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## Relationship between Social Media Usage and Vocabulary Development in English among Higher Secondary School Students

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### Introduction

Educational system around the world is under increasing pressure to use the new technologies to teach students the knowledge and skills they need in the 21<sup>st</sup> century. Education is at the confluence of powerful and rapidly shifting educational, technological and political forces that will shape the structure of educational systems across the globe. Due to the globalization of countries and the knowledge of society, people of today live in a world characterized by constant change brought in to effect by the media boom. Internet emergence and the rise of social networking have transformed communication, and are utilized as a learning tool.

The use of social media can be a powerful educational tool to make the students more interested to learn, provides unique and dynamic learning experiences to students and teachers alike. As an academic device, the social media has become common tools that are used in academic institutions by everyone to share academic works, research findings, book reviews, and communicate with peers and teachers. Social media improves the chance to learn by enabling learners and instructors to link and communicate in new interesting ways.

Social media is considered to be a great source of materials which teachers may adopt in their English classes. Social media can help to increase English vocabulary and provide a 'back door' for shy learners. While many students struggle with communicating in front of their classmates, they may feel more comfortable 'speaking' on social media. This provides an outlet for students who are too intimidated to raise their hands in class. Furthermore, social media relies on the written word, making it an excellent means of improving English vocabulary.

It is worth noticing that new vocabularies are being introduced on the social media very rapidly, used excessively, and sometimes discarded at the same rate. It could be argued that this trend amounts to a lazy form of communication, but in a fast-paced society, it facilitates fast and convenient interaction with others. The negative impact on the use of English language is the improper use of grammar, informal speech used in wrong contexts, and misspellings. However, on the positive side, social media seems to create a more sense of awareness of English language mistakes because some readers spot the errors and point them out through comments.

### Need and Significance of the Study

Learning new things is an essential challenge for inventing the future of our societies. Acquisition of knowledge and deepening understanding in a discipline is no longer confined to traditional formal institutions of education. With a passionate participation in online platforms, people can build a reputation that has the potential to open unimaginable possibilities to them. The emergence of social media creates a drastic change in learning and education.

Social media, in fact, encompasses all the web services that facilitate creation, sharing, and exchange of user-generated content. The number of people accessed and used the social media is increasing exponentially day by day. Social media is very powerful that, if it is used in correct manner, can bring about tremendous changes in any field of life and be beneficial to mankind in multiple ways.

Today, in teaching learning process, students of school and college can use social media to their advantage in many different ways. Students can use social networking sites to connect with people from their study or work group and interact with friends or teachers directly. By using the internet for academic purposes, students learn more than they can in a classroom and their ability to access, analyze, retain and share information improves dramatically.

The great rise in the use of social media may help to develop vocabulary in English. Directly or indirectly the use of social media helps the learners to develop their vocabulary in English. Through various social media, they could

exchange their feelings, attitudes, and ideas by using lots of different vocabulary based on different contexts. Thus the present study helped to reveal the influence of social media on vocabulary development in English.

#### Objectives of the Study

1. To find out the level of Social Media Usage among higher secondary school students.
2. To find out the vocabulary development in English among higher secondary school students.
3. To study the relationship between Social Media Usage and vocabulary development in English among higher secondary students.

#### Hypotheses of the Study

1. There exists different levels of Social Media Usage among secondary school students.
2. There exists different levels of vocabulary development in English of higher secondary school students.
3. There exists significant correlation between Social Media Usage and vocabulary development in English among higher secondary students.

#### Methodology of the Study

##### Method

Normative Survey method was adopted for the study.

##### Sample

The total sample for the present study consisted of 400 Higher Secondary Students of Palakkad. To obtain sample representatives of its population, the investigator followed stratified sampling technique.

##### Tools Used

Social Media Usage Scale and Vocabulary Test in English, both validated by the investigator were used

#### Statistical Techniques Used

Statistical techniques used were Percentage analysis and Pearson's Coefficient of Correlation

#### Results and Discussion

##### Analysis of the levels of Social Media Usage and Vocabulary Development of Higher Secondary School Students

To find the levels of Social Media Usage and Vocabulary Development of Higher Secondary School Students, they were classified into three groups, such as

- 1) High level Group
- 2) Average level Group
- 3) Low level Group

The scores greater than Mean + SD are categorized as students under High level group, students who scored below Mean + SD are categorized as students under Low level group and Students those who scored in between the above indicated two levels are categorized as students of Average level of group.

Table 1

*Data and Results of Analysis of Level of Social Media Usage of Higher Secondary School Students*

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Social Media Usage

Group	Norms	N	%
High	$M + SD$ and above	66	16.5
Average	$M + SD$ to $M - SD$	277	69.25
Low	$M - SD$ and below	57	14.25
Total		400	100

From the table, it is clear that 16.5 % of Higher Secondary Students are falling into high levels of Social Media Usage. 69.25 % of Higher Secondary Students are observed within Average Social Media Usage . And 14.25 % of students are coming under Low Social Media Usage . It was found that, for the whole sample the majority is coming under Average group, i.e., 69.25 % of students from the whole sample were shown Average level of Social Media Usage group.

Table 2

*Data and Results of Analysis of Level of Vocabulary Development in English of Higher Secondary School Students*

#### Vocabulary Development in English

Group	Norms	N	%
High	$M + SD$ and above	58	14.5
Average	$M + SD$ to $M - SD$	275	68.75
Low	$M - SD$ and below	67	16.75
Total		400	100

From table 2 it is clear that 14.5 % Higher Secondary School Students fall into a high level of Vocabulary Development in English. 68.75 % Higher Secondary School Students have shown average Vocabulary Development in English 16.75 % is falling into the low Vocabulary Development group. It was found that, for the whole sample the majority come under the average group. 68.75 % of students from the whole sample were showing average level of Vocabulary Development in English. It is evident from the result that there exist different levels of Vocabulary Development in English among higher secondary school students.

#### [Relationship between Social Media Usage and Vocabulary Development in English of higher secondary school students.](#)

The Pearson's Product Moment Correlation analysis was worked out to find out the extent of relationship between Social Media Usage and Vocabulary Development in English of higher secondary school students for the total sample. The details are presented in Table 3.

Table 3

*Data and Result of the Relationship between Social Media Usage and Vocabulary Development in English of Higher Secondary School Students for the Total Sample*

Variable s	<i>N</i>	<i>r</i>	<i>p</i>
Social Media Usage and			
Vocabulary Development	400	0.323	< .001

Note. \*\*Correlation is significant at 0.01 level

Results in Table 3 reveals that the Coefficient correlation between Social Media Usage and Vocabulary Development in English of higher secondary school students for the total sample is 0.323 and the *p* value is < .001. The coefficient of correlation is significant at 0.01 level of confidence. The value of '*r*' is positive. It indicates that as the level of one variable increases, the other variable also increases, which actually leads to the conclusion that Social Media Usage is positively related to vocabulary development and vice versa.

This shows that there exists a significant correlation between Social Media Usage and vocabulary development in English for the total sample.

### Conclusion

From the study it is evident that Social Media Usage is positively related to vocabulary development in English and the findings suggest social media usage brings students' progress in their education and suitable usage of these social media promotes the confidence level of each student to use the English language. It provides exposure to diverse content and promotes interactive learning at the same time and it was also noted some negative impacts like over use of slang and abbreviations may affect formal English language learning.

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