

## INVESTIGATING THE ROLE OF SOCIAL MEDIA ON ESL LEARNERS

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Social Media, ESL Learners,  
Educational Technology, Language  
Skill

**Article History**

Received: 09 April, 2025

Accepted: 28 June, 2025

Published: 16 July, 2025

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**Abstract**

This paper explores the role of social media regarding the English language proficiency of ESL (English as a Second Language) students in Sindh, Pakistan. As the use of digital platforms in everyday life continues to rise, the study will focus on how digital platforms, such as YouTube, Instagram, Facebook, and Google, assist in the development of language, especially in their communication, vocabulary, and other incentives, in addition to the perceptions of learners on the platforms as teaching tools. The study implements a quantitative method that entails a structured online survey questionnaire modified by Mufti (2023), which is a design proven by credible professionals in the field of English language teaching. The survey was conducted through WhatsApp on a convenience sample of 60 undergraduate, graduate, and postgraduate students in different public and private universities in Sindh.

In the demographic analysis, it was found that most of the participants were between 18 and 27 years old (58 percent were male respondents). The platform that was most widely used was Instagram (50), then YouTube (43), and then Facebook (30). YouTube has been utilized mostly in vocabulary building and educational materials, whereas Instagram has been mostly used to develop better communicative skills. The research also concluded that students are encouraged to use the English language by communicating via interactive and audiovisual platforms.

The findings of the survey reveal that 85 percent of respondents consider social networks as an effective means of education, 82 percent believe social media helps to develop creativity, and 75 percent consider social media to hasten the process of acquiring English. Nevertheless, certain issues were voiced. 76 percent of the respondents admitted that excessive use of social media could have a harmful outcome on mental and physical well-being, whereas 36 percent thought that academic performance could be affected. However, most of them did not agree with the fact that social media is time-wasting.

Twitter was consistently voted the least effective platform, possibly because it has much reduced multimedia and its content is limited to short messages. The results indicate that language learning can occur best through a multimedia-rich platform because learners get more interactive and even more productive exposure to the English language. Although the research found support in the claim that social media has a significant educational potential, it does admit certain weakness as to the methodology applied, involving both the application of the

*non-probability sampling technique and the restriction of the target population to a geographically limited age group, which might reflect on the insufficient generalizability of the study results. It is suggested that future research studies should have a wider geographic representation and mixed methods so that there is a deeper understanding.*

## INTRODUCTION

Social media is an intervened technology in computers that allows individuals to exchange information, thoughts, ideas, photos, and videos with others. In the modern digital age, it has become a crucial tool for communication, allowing people to interact and express their views with family, friends, colleagues, peers, and teachers regardless of time, distance, or space. (Charlesworth, 2015).

During the digital age, the wide usage of social media networks has changed various sectors of life and education is one of them. Social media websites offer various or new possibilities of language students to use original language materials, to communicate with their peers, and reach a huge number of resources. At least one of these social media sites, including Facebook, WhatsApp, YouTube, and Tik Tok, will be used by students. The most important issue to explore is the growing popularity of social media and the ways how it is possible to use social media to make students more motivated and engaged towards learning languages. Over the past few years, the social media platforms have attracted a lot of attention in language learning given the high level of reputation and availability by learners (Ismail and Shafie & Manca 2019). In order to be innovative as well as being creative, teachers are combining these social media networks with their instructional approaches in the English language in order to improve the teaching and learning experience. Through the deployment of various social media platforms, educators are in a position to make the learning process more interactive and engaging as they can also serve as a means of encouraging the students thus eventually raising the levels of English language proficiency among learners (Stone & Logan, 2018).

In educational setting, the integration of social media has brought many changes to offer new possibilities for language learning, facilitating students by providing opportunities to engage with realistic language use, interaction with native speakers, accessing different resources of language, and improve

their language skills in meaningful context (Barrot, 2021; Khan et al., 2016). Since the use of social media platforms is growing prevalent and easily accessible, the key concern is understanding the extent to which social media impacts the language learning process of undergraduate and postgraduate students. Social Media platforms provide several communication tools such as video calls, chats, and online language communities. Yet, it remains unclear whether students' attitudes are affected by digital communication methods on social media towards formal learning in the classroom. It is very important to investigate how they impact the attitudes of English language learners. Attitude is defined in the context of social media usage as the perception, thoughts, and feelings of students regarding the use of social media platforms in language learning (Elverici, 2021; Sari & Auliya, 2021; Al-Arif, 2019). Moreover, social media is considered the most effective platform that can be used as a real means of communicating language for English language learners. Social media is used for a variety of activity-oriented lessons to increase the performance of ESL learners to provide greater exposure to English speaking atmosphere for them. The students are provided with opportunities to be exposed to the target language and then instructed to use the language by themselves more often. While practicing the language skills in regular linguistic practices may develop better communication skills in the target language, particularly for those students who do not speak English frequently. (Sempagam, Chinnappan. et al., 2023)

Educators and Language experts have realized how studying and second language acquisition is affected by social media platforms. Through social media as a tool for learning, students can provide and share educational content. However, social media has provided access to all educational and training programs for everyone, including every age group. From any other modern technology in the past, the internet has had a great and significant effect on

education and learning. According to Kradker, (2015), Pew Research Center reported that 70% to 78% students actively use social media platforms, showing an increasing number of students are involved in the use of social media platforms. (Mufti, 2023)

The use of social media in higher education has been viewed and widely discussed, with various studies emphasizing four key advantages: improving interpersonal relationships, enhancing motivation to learn, offering individualized Learning resources, and developing collaborative skills. (Rifkin et al., 2011). This shows that engaging in activities that involve the use of social media platforms can enhance students' participation in class and encourage students' interaction, especially the shy, or introverted learners. Social media also enables students to participate in group learning online without any pressure or preparation generally required in a traditional classroom for speaking in front of peers (Akram et al., 2022).

### **Aim of the study:**

The aim of this research is to explore how social media has influenced the ability of ESL language learners in English language skills. Besides, the study also identifies the effectiveness of the social media platforms on their English language skills.

### **Research objectives:**

The primary objectives of this study are to:

- To explore how social media has influenced the ability of ESL language learners in English language skills.
- To identifies the effectiveness of the social media platforms on their English language skills.

### **Research Questions:**

- How do social media networks influence the English language skills of ESL learners?
- How effective is social media in helping to improve the English language skills of ESL learners?

### **Significance of the study:**

The research is highly significant to the application of language teaching, especially in second language learning (English as a second language learning

(ESL)). Since social media is becoming inseparable in daily life, it is using its role as an add-on mechanism to learning a language. This study aims to analyse opportunities and challenges of using social media and English language skills of ESL learners using digital platforms by exploring how social media networks affect these learning behaviours. Other solutions, like WhatsApp, Instagram, Facebook, and YouTube, can provide the atmosphere of the informal, inclusive, and communicative setting which favors raising the exposure to the language, communicative effectiveness, activity, and development of vocabulary and fluency in writing (F Dashti, et al., 2025).

The result of this study will be valuable for language policy makers, language teachers, and curriculum developers, as it can update the design of advanced teaching methods that support learners' digital habits. Moreover, it will contribute to the limited domain of research on the pedagogical implications of social media in the ESL background, mostly in areas where traditional teaching methods are used. Eventually, this study may assist in a change towards more inclusive technology- integrated language learning that fulfils the needs of modern ESL students. (Arifuddin, et al., 2025)

Additionally, this research is significant because it discovers how social media networks can create an informal learning setting where ESL learners learn English more naturally and regularly. Further, the study provides insight into how social media platforms provide practice opportunities, increase confidence, and motivate learners to learn language (Alkamel, M. 2024).

### **Literature Review**

Young people use social media networks heavily globally. Social networking sites (SNS) provides interaction to create a social setting where individuals are able to exchange their knowledge and information with regard to their social and personal experiences. Social media in the contemporary times has been applied towards various purposes. Social media has engaged people of different parts of the world (Alassiri 2014).

English Learning with Social Media:

Substantial studies have been conducted on the use of social media in learning. The potential advantages of

using social media in teaching and learning are a subject of numerous research projects in which higher engagement of students, motivation, and collaboration are viewed as a key feature (Gulzar et al., 2021). Some of the studies indicate that social media can be positively affected by academic performance (Al-Adwan et al., 2020) and students tend to positively affect the integration of social media and education (Shaheen et al., 2020).

There are certain challenges to the use of the social media in education even though the benefits are enormous. Other studies have considered the problems of online submissions privacy, and reliability, (Figueroa & Rosa-Davila, 2019), whereas others have demonstrated that the effects of social media upon the student participation in higher education still have to be investigated (Bharucha, 2018). Due to the emerging platforms that are emerging and creating social media, the frequencies of studies have indicated the need to conduct additional research within this area (Dogari & Apuke, 2019; Sliogeriene et al., 2014).

According to these studies, social media can benefit in improving educational outcomes. It also has the ability to enhance student engagement, teamwork and communication and online learning and an informal learning environment. Nonetheless, social media is capable of raising the level of involvement and teamwork among the students; the issues and challenges that the students face in the process of utilizing social media should be given attention in order to make sure that the social media will be integrated effectively and responsibly in the context of higher education.

### **The Role of Social Media in English language learning:**

For academic and social objectives, social media networks such as Facebook and WhatsApp are widespread technology learning tools. They allow communication, education, connections, and the improvement of second language learning. Collaborative and incentive learning through social networks benefits students. Social media networks like Twitter, Facebook, YouTube, and Google affect communications and interaction. Social media users are negatively affected by jargon usage. Facebook is

primarily used for pictures, videos, and a variety of scripts. Instagram offers pictures and streaming. For language teaching skills, organizing conversations to overcome public speaking anxiety, and learning English as a second language, social media platforms are very beneficial. Social media platforms may have a negative influence on learners' English language skills due to the excessive use of slang and jargon instead of proper vocabulary (Craig, 2003). Negative marketing and skeptical strategies can lead to negative influence on vocabulary and language usage (Fodeman and Monroe as cited in Derakshan & Hasanabbi, 2015, p.1091). In order to improve learners' English language skills, the use of social media should be avoided (Swan 2017). Social media platforms like Facebook and WhatsApp disregard speaking and writing skills, particularly when used by individuals within the same group or level. This limitation makes them less appropriate as a teaching tool for learning English, particularly for developing speaking and writing skills.

The usage of social media greatly influenced the language skills of students, such as motivation, determination, and confidence. It also allows for dialect development in improving English language teaching (Kabilan et al., 2010). Students can learn different modern expressions and topics as well as improve overall accent abilities and vocabulary. The usage of social media networks has increased for different objectives, including facilitating students in learning English as a second language and improving their syntax. According to different research, in everyday life learner use social networks efficiently but in the classroom their opinion regarding using social networks can be negative. (Ayaz Khan & Khan 2016). Social networking sites like Facebook, YouTube, LinkedIn, and Google significantly enable learners to access content and share information through different sources that frequently impact learners' education and learning. Studies show that for second language acquisition, children choose technologies and social information. Social networking sites (SNS) are web-based apps that allow users to create and share personal accounts, communicate with others, and build connections. They are based on the innovative and advanced features of Web 2.0's including the cell phone and internet-based automation. SNS enables users to communicate, interact, and share

information and express themselves within organizations and online societies (Kachniewska 2015). Social media networks have now become a critical component in the lives of people and they shape the way people think, behave and get to relate with one another. They have a great influence in education sector. The social Media Network (SMN) like Facebook and Telegram are helpful in making contact with lecturers and fellows, as well as sharing information to learn about others, and discussion in the classes (Asad 2012).

Haque (2017) has found out the influence of the language on social media on English proficiency, grammar, vocabulary, and academic excellence. The research has been carried on by mix method approach, where questionnaire has been given out to HSC students. The finding indicates that the speech pattern of social networking was negative as well as positive to the English language and academic writing. The study of John (2017) examines the perceptions of teachers and students regarding social media. This study explores the perception of students regarding the teachers who also use social media in the classroom. The research has been carried out using mix method approach that consists of surveys and focus groups where the filled out questionnaire of undergraduate students was collected. Based on findings, university students developed positive notion of social media usage in teaching and learning process by teachers. Lekawael (2017) found out the impact of smart phones on technology in the learning process. This study employed the quantitative approach and the research design was survey to carry out questionnaire on use of smart phones and internet. The study found that smartphones and internet were most commonly used by students to access social networks, games and dictionaries. This paper suggests that teachers ought to make use of internet and cell phone as learning tools, especially learning a language.

**Facebook:**

With approximately 2.2 billion users in 2017, Facebook is one of the most common tool for English language learning and second language improvement (Statista, 2018). Researchers claim that researchers can enhance second language acquisition, improve group learning and provide educational content. It

offer conversational setting for individual learning and focuses on sharing learning experiences and strategies (Peeters 2015). Social media sites like Facebook and Twitter play a significant role in effective language leaning. These social media platform should be used as a mean of language learning. (Thurairaj, 2012). According to the research, it was found that students were involved in social media because according to them it facilitated learning and enhanced their communication skills. Ahmed's (2016) study discovered the effectiveness of Facebook in improving the grammar skills of EFL learners by using the quantitative research methods with quasi-experimental design to examine their grammar structure and writing skills. According to findings, Facebook enhanced the grammar and writing skills of EFL learners. Facebook also helped them to interact with other students and teachers which allow them to ask questions to improve their language skills.

**Instagram:**

Instagram, according to Wikipedia (2018), a social network site with almost 800 million users, provide a supportive environment for learning English as a second language (ESL) and also improving writing skills. The video feature of Instagram improve the listening skills while providing learning resources and regular tips for language learning to its users. Moreover, Instagram accounts that are made solely for the purpose of English language learning enhance the speaking skills by providing useful language learning content (Kelley, 2015).

**YouTube:**

YouTube is the most popular social media platform that has a massive amount of English language content including videos, documentaries, vlogs, music, movies, lectures, short films. With over 400 hours of content published each day. It is significant for both teachers and learners to share and access content for entertainment and educational purpose (Alexa, 2017).

**TED Talks:**

From January 2018, ted talks have made over 2600 online speeches from different global issues, all available for free (Wikipedia, 2018). TED Talks are

available in more than 100 languages and serve as an important resource for English language learning, especially for improving public speaking skills. In TED Talks, more than 2600 English speakers deliver admirable accents and professional presentation that focus on important issues and in depth-analysis.

### Twitter:

In 2016, twitter is actively used by 319 million users. It is act as a digital redactor by encouraging users to select more influencing words carefully, therefore enhancing their reading, learning and critical thinking skills (Alexa, 2016). A study explored the online social sites usage to facilitate English language learning, focusing on the students' thought and experiences about learning groups on Whatsapp and Twitter. The result show that students held positive attitude about the social media usage in their daily lives for language learning (Alqasham 2018).

### Blog:

Blogs are electronic educational platform with frequently updated content. They also allow less experienced people to share information and help in the development of second language proficiency (Guenther, 2005, p.53). Alsubaie and Madini (2018) look into the effectiveness of blogs in enhancing the writing skills of English language learners. The quantitative method is used by researcher with an experimental design. Both researchers used students' blog for collecting data, which was largely used to analyze the changes in language using strategies. They found that blogs significantly improved the writing skills and vocabulary of students. Awada and Ghaith (2014) investigating the effectiveness of blogs in improving writing skills as educational support in a same study. An experimental pretest- protest method was used in this study to collect data from learners. They found improvement in writing skills of ESL learners. Further, they discovered that using blogs as an educational tool can assist teachers and students in successful and efficient language learning.

### Vocabulary learning:

Vocabulary learning is an important part of learning a language, enhancing speaking and writing, listening and reading skills. Intentional dictionary use can lead to expand vocabulary knowledge, whereas electronic

dictionary research require communication skills, understanding of complex content and linguistic knowledge. Learners also encounter uncertain or indirect learning strategies. Social media has significantly influence the English language and vocabulary, with acronyms like LOL, IDK, and ILY replacing full phrases in online chat. These shortcuts now become the part of daily conversation, demonstrating how language change through new expression. Though English is important for language development, students may find difficulties due to lack of motivation and encouragement. A positive behavior and strong support are important, while negative environments can hinder language teaching (Ford-Connors & Paratore, 2015).

### Methodology and procedure

This study examines the influence of social media applications on the English language skills of ESL learners using a quantitative approach of data collection. The quantitative method of data collection is considered authentic for collecting accurate data. This study uses the digital questionnaire form, which the researcher has adapted from the study (Social Media and Communication Skills: The Role of Social Media on ESL Students' English Language Communication Skills, Mufti, K, (2023). Mufti. K (2023) uses this questionnaire after being reviewed by experts in the English language and teaching. This questionnaire explores the influence of social media applications on ESL learners. The researcher divided the questionnaire into three (3) segments. The very first segment includes demographic data, the second and third focus on the effective use and views of social media on ESL learners. The researcher sent the questionnaire via WhatsApp to multiple Sindh's University students, including undergraduates, graduates, and postgraduate students.

**Population:** The population of the study was the students of multiple public and private sector universities in Sindh.

**Sample:** The researcher has used non-probability sampling. The questionnaire was shared to the convenience undergraduates, graduates, and postgraduate students for this study. This type of sampling is considered convenient sampling. The sample of the study was sixty students from different

universities in Sindh, of which twenty-five were female and thirty-five were male participants.

The findings of the study were gathered through a questionnaire.

**Findings**

**Table 1: demographic information**

Variable	Category	Frequencies	Percentage
Age	18 - 22	25	41.7%
	23 - 27	28	46.7%
	28 - 33	4	6.7%
	33 above	3	5%
Gender	Male	35	58%
	Female	25	42%
Institution type	Public	34	58%
	Private	26	43%
Institute name	Shaheed Benazir Bhutto University, Shaheed Benazirabad.	24	40%
	Quaid-e-Awam University of Engineering and Technology, Nawabshah.	2	3.3%
	National university of modern language, Hyderabad.	1	1.6%
	Mehran University of Engineering and Technology, Jamshoro.	10	16.6%
	University of Sindh, Jamshoro.	3	5%
	Liaquat University of Medical & Sciences, Jamshoro.	2	3.3%
	University of Karachi.	3	5%
	Hamdard University, Karachi.	12	20%
	Jinnah Sindh Medical University, Karachi.	1	1.6%
	Shah Abdul Latif University, Khairpur.	2	3.3%
Region	Sindh	60	100%

This study investigated the role of social media in enhancing ESL students' English language communication abilities using quantitative data analysis, using Google Forms, Pie charts, and Likert scales. Table No. 1 displays the students' demographic report. This table presents the demographic report of the study participants. 42% of participants were aged 18-22, while 47% were from the 23-27 age

group. Additionally, 7% were between 28 and 33, and only 5% were aged 33 or older. The study included 58% male and 42% female participants. Moreover, 58% of the participants were students at public sector universities, and 43% were from private universities. All the public and private sector universities are mentioned in the table 1. Regarding participants' regions, all were from Sindh.

Table 2: Use of Social Media Sites for Effective English Language Communication

Sr. No	Social Media sites for Effective English language	Facebook	Instagram	YouTube	Twitter	Google
1.	Which social media tool do you use the most?	30%	50%	43%	5%	28.3
2.	Which tool is easiest to use for ESL students?	12%	10%	49.2%	1.7%	27%
3.	Which social media site you use to enhance English communication skills?	25%	30%	18%	12%	15%
4.	Which social media site is used to enhance English vocabulary learning?	7%	10%	45%	7%	32%
5.	Which social media tool motivates you to communicate more in English language?	13%	25%	40%	8%	13%
6.	Which social media tool do you find the most useful?	8%	13%	43%	3%	10%
7.	Which social media site do you feel is more conducive in your studies?	00%	00%	66%	5%	28%

This segment of the questionnaire targets the first research objective. Table no.2 presents the Use of Social Media Sites for Effective English Language Skills Development. The findings show that Instagram is the most used social media platform by students. The ESL learners find YouTube the easiest tool for English language learning. However, the

findings reveal that the use of Instagram enhances the English communication skills of the learners. Furthermore, YouTube is considered a social media tool to improve English vocabulary. In addition, YouTube motivates learners to communicate more in English, and it is the most useful and conducive for learners' studies.

Table 3: ESL Students' Views on the Use of Social Media

Sr. No	ESL students' views about the use of Social media	Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed
1	Social media is a helpful tool for education purposes.	42%	43%	13%	2%	0%
2.	Could social media-based learning be promoted in Pakistan for ESL learners?	28%	53%	17%	2%	00%
3	Social media-based English language learning develops creativity among English learners.	30%	52%	15%	2%	2%
4	Social media based-learning allows you to learn English language quickly.	30%	45%	20%	5%	00%

5	Excessive use of social media has a negative impact on your studies.	6%	30%	60%	4%	00%
6	Using excessive social media affects your physical and mental health.	39%	37%	19%	5%	00%
7	Chatting in English with your friends via social media enhances your English language communication competence.	40%	52%	3%	3%	2%
8	Using social media is considered a waste of time.	5%	45%	20%	12%	18%

Table No. 3: ESL Students’ Perspectives on the Utilization of Social Media indicates that 43% of ESL learners concur that social media is a valuable tool for education; moreover, 53% of learners endorse the promotion of media-based learning within Pakistan, and 52% believe that media-based learning enhances creativity among students. Additionally, 60% of learners remain neutral regarding the notion that social media has a negative influence on their studies, while 39% strongly agree that social media impacts the physical and mental health of learners. Furthermore, 52% of learners agree that utilizing the English language with friends on social media assists in improving their English skills, whereas 45% consider social media to be a mere waste of time.

**Discussion**

This study aimed to explore the effects of social media applications on English language skills among ESL learners. It specifically examined how these platforms enhance communication, vocabulary, motivation, and perceptions of social media as an educational tool. Data was collected through a digital questionnaire shared via WhatsApp with sixty university students from both public and private institutions in Sindh, using a non-probability convenience sampling method.

**Demographic Profile**

The participants varied in age and gender. Most (46.7%) were aged 23–27, followed by 41.7% aged 18–22. Male participants made up 58%, females 42%. About 58% attended public universities, while 43% were from private universities. The participants

represented several institutions, primarily Shaheed Benazir Bhutto University (40%), followed by Hamdard University Karachi (20%), and Mehran University of Engineering and Technology, Jamshoro (16.6%). All participants were from the Sindh region.

**Use of Social Media Platforms**

The results reveal a strong link between social media activity and the improvement of English skills among ESL learners. As per Table 2:

- Instagram (50%) is the most popular social media platform, followed by YouTube (43%) and Facebook (30%). This suggests that platforms with visual content are preferred for both social and educational activities.

**Use of Social Media in Enhancing Communication Skills**

Concerning platforms used to develop English communication skills, learners indicated:

- Instagram (30%) is their preferred choice.
- Facebook (25%) and YouTube (18%) are trailing behind.

This demonstrates students’ preference for platforms that feature multimedia and interactive features, offering chances to practice English through posts, videos, and live chats. Instagram’s visual and interactive elements motivate students to practice both written and spoken English in casual settings. Facebook provides community groups, language forums, and educational pages that aid in reading and writing skills development.

**Use of Social Media for Vocabulary Enhancement**

When asked which social media tool best supports vocabulary learning:

- YouTube (45%) was the most commonly mentioned, with Google (32%) also notable.

This underscores the importance of audiovisual tools in vocabulary learning. YouTube supplies a wide range of content, such as tutorials, vlogs, and educational channels that contextualize vocabulary, improving understanding and memory. Google, being a search engine, helps learners quickly find and review unfamiliar words, strengthening their vocabulary skills.

### Motivation to communicate in English

This paper examines the reasons why learners are motivated to use English, especially on social media. The analysis indicates that YouTube (40 %) is once more the most probable form of media that would lead to the usage of English, and Instagram (25 %) ranks second. These results show that the services that involve engaging with genuinely produced material, the functionality of interactivity, are more likely to increase users versus the confidence and the desire to use English. Motivational models include influencers, educators, and users.

### Perceived Usefulness and Conduciveness

In terms of perceived usefulness and conduciveness, YouTube was assigned 43 % as the most useful platform, and Instagram ranked comparatively lower at 13 %. The learners, based on the results, concluded that YouTube was most used to support studying, and they found it educational (66 %). All these results collectively confirm YouTube to be not only an entertainment tool, but more so a powerful learning tool, offering such options as adjustable playback speed, the ability to use subtitles, and an incredibly diverse collection of material which can meet diverse learning interests and pace.

### ESL Learners' Perceptions about Social Media Use

The current research paper clarifies the perception of ESL students about the use of social media in education. The results are summarized in Table 3:

- 85% (42% percent strongly agreed, 43% percent agreed) believe social media to be a helpful tool in education.

- 81 % of the people (28 % strongly agree, 53 % agree) think that social media-based learning should be encouraged in Pakistan.
- 82 % (30 % strongly and 52 % agree) do support the statement that English learning with the assistance of social media fosters creativity.
- 75 % (30 % strongly agreed, 45 % agreed) find social media to speed up the process of their English language acquisition.

### However, there was a trace of reservations:

- 36 % of respondents (6 % strongly agreed, 30 % agreed) insist that academic performance is inhibited by spending too much time on social media.
- 76 % (39 % strongly agree, 37 % agree) argue that, due to too high engagement, both physical and mental health suffer.

On a brighter side, 92 % (40 % strongly agreed and 52 % agreed) claim that communicative competence is enhanced by speaking English through social media. Moreover, a slight proportion, 17 percent (5 percent strongly agreed, 12 percent agreed), perceives social media as a time waster, but 63 percent disagree or quite strongly disagree with this finding. Combined, the data speaks in favor of the fact that students consider social media a beneficial source of education, although they recognize that its prolonged use can be harmful.

### Platform Preferences

Twitter was continuously ranked at the bottom of the categories. To give an example, 5 % of respondents state that they most often use Twitter, and 1.7 % believe this is the simplest platform to learn ESL. Such a result can be explained by the fact that Twitter has relatively short-length limits and a small multimedia focus, making it less suited to a long-term and deep exposure to language as compared to Wikimedia sites that allow more interaction, like Instagram and YouTube.

Educators should leverage these insights by incorporating social media into ESL instruction in a structured and purposeful way—for example, recommending specific YouTube channels, Instagram accounts focused on language learning, or Facebook groups for English practice.

Nonetheless, the study's limitations include the use of convenience sampling and participants solely from Sindh, which may limit generalizability. Future research could expand the sample across other regions and educational contexts and utilize qualitative approaches like interviews for deeper insights into students' experiences.

In summary, social media has moved beyond mere entertainment and has become a vital tool for language learning. With proper guidance, ESL learners can harness these platforms to improve their English proficiency in engaging and effective ways.

### Conclusion

This study proves that a subcategory of social media has been proven to improve the English Language acquisition of ESL students in the Province of Sindh. In the key empirical observations, the following conclusions are reached: The most used platform by the learners is Instagram, and it allows informal practice of conversation. YouTube appears to be the most effective tool to teach vocabulary and is viewed as essential and harmonious with academic intentions in the vast majority of cases. Use of social media tends to enhance motivational patterns among learners and offers them a wide range of learning materials. Students are more willing to use multimedia-prevalent applications that combine both visual and sound experiences but show less support toward text-based platforms like Twitter. However, the respondents recognize the negative connotations of inappropriate use of social media regarding mental health and academic performance.

Given these results, teachers are recommended to incorporate the use of social media in the ESL classes in a specific, planned form, such as referring to specific YouTube channels, Instagram accounts focused on language acquisition, or Facebook groups that practice English. Nevertheless, the research has a number of methodological limitations: it involves using convenient sampling and limiting its participants to Sindh only, which reduces external validity. Future research may broaden the sample to a variety of geographic and educational backgrounds and also use both quantitative and qualitative approaches, like semi-structured interviews, in order to learn more about the lived experiences of learners. In summary, social media is no longer considered a

leisure tool, but rather it is used as a tool that people cannot do without when learning a language. Under the wise provisions, ESL learners will manage to utilize these platforms to develop a high level of linguistic proficiency.

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