# IMPACT OF SOCIAL MEDIA ON ESL LEARNER'S VOCABULARY ENHANCEMENT: A SOCIOLINGUISTIC PERSPECTIVE

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**Abstract**
*In various researches it has analyzed that youth spend a significant fraction of their time in using social media i.e. Facebook, Twitter, YouTube and Instagram. The researcher has conducted this study in order to analyze the impact of the use of the selected social networking sites such as: YouTube, Twitter, Facebook and Instagram on ESL learners' vocabulary at graduate level, and to probe how it affects the male and female learner's vocabulary that either it affects negatively or positively. The survey method has adopted for collecting the opinion of both male and female ESL students. The researcher has selected 200 students (100 male, 100 female) from the Govt. Emerson University Multan and The Woman University Multan. A questionnaire that has based on fifteen closed ended questions has used to collect the data and the data has collected through purposive sampling technique. Since the sample has been the students who were the users of social networking sites. The researcher has analyzed the data through mean score value and the analyzed data has been interpreted in form of charts. The results show that these social media networking sites effects are positive on the vocabulary enhancement of the ESL learners.*
*Keywords:* ESL learners, Male and Female ESL Learners, Social Media, Social Factor, Vocabulary Development

## Introduction:

David Crystal (2001) stated that the invention of telephone and the broadcasting in 1990's panicked people that these inventions will destroy the vocabulary of the people and same is the case with the internet as people thought that it is going to do devastating things with the language. According to David Crystal (2001), Language can never be learned without having understanding of its vocabulary, similarly the students learning English must have strong vocabulary for speaking, writing and understanding English language. Griffths (2013) studied the importance of vocabulary learning and stated that, "If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words".

Davis et al. (2015) stated that social media is a technology which allows organization, groups and individuals to coordinate, engage, and share ideas in various forms of communications in digital environment. Gurcan (2015) investigated the effect of social media on learning a language show that the students obtain help from various social networking sites and technology for better knowledge and understanding of language. Gurcan (2015) studied the participation of social media in response to the academic achievement of students.

In this research, the researcher has taken social networking sites as social factor and has investigated the impact of this social factor on the enhancement of vocabulary building of ESL students. Moreover, the researcher has investigated the impact of the selected social factor on the enhancement of vocabulary building of both male as

well as female ESL learners. Therefore, the purpose of this study has been to shed light on the effects of social media usage for improving EFL student's vocabulary at the University level as well as to probe how male and female EFL learners enhance and develop their vocabulary through social media usage. The researcher has also compared the data that has collected from male and female ESL learners in order to compare the impact of the selected social factor on their vocabulary building.

In this research, the researcher has analyzed the impact of social networking sites, such as: Facebook, Twitter and YouTube and Instagram on the vocabulary enhancement of male students as well as female students separately. In the section of data analysis, the researcher has drawn the mean score value of the responses that have collected through questionnaire from male and female ESL learners. The researcher has interpreted the analyzed data in form of tables and has also drawn the total mean score value of male and female responses in order to compare them. In the next section, the researcher has discussed and interpreted the data that has analyzed quantitatively. Following are the research questions that the researcher has aimed to answer.

**Significance of the Study:**

This study is significant for two reasons. Firstly, this study has explored how social media and different sites to approach social media play a vital role in enhancing the vocabulary of the English language of English as a foreign language learners who are studying in the selected universities of Pakistan. The study's finding explored that the selected social networking sites have positive impact on ESL learners' vocabulary development.

Secondly, this study has taken social media as a social factor and has explored the sociolinguistic perspective by keeping in view the gender of ESL learners. Because in this study, the researcher has explored the impact of the selected social factor on both male and female ESL learners and has also compared the data collected from male and female participants in the section of data analysis and discussion.

**Research Objectives:**

This study aimed to fulfill the following objectives:

1. To probe the impact of social networking sites on the vocabulary of ESL learners
2. To investigate, whether social networking sites impact on the vocabulary of ESL learners negatively or positively

**Research Questions:**

This study based on the following research questions:

1. What is the impact of using social networking sites on the vocabulary of male and female ESL learners at graduate level?
2. Do social networking sites impact the vocabulary of ESL learners positively or negatively?

**Literature Review:**

Ahn (2010) examined the social and academic development in teenagers through the use of social network sites. According to the researcher it is true that the large amount of social network sites are used by teenagers. They interact with social network sites and social media applications on daily bases and spend their considerable time on these sites. This research has significance because the controversies are also highlighted in this research in terms to the participation of teenagers in social networking sites. Moreover, the concerns are about the privacy and safety of youth, psychological wellbeing and development in social and academic terms. It is concluded that the use of internet played a vital role in social and academic performance of youth and provide the learning environment to teenagers.

Blattner and Fiori (2011) studied the impact of social network site, Facebook on the language skills of L2 learners. There is no doubt that the textbooks of languages and language classrooms are the best for learning language skills. But the researchers wanted to investigate the influence of Facebook learning groups, Facebook learning themes and online sessions on L2 learners. According to the researchers, there are many groups on Facebook that provide course themes, online sessions and vocabulary selection for language learners and also provide the platform for learners to take part in discussions on different topics to enhance the language skills. The findings proved that Facebook groups have provided the best electronic environment to learners to enhance their language skills. The study suggested that the students should join these kinds of learning group on Facebook and should take part in discussions on different topics and assignment to enhance their writing and speaking skills.

Yampinij *et al.* (2012) elaborated that the students of grade 3 have enhanced their knowledge and have gotten supportive collaborative learning through social media network. This research has conducted to design the framework of social media to find out the problems and to enhance the learning skills of grade 3 students. The researchers highlighted the point of failure of learners in which the learners have failed to construct the knowledge. Then the social media provided the root to the learner to take help or consult with their teachers and experts to enhance their learning skills and to get constructive outcome. It has concluded that the social network has enhanced the knowledge of grade 3 students and has provided the root for supportive collaborative learning environment.

Al-Rahmi and Othman (2013) examined the role of social media on the academic performance of students at higher education level. The researcher said that the social media has gained the greater importance among the students of higher studies. They can easily connect with their co-fellows, instructors, supervisors or teachers through Facebook, twitter, Whatsapp and other social media communication tools. For the research purpose, the data has collected through survey questionnaire from eighty undergraduate and postgraduate students of University Teknologi Malaysia, session 2012-2013. Which has forty-nine female respondents while thirty-one male students. The survey questions have based on Likert Scale. The findings have proved the positive and constructive participation of social media on the academic performance of university students. It has founded that the collaborative learning has positively interacted with peers, teachers and this positive collaborative learning has improved the academic performance of university students.

Sharma (2015) investigated the effect of social media on English language of Indian students. According to the researcher, India is known as the multilingual country and encourages their people to learn and use English language at national and international level. Moreover, social media is taking part in very effective way in learning process of language students. Social media in terms of mass communication like journalism, broadcasting and mass media helps a lot to enhance the learning and speaking skills of students. The study has concluded that the media has performed really well in terms of learning English language in homes, schools and universities among students and their families.

Gurcan (2015) studied the participation of social media in the academic achievement of students. In this regard, the teenagers of ages 13 to 18 have highlighted because the use of social media is much found among the teenagers. Social media has gained much attention to provide the benefits to students regarding their education and learning process. Through social media, the youngsters found to be satisfied because they easily collaborate with their fellows and teachers. While the findings showed some positive aspects of social media on education and academic achievements.

According to Bouhami (2016) described that less people know that social media improves EFL learner's vocabulary. The researcher also explored that it is a better resource to connect students with each other as well

as with their teachers. Through social for example Instagram is a best source to improve vocabulary because it provides new vocabulary with explanations to its followers.

Karal *et al.* (2017) elaborated that the influence of Facebook on the language of high school students in Trabzon. The research said that the Facebook is most commonly used social media and has many study groups for learners. Through these groups the students can communicate with people from all over the world and can learn different languages and learning skills. In this research, the data has collected of 11$^{th}$class high school students of Trabzon, Turkey. In the first step of data collection, the data has collected from the students who use Facebook. After the collection of Facebook user student's data, the Facebook group was created under the supervision of a teacher. Then teacher has assigned different tasks like assignments, compositions, poems and discussion with the students and this process has lasted for twelve weeks. The researcher has founded the positive and significant outcome from this practice and has founded that the communication and writing skills of students have enhanced. The findings proved that the language skills of high school students have enhanced by using the Facebook groups.

Therefore, this research is different from the reviewed previous researches because in this research, the researcher has explored the impact of social networking sites by keeping in view, Facebook, Instagram, Twitter and YouTube and have taken them as a social factor and has explored the role of this social factor in enhancing vocabulary of ESL learners. Moreover, the researcher has explored how these social networking sites have impacted on male and female ESL learners' vocabulary development. Therefore, the researcher has explored a sociolinguistic perspective by analyzing the responses of male and female ESL learners regarding the impact of social media usage on vocabulary enhancement.

**Research Gap:**

In the above-mentioned reviewed literature, some researchers have conducted research in order to investigate the role of social networking sites on the social and academic achievements of teenagers. Some researchers have analyzed the impacts of Facebook on the language skills of second language learners and how Facebook groups provide the best electronic environment to the L2 learner which enhances their language skills. Some researchers have explored the impact of social networking sites on the academic performance and achievements of students and some researchers have probed how social networking sites provide collaborative learning environment to learners and how they enhance their vocabulary in that environment.

In previous researches, no researcher has taken social networking sites' impact as a social factor. Although previous researchers have explored the role of the sites of social networking in learning enhancement and academic achievement of learners and students at university and school level. But no researcher has explored a sociolinguistic perspective by analyzing the responses of male and female ESL learners regarding the impact of social media usage on the vocabulary enhancement of learners. **Research Methodology:**

Both quantitative and qualitative techniques have been used for the analysis of the data gathered through survey method. Survey method has been used to verify the opinion of the students about the impact of social media on vocabulary development of ESL learners (both male and female) at the graduate level.

The researcher has instructed the students in the survey to offer information about their experiences and impact of using social media on the vocabulary. The sample has consisted of 200 respondents (100 male students 100 female students). Female students have selected from The Women University Multan. Male students have selected from Govt. Emerson University Multan. The researcher has selected the participants through purposive sampling technique. A five-point Likert scale (1 for strongly disagree to 5 for strongly agree) has applied in this study. Each participant has provided with a questionnaire and a brief background to the study.

The researcher has analyzed the data quantitatively and has also interpreted the quantitative data in form of discussion. The researcher has analyzed the mean score value of each response of question and has also

compared the total mean score value of the responses collected from male and female ESL learners. And then in the section of discussion, the researcher has qualitatively interpreted the analyzed data and has also compared the mean score value of male and female students.

**Data Analysis:**

In this section, the researcher has conducted the analysis of data that has collected from a questionnaire consisted of fifteen questions. The researcher has also represented the data in form of tables and data has analyzed through mean score method. Below is the quantitative representation of each question along with their description.

**Table 1: I force myself to use as much vocabulary as I can when I share my message with public on social media**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 8 | 32 | 12 | 28 | 20 | 100 | 3.2 | 3.28 |
| | Percentage | 8.0 | 32.0 | 12.0 | 28.0 | 20.0 | 100.0 | | |
| Female | Frequency | 4 | 32 | 12 | 28 | 24 | 100 | 3.36 | |
| | Percentage | 4.0 | 32.0 | 12.0 | 28.0 | 24.0 | 100.0 | | |

The above-mentioned table explains the data of males and females regarding the usage of vocabulary words while using social media and shows 8% males and 4% females were strongly disagreed. 32% males and 32% females were disagreed. The neutral responses were from 12% males and 12% females. While 28% males and 28% females were agreed and 20% male and 24% females were strongly agreed. Mean score of males is 3.2 and females is 3.36 while total mean score is 3.28.

**Table 2: I always try to enhance my vocabulary through social networking sites**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total Mean Score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 0 | 12 | 13 | 48 | 27 | 100 | 3.9 | 3.98 |
| | Percentage | 0.0 | 12.0 | 13.0 | 48.0 | 27.0 | 100.0 | | |
| Female | Frequency | 4 | 8 | 3 | 48 | 37 | 100 | 4.06 | |
| | Percentage | 4.0 | 8.0 | 3.0 | 48.0 | 37.0 | 100.0 | | |

In this table, data is collected for the question: I always try to enhance my vocabulary through social networking sites. Results show 0% males and 4% females were strongly disagreed. Disagreed were 12% males and 8% females. Neutral respondents were 13% males and 3% females. While 48% males and 48% females were agreed

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and 27% male and 37% females were strongly agreed. Mean score of males is 3.9 and females is 4.06 while total mean score is 3.98.

**Table 3: I am aware of internet slangs most of the time and I learn new slangs from social media**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 4 | 7 | 40 | 36 | 13 | 100 | 3.47 | 3.57 |
| | Percentage | 4.0 | 7.0 | 40.0 | 36.0 | 13.0 | 100.0 | | |
| Female | Frequency | 3 | 7 | 30 | 40 | 20 | 100 | 3.67 | |
| | Percentage | 3.0 | 7.0 | 30.0 | 40.0 | 20.0 | 100.0 | | |

The above-mentioned table shows data that is collected from male and female students who are much aware of internet slangs and they learn new slangs. According to the results 4% males and 3% females were strongly disagreed. 7% male and 7% female were disagreed. Neutral responses were 40% males and 30% female. While 36% males and 40% females were agreed and 13% male and 20% females were strongly agreed. Mean score of males is 3.47 and females is 3.67 while total mean score is 3.57.

**Table 4: I learn pronunciation and idioms which are more often used in modern English**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 12 | 12 | 12 | 52 | 12 | 100 | 3.4 | 3.37 |
| | Percentage | 12.0 | 12.0 | 12.0 | 52.0 | 12.0 | 100.0 | | |
| Female | Frequency | 15 | 16 | 12 | 34 | 23 | 100 | 3.34 | |
| | Percentage | 15.0 | 16.0 | 12.0 | 34.0 | 23.0 | 100.0 | | |

In the above-mentioned table, the responses in favor of strongly disagree were of 12% males and 15% females. The total respondents disagreed were 12% males and 16% females. Neutral respondents were 12% males and 12% females. While 52% males and 34% females were agreed and 12% male and 23% females were strongly agreed. Mean score of males is 3.4 and females is 3.34 while total mean score is 3.37.

**Table 5:    I don't see any development in my vocabulary**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 12 | 52 | 28 | 4 | 4 | 100 | 2.36 | 2.5 |
| | Percentage | 12.0 | 52.0 | 28.0 | 4.0 | 4.0 | 100.0 | | |
| Female | Frequency | 11 | 37 | 34 | 13 | 5 | 100 | 2.64 | |

| | Percentage | 11.0 | 37.0 | 34.0 | 13.0 | 5.0 | 100.0 | | |

The data in above-mentioned table show the responses in favor of strongly disagree were 12% males and 11% females. Disagree responses were 52% males and 37% females. Neutral responses were 28% males and 34% females. While 4% males and 13% females were agreed, 4% male and 5% females were strongly agreed. Mean score of males is 2.36 and females is 2.64 while total mean score is 2.5.

**Table 6:    My confidence increases after having an online chat with an English speaker**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total N score |
|--------|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 0 | 4 | 28 | 44 | 24 | 100 | 3.88 | 3.79 |
| | Percentage | 0.0 | 4.0 | 28.0 | 44.0 | 24.0 | 100.0 | | |
| Female | Frequency | 4 | 6 | 28 | 39 | 23 | 100 | 3.71 | |
| | Percentage | 4.0 | 6.0 | 28.0 | 39.0 | 23.0 | 100.0 | | |

The above-mentioned table shows the data of the question about the confidence of ESL learners that has increased after having online chat with English speakers. According to the results, 0% males and 4% females were strongly disagreed. Disagreed were 4% males and 6% females. 28%  males and 28% females gave neutral responses. While 44% males and 39% females were agreed and 24% males and 23% females were strongly agreed. Mean score of males is 3.88 and the mean score of females is 3.71 while total mean score is 3.79.

**Table 7:   I focus on correcting vocabulary words during writing comments on social networking sites**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total N score |
|--------|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 3 | 23 | 19 | 45 | 10 | 100 | 3.36 | 3.45 |
| | Percentage | 3.0 | 23.0 | 19.0 | 45.0 | 10.0 | 100.0 | | |
| Female | Frequency | 2 | 23 | 9 | 51 | 15 | 100 | 3.54 | |
| | Percentage | 2.0 | 23.0 | 9.0 | 51.0 | 15.0 | 100.0 | | |

The above-mentioned table shows the data collected for the question regarding the use of correct vocabulary during writing comments on social media. According to the result, 3% males and 2% females were strongly disagreed. 23% males and 23% females were disagreed. Neutral responses were of 19% males and 9% females. While 45% males and 51% females were agreed and 10% male and 15% females were strongly agreed. Mean score of males is 3.36 and the mean score of females is 3.54 while total mean score is 3.45.

**Table 8: I think social networking sites such as: Twitter and Facebook are changing the English language.**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 4 | 21 | 18 | 47 | 10 | 100 | 3.38 | 3.47 |
| | Percentage | 4.0 | 21.0 | 18.0 | 47.0 | 10.0 | 100.0 | | |
| Female | Frequency | 3 | 21 | 10 | 49 | 17 | 100 | 3.56 | |
| | Percentage | 3.0 | 21.0 | 10.0 | 49.0 | 17.0 | 100.0 | | |

The above table shows the results of data collected from male and female respondents regarding the question: social networking sites are changing the English language and according to the results, 4% males and 3% females were strongly disagreed. 21% males and 21% females were disagreed. Neutral responses were of 18% males and 10% females. While 47% males and 49% females were agreed and strongly agreed were 10% males and 17% females. Mean score of males is 3.38 and the mean score of females is 3.56 while total mean score is 3.47.

**Table 9: I think the changes happening to the English language and vocabulary are positive.**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 6 | 19 | 19 | 48 | 8 | 100 | 3.33 | 3.46 |
| | Percentage | 6.0 | 19.0 | 19.0 | 48.0 | 8.0 | 100.0 | | |
| Female | Frequency | 5 | 19 | 5 | 53 | 18 | 100 | 3.6 | |
| | Percentage | 5.0 | 19.0 | 5.0 | 53.0 | 18.0 | 100.0 | | |

In this table, the analyzed data show 6% males and 5% females were strongly disagreed. 19% males and 19% females were disagreed. Neutral were 19% males and 5% females. Strongly Agree responses were of 8% males and 18% females. 48% males and 53% females were agreed. Mean score of males is 3.33 and the mean score of females is 3.6 while total mean score is 3.46.

**Table 10: I think my vocabulary of English enhances after watching videos on social media.**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 4 | 21 | 21 | 47 | 7 | 100 | 3.32 | 3.40 |
| | Percentage | 4.0 | 21.0 | 21.0 | 47.0 | 7.0 | 100.0 | | |
| Female | Frequency | 3 | 21 | 14 | 48 | 14 | 100 | 3.49 | |
| | Percentage | 3.0 | 21.0 | 14.0 | 48.0 | 14.0 | 100.0 | | |

The above table show the results of the data collected regarding the enhancement of vocabulary after watching videos on social media. Results show 4% males and 3% females were strongly disagreed. 21% males and 21% females were disagreed. Neutral responses were of 21% males and 14% females. While 47% males and 48% females were agreed and 7% males and 14% female were strongly agreed. Mean score of males is 3.32 and the mean score of females is 3.49 while total mean score is 3.40.

**Table 11:    I think male students spend more time on social networking sites**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total N score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 7 | 19 | 18 | 47 | 9 | 100 | 3.32 | 3.39 |
| | Percentage | 7.0 | 19.0 | 18.0 | 47.0 | 9.0 | 100.0 | | |
| Female | Frequency | 6 | 19 | 11 | 51 | 13 | 100 | 3.46 | |
| | Percentage | 6.0 | 19.0 | 11.0 | 51.0 | 13.0 | 100.0 | | |

The above table show the results of the data collected regarding the male students spend more time on social networking sites. Results show 7% males and 6% females were strongly disagreed. 19% males and 19% females were disagreed. Neutral responses were of 18% males and 11% females. While 47% males and 51% females were agreed and strongly agreed were 9% male and 13% females. Mean score of males is 3.32 and the mean score of females is 3.46 while total mean score is 3.39.

**Table 12:    I think female students spend more time on social networking sites**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total N score |
|---|---|---|---|---|---|---|---|---|---|
| Male | Frequency | 3 | 7 | 20 | 50 | 20 | 100 | 3.77 | 3.63 |
| | Percentage | 3.0 | 7.0 | 20.0 | 50.0 | 20.0 | 100.0 | | |
| Female | Frequency | 3 | 18 | 15 | 54 | 10 | 100 | 3.5 | |
| | Percentage | 3.0 | 18.0 | 15.0 | 54.0 | 10.0 | 100.0 | | |

The above table show the results of the data collected regarding the female students who spend more time on social networking sites. Results show 3% males and 3% females were strongly disagreed. 7% males and 18% females were disagreed. Neutral responses were of 20% males and 15% females. While 50% males and 54% females were agreed and 20% males and 10% females were strongly agreed. Mean score of males is 3.77 and the mean score of females is 3.5 while total mean score is 3.63

**Table 13: I think social networking sites usage should be promoted for educational purpose at university level**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|--------|--|-------------------|----------|---------|-------|------------|-------|-----------|---------------|
| Male | Frequency | 5 | 18 | 18 | 47 | 12 | 100 | 3.43 | 3.47 |
| | Percentage | 5.0 | 18.0 | 18.0 | 47.0 | 12.0 | 100.0 | | |
| Female | Frequency | 4 | 18 | 14 | 51 | 13 | 100 | 3.51 | |
| | Percentage | 4.0 | 18.0 | 14.0 | 51.0 | 13.0 | 100.0 | | |

In this table, data is collected regarding the promotion of social networking sites for educational purpose at university level. And results show 5% males and 4% females were strongly disagreed. 18% males and 18% females were disagreed. Neutral responses were of 18% males and 14% females. 47% males and 51% females were agreed while 12% males and 13% females were strongly agreed. Mean score of males is 3.43 and the mean score of females is 3.51 while total mean score is 3.47

**Table 14: I think social networking sites usage is necessary for ESL learners at university level**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|--------|--|-------------------|----------|---------|-------|------------|-------|-----------|---------------|
| Male | Frequency | 5 | 18 | 18 | 47 | 12 | 100 | 3.43 | 3.47 |
| | Percentage | 5.0 | 18.0 | 18.0 | 47.0 | 12.0 | 100.0 | | |
| Female | Frequency | 4 | 18 | 14 | 51 | 13 | 100 | 3.51 | |
| | Percentage | 4.0 | 18.0 | 14.0 | 51.0 | 13.0 | 100.0 | | |

In this table, the results show 5% males and 4% females were strongly disagreed. 18% males and 18% females were disagreed. Neutral responses were of 18% males and 14% females. Agreed responses were of 47% males and 51% females while 12% males and 13% females were strongly agreed. Mean score of males is 3.43 and the mean score of females is 3.51 while total mean score is 3.47

**Table 15:      Social networking sites do not affect the vocabulary of ESL students at all**

| Gender | | Strongly Disagree | Disagree | Neutral | Agree | Strongly A | Total | Mean score | Total M score |
|--------|--|-------------------|----------|---------|-------|------------|-------|-----------|---------------|
| Male | Frequency | 8 | 32 | 12 | 28 | 20 | 100.0 | 3.2 | 3.28 |
| | Percentage | 8.0 | 32.0 | 12.0 | 28.0 | 20.0 | 100.0 | | |
| Female | Frequency | 4 | 32 | 12 | 28 | 24 | 100.0 | 3.36 | |
| | Percentage | 4.0 | 32.0 | 12.0 | 28.0 | 24.0 | 100.0 | | |

In the above table, the result shows 8% males and 4% females were strongly disagreed. 32% males and females were disagreed. Neutral responses were of 12% males and females. 28% male and females were agreed. While 20% males and 24% females were strongly agreed. Mean score of males is 3.2 and the mean score of females is 3.36 while total mean score is 3.28

**Table 16: Total Mean Score of Male and Female Responses**

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| | Male | Female | Total |
|---|---|---|---|
| Total Mean Score | 50.29 | 52.05 | 51.17 |

The above table 16 shows the total mean score of the responses collected from male and female ESL learners. According to which, total mean score of male participants is 50.29 and total mean score of female participants is 52.05 and the total mean score of the questionnaire is 51.17. This table clearly shows that there is no significant difference between the mean score of both male and female ESL learners.

**Discussion:**

**Impact of Social Media on Vocabulary Enhancement of Male and Female ESL Learners**

**Mean Score Value of Female Data:**

The researcher has drawn the mean score value of female data that has explored that there are five highest mean score values such as: 4.06 is the mean score value of students who always try to enhance their vocabulary while using Facebook, Twitter, YouTube and Instagram. 3.71 is the mean score value of the students whose confidence increases after doing chats with the foreign speakers. 3.67 is the mean score value of the students who are aware of internet slangs and learn new slangs through social networking sites similarly, 3.6 is the mean score value of students who think the changes happening to the English language are positive. 3.56 is the mean score value of the students who think the social networking sites are changing the English language.

**Mean Score Value of Male Data:**

When the researcher has drawn the mean score value of male data that has explored that there are five highest mean score values such as: 3.9 is the mean score value of students who always try to enhance their vocabulary while using Facebook, Twitter, YouTube and Instagram. 3.88 is the mean score value of the students whose confidence increases after having chats with the foreign speakers. 3.47 is the mean score value of the students who are aware of internet slangs and who try to learn new internet slangs. 3.43 is the mean score value of questions 13 and 14 that are related to social networking sites usage and educational purposes. 3.4 is the mean score value of the students who learn pronunciation and idioms which are more often used in modern English. There is only one question whose mean score value is the smallest according to both the male and female students' responses that they do not see any development in their vocabulary which is 2.36 according to male data and 2.64 according to female data.

There have been fifteen questions in the questionnaire, likert scale has used and all the questions have analyzed through mean score value. Some questions have been related to vocabulary enhancement of the students and how they increase their vocabulary by using social networking sites such as: Facebook, Twitter, YouTube and Instagram. A few questions have been related to the pronunciation of the words which they learn by using social media. In the next questions, the researcher has tried to investigate who is spending more time on social networking sites from both the male and female participants. The last questions investigated how social media helps both the teachers and students and plays an important role in ESL classes and how social media can be used as an additional tool for ESL learners. All the questions in the questionnaire have designed to probe the impact of social networking sites on the improvement of vocabulary, and spelling and pronunciation of vocabulary words among the students of ESL at graduate level. And how social media impacts separately on male and female ESL learners that probes whether male and female ESL learners' vocabulary is impacted by social networking sites equally or not.

The researcher has compared the mean score value of male and female participants' responses. On the basis of the discussion of the analyzed data, it can be concluded that ESL learners, both male and female, improve their English vocabulary through social networking sites' usage. Such as: Facebook, Twitter, Instagram and YouTube play a vital role and help English language learners to enhance their knowledge of English language and to develop English vocabulary. ESL learners improve the spelling and pronunciation of English and learn new words and social media slangs, and interact with foreign speakers to enrich their vocabulary knowledge.

**Conclusion:**

The use of social media regarding educational betterment provides the students and the users with the ability to get more updated knowledge and latest information. Social media is useful in the sense that it provides the medium to connect with learning groups and other educational systems, making education and the learning process more convenient. The key objection behind this study has been to find out the impact of the use of social networking sites on the enhancement of vocabulary of male and female ESL learners at graduate level, and that whether it affects their English vocabulary and language knowledge negatively or positively. In this study, the researcher has taken the selected social networking sites as social factor and has investigated the impact of Facebook, Twitter, YouTube and Instagram on male and female, English as a foreign language learner.

The findings of this study have revealed that social media plays a vital role in the vocabulary development of ESL learners at graduate level and social media affects English vocabulary positively. Both male and female ESL learners develop their vocabulary through social networking sites. The analysis of the collected data collected through questionnaire show that both the objectives of the study have been attained. The impact of social media on vocabulary enhancement of ESL learners at graduate level has investigated.

**Recommendations:**

Following are the recommendations of this research:

It is recommended for the teachers to use various web tools in order to develop new teaching techniques.

It is recommended for teachers to encourage the students for making online pages on social sites for educational discussions.

Colleges/ universities should arrange the online sessions where the local students can communicate with foreign English teachers and the students

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