HR MARS
Exploring Intellectual Capital

The Role of Social Media in Development of English Language Vocabulary at University Level

Irfan Ullah Khan
Institute of Education & Research, University of Science & Technology, Bannu

Muhammad Ayaz
Institute of Education & Research Lakki Campus UST Bannu

Muhammad Faheem
Iqra National University Peshawar

Abstract

We live in the age of technology, competition, and social networking. Now the whole world is like a signal country. All most all the people, male and female from boys to old age people and from the lower class people to the upper class use various social media tools for variety of purposes. Now due to this reason the researcher conducted the study of social media role in English language vocabulary development at university level. For this purpose the researcher conducted descriptive study. The sample consisted of 36 University Teachers selected via random sampling technique. The data was tabulated and analyzed by applying descriptive statistical tools. It was found that social media plays a significant role in development of English language vocabulary at university level. Finally it was recommended in the light of this descriptive study that social is very important especially in vocabulary development of English language learning not only at university level but also at college level English language learners.
Key words: *Social Media, English Language, Vocabulary Development, University Level Learners*

Introduction

English language vocabulary development is easy nowadays because, a learner may get help for online sources. According to Blood, (2000) , Dyrud et el, (2005) and Kajder & Bull, (2004) there are online blogs which are available on world wide web and thus the English learners may get help form it while sharing information. Similarly, Mutum & Wang, (2010) also highlighted this idea that due to this online blogs and social media sources the visitor send messages and also give comments on different things which improve the English language ability of learners. There are online communities which are helpful for English language learning and vocabulary development (Goodwin-Jones, 2003). Social media enables the users to share their views with others and make social relations with other users (Gaudeul & Peroni, 2010). Kern, (2006) highlighted that online blogs like social media is greatly supported by constructivists approach,

590

as their use underscores learners interaction. Ferdig (2007) also mentioned the importance of social media that it is full of interaction and interaction in language learning process is necessary and quite helpful.

An effective teaching needs an effective method of teaching new words and ideas. it has been observed that to teach something effectively then it requires to teach it in a systematic and logical way so as to make the situation favorable for the learners. The communicative language teaching in this regard is the best method teaching English language (Law, V. 2003). Thus if a teacher uses a method or approach of teaching that is not according to the level and understanding of the second language learners then the second language acquisition may not be effectively be utilized. In language learning interest and environment is mandatory to be organized in language classrooms for the better understanding of language learners (Sabiha, M, 2008).

Language is basically a source or tool of communication and plays an important role in all walks of life. It is language which is used for transmission and communication among friends, family members, colleagues, and especially in teaching learning process (Irfan et al, 2012). When we study the history of English language then we may come to this point that English language developed and spread in a very short span of time, but still the history of English language is not dark. In middle ages Latin was I general use as the language of serious literature throughout western and central Europe. In literature of entertainment the same uniformity did not prevail. French was in use in England, as well in France, but this was due to political causes. Elsewhere the vernaculars of various countries were commonly employed. Yet there was an underlying uniformity; from the twelfth century onwards the English language was dominated everywhere to a great extent, in both form and substance by French and Provencal models since that time various changes have taken place; movements in English and thought have arisen in different countries. But contact and interaction have never ceased.

Social media is basically a media which is used through various electronic devices and rechargeable devices like mobile phone, computer, tablets, and so many other ways to facilitate the people while sharing their ideas with others in an easy and systematic way. It is used mostly for communication and awareness around the world (Kaplan Andreas and Michael, 2010). Social media is useful in communication and sharing of knowledge because it reach frequency usability, and facilitate the users as compare to other sources (Pavlik et al, 2015). Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary. In our country teaching of English is based on two elements Viz. (a) vocabulary and (b) structure. The new techniques of teaching English as a second language are based on the belief that in the learning of a language mastery of structures is more important than acquisition of vocabulary. But we cannot learn structure in vacuum and there must be sufficient vocabulary to operate them. It thus becomes evident that for learning a language one has to master its essential vocabulary as well as its basic structure.

According to Hammer, (1991) if the structure of language is necessary and considers base for language learning then the role of vocabulary also may not be neglected. It provides the vital organs and flesh to the language. Similarly, language learning ability depends upon the

improvement and development of language vocabulary. The second learning not only depends upon structure learning but also it greatly depends upon the development of English language vocabulary. If you have words then you may express your ideas more effectively and clearly (Linse, 2006). According to Huyen & Nga (2003) there are different online games which improve the vocabulary of English language learners in a flexible and relax atmosphere. These online games enhance the interest of English language learners towards the language learning process. Thus the development of English vocabulary is important and plays a dominant role in language learning process as compare to structure learning.   Now it is also clear form the above mentioned discussion that social media sources provide a lot of opportunities to the English language learners so that they may improve their language learning skills and competences in a systematic manner.

Similarly, so for as the nature of words and kinds of meaning is concerned then there are four points according to Shahid (2002) that except for highly technical words, no two words in different languages have the same area of meaning. So, if translation is done literally, it is unreliable and may give distorted meaning. The second point is that in English the numbers of words having only one meaning are very few. It may be surprising to know that the word "table" has 91 meanings. The third point is that a word gets its meaning from the context in which it is used. Consider the word "get" and note the changes in its meanings in expression like get up, get rid of, and get into etc. Thus in the above word get meaning changes its meaning in contexts. The fourth point is that there are no exact synonymous within a language and so it is not possible to substitute one word for the other. Though sea and ocean are synonymous yet they are used for a peculiar effect which cannot be created by the other. Similar is the case with "right" and "correct" or handsome and beautiful etc.

Objectives of the Study
The following were the main objectives of the study:
- To identify the role of social media in vocabulary development at university.
- To highlight the views of university teachers regarding the use of social media in vocabulary development of English language.
- To make implementable suggestions for integrating social media in vocabulary development of English language at university level.

Key Questions of the Study
The following key questions were examined in the study:
- What is the role of social media in vocabulary development of English language at university level?
- What are the views of university teachers regarding the use of social media in vocabulary of English language at university level?
- What implementable recommendation the study make to include social media role in vocabulary development of English language at university level?

Methodology

The study was descriptive in nature which attempted to make an analysis of social media role in vocabulary development of English language at university level in Khyber Pakhtunkhwa. The population consisted of all teachers who were teaching English at graduate level at university of Science & Technology Bannu and affiliated colleges. The sample of the study in hand comprised 36 teachers who were currently teaching English at graduate level either functional or compulsory English. The researcher used self-made questionnaire as a research instrument for collection of data, and then the collected data was statistically analyzed in order to find out reliable result of the study.

Result and Discussion

The primary source of data collection included questionnaire addressed to the teachers who are currently teaching English at university level.
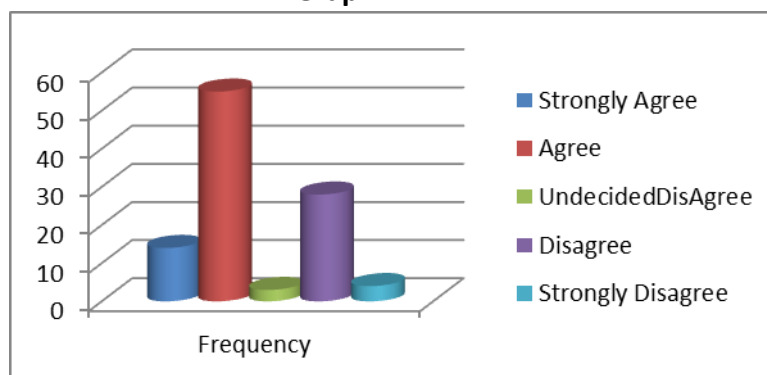
Graph 1

Table 1: The role of social media in English language Vocabulary development

		Frequency	Percent
Valid	Strongly Disagree	4	3.84
	Disagree	28	26.92
	Undecided	3	2.89
	Agree	55	52.8
	Strongly Agree	14	13.5
	Total	**104**	**100.0**

The above table clearly highlights the role of social media in English language vocabulary development because 69(66.3%) respondents either 'Agreed' or 'Strongly Agreed' to the statement that social media use plays a dominant role in vocabulary development. A sizable number of 32(30.8%) 'Disagreed' and only 3(2.9%) of the respondents remained 'Undecided'.
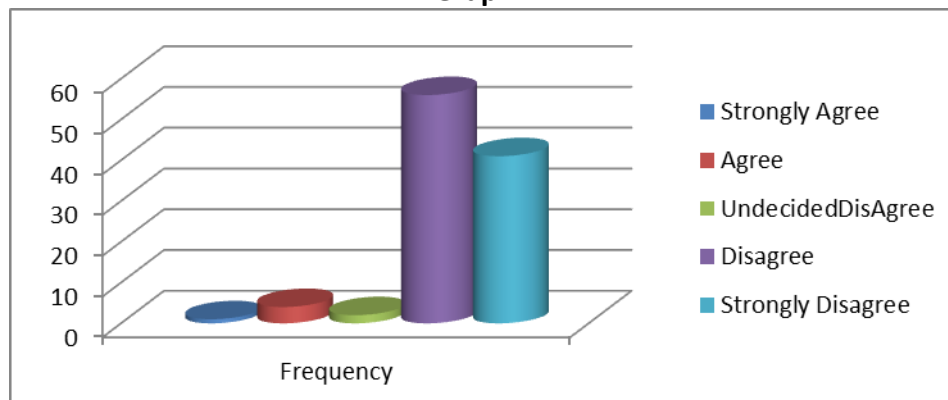
Graph 2

Table 2: Social media use is difficult for English learners at university level.

		Frequency	Percent
Valid	Strongly Disagree	41	39
	Disagree	56	53.9
	Undecided	2	1.9
	Agree	4	3.8
	Strongly Agree	1	1.0
	Total	**104**	**100.0**

The data presented in table 2 indicated that out of 104 respondents 41 (39.4%) 'Disagreed' to the statement that the use of social media is difficult of English language learners at university level in order to improve their vocabulary, while a majority of 56 (53.9%) strongly disagreed to the statement. Another 2 (1.9%) respondents stayed 'Undecided'. A small number of 4 (3.8%) respondents 'Agreed' to the statement, only 1 (1.0%) percent respondent 'Strongly Agreed' to the statement.
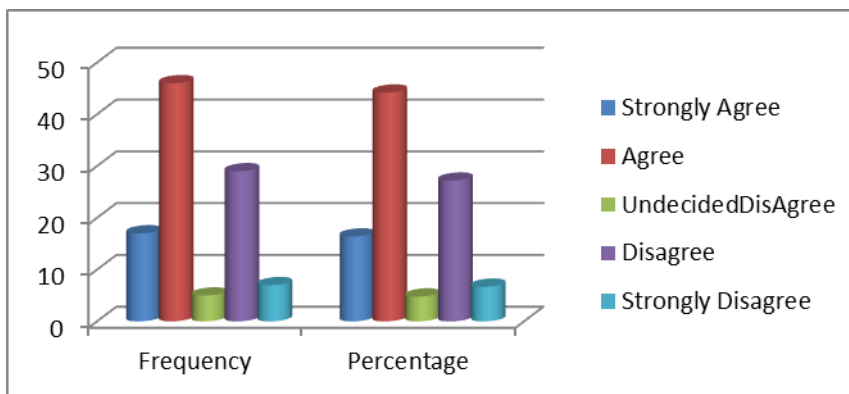
Graph 3

594

Table 3: Students at university level use Social media for English language vocabulary development

		Frequency	Percent
Valid	Strongly Disagree	7	6.7
	Disagree	29	27.9
	Undecided	5	4.8
	Agree	46	44.2
	Strongly Agree	17	16.4
	Total	**104**	**100.0**

The data presented in table 3 highlighted that out of 104 respondents 7 (6.7%) 'Strongly Disagreed' to the statement, while 29 (27.9%) respondents 'Disagreed' to the statement that university level English language learners use various social media sources for English language vocabulary development. Another 5 (4.8%) respondents remained 'Undecided', while 46 (44.2%) 'Agreed' and another 17 (16.4%) respondents were found 'Strongly Agreeable' to the statement.
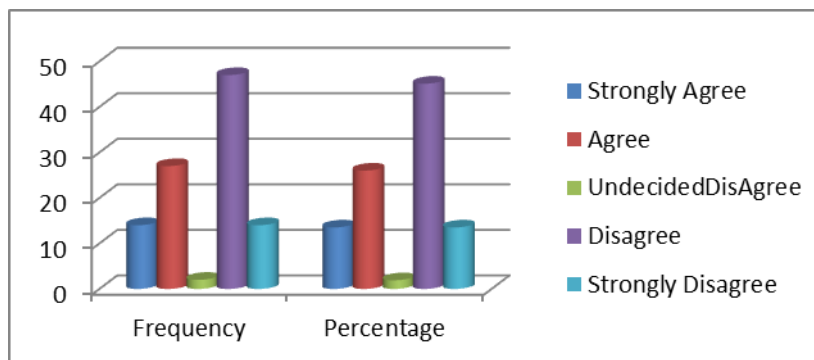
Graph 4

Table 4: There is less opportunities of Vocabulary Development while using Social media.

		Frequency	Percent
Valid	Strongly Disagree	14	13.5
	Disagree	47	45.1
	Undecided	2	1.9
	Agree	27	26.0
	Strongly Agree	14	13.5
	Total	**104**	**100.0**

The data analyzed in table 4 indicated that out of 104 respondents 14 (13.5%) respondents 'Strongly Disagreed' to the statement that there is less opportunities for vocabulary development of English language at university level. Another sizable number of 47 (45.1%) respondents 'Disagreed', while 2 (1.9%) respondents remained 'Undecided'. Among them 27 (26.0%) respondents 'Agreed' while 14 (13.5%) respondents 'Strongly Agreed' to the statement.
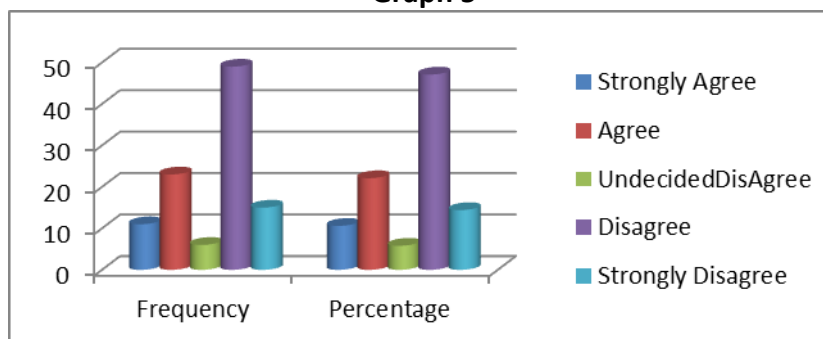
Graph 5

Table 5: The students have lack of interest in use of social media at university level

		Frequency	Percent
Valid	Strongly Disagree	15	14.4
	Disagree	49	47.1
	Undecided	6	5.8
	Agree	23	22.1
	Strongly Agree	11	10.6
	Total	**104**	**100.0**

The data in table 5 revealed that out of total number of 104 respondents 15 (14.4%) 'Strongly disagreed'; while another 49 (47.1%) respondents 'Disagreed' to the statement that students

have lack of interest in use of social media sources at university level. Another 6 (5.8%) respondents remained 'Undecided', 23 (22.1%) respondents 'Agreed' to the statement and the remaining 11 (10.6%) respondents 'Strongly Agreed' to the statement.
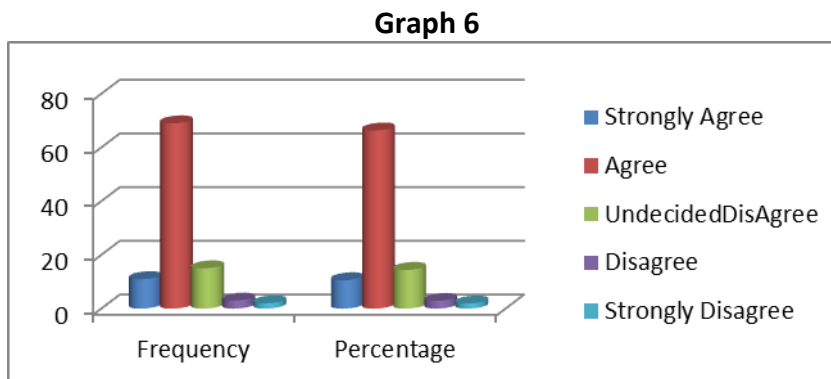
Graph 6

Table 6: The use of Social media is more interesting than books reading for vocabulary development

		Frequency	Percent
Valid	Strongly Disagree	2	1.92
	Disagree	3	2.88
	Undecided	15	14.42
	Agree	69	66.34
	Strongly Agree	11	10.57
	Total	**104**	**100.0**

The analysis of data in table 6 revealed that out of 104 respondents, while 2 (1.9%) 'Strongly Agreed', 3 (2.88%) 'Disagreed' to the statement that the use of social media is more interesting than books reading at university level for vocabulary development. Another 15 (14.42%) respondents remained 'Undecided'. However a majority of 69 (66.34%) agreed while 11 (10.57) 'Strongly Agreed' to the given statement.
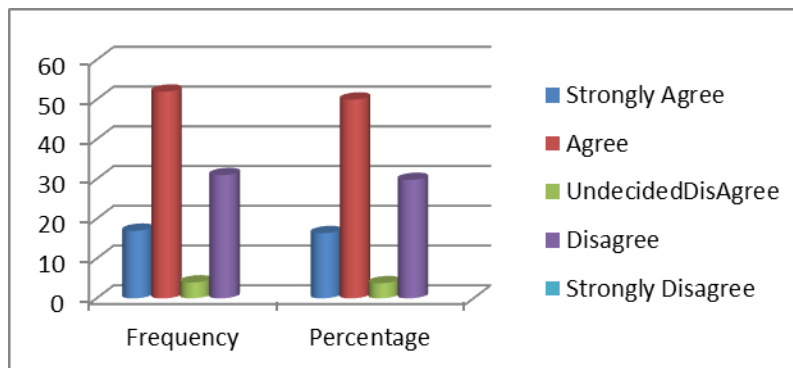
Graph 7

Table 7: Social Media provide vocabulary which contains words and images

		Frequency	Percent
Valid	Strongly Disagree	-	-
	Disagree	31	29.8
	Undecided	4	3.8
	Agree	52	50.0
	Strongly Agree	17	16.4
	Total	**104**	**100.0**

The inferences drawn from the data in table 7 are that out of 104 respondents 31 (29.8%) respondents 'Disagreed' and 4 (3.8%) stayed 'Undecided' to the given statement that social media sources not only make the English learners self-sufficient in word recognition but also provide the pictures and images of different things. Another 52 (50.0%) respondents 'Agreed', while the remaining 17 (16.4%) 'Strongly Agreed' to the given statement.
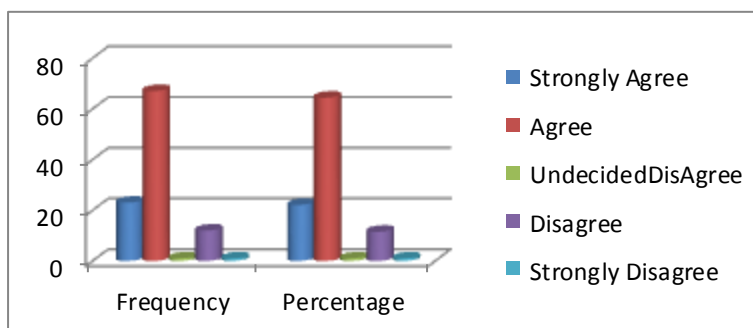
Graph 8

Table 8: Social Media is an easy way for development of English vocabulary.

		Frequency	**Percent**
Valid	Strongly Disagree	1	1.0
	Disagree	12	11.5
	Undecided	1	1.0
	Agree	67	64.4
	Strongly Agree	23	22.1
	Total	**104**	**100.0**

The data reflected in table 8 indicated that out of 104 respondents a small number of 1 (1.0%) respondent 'Strongly Disagreed', while 12 (11.5) respondents 'Disagreed' to the statement that social media is an easy way for development of English vocabulary at university level. Only 01 (1.0%) respondent remained 'Undecided'. A fairly large number of 67 (64.4%) 'Agreed' and the remaining 23 (22.1%) 'Strongly Agreed' to the statement.
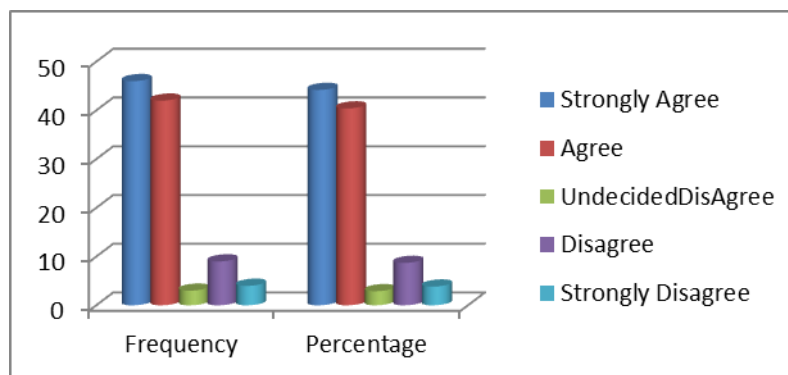
Graph 9

Table 9: Learners do not feel boredom while social media for language learning purposes.

		Frequency	**Percent**
Valid	Strongly Disagree	4	3.8
	Disagree	9	8.7
	Undecided	3	2.9
	Agree	42	40.4
	Strongly Agree	46	44.2
	Total	**104**	**100.0**

599

The data placed in table 9 showed that out of 104 respondents, a vast majority of 88 (84.6%) respondents either 'Agreed' or 'Strongly Agreed' to the statement that the students do not feel any boredom while using different social media sources for English language learning at university level. A negligible number of 3 (2.9%) respondents remained 'Undecided'. While 13(12.5%) respondents showed their disagreement to the given statement.
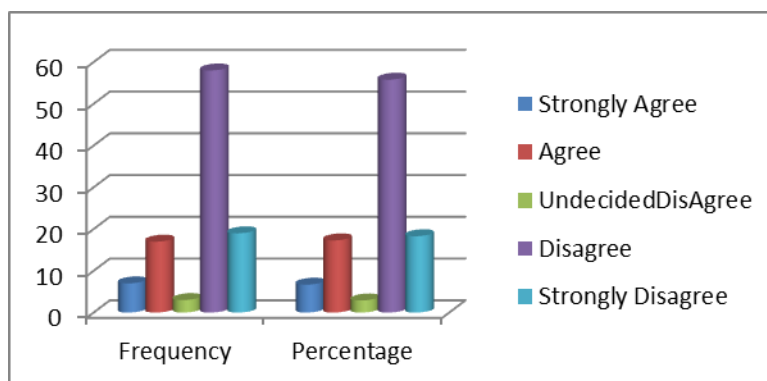
Graph 10

Table 10: Social media is not useful for English learners to share their views with native speakers of English language.

		Frequency	Percent
Valid	Strongly Disagree	19	18.3
	Disagree	58	55.8
	Undecided	3	2.9
	Agree	17	17.3
	Strongly Agree	7	6.7
	Total	**104**	**100.0**

The inferences drawn from the data in table 10 indicated that 19 (18.3%) respondents 'Strongly Disagreed' while a sizeable number of 58 (55.8%) 'Disagreed' and 3 (2.9%) respondents remained 'Undecided' to the statement that social media is not useful of English as a foreign or second language learners to share their views with native speakers of English language regarding language learning. A significant number of 17 (16.3%) 'Agreed' and the remaining 7 (6.7%) respondents were found 'Strongly Agreed' to the given statement.
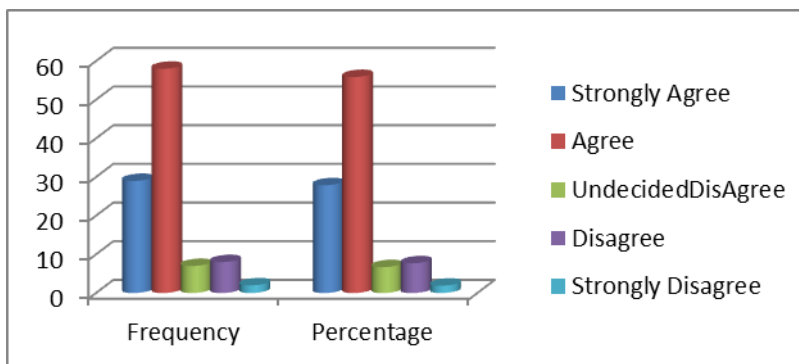
Graph 11

Table 11: Social media facilitate English learners vocabulary development process.

		Frequency	Percent
Valid	Strongly Disagree	2	1.9
	Disagree	8	7.7
	Undecided	7	6.7
	Agree	58	55.8
	Strongly Agree	29	27.88
	Total	**104**	**100.0**

The data in table 11 indicated the responses of 104 respondents to the statement that social media facilitate English learners in vocabulary development process. Only a skimpy and scant number of 2 (1.9%) respondents 'Strongly Disagreed', 8 (7.7%) respondents 'Disagreed' and 7 (6.7%) remained 'Undecided'. Moreover, 58 (55.8%) respondents 'Agreed' and the remaining 29 (27.88%) respondents 'Strongly Agreed' to the statement. Thus this table also clearly indicates the role of social media in English language learning at university because it facilitates the English learners in vocabulary development of English language.
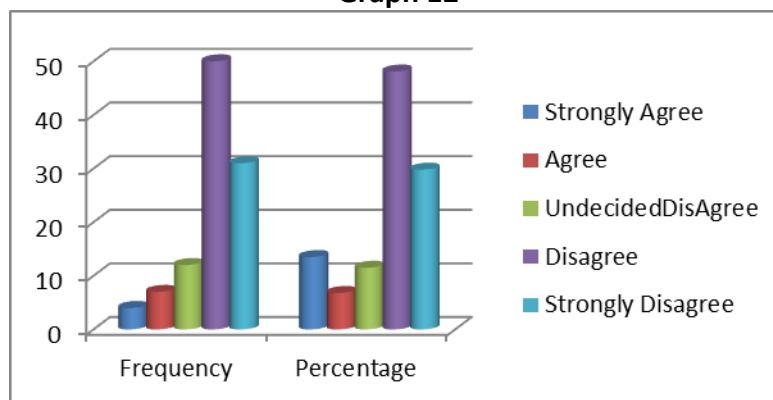
Graph 12

601

Table 12: The use of social media is not helpful in English language vocabulary development.

		Frequency	Percent
Valid	Strongly Disagree	31	29.8
	Disagree	50	48.1
	Undecided	12	11.5
	Agree	7	6.8
	Strongly Agree	4	3.8
	Total	**104**	**100.0**

The data given in table 12 revealed that the use of social media is helpful in English language vocabulary development because a substantial number of 31 (29.8%) respondents 'Strongly Disagreed', a sizeable number of 50 (48.1%) respondents 'Disagreed', while 12 (11.5%) respondents remained 'Undecided' to the statement that the social media in not helpful in English language vocabulary development. Another small number of 7 (6.8%) respondents 'Agreed' whereas the remaining 4 (3.8%) respondents 'strongly Agreed' to the statement.
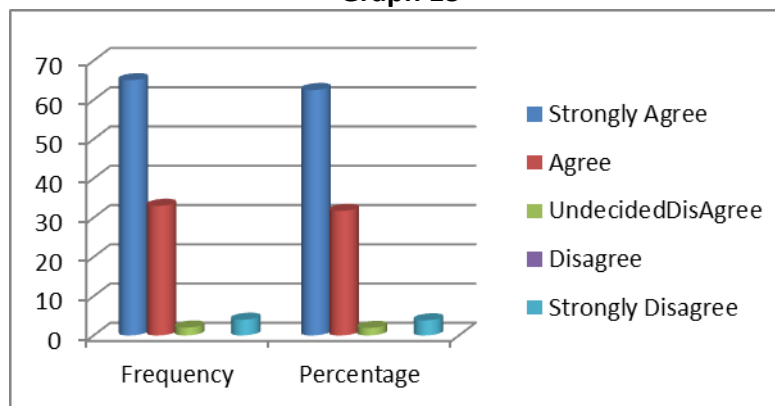
Graph 13

Table 13: The use of social media is helpful in English language vocabulary development.

		Frequency	Percent
Valid	Strongly Disagree	4	3.84
	Disagree	-	-
	Undecided	2	1.9
	Agree	33	31.73
	Strongly Agree	65	62.5
	Total	**104**	**100.0**

602

The data in table 13 indicated that the use of social media is quite helpful in English language vocabulary development at university level. The total among 104 respondents, 4 (3.84%) respondents 'Strongly Disagreed' and 2 (1.9%) respondents remained 'Undecided'. However, 33 (31.73%) respondents 'Agreed' and a sizeable number of 65 (62.5%) respondents 'Strongly Agreed' to the given statement.

Conclusion
After the successful of completion of this descriptive study it was concluded that social media role is dominant in vocabulary development of English language at university level. The role of social media in English language vocabulary development is like the brightness of the day because social media facilitate the English learners to learn new words and phrases and to improve their vocabulary.

Results and Findings
The results and findings of this study revealed that social media plays an important role in vocabulary development of English learners at university level like: it facilitate the English learners to learn new words and vocabulary suitable for them in the ability of English language learning, it is easy for English learners as compare to books reading and other text materials, and arouse the interest of English learners towards the English language learning, and the English learners may use social media tools for a long enough period of time without any hesitation or boredom. Similarly, the findings of the study also revealed that the use of social media is easy for young university level learners as compare to books, or other text materials while going to library and get books related to vocabulary development. However, the learners may use social media sources like Facebook, twitter, flicker, youtube, WhatsApp, and other so many tools of social media to improve their vocabulary of English language not only in text form but they may see the pictures of things through online media.

Acknowledgement

Corresponding Author
Irfan Ullah khan Ph.D. Scholar, IER, UST Bannu KPK, Pakistan
E.mail: thescholaredun@gmail.com

References
Blood, R. (2000). Weblogs: A history and perspective. *Rebecca's Pocket*, *7*(9). Retrieved on November, 17, 2012 from
http://www.rebeccablood.net/essays/weblog_history.html.

C.T. Linse, Practical English Language Teaching: Young Learners, (2006) New Yark, NY: McGraw-Hill.

Dyrud, M. A., Worley, R. B., & Flatley, M. E. (2005). Blogging for enhanced teaching and learning. *Business Communication Quarterly*, *68*(1), 77-80.

Ferdig, R. E. (2007). Editorial: Examining social software in teacher education. *Journal of Technology and Teacher Education*, *15*(1), 5-10.

Gaudeul, A., & Peroni, C. (2010). Reciprocal attention and norm of reciprocity in blogging networks. *Economics Bulletin*, *30*(3), 2230-2248.

Goodwin-Jones, R. (2003). Blogs and wikis: Environments for on-line collaboration. *Language Learning and Technology, 7*(2), 12-16.

Irfan et al, (2016) "Comparative Analysis of the Effectiveness of Communicative Language Teaching and Grammar Translation Method of Teaching Functional English at Secondary level in Khyber Pakhtunkhwa" science international journal (Lahore), 28 (3) Pp 2751-2755.

J. Harmer, *The Practice of English Language Teaching*, (1991) London: Longman.

Kajder, S., & Bull, G. (2004). A space for "writing without writing.". *Learning & Leading with Technology*, *31*(6), 32-35.

*Kaplan Andreas M., Haenlein Michael (2010). "Users of the world, unite! The challenges and opportunities of social media". Business Horizons **53** (1). p. 61.*doi:*10.1016/j.bushor.2009.09.003.*

Kern, R. (2006). Perspectives on technology in learning and teaching languages. *TESOL Quarterly*, *40*(1), 183-210.

Law, V. (2003). The History of Linguistics in Europe from Plato to 1960. Cambridge, UK: Cambridge University Press.

Mutum, D, & Wang, Q. (2010). "Consumer Generated Advertising in Blogs". In Neal M. Burns, Terry Daugherty, Matthew S. Eastin. *Handbook of Research on Digital Media and Advertising: User Generated Content Consumption*. 1. IGI Global. pp. 248–261.

N.T.T. Huyen and K.T.T. Nga, Learning vocabulary through games, Asian EFL Journal, 5(4) (2003), 90-105

Pavlik & MacIntoch, John and Shawn (2015). Converging Media 4th Edition. New York, NY: Oxford University Press. p. 189. ISBN 978-0-19-934230-3.

S.M. Shahid, (2002) *Teaching of English an Introduction* Majeed Book Depot Urdu Bazar Lahore.

Sabiha, M. (2008). Culture and teaching of English as a second language for Pakistani students, Agha Khan University Karachi, Pakistan