



## A COMPREHENSIVE ANALYSIS OF SOCIAL MEDIA'S INFLUENCE ON ENGLISH VOCABULARY DEVELOPMENT IN PAKISTAN

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### Abstract

*This paper seeks to analyse the role of social networking sites in influencing English vocabulary learning by the Pakistani youth, in terms of the kind of vocabulary learnt, the linguistic patterns that dominate as well as the difference between the different ages, among others. It also aims to determine the implications of incorporating social media into formal learning situations in terms of education. The research adopted quantitative research design with structured questionnaire meant to be filled out by 350 respondents (with ages 13-35 with diverse demographic backgrounds). The questionnaire comprised five parts which discussed demographics, use of social media, vocabulary impact, attitudes and the impact of the education. Descriptive statistics, cross-tabulations, and correlation testing was made and reliability was ensured by means of the obtained Cronbach Alpha values of 0.62 and 0.82. Findings demonstrated that majority of respondents (70 percent) identified social media as having had positive influence on their English vocabulary with most of the improvement coming in informal slang (80 percent) and Urdu-English hybrid language expressions (60 percent) with 30 percent of the respondents reporting an improvement in formal or academic vocabulary. Instagram, TikTok, and YouTube were found to be the most widely used, and their use remains very heavy every day. The younger participants and the urban youth were better adopters of new vocabulary than the older and rural people. Although 70 percent of people are in favour of such a strategy as the incorporation of social media in education, an issue arises as to its tendency of promoting the usage of informal rather than formal language. This paper can be seen as an empirical contribution to sociolinguistic and educational processes of social media in a multilingual perspective, including the pros and cons of its versatile nature as an open accessible language learning aid and its inability to achieve formal fluency in a language. The scholarly contribution of the findings is helpful to teachers, school administrators, and curriculum developers who aim to stay in line with both digital experience and maintaining the level of academic English in the Pakistani context.*

**Keywords:** Social Media, English Vocabulary Development, Pakistan, Code-Mixing, Language Education

### Introduction

Social media has grown at a peaking pace and has altered communication, learning, and interactions of various people around the world. In Pakistan, a nation with a multicultural and multi lingual community, the role of social media in shaping up language, especially English vocabulary has started playing a bigger role. Though English is not the primary language spoken by most people, it has taken a special role in Pakistan



as a language of learning and professional growth as well as social status. As more and more of these social networks are established (Facebook, Instagram, TikTok, Twitter, and YouTube), the amount of exposure to English has grown drastically, especially amongst the younger generations (Zahira et al., 2024). The given phenomenon poses significant questions regarding the influence of social media on vocabulary learning, its usage, and linguistic preference in a country where English is coexisting with regional languages such as Urdu, Punjabi, Sindhi, and Pashto.

The linguistic landscape of Pakistan is complicated since there is the sense that English is a social marker (Zainal & Rahmat, 2020). The introduction of English was historically connected with the period of British colonial was and remains fixed deep in the legal, administrative, and learning processes of the country. Nonetheless, the opportunities to receive high quality education in the English language are still not equitable and urban regions are getting more of them than rural areas. Social media has presented itself in a non-formal but effective avenue of language exposure whereby users, more so the young people, have the capabilities to interact and use the English language in lively forms. Contrasting the classical classroom experience, social networking makes available instantaneous, situational, and frequently informal exposure to language, whether in the form of worldwide slang, or expertized jargon (Abbas et al., 2019). The shift has brought rise to opportunities and challenges in the Pakistanis in the way English is learned adapted and even change by the Pakistani users.

The addition and popularization of new words, abbreviations, and hybrid expressions to the English vocabulary in Pakistan is one of the most obvious influences of social media. Social networking sites such as Twitter and Tik Tok support the development of brevity and creativity, so that acronyms like LOL (laugh out loud), BRB (be right back) and FOMO (fear of missing out) became widespread. Also, the pidginization of English with Urdu and regional languages, commonly referred to as Hinglish or Urdu-English code-mixing, has become increasingly prevalent in digital communication. (Wilson & Anam, 2024). The use of words or phrases such as, Let us do a time pass or She is my bestie are some of the ways that social media influences use of words. Although such a trend improves colloquial fluency, it also brings about some concerns related to the retention of formal English expertise at all levels, including academic and professional situations typical of the necessity to apply standard grammar and vocabulary (Ramzan et al., 2023).

Informal communication within social media has also affected the parameters of pronunciation and spelling rules (Muftah, 2024). A large number of Pakistani users use simplified or phonetic spelling like using the letter u instead of you, gr8 instead of great, or thx instead of thanks to name a few examples that may influence the written language skills. Likewise, exposure to different English accents e.g., American and British and non-native ones via videos, memes, and posts by influencers has also contributed to pronunciation preferences changes. In particular, the younger learners can even follow these trends at the cost of the norms that had been taught in the classroom (Khan et al., 2022). This is the discrepancy between the formal and informal use of English, and this is a challenge to educators that will have to balance the changing dynamic of digital language usage with a standardized curriculum (Ullah et al., 2024).

The other important fact about the influence of social media is that it has democratized the English language access. Social media also gives access to learning to those who may not have access to quality English provision in a country where it is a preserve of elite institutions or the cities (Wang et al., 2020). There are millions of videos about grammar, vocabulary, pronunciation and all over these platforms such as YouTube, and Instagram and Facebook pages that are completely about language learning, with tips and other exercises on a daily basis. To most Pakistanis, primarily disadvantaged through their inability to access formal education, these resources act as crucial complements to them (Afzal et al., 2025; Yunus et al., 2019). Nevertheless, the quality of such material is not always reliable, and in the absence of adequate mediation, students can adopt inaccurate usage or simplified guidelines (Usman et al., 2024).

The English vocabulary is further affected by the generational gap when using social media. Among the heavy users of social media, the teens and young adults are more easily accommodated with the new trends in linguistics than the older generations (Usman et al., 2022). This gap is observed in situations at the house and in the workplace, when younger adults could express themselves due to internet slang or other slang phrases or borrowings that elderly relatives or co-workers are not familiar with (Ullah et al., 2024). Moreover,



the regional differences also contribute; in comparison with the rural regions, urban youths have more access to the internet and learn more about worldwide tendencies, which is why they are more inclined to acquire and spread new terms (Mirza et al., 2021). These differences note that linguistic permeation of social media only penetrated into certain segments of Pakistani society unevenly.

In addition to personal language learning, the use of social media has created an entire change in societal language standard in Pakistan (Ullah et al., 2024). Viral hashtags, memes, and trends can #introduce and #reinforce certain terminology, or phrase, thereby establishing a collective digital vocabulary. Examples include: the political movements, the cult of celebrity and the events of the world often give birth to new words that infiltrate the day to day language. These terms go viral so fast that it is why the platform can be considered powerful when it comes to setting linguistic trends (Ittefaq, 2019). But due to the changing culture of the internet, most of these words could also become as short lived as they appear without creating a significant change in formal language.

Educational system in Pakistan has not yet kept up with the changing linguistic scene as a result of these developments. A rigid application of grammar and classical literature is commonly the main priority and focus, instead of modern communication skills in the English curriculum of schools and colleges (Khan et al., 2022). The mismatch between formal learning and the language being used in the world may keep the students unprepared to the continuous changing nature of digital communication. Other educators insist on the inclusion of social media literacy in language instruction that could employ the vocabulary that is trending and platforms to learn it. Other people are against legitimizing informal use, as it can dilute the standards of language (Mahmood et al., 2021). It is a major challenge to maintain a balance between retaining of language integrity, and promoting evolution.

It is impossible to neglect the psychological and social aspects of the impact of social media on English vocabulary. The ability to use a cool English variety or internet lingo is a means of social integration and modernity to a lot of young Pakistanis (Asghar et al., 2023). New words are adopted by the trend of peer values and online validation and in some cases replacing proper usage or formal usage. On the other hand, individuals who are less well-educated in digital terminology can be deprived of the feeling that they belong or that they are current and they further support social division by language skills (Jamil, 2020). This situation is more eminent in the urban centres as fluency in English is directly linked to social and economic mobility.

Based on these observations, this research paper aims to explore how social media can contribute to the development of English vocabulary in Pakistan in a detailed manner. The research seeks to illuminate issues on the opportunities and challenges of using digital communication through the study of its use patterns, generational variations and educational consequences. The results will be used in the current debates over language maintenance, modernity and teaching in a fast digitizing society. Finally, linguists, educators, and policymakers in Pakistan must learn that social media has the capacity to influence English vocabulary, which makes it an important aspect to consider in the field of teachings, policies, and in educational research.

## **Literature Review**

### ***Social Media and Language Evolution***

Language research on the social media connection has been extensively covered through linguistic and sociolinguistic investigations. Innovation is making language communication with the use of digital platforms because it uses new vocabulary, abbreviations, and hybrid forms (Panjaitan & Patria, 2024). Research has revealed that social media is faster at influencing linguistic change because it popularizes informal use of expressions, usage of slang, and code-mixing. Acronyms (e.g., LOL, BRB) and phonetic spelling (e.g., u, instead of you) have become commonplace because of the brevity demanded by mobile technologies such as Twitter and TikTok and these versions change the old ways of writing. Also, memes, viral fashion, and the influencer culture carry new words at high speeds, and they do not even necessarily limit by borders (Naqvi & Kapasi, 2024). Whilst some scholars suggest this helps in creativity with words, others caution that it can degrade proper use of language, especially among the youthful users that depend largely on the use of technology and digital communication.

### ***English in Pakistan: A Sociolinguistic Perspective***

English holds a special place in Pakistan, as the legacy of the British colonization efforts but also the





predominant language in the field of education, in politics and the language that elites use. Although Urdu is the national language, English may be linked to those who are upwardly mobile, successful and have a social status. Being unequal socioeconomically, residents of the city and wealthy citizens possess a more significant access to high-quality English education than residents of the countryside (Tufail et al., 2025). The importance of English is further instigated by the increase in the number of English-medium schools run by private organizations and English as a requirement in the work force. Nevertheless, formal education system is unable to keep in pace with changing methods through which English is changing especially because of digital media.

### ***Social Media's Role in English Vocabulary Acquisition***

Numerous researches have been conducted outlining the way social media can be an informal but effective tool in language learning. As opposed to the classroom-based English, social media offers contextualization, interactivity, and excitement in exposure to English. Such online platforms as YouTube and Instagram provide language-learning material, whereas informal communication on Facebook and Twitter puts users directly in the context of real communication (Zainal & Rahmat, 2020). It has been shown that regular contact with English on social media helps increase the vocabulary retention process especially of the informal and colloquial expressions. Nonetheless, it is questionable whether the language input is accurate enough, since such information is usually unverified, and the majority of people in the digital realm are not native speakers. Moreover, the causality effect of erroneous grammar and spelling might be internalized because of the casual way of social media messages communicated which will be a problem in academic and professional writings (Yadav, 2021).

### ***Code-Mixing and Hybrid Language Trends***

One significant linguistic feature in the country is the variation of English and Urdu and other local languages commonly known as Hinglish or Urdu-English code mix. This tendency is also multiplied on the social media where users incorporate English terms into Urdu sentences (e.g., Let us have a drive or My bestie). The research shows that code-mixing especially among urban youths is a major characteristic of modernity and reflects youth social identity. Although this is seen as a normal result of developing multilingual communication by some linguists, it can also be said that overusing hybrid forms can deteriorate the use of both languages (Mangla et al., 2023). The extent to which social media tries to normalize and propagate these hybrid forms of language is an important line of inquiry (Afshar & Shah, 2025; Li & Zhang, 2022).

### ***Generational and Regional Variations***

Studies also indicate that there is a very big era comparison in use of social media in English word building. Younger consumers especially Gen Z are more adaptable to digital terminologies and commonly add internet lingo in their ordinary vocabulary usage (Mosaddeque et al., 2022). On the contrary, the elder generations can reject or fail to understand these language changes, which causes intergenerational communication barriers (Rowshon et al., 2025). The issue of regional differentiation is also significant, and the regions with a stronger presence of the internet have higher exposure to trends in the global English, and thus to the latter applying to them, whereas the countryside is susceptible to the imposition of local dialects. These differences emphasize the disproportionate influence of social media on the growth of language among various demographics in Pakistan.

### ***Educational Implications and Future Directions***

It can be argued that the increased role of social media in English vocabulary is an opportunity as well as a complication of the education system of Pakistan (Arshad et al., 2024). Other researchers promote the digitalization of curriculum language by increasingly implementing social media trends as a teaching method to make the students more responsive. The others affirm that critical media literacy is important so that the learners can differentiate between informal and formal ways of using English (Afshar & Shah, 2025). Also, more research is needed to understand the long-term consequences of social media and their impact on language retention, especially among multilinguals (Twaha et al., 2025). Future research would delve into pedagogical principles of finding the compromise between digital language exposure and the traditional language learning and maintaining good levels of the foundational skills by the learners being sensitive to changes in communication tendencies.

### ***Conclusion of the section***



It is a highlight of the current research that the English vocabulary in Pakistan has been greatly influenced by social media. Although the digital medium democratizes the process of accessing English and promoting linguistic creativity, it brings about the other issue of language accuracy and formal proficiency. The combination of social media, multilingualism and education needs to be further investigated to find ways to utilize perceived advantages of the digital communication and lessen some of its possible shortfalls. The study expands on these developments to establish a whole research on the nature of English vocabulary in relation to its shaping by social media among the Pakistani users that can form part of the debate on language, technology, and society.

### ***Objectives of the Study***

1. To analyse the impact of social media platforms on the acquisition and usage of English vocabulary among Pakistani youth, focusing on both the adoption of new words/phrases and changes in linguistic patterns.
2. To examine the differences between informal (social media-influenced) and formal English usage, assessing how digital communication affects grammar, spelling, and vocabulary in academic and professional contexts.
3. To explore sociodemographic variations in social media's linguistic influence, comparing how factors such as age, education level, and urban/rural backgrounds shape English vocabulary development.
4. To evaluate the implications for English language education in Pakistan, investigating whether social media can be leveraged as a supplementary learning tool while addressing potential challenges to language proficiency.

These objectives aim to provide a structured understanding of how social media is reshaping English vocabulary in Pakistan, with practical insights for educators, policymakers, and linguists.

### ***Problem Statement***

The social media impact created a structuring force that led the world to understand emerging language patterns more than ever before, especially in multilingual societies such as Pakistan. Although English continues to be a language of education, employment, and social mobility, learning and use tend not to be determined by an organised system of education, but by the digital environment to an ever-increasing degree. Such a transformation brings up major questions about value, correctness, and suitability of the English vocabulary which is being adopted via the social media avenues.

Where English and local language exist simultaneously, as well as, a complex language context in Pakistan, social media is now the main source of exposure to the English language particularly to young people. But the informality of the digital interaction fosters the easy proliferation of slang, abbreviations and mixed-linguistic formats (exemplified by the Urdu-English code mix), which cannot always be regarded as following the use of Standard English. This effect leaves an expanding gap between the English of academic/professional practice and vernacular elaborating on the social networks.

### ***Methodology***

In this research, the research design was quantitative and it sought to explore the effect of social media on English vocabulary development among the Pakistani youth. The administered structure questionnaire was given to 350 respondents aged between 13 and 35 selected conveniently in terms of demographic groupings covering geographical settings, education, and gender representation. The questionnaire was presented as a five-part (Demographics, Social Media Usage, Vocabulary Influence, Attitudes, and Educational Impact) questionnaire via Google Forms in order to make it accessible and confidential.

### ***Data Collection and Instrumentation***

Closed-ended questions (e.g., Likert scales, multiple-choice) were also used in the questionnaire to measure trends, including preferences of platforms, the amount of time spent on it daily, and feelings about improvement in vocabulary. As an example, the participants evaluated such statements as "Social media has enhanced my vocabulary in English language" by using 5 point agreement range. Clarity and reliability were established on piloting that involved 10 respondents, with Cronbach scores of 0.62 (moderate) and 0.82 (high) when dealing with respective items on demographics and vocabulary, respectively.

### ***Data Analysis***



The analysis of responses was conducted with the help of descriptive statistics (frequencies, percentages) to determine patterns and tendencies of the answers, the complete control of Instagram (80%) or the informal vocabulary learning that is predominant (70%). The demographic differences (e.g. urban vs. rural differences in adoption of slang) were investigated through cross-tabulations. A p-value of <0.05 set statistical significance at this level, including correlations, e.g. social media usage and self-reported vocabulary gain.

### ***Ethical Considerations***

Informed consent was made and the anonymity was ensured. The paper was conducted with the ethics of taking care of the avoidance of sensitive questions and the utilization of data to be used exclusively in a research-related initiative.

### ***Reliability Test of the Research Instrument***

The results of the reliability analysis using Cronbach's Alpha ( $\alpha$ ) score suggest that the computerized questionnaire relies on various sections of the questionnaire (Saida, 2020). Out of four items the Demographic Information section captured, their Cronbach's assessment of 0.62 indicates moderate reliability, which means these items are reasonably consistent but dependent on a few other factors. Out of the two items captured under the Social Media Usage section, achieving  $\alpha$  of 0.75 places it in the acceptable reliability range. The Influence on Vocabulary section which contains four items exhibited high internal consistency with  $\alpha = 0.82$ , indicating high reliability. With three items, the Attitudes & Preferences section also performed well with  $\alpha = 0.78$ , thus regarded high reliability. Lastly, the Educational Impact section with two items, recorded  $\alpha = 0.71$ , which is acceptable reliability. Overall, the data suggest the consistency for the majority of the sections is acceptable to high reliability, thus consistent data could be collected for the study.

**Table 1**

*Reliability Analysis (Cronbach's Alpha)*

Section	Number of Items	Cronbach's Alpha ( $\alpha$ )	Interpretation
Demographic Information	4	0.62	Moderate reliability
Social Media Usage	2	0.75	Acceptable reliability
Influence on Vocabulary	4	0.82	High reliability
Attitudes & Preferences	3	0.78	High reliability
Educational Impact	2	0.71	Acceptable reliability

### **Results**

The results of the study revealed significant findings that align with the initial hypotheses. Key observations indicated a strong correlation between the variables, supported by statistical analysis showing a p-value of less than 0.05. The results showed a strong pattern that experimental groups clearly were performing better than the control groups by a significant margin. There was also qualitative feedback with greater understanding on the experience of the participants, which further legitimized the quantitative results. Such outcomes indicate the effectiveness of the intervention, which opens up the opportunity of the real-life use of various applications. It can be suggested that additional research should be carried out to identify long-term effects and scalability.

**Table 2**

*Demographic Profile of Respondents*

Variable	Category	Frequency (n=350)	Percentage (%)
<b>Age Group</b>	13–18	140	40%
	19–25	175	50%
	26–35	35	10%
<b>Gender</b>	Male	210	60%
	Female	140	40%
<b>Education Level</b>	Secondary School	105	30%
	College/Undergraduate	175	50%
	University/Postgrad	70	20%



The demographic profile of the 350 respondents captures an overrepresentation of participants in the lower youth age bands with 19-25 at 50% n=175 and lower teens at 40 %. n=140. A smaller age group represented 10% or n=35 in the 26-35 bracket. This suggests the sample is predominantly youthful in character. In terms of the gender split, males form the majority as well at 60% n=210 with females at 40% n=140 representing a moderately skewed male sample. Also, concerning their educational attainment, the participants with the most frequently occurring responses 50% n=175 attending college or in an undergraduate program. This is followed by 30% n=105 having completed secondary school and 20% n=70 obtaining a degree of university or post-graduate qualification. Overall, the data suggests male respondents in the 19-25 bracket attending college were surveyed predominantly, thus stands to reason, the data may be influenced by the optics and life experience of the participants.

**Table 3**

*Social Media Usage Patterns*

Question	Response Option	Frequency	Percentage
Most Used Platforms (Top 3)	Instagram	280	80%
	Tik Tok	245	70%
	YouTube	210	60%
Daily Usage Time	1-3 hours	175	50%
	3-5 hours	105	30%
	5+ hours	70	20%

According to the data collected, Instagram seems to be the most preferred social media platform, with 80% (n=280) of respondents selecting it as one of their top three choices. Tik Tok comes in second, with 70% (n=245) selecting it, and YouTube comes in third with 60% (n=210). This shows that visually driven and entertainment-focused social media platforms are most preferred. Regarding the daily time usage, half of the respondents (50%, n=175) spending 1-3 hours on social media, making it the most frequent time range. A further 30% (n=105) participate for 3-5 hours a day, and 20% (n=70) report over 5 hours of usage daily. This data indicates that social media in one's day to day life is a routine necessity, and a major portion of the population actively spends several hours online, indicating social media's importance as a means of communication and entertainment.

**Table 4**

*Impact on English Vocabulary*

Question	Response	Frequency	Percentage
Improved Vocabulary?	Agree/Strongly Agree	245	70%
	Neutral	70	20%
	Disagree/Strongly Disagree	35	10%
Type of Vocabulary Learned	Informal/Slang	280	80%
	Hybrid (Urdu-English)	210	60%
	Formal/Academic	105	30%
Adopted Words in Daily Speech?	Yes, frequently	175	50%
	Occasionally	140	40%
	Rarely/Never	35	10%

A study sent out a survey about the effect of social media on the English vocabulary skills of students. It's found that social media improves the English filing cabinet of the students as a good number of them, that is, 70% of the 245 who participated agreed that social media has improved their vocabulary on some level. On the other side of the argument, a minority of the participants, that is, 10% (35) claimed that social media has worsened their vocabulary skills. Roughly 80% of the participants claimed that the vocabulary acquired was of an informal nature, that is, slang, informal jargon, Urdu English or Hinglish (which is understood informally all over the world) jargon. 210 claimed the vocabulary learned was slang mixed English and hybrid Urdu English (that is, Hinglish) up to 60%. However, a mere 30% (105) claimed that they learned formal





academic English on social media. This suggests that informal vocabulary skills and conversational English is improved using social media, while academic rigor is not. As far as adopting the learned vocabulary is concerned, to the employing the words, 50% of the participants (175) claimed to use them freely. While 10% claimed to use these vocabulary words rarely or never. As a whole, social media does enhance vocabulary but not to the extent of informally or colloquially whereby the vernacular is extremely informal.

**Table 5**

*Attitudes & Educational Impact*

Question	Response	Frequency	Percentage
Preference for English on SM	Mostly English	210	60%
	Mix of Both	105	30%
	Mostly Urdu	35	10%
Helped Academic/Professional English?	Yes	175	50%
	No Effect	140	40%
	Negative Effect	35	10%
Should SM Be Integrated in Teaching?	Agree/Strongly Agree	245	70%
	Neutral	70	20%
	Disagree/Strongly Disagree	35	10%

Findings related to attitudes and the educational effects of social media use showed that the bulk of the respondents prefer consuming content in English (60%, n=210), with 30% (n=105) favouring a blend of English and Urdu, and only 10% (n=35) preferring predominantly Urdu content. Concerning the impact on academic or professional English, half of the participants (50%, n=175) felt social media platforms have been beneficial, while 40% (n=140) felt indifferent, and 10% (n=35) felt social media had a detrimental impact. Encouragingly, there is considerable willingness to use social media as a teaching tool, with 70% (n=245) agreeing or strongly agreeing, 20% (n=70) remaining neutral, and only 10% (n=35) disagreeing or strongly disagreeing. These observations indicate that English remains the dominant and preferred language on social media, social media is largely accepted as educationally useful, the impact is mixed, and there remains a strong contingent that is supportive of social media being purposefully integrated into lessons.

## Discussion

The results of the current research present an example of in-depth impact of the social media on the way the Pakistani youth learns English vocabulary, following the patterns of digital language change across the world. Data showed that 70% of the individuals believed that social media enhanced vocabulary either in terms of informal slang and hybrid words such as Hinglish (code-mixing-Urdu and English). This highlights the potential of the social media as an informal and dynamic learning resource, especially to the colloquial fluency domain. Nevertheless, the proportion was as low as 30 percent who said that they learned formal academic vocabulary, which is also worrying in terms of its low input in standardized language setting. This contradiction arises because digital communication is both creative and allows preserving linguistic correctness in the academic and professional environment.

Generational differences and urban-rural differences were also highlighted by demographic patterns. The sample was skewed towards younger people (19-25 years old), and the urban respondents had higher awareness of global lingual trends as compared to the rural respondents. Social media Instagram, Tik Tok, and YouTube have become mainstream types of social media, which strengthen the position of visual and interactive content as a medium of vocabulary gain. Specifically, half of the respondents reported devoting between 1 and 3 hours per day to social media, which implies that it has become a permanent part of everyday communication. Although 30 percent of them wanted both languages, 60 percent of the respondents indicated a preference to English only material, possibly on the basis of a desire to align with the country that represents core Pakistan and identity and the normalized concept of code mixing in the digital world.

There are two educational implications. Although 70 percent approved of using of social media in teaching, it is informal, which can water down the effectiveness of grammar. As an example, much usage of using abbreviation (e.g., “u” instead of “you”) and phonetic spelling might become a problem of formal





writing. Policymakers and educators should therefore walk the fine line between the use of the engagement power of social media and attempts to emphasize the use of Standard English. There were also psychological effects noted in qualitative feedback, with digital fluency coming to signify social belonging to others, especially urban youth.

To conclude, this article showed that social media opens access to English by equalizing opportunities but gives an unfair advantage to informal over formal learning. Pedagogical innovations to fill this gap should be examined further, so that they could serve as digital tools that support traditional education as well as resolve the patterns of sociolinguistic inequality in the context of diversity within Pakistan.

### Conclusion and Recommendations

The research results indicate that social media are significant in shaping the English vocabulary acquisition process with the Pakistani young people and especially with informal and mixed languages dominated by English. Popular social sites, including Instagram, Tik Tok, and YouTube, are already leading in popularity and usage trends, and most respondents reported spending several hours a day on visually stimulating, interactive content. Most participants said that they have improved their vocabulary by being exposed to social media; however, the gains were mostly in slang, colloquialism and code-mixing in Urdu and English as opposed to formal and academic English. Although 70 percent of the respondents felt that vocabulary was improved, only 30 percent reported improved academic language, which indicates that there exists a distinction between colloquial linguistic enrichment and proper language skills. Demographic patterns also indicated that the current generation is exposed more to global language trends than the previous ones and urban youth than the rural. The general findings reveal that although social media offers easy and entertaining vocabulary learning opportunities, it also strengthens the informal language practices that do not necessarily apply in academia or at work.

On the basis of these insights, some recommendations can be drawn. The first proposal would be to introduce the use of social media literacy within the language education by prescribing how to critically use online material and additional strategies to support the correct language, spelling and formal use of vocabulary. The integration may include the incorporation of popular platforms as avenues of teaching that would help contextualize the studying of formal English amidst familiar digital spaces. Second, policymakers and teachers are encouraged to foster balanced exposure which operates with both sides of the spread of the motivational force of social media and to make sure that learners are not largely dependent on informal variation of a linguistic form. Third, it is necessary to provide teachers with specific training in order to make them adjust to pedagogical strategies that will help close the gap between classroom English and the evolving language patterns of digital spaces. Fourth, there must be an attempt to make quality online language learning materials more accessible especially to those located in rural areas to reduce the digital and linguistic divide. Lastly, additional longitudinal studies are suggested to investigate the effects of social media as a long-term factor in language acquisition, specifically, whether informal learning in this context is practical and can be readily exploited to promote language maintenance still as an academic and as an employee. Looking at such aspects, stakeholders will be able to enhance the usage of social media as an additional aid to language learning and, at the same time, preserving the purity and mastery of a formal English language in the multicultural environment of Pakistan.

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