

**Social Media and Communication Skills: The Role of Social Media on ESL Students'****English Language Communication Skills****Kainat Mufti**

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Abstract

This mixed-method study examined the influence of social media on English as a Second Language (ESL) students' communication skills. Using the Technology Acceptance Model (TAM), the study collected quantitative data from 86 ESL students and qualitative data from 10 students. Results showed that social media had negative effects on students' health and education, but was beneficial for supplementing learning. The study recommends that higher-level students should utilize various social media platforms to enhance their English communication skills. For these students social media can serve as a valuable tool to refine their abilities, such as written communication, reading comprehension, and overall language proficiency. This study also indicates that social media can be particularly beneficial for ESL students who struggle with spoken English. Overall, the findings support the influence of social media on ESL students' English language communication skills.

Keywords: ESL Students, Social Media, TAM, Communication Skills



Introduction

Technology and collaborative resources are increasingly used in distance learning, requiring evolution in instructional methods for ESL learners. Social media enhances learning abilities and English communication skills, allowing students to self-study and exchange ideas. English language instruction is being united in the twenty-first century by teachers who implement digitally based methods in the classroom. Social media podiums like Google, Facebook, Twitter, Instagram, YouTube, and LinkedIn have had a big impact on how globally aware kids are. Through the use of these platforms, students can communicate with others and share knowledge while overcoming issues like nervousness and deficiency of self-reliance in direct encounters. The foremost focus of learning English as a second language is developing communication skills, and social media can help students do just that. News and data interchange, association, and support are made possible through social networking sites like YouTube, Facebook, and Skype. Language experts and educators have seen how social media affects the study and acquisition of second languages. Students can share and distribute instructional content using social media as a tool for learning. Because it has opened up access to education and training programs for individuals of all ages, the Internet has had a greater effect on learning than any other contemporary technology in the past. According to the Pew Research Center (Kradker, 2015), the percentage of pupils who spend time on social media websites ranges from 70% to 78%, demonstrating increased student involvement in the social media realm online.

Technology has transformed the way people spend leisure time on social networks, with English being a global language essential for education. Social media platforms like Facebook, Google, Instagram, Wikipedia, and Twitter are used by graduates. The study's purpose is to assess the influence of social media on ESL students' English communication abilities at a public sector university, focusing on its benefits and motivations for improving language learning. This research will benefit university learners and educators by emphasizing the impact of social networks on ESL learners' language abilities.

**Objectives of the Study**

The purpose of this research is to look into the ways social media influences English language achievement. The primary goal of this research is to:

1. Investigate the impact of social media on the communication abilities of ESL learners.
2. To look into the use of social networks as a learning tool to help English students improve their communication skills.
3. To investigate the benefits and drawbacks of social media for ESL students.

Research Questions

The goal of this study is to analyze the benefits, drawbacks, opportunities, and risks of social networks in English language communication abilities.

- 1) How do social networks affect ESL learners' English language skills?
- 2) What are the students' attitudes and viewpoints on social media?
- 3) How does social media help ESL students to improve their English language skills?
- 4) What are the flaws in social networks that have a negative impact on English language learners?

Literature Review

In accordance with Phasita Anankulladetch (2017), Social networks like WhatsApp and Facebook are popular technology learning tools for academic and social objectives. They address communication, connections, education, and recreation, improving secondary language English ability. Students benefit from increased incentives and collaborative talents. Social networking sites like Twitter, Facebook, Google, blogs, and YouTube influence communication and interaction. While Twitter is ideal for data processing, Facebook offers a variety of scripts and photos, and Instagram is primarily image and video-streaming. Jargon usage can negatively impact users. Social media platforms are useful for learning English as a second language, teaching skills, coordinating conversations, and alleviating anxiety. Social networking sites can have a negative impact on students' English language skills because slang and jargon are frequently used instead of correct vocabulary (Craig, 2003). Pessimistic marketing and cynical techniques can also have a bad impact on language and spelling (Fodeman and Monroe as cited in Derakshan & Hasanabbi, 2015, p.1091). Overall, as stated



by Swan (2017) social media use should be avoided in order to improve pupils' English language skills.

Students' language skills are greatly influenced by social media, which provides them with confidence, motivation, and determination. It also improves English learning by allowing for dialect development (Kabilan et al., 2010). Through Khan, Ayaz Khan & Khan (2016) students can learn a variety of modern expressions and topics while also improving their overall accent abilities through vocabulary growth. Social networking platforms have grown in popularity for a variety of objectives, including assisting students in learning English as a second language and strengthening their syntax. According to studies, learners use social networks effectively in everyday life, but their opinions toward using them in the classroom can be negative.

Social networking platforms like Facebook, Twitter, YouTube, LinkedIn, and Google significantly impact learners' learning and education by enabling content creation and sharing through various data sources. Studies suggest kids prefer social information and tab technologies for secondary language acquisition. Social networking sites (SNS), in accordance with Boyd and Ellison (2007) are web-based apps that enable users to create and share personal accounts, interact with others, and exchange connections. They are built on Web 2.0's intellectual and high-tech foundations, utilizing cell phones and internet automation. SNS allows users to communicate, self-present, and exchange knowledge in online societies and organizations (Kachniewska (2015). While some sites are intrinsically social, others are not.

Facebook

Facebook, with 2.2 billion users in 2017, is a popular tool for English study and secondary language improvement (Statista, 2018). Researchers argue it can enhance second language learning, group learning, and educational materials (Peeters 2015). It provides a conversational atmosphere for independent study and emphasizes the distribution of learning episodes and strategies.

**Instagram**

Instagram, according to Wikipedia (2018), a 0.8 billion-member social media platform, offers a conducive environment for studying English as a second language and improving ESL students' script proficiency. In 2015, Kelley presented in their study that its video function enhances listening skills and provides daily tips and resources for casual users. Instagram profiles offer English language content, enhancing speaking abilities.

YouTube

YouTube is a popular social networking platform with a vast library of English-language videos, music, blogs, biographies, lectures, and short films. With over 400 hours of data published daily, it's essential for both researchers and academic learners to share movies for excitement and education (Alexa, 2017).

Ted Talks

Since January 2018, Ted speeches have made over 2600 virtual speeches from global discussions available for free (Wikipedia, 2018). Ted Talks, which are available in over 100 languages, is an efficient English language learning tool for strengthening public speaking skills. Ted Talks, which has over 2600 English speakers, provides great pronunciation and competent demonstrations, with a focus on important topics and definitive analysis (Baker, 2018).

Twitter

Twitter, with 319 million active users in 2016, functions as an electronic redactor, challenging users to highlight appealing words and make each word count, improving reading, learning, and analytical reasoning (Alexa, 2016).

Blogs

According to Wikipedia (Guenther, 2005, p. 53), a blog is a digital instructional site with regularly updated content, enabling individuals with less experience to post data and aiding in second language proficiency development.



Wikipedia

Wikipedia is the world's largest criterion website, with almost 5 million articles in numerous languages. It provides background information, images, past events, and links (Wikipedia, 2018). Users can get phonetic transcriptions and sound clips of topics to improve their speaking skills. Lin and Yang's (2011) study found that Wikipedia is an excellent resource for learning languages, particularly English.

Vocabulary Learning

Vocabulary is crucial for language learning, and enhancing speaking, listening, reading, and writing abilities. It is influenced by previous studies and learners' awareness. Deliberate dictionary learning leads to word knowledge growth, while digital glossary research involves communication, linguistic proficiency, and content complexity. Imprecise learning modes are also discovered and anticipated by learners (Ford-Connors and Paratore, 2015).

Language usage and vocabulary have been dramatically influenced by social networks. Short acronyms such as "LOL", "TTUL", "GWS", and "GN" have replaced whole verb phrases in online discussions. These brief acronyms are now often used in everyday speech, demonstrating the power of words when combined to form new idioms. English is essential for language learning, as it enhances skills like reading, writing, speaking, and listening. However, learners often face uncertainty and hurdles, such as a lack of encouragement. Mentality and support are crucial for success, and hostile situations can hinder language mastery. The purpose of this research is to fill a gap in the literature about the influence of social media on English language communication skills among ESL learners in public sector universities in Lahore, Pakistan. The study's goal is to investigate the influence of social media on these students' English communication skills in a Pakistani context.

Methodology and Procedure

This study investigates the influence of social networks on ESL students' English language communication skills using a mixed research approach. This method combines qualitative and quantitative data analysis, which has gained traction in academic studies. Mixed methods research



helps evaluate various approaches and develop information about advancements. The explanatory design was used in this study, which guides quantitative data evaluation with qualitative approaches. This mixed-method approach seeks to improve comprehension rather than rely on quantitative outcomes. The explanatory design is made up of two major parts: qualitative research and quantitative data. It is suitable for examines in which researchers want to analyze qualitative data in order to grasp important results, outlier, or unanticipated outcomes.

Theoretical Framework

The study approach utilizes dynamic learning theory to enhance students' classroom thinking and participation in learning activities. Social media learning is influenced by social learning and educational theories, emphasizing perceptual development and language learning. The Technology Acceptance Model (TAM) examines research approaches and IS study acceptance, focusing on perceived ease of use and anticipated utility. It outlines users' intentions in using information technologies, highlighting perceived affluence of use and anticipated practicality.

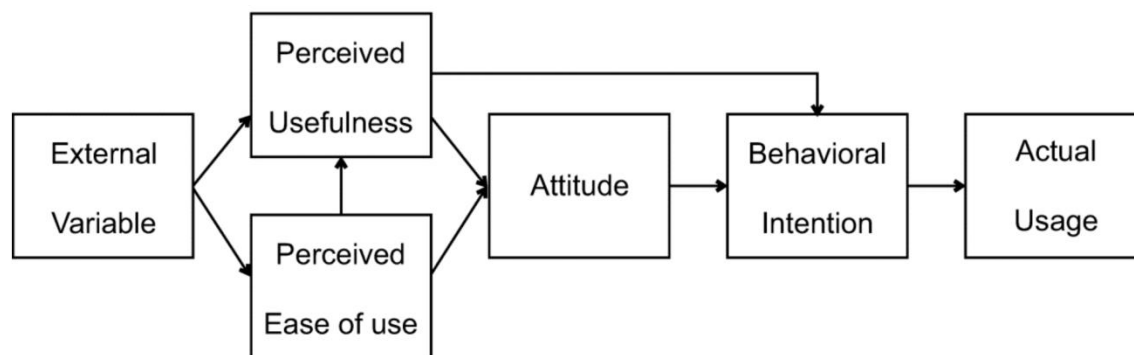


Figure 3.2 Technology Acceptance Model (Davis, 1989)

Davis (1989) developed the technology acceptance model theory in order to predict individual recognition and innovation usage. Davis defines expected adoption content as an aspect impacting user acceptance of information technology, affecting ease of use and comprehension, as well as potentially biasing personal understanding. The perception that a system enhances job



efficiency is referred to as perceived usefulness, with perceived ease of use being a crucial aspect in establishing its value.

Quantitative Data Collection Approach

The study utilized social networking sites for a web-based survey using a virtual questionnaire form. This method simplifies data collection and allows for diverse techniques and wireless technology usage. Researchers are increasingly using virtual research approaches due to the impact of social media on various fields. The study utilized a Google form questionnaire to explore the impact of social media on English language communication abilities among ESL students. The questionnaire was divided into four segments, with the first section focusing on demographic information and the second half containing closed-ended statements. The questionnaire was reviewed by an expert in language teaching before being sent to the study subjects.

Qualitative Data Collection Approach

To ensure intensity and competency, Bryman (2012) recommends revising the sample size in qualitative data collecting. For precise and thorough data, Myers (2000) recommends a lower sample size. Qualitative research is reliable if it accurately depicts the experiences and acceptance of participants. Researchers interviewed 10 students keeping the ethical issues such as confidentiality, anonymity, clandestineness, genuine assigation, and unrestricted desired involvement.

Sample Size

User-friendliness sampling is a non-random sampling technique that takes into account community members who are conveniently accessible. This study used simple random selection to pick 70 students from a public sector university comprising 86 English department undergraduates and graduates for the quantitative part and 10 students for the qualitative study.

**Ethical Considerations**

Throughout the investigation, the researcher stresses ethical considerations, protecting participant confidentiality and respecting their rights. Participants were told of the study's objectives before completing the questionnaires, and participation was entirely voluntary. Data was gathered through interview transcripts, survey findings, and participant comments and participants were made aware of the study's objectives. Interview transcripts, survey data, and comments made up the research sample.

Quantitative Findings**Table No. 1: 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?	16.1%	50%	19.6%	1%	12.5%
2	Which tool is easiest to use for ESL students?	6.0%	12.5%	41.1%	6.0%	35.7%
3	Which social media site you use to enhance English communication skills?	0%	17.9%	33.9%	8.9%	39.3%
4	Which social media site is used to enhance English vocabulary learning?	1%	4%	26.8%	12%	57.1%
5	Which social media tool motivates you to communicate more in English language?	0%	21.4%	42.9%	7.1%	28.6%
6	Which social media tool do you find the most useful?	3.6%	8.9%	33.9%	0.0%	53.6%
7	Which social media site do you feel is more conducive in your studies?	2.1%	5.2%	39.3%	0%	53.6%

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 that students believed that social media influences the



students' English language communication skills. The data illustrates that students used Instagram the most. The data depicts that YouTube is the easiest-to-use social media tool for effective ESL students' English language communication skills. The data portrays that Facebook is an extremely used social media tool that is used to enhance English language communication skills. Moreover, the frequency of replies about social media tools identified that social media is valuable in appealing to ESL students to more communicate in the English language. The data depicts that students found social media the most beneficial, even though they considered the social media tools to be more exciting to use.

Table No. 2: Influence of Social Media on ESL students

Sr. No	Influence of Social Media on ESL Students	Strongly Agreed	Agreed	Neutral	Disagree	Strongly Disagree
1	Is social media useful for ESL students?	21.4%	57.1	16.1	1.0%	4.4%
2	Do you utilize social media sites to find new learning strategies related to English language communication skills?	12.5%	62.5%	19.6%	5.4%	0.0%
3	Do you get more opportunities to communicate in English while using different social media websites?	21.4%	51.8%	21.4%	3.0%	2.4%
4	Social media is an easy way to download online videos which is truly significant for English language communication skills development.	35.7%	48.2%	14.3%	1.8%	0%
5	Social media sites help you practice new vocabularies in English language.	17.9%	62.5%	16.1%	1.75%	1.75%
6	You can complete your tasks more promptly by using social media-based learning.	19.6%	50%	25%	2.7%	2.7%
7	Social media-based learning makes it possible to connect with other English language speakers across the world to learn English language.	21.4%	58.9%	16.1%	3.6%	0%
8	Does social media-based learning help you to boost your speaking skills?	23.2%	41.1%	26.8%	4.45%	4.45%



Table no.2 shows that 29 of the total participants (51.8%) agreed that students acquire the prospects of collaborating in English while using altered social media websites, (21.4%) of participants were neutral, 21.4% of students strongly agreed, (3.6%) students disagreed and (1.8%) student is strongly disagreed that students get the opportunities of communicating in English while using different social media websites. The graph depicts that most of the students are agreed that social media is an easy way to download online videos which is truly substantial for English language communication skills development. The graph shows that 62.5% of students agree that social media-based learning is beneficial in their studies. According to the above table, ESL Students think that Social media-based learning assists them in the development of their reading skills. In accordance with the above table, ESL Students think that Social media-based learning makes it conceivable for the students to subordinate with additional English language narrators from all over the world to learn the English language from them. Moreover, ESL Students think that using social media permits students convenience and comfort to learn English learning, according to 67.9% of students agreed.

Table no. 3 concerns the cooperative tool/media for education purposes. 60.7% of respondents agreed that social media is a helpful tool for education purposes and 17.9% of respondents strongly agreed with this. Neutral responses are given by 17.9% of students. While 3.6% of respondents strongly disagreed that social media is an accommodating tool for education purposes. Moreover, respondents strongly believe that the practice of different social media tools comforts the students to interchange information with their fellows. However, 57.1% of respondents agreed that social media-based learning could be promoted in Pakistan for ESL learners. The table depicts that 48.2% of learners believe that Social media-based English language learning reinforces obliging learning among students. Moreover, the extreme use of social media influences the learners' physical and mental health. Therefore, the data concludes that ESL learners were relatively satisfied with the influence of social media on ESL students.

**Table No.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.	17.9%	60.7%	17.9%	0%	3.5%
2	Could social media-based learning be promoted in Pakistan for ESL learners?	16.1%	57.1%	19.6%	3.6%	3.6%
3	Social media-based English language learning develops creativity among English learners.	17.9%	50%	26.8%	2.65%	2.65%
4	Social media based-learning allows you to learn English language quickly.	19.6%	53.6%	19.6%	4.2%	3%
5	Excessive use of social media has a negative impact on your studies.	32.1%	44.6%	16.1%	3.6%	3.6%
6	Using excessive social media affects your physical and mental health.	33.9%	39.3%	19.6%	3.6%	3.6%
7	Chatting in English with your friends via social media enhances your English language communication competence.	21.4%	53.6%	21.4%	1.8%	1.8%
8	Using social media is considered a waste of time.	14.3%	26.8%	33.9%	19.6%	5.4%

The Findings of the Quantitative Data

The replies of fifty students to online Google Form questionnaires were examined in a study. The questionnaires were allocated into four sections, the first of which engrossed on demographic information and the subsequent on closed-ended comments. The majority of respondents agreed that social media improves their English communication skills. The study's findings are reviewed in the discussion section.



Findings of Qualitative Study

Semi-structured interviews were used in the study to examine the effects of social media on ESL students' ability to communicate in the English language. Word-for-word transcription and analysis were used to verify the accuracy of the data, and nine randomly chosen students were asked to express their perspectives on the subject using 8–9 questions.

- 1. Technology used by ESL students:** Social media is used by many ESL learners for a variety of reasons, such as thinking sharing, connecting with loved ones, picking up new knowledge, finding enjoyment, and learning new things. They utilize it to keep up with the latest news, trends, subjects, and debates. Social media is a powerful tool for communication, learning, and enjoyment because the majority of students are familiar with all of its platforms and applications. In general, social media is a vital tool for ESL comprehension and communication.
- 2. Influence of Social Media on English Language Communication Skills:** The researcher explored social media's impact on ESL students' English language communication abilities, finding it beneficial for practice, lectures, and exposure to diverse cultures, enhancing learning experiences and vocabulary.
- 3. Benefits of Social Media:** The semi-structured interview explored the usefulness of social media and its impact on ESL students. Participants identified Google and Facebook as the most beneficial for enhancing interest in studies, while Instagram and Facebook were found to be the most useful for connecting with people of interest. YouTube, Instagram, and Twitter were found to be more useful for English communication and practice. Google and YouTube were found to be more beneficial for accessing relevant information and wasting time.
- 4. Social media as a priority to find new learning strategies:** The semi-structured interview focused on the importance of social media in learning English language communication skills. Participants mentioned its ease of accessing relevant information,



daily learning opportunities, and promotion of independent learning and critical thinking. They prioritize social media for its ability to connect with others and the basic medium of social media is English.

5. **Social media as entertainment:** The semi-structured interview explored the use of social websites as an engaging tool for learning English as a second language. Participants found it entertaining due to its extensive content and interesting visuals. They also found it efficient and entertaining, as it allows learners to learn without being forced to.
6. **Drawbacks of social media:** The semi-structured interview covered the benefits and downsides of excessive social media use in the classroom. Participants stated that excessive use wastes time causes health problems from constant internet reading, and causes a lack of attention to studies. They also highlighted eye problems and excessive screen time. Overall, social media use can have a negative impact on studies and contribute to a variety of problems.

Discussion

This study examines the influence of social media on ESL students' English language communication skills, examining how social media effectively accommodates English as a Second Language requirements. The research examined the impact of social media on ESL learners, finding Google the most effective for improving English language communication skills. Students found it easier and more enjoyable than traditional classroom learning and believed social media-based learning could strengthen cooperative learning and creativity. However, negative effects on studies and health were noted. Overall, the study emphasizes the importance of social media in enhancing ESL students' English language communication skills and promoting effective educational tools.

This study explores the influence of social media on English language communication skills among ESL learners. Quantitative data shows that social media significantly impacts students' English language communication skills. The study also reveals a link between students' subject and their inclinations for social media networks. A qualitative process was employed to understand



ESL students' views on social media's influence. The researcher summarized the respondents' data for a comprehensive understanding.

Limitations of the Study

The main limitation of the recent study is that it was carried out at a single public sector institution. Therefore, additional research on the effects of social media utilization on ESL academic problems among students from different public and private institutions may be carried out in the future to examine the appropriateness and influence of social media usage in the advanced education system for ESL students. A further drawback of the research was the limited sample size and the technique used to collect the data.

Implications for Further Research

We may interact with professors and other students in English more successfully by using social media. Social media facilitates the sharing of data while enhancing interaction and interpersonal abilities. Through the use of different forms of social media, students can use the study's conclusions to help them become more proficient communicators in their academic work.

Conclusion and Recommendations

This paper reviews the study on social media's impact on English language communication skills among ESL students, focusing on their views on social websites and their use as a second language. The study examines the influence of social media on ESL students' English language communication skills through semi-structured interviews and thematic exploration. Results show that social media can stimulate interaction, and knowledge-building, and create a user-friendly learning environment. However, it also has negative consequences for students' health and academic performance. The study, which was done in a single public sector institute, emphasizes the necessity for future research on ESL learning challenges among students using social media networks. However, the limited sample size and technique of data collection may limit its application. The research indicates that social media enhances English language communication skills in ESL students. Higher-level students should use various social media networks to improve their English speaking and reading skills. The study also highlights the importance of social media in English vocabulary building. Good online learning characteristics include association,



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engagement, and project-based learning. Acknowledging English communication skills is crucial today. Social media enhances English communication, data sharing, and academic skills, enabling students to enhance their academic work through various platforms.



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