

Investigating the Relationship between Social Media use and Language Learning Anxiety among Pakistani ESL Learners

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Abstract:

Social media plays a crucial role in the learning of English language. It is not only essential for learners but also for teachers. It supports students to argue their ideas, discussing with their peers, and submit assignments to increase their language learning skills. They are more self-motivated when they use social media apps related to their studies, which can help reduce their anxiety levels. However, social media improved the ways in which people learn and connect with others. Because it has numerous features that can be very helpful not only for students but also for instructors. By utilizing social media, teachers and students can enhance their creativity and make the learning and teaching process more engaging and colorful. Students can gain inspiration and motivation, and learn more efficiently by using various social media apps such as Twitter, Facebook, Instagram, Snapchat, TikTok, and others. In this way, social media is assisting and growing the process of learning and teaching day by day. So, this study aims to explore the relationship between social media use and language learning anxiety among Pakistani ESL learners. Despite the prevalence of social media use, the relationship between social media use and language learning anxiety remains unclear, and many students still experience anxiety related to language learning. The quantitative research method was used for this study. For this study, 127 female students out of a total of 500 students were selected randomly from higher secondary school. The data was analyzed through SPSS software version 24. It was investigated that using social media while learning language can help reduce anxiety levels and promote a more positive and exciting learning experience. It was analyzed that students were more confident and motivated when using social media for learning purposes, finding it to be more beneficial than conventional teaching and learning methods.

Keywords: Role of social media, ESL students, language learning anxiety

1. INTRODUCTION

1.1 Background of the study

The use of social media can be an influential educational tool to sort students more attentive learning English, and offers exclusive and vibrant learning experiences to students as well as teachers alike. As an academic method, social media developed common tools that are used in academic institutions by everyone to part the academic works, research results, book reviews, and communicate with their peers as well as

teachers. Social media recovers unintended learning by allowing learners as well as teachers to link and communicate in new stimulating ways. Web websites such as Facebook, Twitter, and LinkedIn deliver a place where users can dialogue, interchange ideas, and discover explanations for glitches. Social media deliberated to be a great cause of materials that teachers may familiarize in their English classes. Social media can help to upsurge communication skills as well as offer a 'back door' for cautious learners. While many students scuffle with speaking in front of their colleagues, they may feel more relaxed 'speaking' on social media. This offers an opening for students who are too frightened to increase their hands in class. Additionally, social media trusts the written word, making it an outstanding means of refining writing skills. Social media has great sorts which may be very valuable for English teachers as well as learners. If they use social media in the procedure of English teaching and learning, it would be calmer, more colorful, interesting, and limitless. The use of social media and the assistance that this deals with could help them to stay different as well as professional, creative, and real, so teaching English would be never uninteresting.

There are some thoughts from the researchers linked to the use of social media; firstly, abilities for better learning. If social media is used in teaching, the chances to direct oneself, share, collaborate, find info, and knowledge sharing as well as store, process writing, student production, teacher feedback, reproduce and learn together extended. Secondly, involve students in the practice of English. Students who use social media in their courses upsurge their technology and communication skills are more original as well as more open to varied thoughts. Thirdly, deliver more true input. Social media provides real-life language and models how native speakers interact with each other. Teachers can advise the students to keep the unacquainted vocabulary or erection they find on social media sites to debate in class. Fourthly, inspire students to interrelate with each other in class and connected. Students who use social media are inclined to care for each other and even act as counselors (Halverson, 2010). Fifthly, grow critical thinking skills. Online argument forums can surge students' critical thinking skills. Produce a Google group or Facebook group as well as post questions for conversation, and monitor the conversation to elucidate or inspire students to think more intensely about a topic. Sixthly, initial learning.

1.2 Statement of the problem

Technology innovation led to an improvement in the number of internet users, particularly among students. Boyd and Ellison (2007) found that students are more likely to access social networking sites on the internet, particularly while at their institutions. Many students and members of general population pass a lot of their time on social networking sites. Thus, it is reasonable to say that social media affect their English language learning skills. The choice of the right platform for learning a language indicates positive consequences and, henceforth, knowingly donates to their language learning. Because they select a platform to work out their output as per their language skills apprehensive. However, this research aims to investigate how social media affects the English language learning skills of Pakistani ESL learners, and how it can assist and inspire them in refining their English language skills.

1.3 Objectives of the study

- To know the students' perspectives on the effective use of social media for their language learning.

- To identify how social media can help reduce anxiety levels among ESL learners in Pakistan.

1.4 Significance of the study

- It will be helpful for the students, because the use of social media will make their studies more effective, colorful, and interesting. Students will be motivated to learn efficiently through social media.
- It will be useful for teachers because teachers can use multimedia in their classrooms for teaching and they can develop students' interest in their learning by using different visual aids. In this way, their teaching will be more dynamic, effective, and efficient.
- It will be beneficial for school authorities to implement digital changes in their institutions, as this can provide students with an engaging and entertaining way to learn.

1.5 Research questions

1. How do Pakistani ESL learners perceive the role of social media in their language learning experience?
2. How does the use of social media for language learning affect the anxiety level of Pakistani ESL learners?

2. LITERATURE REVIEW

2.1 Introduction

Numerous studies have been conducted to examine the positive and negative effects of social media on students' academic performance. For example, according to Mushtaq (2018), the use of social media can provide a valuable opportunity for students to address academic challenges, particularly when they interact with peers who are experiencing similar difficulties. Social media lets students get linked with other students, which can be very valuable because it will let them debate class materials via social media. Moreover, Bkeer (2009) strained to get students' insights into how their usage of social interacting sites affects their academic presentations. The researchers completed a pilot survey of a group of Malaysian university students. Research has shown that popular students believe social media platforms have a positive impact on their academic performance. Mensah, and Nizam (2016) defined that social networking have an animated outcome on the students' academic presentations. They also jagged out about the irregular usage of social media stages by students. The study recommended it is valuable that universities and colleges in Malaysia teach their students to use these boards completely for educational resolutions which will eventually consequence in a positive influence on their academic presentation. Babbie (2015) argued that students may be negatively impacted by social media. To some amount, it unconditionally touches the existence of college students with their grades. They added that social media is striking as it stretches college students to another world to sort friends, and also offers a good way to relive compression. It also distinguished that an attitude prerequisite to stable the association between social media and academic study. Therefore, college students should reflect more on the harmonizing of social media as well as academics.

Social media is now fetching a major statement platform for today's youth to easily rapid their views and feelings. Through social media, a person can link with

anyone with just a sole 'click'. As specified by Mondahl & Razmerita (2014) "Using Web 2.0, workers may effortlessly direct or cut their feelings, 'think by writing', seek others' sentiments as well as response and be associated with the others" then this clarifies that, social media can and can be a renowned average for language learning. Teachers today should familiarize this progression of technology in their teaching and then betrothed language learning procedures. By mixing technology into knowledge, in this case, social media, teachers can improve their approaches to teaching and thus will relieve them to be more original and advanced in bringing the lesson. As clarified by Noraïen Mansor et al.(2014) "As an educational tool, social media augments the learning knowledge by letting students and teachers attach and interrelate in new, thrilling ways" and also let the true situation of language learning.

2.2 English learning skills through social media

Social media has become a platform for people from diverse background to connect and interact with each other across the globe. Social media is presently used for diverse aims. Ahmed (2016) investigated Facebook's efficiency in serving students who were learning English as a foreign language (EFL) to recover their grammar. He engaged a quantitative methodology with a quasi-experiment on randomly designated classes that used Facebook to study grammar and essay writing. The researcher originates that Facebook assisted students recover their writing skills and then grammar. Facebook empowered more additions with other students as well as teachers, where they could ask questions to recover their English language. Another study by Alqasham (2018) explored English language learning arbitration using virtual social systems. The researcher also inspected the students' insight and knowledge in WhatsApp besides Twitter group learning. Results designate that students have positive arrogances to social networks in their ordinary lives, although the insight of their request in classrooms may be undesirable.

2.3 Students' engagement and social media

Social networks found to be a device to enable connections and care for active contribution (Junco, Heiberger, & Loken, 2011). A sum of studies originated a connection between technology use and engagement (Chen, Lambert, & Guidry, 2010; Faizi, El Afia, & Chiheb, 2013; Junco et al., 2011; Yu, Tian, Vogel, & Kwok, 2010). In a reading using a set of matters established by the National Survey of Student Engagement (NSSE), Chen and colleagues (2010) inspected the impact of Web-based learning technology on student appointment and learning consequences in a traditional classroom as well as online learning environments. A positive connection originated between the use of Web-based learning technology as well as student appointments. Students who use social networking skills in their learning were not only originated to be energetic and extremely involved, but they also stated to have advanced improvements in general education. Furthermore, Junco and colleagues (2011) showed an experimental study by Twitter as a social schmoozing platform for numerous types of hypothetical and co-curricular deliberations. Consequences designated that Twitter can be used as an educational tool to care for vigorous contribution and teamwork. Moreover, using Twitter as a microblogging tool can spread the message among students as it supports students' growth and wisdom of joining. Additionally, the Twitter projects endorsed active learning and then permitted teachers to deliver quick responses. By efficiently joining social networks as learning tools in classes, teachers

can be supposed to reach advanced levels of learning and actual classroom administration (Revere & Kovach, 2011).

2.4 Kinds of social media

There are many different types of social media platforms that can be used in various ways. It is important to recognize that the information about us can be useful if we know how to utilize it. For example, most people have smartphones, but they hardly use all application obtainable in them. Occasionally, people are not able to fully absorb new information, and other times, they may not have the opportunity or time to dedicate to learning new things. Though, this is not the case for English learners, because software and requests obtainable on smartphones may succor English learners to attach with others. The kinds of social media can be categorized as:

2.4.1 Blogs

Web blogs are also supposedly one of the procedures of social media. Many people create blogs to write about a variety of topics, including news and their perspectives on specific issues. They request the readers to answer by addition or situation commentaries on their blogs. Blogs discourse a comprehensive variety of topics and they allegedly support refining the reading speed, vocabularies and indorse correct use of grammar and, improved reading understanding of language learners. Blogs can be engaged in numerous ways for dissimilar drives. For example, novices utilizing mentioning a specific language blog acquire new thoughts on how people practice blogs to interrelate with each other. It supports absorbing new vocabularies in the dissimilar contemporary setting of a specific time. The language of blogs is not envisioned for the urbane readers, as some scholars' right that it is retiring and informal and blogs are a cause of speaking to an average reader (Kaplan & Haenlein, 2010).

2.4.2 Twitter

Murthy, (2011) explained that microblogging as well as the social networking ability that managers like the most are the small mails of 140. This little preparation is the only way of communication that stimulated the attention of the users, which in turn, becomes a captivating method for learners to retain in touch with each other and with the teacher.

2.2.3 Facebook

Blattner & Fiori (2009) stated that Facebook is the primary social network that takes pride in its more than billions of followers and it is one of the fastest- growing and well-known situates on the Internet. (McLoughlin & Lee, 2008) reported that Facebook has various tasks of communication, material sharing, modification, and collaborative construction. However, the main reason for learners to use Facebook was to touch with friends.

2.3 Previous research

Some previous conclusions that related to this research, are:

- Shih (2011) explained that the advantages of social media in education as well as refining the second language can be categorized as an exclusive and amusing stratosphere, Facebook reported some revisions to diminish students' pressure levels and attract beginners' appointments and connections. The study displayed the effect of social media on learners at the University of

Taiwan as well as the learners created to adore interrelating among their ears in English and felt contented expressing their views as well as sharing their feelings.

- Klimanova & Dembovskaya (2013) delivered an examination of similar social media communities in the context of Russian classrooms. By participating in online activities, engaging in phenomenological arguments, and interacting with native-speaking students, individuals can explore and express their identities. This study presented that even at its start stages, research on social media designated a helpful influence of using such media on the second language learning performance.
- Yunus (2012) considered the students' insights on the efficiency of social media in teaching and refining second language learning skills in Malaysia. They combined social networking facilities in the second language classrooms to better online classroom communication between students as well as teachers, which encouraged communication in the English learning environment.
- White (2009) stated that social media assisted to recover the students' incentives as well as academic writing in Japan. Furthermore, it is also supposed that online conversation delivered students with the chance to interrelate with their teachers and peers, which in turn may reduce the students' anxiety.
- Zaidieh (2012) considered the tests and chances of the usage of social media in education in Malaysia. He stated alike answers in which students felt contented and had less heaviness with the time they had to answer questions because they did not have to reply to questions directly as in the classroom location. The second benefit of Facebook in an ELL environment is that using Facebook supports improves students' critical thinking. Students' actions may create and nurture their thinking ability and rational assistance.
- Lastly, the literature review designates that social media is an abode for the learning of the English language via diverse social media requests. Unfortunately, educational resources, language labs, and other tools that could enhance the use of social media for educational purposes are often insufficient. The students may use these ingredients to complement their English language knowledge and consequently, may be capable of pact with their counterparts definitely in the global world.

Previous studies have also indicated that regular interaction between teachers and students can foster a positive relationship between them, which can create a favorable environment for language teaching and learning (DuBois et al., 2002). It observed that posts on Facebook introduced by teachers caused improved contributions by students. According to Terantino and Graf (2011), teachers' conversations with students and their explanations of students' posts on Facebook can improve student- teacher communication. To sum up, the main conclusions it can be supposed that using Facebook as a medium for language teaching supports to grow of positive arrogances as well as relations, inspires students to contribute, inspires a collaborative setting, and assistances to Journal of Research in Social Sciences (JRSS) Vol. 8, No. 1, January 2020 ISSN 2306-112X (E) 2305-6533 (P) 137 preserve better association between teacher as well as students (Mazer, Murphy & Simonds, 2007).

2.4 Benefits of incorporating social media in language learning

In a study shown using social media to learn French, the researcher emphasizes the term “Digital Natives”. “Digital Natives” discusses the new group who produces up being familiarized with the recurrent usage of the internet and technology in their daily routine (Geraldine, 2013). Thus, it is a good time for language teachers to practice the chance to increase their education and integrate social media, the current satisfied stage, in their teaching process. Originally, a study figures that social media marks language learning as more accessible as they can obtain it whenever they wish (Basoz, 2016). Social media can be improved through the technological gadgets that are conserved by almost all youths nowadays such as smartphones as well as tablets that can be transported closely everywhere by the landlords. The bases can be used anytime by the students as it is very stretchy (Ali, Yaacob, Endut & Langove, 2017). Thus, this enables learners broaden the language mission given effortlessly and they can get affianced with the lesson more profound even when they are not in the classroom. Plus, homework through social media also stretches learners’ casual to organize and plan their own study time (Basoz, 2016). The environment of social interaction offers learners confidence things on their inspiration level in learning as well as using the language (Mills, 2009). Based on a study, learners demonstrated indications that they are making reserves of developments in their English language after being familiarized with learning activities through Facebook (Shafie, Yaacob & Singh, 2016). Plus, these social media sites may recover students’ language skills such as reading, speaking, listening as well as writing. Another study completed by Fishman et al (2005) privileges that students harvest a big amount of writing via this social networking sites counting blogs and emails. Furthermore, social media engages students in language learning with low anxiety. A study uncovered that students practice social media to part their opinions as well as sign together in a less informal mesosphere (Mingle & Adams, 2015). This is remarkable because they have low anxiety when they are partaking in evidence on social networking places.

2.5 Limitations

Although social media practices have been found to have numerous benefits in the context of language education, it is essential for educators and learners to take into account their limitations. Recognizing the potential limitations as well as difficulties of social media activities should support educators and learners evade the risks of misusing social media as language learning as well as teaching tools. Noticed limitations and submissions determined. From the viewpoint of social media as inventive input, both learners, as well as educators, need to be serious about the linguistic properties acknowledged from social media as they may uncover learners to culturally unsuitable or linguistically contradictory content. For example, due to different topographical locations and personal styles, linguistic alternatives of grammar use and lexical info constitute a mixture of linguistic ranges. Though some of them can help learners as they are genuine and worth the use of language variations, others may clue to misperceptions or even a mistake. In this honor, educators should offer essential leadership to learners to maximize the pedagogical affordances of authentic online resources. In addition, it should be renowned that the cultural fillings carried by social media platforms cannot fit in every context. A behavior that is deemed acceptable in one location may be considered aggressive in another. As an outcome, learners need to pay special devotion to what they bring to social media as well as what they get from social media.

From the viewpoint of social media as rehearsal places, social media stages are of numerous functions reaching from work to entertainment, and students should use inventive technologies intelligently. For instance, social media is entrenched with stimulating content and captivating functions, which may present a problem for learners to emphasize learning. Certainly, in documenting an effort to integrate writing activities into online social media platforms, it stated by Dirjal et al. that sometimes students may overlook their online assignments and be unfocused by other things on the Internet. Online correction checkers were initially designed to enhance learners' productivity and communication skills. Though, disproportionately trusting online correction checkers may outcome in a leave- in spelling and grammar. Despite the potential limitations of social media in promoting language learning, learners and educators should still utilize these platforms to facilitate frequent teacher-student interactions and monitor student progress. By doing so, the problems stated above expectantly lessened or detached.

3. METHODOLOGY

A quantitative research design was applied to this study. In the quantitative method, the data is collected, analyzed, and interpreted by the researcher. The numerical data is collected from a large population and presented in graphs, pie charts, and tables.

3.1 Participants

The data was collected from the higher secondary school, Samanabad, Faisalabad. These respondents were selected randomly from the secondary school level. There were more than 500 students in higher secondary school. And 127 students (females) were randomly selected for this study.

3.2 Research design

The nature of this study is descriptive which tried to analyze the relationship between social media use and language learning anxiety among Pakistani ESL learners. The participants were learning English at a higher secondary school, Samanabad, Faisalabad. The sample of this study is 127 students from higher secondary school. To collect the data, the researcher used a self-made questionnaire as a research instrument. After collecting the data, it was analyzed by SPSS software 24 version to get reliable outcomes of the study.

4. RESULTS AND INTERPRETATION

The primary method of data collection was a questionnaire distributed to students currently studying English at the school level.

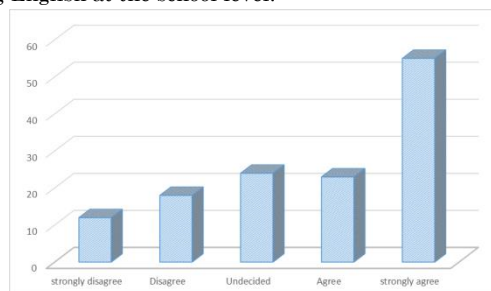


Table 1: The role of social media in English language learning anxiety among ESL learners

Scales	Frequency	Percentage
Strongly disagree	11	8.08%
Disagree	17	12.63%
Undecided	23	17.17%
Agree	22	16.41%
Strongly agree	54	40.66%
Total	127	100%

The above table illustrates the relationship between social media use and language learning anxiety of ESL learners at higher secondary school students. They are learning English as second language and face numerous difficulties in reading, writing, speaking and listening. The strongly disagree students are with the frequency of (8.08%).The frequency of undecided students is (17.17%).The agree students are (16.41),the strongly agreed students are (40.66%).So, the highest frequency is of strongly agreed students .It means students were strongly agreed with the use of social media which is more enjoyable and assists them in their studies. Because students enjoy their stress level while using social media for their studies.

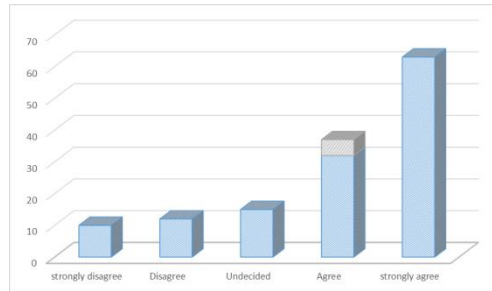


Table 2: Social media is a source of enjoyment for students while learning language

Scales	Frequency	Percentage
Strongly disagree	9	6.57%
Disagree	11	8.08%
Undecided	14	10.35%
Agree	31	23.23%
Strongly agree	62	46.72%
Total	127	100%

The above table demonstrates the frequency of the students, they enjoy more when learn English by using social media apps. They say social media apps are the supplements to learn English more conveniently and efficiently. The highest percentage is 46.72% of those students that are highly agreed. Agreed students are 23.23%, undecided students are 10.35%, strongly disagree are 6.57% and disagree students are 8.08%. It means social media apps are a big source of enjoyment for the students, they reduce their anxiety level when learn by using different English language learning apps. They feel more comfortable and confident.

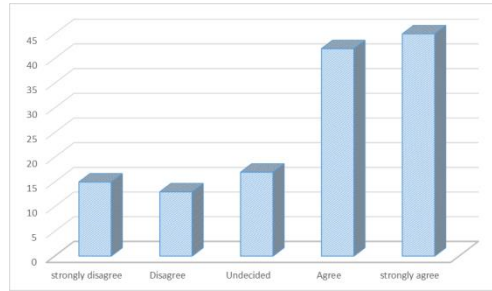


Table 3: Social media improves English language learning at school level

Scales	Frequency	Percentage
Strongly disagree	15	10.35%
Disagree	13	8.84%
Undecided	17	11.87%
Agree	42	30.81%
Strongly agree	45	33.08%
Total	127	100%

The above table shows the data of the students in percentage. Strongly agree students were 15(10.35%), disagree students were 13 (8.84%), undecided students were 17 (11.87%), agree students were 42 (30.81%) and strongly agree students were 45 (33.08%) with the highest frequency. It means social media is more powerful and useful in English language learning for the students at school level. Students improved their language learning by using different useful apps like twitter, cambly, Instagram, American English live series, WhatsApp group for ESL learning, Facebook groups and many more. It boosted their confidence level and condensed the anxiety level.

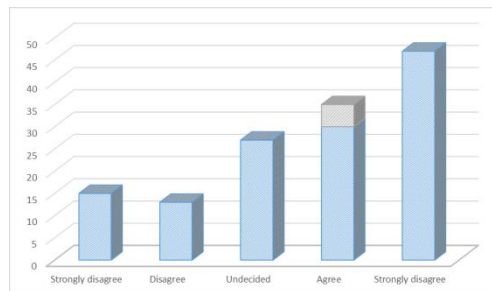


Table 4: Use of social media is more motivating than books reading

Scales	Frequency	Percentage
Strongly disagree	14	10.35%
Disagree	12	8.84%
Undecided	26	19.44%
Agree	29	21.72%
Strongly agree	46	34.60%
Total	127	100%

The above table demonstrates the frequency of the respondents that 14 (10.35%) out of 127 were strongly disagree, 12 (8.84%) students were disagree, 26 (19.44%) students were undecided, 29 (21.72%) students were agreed and majority of the respondents

were strongly agreed with 46 (34.60%) percentage. It means the use of social media is more interesting than books reading for the students at school level because students want fun and interesting ways with learning, so that they may not get bored while learning English language. Use of social media motivates them to learn more entertainingly.

The researcher used questionnaire items to extent the role of social media for ESL learners

Number	Items	Mean	Standard deviation	Level
1	I make practice of social media to distribute knowledge to my colleagues	3.34	0.72	High
2	I use material acquired from blogging sites to accompaniment what I taught in class	2.95	0.65	High
3	Social media is an interesting way to check the assignments posted by the instructors	3.05	0.75	High
4	Social media is a best way to improve academic performance of the students	2.68	0.74	High
5	Watching English academic movies with subtitles boost confidence level of the students	2.89	0.73	High
6	Limitless access to social media destroyed my academic presentation	3.04	0.77	High
7	I can't perform efficiently if I leave the use of social media	3.03	0.74	High
8	Social media improved my grades	3.07	0.70	High
9	The rate of my understanding condensed by using social media for academic forums	2.68	0.79	High
10	Usage of online dictionary to resolve grammatical glitches	2.99	0.71	High
	Total	3.00	0.40	High

The table 1 displays the overall mean score of supposed helpfulness of social media which was at highest level (Mean=3.00). The first highest mean score fell on item no. 1 (I make use of social media to distribute knowledge to my classmate, Mean = 3.34), trailed by item no. 8 (The usage of social media for research has helped improve my grades, Mean = 3.07), and item no.3 (Social media is an interesting way to check the assignments posted by the instructors, Mean = 3.05). The lowest mean score was on items no. 9 (The rate of my understanding condensed by using social media for academic forums, Mean = 2.68). It is remarkable to see that all of the items were at the highest levels.

5. DISCUSSION AND FINDINGS

It was revealed that social media plays an important role in English language learning. Although social media use can have both positive and negative effects on language learning anxiety, but research shown us that there are positive effects of social media in language learning. Because students get more interest in social media and it's more enjoyable, interesting and full of fun. Students enjoy their learning without any boredom. It has been shown that proper use of social media reduce their anxiety of language learning because they have an easy access to get more innovative ideas by using different useful apps. Social media is a helpful tool for language learners because it provides access to language learning resources and communities. It was shown that the use of social media in language learning reduces the students' anxiety level because it provides more supportive and comfortable environment to the students. Moreover, it

can be said that here in Pakistan, students are more frustrated and anxious about language learning because they don't study second language from their grass root level. When they study it as a second language they face many challenges and it increases their anxiety level. Students want more fun, more interesting ways while learning language. Using social media apps students don't get bored or frustrated and it's easy to use in a more engaging and authentic way. The use of social media is more convenient and relaxing for the students because they get easy access to all that material which they want to study, they get a lot of interesting and reachable material without going anywhere to get it. It was observed that the use of social media is more interesting than conventional reading for the students. Despite facing many challenges while learning English as a second language student were more motivated and confident by using different social media apps to learn something innovative and different. They used numerous apps like twitter, whatsapp groups, FB posts ,Instagram and many more apps for to communicate with the native speakers. They improved their language skills like reading, writing, speaking and listening, and it was very useful for students to complete their assignments or to polish their language skills. Students get more attraction and learn quickly because it provides fun and engaging way to practice reading, writing, listening and speaking in the targeted language. Here in Pakistan, students use different apps i.e., TikTok, Facebook, Instagram to connect with friends and share content that they find interesting or entertaining. Social media can provide a source of entertainment and a way to stay connected with friends, especially during times when in-person interactions may be limited. It is also a big source of relief and reduces the anxiety level of the students when they learn targeted language. Because it provides a way to connect with others who share similar interests and experiences. It also provides a way to seek support and advice from others who may have gone through similar situations. Additionally, social media provides a sense of community and belonging, which is more helpful in reducing feelings of isolation and anxiety.

However, the use of social media also affects the mental health of the students. It depends on the students how they use it either they're using negatively or positively. It's important for the students to be aware of these potential effects and to use social media in a way that is healthy and balanced. Although it creates negative effects for students but it depends on the student how it is used. Either he is interacting negatively or positively, particularly when a student spend a lot of time comparing themselves to others or engaging in negative interactions. On the other hand, social media is more powerful and provides healthy learning for the students. It is a valuable tool for connecting with others who share similar experiences and interests. Ultimately, the impact of social media on mental health is likely to depend on how it used and the individual circumstances of each student. Students get more fun through social media while learning second language because social media provides a more immediate and interactive experience, allowing students to connect with others in real time and engage with a wider range of content. Additionally, social media is a fun and engaging way to stay up-to-date on current events and trends. Although books reading are more experiencing and a complex way of understanding the topic easily and deeply but social media is more interesting and interactive way to learn more about your targeted language.

6. CONCLUSION

It can be said that the use of social media while learning targeted language is more convenient, more comfortable, more relaxing and more reachable. Because students enjoy learning with social media. As social media has its own multiple features, when students use they get more interaction and interest to learn through different apps. It is concluded that social media is a supplement for language learners because it allows them to make practice in a more fun, engaging, interesting and interactive way. Social media platform like twitter, Instagram, facebook, snapchat and many more provide a variety of language learning resources, i.e.in snap chat there's an online language exchange program, and social-media based language learning communities that allow students to connect with others who share similar interest and language goals. Moreover, social media can be used to promote authentic language use, as well as to develop intercultural communication skills. Overall, social media provides a convenient and effective way for students to learn a targeted language outside of the classroom. It can be said that students enjoy learning with social media because it not only reduce their anxiety level but also provides them a lot of learning material in a more funny, engaging and effective way. By using different online dictionaries, online language learning apps students learn more knowledge like vocabulary words, improve grammatical mistakes, pronunciation, listening and speaking skills. Social media provides them a lot of material on a single topic from that they can get benefit in their classroom and outside the classroom as well. Although book reading is a deeper and conventional way to understand any topic but the use of social media has been shown more motivating and effective for the students. When students get interaction with other learners through different apps and learning communities, they get more excited and have a sense of competition to win and learn efficiently. However, social media has both negative and positive effects, but it depends on the students how they use, either they're using positively or negatively. Social media improves their language learning skills and provides them more authentic and interesting way to learn. In this way, students reduce their anxiety level and learn excitedly. Students can improve their reading, writing, listening and speaking skills in more efficient and excited ways. It has been shown that social media provides them similar material related to their topics, that's why they feel more convenient and confident. And they will remember it for a long time because learning with fun is long lasting. Because here in Pakistan students get more stress while learning targeted language because they are not taught from grass root level. That's why they face a lot of problems when learn new language and have messy and stressful minds. When they learn in more enjoyable ways, they get excited and motivated to learn more and explore many new things in their learning. And it reduces their isolation and anxiety of language learning.

6.1 Future Implications

There are some future recommendations of this study that will be very helpful as well as useful for teachers, learners, policy makers, parents and for institutions. Some recommendations are as follows:

- This research will be beneficial for teachers, students, policy makers, parents and institutions.
- Teachers will incorporate multimedia into their lessons, motivating and inspiring students to use it efficiently.

- It will be beneficial to both teachers and students, as students can search for information on their topics using various websites and apps to complete their assignments.
- It will also be helpful for other researchers that how social media will be used to get effective language learning.
- Parents will recognize the value of social media in language learning and allow their children to use it positively for their studies.
- Institutional management will gain access to technology for their institutions and become knowledgeable about digital literacy. This way, institutions can be upgraded with digitalization.
- This research will be useful for policy makers and website developers, as they can learn how to develop useful and effective apps and websites that meet the needs and challenges of ESL learners.

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