The Role of social media in Lexical Learning of EFL Learners:

By

[1]Ayesha Farooq, [2]Saima Manzoor, [3]Mehwish Malghani

Abstract:

This paper aims to investigate the role of social media in learning lexical knowledge of EFL learners on the part of vocabulary acquisition. This study is conducted to seek the influential part of social media's life and check the beneficial impact on youth lexical learning. Social media is very important feature in collaboration of facilitating learning vocabulary knowledge in day-to-day life. Lecturers and undergraduate students from various departments of University of Balochistan, Sardar Bahadur Khan Women's university, Balochistan University of information Technology, Engineering and Management Science University in Quetta were identified as the participants of this study. The instrument of this study is Likert Scale questionnaire which is constructed to explore the students' attitude and perception towards English language learning. The main objective of this study is to explore the impact of social media on youth lexical awareness. Lexical learning is the central part of L2 learning because the meaning of new words is not emphasized in classroom or textbooks.

This study is conducted to analyze the role of social media and to evaluate the impact of lexical learning skills cognitively on students and to envision that lexical learning is easily accessible through social media. The present research has been done to emphasize the influential role of Internet with the help of literature reviews. This research indicates that vocabulary learning may be practiced easily through interpersonal communication which has turned into a marvel.

Keywords: social media, Lexemes, Lexical Learning, EFL Learners, Naturalistic Learning Environment, Learners' Attitude.

[1]M.Phil. Scholar, Department of English Literature University of Balochistan Quetta Pakistan
[2]Dr. Saima Manzoor, Research Supervisor, Department of English Literature, University of Balochistan Quetta Pakistan
[3]Mehwish Malghani, Research scholar, Department of English Literature University of Balochistan Quetta Pakistan

Introduction:

Language plays a central role to the man and his environment. Language is a vigorous process according to the usage of environment and social relevance. Communication is a mode in which language lays its great importance. Over the past few years' variation takes place in language learning which is prior to new technologies and individual abilities to learn in realistic environment. From 20th c language has tremendous way of learning which occur through computer-oriented styles of EFL learner. Technology is also an innovative style of learning and a mode which tends various social media sites in a way to learn lexemes.

The benefits of new technology bring out from different aspects of learning process. Gradually it has become an essential tool and this new model of digital world leaves great influence in the field of education (learning and teaching). These digital devices are identifying as comprehensible mode of learning and teaching despite of traditional methods. Technology is an innovative style of learning and a mode which tends various Social Media sites in a way to learn new lexemes. It demands a comfortable environment which leads learners to motivate them for self-study and learn new knowledge consciously and unconsciously. A web 2.0 is defined as "application which provides users with collocated facilities online, it involves users in social interaction with interchange to aggregate information and knowledge" (Parameswaran & Whinston, 2007, p.762). These social networking sites give valuable exposure to learners beyond control setting where learning a foreign language is quite limited.

According to Alm (2006) Web 2.0 prevailed after the development of Web 1.0, it contains IM, pictures pages, music, emails, videos, chats and discussion forums. He describes technology as authentic resources in the field of education. All these technological websites providing learners with platform where they can use various applications and it may facilitate them with learning environment in naturalistic setting and constructive feedback.

Vocabulary is the core element of EFL learners and makes them able to achieve comprehensible skills. Vocabulary learning is the center of semantic structures and fundamental capacity to learn new words. In other words, communication can't take place with the lack of lexical knowledge. "Lexical competence is at the heart of communicative competence" (Meara 1993). In order to produce a meaningful sentence EFL learner needs to develop their lexical knowledge. The core process of learning English is bag full of vocabulary which requires continuous flow of time and fundamental part of language orthography. Through social media EFL learners come across with new lexical items and gradually become familiarized with words. Learning a foreign language with textbooks is not helpful for students to gain proficiency in L2. The frequent use of lexical knowledge is easily accessible

through digital world along with the collocation to context. Oeuvre empirically shows the language use and its relation between lexemes, semantics and syntax. The computer is very conducive device in the process of teaching and making grammar and dictionaries (Altery & Tilfarliouglu, 2012; Stubbs, 2008). Due to the inadequate lexical items students' developmental skills are directly affected in academicals reading and writing consequently. The obstacles arise in acquisition of foreign language learners when they have lack of lexical knowledge.

Vocabulary knowledge is whole of communicative competence. Warschaurs (1995) defines that more language opportunities to students can be exposed in real communication setting while using Internet. "Methodology cannot be a remedy for language learning alone rather it is an idea to teach providing aid and suggestion" (Grenfell and Harris, 1999, p.10) Lexical learning often takes place as incidental when learners encounter words they seek and look up for its exact semantics in dictionaries which mainly considered as one of the definite techniques for figuring out the meaning of new words (Kafipour, 2010). In many related studies the considerable role social media has been playing. On inclusive level technology has immersed in language learning of EFL learner, it takes an initiative of L2 lexical learning.

Research Questions:

1.   What is the attitude of EFL learners toward social media in new vocabulary learning?

2.   What is the influential role of social media activities on learning new vocabulary according to the perceptions of learners?

3.   What is the significance of social media on EFL learners?

Literature Review:

The coterie of the study was to explore the sole of social media in language learning. Social media is an innovative channel in the process of teaching and learning second language where students are encouraged to enhance their language skills. This section has given as overview of related studies that sheds light to the use of social networking sites in learning process. Various researches have been conducted in language pedagogy that proof those digital tools were beneficial in social constructivist environment.

Social Media:

Social media can also build up the behavior and attitude of students in regard to social setting. It is a two-way technology, which propagate knowledge and also become the source of Cyber-bullying. Social media also became a tool for checking privacy such as: cyber plagiarism (Chen and Beyer, 2012; Frye,2010; Jackson, 2011; Smailes and GannonLeary,2011). It

was assumed that social media fail to provide essential expedient, which help students unwillingly to use and learn language (Cole, 2009; Valjataga and Fiedler, 2009). Greenhow (2009) emphasized the importance of the Web 2.0 in EFL teaching; it aided EFL learners to use language in authentic context without participating in naturalistic setting. Through Web 2.0 a shift took place to make students as active learners from passive learners and enabled them to create new content through amalgamating it with original material. Learning and social media go side by side when it's incorporated with academic course.

Harrison and Thomas (2009) stated that language learning occurred unconsciously in social setting such as through communicating on each other profiles. Many researchers such as (Firth and Wagner 1997; Johnson 2014; Mills, 2001) concede the fact that shifts took place in social learning from cognitive oriented knowledge in second language learning. Fundamentally social media was a platform to revenue the new interactions for educational and communicational purposes. Pardo (2013), evaluated that the new innovation of technology permit users to share their views and opinions freely about any work being published. He stated that social media provides a platform where mutual interaction has been established among different members of communities (teachers and students), who share same information. He also defined that such interaction are as "an essential part of how human learn" (Pardo, 2013, p.450).

Vocabulary:

The important feature of today's technology is to sheds light on social media platform which is beneficial in language learning. It brings queries that how we can take advantage from it in the best possible way. The expansion of internet use has enables students to get rid of classroom environment, in which learners has to learn through natural settings. According to Wilkins (1972) without grammar very little can be conveyed, but without vocabulary nothing can be conveyed. Learning new words is fascinating with the help of internet. It is significant for learners to get mastered in vocabulary in order to comprehend language. Mastery in vocabulary learning was depended on person usage of social media, their interest, and need and desire to know about lexical items (Hatch & Brown, 1995).

Abrams (2006) stated that learner L2 learning opportunity has enhanced through electronic communication, more often the L2 abilities and interactional skills have also been improved. It builds up an interactional environment that facilitates learner a free flow idea in an unconscious way.

Nation (1990) & Schmidt (2001) claimed that acquiring new words can be determined with how frequently a person uses words in different contextual from. Vocabulary is basic of language teaching because without

handful of words students are unable to convey and interpret new ideas. Productive vocabulary learning is the significant to learners learning strategies, which enables them to gain fluency in English language. Ur (2012) inclined that learning "lexical item" is distinguished from learning grammar, as lexemes are ongoing changing phenomenon by adding new words and eliminating those which are not in use.

Methodology:

This section will explain the overall design of research methodology used in the present study. The research is conducted on quantitative scale because it enables the researcher "centers on the attempt to achieve a sense of the meaning that other gives to their own situation" (Smith, 200, p.12). The data was analyzed quantitatively to measure out the learners' attitude of lexical learning from social media. The quantitative approach was used to represent the validity and reliability of findings. In this study survey technique is adopted, the use of a Likert scale help to get the information and substantiate the role of social media in vocabulary storage. The researcher used a questionnaire to collect data, which is adopted from two sources i-e one which is originally constructed by Al Mubarak (2016) and Nikbakht and Bashra badi (2015).

Data Collection:

In this study the data collection method contained primary technique while using survey-based questionnaire. The study involved 150 students and 50 teachers from SBK, UOB and BUITEMS universities of Quetta, and altogether it contains 200 participants, however the participants' data was taken through random sampling.

Data Analysis:

Quantitative research significantly plays vital role in field of behavioral science, where objective was to discover the human behavior and attitude. So, the researcher used survey questionnaire technique which is one of the common modes of collecting data on the attitude of participants. It was used to probe the L2 research and help to gather the information that learner can report about them. The research procedure involved survey questionnaire which comprises of asking related questions which carried out the research in systematic manner. The data was processed parallel with the inception of data and finally the findings and discussion were produced. Based on the structure questionnaire, it will help to access the insight on both quantifiable and quantitative data (Macky & Gass, 2005). According to Dornyei and Tayuchie (2001) questionnaire are the most common mode of L2 data collection.

Responses to the Questions:

The data analyzed to measure the impact of social media through percentages and frequencies. The tables given below highlight that how social media helps to assess the level of L2 learning of EFL learners. First survey was student's questionnaire responses which were divided according to the limitation of each research question. It is consisted of 20 items and all of them covering the use of social media as a tool of teaching and learning.

Table 1. Percentage on the attitude of EFL learners toward social media in new vocabulary learning

S. N	Questions	Strongly agree/ agree/ neutral	percentage	Strongly disagree/disagree	percentage
Q2	New lexemes natural setting	$\frac{19+32+16}{23+26+13}$ *129*	*86%*	$\frac{8+0}{11+2} = 21$	*14%*
Q3	Prefer SM fo adequate vocabulary	$\frac{22+31+15}{19+33+15}$ *=135*	*90%*	$\frac{6+1}{5+3} = 15$	*10%*
Q4	Rapid progress new vocabul occurs among E through web	$\frac{21+32+13}{17+36+12}$ *=131*	*87.3%*	$\frac{8+1}{8+2} = 19$	*12.7%*
Q9	fellows using n lexemes in th communication	$\frac{16+24+22}{13+29+26}$ *=130*	*86.7%*	$\frac{10+3}{6+1} = 20$	*13.3%*
Q10	social media act motivating factor make students le in natural setting	$\frac{27+29+14}{24+26+14}$ *=134*	*89.3%*	$\frac{3+2}{7+4} = 16$	*10.7%*
Q15	learning vocabul through soc media is enjoyabl	$\frac{37+24+12}{29+31+10}$ *143*	*95.3%*	$\frac{2+0}{4+1} = 7$	*4.7%*
Q19	Collaboration learning by mean SM improve L2 vocabulary of E learners	$\frac{14+41+17}{11+39+17}$ *139*	*92.7%*	$\frac{3+0}{6+2} = 11$	*7.3%*

Question 2: EFL learners with 86% said that they learn new words in naturalistic setting, 14% did not have experience to gain new lexemes. Question 3: almost 90% of respondents gave preference to social media for

adequate lexical learning, only 10% of respondents answered in disagreement towards the use of social media learning. Question 4: it was revealed the attitude of EFL learners and 87.3% feedback make it clear that social media helps in rapid learning of lexemes. About 12.7% responses created that they had problem in learning English vocabulary. Question 9: indicates 86.7% of the fellows develop their vocabulary and used it in their communication while 13.3% did not use new words and it showed their negative attitude towards web. Question 10: respectively 89.3% scale showed learner's attitude concerning social media as motivating factor to make students learn in naturalistic setting, whereas 10.7% students did not access the use of social media application. Question 15: it was reported 95.3% students highly inclined social media as enjoyable environment to learn vocabulary and rest with less number of responses 4.7% showed that they did not find social media as enjoyable platform of lexical learning to some extent. Question 19: in response to students' attitude 92.7% of them believe that collaborative learning enables learners to improve their L2 through social media somewhat 7.3% did not rely on corporative process of learning.

Table 2. Percentage on the influential role of social media activities on learning new vocabulary according to the perceptions of learners

S. N	Questions	Strongly agree/ agree/ neutral	percent	Strongly disagree/disagree	percent
Q1	New lexer through SM	$\frac{33+36+6}{30+34+6}$ =1	97.3%	$\frac{0+0}{1+3}$ = 4	2.7%
Q5	SM has posi influence on E students	$\frac{26+20+19}{25+28+7}$ =125	83.3%	$\frac{7+3}{11+4}$ = 25	16.7%
Q6	SM ser efficiently in learning proc of lexemes	$\frac{21+34+6}{27+31+9}$ =128	85.3%	$\frac{6+8}{6+2}$ = 22	14.7%
Q8	social me assist a part EFL students learning r lexemes	$\frac{20+33+16}{16+41+16}$ =142	94.7%	$\frac{6+0}{2+0}$ = 8	5.3%
Q1	Classroom ba instruction not enough learning vocabulary	$\frac{24+26+9}{25+25++10}$ =119	79.3%	$\frac{11+5}{9+6}$ = 31	20.7%
Q1	L2 vocabul through SNS h to retain words in l term memory	$\frac{18+25+15}{13+31+21}$ 130	86.7%	$\frac{9+1}{8+2}$ = 20	13.3%
Q2	repetitive exposure in tar language wc through improve vocabulary	$\frac{22+32+14}{13+26+21}$ 128	85.3%	$\frac{6+1}{8+7}$ = 22	14.7%

Question 1: it showed that 97.3% of respondents learn new lexical items whereas only 2.7% disagreed to the role of social media in vocabulary learning. Question 5: the responses were inclined towards positive 83.3% students believed that SNS's has influence on their learning apparently 16.7% redirected that they could not find social media as facilitator on their learning. Question 6: above responses highlight the influential role of social activities in learning process. It revealed that 85.3% showed positive responses towards

the notion of digital learning of lexemes. However, 14.7% did not find it as an efficient way to acquire language. Question 8: the percentage given to above table showed 94.7% of respondents investigated that social media foster EFL learners to take part in lexical learning. Somewhat with a smaller number of responses 5.3% come across to face hindrance in comprehending lexical item through web. Question 16: it was inclined by researcher that 79.3% skewed to positive responses and believed in the implementation of naturalistic setting for their L2 learning whereas 20.7% were satisfied with the traditional classroom-based environment for gaining knowledge of English language. Question 18: it was measured that students' responses with 86.7% agreed that SNS's helps in improving them their L2 vocabulary and retain words in their long-term memory unconsciously. However, respondents with 13.3% disagreed that social media could not expand their lexical knowledge believed that no external source which help them memorizing words automatically. Question 20: in response to the statement above it revealed that students with 85.3% believed SNS's collaborates them to meet L2 words and provide platform for repetitive exposure through web 2.0. About 14.7% responses skewed to negative responses that it could not help to access lexical learning with repetitive exposure to improve their English language.

Table 3. Percentage on the significance of social media on EFL learners according to the perception of teachers

S. N	Questions	Strongly agree/ agree neutral	percentage	Strongly disagree/disagree	percentage
Q7	teacher offers enough opportunities promote unconsciously	$\frac{17+28+14}{15+19+26}$ $=119$	79.3%	$\frac{14+2}{13+2}$ $= 31$	20.7%
Q1	teacher use so media students learning vocabulary	$\frac{16+29+16}{18+23+22}$ $=124$	82.7%	$\frac{10+4}{10+2}$ $= 26$	17.3%
Q1	teacher use (Facebook, WhatsApp) you for English learn purpose	$\frac{23+24+17}{20+23+16}$ 123	82%	$\frac{11+0}{11+5}$ $= 27$	18%
Q1	used an on discussion For to share lexemes learners	$\frac{10+25+8}{12+19+13}$ 87	58%	$\frac{29+3}{21+10}$ $= 63$	42%
Q1	used a webpa blog or wiki present vocabula	$\frac{17+24+12}{19+26+12}$ 110	73.3%	$\frac{19+3}{11+7}$ $= 40$	26.7%
Q1	students comprehend words more ea via SM classroom settin	$\frac{32+21+15}{20+22+18}$ 128	85.3%	$\frac{4+3}{14+1}$ $= 22$	14.7%

Question 7: it figured out teachers' role in offering enough opportunities to L2 learner and according to the statistic 79.3% of responses lies on positive side and students believed that teachers provided with opportunities and involve them to learn L2 unconsciously. 20.7% disagree to the view about their mode of offering them with strategies which help them to acquire words easily. Question 11: the purpose of following question to answer research question more clearly and it highlighted that 82.7% of teachers promote social media for lexical learning and play their part in it as 17.3% indicated that teachers

could not relate to the exposure of social media as a source of lexical knowledge. Question 12: it was noted according to the above mention percentage 82% respondents approved that teacher's facilitated students with web usage and shift take place from books to naturalistic setting. Moreover 18% were of perception that teachers did not use SNS to help EFL learners to practice L2. Question 13: the respondents with 58% agreed with pedagogical mode of teaching and believed that teachers were responsible to use web as a source to teach and share lexical item with them. As oppose to it almost half of respondents 42% were disagreed about teachers' role on the part of sharing new lexemes through internet resources. Question 14: the above frequency showed that respondents with 73.3% taking part to encourage their fellow to learn and present vocabulary inside classroom through via social media and become active learner. Moreover about 26.7% responses showed disagreement, the students would not make social media responsible for their lexical learning. Question 17: the data highlighted the positive responses about 85.3% prefer naturalistic setting to comprehend lexical item more easily and become the central part of learning. As opposed to this about 14.7% showed disagreement and support the idea of teachers centered environment and believed that they would not comprehend words easily while using SNS's.

Teachers Perception:

The Likert scale was designed to gather data concerning teachers' perception about social media that how it was useful to lexical learning of EFL learners. They were asked to answer the questions below and get their opinion about the current research.

Table 4. Percentages on the importance of web 2.0 on EFL learners from teachers' perception

S. N	Questions	Strongly agree/agree/ neutral	percent age	Strongly disagree/di agree	percent age
Q1	New lexemes through SI	$6+13+3 = 44$	88%	$1+2 = 6$	12%
Q2	Comprehend new lexer in natural setting	$\frac{12+8+2}{9+9+4} \frac{}{11+12+1} = 46$	92%	$\frac{2+1}{2+1} \frac{}{1+0} = 4$	8%
Q3	Prefer SM for vocabulary	$\frac{4+11+1}{6+13+0} = 35$	70%	$\frac{8+1}{4+2} = 15$	30%
Q4	Rapid progress of vocabulary occur am EFL through web	$\frac{9+6+7}{8+12+4} = 46$	92%	$\frac{1+2}{0+1} = 4$	8%
Q5	SM has positive influe on EFL students	$\frac{9+9+3}{13+9+1} = 44$	88%	$\frac{2+2}{1+1} = 6$	12%
Q6	SM serves efficiently in learning process of lexer	$\frac{4+8+9}{11+10+2} = 44$	88%	$\frac{1+3}{1+1} = 6$	12%
Q7	teacher offers with eno opportunities to prom L2 unconsciously	$\frac{4+16+2}{10+8+2} = 42$	84%	$\frac{1+2}{2+3} = 8$	16%
Q8	social media assist a pa EFL students in learn new lexemes	$\frac{11+10+1}{6+14+2} = 44$	88%	$\frac{2+1}{2+1} = 6$	12%
Q9	fellows using new lexer in their communication	$\frac{12+5+1}{10+10+4} = 42$	84%	$\frac{6+1}{0+1} = 8$	16%
Q10	social media act motivating factor to m students learn in nat setting	$\frac{9+9+2}{9+13+1} = 43$	86%	$\frac{2+3}{1+1} = 7$	14%
Q11	teacher use social me with students for learn vocabulary	$\frac{9+7+5}{11+10+1} = 43$	86%	$\frac{2+2}{3+0} = 7$	14%
Q12	teacher use web (Facebo WhatsApp) with you English learning purpose	$\frac{4+15+2}{11+8+3} = 43$	86%	$\frac{2+2}{2+1} = 7$	14%
Q13	used an online discuss Forum to share lexemes with learners	$\frac{10+6+4}{10+8+4} = 42$	84%	$\frac{4+1}{2+1} = 8$	16%
Q14	used a webpage, blog wiki to present vocabula	$\frac{8+10+2}{5+6+7} = 38$	76%	$\frac{3+2}{4+3} = 12$	24%

Q15	learning vocabul through social media enjoyable	$\frac{12+10+2}{11+8+3} = 46$	92%	$\frac{1+0}{1+2} = 4$	8%
Q16	Classroom ba instruction are not eno in learning in vocabulary	$\frac{5+5+7}{7+6+4} = 34$	68%	$\frac{6+2}{5+3} = 16$	32%
Q17	students comprehend r words more easily via than classroom setting	$\frac{11+8+3}{9+12+2} = 45$	90%	$\frac{2+1}{1+1} = 5$	10%
Q18	L2 vocabulary thro SNS help to retain words in long term mem	$\frac{5+6+8}{7+7+4} = 37$	74%	$\frac{3+3}{4+3} = 13$	26%
Q19	Collaboration learning mean of SM improve vocabulary of EFL learn	$\frac{10+9+4}{7+12+2} = 44$	88%	$\frac{2+0}{2+2} = 6$	12%
Q20	repetitive exposure in ta language words thro SM improve L2 vocabul	$\frac{7+8+4}{11+7+3} = 40$	80%	$\frac{5+1}{1+3} = 10$	20%

Question 1**:** In response to above question female teacher's with 88% agreed with learning new vocabulary from social media and apparently 12% disagreed to the statement that there would be no role of social media in lexical learning on the part of students Question 2: teachers gave positive responses 92% agreed with the concept of dynamic lexical learning outside the classroom setting and a very less percentage 8% reflected that students could not practice vocabulary learning from natural setting. Question 3: its exposed teachers with 70% were agreed in response to prefer social media as an adequate tool of learning for EFL students however about 30% pupils were disagreed. Question 4: according to the question 92% lecturers were agreed to the fact that EFL learners redirect the use of SNS's in L2 learning and 8 % believed that social media was not adequate for EFL learners in the course of fast instruction for lexical learning in more comprehensive way. Question 5: 88% teachers were agreed that digital world has expended the notion of learning for EFL learners and 12% were strongly disagree that students could not find social media as best facilitator for EFL learners. Question 6: about 88% of teachers agreed to figure out SNSs as efficient way to acquire language and 12% could not relate to the use of social media for students as an efficient way of learning. Question 7: however, 84% believed that teachers' use social media as facilitator to provide opportunities to students to learn unconsciously and 16% disagreed to concern their view about teaching method and did not provide them with strategies which help students to acquire English easily. Question 8: it indicated majority of teachers gave positive responses 88% agreed to the statement that social media foster EFL

learners to the lexical knowledge, as per above result 12% were certain about adequate feedback to pave EFL lexical learning. Question 9: to shed light on lecturers towards students use new words or not, it indicated that 84% were agreed to the fact that noticed the exposure of English language in their communication. However, 16% of teachers were measured students did not practice the use of new lexemes which is refrained due to the lack of learning skills. Question 10: the aforementioned table frequency anticipated the strong agreement to social media as motivating factor for students. The teachers' responses skewed to 86% agree about 14% of pupil disagreed to it and preferred traditional way of learning where students' role was of passive learners.

Question 11: 86% of teachers' responses to above frequency revealed that teachers frequently implement social media as an approach to EFL learner as pedagogical technique of teaching vocabulary and 14% opposed to this perception regarding teaching methodology. Question 12: teachers' responses were going 86% with the statement that the teachers refrain students in learning and 14% did not agree that they use online application which helped EFL learners to practice language in naturalistic environment. Question 13: the above mention frequency showed the result 84% agreed that teachers were responsible to use different SNS's to share new lexemes with EFL learners and 14% were neutral about the teachers' role on the part of sharing new words through internet resources. Question 14: 76% of the teachers agreed to the use of SNS's whereas 24% showed the teachers could not use SNS's to encourage their students to learn English language through web it revealed the students would not take part in active learning. Question 15: the above data proved that students found social media as enjoyable and permit them to learn in naturalistic setting 92% teachers agreed with the view 8% did not find lexical learning were not enjoyable for students through social media to some extent. Question 16: the question above showed 68% agreed that students found difficulty in learning L2 vocabulary in context-based instruction and teachers-oriented setting. Whereas about 32% teachers believed that traditional classroom setting are enough for learning purpose without the use of SNS's. Question 17: teachers with 90% agreed the statement that naturalistic setting facilitates students to comprehend lexemes more easily and 10% strongly disagreed to it. Question 18: it was measured teachers with 74% agreed that social media help EFL learners to retain lexemes unconsciously as active learner in their long-term memory. Whereas 26% disagree that SNS's could not expand their lexicons. Question 19: in response to question, teachers with 88% agreed with mutual collaboration learning and about 12% teachers believed that students had not adequate knowledge about collaborative way of learning. Question 20: teachers with 80% agreed in response to the above mention statement that SNS's allow EFL learners to meet the target language words and it will improve their lexical knowledge. On the other hand, 20% teachers disagreed to the fact that social media could not help students to

access the quality of vocabulary learning with repetitive exposure through SNS's.

Discussion and Findings:

The researcher purpose of this study was to explore the influential role of social media in lexical learning of English as second language. The study figured out that youth used social media positively as a platform to access to the lexical item of second language easily.
According to the study following are the findings:

1. It was figured out that majority of students and teachers have a very positive attitude towards social media in new vocabulary learning. They were of the view that social media plays vital role in lexical learning.

2. In present study the researcher explores social media as new paradigm. However according to students' perception more than half of students agree to involve in social media activities which was to be found the source of English language learning. The use of social media significantly impacts on their lexical learning.

3. Hence the result of the study concluded that not only the students but teachers were also of the view that social media encourages EFL learners to learn lexemes along with social media activities.

Moreover, it is revealed according to the findings of study that the students found social media environment as enjoyable and as the result it reinforces their motivation and confidence for learning environment. It manifests that EFL learners were of positive attitude with the use of social media as platform for lexical learning. According to Omar (2012) the social media plays a significant role in learners' lives which helps them to take advantage in their educational modes while performing the language which is not a traditional mode of teaching. The students are more concerned about social media in their educational environment which provide the platform to enhance their language skills and give chances to learn unconsciously in naturalistic setting. The findings of this study exhibits that students were amenable to use web 2.0 for language learning. It is concluded that researcher sheds some light on the awareness of using web 2.0 as a tool for lexical learning which may also proliferate learners' knowledge.

Conclusion:

In this paper, the result obtained on students' attitude towards lexical learning has been discussed. The findings of the study clearly showed that social media plays a role of motivational drive for EFL learners to enrich their lexical knowledge. The researcher found that it is necessary to put some

emphasis on using social media in the mainstream of classroom environment. This research will facilitate the learning process of learners, and it will aggrandize learners' vocabulary storage. The main purpose of the study is to shed light on the importance of lexical learning with the help of social media and to provide a notion of social media as an educational tool. It deduced that learners concern towards the social media task for learning purpose. The student's responses confirmed that web 2.0 helps them in learning much lexeme.

Moreover, teachers' survey proved that students have good experience in teaching through SNS's and it encourages them to be more conscious and become active learner. The present study is momentous for learners to enhance their vocabulary knowledge and motivate them to learn in naturalistic setting. The study encourages to use social media as a unique and enjoyable way to enhance the knowledge about vocabulary. Gumport and Chun (1999) stated that the purpose of utilizing technology in educational field is to develop the standards of teaching and learning. However, the researcher elucidated through survey that social media is very effective tool for EFL learners which can be used to develop their lexical knowledge. This research explores the social media as new drive for new vocabulary learning and to transmit lexemes in EFL learners on educational level.

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