, socioeconomic, some social group, or an age group. In addition to that, there is a lect spoken in a specific ethnic group, called Ethnolect such as the African-American vernacular English (AAVE). The latter is quite peculiar, as it doesn't only offer different pronunciations of English words, but rather a subtraction and replacement of key words, vowels and consonants, along with:

Deleting the verbal copula in the present tense — leaving out “is” or “are” — is one of the most distinct characteristics of AAVE. “Sasha going to the store” or “Tyrone working Saturday night” are prime examples of this, and still means the same thing if the “is” were present. (Stephens, 2020)

Last but not least, the idiolect. This type was previously explained as the individual personal language, such as the term ‘*Siuuuu*’ for the famous football player *Cristiano Ronaldo*. Originally that word is the Spanish word for yes, ‘si’, yet Ronaldo managed to create an entire notion out of it, while slightly changing the original pronunciation. Now, “*Siuuuu*” has become a term that refers to success and people all over the world are using it to express winning.

In the end, language varieties are often judged as illogical, according to (Finegan, 2014) in "Language: Its Structure and Use": "...imported from outside the realm of language and represent attitudes to particular varieties or to forms of expression within particular varieties." That is to say that the lects often serve as the basis for judgement, as well as exclusion, from certain professions, social groups, and even business organisations.

Culture, as a blend of thought patterns, characterises the groups of people and defines them. The word culture is derived from the Latin term ‘*colere*’, which refers to growing something from earth, so the interaction of people with each other results in growing together, thus forming their culture.

“Usually, the term culture is defined using external aspects such as language, traditions, religion, arts, and cuisine. But, culture is

something deeper than these factors. It refers to the way we think and interact with those around us.” (Vela, 2019)

As for the relationship between culture and language, it has always been a complex one, since the two are intertwined. Every language is usually linked to a specific group of people. Interacting with another language is interacting with the culture that speaks the language, therefore one’s culture cannot be understood without direct access to its language.

“Changes in Language Often Reflect the Changing Values of a Culture” (Ravi Zacharias). As the quote explains, language and culture are interlinked as one of them cannot be learned without having a clear understanding of the other.

Ken Hale, a renowned linguist, in his view about the culture-language relationship says that part of the culture is lost when a language is lost, because culture is significantly encoded in language. The cultural transmission is strong when the language survives. Traditions, values and our ways of interaction with others in society are impacted by Culture. Meanwhile, language facilitates those interactions.

1.5.1. Language Use and Social Media

For a decade and half now, social media have taken over the internet and adopted millions of its users all over the world. Instant messaging applications like “Facebook messenger” have ruled the world of digital communication. With a push of a button, people across the globe can easily and instantly communicate with each other.

The invention of social media led to the creation of a new pseudo-language, with the use of words like ‘LOL, ROFL, ASAP, LMAO’ ...etc, and expressions such as ‘Wassup, DM me’, along with countless Emojis. The latter basically dominate modern text messages. Ultimately, social media has, without a doubt, changed the way societies communicate in the modern age. The traditional face to face conversation skills have fallen short, and became more of a digitised one.

The internet does bring innovation to the human language. The latter on social media is always in a written form, and that is an important point. Unlike decades ago, now anyone can publicly write regardless of the audience size and the topic. The social media language, as a new type of

writing, is completely different due to being ingrained with orality. Ultimately, the language used on social media is the written language most similar to orality that has ever existed.

The popular social media networks, such as Twitter, Instagram and Facebook have created their own new language. Words like Bio, Avatar, Chat and Follower adopted new meanings behind them, different from the original ones. Bio, which used to be a detailed description of one's life, is now a short catchy explainer of 3 up to 5 lines that describes someone's profile. It can often be a small witty phrase or a quote of their preference.

Avatar is a Hindu word that refers to embodiment or manifestation of a deity in Hinduism, and it was adapted to the digital world to become a graphical representation; or a projection; of the user over the internet. Chat, in a face-to-face situation, is a normal verbal conversation, but in the virtual world it refers to chat rooms, or chat boxes (either private or public) where people hang out in a virtual room holding conversations. As for the word follower, that used to be a synonym of a companion or an acolyte, is now an act of subscription to an entity on social media, a simple button click that enables the user to receive updates from whomever they followed, without necessarily approving their content.

Despite the similarities of the old and new definitions of some words regarding the invention of social media, yet, they are now modified to fit the needs for social media. The latter has also managed to create words of their own, such as Hashtag, Blog, Tweet, and the one and only Selfie. Unlike the previous words, these ones have never existed before the invention of social media, only to become more prominent than ever.

Our way of communication can change drastically based on the social media platform used. For example, Twitter status updates or tweets are limited to 140 text characters, therefore users can not express themselves in a thorough, detailed and long way. Meanwhile, Facebook allows up to 60,000 text characters, giving the users a certain freedom in expressing themselves. This means the statuses of Facebook allow over 430 times the content's amount than Twitter's tweets does. That shows that each platform imposes a certain limit of language use, as well as certain styles in some cases.

Another evolution in the social media language is the usage of emoticons and emojis. Emoticons have been used since the early days of the internet, back to the 19th century, before the emergence of social media.

The first usage of emoticons in the modern, digital age was by professor Scott Fahlman in 1982. On the computer science message board for Carnegie Mellon University, Professor Fahlman proposed to use ‘:-)’ and ‘:-(’ to distinguish jokes from more serious posts....Almost a decade later, emoticons have found themselves in everyday communication over the internet.(Heid, 2015)

Emojis is the new generation of emoticons, or an evolved version of them, that have a wide daily use in mobile communications and social media. Novak et al writes, “An emoji is a graphic symbol, ideogram, that represents not only facial expressions, but also concepts and ideas, such as celebration, weather, vehicles and buildings, food and drink, animals and plants, or emotions, feelings, and activities” (Novak et al 1)

Apart from the rise of the new written social media language, video communication is the new rising star, which is, undoubtedly, making messages easier to remember. A Microsoft study indicated that the average attention span of a person is only 8 seconds. A fish can do better! Therefore, short videos become the asset in sparkling users’ attention before they keep scrolling on social media, since they enable people to communicate a message within a few seconds, unlike the text based content. Everyone knows that reading takes time, causing most people to drop out from the post before finishing it. In that regard, the internet users are 4 times more likely to watch videos about anything instead of reading a description about it.

Studies have shown that a one-minute video can communicate what seems to be the equivalent of 1.8 million words. If that is not impressive enough! No wonder they go viral overnight and influence the linguistic code of the social media users. Especially that, it is easy for the brain to remember information shared via video, as it responds to various gestures, movements, subtitles, sounds and more. More importantly, 90% of information that is transmitted to the brain is visual, and usually, people remember 80% of what they see, versus 20% of what they read.

1.6. Definition of Viral Videos

Viral videos are a type of digital content that can quickly capture the public's attention and spread rapidly across various online platforms, including social media, video sharing websites, and emails. These videos have the ability to generate a large number of views, shares, comments, and other forms of engagement in a relatively short period of time.

1.6.1. Categories of Viral Videos

The phenomenon of viral videos is significant in the digital landscape because they have the power to influence popular culture and social behaviour. Kevin Allocca, Head of Culture & Trends at YouTube, defines viral videos as videos that gain rapid attention through the process of Internet sharing. They can become a global sensation and have a significant impact on society. Most viral videos fall into three categories:

1.6.1.1 Unintentionally Viral Videos

Unintentionally viral videos are digital media that become immensely popular on the internet without any explicit promotion or marketing from their original creators. These videos are usually unplanned and capture an interesting, surprising, amusing, or emotional moment that resonates with viewers, leading to widespread sharing across different social media platforms. The success of these videos is often attributed to their ability to evoke strong emotional reactions or to tap into a shared cultural experience, motivating viewers to share them with their friends and followers. Even though unintentionally viral videos are not intentionally created to go viral, they often exert a profound influence on popular culture and public discourse, shaping attitudes and behaviours online.

Unlike, intentionally viral videos that are created with the primary goal of gaining attention and popularity on the internet. Unintentionally viral videos are usually made for personal or private purposes and are only shared with a small group of people. However, if the video resonates with viewers, it can spread quickly beyond its intended audience and become a viral hit.

1.6.1.2. Funny Viral Videos

Humorous viral videos are digital content created with the aim of entertaining viewers. These videos often feature funny, amusing or humorous content that captures the viewer's attention and encourages them to share it with others. The popularity of these videos is usually dependent on the level of amusement they provide to viewers. When a humorous video is particularly amusing, it has the potential to become viral, meaning it spreads rapidly and widely across different online platforms. Despite being intentionally created to entertain viewers, the success of humorous viral videos relies on their ability to generate enough laughter and amusement to become widely shared across social media and other digital networks.

1.6.1.3. Promotional Viral Videos

Promotional viral videos are a form of digital media intended to increase brand recognition by leveraging viral distribution across online networks. These videos aim to convey a promotional message while capturing the audience's attention and prompting them to share the content with others. Viral marketing strategies frequently rely on promotional viral videos as a means of promoting brand awareness through social media and other digital platforms. The success of these videos in achieving their commercial goals depends on their capacity to evoke strong emotions and resonate with the target audience. Overall, promotional viral videos play a crucial role in modern digital marketing by enabling brands to utilise social media and other online networks to enhance their visibility and reach a broader audience.

Simply put, viral videos are a type of digital content that have the power to attract millions of people in a short time. They can be funny, inspiring, educational, or controversial, and can capture the attention of audiences like traditional media cannot. With our increasingly connected world through digital networks, viral videos will continue to shape our culture and society in a significant way.

It's interesting to see how catchphrases and cultural references can emerge and spread in different ways, whether through intentional media releases like songs and movies, or through unintentional viral videos.

1.6.2. Source of Viral Videos

Any animation or film clip that is quickly shared online is considered a viral video. As they are shared on social media platforms, reposted on blogs, delivered through email, and other methods, Viral videos can be extracted from various sources for instance: movies, series, random videos, influencers stories, football players interviews as well as street interviews.

1.6.2.1. Movies

A movie, which is also called a film, is a visual storytelling form that uses moving images to create the impression of motion and convey a narrative. Typically, movies combine acting, dialogue, music, and visual effects to entertain, inform, or educate viewers.

It's important to note that movies can be a source of viral videos, since they contain scenes that are memorable, emotional, or humorous. These scenes can be extracted and shared on social media or other online platforms, either as standalone clips or as part of a larger compilation

Moreover, movies are often adaptations of popular books, comics, or video games, and can inspire fan communities that create their own content, such as fan art, fan fiction, or video tributes. These fan-made creations can also become viral online, further spreading the popularity of the original movie.

1.6.2.2. Influencers Stories

Influencers are individuals who have established a significant social media presence and can potentially influence the attitudes and behaviours of their followers. Influencers often share personal stories and experiences to connect with their audience, provide valuable insights, and promote certain products or services.

These stories can sometimes become viral, meaning they are widely shared and discussed on social media and other online platforms. When this happens, people may use catch phrases or quotes from the story as a way of referencing it or expressing their own opinions. For example, an influencer might share a personal story about overcoming a difficult challenge, which resonates with their followers and inspires them to take action in their own lives. This story could then be shared by others, and the catchphrase or quote from the story might become a popular meme or hashtag

1.6.2.3. Football Players Reactions and Interviews

Football players interviews and reactions following a win have the potential to become viral videos due to the emotional nature of the sport and the high level of scrutiny that players are under. These moments of unfiltered emotion can be incredibly compelling for viewers, especially when they are caught on camera and shared widely on social media.

Football is a highly popular sport that is followed by millions of people around the world, making players some of the most visible and recognizable athletes. When a player does something noteworthy or expresses themselves in a particularly interesting way, it can quickly become the subject of viral videos and social media content.

The emotional intensity of football is another factor that contributes to the potential virality of players' interviews and reactions. The highs and lows of a match can be incredibly powerful, and when a player's team wins, the emotions are often overwhelming. These reactions can be both authentic and unexpected, making them more compelling to viewers.

Overall, football players interviews and reactions have the potential to become viral videos due to the emotional nature of the sport and the high level of visibility and scrutiny that players have. As social media continues to play an increasingly important role in the world of sports, these viral moments are likely to spread quickly and become even more widespread.

1.6.2.4. Street Interviews

Street interviews have emerged as a genre of journalism that captures the public's opinion on a range of issues and topics, often resulting in viral videos that generate widespread attention. In addition to the content of the interview itself, the reactions and expressions of both the interviewer and interviewee can also contribute to the virality of street interviews. As linguist Deborah Tannen notes, the way we speak and express ourselves can be as important as what we say.

One of the reasons why reactions and expressions matter in street interviews is because they provide additional context and emotional cues that enhance the viewer's understanding and engagement with the content. A surprised reaction to a shocking answer or a humorous expression in response to a funny remark can create moments that are memorable and engaging for viewers.

In brief, the reactions and expressions captured in street interviews can contribute to the virality of the content by providing emotional and contextual cues that enhance the viewer's engagement. The study of language and communication can provide valuable insights into the role of these linguistic features in shaping our perceptions and attitudes towards the content of street interviews. By understanding the linguistic and communicative aspects of street interviews, journalists can create content that resonates with audiences and generates social engagement.

1.6.2.5. Songs

the phenomenon of viral music videos, which have become an important part of popular culture in recent years. Many music videos have gone viral on social media platforms, generating millions of views and shares.

The success of these viral music videos is not just due to their catchy tunes and colourful visuals, but also to the expressions and delivery of the singers. The way they use language and

expression in their music conveys complex emotions and cultural values, connecting with audiences on a deeper level.

Viral music videos are a powerful tool for artists to reach a global audience and promote their music. The expressions and delivery of the singers are an important part of the success of these videos, conveying complex emotions and cultural values that connect with audiences on a deeper level. By understanding the linguistic and cultural aspects of music, artists can create content that resonates with audiences and promotes social engagement.

1.6.3. Use of Viral Expressions by Youth

Youth, as a term, refers to young people. Yet, a concept is better understood as the period of transitions from being a dependent child to becoming an independent adult. The reasons why youth, as a category, is more fluid and flexible than other fixed age-groups. However, defining this group based on age is the easy way, particularly in relation to employment and education, since 'youth' is often referred to the people between the ages of finishing compulsory education, and discovering their first job. The United Nations defines youth as: "...those persons between the ages of 15 and 24"

Viral videos have contributed to the evolution of language, creating novel modes of communication that go beyond traditional language forms. As noted by William Labov, viral videos have brought about a new genre of language that is characterised by informality, humour, and creativity. This genre is constantly evolving, with new catchphrases and memes emerging from viral videos and spreading rapidly across the internet.

Viral videos, like anything in the world, have both positive and negative usage, thus a double effect too. The use of viral videos includes various fields, such as politics, entertainment, education, and even News. The main positive side of such an asset is the fast spread of information of any type and purpose. FAST and FURIOUS! One can never get used to how informative a few seconds of a video can be, yet negative effects can be dominant at times, especially with the excessive use of social media amongst teenagers and young adults, i.e. youth.

It has been noticed that various expressions of certain viral videos from different platforms and sources are being widely used by youth nowadays such as:

[lhɔr:d wel hɔgra], which is literally translated into “Iron and oppression”, is a viral expression said by a random man in one of the most popular street interviews viral videos spread here in Algeria, which is usually used by youth nowadays. Their frequent use of this expression led them to adapt it unintentionally to several situations as such, [ezzɪt wel hɔgra] , that is “Oil and oppression” and [lpʃel wel hɔgra] , “Onion and oppression”.

[kɑt sɔñ sɪ:s tʊgʔud kɑt sɔñ sɪ:s], which is translated as "406 means 406", is another viral expression used by youth which has been mentioned in one the most viral videos shared in several social networks. Youth usually adapt such expression as follows: [la fɛk tʊgʔud la fɛk]

[kamɪrɑ wɔwɔ] is one of the latest popular expressions that went viral thanks to none other than Lionel Messi. The Spanish expression is written as ‘Que Mira, Bobo’, which means : “What are you looking at, fool? Get lost!”, as the translation indicates, the expression has nothing to do with cameras or whatsoever, yet the pronunciation went viral due to the Argentina football player’s attitude, who drifted off camera in an interview after a game with Netherlands and backlashes at a Dutch substitute player whose mistakes pushed both teams to penalties. The phrase made its way everywhere and now youth are using it in different contexts.

Another expression that went popular in the Algerian street is [kas zu], which means “a cup of jus” in the Algerian dialect. This expression went viral after a random man was questioned by a reporter in street about a general topic, in which the man answered and then added the [kas zu], as if it was functioning as “etc”. People started to end their speech with this expression when they run out of ideas. It is an Algerian iconic cultural expression.

1.7. Effects of Viral Videos on Lexical Diffusion

Lexical diffusion is an extensively studied phenomenon in linguistics that involves the dissemination and adoption of newly created words or linguistic features within a language community over an extended period. Scholars have dedicated significant attention to investigating this process, aiming to unravel the complex dynamics of language evolution and the inherent flexibility of communication within societies.

Viral videos have emerged as captivating subjects of analysis in this context due to their rapid dissemination and widespread appeal on digital platforms. These videos, renowned for their captivating content that encompasses elements such as humour, emotional resonance, and other

compelling factors, provide valuable insights into the multifaceted aspects of lexical diffusion. By introducing fresh lexical items, viral videos have the potential to permeate and significantly influence broader linguistic usage, thus offering invaluable contributions to our understanding of language change and evolution.

Labov (2010) a notable figure in the field of linguistics, has contributed significantly to our understanding of language change and diffusion. Labov's research (ebed) has emphasised the contagious nature of lexical diffusion, drawing parallels between the spread of linguistic innovations within a community and the transmission of a contagious disease. His work has shed light on the dynamics and patterns of lexical diffusion, enhancing our understanding of how new words or linguistic features proliferate and become integrated into a language community. Labov's insights (ebed) have enriched our comprehension of language evolution and the mechanisms underlying lexical diffusion, providing valuable perspectives on the transformative nature of communication within societies.

1.7.1. Dynamics of Lexical Diffusion in Viral Videos

The advent of viral videos has revolutionised the landscape of online communication, leading to unprecedented phenomena in the realm of lexical diffusion. This section explores the dynamics of lexical diffusion in the context of viral videos, focusing on two key aspects: accelerated dissemination and their role as catalysts for lexical innovation.

1.7.1.1. Accelerated Dissemination

Viral videos possess a remarkable capacity to spread rapidly and extensively across digital platforms. With the advent of social media and video-sharing platforms, these videos can reach millions of viewers within a remarkably short span of time. This accelerated dissemination facilitates the swift propagation of linguistic elements embedded within the videos, allowing newly coined words or phrases to swiftly permeate a wide language community. The velocity and scope of viral video dissemination create an exceptional environment for investigating the mechanisms of lexical diffusion, enabling researchers to scrutinise how linguistic features are swiftly adopted and assimilated into everyday language usage. As Dr. Deborah Tannen, a renowned linguistics professor at Georgetown University, aptly states, "A viral video can act as a linguistic petri dish, fostering the rapid diffusion of new words and expressions within a language community." This quote highlights the significant role that viral videos play in

catalysing the spread of innovative language forms, emphasising their influential impact on lexical evolution.

1.7.1.2. Catalysts for Lexical Innovation

Viral videos serve as catalysts for lexical innovation, injecting fresh expressions, idioms, and linguistic features into the fabric of popular discourse. The captivating content of these videos, be it through humour, emotional resonance, or other compelling factors, mesmerises and deeply engages viewers. As renowned linguist Dr. Steven Pinker asserts, "Viral videos have the power to introduce novel language forms into our collective consciousness, inspiring linguistic creativity and driving lexical change." This observation highlights the profound influence of viral videos in shaping language usage and evolution. Viewers are inspired by the creative and innovative language employed in viral videos, leading them to adopt and adapt these linguistic features in their own communication. Thus, viral videos assume a pivotal role in the ongoing transformation and dynamism of language, showcasing its adaptability in the face of new digital communication paradigms.

By closely examining how lexical innovations spread and become integrated within larger language communities through viral videos, we can obtain valuable insights into the underlying mechanisms involved. Developing a thorough understanding of the swift distribution and influential impact of viral videos on lexical innovation is essential for comprehending the ongoing changes in language within the digital age.

1.7.2. Factors Influencing Lexical Diffusion in Viral Videos

The spread of new linguistic elements in viral videos is influenced by various factors that shape their dissemination and adoption. This section explores two key factors: the appeal of the video content and its potential to become widely shared (memetic potential), as well as the role of social media platforms in amplifying the spread of these linguistic innovations.

1.7.2.1. Content Appeal and Memetic Potential

The content of viral videos plays a pivotal role in their ability to facilitate lexical diffusion. Humor, emotional resonance, or controversial themes can enhance the likelihood of linguistic elements being embraced and propagated by viewers, thereby increasing their diffusion potential.

1.7.2.2. Social Media Platforms and Amplification

The pervasive nature of social media platforms enables viral videos to rapidly reach a wide audience. The affordances of these platforms, including easy sharing, commenting, and remixing capabilities, contribute to the amplification of linguistic elements associated with viral videos, fostering their diffusion within online communities.

1.9. Conclusion

In conclusion, lexical diffusion within the realm of viral videos presents a captivating avenue for examining language evolution. The rapid dissemination and adoption of novel lexical items facilitated by the viral nature of videos exemplify the dynamic nature of language and its capacity to adapt and evolve. By employing rigorous methodologies and sociolinguistic perspectives, scholars can unravel the intricate mechanisms underlying lexical diffusion in the context of viral videos, contributing to a deeper understanding of language dynamics in the digital age.

CHAPTER TWO

Research Design, Findings and Conclusions

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2.1. Introduction

The main emphasis of this chapter is the practical aspect of the research, which provides an insight into the procedures followed by the researchers. It describes the research approach, instruments used, and sample population, which formed the key components of the investigation. The chapter concludes with recommendations and suggestions aimed at encouraging further research in this area, with a focus on the aim is to ensure that this study serves as a stepping stone for future research.

2.2. Case-study Definition

A *case-study* is a research methodology that involves an intensive investigation aimed at generating a comprehensive understanding of a particular issue in its real-life setting. According to Parahoo (1997:142); it is a systematic approach that outlines the collection and analysis of data, specifying the methods, timing, and location. This well-established research design is employed across various fields, incorporating both qualitative and quantitative techniques.

2.3. Sample Population

The sample selected for this research are a mix of youth students, both genders, with the age range between 18 and 24. Due to this choice of sample selection, the results therefore will be as objective as possible, enabling the researcher to generalise the findings to meet the criteria of the scientific research: objectivity, validity and reliability. The sample was composed of a mix of ninety EFL students from the English department at the University of Tlemcen (Algeria), which comprises around 850 students.

2.4. Research Instruments

Research instruments are the tools needed for the collection and analysis of data in any type of academic research. And the research instruments used, in this case study, to gather the necessary data that tested the validity of research hypotheses were one questionnaire and one grid of participant observation. (See Appendix A and Appendix B)

2.4.1. The Questionnaire

A questionnaire is the research instrument that consists of a series of different types of questions for the aim of gathering information from, and about, respondents. From another perspective, a questionnaire can be seen as a written interview, which can be carried out by telephone, computer or by the traditional face to face way.

McLeod and Evans (2023) stated that: “Questionnaires provide a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people.” That is to say, this instrument can be an effective means of measuring attitudes, behaviour, opinions, preferences, and intentions on a larger and a quicker scale than other methods, in terms of subjects and time.

Given the fact that this research has an exploratory nature, the adopted methods were a mix of approaches that enabled the collection of both qualitative and quantitative data. The questionnaire used in this research is composed of three types of questions:

- **Close-ended Questions:** are mainly used to gather quantitative data. They are structured to allow the respondents to pick one response only among dichotomous or complex lists of choices, or a several responses at once that fit into pre-decided categories.

e.g.1

How often do you use this/these Social media platform(s)
<input type="radio"/> Never
<input type="radio"/> Usually
<input type="radio"/> always

e.g.2

What social media platform (s) do you use the most? ⁷

Tik Tok

Instagram

Facebook

Snapchat

Other...

- **Open-ended questions:** are essentially meant to gather more opinions and insights from the respondents, i.e. qualitative data, regarding the researcher's case study. In this particular research, the researcher skipped directly to using mixed questions, which are to be identified below.
- **Mixed questions:** they are a combination of the open and closed questions thus allow to collect both qualitative and quantitative data.

e.g.1

Which culture is most dominating in your feeds ?

Algerian Culture

Foreign

If a foreign culture, which one ?

Short-answer text

.....

The questionnaire used for this case-study targeted hundreds of EFL university students, to collect insights about their points of view and experiences in using Viral videos in communication between each other and how the videos affect their language use. The questionnaire was composed of ten questions with three sections. The first section contains three questions with the objective of investigating the frequency of using social media by the respondents, as well as their knowledge about it and the type of cultures affected by them. Second section, with three questions, attempted to see the familiarity of students with the short viral videos and some popular relevant viral expressions. And the last one, with the remaining questions, was devoted to studying the effect of viral videos on the young students' way of communication.

2.4.2. Participant Observation

For many years, participant observation has been a hallmark of sociological and anthropological studies. Recently, the number of qualitative studies has witnessed an increase in the field of education with participant observation as a data collection instrument. Marshall and Rossman (1989:79) define observation as "*The systematic description of events, behaviours, and artefacts in the social setting chosen for study*".

This research method is used by the researcher to observe the behaviours, interactions, and the practices of the participants in a particular social group or setting. The researcher, in this case, is called a participant-observer as he/she takes place within the group activities for a better understanding of individuals' or groups' experiences in their particular social context. With the flexibility offered at the level of participation, the researcher has the chance to gain a deep understanding of the group's beliefs, culture, and practices from an insider perspective.

In this case-study, the researcher designed a grid of observations to collect the necessary data while participating as an observer in a group discussion about the "Internet Culture". The three sessions of observation took place at university during the Stoflish club's meetings, comprising 30 students. The discussion was supervised by the responsible teacher while the researcher was a passive member. The following grid displays the target setting:

Table 1: The **Grid of Observation**

Viral Videos in Relation to Youth Communication						
	Use of social media	Watching short videos on social media	Catching new expressions from the videos	Use of viral expressions in students casual talk	The effect of viral videos and expressions on the students' way of communication	The adaptation of viral expressions to various contexts
First session						
Second session						
Third session						

2.5. Data Collection

Data collection process took place online and on set, in April and May 2023. Two different instruments were used, one questionnaire and one grid of observation. The questionnaire was dispatched through different platforms (Gmail/Facebook/Instagram) to the target sample population, as well as engaging with the informants directly and requesting them to collaborate. While the participant observation was conducted on set by the researcher herself in May 2023, where she had direct contact with the sample population as a passive observer.

2.6. Findings and Conclusions

The most crucial part of the research is data analysis. It is the process of systematically applying statistical and logical techniques to illustrate and describe the collected data, as well as

evaluating it. According to Shamo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”. The researcher will start from the questionnaire to the participants observation, where data will be analysed and interpreted qualitatively and quantitatively to meet the adequate conclusions that grant the research at hand a legitimate share of the academic merit.

- Qualitative data analysis is directed to gain an in-depth understanding of opinions, reasons and motivations with its exploratory nature. It frequently adapted to create ideas and hypotheses for further quantitative research.
- Quantitative data analysis is about quantifying the data using numerical methods and computational aids. As it is descriptive in nature, it measures a large continuum of views and opinions in the sample for the aim of generalising the results on the entire population of interest.

2.6.1. Questionnaire Analysis

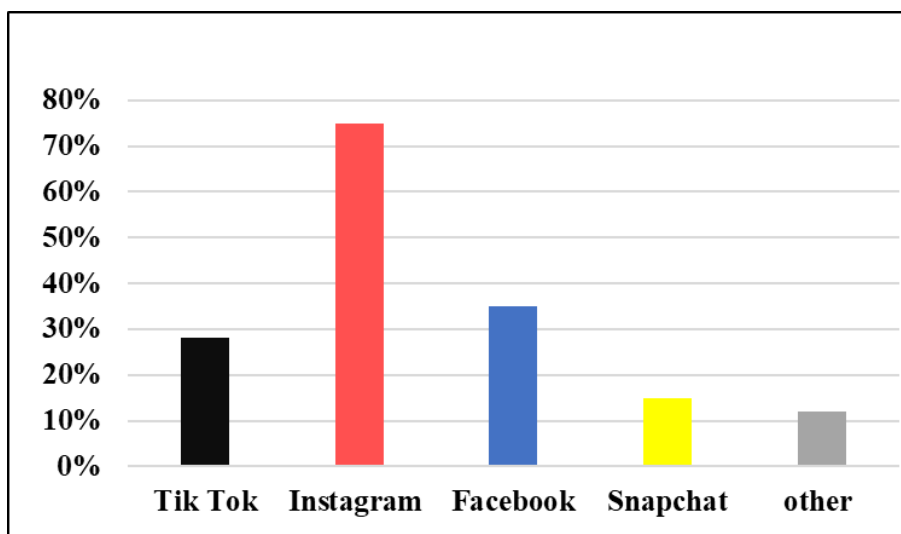
The questionnaire was targeted to 100 EFL students in UABT of mixed genders, and aged from 18 to 25. It is composed of 3 sections with a total of 10 questions analysed as follow:

- **First section: (Questions 01 to 03)**

Question 01: What social media platform (s) do you most use?

Figure 1. represents the types of social media used by the informants, who were given the option of picking more than one answer per respondent. The majority of the answers were in the favour of Instagram with (75%) out of 100 students, which is a total of 75 informants. Facebook ranked second with (35%) of the sample population. (28%) for Tik Tok, (15%) for Snapchat) and a total of 12 informants, (12%), who picked the option ‘Other’. The latter is a mix of a less popular social media platform like Discord and E-mail...etc.

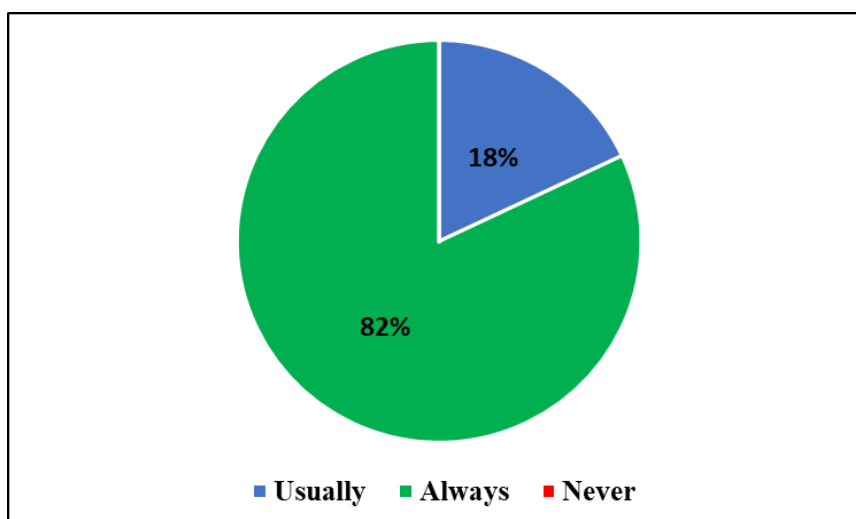
Figure 1: Types of Social Media used by EFL Students



Question 02: How often do you use this/these Social media platform(s) ?

Figure 2 clearly demonstrates the rate of using the social media platforms by the targeted informants. As it shows, almost all the sample population, (82%), always use social media. (18%) of the informants have a moderate use, which is represented by the word ‘Usually’. And not one informant of the sample population has never used social media, that is a (0%) for ‘Never’.

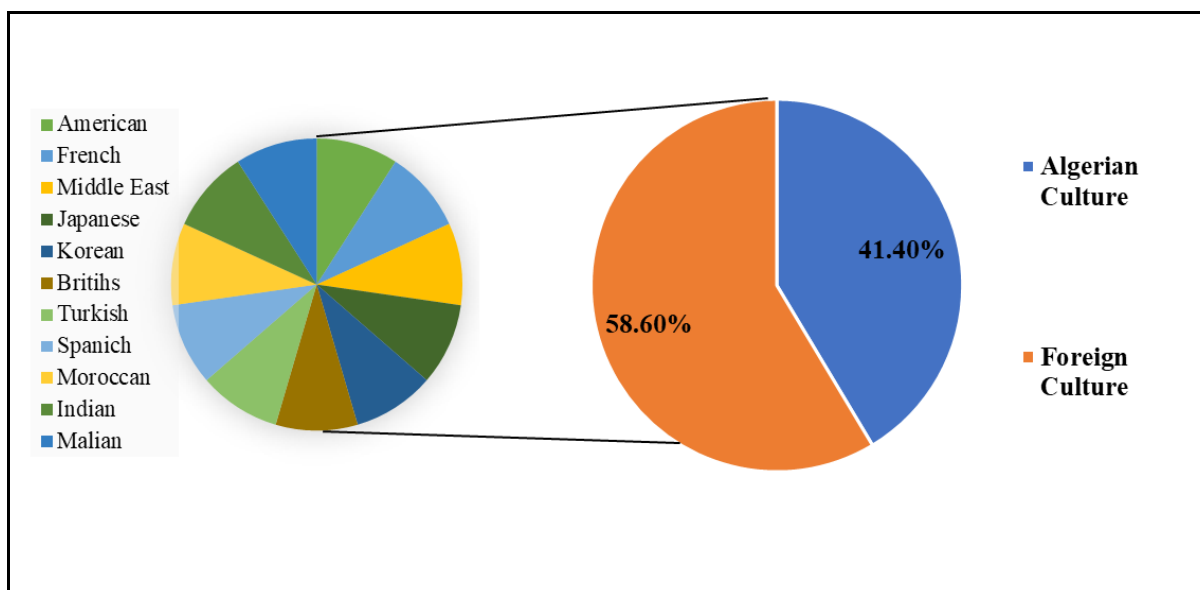
Figure 2: Frequency of Use of Social Media



Question 03: Which culture is most dominating in your feeds? If a foreign culture, which one?

Figure 3. represents the most dominating culture in the feed of the informants' social media accounts. As it shows, the difference between both cultures is not that vast. The Algerian one with (41.40%) of sample population, which is equal to 46 students. And the foreign one with (58.60%), that is 65 students out of 100. The extracted pie chart on the left shows different types of foreign cultures mentioned by the informants.

Figure 3: The Dominating Culture in the Informants' Social Media Feeds

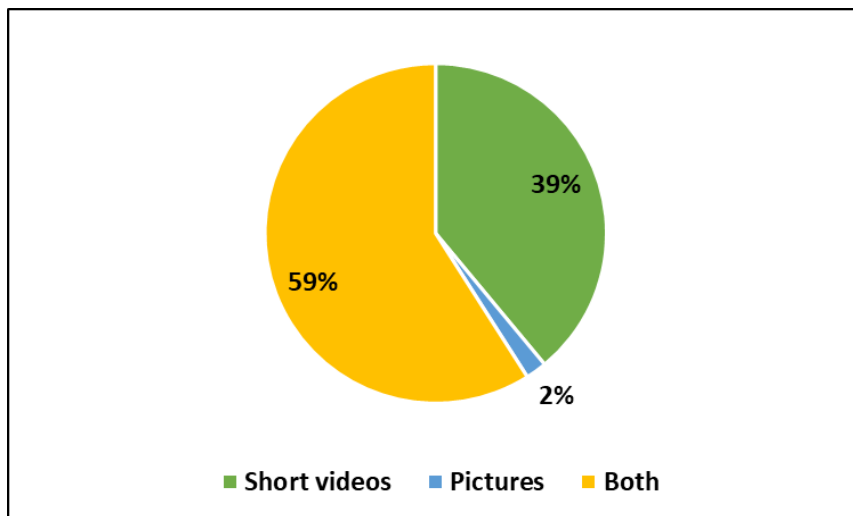


- **Second section: (Questions from 04 to 06)**

Question 04: On social media, do you prefer: Short videos , Pictures or Both.

Figure 4. demonstrates the preferable type of media in the feed of informants' social accounts. Between short videos and pictures, there is a vast difference in results, as the majority of the sample (39%) picked short videos while only (2%) went for pictures. The remaining 59 students chose both types at once.

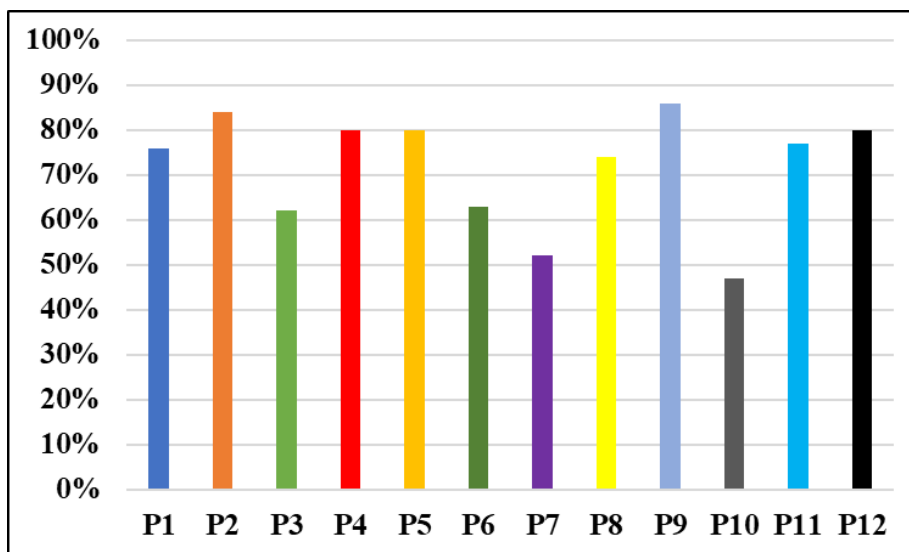
Figure 4: Preferable Category of Feed on Social Media



Question 05: What expressions do these pictures remind you of?

Concerning this question, the informants were exposed to 12 different pictures which were taken from their representative viral videos, and requested to write the viral expression related to each picture. As Figure 5. demonstrates, the majority of the pictures and their viral expressions were recognised by the informants. All pictures, but picture number 10 (47%), had over (50%) of viral expressions familiarity, ranging from (52%) to (86%).

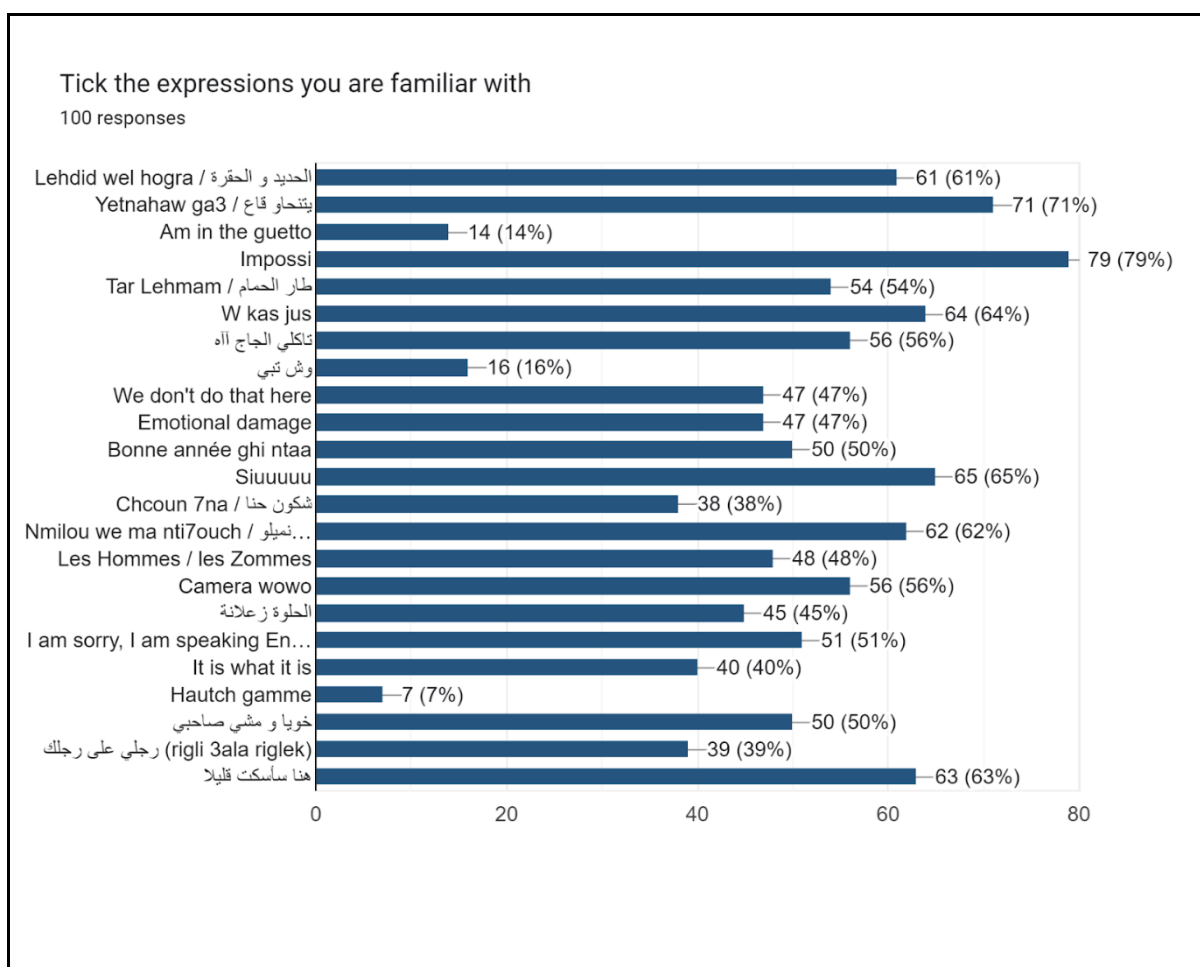
Figure 5: The Extraction of viral Expression from its Representative Picture.



Question 06: Tick the expressions with which you are familiar?

Figure 6. represents how familiar the informants are with the given viral expressions. 23 popular expressions were displayed to the sample population with ticking options. As the graph shows, 14 expressions are recognized by the students, ranging from (50%) to (79%) of familiarity. While 9 expressions have a low popularity among the sample population, familiarity ranged from (7%) to (47%) between them. None of the expressions had 0 recognition.

Figure 6: Familiarity of Informants with Viral Expressions

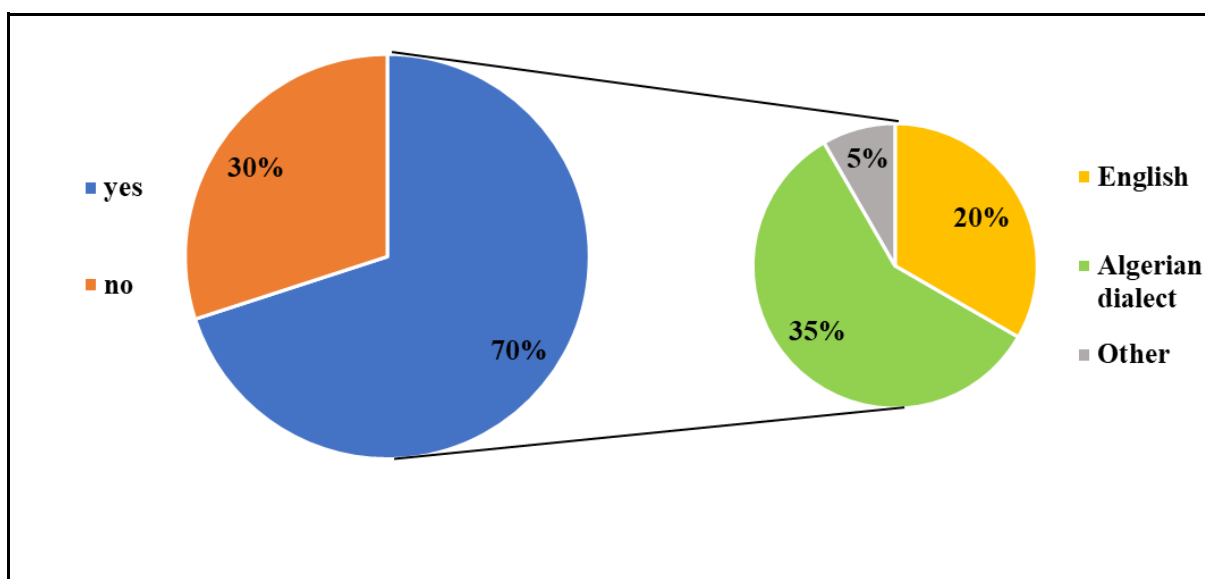


• **Third Section: (Questions from 07 to 10)**

Question 07: Does the viral videos on social media affect your vocabulary choice and way of communication? If yes, list some other viral expressions that are commonly used (the viral expressions can be from any dialect or language)

Figure 7. demonstrates the amount of effect the viral videos on social media have on the students’ way of communication and choice of vocabulary. As it shows, (70%) of the sample population responses were positive, which is equal to 70 respondents among a 100. While (30%) responded negatively, that is 30 of the informants. 70 respondents have given examples of viral expressions from different cultures. The main major sources are the Algerian dialect with (35%), and the English one with (20%) of examples. While the rest, (5%) is a mix of various cultures from around the world.

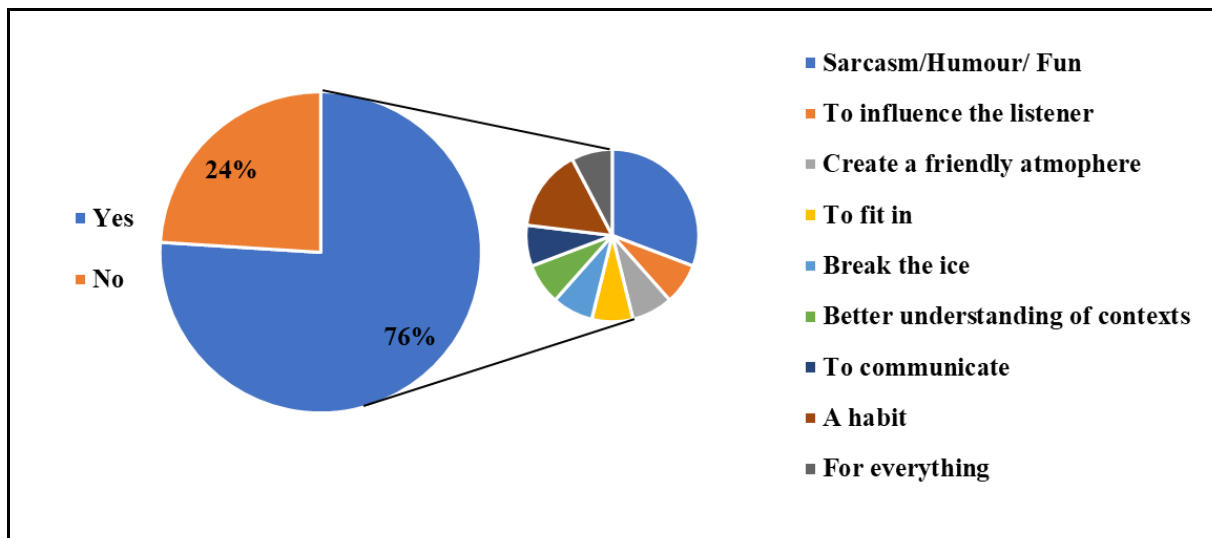
Figure 7: Effects of Viral Videos on the Students’ Vocabulary Choice and Way of Communication



Question 08: Do you intentionally use these kind of expressions in your speech? If yes, why and how often?

Figure 8. represents the percentage of using viral expressions by the sample population. (76%) gave a positive response, while the remaining (24%) answered by ‘No’. The 76 informants listed numerous reasons for the use of viral expressions which were listed in the categories illustrated in the pie chart 2.8.

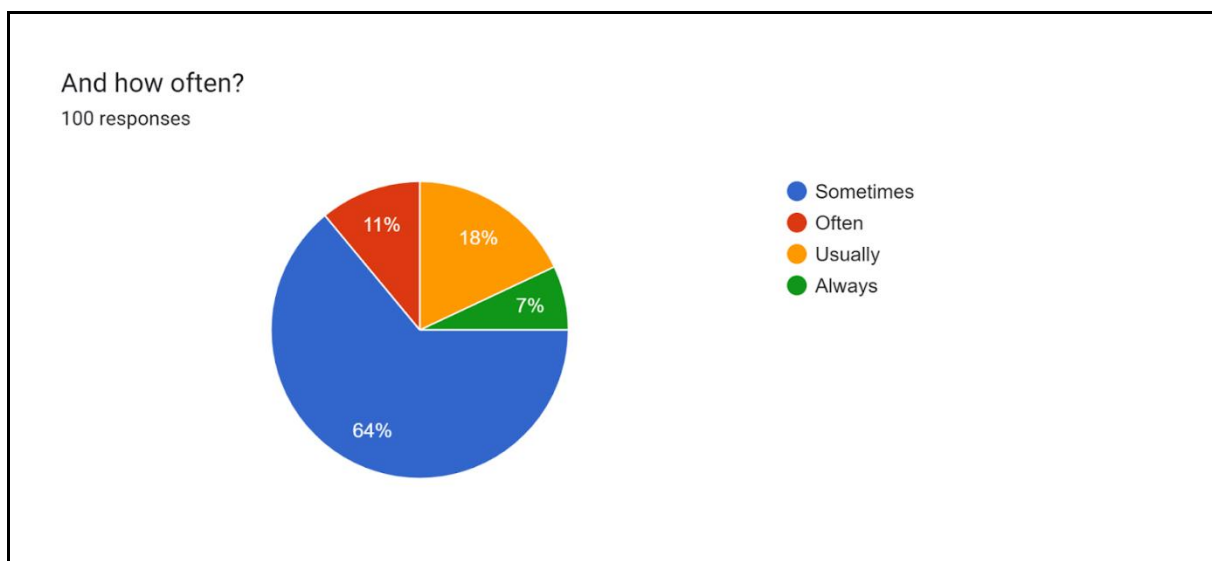
Figure 8: The Use of Viral Expressions by the Students



Question 09: How often do you use viral expressions?

Figure 9. demonstrates the frequency of using viral expressions by the informants . (64%) of the sample population answered by ‘sometimes’, and the rest is divided between ‘Often’, ‘Usually’, and ‘Always’ with (11%), (18%), and (7%) in that order.

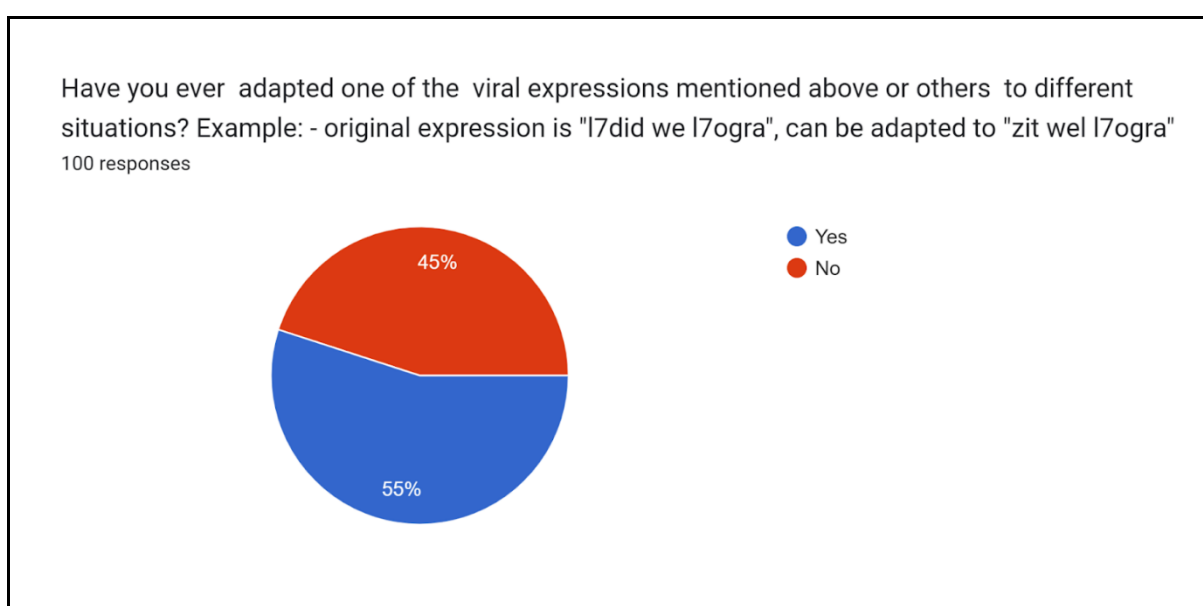
Figure 9: Frequency of Using Viral Expressions



Question 10: Have you ever adapted one of the viral expressions mentioned above or others to different situations? E.g. - original expression is "I7did we I7ogra", can be adapted to "zit wel I7ogra". If yes, give us other examples

Figure 10. represents whether or not the informants adapt the viral expressions to other different situations rather than the original context. The responses are very close, with a (5%) of difference between ‘Yes’ and ‘No’ for the favour of ‘yes’. The 55 informants with the positive response gave several adaptation examples linked to their personal life situations.

Figure 10: Adaptation of Viral Expressions to Various Situations.



2.6.2. Participant Observation Analysis

This method was used on 30 EFL students during a Stoflish club’s meeting in the English department, in three different sessions. The researcher designed a grid for observing the participants while contributing passively as an observer.

- **The Grid of Observation:**

Table 2.1. demonstrates the results of the researcher’s observation of the students’ meeting in a group discussion. As it shows, the results are in the favour of the research in all three sessions.

Table 2: Result of the Participants observation

Viral Videos in Relation to Youth Communication						
	Use of social media	Watching short videos on social media	Catching new expressions from the videos	Use of viral expressions in students casual talk	The effect of viral videos and expressions on the students' way of communication	The adaptation of viral expressions to various contexts
First session	X	X	X	X	X	X
Second session	X	X	X	X	X	X
Third session	X	X	X	X	X	X

2.6.3. Interpretation of Findings

As stated in the problem- statement of this research, the principal goal of this case-study is to investigate and analyse the effect of viral videos on lexical diffusions among EFL University Youth. It was suggested in the first hypothesis that viral videos have a great impact on youth's linguistic repertoire as some words have already been part of their speech, which led the youth to change the way they communicate. After analysing the collected data through the questionnaire and the grid of observation, it was revealed that the majority of the sample were familiar with viral videos and viral expressions through variant social media platforms and confirm to using them casually in different life situations for various reasons. Among those reasons, there was communication.

Also, the results also confirm the familiarity of the informants with the viral expressions that are extracted from viral video, and show the frequency of their use by the sample population, and how the latter chose to use the expressions intentionally in their speech for a better and a

clearer communication within their community. (See question 01, 05, 06, 07, 08 and 09) in the questionnaire . The results confirmed the first hypothesis, i.e. , the first hypothesis is validated.

Concerning the second hypothesis, the researcher suggested that the wide spread of viral short videos on different social media platforms is considered as the main reason behind the change of the Algerian dialect due to the significant daily dose of short videos in the youth's feeds. Thus, the findings obtained from the questionnaire (see question 02, 03, 04 and 10) showed that the majority of students use their social media accounts all the time exposing themselves to different types of cultures besides the Algerian one. The analysed data also revealed how the youth language is shaped throughout the use of viral videos and social media and how the majority of students adapt the viral expressions in the way that suit their context best. Therefore, the second hypothesis is validated. The grid of observation is a confirmation to all the points mentioned in the analysed data from the questionnaire, therefore it confirms both hypotheses.

2.7. Some Pedagogical Implications

This part of the research aims at providing suggestions and recommendations about the study of viral videos in relation to language use, spread of informal expressions, and lexical choice and diffusions. These are directed to the pedagogy and the field of Didactics anyone involved in.

- ❖ *Digital learning via short videos* is an effective option for any learner/teacher with a problem of establishing a balance in their daily schedule. In today's hectic world, time is a constraint and students can easily catch information from short videos. The latter are short, precise, and available for free on many platforms such as social media. Therefore, viral content in the form of short videos can be directed towards a pedagogical stream to boost the field in the age of speed.
- ❖ *The audio-visual content* has always helped understanding any topic more quickly and effectively, which allows more content and information in a shorter amount of time. As the brain absorbs the audio-visual content easier than the written one, it is preferable for the pedagogy field to consider designing new teaching/learning techniques using a short audio-visual content that resembles the viral videos' style, to target the youth in a more influential way.

- ❖ *The easy access feature of short videos* is the main factor that makes such tools practical in pedagogy, regardless of the time and the place.
- ❖ *The incorporation of viral videos that are related to linguistic elements in language education* can increase and enhance the engagement among students and youth. The integrating of popular and familiar cultural references will help the educators to captivate the students' interests and attention. Thus create an enjoyable learning environment.
- ❖ *The trends and colloquial language usage* that are reflected through viral videos can create an authentic language use. Thus, integrating the viral videos vocabulary and expressions in the instruction methodology can enable the youth and students to develop their language-use understanding skills, and perform them in real-life contexts.
- ❖ One of the features that viral videos offer is *creative language*. Memes, wordplay and inventive expressions can encourage youth and students to create a language educational content to promote their understanding while fostering linguistics and artistic expressions.
- ❖ In today's world, *digital literacy skills* are important. Surfing the viral videos can be given as a task from the instructor to boost the critical and content evaluation skill of the youth and students. Thus, developing digital citizenship through examining how viral videos influence language and communication.
- ❖ *Studying language means studying also its sociocultural component*. Moreover, at this age, there is no easier and better way to learn any new culture than surfing the social media, especially through short videos. Analysing and discussing viral short videos of different cultural backgrounds can be an excellent method for educators to foster cultural awareness and promote global understanding and citizenship among youth and students.

2.8 Conclusion

The analysis and interpretation of the collected data from the questionnaire and the grid of observation in this study succeeded in highlighting the positive influence of Viral videos on the lexical diffusion among the EFL youth, assessing them to develop strong

communicational, cultural and digital skills. Hence, enabling them to accomplish their tasks and achieve their goals in the learning and communicating aspects all together. Using viral videos systematically can create a positive impact on the language used to communicate, which can be then used to boost the youth learning methods. Either by the instructor or the EFL learners.

GENERAL CONCLUSION

General Conclusion

The gap between the traditional methods of communication and the modern ones is widening along with the rapid advancements of the technology which gave birth to several fields of sociolinguistics as well as practical communication methods. In modern communication, traditional language structure is considered too formal for friendly use, thus the emergence of social media with its various features opened the door to a new level of communication. Making the latter easier, faster and clearer than it ever was, and creating a friendly atmosphere where youth can be expressive in creative ways.

In this respect, this research work of this master's dissertation was organised in two chapters. The first one was a historical sketch and a reviewed literature of the viral videos from the emergence of social media up to the short content era, and the linguistic diffusion among youth. As well as it tackled some of its important aspects about linguistic communication in relation to viral videos and their effect on youth and students. The second chapter encompassed the analysis of a body of qualitative and quantitative data after being collected by means of the questionnaire and the grid of observation. And eventually a section of the pedagogical implications on the topic was proposed to give an idea about a number of possible applications and tips about the use of viral videos in the EFL field.

The obtained findings clearly answered the formulated research questions. It showed that the surfing of Viral videos influences the social media's users, especially youth, from a linguistic and a communicational aspect. Most of the informants confirmed the positive effect of the viral videos in terms of language use and diffusion, as they gave several and various examples in the matter. The sample population, as well, proved how viral videos in today's world are contributing to language development in a creative manner, leading to an easy communicational network.

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APPENDICES

Appendix A

The Questionnaire

This questionnaire is part of a research for a Master's degree which tackles the effect of viral videos (the most popular, viewed and shared videos) on youth's ways of communication. Please, be informed that your answers and opinions are crucial and helpful to complete the work, as they will remain confidential, and will only be used for research purposes. Thus, would you please answer the following questionnaire.

1. What social media platform (s) do you most use?

(Tick all that applies)

- Tik Tok Snapchat
 Facebook Other
 Instagram

2. How often do you use this/these Social media platform(s)?
(Mark only one oval)

- Never Usually Always

3. Which culture is most dominating in your feeds ?
(Mark only one oval)

- Algerian Culture Foreign

- If a foreign culture, which one ?

4. On social media, do you prefer:
(Mark only one oval)

- Short videos Pictures Both

5. what expressions do these pictures remind you of?
(Short-answer text)

APPENDICES



6. Tick the expressions with which you are familiar:
(Tick all that applies)

- | | |
|---|---|
| <input type="checkbox"/> Lehdid wel hogra / الحديد و الحقرة | <input type="checkbox"/> Am in the guetto |
| <input type="checkbox"/> Yetnahaw ga3 / يتنحوا قاع | <input type="checkbox"/> Impossi |
| <input type="checkbox"/> Tar Lehmam / طار الحمام | <input type="checkbox"/> تاكلي الجاج آه |
| <input type="checkbox"/> W kas jus | <input type="checkbox"/> اوش تبي |
| <input type="checkbox"/> We don't do that here | <input type="checkbox"/> Bonne année ghi ntaa |
| <input type="checkbox"/> Emotional damage | <input type="checkbox"/> Siuuuuu |
| <input type="checkbox"/> Chcoun 7na / شكون حنا | <input type="checkbox"/> Camera wowo |
| <input type="checkbox"/> Nmilou we ma nti7ouch / نميلوا و ما نطيحوش | <input type="checkbox"/> الحلوة ز علانة |
| <input type="checkbox"/> I am speaking English fifty fifty | <input type="checkbox"/> Hautch gamme |
| <input type="checkbox"/> It is what it is | <input type="checkbox"/> خوبيا و مشي صاحبي |
| <input type="checkbox"/> (rigli 3ala riglek) رجلي على رجلك | <input type="checkbox"/> هنا سأسكت قليلا |

7. Does the viral videos on social media affect your vocabulary choice and way of communication?

(Mark only one oval)

Yes No

- If yes, list some other viral Expressions that are commonly used (the viral expressions can be from any dialect or language)

8. Do you intentionally use these kinds of expressions in your speech?
(Mark only one oval)

Yes No

- If yes, why?

9. And how often?

(Mark only one oval)

Sometimes

Usually

Often

Always

10. Have you ever adapted one of the viral expressions mentioned above or others to different situations?

Example: - original expression is "l7did we l7ogra", can be adapted to "zit wel l7ogra"

(Mark only one oval)

Yes

No

- If yes, give us other examples.

Appendix B

The Grid of Participant Observation

- ❖ **The Observer:** The researcher Kacimi Firdaws kawther
- ❖ **The Observants:** 30 EFL students.
- ❖ **The Setting:** The Stoflish club's meetings.

Viral Videos in Relation to Youth Communication						
	Use of social media	Watching short videos on social media	Catching new expressions from the videos	Use of viral expressions in students casual talk	The effect of viral videos and expressions on the students' way of communication	The adaptation of viral expressions to various contexts
First session						
Second session						
Third session						

Appendix C
Transcribed Viral Expressions

[lhdɪ:d wel həgra]: “Iron and oppression”

[ezzɪt wel həgra]: “Oil and oppression”

[lɪʃel wel həgra]: “Onion and oppression”.

[kʌt sɔ̃n sɪ:s tʊgʔʊd kʌt sɔ̃n sɪ:s]: “406 means 406”

[la fʌk tʊgʔʊd la fʌk] : The university and oppression

[kamɪra wɔwɔ]: ‘Que Mira, Bobo’, “What are you looking at, fool?”

Abstract:

In the ever-changing language dynamics of the twenty-first century that are contributing in strengthening communication between different social groups, creative and practical communication methods became a must to develop a clear understanding of different aspects in different contexts. In addition, the so-called Trends in today's virtual world that are spread via social media in different forms, are a valid and quite peculiar modern method of code communication, especially viral short video. The present research suggests the effect of Viral Videos on lexical diffusions among EFL university youth. This research work is divided into two chapters for the purpose of measuring the validity of the research hypotheses. The researchers selected a sample of 100 EFL students from the department of English at the university of Abu Bekr Belkaid, Tlemcen, where they adopted both qualitative and quantitative methods relying on the questionnaire and the grid of observation as primary data collection tools during April and May, 2023. The research findings revealed that the majority of the informants were affected by the viral videos' phenomenon, for their favourable characteristics such as: the free easy access, simplicity, short duration, high speed of information transmission, and their role in enhancing communication and learning among youth.

Key words: Viral, Social media, Internet, Videos, Lexical diffusion, Language.

Resume:

La dynamique linguistique est en constante évolution au XXI^e siècle ce qui contribue à renforcer la communication entre les différents groupes sociaux. Les méthodes de communication créatives et pratiques sont devenues un must pour développer une compréhension claire des différents aspects dans différents contextes. Et les soi-disant Tendances dans le monde virtuel d'aujourd'hui qui sont diffusées via les médias sociaux sous différentes formes, sont une méthode de communication de code moderne valide et tout à fait particulière. La présente recherche suggère l'effet des vidéos virales sur les diffusions lexicales chez les jeunes étudiants universitaires d'EFL. Ce travail de recherche est divisé en deux chapitres afin de mesurer la validité des hypothèses de recherche. Les chercheurs ont sélectionné de 100 étudiants d'EFL du département d'anglais de l'université d'Abu Bekr Belkaid, à Tlemcen, où ils ont adopté des méthodes qualitatives et quantitatives s'appuyant sur le questionnaire et la grille d'observation comme les principaux outils de collecte de données en avril et mai 2023.

Les résultats de la recherche ont révélé que la majorité des informateurs étaient touchés par le phénomène des vidéos virales, en raison de leurs caractéristiques favorables telles que la facilité d'accès, la simplicité, la courte durée, la vitesse élevée de transmission de l'information, et leur rôle dans l'amélioration de la communication et de l'apprentissage chez les jeunes.

Mots clés : Viral, Médias sociaux, Internet, Vidéos, Diffusion lexicale, Langage.

ملخص:

في ديناميكيات اللغة المتغيرة باستمرار في القرن الحادي والعشرين والتي تساهم في تعزيز التواصل بين مختلف الفئات الاجتماعية ، أصبحت طرق الاتصال الإبداعية والعملية ضرورية لتطوير فهم واضح للجوانب المختلفة في سياقات مختلفة. بالإضافة إلى ذلك ، فإن ما يسمى بالاتجاهات في العالم الافتراضي اليوم والتي تنتشر عبر وسائل التواصل الاجتماعي بأشكال مختلفة ، هي طريقة حديثة صالحة وغريبة جداً لتواصل الشفراء ، وخاصة الفيديو القصير الفيروسي. يقترح البحث الحالي تأثير مقاطع الفيديو الفيروسية على الانتشار المعجمي بين شباب جامعة اللغة الإنجليزية كلغة أجنبية. ينقسم هذا العمل البحثي إلى فصلين لغرض قياس صدق فروض البحث. اختار الباحثون عينة من 100 طالب وطالبة من قسم اللغة الإنجليزية في جامعة أبو بكر بلقايد بتلمسان ، حيث اعتمدوا كلا من الأساليب الكمية والنوعية بالاعتماد على الاستبيان وشبكة المراقبة كأدوات أولية لجمع البيانات خلال شهري أبريل ومايو. ، 2023. كشفت نتائج البحث أن غالبية المخبرين تأثروا بظاهرة أشربة الفيديو الفيروسية لخصائصها المفضلة مثل: سهولة الوصول المجاني ، البساطة ، المدة القصيرة ، السرعة العالية لنقل المعلومات ، ودورها في تعزيز التواصل والتعلم بين الشباب.

الكلمات المفتاحية: الفيروسية ، وسائل التواصل الاجتماعي ، الإنترنت ، الفيديو ، الانتشار المعجمي ، اللغة.