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<b>Article:</b>	<b>The Impact of Social Media Applications on Second Language Acquisition among Adult ESL Learners of UOG</b>
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**ABSTRACT**

This paper aims to theoretically analyze how new online media, such as online texts, tests, learning materials, films, and music, impact L2 acquisition among Pakistani students. In today's era of information, where quick but often unimportant information is constantly being distributed, it is crucial to examine the impact of such media on language learning, especially for non-native speakers. Through a questionnaire-based research study, the author intends to demonstrate online media's positive and practical implications on L2 acquisition by Pakistani adult students' proficiency levels. The study focuses on the influence of various online resources such as the Internet, social networking sites like Facebook and Twitter, and other potential stimuli. The expected results of the study show that the impact on the second language acquisition of online applications on the Pakistani students is significantly beneficent.

**Keywords:** Language acquisition, L2 (Second language), L1 (first language), and social media applications.

## **Introduction**

Introduction of modern technology and subsequent utilization of technologies like computers, iPads, iPods, tablet, wireless fidelity connection offers lots of possibilities to L2 learners to understand various connotations, games and complexity of language. Technology offers students a wide spectrum of possibilities to practice given languages and opportunities to enhance learning utilizing these devices at once. Nevertheless, there is reason to ponder at the fact that whether learners are using these chances to learn the language effectively. Therefore, the purpose of this paper is to review the effect of the existing modern technology on foreign language learning and whether they improve the learning process. Regarding the opinion stated by the author of the article in question, the present contributor has some doubts as to whether numerous forms and appearances of Modern Technology improve language acquisition or not, students' attitude to technology does not give a definite answer in terms of quantitative research results.

Social media as a tool is now a relevant tool for communication and studying in the contemporary world; therefore, learning through it is an important focus. Foreign language learning is a rather a long and extensive process but a process which L2 use of social media can boost. Learners nowadays have access to social sites like Face book, tweeter, instagram, You tube and many others hence the probability of the learners meeting other people and /or individuals and practice their second language is overwhelmingly high.

The role of social media on second language acquisition can be understood in various regard. For example, social media will enable a learner to get real life interactions with people who are native Speakers of the target language. Furthermore, it provides learners with a rich list of language learning materials: videos, podcasts, and language exchange. Moreover, group work supported by social media enable learners to share materials, and peers can help one another in the learning-teaching process.

However, second language acquisition has been affected to a certain extend by the use of social media. In the light of how technology is being used to support language learning and learning processes, social media remains an important tool which however poses a danger if employed in the process of learning; a threat due to the fact that it may lead to distraction while learning new language. Moreover, Davis (2014) also pointed that social media might cause language anxiety among the learners, and decrease their willingness to communicate with native speakers in face-to-face conversation.

Understanding the effects of social media in second language acquisition is the focus of this paper. This paper will therefore briefly discuss the literature and highlight some of the current research findings into this. It will also look at the advantages and the disadvantages of using social media in language learning and the implications of the findings to language teachers and learners.

## **Research Questions**

- Which social media tools and platforms that are most efficient in second language acquisition?
- How does social media use contribute to second language acquisition?

## **Literature Review:**

The role played by social media in the procuring of second language has been an area of interest in past years. With the emergence of social networking sites and trusting people of different

ages and nationalities is a new opportunities for language learners to enhance learning. These are the benefit and drawback, which have been presented in this line of literature to address the role of second language acquisition through using the social media.

Perhaps the biggest benefit of communication for language acquisition is the possibility such applications allow for interacting with native speakers. Students can engage other people locally or internationally and can help themselves in mastering social language uses in real-life scenarios (Blake, 2018; Hsu, 2019). Additionally, positive feedback can be observed on the organisation that social media allows learners to get feedback respondents instantly on their language use and as a result learners are shown exactly what they need to quit and enhance their standards of language (Hsu, 2019).

Furthermore, through social media learners are given the opportunity to use a variety of authentic resources from videos, podcasts, and blogs. These resources may be used for strengthening learners' listening and/or reading skills and, at the same time, providing the view on the culturally different approaches to language and its usage (Blake, 2018; Stockwell, 2018). Nevertheless, there are limitations of using the social media for second language acquisition. One of the big issues emerging is the aspect of exposing the learners to Non Standard English, and /or poor language models, which slow them down and reinforce their mistakes (Thurlow & Brown, 2012; Wang & Vásquez, 2012). Furthermore, the nature of social media communication is informal, and this may have an effect on the learner's language usage as they tend to mirror what they see online; this is naïve because at some point, the learners may find themselves using this specific language in rather formal situations. (Stockwell, 2018).

Another concern of the use of social media is that which relates to distraction and time wastage in as much as learners may spend more time on social media learning languages than they spend in the class learning. Some research has linked social media engagement to enhanced learners' motivation and learner interaction with language learning hence improved learning outcomes (Blake, 2018, Hsu, 2019).

The study concludes that the use of social media for second language acquisition has advantages and these have their implications. To enhance the use of social media benefits while avoiding the already mentioned weaknesses, the learners should apply social media in a more selective manner, engaging in actual communication with native speakers, and using actual language sources.

### **Methodology**

In this study, the quantitative research method is applied. It is a survey-based study. An Online questionnaire created on Google Form was distributed among English as L2 learners Pakistani adult students of the University of Gujrat of English Department of different classes like BS and MPhil to gather information on the influence of online media on their acquisition of English as a second language. The questionnaire aimed to investigate the impact of online media on the 49 respondents' English language learning. This questionnaire is partly adopted from "The Impact of Online Media on Second Language Acquisition by Polish Students" (Świątek, 2013). The questionnaire used 12 question to access the information for the objectives of the study, questions with options and scales are present in the appendix section.

### **Results**

Adult students of English as a second language can assess themselves. They can be aware of their progress in language acquisition. A questionnaire is the best way to check the

self-progress of an individual. Bipolar questions (yes, no) are the best way to get students' distinctive opinions about their language learning progress. These social media tools can force a student to communicate in the target language and allow interaction with native speakers and users.

*Table 1*

Sr#	Questions	Usage	Usage	Usage	Usage
1	Which online media do you use to enhance/improve your English skills?	Facebook	Twitter	Instagram	Reddit
		26.67%	13.33%	38.33%	5.00%
2	Which online media do you use to enhance/improve your English skills?	Youtube	Dailymotion	Vimeo	
		88.00%	2.00%	10.00%	
3	Which online media do you use to enhance/improve your English skills?	Tiktok	Othersites	Twitch	
		36%	60%	4%	
4	Do you think that Social Media Applications help you perfect your English?	Yes	No	Maybe	
		76.00%	4.00%	20.00%	
5	Do computer games help in improving L2?	Yes	No	Maybe	
		44.00%	14.00%	42.00%	

In table 1, Question 1 has interesting results 26.67% of the students use a Facebook book which provides an opportunity to search and add people of the target language. This opportunity offers information about the language and gives sufficient knowledge about the culture through different posts on the timeline and profile. This interaction would be useful for writing and reading, and listening and speaking may involve other social media tools. Twitter has a limited report and multimedia capacity. But it improves the writing capacity of an individual. It helps the students to strengthen brevity in communication. Shakespeare rightly said brevity is the soul of wit. With 38.33%, Instagram provides written materials in books, journals, newspaper, and research papers, and visual material in movies, lectures, and so on. Students can join relevant information groups of their interest to get suitable material. In table one, question number 2, YouTube stands as the most useful social application, with a percentage of 88.00% for improvement in language acquisition. It provides visual material, including movies and lectures in the target language, which helps the students in listening, which is the most difficult skill in the language. In Table 1, question 3, TikTok and other sites for short videos are always popular among youth because these videos are easy to focus on and short entertainment. It allows the users to watch short vedios but also perform, direct, write, and shoot short clips. In Table 1, social media applications have proven their worth helping adult students with second language acquisition. So far as computer games are concerned, 44% of students believe that computer games help in language learning 14% of students believe it doesn't not. 42% of the students are confused as they might not have an international approach to language learning during game playing.

**Table 2**

Sr#	Questions	Usage	Usage	Usage
1	Do you use social messengers?	Yes	No	Maybe
		90.00%	6.00%	4.00%
2	Which social messenger do you use for communication?	90.00%	6.00%	4.00%
		WhatsApp	Meet	Bomit
3	Do you think that the use of social messengers helps in L2 acquisition?	90.00%	10.00%	
		Yes	No	Maybe

Using internet applications as social media messengers is at its peak nowadays because it's cheap and secure. The 90% of participants use social messengers as a tool of communication. 90% of the participants are using WhatsApp as their messenger. It allows the user to write long messages, send pictures, short videos, and limited data. Audio and video calls are the main features of communication on WhatsApp, which helps users to improve their speaking and listening skills. 90% of the participants believe that communication through social media messengers forces the students of second language learning to communicate in the target language, which helps the students to improve their language skills.

**Table 3**

Sr#	Questions	Usage	Usage	Usage
1	Do you use Urdu on social media instead of English?	Yes	No	Maybe
		32%	62%	6%
2	Have you ever used Facebook, Twitter, My Space, or other online media in Urdu?	34%	62%	4%
3	Do you think social media applications were useful in second language acquisition?	74%	4%	22%

Participants are asked whether they use Urdu, their native language, as a source of communication on social media messengers. 62 % of participants negated the use of any other language than English. 32% of participants answered positively. It means most adult students of a second language prefer to use the target language on messengers. When the students were asked whether they have ever used their native language Urdu on social media applications, 62 % answered negatively. They force themselves to use target language on social media applications. Table 3, the 3rd question is whether the students think social media applications are useful. Almost 74% of participants believe Yes they do begin second language acquisition.

**Table 4**

1	What do you think, which of your language skills improved, thanks to using online media?	Above all	Listening	Reading	Speaking	Writing
		44.00%	16.00%	24.00%	10.00%	6.00%

In the table, 44% participants believe that all linguistic skills get improved, which is a big number than any other amount 16% listening, 24% for reading, 10% for speaking, and 6% for writing. All the skills improve with the use of social media applications. These applications help the users interact with native users sitting far away. This interaction supports language skills enhancement. Because of this speedy interaction, the Internet has made the world a global village.

**Conclusion**

After using the research questionnaire and calculating the data, we saw that English online media had a considerable, useful, and advantageous effect on Pakistani students' acquisition of L2. The outcomes of earlier experiments and the survey responses from the researcher may attest to this. The conclusions that can be drawn are as follows: Positive responses from the students; pleasure with using English online media by the subjects; improvement of all skills; improved communication; facilitation of social interaction; and increased knowledge of English culture and people. We might recommend the following pedagogical and practical consequences to help L2 Pakistani students learn English more effectively through internet media: (1) Increasing oversight of Pakistani L2 students' usage of English-language online media; and (2) preserving a proper balance between traditional board teaching and educating with technical assistance.

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