

# The Influence of Social Media on Language and Vocabulary Learning: A Case Study at Paktia University

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## ABSTRACT

Social media is now a common way for people of all ages to communicate. Social media sites like Facebook, YouTube, and Twitter have been used by educational institutions more and more as learning tools to interact with students and spread knowledge, in addition to being used for general communication. Social media's broad use has sparked debate over how useful it is as a teaching and learning tool. This study looks into how social media affects students' learning of English vocabulary in public and private institutions in Malaysia. Additionally, it investigates how social media affects students' motivation to acquire language skills. The study also looks at how these platforms affect language learning results, both positively and negatively. A questionnaire was used to gather data, and SPSS software was used for quantitative analysis. The findings indicate that social media fosters increased interest in language learning among English language learners.

## KEYWORDS

Social media; generations; youtube; vocabulary; language learning; positive impact; negative impact



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## INTRODUCTION

This study explores the profound and complex impacts of social media platforms on the vital processes of vocabulary acquisition and the larger field of language learning among Paktia University students. Acknowledging social media's pervasive and deeply ingrained integration into the everyday communication patterns that define modern life, as well as its well-documented and acknowledged role in promoting lexical innovation and facilitating vocabulary acquisition across a wide spectrum of diverse linguistic communities, this extensive research project aims to carefully examine its specific and nuanced influence within the distinct and unique socio-educational context that defines Paktia University (Abbas et al., 2019). The fact that university students from a wide range of academic disciplines and fields of study are increasingly using these digital tools and platforms highlights how important it is to carefully consider their pedagogical implications, especially when it comes to the crucial area of language development.

In particular, this study is carefully planned and organized with the main goal of identifying and clarifying exactly how different social media applications, each with unique features and functions, either favorably contribute to or potentially hinder the growth of English language vocabulary among university students who actively use these

platforms (Khan et al., 2016; Zainal & Rahmat, 2020). The main objective of this comprehensive investigation is to ascertain, with a high degree of precision and accuracy, the degree to which active engagement with social media platforms, through the consumption and interaction with multimodal and interactive content, ultimately influences the acquisition, retention, and subsequent recall of English vocabulary among this particular group of university students (Ali et al., 2026).

Additionally, this comprehensive study carefully examines the pedagogical potential of strategically incorporating social media platforms directly into language instruction with the specific goal of improving students' spelling and vocabulary acquisition. Additionally, this perspective recognizes the increased enthusiasm and interest among educators in actively utilizing these easily accessible platforms for a variety of educational goals and purposes (Suhail, 2023). The effects of social media on vocabulary achievement and the wide range of language learning strategies used by university students have been thoroughly studied in the past. These studies have frequently highlighted social media's significant potential to inspire English as a Foreign Language (EFL) learners and significantly expand their vocabulary through the sharing of media content and the development of dialectal skills (Pham et al., 2023). By giving students access to a wealth of resources and by enabling international interaction and communication across geographic boundaries, these earlier studies collectively and unequivocally confirm the important and impactful role that social networks play in promoting second language learning. These platforms offer learners priceless chances for real-world language exposure and promote idea sharing, both of which are essential for enhancing language proficiency and vocabulary acquisition. Given the difficulties ESL students frequently encounter as a result of having little access to real-world language exposure, this feature is especially important, making social media a useful and casual means of linguistic immersion and contextual learning (Abbas et al., 2019).

## **LITERATURE REVIEW**

The study on the pedagogical uses of social media platforms for vocabulary acquisition in English as a Second Language (ESL) is reviewed in this section. It looks critically at several platforms and evaluates how well they are said to improve university students' language skills (Ali et al., 2026; Khan et al., 2016). In particular, the investigation looks into how these platforms help adult ESL learners build their vocabulary, enhance their grammatical proficiency, and strengthen their overall language abilities (Abbas et al., 2019; Zainal & Rahmat, 2020). Overcoming conventional temporal and spatial barriers, the integration of digital communication tools, especially platforms like Microsoft Teams, has proven effective in fostering learner interaction and collaboration—elements widely acknowledged as essential for successful second-language acquisition. Furthermore, social media platforms—of which Instagram is a prime example—have demonstrated efficacy in vocabulary acquisition because of their ability to incorporate interactive and visual information. This allows students to use multimedia materials to broaden their language vocabulary.

Studies showing that active use of social media platforms can greatly improve vocabulary knowledge and general language skills lend credence to this claim. In addition to improved pronunciation accuracy, students have reported gains in reading, writing, speaking, listening, and other fundamental language skills (Majeed et al., 2025). These platforms' dynamic and interactive features create a stimulating learning environment where students actively learn new vocabulary through regular interaction with a variety of information, including posts, videos, and peer interactions (Ali et al., 2026). Social media's

widespread incorporation into daily life has made it an easily accessible means of incidental language acquisition, exposing students to a variety of English-language content, from official news articles to casual social interactions, thus enhancing their educational experience (Rabongue et al., 2024).

According to Alshabeb and Almarqrn (2018), university students are increasingly using social media sites like Instagram and Twitter as dynamic language learning resources for vocabulary acquisition. When combined with deliberate pedagogical approaches, this informal language exposure can greatly improve both intentional and unintentional vocabulary growth, leading to more complex written communication. By enabling students to practice language in real-world situations outside of the classroom, the interactive and collaborative aspects included in many social media programs provide beneficial chances to enhance communicative competence (Mitrulescu, 2024). According to studies, learners actively use social media sites like Facebook, YouTube, Instagram, and TikTok for consistent exposure to a variety of linguistic phenomena and real-time engagement, which creates an engaging environment that supports language learning (Apridayani & Sompuwet, 2026).

This trend demonstrates how social media can develop from a communication tool into a crucial part of language teaching, providing new chances for contextualized and immersive learning experiences (Naqrash et al., 2025). Language learning forums, vocabulary-focused apps, and instructional videos are all easily accessible on platforms like YouTube and Instagram. These resources can significantly improve learners' lexical competence and general language competency (Al-Khazaali, 2023). By offering chances for self-directed practice and regular reinforcement of new language through repeated exposure and active application, these platforms enable students to participate in independent learning (Mahmud et al., 2023). These platforms' ability to promote informal learning experiences outside of the traditional classroom and provide an ongoing and interesting learning process is further highlighted by their accessibility and widespread use (Harmaini & Nanda, 2023).

## **RESEARCH METHODS**

This study examined the effects of social media on the vocabulary and language development of students in the English Language & Literature Department of Education Faculty at Paktia University. A cross-sectional research methodology was employed to collect data quantitatively from a sample of thirty undergraduate students (Abbas, Gulzar, & Hussain, 2019). Participants were selected based on their active participation in social media platforms and enrollment in a range of academic programs in order to guarantee a broad representation of student perspectives on language acquisition through digital media.

Students' thoughts and perceptions regarding social media's role in increasing their English vocabulary were gathered using a Google Forms-administered survey. Questionnaires are a well-known method for obtaining primary data since they contain a carefully crafted set of questions meant to elicit reliable responses from participants. The reliability statistics from the questionnaire is displayed in the following diagrams. The questionnaire consisted of two primary components: 1. Acquiring a language; and 2. Acquiring a vocabulary. Each of the 25 items in each section was scored using a 5-point Likert scale that ranged from Strongly Disagree to Strongly Agree.

## **RESULTS AND DISCUSSION**

### ***Language Learning Findings***

This study looked at how social media affects learners' English language development and was carried out at Paktia University with students from the English Language & Literature Department. Social media has a good impact on vocabulary and language development, according to the results based on the students' responses displayed in the graphs. According to learners, social media boosts their motivation to practice English, boosts their self-assurance when speaking the language, and facilitates more efficient learning than other approaches. Additionally, students reported that social media makes it easier for them to pick up new terminology, encourages them to practice it, and gives them the confidence to use it when speaking and writing.

Students of Paktia University's English department participated in a study that examined how they saw social media's contribution to their English language learning process. According to the study's findings, students typically have a positive opinion of social media and see it as a useful tool for improving their English language proficiency. In particular, the study shows that Paktia University students believe social media sites have a big impact on their language learning process.

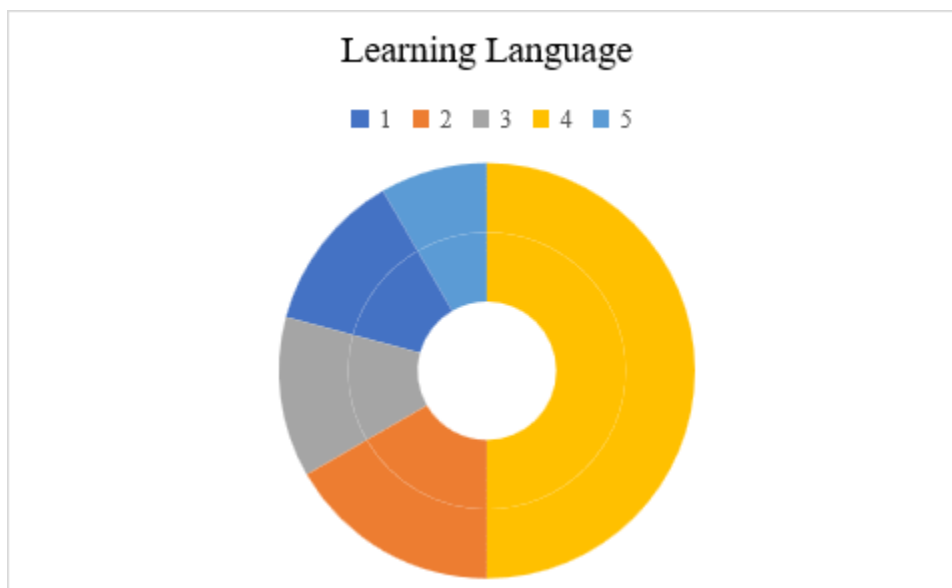
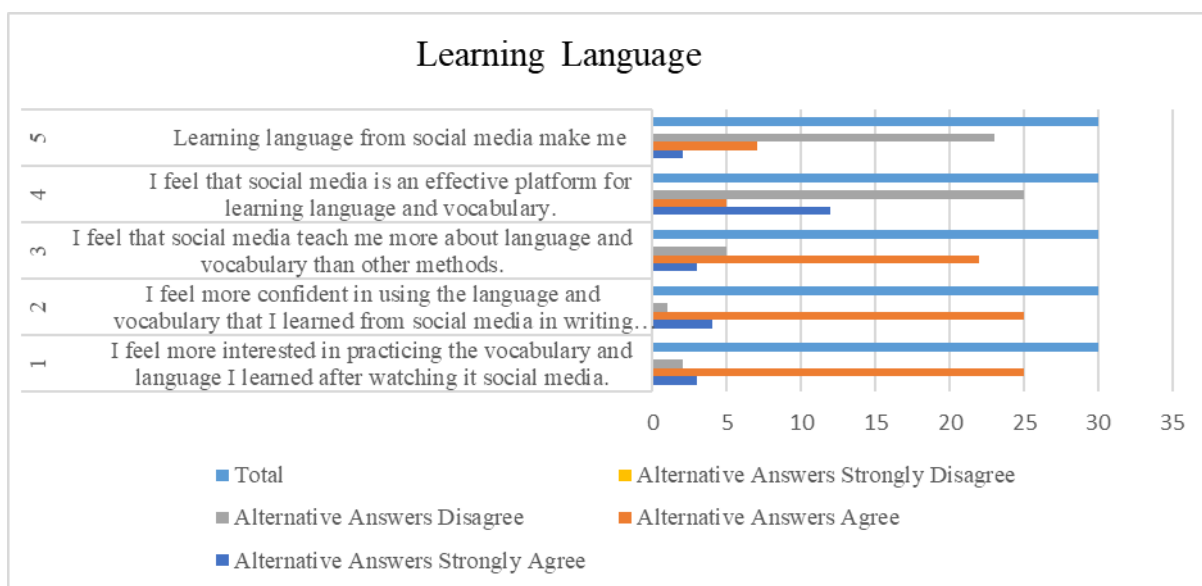
A significant percentage of students strongly agree with the idea that social media sites effectively boost their overall interest in actively learning English, as can be seen by analyzing a bar chart created from the study's data. Social media's engaging and interactive features, which offer a dynamic setting for language practice, are responsible for this rising interest. Additionally, the bar chart analysis indicates that students' confidence in applying the knowledge and abilities they have gained via social media has significantly increased. This increased self-assurance is especially noticeable when they have to convey their ideas orally or in writing. The noted increase in confidence highlights how social media-based learning can be applied practically, allowing students to smoothly combine their virtual education with real-world communication situations.

Given the particular circumstances of the participants—all of whom are enrolled in the English Department—it is critical to acknowledge their prior dedication to studying English. Given this, the study's findings imply that social media sites function as an additional resource that successfully aids in their academic endeavors by providing more opportunities for regular exposure to the English language in their everyday lives. In contrast to typical classroom learning environments, these platforms offer greater opportunity for the actual application of taught concepts in a more organic and participatory context. Social media platforms' accessibility and interactive features enable students to connect with the language in a way that is both practical and personally meaningful, which promotes a longer-lasting and more successful learning process.

The study's findings also suggest that Paktia University English students believe social media provides learning opportunities that outperform some traditional teaching methods in terms of motivation and engagement. The general coherence of the students' answers suggests a shared understanding of social media's ability to promote language proficiency gains through regular exposure and chances for active practice. Social media facilitates their ongoing participation and practical application, which strengthens their command of the English language and improves their overall language proficiency.

An examination of a pie chart representation of the replies confirms the interpretation of general favorable emotion, which supports these findings. It is evident from the response distribution that a sizable majority of the students who were polled fall into the "agree" and "strongly agree" categories. The extensive support for the beneficial impact of social media on language acquisition within the university's English Department is demonstrated by the

pervasive clustering of responses within the agreement spectrum. In conclusion, the study successfully illustrates the significant role that social media plays in the academic and personal learning experiences of Paktia University's English Department students, fostering greater self-assurance, improved engagement, and more successful English language learning as an essential part of their everyday routines. The study highlights social media's potential as a useful supplemental tool that can be successfully included into formal language instruction to meet students' learning objectives.



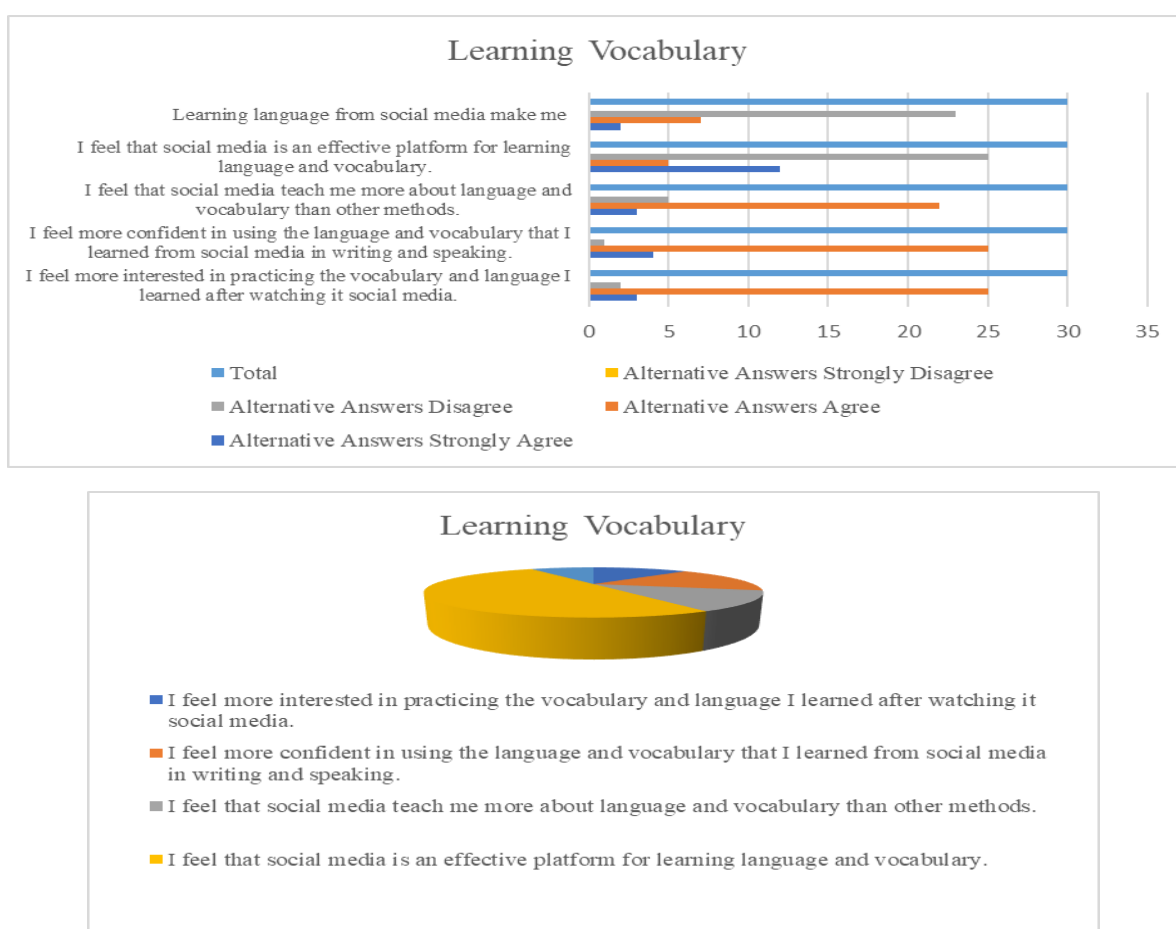
**Figure 1.** Language Learning Findings

**Learning Vocabulary Findings**

The figures demonstrate how social media has a favorable effect on students' vocabulary acquisition. For statements like "social media teaches me more about language and vocabulary than other methods" and "social media is an effective platform for learning language and vocabulary," the majority of responses in the bar chart fall into the higher agreement categories. This suggests that students think social media enhances their

vocabulary development more than traditional or unconventional educational methods. Students also say that social media content makes them more interested in applying the terminology and language they have learnt. This suggests that social media fosters interest and motivation, two essential elements for vocabulary development.

Additionally, the results show that students are better at ease using words they learned from social media in real-world tasks like writing and speaking. This suggests that social media affects students by helping them use new words in conversation as well as by exposing them to new terminology. This broad conclusion is supported by the pie chart, which shows that most responses fall into the agree and strongly agree areas of the scale while fewer fall into the disagree categories. Overall, the graphs show that social media helps young children acquire vocabulary by making practice easier and more regular, increasing their confidence, and constantly introducing them to new words in pertinent settings.



**Figure 2. Learning Vocabulary Findings**

## CONCLUSION

According to Pham et al. (2023), this study supports results that social media platforms offer accessible and interesting opportunities for informal language learning. It also confirms the important role that social media plays in improving language and vocabulary acquisition among university students. In particular, it has been shown that social media sites like Facebook and YouTube greatly aid in vocabulary acquisition for English as a second language learners by exposing them to real-world language use and contextual

learning opportunities (Abbas, Gulzar, & Hussain, 2019). Deeper engagement and retention of new lexical items are made possible by the interactive and multimedia aspects built into these platforms, such as instructional videos on YouTube and visual content on Facebook (Pham, Nguyen, & Cao, 2023). This is consistent with research showing that students frequently acquire slang and informal language from social media use, which can expand their communicative repertoire even if it occasionally departs from formal linguistic frameworks (Maryam et al. 2025). Additionally, there is a pedagogical opportunity for educators to include video-based content into language learning curricula, as seen by the preference for short-form videos on platforms like YouTube and Telegram for English content engagement. This method fosters better vocabulary acquisition by utilizing students' preexisting digital skills and preferences to produce more successful and interesting learning experiences (Alazemi, Gheisari, & Patra, 2023). Therefore, by giving students independent, flexible, and interesting learning possibilities, incorporating social media into instructional practices could revolutionize traditional language learning (Pham et al. 2023). This can encourage long-term engagement and motivation outside of typical classroom settings by enabling students to take charge of their language development path (Arif, 2019; Suhail, 2023). Social media platforms' constant accessibility and ubiquity allow for continuous exposure to the target language, which reinforces grammatical structures and vocabulary acquisition through repeated interaction with a variety of linguistic inputs (Suhail, 2023). Learners' awareness of relevant language characteristics and translinguistic structures is accelerated by this widespread involvement, which eventually adds to the development of both lexical and communicative abilities.

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