



ANALYZING THE IMPACT OF SOCIAL MEDIA ON ENGLISH LANGUAGE LEARNING

Dr. Saima Jamshaid^{*1}

Lecturer, Department of English

University of Gujrat, Gujrat, Punjab, Pakistan

Hafiz Qasim Tarar

M.Phil (Linguistics), University of Gujrat, Gujrat, Punjab, Pakistan

Abstract

The study looks into how social media use affects English language learning. Social media is commonly utilized for information sharing and amusement as well as for interacting with people locally and beyond. Young people can access affordable and flexible communication channels through social media platforms, even when they are widely dispersed geographically. The study's population consists of student's from different age. There are 32 students between 18-22 and 23 students between 23-30. There are 35 females and 20 males including in this research. 30 participants belong to Urban area and 25 belong to rural area. The study collects and analyzes data using a quantitative methodology. The data was measured using SPSS. The study's conclusions imply that a variety of internet community stages have been employed informative aids for learning English.

Keywords: *Social Media, English Language Learning.*

Introduction:

Social media often has an impact on people's life. These days, social media platforms affect communication, trade, information sharing, education, and every aspect of life. Due to the growing usage of various social networking sites on the Internet, researchers from several fields have started to concentrate their attention and offer more light on the relevance and consequences of social media on several parts of life, including social and educational dimensions.

Language learning specialists and instructor has been examining the effects of social media and social networking sites on second language acquisition and second/foreign language learning in an effort to continue their ongoing efforts and consider those aspects as a focus area that requires more research. In one study, the group that got information, motivation, and devotion through social networking platforms outperformed the other group that received in-person training on an English proficiency exam (Wamba & Carter, 2016).

According to the most recent data existing on Statist (2020), there are around 3.96 billion social media users worldwide. Numerous studies have been conducted in the realm of education to ascertain their effectiveness in different areas. Linguistically speaking, the influx of linguistic output on social media represents numerous opportunities for language learners to process language and obtain input, since young people who use these sites for social interaction devote more than half of their days by their language and communication skills (Al Jahromi, 2020).

Because of this, conventional face-to-face interactions have been replaced by oral and textual online chats and debates. Popular social media applications and the broad usage of tablets, PCs, and smartphones may have increased users' access to rich linguistic input.

¹ Corresponding author.

E-mail: saima.jamshaid@uog.edu.pk



The aim of this research is to ascertain the impact of social media on the enhancement of English language proficiency among university students. This study focuses on the relationship between English vocabulary knowledge and social media. The other looks into how interest in learning a language is impacted by social media.

Research Questions

The following are the main questions this study seeks to address:

- How does social media impact on English language development among university students?
- How does social media impact interest in language acquisition skill?

Literature Review

This study focuses on the many theories of second language acquisition (SLA) and alternative learning models. It is believed that these SLA concepts can cover the wide range of topics and themes in this study. The SLA hypotheses and associated research—including constructivism, social interactionist theories, web-based learning, cooperative learning, and computer-generated guidelines—form the foundation of this work.

Web-based learning, computer-generated coaching, and cooperative learning are also included. It is hard to condense social media into a single concept due of its immense scope. Even if the term "web-based, consumer-generated collaboration of information" has no special meaning, people have generally defined online existence in this way (Xiang 2012); "a group of Web applications designed to tackle the innovative and ideological frameworks of the Internet. Regardless of how many definitions are offered, "sharing" will never be enough to capture this concept. According to Bhatti, Saad, and Gbadebo (2019), the social media work setting is commonly understood to involve close communication, trade, sharing, shared relationships, and similar groups.

Even if the internet networking platforms are dubious, flexible, and varied, some researchers have purposefully arranged these long-distance unofficial communication destinations based on their usual capacities (Bhatti, Saad, & Salimon, 2019). Sabko and Brake (2009) state that these online networking sites, programs, and tools were divided into more thorough categories for social systems management, Publish, Photo sharing, Audio, Video, Microblogging, Livecasting, Virtual worlds, Gaming, Productivity applications, Aggregators, Rich webpage outline, Search, Mobile, and Relational, among other categories for communication, collaboration, education, and entertainment. A few well-known online networking technologies that fit into these categories. According to Steckman and Andrews (2017), Iraqis, along with other Middle Easterners, have shown themselves to be "overwhelmingly solid" on social media by often utilizing the aforementioned sites or programs.

People acquire a language by reading and understanding written materials that are offered to them, according to Krashen's (1985) Input Hypothesis. A person is more likely to learn and use the language correctly if they have access to a significant quantity of understandable content. Considering that this assessment is genuine, Iraqis need to contribute significantly by reading through a variety of channels, such as social media, where English is commonly Thanks to the 330 exceptional Web-based projects developed by the end of 20012, language learners are likely to understand the correspondence process and become competent in online journals and microblogging, social media, video sharing, content-driven networks, and proficient systems (Walaski, 2013).



But with the internet being so big and full of stuff, users have to learn how to sift through it all to get the reliable, academic information.

The social constructivism hypothesis was created by Vygotsky in the latter half of the 1970s. It emphasizes that language is more intrapersonal than interpersonal and takes into account the function that other people play in learning. Social media greatly enhanced the value of language learning and acquisition through these partnerships by fostering a variety of online connections and communication channels. Young children's language and vocabulary are greatly impacted by the things they are exposed to in their environment.

According to social interactionists, children acquire language through "physical, linguistic, cognitive, and social" elements (Cooter and Reutzler, 2004) when they typically associate with adults who are more fluent in the language (Rudd and Lambert, 2011). However, one drawback to this theory is that when someone connects and hears offensive or disrespectful language from others, generally speaking, or on social media.

An incredibly open linguistic environment or state is largely created by the intuitive concept of the Internet (Black, 2005). Language, "fledglings" in most discourse networks may learn from "experienced" people through socializing (Duff, 2002).

Beyond having meaningful and syntactically correct discussions with others on social media, socialization-based language development takes place. A wide range of societal viewpoints are also extensively included.

The definition of language socialization is "the use of language as a means of interacting with others over time in everyday interactions and practices in socially and practically appropriate and locally meaningful ways." Garrett (2008). The influence of living a life online is actually growing. It is also visible in online gaming communities examined the socio-emotional cues that online players share with one other while they engage in networked video gaming. It was observed that even though the participants were in a "fight" situation, they expressed more positive than negative socioemotional indicators. The process of linguistic socialization was more fully experienced by the inexperienced players when they interacted with the more proficient ones. These days, instructors are being prompted to consider teaching methods that promote systematic thinking, free learning, and the acquisition and study of second languages (Thorne, 2008; Mandelba, 2011). This kind of emphasis that virtual environments offer. Nevertheless, some youths these days are becoming more and more accustomed to using filthy language or "trash-talking."

Because of its structure, Web 2.0 allows for greater user-friendly sharing and participation from anybody (Warschauer and Grimes, 2007). For instance, a lot of people use Youtube as a network and connecting tool for users of both native and non-native languages in addition to being a website for sharing videos. Like other gaming sites and online networks, social media is enjoying the benefits of the modern period. According to Harrison and Thomas (2009), the social networking site boasts of over 175 million international users. This explanation of language learning at the social organizing site revisits the social association method. These go-betweens, who are sometimes referred to as the "more proficient others," facilitate learning for others. Feuerstein et al. (2003) also stress that a student's ability to engage with others determines how well they learn a language and transmit culture. Unquestionably, collaboration or constructive adaptation is important for language learning.



Develop basic thinking skills. Provides a path for data exchange. Develops interpersonal skills. Create an environment where students can learn in a social environment.” and gives room for the recognition of one's own reflections through discussion, multiple perspectives, and debate.

Teachers all throughout the world have seen a trend in the development of learning forms via the synchronization of technology to learning. Teachers typically use Facebook, Youtube, Flickr, Twitter, and blogs while helping students with their writing. Utilizing social media in the composing approach makes it imaginative and intuitive through online innovation and condition (Nichols, 2007).

Collectively, today's society equips today's students with cutting-edge technical skills and the means to become "fully interested in the open, connected, innovative, and financial lives of" (New London). It is assumed that it should be. Group, 2000) The craze encourages social skills in addition to text production abilities. Activities and computer-generated simulations are opening avenues for pupils to increase their use of the ideal language. The following study's conclusions support the efficacy of incorporating video-based blogs into ESL instruction: 1) Online blogs with videos were a useful tool for teaching open communication. 2) Bloggers help pupils with their enunciation, posture, signaling, and external looks. 3) Through association, students also learned how to use sight and sound programming and blog. 4) By watching the film again, students might correct their mistakes on occasion. 5) The students learned how to operate independently by evaluating themselves and in a group setting through critiques from friends and audits. (Shih, 2010)

Thanks to social media, everyone may now truly access a complex and large-scale print environment for language learning as well as security.

Through the integration of several ideas, the current study attempts to investigate the backdrop of how social media is. . The use of research surveys allowed for the collecting of data from a large number of respondents and the generalizability of the findings to huge groups. In terms of what can be researched, it is also adaptable (Mertler, 2018)..Even though there haven't been many research on these theories, consider them plausible and important. This study attempts to throw some insight on this current problem that influences students' English language acquisition. Determining how social media influences English language development may be helped by this information.

Theoretical Framework

Lev Vygotsky's (1997) sociocultural theory of language and thinking formation holds that social contact is necessary for intellectual development. Vygotsky (1997) argued that brain functions are not innate, but rather are formed and impacted by social and cultural environments. Language has an especially important role since it is a tool for communication and cognition.

According to Vygotsky (1997), language is more than merely a means of communicating preexisting concepts—rather, it is fundamental to the growth of cognitive processes. Vygotsky argued that language and cognition are inextricably linked, influencing and shaping each other.

Vygotsky (1997) believed that social interaction with other people is an essential part of intellectual development. During this interaction, people engage in external speaking, which aids in behavior management and mental organization.



Furthermore, Vygotsky (1997) argues that as people advance from their present developmental stage to a higher one, intellectual adaptation takes place. Those transition between levels more easily when they have social ties with those who possess more knowledge and experience.

Research Methodology

In this study, a quantitative research design was used. To explain, forecast, characterize to address the research topics, a quantitative technique was employed in this study. The use of research surveys allowed for the collecting of data from a large number of respondents and the generalizability of the findings to huge groups. In terms of what can be researched, it is also adaptable (Mertler, 2018).

Data Collection

The study's population consists of student's from different age. There are 32 students between 18-22 and 23 students between 23-30. There are 35 females and 20 males including in this research. 30 participants belong to Urban area and 25 belong to rural area. To meet the study's goals, a set of questions was created using a Google form, which was then used to gather information on students' opinions and perceptions regarding the use of social media to improve their English. According to Collis and Hussey (2014), a questionnaire is a technique for gathering primary data in which a sample of participants are given a series of structured questions in an effort to elicit accurate answers. The questionnaire consists of 10 questions. A 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), will be used to score each question. The data was measured using SPSS. A survey questionnaire was employed in order to gather and analyze the results. Responses to an online Google form were used to provide data.

Table1. Demographic Details of the Sample of the Study

Gender	Frequency	Percentage
Males	20	36.4
Females	35	63.6
Total	55	100
Age	Frequency	Percentage
18-22	32	58.2
23-30	23	41.8
Total	55	100
Area	Frequency	Percentage
Rural	25	45.5
Urban	30	54.5
Total	55	100

The table shows that there are 55 participants took part in the study. There are 35 female participants and 20 male participants. Female participants taking more participated as compared to male participants which consist of 63.6% of the total sample. There are 32 participants which are the age between 18-22 and 23 participants who are between the ages of 23-30. In the research,



the area of participants must be considered and there are 25 participants who belong to the rural area and 30 participants have urban background.

No	Items	Agree	Strongly Agree	Disagree	Strongly Disagree	Neutral
1	I believe, social media improves language learning development.	72.7	21.8	1.8		3.6
2	I believe, the use of social media enhances English vocabulary.	61.1	33.3	1.9		3.7
3	I believe, the use of social media improves the performance in class room setting.	49.1	10.9	12.7		27.3
4	I believe, the use of social media helps to find answers to the questions related to study.	50.9	36.4	1.8		10.9
5	I believe, social media improves English fluency skills.	56.4	30.9	3.6		9.1
6	I believe, the use of social media improves English grammar.	55.6	25.9	5.6	1.9	11
7	I believe, the use of social media improves English reading skills.	56.4	34.5	1.8		7.3
8	I believe, the use of social media improves English writing skills.	45.5	25.4	9.1		20
9	I believe, the use of social media improves English pronunciation.	61.8	29.1	1.8		7.3
10	I believe, the use of social media improves English communication.	61.8	30.9	1.8		5.5



Data Analysis

Results

The study's findings about the use of social media in language instruction look intriguing. The findings demonstrate that students actively use social media to advance their English language skills. In the respond of the first question 72.7% students agree that the use of social media improves language learning development and 21.8% students strongly agree with this statement and 1.8% students disagree with this statement and 3.6% neutral in this question. The second question tells that the agreed students are 61.1% and 33.3% are strongly agreed and 1.9% students are disagreed and 3.7% are neutral. In the third question, there are 49.1% respondents are agreed and 10.9% respondents are strongly agreed and 12.7% are disagreed and 27.3% are neutral. The fourth question in this study tells about there are 50.9% participants are agreed that statement social media helps to find answers to questions related to study and 36.4% are strongly agreed and only 1.8% are disagreed with this statement and 10.9% are neutral. The fifth question comes with 56.4% respondents that agreed that social media improves English fluency and 30.9% are strongly agreed and 9.1% are neutral and only 3.6% are disagreed. The sixth question has 55.6% agreed participants and 25.9% are strongly agreed and 5.6% are disagreed and in this question 1.9% are strongly disagreed respondents and 11% are neutral. The seventh question tells about the statement that 56.4% students are agreed and 34.5% are strongly agreed and 1.8% are disagreed 7.3% are neutral. The eight question comes with 45.5% are agreed students and 25.4% are strongly agreed and 9.1% are disagreed and 20% are neutral. In the ninth question the highest agreed participants are 61.8% and 29.1% are strongly agreed and 1.8% are disagreed and 7.3% are neutral. In the last question again 61.8% are agreed students and 30.9% are strongly agreed and 1.8% are disagreed and 5.5% are neutral.

Conclusion

Young people utilize social media platforms for a variety of things, including amusement, connection, and world knowledge. Users' experiences with social media can be both beneficial and unpleasant since not all of the content shared on these sites is regarded as trustworthy or appropriate for people learning a new language. When interacting with informational material, it is crucial to use caution and use reliable sources. Learners must be able to strike a balance between actively engaging with relevant content and avoiding potential distractions in order to effectively use social media platforms for improving their English language proficiency, honing their public speaking skills, and fostering effective communication

References:

- Ali, Z. (2023). The influence of social media on English language learning and academic performance at undergraduate level. *Journal of language, literature, social and cultural studies*, 1(3), 281-293.
- Amin, B., Rafiq, R., & Mehmood, N. (2020). The impact of social media in English language learning. *Journal of Critical Reviews*, 7(10), 3126-3135.
- Barrot, J. S. (2022). Social media as a language learning environment: a systematic review of the literature (2008-2019). *Computer assisted language learning*, 35(9), 2534-2562.
- Dhanya, G. (2016). Influence of social media on English language learning. *Journal of English Language and Literature (JOELL)*, 3(1), 105-110.



- Lashari, A. A., Rizvi, Y., Abbasi, F. N., Kurd, S. A., Solangi, M. A., & Golo, M. A. (2023). Analyzing the impacts of social media use on learning English language. *Al-Qanṭara*, 9(4), 133-146.
- Mondahl, M., & Razmerita, L. (2014). Social media, collaboration and social learning a case-study of foreign language learning. *Electronic Journal of E-learning*, 12(4), pp339-352.
- Muftah, M. (2022). Impact of social media on learning English language during the COVID-19 pandemic. *PSU Research Review*.
- Sidgi, L. F. S. (2021). The impact of social media on learning English vocabularies. *International Journal of Humanities and Education Development (IJHED)*, 3(4), 90-96.
- Slim, H., & Hafedh, M. (2019). Social media impact on language learning for specific purposes: A study in English for business administration. *Teaching english with technology*, 19(1), 56-71.
- Zainal, Z., & Rahmat, N. H. (2020). Social media and its influence on vocabulary and language learning: A case study. *European Journal of Education Studies*, 7(11).
- Zhou, Y. (2021, December). Impacts of Social Media on Language Learning: A Review of Literature. In *2021 4th International Conference on Humanities Education and Social Sciences (ICHESS 2021)* (pp. 743-749). Atlantis Press.