

Role Of Social Media In Learning English As Foreign Language: An Exploratory Study At Post Graduate Level

Dr. Syeda Naureen Mumtaz¹, Dr. Fakhra Aziz², Dr. Moafia Nader³, Ms Alishba Rashid⁴

ABSTRACT

English language is recognized as the global language and is used across diverse fields. It is taught as one of the compulsory subjects started from primary education to intermediate level across Pakistan. It also serves as the medium of instruction in Pakistani educational system. Therefore, the present study aims to investigate the impact of social media on enhancing English language understanding and its proficiency among university students in the Lahore District. The objectives are to assess university-level learners' access to and use of various social media platforms for improving English language precisely its listening and speaking skills at the postgraduate level. The research design employed was descriptive and quantitative, by method, aligning with a post-positivist philosophical paradigm. The population for this study consisted of universities in the Lahore district, and for the selection of sample convenience sampling technique was used. Utilizing cluster sampling, two universities Superior University and University of Central Punjab were chosen due to time and resource constraints. The data collection instrument is questionnaire. Data was collected personally by the researcher by using a five-point Likert Scale. IBM SPSS version 26.0 was utilized for data analysis. The findings provide valuable insights into the role of social media in language education and its improvement among University level students. The study indicates that students spend significant time on social media for English language learning. The study recommends to emphasize the need for educators to inform students of the advantages of utilizing social media to improve their understanding and proficiency in English language at the university level.

Key Words: *Social media, Social media in the twentieth century, Evolution 2000-2005, Social media as a Learning source, Importance of social media, Social media's role in English language learning.*

Introduction

Teaching English as foreign language in a style that facilitates communication is a good idea. Pupils frequently struggle with communicating in English and are not exposed to academic English enough to properly comprehend lectures or participate in class discussions. Furthermore, a lot of people have little practice in speaking and listening well enough to convey their ideas (Nishanthi, 2018).

¹Assistant Professor, University of Education, Lahore.

²Associate Professor, Lahore College Women University, Lahore.

³Assistant Professor, Lahore College Women University, Lahore

⁴M.Phil Scholar.

Social media's function in language acquisition has drawn a lot of attention lately. Language learners can learn in a dynamic and interesting atmosphere on social media sites. They may practice their language abilities, participate in real-world conversation, and access a wide range of language materials.

Zhang and Zhu (2023) and Muftah (2022) have highlighted the role that social media including Facebook groups, Twitter conversations, and online language-sharing platforms plays in helping students improve their oral communication ability.

These platforms encourage peer cooperation and cross-cultural communication among learners by creating a feeling of community in addition to facilitating real-time interactions with native speakers. Additionally, user-generated information on social media enhances traditional textbook-based learning by exposing students to a variety of language use, colloquial idioms, and current trends. As a result, incorporating social media technologies into the curriculum has the potential to improve English language learning and serve as a useful addition to traditional textbook materials and formal classroom instruction (Mumtaz, & Qureshi, 2020).

Statement of the Problem

English language is a universal language that is understood as a foreign language in Pakistan as well as in many other countries of the world. Therefore, this language must be taught in such a way that is helpful for students to communicate internationally. Students have fewer opportunities to use English in communication and their exposure to academic English is limited, often preventing them from fully understanding the language and actively participating in class discussions. In addition, many people have an impaired ability to express their thoughts through listening and speaking.

Nowadays, social networking sites are used by almost billions of people. Social networking sites are now an essential aspect of our everyday life. Additionally, social media is crucial to learning English since it gives users the chance to develop their speaking and listening skills through the help of its networking sites (Nishanthi, 2018).

The purpose of this study is to explore the possibility of using social media to improve English language skills, especially in the areas of listening and speaking, as students use social media extensively.

Objectives of the Study

1. To examine the role of social media on the listening skills of the students at post graduate level.
2. To examine the role of social media on the speaking skills of the students at post graduate level.

Research Questions of the Study

1. What is the role of social media on developing listening skill of the students at post graduate level?
2. What is the role of social media on developing speaking skill of the students at postgraduate level?

Methodology

This study adopts a post-positivist paradigm, employing a quantitative approach for research execution. Quantitative methodology emphasizes the quantification and analysis of data. The research is descriptive, employing a survey method to gather responses using a five-point Likert scale for statement assessment.

Reliability of the Research Instrument

A questionnaire is utilized for data collection. The reliability of the instrument is assessed using Cranach's Alpha coefficient.

Limitations of the Study

Keeping in view the time, resources, and financial constraints; Lahore district was the exclusive focus of the current investigation. Only post-graduate students were included in the current investigation.

Significance of the Study

In the prevailing age of technology, it is impossible to overlook the value of social media platforms for English language learning. This is because there are many learning opportunities for English learners using social media as social media can help students overcome anxiety and build confidence in their speaking skills while speaking. By listening to text messages from friends, they will not only practice their listening skills, but it also increases their motivation to use the language.

This study will certainly promote the positive and productive use of social media and related available technologies. This study is expected to create awareness among teachers, curriculum developers, and educational policy planners, Social media may be a useful tool for EFL students at the university level to improve their language proficiency, according to educators and administrators. This study on how social media affects EFL learners' language development would be beneficial to university students.

Evolution of Social Media

Zhang and Zhu (2023) asserts that Web 2.0 provides the theoretical and technological framework upon which social media is constructed. These are low-cost web apps that let users create and distribute material that they have created themselves. Social networking sites have completely changed people's lives as well as businesses' advertising campaigns. Over many years, all of the growth has gone through several stages. Social media offers so many options, users of these platforms employ a variety of tools or gadgets for different tasks. Because social media users may utilize it for business, photo sharing, and other purposes, these platforms should not be undervalued in any aspect of life. Because social media is built on an interactive distribution system, users can utilize it whenever they want and for a variety of reasons (Boyd & Ellison, 2007).

Development of Social Media in the Twentieth Century

The 20th century saw a revolutionary shift in technology. The internet was developed as a result of improved computer connectivity following the 1940 invention of supercomputers (Hendricks, 2013). The significant advancement of the 20th century are considered to be the first genuine attempt to access the internet were online services like Prodigy and CompuServe. When CompuServe was created in 1969, it was the first internet-based programmed to provide chat services to its customers.

Users were gradually able to register, make their own profiles, and interact with friends on these websites (Winder, 2007). In 1989, Tim Berners-Lee founded the World Wide Web. It was regarded as a website designed to provide information, papers, and links that could be evaluated online. Since the year 2000, the social media industry has seen a number of amazing innovations and breakthroughs.

Evolution during 2003-2005

Online apps got improved with time; LinkedIn first began, it was a business-focused website. Two new photo-sharing websites emerged: Flickr and Photobucket. A social bookmarking website called Delicious appeared. In 2003, WordPress was introduced. YouTube, an application for sharing videos, was created.

Social Media as a Learning Source

Students must learn on a range of social media platforms because it fosters their creativity and enhances their understanding as they read new words, view new images, and hear a range of native and non-native English speakers and pronunciations. English instructors may utilize social media resources like new vocabulary, teaching techniques, styles, and similar online workshops to assist teach university-level English to their students. This makes social media valuable not just for English language learners but also for English language teachers, students are noticeably affected by this tendency (Aydin, 2012).

Importance of Social Media

According to Muftah (2022), the motivation for social media literacy is the usage of social media for online communication and connection building. It is utilized for social interactions as well as staying in touch. Social media platforms are utilized for a variety of goals; for instance, classroom activities, social engagement, social awareness, and familiarity are among them. They are also used to present information and other essential posts and images .

Social Media's Role for English Language Learning

Social media is heavily involved in the process of learning in education. It is true that social media sites, like Facebook, offer a means of exchanging ideas and viewpoints, learning more about a range of topics, and leaving comments on several concerns expressed by others. Numerous studies have amply demonstrated that social media is a novel approach to education that benefits students' learning. These innovative teaching techniques should be prioritized by educators since they make it easy and engaging for students to pick up new skills and expand their knowledge.

Similarly to this, research by (O'Keffe et al., 2011) indicates that social media can help English language learners talk about assignments with classmates and teachers outside of the classroom and make it simpler for them to ask for and receive help from teachers when they need it. As a result, Web 2.0 technologies are highly influential on education. Researchers now contend that the focus of studying or gaining a second language has moved from being cognitive to being social, based on studies conducted a century ago. Students can acquire a second language used outside of the classroom since it is not limited to the classroom in the cutthroat world of today. Social media sites have the added benefit of piquing interest in the educational process.

In his research, O'Keffe et al., (2011) stressed the social and reciprocal nature of learning a foreign language. He clarified that while writing skills may be enhanced by reviewing prior research, speaking abilities can only be enhanced by social contact and speaking in the target language. He also added that language learners can easily complete these tasks when they use social networks to support their language learning. English language learners may practice the four fundamental language skills of speaking, listening, reading, and writing by using social media platforms like Facebook.

The ability for language learners to monitor their progress via a range of social media platforms is another advantageous feature. According to a number of earlier research, networked computers offer the ideal setting for social interaction in relation to language acquisition (Harrison et al., 2009). According to Vygotsky (1978), engaging in discussion with other users of social networking sites is a crucial part of language learning. For those learning the language, it is highly beneficial.

One innovative method of teaching English to speakers of other languages is the use of internet resources like social networking apps. Social media allows English language learners to see new things before they comprehend and have firsthand experience with them, which is another important aspect of language acquisition. These apps will enable the learners to comprehend things more thoroughly.

Data Analysis

Three hundred students from one government and one private institution in Lahore provided the data. The data was coded using SPSS software version 22 once it was collected. Both descriptive and inferential statistics were used in the analysis. Statistics like percentage, mean, and standard deviation were computed for the descriptive analysis, and an independent t-test was used to compare the outcomes of students attending public and private universities.

Table 1 Descriptive Analysis for Usefulness of Social Media Sources for EFL Learners

Skills	NU %	SU %	SU %	VU %	EU %	Mean	SD
Listening Skills	2.3	8.3	29.3	43.0	17.0	3.64	.93
Speaking Skills	5.7	13.3	17.3	42.3	21.3	3.60	1.13
Reading Skills	2.0	7.0	22.0	49.7	19.3	3.77	.90
Writing Skills	4.0	8.0	17.0	49.0	21.7	3.76	1.0
Vocabulary Building	2.3	6.0	15.7	55.0	21.0	3.86	.89
Grammar Competency	1.7	8.3	15.7	52.7	21.7	3.84	.91

Notes(N=300)

Table1 presents the A descriptive analysis of social media sources' value for English language learners (ELLs) and their proficiency in particular skill areas. According to the findings, 2.3% of students believe that social media may improve their listening abilities selected Not Useful (NU), 8.3% of students selected Slightly Useful (SU), 29.3% of students selected Somewhat Useful (SU), 43.3% of students selected Very Useful (VU), and 17% of

students selected Extremely Useful (EU) as depicted the value of mean and SD (Mean=3.64, SD=.93). The results show that for the usefulness of social media for speaking skills 5.7% of students selected Not Useful (NU), 13.3% of students selected Slightly Useful (SU), 17.3% of students selected Somewhat Useful (SU), 42.3% of students selected Very Useful (VU), and 21.3% of students selected Extremely Useful (EU) as depicted the value of mean and SD (Mean=3.60, SD=1.13). The results show that for the usefulness of social media for reading skills 2.0% of students selected Not Useful (NU), 7.0% of students selected Slightly Useful (SU), 22.0% of students selected Somewhat Useful (SU), 49.7% of students selected Very Useful (VU), and 19.3% of students selected Extremely Useful (EU) as depicted the value of mean and SD (Mean=3.77, SD=.90). The results show that for the usefulness of social media for writing skills 4.0% of students selected Not Useful (NU), 8.0% of students selected Slightly Useful (SU), 17.0% of students selected Somewhat Useful (SU), 49.0% of students selected Very Useful (VU), and 21.7% of students selected Extremely Useful (EU) as depicted the value of mean and SD (Mean=3.76, SD=1.00). The results show that for the usefulness of social media for vocabulary building 2.3% of students selected Not Useful (NU), 6.0% of students selected Slightly Useful (SU), 15.7% of students selected Somewhat Useful (SU), 55.0% of students selected Very Useful (VU), and 21.0% of students selected Extremely Useful (EU) as depicted the value of mean and SD (Mean=3.86, SD=.89). The results show that for the usefulness of social media for grammar competency 1.7% of students selected Not Useful (NU), 8.3% of students selected Slightly Useful (SU), 15.7% of students selected Somewhat Useful (SU), 52.7% of students selected Very Useful (VU), and 21.7% of students selected Extremely Useful (EU) as depicted the value of mean and SD (Mean=3.84, SD=.91).

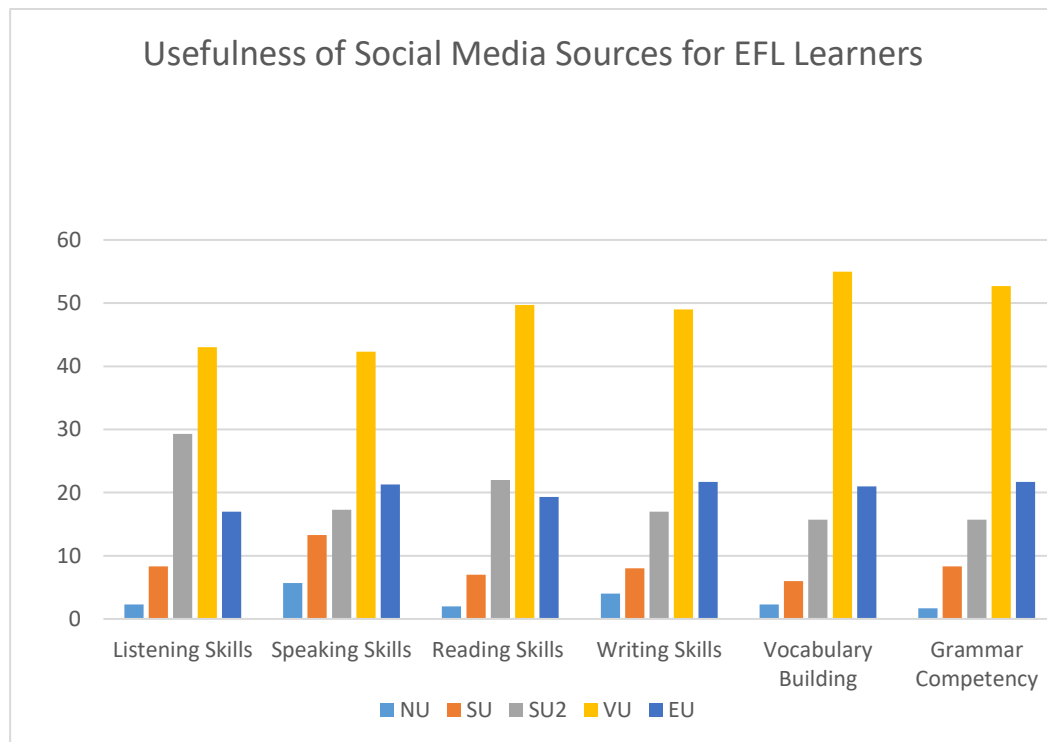


Figure 1, Usefulness of Social Media Sources for EFL Learners

Table 2 Mean and SD of Role of Social Media on Development of English Language Listening Skills

Statement	Mean	SD
Social media sources play an important role in English language listening skills development.	3.62	1.07

Notes: (n=300)

Table 2 shows the mean and standard deviation of the role of social media on students' perceptions of their English language listening abilities. The mean and SD values (Mean=3.62, SD=1.07) indicate that social media sources are significant in the development of English language listening abilities.

Table 3 Mean and SD of Role of Social Media on Development of English Language Listening Skills

Statement	Mean	SD
Use of social media sources helped me to practice my English language listening skills.	3.50	1.15

Notes: (n=300)

Table 3 presents the average and standard deviation of the students' perceptions of how social media sources affect their English language listening abilities. The results, as indicated by the mean and standard deviation (SD) values (Mean=3.50, SD=1.15), demonstrate that using social media sites to practice listening in the English language was beneficial.

Table 4 Mean and SD of Role of Social Media on development of English Language Listening Skills

Statement	Mean	SD
My listening skills improved due to use of various social media.	3.62	.947

Notes: (n=300)

The mean and standard deviation of the impact of social media sources on students' perceptions of their English language listening abilities are shown in table 4. The findings demonstrate that students' use of various social media platforms enhanced their listening abilities. As the mean and standard deviation values (Mean=3.62, SD=.947) illustrate.

Table 5 Mean and SD of Role of Social Media on Development of English Language Listening Skills

Statement	Mean	SD
Social media is an important platform that allows us to improve our English language listening skills.	3.66	1.01

Notes: (n=300)

Table 5 shows the mean and standard deviation of the impact of social media on students' perceptions of their English language listening abilities. The mean and standard deviation (SD) values indicate that social media is a valuable tool for enhancing our English language listening comprehension (Mean=3.66, SD= 1.01).

Table 6 Mean and SD of Effects of Role of Social Media on Development of English Language Listening Skill

Statement	Mean	SD
Social media has become a necessary source for English language listening skills development.	3.87	1.01

Notes: (n=300)

Table 6 shows the mean and standard deviation of the impact of social media on students' perceptions of their English language listening abilities. The results, as indicated by the mean and SD values (Mean=3.87, SD=1.01), demonstrate that social media has emerged as an essential resource for the development of English language listening abilities.

Table 7 Mean and SD of Role of Social Media on Development of English Language Listening Skill

Statement	Mean	SD
Social media is my first choice to find new learning strategies related to English language listening skills	3.64	1.14

Notes: (n=300)

Table 7 shows the mean and standard deviation of the impact of social media on students' perceptions of their English language listening abilities. The mean and SD values (Mean=3.64, SD=1.14) indicate that social media is the top place where students look for novel learning techniques pertaining to English language listening abilities.

Table 8 Mean and SD of Role of Social Media on Development of English Language Listening Skill

Statement	Mean	SD
I may get enough opportunities to listen while using various social media sources.	3.77	1.03

Notes: (n=300)

Table 8 shows the mean and standard deviation of the impact of social media on students' perceptions of their English language listening abilities. The findings indicate that students may have sufficient possibilities to listen when utilizing different social media platforms, as indicated by the mean and standard deviation values (Mean=3.77, SD=1.03).

Table 9 Mean and SD of Role of Social Media on Development of English Language Listening Skill

Statement	Mean	SD
Social media is an easy way to download online videos which is quite helpful for English language listening skills development.	3.75	.993

Notes: (n=300)

Table 9 shows the mean and standard deviation of the impact of social media on students' perceptions of their English language listening abilities. The mean and SD values (Mean=3.75, SD=.993) indicate that social media is a convenient means of downloading web videos, which is beneficial for the development of English language listening abilities.

Table 10 Mean and SD of Role of Social Media on Development of English Language Listening Skill

Statement	Mean	SD
Social media sources enabled me an independent learner to improve my English language listening skills.	4.02	.951

Notes: (n=300)

Table 10 shows the mean and standard deviation of the impact of social media on students' perceptions of their English language listening abilities. The mean and standard deviation (SD) values indicate that social media platforms helped an independent learner's English language listening proficiency (Mean=4.02, SD=.951).

Table 11 Mean and SD of Role of Social Media on Development of English Language Speaking Skill

Statement	Mean	SD
I can improve my speaking skills while chatting while chatting with my friend on social media	4.03	.968

Notes: (n=300)

Table 11 shows mean and standard deviation of the impact of social media sources on students' perceived English language speaking abilities are shown in figure 17. The mean and standard deviation (SD) values indicate that speaking abilities can be enhanced by conversing with friends on social media (Mean=4.03, SD=.968).

Table 12 Mean and SD of Role of Social Media on Development of English Language Speaking Skills

Statement	Mean	SD
-----------	------	----

Use of various Social Media sources helped me to communicate with my friends.	4.07	.978
---	------	------

Notes: (n=300)

Table 12 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The findings indicate that using different social media platforms facilitated communication with friends, as indicated by the mean and standard deviation values (Mean=4.07, SD=.978).

Table 13 Mean and SD of Role of Social Media on Development of English Language Speaking Skills

Statement	Mean	SD
I use social media sources to communicate with my class fellows about homework assignments, in order to improve my English language speaking.	4.10	.937

Notes: (n=300)

Table 13 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The mean and standard deviation (SD) values indicate that students utilize social media platforms to interact with classmates on homework assignments, with the goal of enhancing their English language proficiency (Mean=4.10, SD=.937).

Table 14 Mean and SD of Role of Social Media Development of English Language Speaking Skill

Statement	Mean	SD
English learners should use social media sources to improve their speaking skills.	3.61	1.13

Notes: (n=300)

Table 14 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The mean and standard deviation (SD) values indicate that English language learners may utilize social media platforms to enhance their speaking abilities (Mean=3.61, SD=1.13).

Table 15 Mean and SD of Role of Social Media on Development of English Language Speaking Skill

Statement	Mean	SD
Social media allows me to express my thoughts easily and openly in English language.	3.84	1.04

Notes: (n=300)

Table 15 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The findings demonstrate that social media facilitates free and easy expression of ideas in the English language, as indicated by the mean and standard deviation values (Mean=3.84, SD=1.04).

Table 16 Mean and SD of Role of Social Media on Development of English Language Speaking Skills

Statement	Mean	SD
Students can discuss projects more openly and freely by using social media sources.	3.73	1.21

Notes: (n=300)

Table 16 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The mean and standard deviation (SD) values indicate that students may have more candid and unrestricted discussions about their work when they use social media sources (Mean=3.73, SD=1.21).

Table 17 Mean and SD of Role of Social Media on Development of English Language Speaking Skill

Statement	Mean	SD
My English language speaking power improved through the use of various social media sources.	3.81	1.57

Notes: (n=300)

Table 17 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The mean and standard deviation (SD) values indicate that students' proficiency in speaking English increased as a consequence of using different social media platforms (Mean=4=3.81, SD=1.57).

Table 18 Mean and SD of Role of Social Media on Development of English Language Speaking Skill

Statement	Mean	SD
It is easy to find my friend while using social media sources for speaking skills proficiency.	3.69	1.16

Notes: (n=300)

Table 18 shows the average and standard deviation of the impact of social media on students' perceptions of their English language speaking abilities. The mean and SD values

(Mean=3.69, SD=1.16) indicate that it is simple to make friends when utilizing social media sources for speaking skills competence.

Table 19 Frequency and Percentage of Demographic Variables

Demographics Variables	f	%
Gender of Students		
Male	150	50
Female	150	50
Sector of Students		
Private	150	50
Government	150	50
Age of Students		
15-18	138	46
19-22	97	32.3
Others	65	21.6
Total	300	100

Notes: (N=300)

Table 19 shows that data was collected from a total of 310 students out of which 50% of the students were male and 50% of the students were female. It also shows that 50% of the students were from private Universities and 50% of the students were from Government Universities. Further 46% of students were aged from 15 to 18 years, 32.3% of students were aged from 19 to 22 years and 21.6% of students were of other ages.

Table 20 Difference of Access to Various Social Media Sources in Public and Private Students

Variables	Public		Private		t	p	95% CL	
	M	SD	M	SD			LL	UL
Scores	14.41	2.32	14.35	2.14	.21	.186	-.453	-.563

M=mean, SD= standard deviation; CI= confidence interval, LL= lower limit; UL= upper limit

To explore the significant mean score difference between public and private university students' Access to Various Social Media Sources, an "Independent sample t-test" was applied. The mean and standard deviation value for public students is (M=14.41, SD=2.32), and for private students is (M= 14.35, SD=2.14). The t-test value is t=.21 and the level of significance $p>0.05$ as .186 is the outcome. As there is no discernible difference in the attitudes of public and private university students, the results state that there is a minor means score gap between their "Perceptions on Access to Various Social Media Sources."

Table 21 Difference of Usefulness of Social Media Sources in EFL Learners between Public and Private University Students

Variables	Public		Private		t	p	95% CL	
	M	SD	M	SD			LL	UL

Scores 18.95 2.63 19.35 2.59 -1.31 .845 -.989 .198

M=mean, SD= standard deviation; CI= confidence interval, LL= lower limit; UL= upper limit

An "Independent sample t-test" was used to investigate the noteworthy mean score difference between students at public and private universities about their Usefulness of Social Media sources in learning English. The mean and standard deviation value for public students is (M=18.95, SD=2.63), and for private students is (M= 19.35, SD=2.59). The t-test value is t=-1.31 and the level of significance $p > 0.05$ as .845 is the outcome. So, the results say that "There is a means score gap between public and private university students' "Usefulness of Social Media sources in English Language learning" The opinions held by students at public and private universities do not differ significantly.

Table 22 Difference of Effects of Social Media Sources on Listening Skill of EFL Learners in Public and Private University Students

Variables	Public		Private		t	p	95% CL	
	M	SD	M	SD			LL	UL
Scores	31.89	4.53	35.93	7.00	-5.93	.000	-5.38	-2.70

M=mean, SD= standard deviation; CI= confidence interval, LL= lower limit; UL= upper limit

An "Independent sample t-test" was used to investigate the noteworthy mean score difference between students at public and private universities regarding the effects of social media sources on listening skills. The mean and standard deviation value for public students is (M=31.89, SD=4.53), and for private students is (M= 35.93, SD=7.00). The t-test value is t=-5.93 and the level of significance $p < 0.05$ as .000 is the outcome. So, the results say that "There is a small means score gap between public and private university students' "Effects of Social Media Sources on Listening Skills" because there is a discernible gap between public and private university students' perspectives.

Table 23 Difference of Effects of Social Media Sources on Speaking Skill of Learners in Public and Private Students

Variables	Public		Private		t	P	95% CL	
	M	SD	M	SD			LL	UL
Scores	35.53	6.35	35.17	7.92	.427	.092	-1.27	1.93

M=mean, SD= standard deviation; CI= confidence interval, LL= lower limit; UL= upper limit

To explore the significant mean score difference between public and private university students' Effects of Social Media Sources on Listening Skills, an "Independent sample t-test" was applied. The mean and standard deviation value for public students is (M=35.53, SD=6.35), and for private students is (M= 35.17, SD=7.92). The t-test value is t=.427 and the level of significance $p > 0.05$ as .092 is the outcome. So, the results say that there is a small means score gap between public and private university students' in terms of effects of Social Media Sources on speaking

Skill because there is a discernible gap between public and private university students' perspectives.

Conclusion

The study examined the perceptions and use of social media platforms by students at public and private institutions about enhancing their English language ability. There were no statistically significant variations between the opinions of public and private university students about the usefulness of social media sources for English language competency, according to the results of an independent sample t-test.

The current study clarifies the important role that social media plays in college students' acquisition of the English language. Students at public and private universities see social media as an excellent resource for improving their language proficiency. While there were minor differences in perceptions between the two groups, particularly regarding the effects on listening skills, overall, social media was perceived as beneficial for language learning across various skills.

Recommendations

Social media usage is crucial for developing English language listening and speaking skills, as indicated by the study. Therefore, English language learners at university level are recommended to use diverse social media platforms for developing and improving listening and speaking skills. Social media platforms can facilitate collaborative learning experiences, enabling students to engage with peers in language practice and discussions.

REFERENCES

- Ansari, J.A.N., Khan, N.A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learn. Environ.* 7, 9 . <https://doi.org/10.1186/s40561-020-00118-7> DOI: <https://doi.org/10.1186/s40561-020-00118-7>
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Education Tech Research Development* 33(1)
- Boyd, D. M., & Ellison, N. B. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13 (1), 201-230. <http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html>.
- Harrison, R. & Thomas, M. (2009). Identity in online communities: Social networking sites and language learning. *International Journal of Emerging Technologies and Society*, 7(2), 109-124.
- Muftah, M.(2022). Impact of Social Media on Learning English Language during Covid-19 Pandemic. *PSU Research Review , Open Access Issue(s) .Volume: 1 Issue: 1.*
- Mumtaz, S.N, Quraishi, U. (2020). Development of Oral Communicative Competence: A Teachers' Perspective. DOI: [https://doi.org/10.46662/jass-vol7-iss2-2020\(199-216\)](https://doi.org/10.46662/jass-vol7-iss2-2020(199-216))
- Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and development*, 3(1), 871-872.
- O'Keeffe, G.S. & Clarke-Pearson, K. (2011). The Impact of Social Media on Children, Adolescents, and Families. *Pediatrics*, 28, 127.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press, Cambridge, MA.

- Winder, D. (2007). Back to Basics: Social Networking. *Information World Review*, (238), 23. Retrieved January 20, 2018 from the ABI/INFORM Global database. (Document ID: (1330831041)).
- Zhang, F., Zhu, L. (2023). Social media strategic capability, organizational unlearning, and disruptive innovation of SMEs: The moderating roles of TMT heterogeneity and environmental dynamism. <https://doi.org/10.1016/j.jbusres.2021.04.071> Get rights and content