

PERCEPTIONS OF SOCIAL MEDIA USE IN ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract

The present article explores the impact of social media applications on English language instruction in Pakistani universities. Employing a mixed-method approach within the Innovation Acceptance Model (IAT) framework, the study investigates the perspectives of ESL teachers and students. Interviews were conducted with six university-level teachers and six students to understand the influence of web-based entertainment on English language teaching and learning. The findings underscore the significant positive effects of social media apps on various aspects of education, offering insights for professionals, researchers, and policymakers in English language education. These platforms offer opportunities to enhance communication skills, both in written and spoken interactions, enabling users to practice and improve their language proficiency. Exposure to diverse forms of writing and speech on social media enhances reading and listening skills, helping users comprehend different writing styles and extract information from various sources. Social media apps also encourage innovative language features, fostering adaptability and creativity in language expression. Furthermore, they contribute to vocabulary and grammar improvement, exposing users to new words, phrases, and vocabulary associated with different themes thus providing a more intuitive understanding of grammar rules and usage. The study highlights the relevance of the Technology Acceptance Model (TAM) in understanding how ESL teachers and learners perceive social media app integration. Perceived usefulness and ease of use are key factors influencing attitudes and acceptance. Participants recognized benefits such as improved language skills, enhanced learning experiences, and increased motivation. The apps' usability allows for seamless integration into language classrooms, accommodating diverse student needs and learning styles. In conclusion, this research offers valuable insights into the impact of virtual entertainment applications on English language teaching and learning in Pakistan. It advocates for responsible integration to create engaging learning environments, supporting students' language development in the digital age, and informs best practices in language education.

Key words: Social media applications, English language instruction, Pakistan, Virtual entertainment, Language skills

Introduction

One of humanity's greatest accomplishments is the development of language, which gives us a potent instrument for both cognitive and personal growth. It is used to communicate the history, customs, and values of a particular group of people. According to Benjamin Whorf's idea, language affects a person's culture of origin and their way of thinking. Verbal expressiveness, which includes both every day and profound communication, is an essential component of human language. It is necessary for simple tasks like socializing and shopping as well as more difficult ones like contract negotiations, moral conversations, and religious debates.

Future generations are exposed to social norms and values through the medium of language. As a result, communication is at the heart of all these relationships, emphasizing how vital language is.

Since language is the means through which people negotiate the reality of life, language is essential to human existence. It is an important part of human speech and thought, not just a way to get over hurdles to communication. There are many different languages spoken around the world, and each has special meaning for those who speak it. Finding one's place in society and influencing social interactions are both made possible through language. Particularly, English has become a language that is widely spoken throughout the world. For communication and knowledge exchange to be successful, it must be connected to society. Given its current influence, academics have predicted that English may overtake other languages as the most widely spoken by the end of this century.

Due to a number of circumstances, English has been widely used and important in many spheres of life. More than sixty nations have it as an official or semi-official language, and it is widely spoken on all six continents. English has become widely used because of its practicality and influence on many facets of life.

In conclusion, this study examines the impact of social media on language teaching and learning, concentrating on the viewpoints of instructors and students in Pakistan. Through its use as a tool for expression, communication, and cultural transmission, language has a crucial part in the growth of personal life and societies. Particularly English has emerged as a language with significant global influence, influencing many facets of life in numerous countries and continents.

The communication revolution has caused significant changes in society. People from all over the world may now interact instantaneously through e-mail and other social networks thanks to the advancement of computers. Previous research has demonstrated that social media users, such as those who frequent Facebook, Instagram, YouTube, and social media platforms are inclined to improve their composition skills. It provides target language students with exceptional opportunities for developing their skills (Murray & Hourigan, 2008).

The significance of online media platforms for learning English language has been amply highlighted consequently of past researches conducted in various digital media platforms. The approaches utilized by students who utilize digital media to study English are superior to those used in conventional methods of second language learning. We regularly observe university students skilled in learning English as a target language using Skype, Facebook, Twitter, and WhatsApp as opposed to those who are not (Pichette, 2009). Students who use mod-tech digital platforms and popular social media platforms like FB, Twitter, and YouTube to advance their skills find it simpler to learn the English language. They also possess a large vocabulary and a firm understanding of English grammar as a result of their practice in the foreign language with the help of digital tools like Skype (Levy, 2009).

University students frequently use digital platforms to communicate and those who are geographically far from them yet live on the other side of the planet (Long, 2001). As a digital platform, Skype is a great resource for learning language learners and the reason is that it gives them the chance to set up a setting that is conducive to learning as well as the chance to talk with others about their homework, classwork, and other interests (Bosch, 2009). Social media, according to Kavaliauskiene (2004), enables learners to check their own performance in the classroom. Evaluation and assessment are also essential components of the process because they permit learners to check their own development in learning English language. Through numerous

online quizzes and activities, social media sources give students the chance to conduct their own self-evaluation in this area (Oscarsson, 1989). Social media is a common practice today. Most individuals in the globe spend a sizable chunk of free time. Communication through digital platforms has grown significant in today's modern world (Tozcu & Coady, 2004).

Over last years, digital platforms are becoming incredibly famous. Numerous websites, including Facebook, Twitter, YouTube, and Skype, are where people spend a lot of their time. Today's culture has undergone a revolution in communication, information, and knowledge exchange thanks to social media (Kaplan, Ahmad, & Zainul, 2010). Given that social media is one of the easiest and most efficient ways to connect with others and learn new things, it has become the only platform where individuals may exchange knowledge and information nowadays (Brady et al., 2010).

Literature Review

Current social media applications such as Facebook, YouTube, and Instagram have a significant influence on the social and cultural fabric of our society. It has significantly transformed the way we socialize and communicate with others. The influence of social media applications on English language teaching and learning stayed at the forefront of research academics' minds throughout the world. In several settings, substantial research studies have been conducted on the effect of social media on English language teaching and learning; yet, in Pakistan, this topic has received little attention.

According to Chung (2015) advanced technologies simplify the process of language learning for ESL learners. They claim that nation has progressed in the direction of contemporary world due to the result of technological advancement. Students believe that social media applications enhances overall skills. Learners' study duration can be optimized by utilizing technological devices. It's beneficial to study and learn language with the aid of social media applications. Research indicated that mobile applications as well as the goals of ESL students are interrelated. Technology Acceptance Model (TAM) also affects the goals of ESL students. Factors like effort expectancy and use has an impact on learner's attitudes. Digital teaching method ease of use and efficiency are closely associated. As a result, perceived usefulness and perceived ease are taken into considerations while making decisions. They had the opinion that scholars must incorporate extraneous elements in the research. Finding the preferences of instructors in teaching and learning is also necessary. Comparing responsibilities placed on instructors & pupils also requires effort.

According to (Beldad & Hegner, 2018), the utilization of various digital platforms has gained popularity in Germany. The expectations of pupils are influenced by feasibility of usage. The usefulness of an application affects its usability as well as the users' intents. Public impact increases the apps functionality. Users' evaluation of the applications effectiveness are influenced by the standard. They assert that individuals believe digital platforms to be advantageous and this belief is totally based on public faith. The trustworthiness of professionals is influenced by TAM. Many interviewees claimed that observed simplicity of usability affects the consumers' faith. Connection among the technological adoption criteria and technological adaption is significantly influenced by the environment. Effectiveness of the applications is directly impacted by its usability.

According to (Iqbal & Bhatti, 2015), TAM (Technology Acceptance Model) is the right strategy in examining learners' attitudes utilizing technological devices. The paradigm of TAM is active and frugal. The various elements of the TAM affects how technological innovation is used. According to (Scarpin et al., 2018) he looked into the connection among behavior plus

various technological adoption variables. The attitudes and behaviors of learners are closely related. Learners experience competency when using various instruments. Digital learning and the study is popular among the learners.

Definition of Social Media

Social media refers to the ways in which people create, convey and share information virtually on digital platforms and in digital communities. Social media, according to (Hudson, 2017) are organizations and digital platforms created to enable faster, effective and in-the-moment content sharing. In addition, (Baruah, 2012) revealed that social media is specialized version far above the social communication that is a medium for social interaction. Social media eventually helps to foster our direct relationship between digital influencers and their listeners in an online setting. Additionally, the capacity to interact ideas, perspectives and happenings in genuine has altered how we work and live. The use of technology to create response to public amongst people is also described as social media.

Magazines, Internet sites, blogging, virtual blogs, forums, webcasts, images, video files and social communities are just a few of the various forms that social media hold. It goes without saying that online applications like FB, Twitter, Instagram, Skype, WhatsApp etc are heavily used for communication given that the globe is in the process of digital rapid growth. This approach to interaction can be with an individual or group of participants.

Twitter is a well-liked micro-blogging platform among teenagers and adults. Twitter can be used to integrate students in English learning activities during the course of language study. Through Twitter, all participants can communicate in foreign language dynamically, like in forums and sequentially in chats (Shah, 2015). WhatsApp is the application of social media. It operates as an Internet online messaging app that allows users to communicate by exchanging text, images, videos and music. (Hanisi et al., 2018) carried out a study on WhatsApp based language learning in English classrooms. Since it is simple to use and many students communicate in English with other learners and teachers whenever and wherever they choose. It can be used by the teachers to access whether or not the learners have a grasp of material and to learn more about them. WhatsApp can be used to exercise language skills and instructors can provide immediate learning material.

English Language

The English language is widely recognized as the primary medium of global communication and holds a prominent position in various aspects of modern life. Its importance cannot be underestimated, particularly in education. English serves as the primary language for academic knowledge dissemination, research, and publications, enabling the worldwide spread of new discoveries and innovations. Proficiency in English is crucial for students studying academic subjects and non-native scholars conducting research, as they are expected to engage in academic discourse and achieve professional goals. English language proficiency is increasingly required by employers and academic institutions, highlighting the global significance of the language. In Pakistan, the first-grade ESL curriculum is a requirement of the school system. Teachers of English as a second language in Pakistan should approach their subject from an applied linguistics perspective. The focus that people have on learning the language is only rising, if the latest increase in the use of English as a second language in our country is an indicator.

The Grammar Translation Method is still popular, and many organizations and universities are following it. The English language instructors are under-equipped and less prepared to address this subject. On the training of instructors at a higher level, there are no effective techniques of workshops available. Many instructors are not acquainted with the most recent best practices as a

result of insufficient teacher education. They are utilizing subpar resources and outdated texts that are no longer effective. At all costs, foreign books should be avoided in favor of native ones. These books have several grammatical and spelling errors, and they also lack proper images. Students lack motivation to complete their homework, which hampers their individuality and destroys their uniqueness. The teaching method focuses more on memorization than on fostering creativity in English learning.

Online social networking sites have recently surpassed all other forms of contact as the most widely used worldwide (Hagler, 2013). The manner in which individuals interact with, connect, discuss knowledge in terms of their progress both professionally and personally & see the world around them has altered as result of social media platforms and applications like Facebook, Twitter, Instagram and YouTube. Social media has ingrained itself in people lives the usage of these platforms has grown to encompass many facets of daily life.

Education is one of the discipline where the new position of social networking and technology is influencing. The consequence of incorporating and utilizing various forms of social networking in classrooms are of interest to many educators (Abe & Jordan, 2013; Seaman & Tinti-Kane, 2013). A lot of study has been done to determine how well modern technology works in an educational setting. All stages of education including middle schools, as well as higher education institutions social media can be useful teaching and learning tool for English (Seaman & Tinti-Kane, 2013).

Social media's role in education has been covered in a number of studies. The results for these studies may be helpful for education, especially within the context of teaching English. The findings of such studies also illustrates how social media use affects students' communication skills. Based on research in the field of English language, the subsequent sections will illustrate why we gain the knowledge and skills through social media for learning English.

First of all, some scholars considered that social media would be beneficial for learners' growth. It has been clearly demonstrated in the instruction of English as a second language that social media offers a variety of languages to learn in the textual, visual and photographic forms in which to practice language skills. Additionally, it helps learners discover new words and vocabularies that are made appropriate for composition (Khan et al., 2016). On the other side, social media can help pupils improve their comprehension and listening skills. According to (Arumugam et al., 2019), platforms such as Facebook and WhatsApp let instructors and students form study groups. Secondly, using social media can help students grow personally, encouraging students to learn English outside of the classroom as well. It should be mentioned that social media is commonly accessible. It is appealing, cost free and well-liked by students. Therefore, it may be believed that students' acquaintance with media usage can help them learn English in calm and healthy environment which also helps increasing their enthusiasm.

Research Methodology

Social media applications have become integral parts of our society, profoundly influencing social interactions and communication patterns. The impact of these applications on English language teaching and learning has garnered significant attention in research worldwide. However, in the Pakistani context, limited research has explored the influence of social media on English language teaching and learning, creating a critical gap in knowledge. This study aims to fill this gap by investigating the perspectives and perceptions of teachers and students regarding the impact of social media on learning and teaching the English language at the university level.

The research methodology will employ a mixed-method approach, incorporating qualitative and quantitative data collection techniques. Questionnaires will be distributed to 150 students from the university level, selected through systematic sampling, while semi-structured interviews will be conducted with three teachers and six students from the same institutions. The collected data will undergo coding, category identification, and theme development to extract meaningful insights. The findings of this study will offer valuable insights to educators, students, and policymakers, potentially influencing the teaching and learning practices in English language education.

The research design for this study is an exploratory and descriptive approach aimed at investigating the impact of social media on learning and teaching the English language. By gathering data on teachers' and students' perspectives and perceptions through questionnaires and interviews, the study aims to gain a comprehensive understanding of the topic.

Drawing upon the Technology Acceptance Model (TAM) as a theoretical framework (Davis, 1989), the study examines the factors influencing the acceptance and adoption of social media in language education. TAM posits that individuals' intentions to use technology are shaped by their perceptions of its usefulness and ease of use. In the context of this study, TAM provides a lens through which to explore the relationship between perceived usefulness, perceived ease of use, and the intention to use social media platforms in English language teaching and learning. To analyze the quantitative data, descriptive statistics will be calculated. Frequency distributions will be used to examine the distribution of responses for each questionnaire item, offering insights into the participants' opinions and attitudes. Measures such as the mean and standard deviation will be utilized to understand the central tendency and variability of the responses. These statistical analyses will provide a quantitative overview of the data, enabling the identification of trends and patterns. The qualitative data collected from the interviews will be analyzed using thematic analysis. This process involves identifying recurring themes and patterns in the participants' narratives, allowing for a rich and contextual understanding of their perspectives. Through this qualitative analysis, the study will uncover the nuanced and subjective aspects of the participants' experiences with social media in language education.

The data collected will be analyzed using statistical software such as SPSS (Statistical Package for the Social Sciences) or similar software to perform quantitative data analysis and identify patterns, trends, and relationships. The software will provide advanced statistical capabilities to analyze the large dataset gathered from the questionnaires and interviews. SPSS offers a wide range of statistical procedures, including descriptive statistics, correlation analysis, regression analysis, and inferential tests, which will enable comprehensive analysis of the quantitative data.

Research Objectives

- To examine ESL university students' perceptions of the role of social media in enhancing English teaching and learning in Pakistan.
- To inquire how using social media applications affects English language instruction at graduate level.

Research Questions

1. What do ESL students think about how utilizing social media affects teaching and learning English in Pakistan at the University level?
2. What do ESL teachers think about how social media is affecting English language instruction?

Analysis and Discussion

In higher education, utilizing social media applications (SMAs) for learning design can offer various educational benefits. According to the technology acceptance model (TAM), there's a significant link between student satisfaction (SS) and academic performance (SAP) through social media applications. The perceived ease of use (PEOU) and perceived usefulness (PU) of Social media applications contribute to improved engagement and interaction among learners and educators. PEOU and PU are strong predictors of satisfaction and acceptance. Nevertheless, Social media platforms pose challenges during students' academic transition, potentially affecting SAP and education sustainability. Students who actively engage with groups through Social media platforms find assistance in problem-solving. The use of social media applications can also enhance learning achievement in active collaborative learning (ACL) environments. Tracking and analyzing collaboration patterns during ACL are crucial for understanding SMAs' role in learning] This study focuses on education sustainability issues using SMAs, demonstrating higher learning levels achieved through SMAs for student. Just like other countries, Pakistan has embraced Social media applications but research on their use in higher education is lacking. The current study aims to address this gap by examining SMAs' impact on ACL and engagement (EN) to enhance SAP and education sustainability. SMAs are integral to modern life, fostering resource sharing, information exchange, collaboration, and communication [6]. This research builds on the TAM model and establishes that ACL influences EN and students' academic performance in measuring education sustainability. While some students hold negative views about SMAs' role in achieving SAP. Others see them as burdensome. Therefore, further investigation is required into attitude antecedents towards the use of SMAs for ACL and the measurement of education sustainability [19]. Both psychological and emotional challenges, such as fear, discomfort, anger, insecurity, and sadness, have been documented as outcomes of cyberstalking and cyberbullying via SMAs. The use of SMAs has an impact on SAP and ACL in measuring education sustainability; however, some users are vulnerable to the effects of cyberstalking and cyberbullying [20, 23]. This study aims to bridge this gap in the literature by examining the utilization of SMAs for enhancing sustainability in education, impacting both academic performance and student satisfaction. Moreover, these research gaps stem from the fact that prior models have concentrated on interactive elements or perceptual aspects individually, rather than both in model development. There exists a dearth of models addressing student satisfaction and academic performance, incorporating the integration of SMAs within Pakistani higher education. Hence, this research seeks to narrow this literature gap by investigating the SMA factors utilized for active collaborative learning (ACL) and engagement (EN) to influence students' academic performance when measuring education sustainability, along with their satisfaction derived from its implementation.

Platforms such as Facebook, WhatsApp, YouTube, Instagram, and Skype are considered essential by learners, who believe that these applications have become integral parts of their daily lives. The students emphasized their dependence on social media apps, stating that these platforms play a significant role and that they heavily rely on them. They perceive social media apps as essential tools for communication, information sharing, entertainment, and social interaction. Teachers noted that the use of social media varies from person to person, with one teacher emphasizing that individuals tailor their social media usage based on their personal activities and interests. They acknowledged that each person utilizes social media apps according to their unique needs and preferences. Overall, the insights shared by both students and teachers reflect the central role that social media applications play in our lives. Living without social

media has become unimaginable for many individuals, as these platforms have become deeply integrated into various aspects of daily life. The findings highlight the pervasive influence of social media and its transformative impact on communication, information dissemination, business practices, and social interactions.

Another prevalent theme in the interviews was the use of social media apps for entertainment. Respondents, both learners and teachers, highlighted that social media apps have replaced traditional television for entertainment purposes. The convenience and accessibility of social media apps have contributed to their popularity as entertainment platforms. With just a few taps on their smartphones, individuals can access a plethora of entertaining content anytime, anywhere. This ease of access has led to a shift in how people consume entertainment, with many turning to social media apps as their primary source of amusement.

Furthermore, social media apps have not just substituted traditional television but have also brought about a revolution in the creation and consumption of entertainment. Within the realm of social media, people can be broadly divided into two groups: those who create content and those who consume it. Content creators encompass a diverse range of individuals, including both professional influencers and passionate amateurs, who produce captivating content spanning various genres like comedy skits, vlogs, and music covers. On the flip side, content consumers derive pleasure from watching and engaging with the content shared by others.

The interdependence between content creators and consumers has given rise to a dynamic and thriving social media ecosystem. Social media platforms offer the essential resources and functionalities that enable content creators to showcase their skills and innovative ideas. Meanwhile, content consumers actively participate by expressing their appreciation through likes, comments, and shares of the content they find enjoyable. This interactive nature of social media entertainment elevates the overall user experience and fosters a sense of community among its users.

Social media's influence on news dissemination is particularly noteworthy, especially during instances of breaking news. Social media platforms enable the rapid spread of news stories, causing them to quickly become trending topics and easily accessible to a wide audience. As a result, social media apps have emerged as a prevalent and convenient source of news and information for countless people. They provide immediate access to a wide range of topics and perspectives, allowing users to stay updated and engaged with the latest developments. The convenience, speed, and accessibility of social media make it an appealing choice for individuals seeking timely news updates and relevant information. However, it is important to critically evaluate the information obtained from social media, as not all sources may be reliable or accurate.

Social Media Apps in Educational Learning and Teaching

The abundance of user-generated content and the potential for misinformation or bias necessitate cautious consumption and verification of news on social media platforms.

Social media apps have significantly transformed the educational landscape, and both students and teachers are well aware of their remarkable influence. With the increasing accessibility of social media platforms and the internet, students have wholeheartedly embraced these tools to enhance their learning experience.

Furthermore, teachers have also acknowledged the tremendous benefits of incorporating social media into their professional growth and teaching techniques. In the process of lesson

preparation, educators frequently resort to social media platforms as a means to acquire fresh insights and clarification on particular subjects. Through these platforms, teachers can tap into a vast reservoir of knowledge, connect with other like-minded educators, and glean wisdom from experts across diverse fields. This dynamic exchange of ideas empowers teachers to refine their instructional approaches, integrate innovative strategies, and remain well-informed about the latest educational advancements and research.

In the same way, teachers are able to tap into the collective wisdom and expertise of their professional network through social media. By connecting with other educators and participating in online communities, teachers can exchange ideas, access a vast repository of teaching materials, and seek guidance from experienced colleagues. This collaboration not only expands their knowledge base but also promotes a culture of continuous learning and improvement within the teaching community.

Social Media Apps in English Language Learning and Teaching

In today's digital landscape, social media apps have revolutionized the process of learning and teaching the English language, making it more accessible and engaging than ever before. Students, in particular, reap significant benefits from their exposure to English songs and movies through these platforms, as it enhances their language skills and fosters a deeper understanding of the language. By leveraging the power of social media apps, both students and teachers have expanded opportunities for English language learning and teaching. These apps serve as versatile tools that offer a vast array of authentic resources, interactive platforms, and supportive communities. Students can engage with language content in a more immersive and interactive manner, while teachers can access a wealth of innovative teaching materials, techniques, and collaborations. Furthermore, social media apps facilitate global connections, enabling learners and educators to interact with English speakers and language enthusiasts from around the world. This fosters cross-cultural exchange, authentic language practice, and a deeper appreciation for diverse linguistic and cultural perspectives.

In summary, social media apps have become invaluable tools in the realm of English language learning and teaching. They provide a wealth of resources, authentic language exposure, and opportunities for interactive engagement. Through these platforms, students expand their language skills and cultural understanding, while teachers enhance their professional growth and pedagogical approaches. Ultimately, social media apps have transformed the landscape of English language education, broadening horizons and fostering a more dynamic and interconnected learning experience for all.

The use of social media apps has consistently demonstrated positive outcomes in the context of English language learning. Engaging with a wide range of English language content, including videos, news articles, and other forms of media, has proven to be instrumental in acquiring new language skills. The immersive and interactive nature of social media platforms facilitates language exposure and provides learners with authentic language input and practice.

However, it is essential to recognize that the impact of social media apps on English language learning is contingent upon their appropriate use and alignment with individual learning goals. Simply using social media without a clear purpose or intention may not yield the desired language learning outcomes. As with any learning tool, it is crucial to leverage social media apps in a manner that supports English language learning objectives. This involves selecting and curating content that is relevant to language learning, engaging in meaningful interactions with English speakers, and actively participating in language-related communities and discussions.

Teachers emphasize the importance of guiding learners to use social media apps in a manner that aligns with their language learning goals. It is crucial to avoid the pitfalls of inappropriate usage, such as predominantly consuming content in other languages that do not contribute to English language development.

Indeed, social media apps have a significant impact on the improvement of English vocabulary and grammar. Through these platforms, users are exposed to a vast array of content and discussions that cover a wide range of topics. This exposure to diverse subject matters leads to encountering new words, phrases, and vocabulary associated with different themes. As users explore various topics on social media, they come across unfamiliar words and expressions. This exposure to new vocabulary helps expand their lexical repertoire and enhances their overall vocabulary proficiency. Users are exposed to different contexts and registers of language, allowing them to learn words and phrases that may not be commonly encountered in traditional language learning resources. Furthermore, social media platforms provide opportunities for observing and analyzing natural language use in real-world contexts. Users can observe how native speakers communicate, express themselves, and use grammar structures. This exposure helps learners internalize grammatical patterns and structures more naturally, leading to improved grammar skills. By observing authentic language use in social media content and interactions, learners can develop a more intuitive understanding of grammar rules and usage.

Moreover, social media often involves interactions and discussions among users. Engaging in these conversations allows individuals to practice their language skills and apply their vocabulary and grammar knowledge in real-time communication. Through interactions with other users, learners receive feedback, engage in conversations, and develop their language skills through active usage. It is important to note that while social media contributes to vocabulary and grammar improvement, learners should also be cautious of informal language and potential errors that may exist within user-generated content. It is advisable to engage with reputable sources and engage in critical thinking to discern reliable language patterns and usage.

Overall, social media apps offer a rich environment for encountering new vocabulary and improving grammar skills. The exposure to diverse content, discussions, and interactions on these platforms contributes to continuous language development, expanding vocabulary knowledge, and refining grammar proficiency. By actively engaging with social media content and participating in conversations, learners can enhance their language skills in an authentic and dynamic manner.

Findings

This study fills a significant gap in the body of knowledge on the subject by focusing on the influence of social media applications in English language teaching and learning in Pakistan. Web-based entertainment's unavoidable impact on different parts of life cannot be overlooked, and various worldwide examinations play previously investigated its part in training, explicitly in educating and gaining English as a subsequent language (ESL). However, this field is still understudied in Pakistan, and there is insufficient relevant data and literature. The main goal of this study is to find out how social media apps at the university level in Pakistan. It aims to comprehend the perspectives of intermediate-level college students and ESL instructors. The exploration plans to address this research gap and give important experiences and proposals to utilizing virtual entertainment applications in English language educating and learning.

To achieve its goals, the research poses a number of important questions. It tries to comprehend ESL students' insights in regards to the effect of utilizing virtual entertainment

applications on English language picking up/educating at the HSSC level. It also looks at how ESL teachers think social media affects the same-level English language education. In addition, the research aims to investigate the motivations behind the various social media applications that ESL students and teachers use to learn and teach languages. Last but not least, the research aims to find efficient strategies for incorporating social media applications into English language instruction in Pakistan.

This study's contribution to the field is its significance. It fills in as a significant asset for future specialists keen on concentrating on the use of virtual entertainment stages in English language guidance. Besides, it offers teachers and policymakers a more profound comprehension of the advantages of involving online entertainment in language training. The research offers opportunities to improve education in underprivileged areas, where English proficiency can significantly impact economic opportunities and quality of life, by providing a framework for evaluating the effective use of social media in English language teaching and learning. Taking everything into account, this examination reveals insight into the effect of virtual entertainment on English language educating and picking up, introducing both positive and negative angles. It adds to the current body of research regarding the matter and loans believability to hopeful points of view. By digging into the particular setting of Pakistan, the review contributes important experiences to the worldwide information on this point. At last, the examination advocates for the capability of online entertainment to expand language training and proposes reasonable procedures for tackling its advantages successfully.

The Technology Acceptance Model (TAM) is employed to understand how ESL teachers and learners perceive social media app integration in language instruction. Perceived usefulness and perceived ease of use are key factors influencing attitudes and acceptance of these apps. Participants recognized the benefits of using social media apps, such as improved language skills and communication, enhanced language learning experiences, and increased motivation. The apps' usability and ease of use allowed for seamless integration into language classrooms, catering to diverse student needs and learning styles. Overall, the study demonstrates the positive impact of social media apps on language skills and their potential to enhance language learning and teaching. Emphasizing responsible and effective use, integrating social media apps into language education can create engaging and dynamic learning environments, supporting students' language development and preparing them for communication in the digital age.

Conclusion:

This study addresses a significant gap in the existing body of knowledge by focusing on the impact of social media applications on English language instruction and learning in Pakistan. While the influence of web-based entertainment has been explored globally, this specific field remains understudied in Pakistan, with limited relevant data and literature. The main objective is to understand how social media apps affect English language teaching and learning at the university level. By comprehending the perspectives of intermediate-level college students and ESL instructors, the research aims to provide valuable insights and recommendations for utilizing virtual entertainment applications in English language education. To achieve its goals, the study poses essential questions, aiming to understand ESL students' insights regarding the effect of virtual entertainment apps on language learning at the HSSC level, how ESL teachers perceive the impact of social media on English language education, and the motivations behind the usage of various social media apps for language instruction. Moreover, the research seeks to identify effective strategies for integrating social media applications into English language teaching in Pakistan.

The study's significance lies in its contribution to the field of English language guidance.

It serves as a valuable resource for future researchers interested in exploring the use of virtual entertainment platforms in language education. By emphasizing the benefits of incorporating online entertainment into language teaching, the research offers educators and policymakers a deeper understanding of its advantages. Additionally, the study presents an opportunity to enhance education in disadvantaged areas, where English proficiency can significantly impact economic opportunities and quality of life. By providing a framework for evaluating the effective use of social media in language teaching, the research advocates for the potential of online entertainment to improve language education and proposes practical strategies for harnessing its benefits effectively. The research design employs a blended methodology, combining qualitative and quantitative data collection techniques to gain comprehensive insights into the perspectives of ESL teachers and students. The Innovation Acceptance Model (IAM) is utilized as a theoretical framework, examining factors influencing the acceptance and adoption of virtual entertainment in language education. Through surveys and semi-structured interviews with participants, the study seeks to explore the perceived value and usability of web-based entertainment platforms and understand their potential impact on English language learning and teaching. Ethical considerations are paramount throughout the research process to safeguard participants' rights, confidentiality, and informed consent, enhancing the study's validity and reliability. Ultimately, the study aims to offer valuable insights to instructors, students, and policymakers, shedding light on the impact of virtual entertainment on English language education and contributing to a deeper understanding of this significant area of research.

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