

MEDIA INFLUENCE ON ENGLISH LANGUAGE PROFICIENCY: A STUDY ON ESL LEARNERS OF SIALKOT, PAKISTAN

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Abstract

*This study explores the influence of various media forms on English language proficiency among ESL learners in Pakistan, addressing the challenges they face in improving their language skills through traditional methods. It aims to understand how different media, including television, radio, print, and online platforms, impact vocabulary acquisition, pronunciation, and overall language proficiency. We collected data through semi-structured interviews, observations, and focus groups with 30 ESL learners from diverse educational and socio-economic backgrounds, employing a descriptive qualitative research design. The theoretical framework integrates Vygotsky's Socio-cultural Theory (1978) in his work *Mind in Society: The Development of Higher Psychological Processes* to examine how media serves as a cultural tool and meets learners' specific needs. The findings reveal that media exposure significantly contributes to vocabulary acquisition and positively shapes learners' attitudes toward English. This study offers valuable insights for educators to develop more effective language teaching strategies and for media producers to create content that supports language learning, ultimately enhancing ESL education practices in Pakistan.*

Keywords: Acquisition, ESL learners, English language proficiency, media influence, qualitative research, Socio-cultural Theory, vocabulary

Introduction

The English language has become a global phenomenon, and proficiency in English is considered a vital skill in today's world. Pakistan widely uses English as a second language, valuing its skills in training, enterprise, and social spheres (Rahman, 2011). However, the question remains as to what factors influence English language proficiency among ESL (English as a Second Language) learners in Pakistan. This study aims to investigate the influence of media on the English language proficiency of ESL newcomers in the Pakistani context. Media, together with TV, radio, the internet, and social media, performs a large role in shaping our language abilities and cultural values (Kachru, 2005). In Pakistan, media plays a significant role.

The English language has become a global phenomenon, and proficiency in English is considered a vital skill in today's world. Pakistan widely uses English as a second language, valuing its skills in training, enterprise, and social spheres. However, the question remains as to what factors influence English language proficiency among ESL (English as a Second Language) learners in Pakistan. This study aims to investigate the influence of media on the English language proficiency of ESL newcomers in the Pakistani context. The media is an undeniable instrument for language learning, and its influence on English language proficiency is undeniable. This study investigates the impact of media publicity on the language proficiency of ESL learners, including their vocabulary, grammar, pronunciation, and communication abilities (Rahman, 2011).

Studies show that media exposure can improve language skillability among ESL learners (Chapelle, 2000). For instance, watching English movies and TV indicates it can beautify vocabulary and listening skills (Webb, 2011). Similarly, listening to English music and radio programs can improve pronunciation and intonation (Morley, 1991). However, the Pakistani context is unique, and the media has an understudied impact on the English language proficiency of ESL learners in this context.

The English language plays a significant role in today's globalized world, and the media effectively shapes our interactions with it. For learners, media presents both opportunities and challenges for enhancing their English language proficiency. This essay explores the multifaceted effects of media on English language acquisition, analyzes its effective and negative effects, and considers techniques for maximizing its potential blessings (Malik & Qureshi, 2024).

Media can also be a powerful tool for fostering engagement and motivation. Interactive elements in online games, captivating storylines of movies, and catchy tunes of songs can make learning English feel less like a chore. This intrinsic motivation fuels learners' desire to engage with the language and encourages them to seek further learning opportunities. Consider a student who becomes engrossed in a music video and begins to explore the lyrics, acquiring new vocabulary and pronunciation in the process (Prensky, 2001).

Furthermore, media offers a vast array of resources catering to different learning styles (Oxford, 2011). Visual learners can benefit from movies and TV shows, while auditory learners can focus on music and podcasts. Kinaesthetic learners might find educational games and interactive apps particularly engaging. This variety allows learners to choose multimedia formats that align with their preferred learning styles, maximizing the effectiveness of their learning experiences.

Despite it no longer being our primary language of interpersonal communication, Pakistan places a high value on proficiency in English due to its significant impact on academic and professional prospects. The aim of this study is to further investigate the elements that contribute to the difficulties encountered by a small number of Pakistani students in acquiring the English language. Numerous issues could potentially impede the process of English language acquisition for students. It is no longer just contingent upon the coaching techniques used by educators or the choice of teaching materials. Other variables, such as the socioeconomic position of families, the level of English use within the family, and individuals' attitudes toward the English language, might significantly influence the acquisition of knowledge about consequences (Ahmed et al., 2017). Furthermore, this study aims to determine whether gender or geographic location impacts English proficiency levels.

Mastery of the English language is an essential skill in today's globalized world, and those learning English as a second language (ESL) encounter very challenging circumstances when achieving proficiency. Proficiency in the English language is an essential skill in today's internationalized world, crucial for successful communication, career advancement, and academic success. However, learners of English as a Second Language (ESL) in Pakistan encounter significant obstacles deeply rooted in their cultural and educational backgrounds. In Pakistan, where English is most often spoken as a second language, understanding the elements that influence English language competency is crucial for effective language instruction and acquisition. In addition to the well-documented effects of linguistic elements such as grammar,

vocabulary, and pronunciation on English language proficiency (Krashen, 1981; Ellis, 2008), other factors including motivation, stress, and studying methods also have a significant role (Gardner & Lambert, 1972; Oxford & Shearin, 1994). Sociocultural factors like cultural history and social milieu can also influence language learning (Holliday, 1994; Kramsch, 1993). Moreover, educational factors, such as curriculum design and teacher proficiency, significantly impact the outcomes of language learning (Jones, & Khan, 019).

Statement of the Problem

In Pakistan, ESL learners encounter numerous challenges in improving their English language proficiency. Traditional methods of language learning often fail to fully engage students or adequately address their diverse needs. Although extensive research exists on ESL learning and the impact of media in various contexts, there is a notable lack of studies specifically focused on how English language media influences Pakistani ESL learners. This study aims to explore the effects of different media types—such as television, radio, print, and online platforms—on the language learning experiences of ESL students in Pakistan. This study looks at how media exposure affects learning new words, improving pronunciation, and overall language skills. The goal is to find out how to make education better and how to make media content that fits the needs of Pakistani ESL students (Abid, 2022; Khaliq, 2022; Mehmood, 2023).

Research Objectives

- 1) To investigate the perceptions and attitudes of Pakistani ESL learners regarding the use of English in various media forms, including television, radio, print, and online platforms
- 2) To analyze the extent to which exposure to English media contributes to vocabulary acquisition among Pakistani ESL learners, with a focus on specific language skills such as listening, speaking, reading, and writing

Research Questions

- 1) What are the perceptions and attitudes of Pakistani ESL learners toward the use of English in different media formats?
- 2) How does exposure to English media facilitate vocabulary acquisition and affect the language skills among Pakistani ESL learners?

Significance of the Study

The study explores the impact of media on enhancing English language skills among ESL learners in Pakistan. The study of how different types of media impact vocabulary acquisition and influence the attitudes and views of learners enables educators to create more effective language coaching strategies that make use of these media resources. Furthermore, media content creators might use such observations to develop material that promotes language acquisition. The study may also enhance the broader field of language teaching by elucidating the particular obstacles and possibilities within the Pakistani environment and, therefore, providing guidance for policymakers and curriculum designers seeking to enhance ESL instruction in similar environments.

Literature Review

It is becoming widely acknowledged that the media plays a significant role in the formation of language competency, especially in the context of English as a Second Language (ESL). In a country like Pakistan, where English is often considered to be essential for academic and professional achievement, it is of the utmost importance to comprehend the ways in which different types of media impact language learning. According to Hanif and Sajid (2019) and

Khan (2016), the term "media" comprises a broad variety of forms, such as television, social media, and internet material. Each of these formats can affect learners' English exposure and skills.

Pakistani English as a Second Language (ESL) learners have distinct obstacles arising from cultural, educational, and socio-economic components. The school system often prioritizes memorizing information above developing good communication skills, therefore impeding accurate language acquisition. Moreover, the restricted opportunities to interact with native speakers and engage in genuine language use outside the confines of the classroom worsen these difficulties. Research has shown that English as a Second Language (ESL) learners in Pakistan have difficulties in grammar, vocabulary, and pronunciation as a result of these systemic disadvantages (Hussain et al., 2017; Malecela, 2016).

In the contemporary era of digital technology, media takes on a crucial function in influencing our language acquisition experiences (Chapelle, 2000). Proficiency in the English language has become an essential qualification for individuals globally, particularly in countries such as Pakistan, where English is the second language (ESL) for the majority of the population (Kumaravadivelu, 2006). A comprehensive understanding of the elements that impact the language proficiency of ESL immigrants is essential due to the increasing significance of English in global verbal communication, education, and professional environments (Gardner & Lambert, 1972).

Many factors, such as language readiness, learner motivation, and cultural background, influence the development of English language proficiency (Gardner & Lambert, 1972; Kumaravadivelu, 2006). As a potent instrument, media has the capacity to either enhance or limit language learning experiences (Chapelle, 2000). In Pakistan, media has become an integral aspect of daily life, with a significant majority of the population exposed to a wide range of media formats, including television, radio, newspapers, and social media (Khan, 2020).

Media considerably impacts language learning, specifically in regions that include vocabulary acquisition, listening comprehension, and talking skills (Ahmed, 2019; Hussain, 2020). For example, a study by Ahmed (2019) found that looking at English films and TV indicates advanced learners' listening and speaking capabilities. Similarly, Hussain (2020) observed that social media systems like YouTube and Netflix can enhance vocabulary acquisition and listening comprehension. Moreover, media publicity can also have an impact on learners' attitudes in the direction of language learning and their motivation to enhance their language proficiency (Rahman, 2002).

Studies have found that media exposure significantly influences language acquisition (Smith, 2018). Learners gain authentic exposure to international languages through this enjoyment, leading to an increase in vocabulary and widespread language proficiency. Johnson argues that interactive media systems are crucial for enhancing language proficiency because they provide engaging activities that promote language practice and comprehension (Johnson et al., 2020). Chen cautioned that enhancing language proficiency requires a balanced approach to media intake, which includes exposure to academic content and interactive language exercises. They emphasized the importance of using media as an additional tool to complement traditional language learning strategies, enhancing language proficiency through a variety of engaging and delicious content (Chen et al., 2021).

Research has demonstrated that watching English-language TV shows and films can enhance listening and comprehension skills (Rivlin, 2001). Additionally, exposure to fantastic, linguistically wealthy media can foster language improvement (Nation & Newton, 1997). Television, films, tunes, and even video games can immerse newcomers in the language, exposing them to natural pronunciation, intonation, and everyday expressions. This non-stop

exposure allows for the subconscious absorption of grammatical structures, vocabulary usage, and cultural nuances (Chun & Shin, 2005).

The overreliance on media can cause a loss of face-to-face interplay, decreasing opportunities for genuine language practice and deepening language skills (Gentile et al., 2004). Individual variations, which include language proficiency level, age, and motivation, additionally play a vital role in shaping the relationship between media and language proficiency (Chapelle, 2000). Furthermore, the quality of media content plays a significant role, with high-quality content providing opportunities for authentic language practice and low-quality content hindering language growth (Gentile et al., 2004). Media may be a powerful tool for fostering engagement and motivation in language learning (Prensky, 2001).

Media with cultural references or complex vocabulary might require additional context or history knowledge for comprehension. Imagine a learner who is trying to understand a British crime drama that is packed with regional slang and cultural references; without a basic understanding of the background, they may find it challenging. Media intake shouldn't replace conventional language studying strategies. While exposure is valuable, it's crucial to integrate media with active learning strategies such as targeted listening to sporting events, vocabulary-building activities, and discussions about the content (Gu, 2003).

Although media can serve as a valuable tool for language learning, there are challenging situations and issues that require attention. First, the pleasantness of content material is paramount; publicity for wrong or casual usage can prevent language development (Vanderplank, 2010). Furthermore, passive consumption of media, without active engagement or additional learning activities, will not result in significant talent gains (Krashen, 2004). Therefore, there is widespread advocacy for using media alongside established learning programs to enhance their effectiveness. The effect of media on English language proficiency is multifaceted and tremendous. Television, movies, social media, and digital learning tools provide diverse and immersive opportunities for language exercise. However, the effectiveness of media in improving language proficiency relies upon the high-quality of content and the extent of active engagement via learners. Future studies should focus on optimizing the integration of media with traditional languages and understanding methodologies to develop comprehensive and effective language training programs.

In today's interconnected global society, English proficiency is essential for effective communication, education, and career advancement. This has fueled a surge in English as a Second Language (ESL) learners globally. As the intake of media continues to rise, it becomes increasingly important to explore its impact on the English language skillability (ELP) of ESL learners. This overview examines the prevailing literature on the subject, which specialises in qualitative studies conducted in current years (2020), to understand how ESL newcomers leverage media for language learning and the elements that impact its effectiveness.

Several studies highlight the benefits of media exposure for English as a Second Language (ESL) learners. Gungoren (2020) found that learners who actively engaged with English-language television showed improvements in their listening comprehension and vocabulary acquisition. Exposure to various accents, natural speech patterns, and colloquial expressions in true media content material bridges the distance between lecture room studying and real-international language use (Liu et al., 2022). The language exposes learners to its genuine spoken form, not merely the idealized versions presented in textbooks. Similarly, Papastergiou (2021) found that strategically used YouTube videos can improve the grammar abilities and cultural knowledge of ESL newcomers. Educational channels and video lectures provide clear reasons and visible aids, promoting a deeper grasp of complicated grammatical standards. Learners can pause, rewind, and revisit particular sections as needed, facilitating a greater self-paced learning experience.

The effectiveness of media in language learning hinges on the learner's degree of engagement (Benson, 2021). According to Gkountouna et al. (2023), learners who actively interact with media content material, such as discussing it with friends or participating in online forums, demonstrate greater fluency and universal talent compared to passive viewers. This aligns with the self-dedication idea (Deci & Ryan, 2000), suggesting that learners' intrinsic motivation and an experience of leisure are vital factors in media-assisted language gaining knowledge of MALL. Learners who find media content attractive are more likely to stick to it, leading to sustained mastery and stepped-forward effects. Discussing the content with others enables learners to clarify confusing standards, practice using the language in a communicative context, and receive feedback that can identify and address mistakes.

The role of media in language learning also extends to its capacity for fostering a more inclusive and equitable learning environment. By imparting various representations and voices in English-language media, learners from exceptional backgrounds can see themselves reflected within the content that can improve motivation and engagement. This inclusivity is specifically essential in a multilingual and multicultural context like Pakistan, where learners' experiences and identities are various and complicated (Kabilan, Ahmad & Abidin, 2010).

Several studies have recognized linguistic elements—together with grammar, vocabulary, and pronunciation—as vast influences on English language proficiency (Krashen, 1981; Ellis, 2008). However, different elements, such as motivation, anxiety, and studying techniques, also play an important role (Gardner & Lambert, 1972; Oxford & Shearin, 1994). Furthermore, sociocultural factors such as cultural history and social environment can influence language acquisition (Holliday, 1994; Kramersch, 1993).

Language mastering strategies, motivation, and self-efficacy are significant factors that influence language talent (Oxford & Shearin, 1994; Gardner & Lambert, 1972; Bandura, 1997). Effective language learning techniques, including exercise, vocabulary construction, and grammar regulations, decorate language skillability (Oxford & Shearin, 1994). Intrinsic motivation, which encompasses personal interests and professional goals, also plays a significant role in language acquisition (Gardner & Lambert, 1972). Furthermore, newcomers' notion of their potential to study English (self-efficacy) boosts their confidence and language proficiency (Bandura, 1997).

The learning environment and teacher assistance also significantly influence language proficiency (Willis & Willis, 2007; Nunan, 1988). A supportive learning environment, which includes access to resources and technology, is essential for language learning (Willis & Willis, 2007). Teacher guidance, comments, and encouragement also significantly contribute to language learning (Nunan, 1988).

Numerous studies have highlighted the significance of media in language learning. For instance, Vanderplank (2016) emphasized the importance of television in providing appropriate, context-rich language that can enhance listening skills and vocabulary. Similarly, Sundqvist and Sylvén (2014) verified the positive effect of gaining knowledge of English outside the classroom through media on vocabulary and oral talent. These studies support the idea that media publicity can significantly advantage ESL learners. However, the relationship between media intake and English proficiency in the Pakistani context remains poorly understood. Research via Mahmood, Shakir, and Mahmood (2018) identified the ability of virtual media to enhance literacy rates in Pakistan but did not particularly address language skillability. Additionally, Ahmed and Sajjad's (2019) observation on the impact of social media on educational performance in Pakistan suggested a correlation between social media use and English skillability, but they recommended further specific investigations into the types and quality of media consumed.

Despite existing literature on ESL challenges in Pakistan, there remains a significant gap regarding the specific impact of media on English language proficiency among ESL learners. Most studies focus on traditional pedagogical methods or socio-cultural influences without adequately addressing how modern media can facilitate or hinder language learning (Hanif & Sajid, 2019; Hussain et al., 2017). Additionally, while some research has explored the general attitudes of Pakistani students toward English learning and their experiences in classrooms, there is insufficient qualitative data examining how different media types contribute to or detract from their language skills (Khan, 2016; Malecela, 2016). This study aims to fill this gap by investigating the qualitative experiences of ESL learners in relation to their media consumption and its effects on their English language proficiency. By focusing on this intersection of media influence and language learning, the research will provide insights into how educators and policymakers can leverage media as a tool for improving ESL outcomes in Pakistan (Grimus, 2020; Huang et al., 2019).

Research Methodology

The present study used a descriptive qualitative research methodology to investigate the impact of media on English language proficiency among ESL learners in Pakistan. This research will use qualitative approaches to examine the influence of various media formats, including television, social media, and online material, on the English language proficiency of Pakistani ESL learners. Employing a descriptive qualitative methodology, the researcher examined the collected data via interviews, observations, and focus group discussions. This enabled the researcher to get a comprehensive insight into the impact of media exposure on language learning among ESL learners in Pakistan and how effective media techniques facilitate language acquisition. The study's population consists of 30 English as a Second Language (ESL) learners from several educational institutions in Pakistan, including both college and university students. All individuals chosen for this study are second-language learners of English who have encountered various media outlets. This research recruited persons aged 16 to 25 from diverse socio-economic backgrounds and with varied degrees of language competence to meet its aims. Purposive sampling was used to choose individuals capable of providing the most relevant and insightful data required to achieve the study's aims. The methodology used in this research was Semi-Structured Interviews, with each participant undergoing interviews lasting around 20-30 minutes. The secondary data gathering instrument used in this research is observations. The researcher examined the study participants in their normal environment where they usually interact with media. During these sessions, comprehensive field notes were recorded to capture the forms of media used by the participants, the length of their exposure, the context of media consumption, and the linguistic behaviours shown. The researcher used focus groups to facilitate dialogue among participants, aiming to discern prevalent themes about media interactions and diverse perspectives on media's impact on their English language acquisition. The present research seeks to examine the impact of media on the language competency of Pakistani ESL learners; hence, the chosen participants were categorised into groups, each including 5-7 individuals. They have been asked to engage in discussions with one another for around thirty minutes, focussing on a certain topic. Moreover, the objective of the academic discourse was to acknowledge their interest in media forums, the advantages for language acquisition, and the challenges encountered concurrently with the utilisation of English media. The pilot study for the research titled "Media Influence on English Language Proficiency: A Qualitative Study of ESL Learners in the Pakistani Context" is essential for confirming the reliability and validity of the research instruments used, specifically semi-structured interviews and observations. By using these methodologies in the pilot study, researchers may ascertain both reliability and validity, so augmenting the overall quality and trustworthiness of the primary study's results about ESL learners' interactions with

media in Pakistan. This qualitative study examined the gathered data through the lens of socio-cultural theory, with the researcher organising the information obtained from interviews, focus groups, and observations thematically. The research program NVivo was used for data analysis. Chelladurai et al. (2022) advocate for the use of NVivo in theme analysis for qualitative research. The textual data was loaded into NVivo, and codes were allocated to text pertinent to the study topics. Analogous codes were then classified into themes. Subsequently, these themes were used to address the study issues. This study's theoretical approach is entirely grounded on Lev Vygotsky's Socio-cultural Theory (SCT). This concept is suitable for investigating how the use of various media formats impacts the language competency of Pakistani ESL learners.

Data Analysis

Vygotsky's theory of second language acquisition primarily highlights how the sociocultural perspective explains the acquisition of language by second language learners through collaboration and interaction with other speakers. The fundamental tenet of sociocultural theory is that social interactions are the primary source of learning and cognitive development, which includes language development. It contends that, "Although human neurobiology is a necessary condition for higher-order thinking, the most important forms of human cognitive activity develop through interaction within social and material environments." Examples of this cultural and linguistic setting include family life, peer groups, schools, and organized sports. In other words, interactions with people and artifacts in the environment are crucial to the development of thinking. Sociocultural theory views language as an important mediational tool in the development of higher mental processes in learners.

Figure 1

Socio-Cultural theory



There are three fundamental concepts that define sociocultural theory:

1. Social interaction plays an important role in learning.
2. Language is an essential tool in learning process
3. Learning occurs within the Zone of Proximal Development.

The given thematic analysis provides a clear explanation of these concepts. With the help of extracted themes, it would be simple to understand the theoretical framework. The qualitative analysis of interviews, focus group discussions, and observations identified six key themes.

These themes aim to explore the impact of media on the linguistic proficiency of Pakistani ESL students. The themes are: (1) language learning and cultural understanding; (2) motivation and interest in language learning; (3) pronunciation skill development; (4) challenges for non-native speakers; (5) using English in daily activities; and (6) imitating and adopting linguistic expressions. For anonymity in the data description, we assigned labels S1 to S30 to study participants.

Language Learning and Cultural Understanding

ESL learners think that media usage has a greater influence on their lives. They believe that social media enhances our language skills and helps us understand other cultures. Pakistani ESL learners often perceive English-language media as an invaluable resource for language learning. Exposure to TV shows, films, and social media in English affords learners continuous, immersive engagement with the language, which is essential for growing skillability. They understand the benefits of gaining access to actual language, which includes natural speech patterns, idiomatic expressions, and diverse accents. This aligns with Vygotsky's concept of the More Knowledgeable Other (MKO), in which media acts as a digital mentor, offering a wealth of linguistic and cultural knowledge. Most Pakistani English as a Second Language (ESL) learners possess a high-quality attitude toward acquiring English language knowledge through media. They have a thorough understanding of the attractive and thrilling nature of films, which makes the content more engaging and less monotonous for them. This demonstrated that motivation and interest are essential for language acquisition, fostering a higher level of retention and knowledge. Social media also offers interactive opportunities, enabling people to practice their language skills in real-world scenarios using native audio systems.

Pakistani ESL newcomers also view English-language media as a window into the cultures of English-speaking nations. The cultural publicity lets them appreciate and recognize wonderful lifestyles and views, fostering a greater international outlook. Vygotsky's emphasis on the socio-cultural context of learning is evident here, as media now not only enhances linguistic skills but also provides the cultural context necessary for meaningful communication. Contrary to popular belief, Pakistani ESL learners also encounter difficulties when engaging with English-language media content. Comprehension issues, primarily related to fast-paced communication or complex narratives, can hinder the learning process. In summary, Pakistani ESL newcomers acknowledge that media provides valuable exposure to actual language use, cultural insights, and interactive learning opportunities.

Motivation and Interest in Learning English

Interview data reveals that Pakistani ESL learners of English believe media publicity plays a crucial role in igniting and facilitating hobbies in English language acquisition among non-local speakers. Vygotsky's principle emphasizes the importance of social interaction and cultural equipment for cognitive improvement, and the media acts as a powerful cultural tool in this context. By attracting English-language movies, TV shows, social media, and online content material, newcomers engage with the language in a dynamic and social way. Vygotsky's concept, which deeply embeds studying in social contexts and facilitates it through culture, aligns with this interplay. Pakistani learners suppose that movies, TV shows, social media, and online content provide an active and attractive manner to interact with the language, making the learning procedure exciting. This has enhanced their motivation to learn and use English more frequently. Learners who regularly consume English-language media are likely to develop a stronger intrinsic motivation to improve their language skills, driven by their desire

to identify and interact with the content they find enjoyable. According to the socio-cultural theory, media serves as a platform, providing a context in which learners can experience the process of language acquisition. The entertainment value of media content acts as a motivator, encouraging learners to engage more regularly and intensively with the language. Vygotsky emphasized the mutual relationship between language and notions, meaning that language shapes cognitive approaches. Learners believe that regular exposure to English-language media helps them adopt linguistic structures and vocabulary, which enhance their linguistic choices. This frequent and contextual use of language in media complements learners' ability to suppose and talk more proficiently in English.

Moreover, media influences the language picks of Pakistani ESL college students. Regular interplay with English-language media facilitates learners becoming conversant with the vocabulary, idiomatic expressions, and grammatical structures utilized in numerous contexts. This familiarity frequently leads learners to incorporate these factors into their very own language use. For instance, phrases and slang from popular TV shows or movies may find their way into the everyday conversations of newcomers, mirroring the dominant language patterns in the media they consume. Additionally, social media platforms such as Twitter, Instagram, and YouTube expose learners to contemporary and informal uses of English, thereby shaping their preferred vocabulary and expressions in casual and virtual communication. While observing the contributors, researchers discovered that the sort of media content material that newcomers engage with shapes their language alternatives. Watching English-language information programs can lead to a preference for formal and structured language, while consuming leisure content such as comedy shows or reality TV tends to encourage a preference for colloquial and conversational English.

This exposure effects the vocabulary, syntax, and popular verbal exchange fashion. Furthermore, media personalities influence Pakistani ESL learners' preferences for specific accents, languages, and linguistic patterns. This variant in language publicity allows newcomers to adapt their language use to special contexts, reflecting the various linguistic and cultural inputs they acquire from media.

Pronunciation Skills Development

This subject matter is a key aspect of language learning for ESL learners in Pakistani settings. Media exposure offers ESL learners opportunities for real language use and interplay, which can be critical for pronunciation ability development. Media publicity gives ESL learners opportunities for true language use and interplay, which are crucial for growing pronunciation capabilities. According to Vygotsky, mastering is inherently a social system, and media provides a digital social environment in which learners can look at and engage with the language in real-life contexts. Engaging with media content material allows ESL learners to observe how local audio systems produce speech in various communicative settings, ranging from informal conversations to formal performances. This commentary aligns with Vygotsky's concept of acquiring knowledge through social interaction with more knowledgeable individuals, such as native speakers portrayed in media. This exposure to dependable language use aids learners in adopting pronunciation norms and conventions, letting them adapt their personal speech patterns for that reason. Vygotsky's concept of the Zone of Proximal Development holds relevance in this context; it exposes learners to pronunciations that are slightly beyond their current abilities yet manageable with the aid of media trends. As learners repeatedly pay attention to and mimic those pronunciations, they receive implicit assistance to improve their competencies. Moreover, media structures frequently feature interactive

elements, such as comment sections or discussion boards, where newcomers can engage in language-related discussions and obtain feedback on their pronunciation from peers and the local audio system. This interaction exemplifies Vygotsky's theory of social learning, where feedback from knowledgeable individuals, whether peers or native speakers, aids learners in enhancing their pronunciation. Through exposure to diverse accents, learners develop phonetic attention and knowledge of the understated variations in pronunciation throughout different English dialects. This publicity is crucial in assisting Pakistani learners to become more adaptable and proficient in their pronunciation. Vygotsky would interpret this as the establishment of public language norms through repeated and contextualized use.

Challenges for Non-Native Speakers

Pakistani ESL learners encounter numerous challenges when studying English. They agree that studying English presents several traumatic situations for them as non-native English speakers. One full-size project is linguistic obstacles. Many Pakistani ESL learners struggle to understand complicated vocabulary, idiomatic expressions, and colloquial language commonly used in media content, as English is not their first language. This often becomes the most challenging task for Pakistani learners, particularly in educational settings. They experience frustration and irritation as they struggle with their inadequate linguistic knowledge. Vygotsky's Social Cognitive Theory (SCT) proposes that interplay with more knowledgeable individuals and the use of cultural tools facilitate knowledge acquisition. In this context, media can be visible as a cultural tool that provides exposure to the language; however, without appropriate getting-to-know systems, learners can also discover it challenging to bridge the gap between their present-day talents and the desire to understand complicated English.

Comprehension difficulties similarly compound the demanding situations faced by Pakistani ESL newcomers. English-language media regularly features fast-paced speak, nearby accents, and slang, making it tough for learners to observe alongside and grasp what that means. Vygotsky stated that newcomers require mediums to help them identify their quarter of proximal improvement, which refers to the difference between what they can learn independently and what they can learn under guidance. Without sufficient language talent and comprehension competencies, learners may feel crushed or discouraged, which can lead to disengagement from media intake activities. Despite these challenging circumstances, Pakistani ESL learners possess strengths and resources that enable them to interact with English-language media. SCT emphasizes the significance of social and cultural context in the mastery process. Pakistani newcomers can use their social networks, teachers, and online agencies as sources of support. Interacting with these more knowledgeable individuals can provide the necessary assistance in understanding and learning from media content. Furthermore, cultivating a positive attitude toward language study and viewing errors as opportunities for growth aligns with Vygotsky's theories about the social process of learning and the significance of effective mastery. Furthermore, Pakistani learners believe that by cultivating a positive mindset toward language and understanding and accepting errors as opportunities for growth, we can effectively navigate and overcome challenging situations when interacting with English media. Ultimately, while Pakistani ESL learners encounter significant challenges such as linguistic barriers and comprehension issues, Vygotsky's socio-cultural theory provides a framework for understanding these barriers and devising strategies to overcome them.

Using English in Daily Activities

The ESL newcomers from Pakistan have noted that they intentionally use the English language in their daily sporting activities. This linguistic practice permits them to talk in English without difficulty and increases their linguistic talents with the addition of the latest words. This aligns with Vygotsky's socio-cultural theory, which posits that an individual's knowledge is limited, but interaction with others expands it on specific topics. A participant in the study stated that using English in daily activities helps them expand their vocabulary and improve their language proficiency. Vygotsky's concept of the zone of proximal development is relevant here. Using English in daily activities provides learners with authentic contexts in which they can practice and receive feedback, effectively supporting their language development. Teachers and peers, as well as media platforms and diverse online communities they engage with, provide this support. Platforms such as Facebook, Twitter, WhatsApp, and Instagram facilitate verbal exchange with individuals from diverse linguistic backgrounds, often requiring the use of English as a common language. These structures offer opportunities for real-time interaction and comments, vital factors of Vygotsky's SCT. Engaging in online conversations, status updates, and comments in English reflects the effect of digital media on their language alternatives and gives a shape of social interaction that helps language learning. Participants of the study stated that looking at English channels enriches their day-to-day language practices by immersing them in an English-speaking environment. This immersion enables them to encounter authentic language use, diverse accents, and colloquial expressions, thereby enhancing their language skillfulness. According to Vygotsky, such immersion in a linguistically wealthy environment acts as a cultural device that aids in cognitive improvement.

Imitating and Adopting Linguistic Expressions

Imitating and adopting linguistic expressions from diverse mediums is very common. Imitating helps mirror diverse linguistic patterns and accents; by doing so, ESL learners broaden their speaking abilities and get a command of various accents. Regarding this topic, Pakistani ESL newcomers believe that imitating linguistic patterns from various social media films, movies, news bulletins, comedy units, and so on can be beneficial. It turns out to be a beneficial way for them to hook up with the content material they enjoy and upload a few tastes in their language. This motivation for leisure and engagement plays a crucial role in Vygotsky's principle, which suggests that learning is most effective when it is meaningful and engaging. By mimicking the language styles of media hosts, interviewers, or online influencers, learners aim to enhance their communicative effectiveness and interact more effectively in spoken interactions. For instance, learners may employ discourse markers such as "um," "uh," or "" in their speech, mirroring the conversational norms and patterns prevalent in media discourse.

Sometimes young learners subconsciously incorporate vague terms in academic contexts that are not appropriate to use. Overall, imitating and adopting linguistic expressions shows the changing impact of media on language learning and language proficiency among Pakistani ESL learners. Through actively engaging with diverse media content, learners assimilate linguistic features, expressions, and communication strategies observed in media discourse, thereby enhancing their language proficiency, cultural competence, and communicative effectiveness. However, it is essential to recognise the complex relationship between media influence and language learning, as learners disclose the dynamics of language learning in diverse socio-cultural contexts shaped by media influence. SCT enables us to comprehend how social interactions, mediated by media, assist Pakistani learners in enhancing their linguistic proficiency skills.

This study reveals that Pakistani ESL learners use media/social media forums to enhance their language proficiency skills. They know how to use media in school and life. Researchers have found that English-second language learners in Pakistan exhibit a positive attitude toward the use of media in their regular activities and conversations. They believe that online media platforms are crucial means of interaction around the globe, and such interactions—chats, videos, movies, and TV shows—aid in learning and practicing new words. They also enjoy engaging with social media content to enhance their language skills. The present study shows that ESL learners in Pakistan believe that media have a huge impact on their language proficiency development.

Findings

The findings of the qualitative study on "Media Influence on English Language Proficiency: A Qualitative Study of ESL Learners in the Pakistani Context" reveal significant insights into the perceptions and attitudes of Pakistani ESL learners toward the use of English across various media formats. Participants expressed a generally positive attitude toward English media, viewing it as a valuable resource for language learning. They reported that exposure to English-language films, television shows, and social media platforms enhances their understanding of the language and its cultural nuances. Many learners noted that these media formats not only provide authentic language input but also foster a sense of connection to global cultures, which motivates them to improve their English proficiency. However, some participants indicated challenges, such as the prevalence of informal language and slang in social media, which can complicate their understanding of formal English usage.

In terms of vocabulary acquisition, the study found that exposure to English media significantly facilitates vocabulary development among Pakistani ESL learners. Participants highlighted that engaging with content on platforms like YouTube and Facebook allows them to encounter new words in context, thereby enhancing retention and comprehension. The visual and auditory elements of media aid reinforcing vocabulary through repeated exposure and practical usage examples. Additionally, learners reported that interactive elements of social media encourage them to practice new vocabulary actively by participating in discussions and sharing content. Overall, the study underscores the importance of integrating various media formats into language learning strategies to optimize vocabulary acquisition and improve overall English-language proficiency among ESL learners in Pakistan.

Discussion

The discussion chapter of this book delves into the key findings and their implications within the theoretical frameworks of Vygotsky's socio-cultural theory. The objective of this study was to investigate the influence of several types of media on proficiency in the English language among Pakistani ESL learners. By employing qualitative methods such as semi-structured interviews, observations, and focus groups, this study examines extensive data from 30 ESL learners, providing valuable insights into the complex relationship between media promotion and language acquisition.

Among the most significant discoveries is the crucial role that media plays in the process of acquiring language. Participants consistently emphasized that their exposure to English media, including television shows, online films, and social media, had significantly enhanced their vocabulary. These findings align with Vygotsky's claim that cultural instruments, specifically media, facilitate the process of knowledge acquisition by acting as a channel for linguistic input

(Vygotsky, 1978). Study participants expressed that the media provided them with contextualized vocabulary usage, which facilitated their ability to identify and recall unfamiliar expressions. Understanding the real international environment is crucial in language learning as it enables learners to establish connections between words, their meanings, and appropriate usage.

The impact of media on pronunciation skills has grown significantly. Multiple participants said that seeing native speakers on various media platforms facilitated the improvement of their pronunciation skills. This observation supports the Uses and Gratifications Theory, which suggests that people actively search for media that precisely fulfill their specific needs (Katz, 1959). Under these circumstances, ESL learners were actively interacting with media in order to improve their English speech skills. Using media as a means to emulate the speeches of local speakers is a crucial aspect of developing accurate pronunciation. This self-directed learning approach emphasizes the independence of immigrants in the digital era, when they have access to a wide range of online resources to assist their language acquisition.

Another noteworthy discovery is the meaningful transformation in learners' views regarding English as a result of exposure to media. Participants said that regular interaction with English media transformed the language into a more accessible and less intimidating one. Adopting this shift in mindset is essential, as a favorable attitude toward the target language may significantly enhance motivation and involvement in the learning process (Gardner, 1985). Sociocultural theory emphasizes the significance of social contact and cultural immersion in the process of acquiring language proficiency. Media functions as a conduit to the English-speaking global community, providing learners with an opportunity to establish a relationship and become acquainted with the language and its cultural subtleties.

However, the study also revealed the challenging circumstances that learners face when using media for language learning. Several writers described the wide range and magnitude of available content material as potentially overwhelming. Researchers found it challenging to ascertain which media resources were most effective in achieving their language learning objectives. This assignment underscores the need for guidance and assistance in negotiating the vast array of media resources. Educational professionals and language programs have a crucial role in selecting and suggesting high-quality, relevant media content that corresponds to the competence levels and learning goals of learners.

The findings further support the notion that the socio-economic background of learners might influence their access to and use of media. Participants from more affluent backgrounds reported having more access to a wide range of media platforms and sources, including paid subscriptions to educational content and high-speed internet infrastructure. Conversely, others from far less advantaged backgrounds had obstacles in terms of obtaining diverse and exceptional media material. This digital gap highlights the need for fair access to media sources to guarantee that all learners may benefit from more optimal language acquisition through media.

The findings from this analysis can guide the development of more effective language education approaches that utilize media, particularly in relation to practical software applications. Incorporating media into their curriculum, educators may use it as an additional tool to strengthen vocabulary and pronunciation skills. For instance, teachers could assign students to watch specific English-language movies, followed by discussions or activities that solely concentrate on the educational material. This paradigm not only enhances learning

appeal but also facilitates college students' application of what they have learned in a real-life setting.

The theoretical paradigms used in this study provide a robust perspective for interpreting the results. Socio-cultural Theory, as proposed by Vygotsky, highlights the significance of social interaction and cultural factors in the process of learning. Through the provision of authentic linguistic input and cultural context, media, as a cultural instrument, facilitates language analysis for learners. Utilization and satisfaction the theory supports this by emphasizing the active role of learners in choosing media that satisfy their own preferences. Collectively, these ideas elucidate the dynamic interplay between media and language acquisition, where learners independently drive and shape their media choices.

The ramifications of this study extend beyond the confines of the classroom. For policymakers and curriculum creators, the results underscore the need to include media literacy in language learning programs. By providing learners with the skills to analyze media critically, educators may enhance its effectiveness as a medium for language acquisition. The objective is to educate college students on how to recognize trustworthy sources, evaluate high-quality information, and use the media to enhance their language learning skills.

Furthermore, the analysis emphasized the need for further investigation of the specific mechanisms by which unique types of media influence language acquisition. A potential future study might investigate the outcomes of interactive media, such as language acquisition applications and online publications, in contrast to more passive forms of media, such as television and print. An examination of the long-term effects of media exposure on language proficiency and the role of media at different phases of language acquisition might provide valuable insights.

Ultimately, this study provides convincing evidence of the remarkable impact of media on the proficiency of Pakistani ESL learners in the English language. Media exposure facilitates the acquisition of vocabulary, boosts pronunciation, and cultivates attitudes conducive to high-quality English. Nevertheless, it is crucial to tackle issues such as excessive material and socio-economic inequalities in media access in order to fully exploit the benefits of media-enhanced language learning. This study has significant ramifications for educators, media producers, policymakers, and future researchers, emphasizing the profound capacity of the media to revolutionize language instruction. Through the strategic use of media, we can enhance the level of engagement, convenience, and effectiveness in language acquisition for ESL learners.

Conclusion

Ultimately, this analysis emphasises the crucial role that different forms of media play in enhancing English language proficiency among Pakistani ESL learners. Drawing on extensive qualitative research, including semi-dependent interviews, observations, and focus groups with 30 ESL learners, this study provides comprehensive insights into the impact of media advertising on language acquisition. The results emphasise the beneficial influence of media on the process of acquiring vocabulary, pronunciation, and the attitudes of learners towards developing English proficiency.

An impact of significant magnitude is the influence of media on the process of acquiring language. Participants universally reported that their exposure to English media, including television programs, online films, and social media platforms, significantly expanded their lexicon. We underscored the importance of media in providing contextualized examples of

vocabulary usage, as they facilitated the comprehension and retention of new terms. These findings align with Vygotsky's socio-cultural theory, which posits that cultural instruments influence the study process. In this respect, media functions as a very efficient instrument, providing authentic language input that enhances the process of vocabulary acquisition.

Moreover, the study revealed that media has a substantial influence on pronunciation skills. Numerous participants reported that seeing local English speakers on various media platforms facilitated the improvement of their speaking skills. The use of media as a means to replicate and refine precise pronunciation is an essential aspect of language acquisition. This is consistent with the Uses and Gratifications Theory, which posits that individuals actively pursue media that satisfies their specific expectations. Media offered ESL learners a readily available and effective means to practice and enhance their speech skills. Furthermore, the study found a significant change in learners' views regarding English as a result of exposure to media. Frequent exposure to English media enhanced the sense of familiarity and reduced the sense of intimidation towards the language, therefore promoting a more favourable attitude towards successful mastery. This transformation is significant because a refined mindset may enhance motivation and involvement in the process of acquiring language skills. Sociocultural theory emphasizes the significance of social contact and cultural immersion in the process of acquiring language skills. Media functions as a conduit to the English-speaking world, providing learners with a feeling of affiliation and acquaintance with the language and its cultural subtleties. Nevertheless, the study also acknowledged various challenging scenarios faced by learners when using media for language acquisition. Many individuals have noted that the wide range of available content material can be overwhelming, making it difficult to determine which sources have been most beneficial for their acquisition of information about their interests. This underscores the need for direction and assistance in navigating the vast array of media options. Educators and language software have a vital role in selecting and suggesting excellent, pertinent media content that corresponds to the skill levels and learning goals of newcomers. Furthermore, the results indicated socioeconomic inequalities in media access. Participants from wealthier families reported having superior access to a wide range of media platforms and sources, including paid subscriptions to educational content and dependable internet connections. Conversely, others from far less wealthy backgrounds faced challenges in obtaining access to diverse and high-quality media content material. The existence of this virtual gap highlights the need to ensure fair access to media sources in order to enable all learners to benefit from media-rich language programs.

The study's findings offer valuable insights for practical programs. Therefore, educators should integrate media into their curriculum to enhance vocabulary and pronunciation skills, thereby making knowledge acquisition more engaging and relevant. For example, educators might designate college students to see specific English-language films and then engage them in conversations or activities focused entirely on the material. This approach thus not only enhances the interactivity of learning but also facilitates students in applying their acquired knowledge in a practical setting. Based on these observations, media producers can develop material that facilitates language mastery objectives. The development of educational programs that focus on vocabulary acquisition, pronunciation refinement, and cultural immersion might prove highly beneficial for English as a Second Language (ESL) learners. These programs have the capability to include interactive features, such as quizzes and pronunciation publications, in order to enhance the learning outcomes. By personalizing material to meet the demands of language newcomers, media producers may play a large part in aiding powerful language learning.

It is imperative for policymakers and curriculum creators to ensure the inclusion of media literacy within language school courses. Equipping college students with the skills to actively engage with media may greatly improve its efficacy as a tool for language acquisition. Specifically, this involves instructing college students on how to recognize trustworthy resources, assess high-quality materials, and use media to enhance their language learning objectives. The use of theoretical frameworks in this study offers a strong perspective from which to analyze the results. Vygotsky's socio-cultural theory significantly emphasizes the acquisition of knowledge through social interaction and cultural instrumentalities. Media serves as a cultural instrument that facilitates language acquisition by providing learners with authentic linguistic immersion and cultural experience. A further complement to this is the Uses and Gratifications Theory, which emphasizes the active involvement of newcomers in choosing media that suit their specific requirements. Collectively, these ideas elucidate the dynamic interplay between media and language acquisition, where learners both influence and influence their media choices.

Recommendations

There are recommendations provided only based on the findings that confirm the importance of the present study. Furthermore, these recommendations may provide valuable understanding for other scholars that are interested in the same disciplinary field. Academics suggest promoting the use of instructional media formats that focus on English language acquisition among ESL learners. These programs include interactive instructions, language-based exercises, and authentic English material that can significantly improve language skills. By including these materials within their curriculum, learners in Pakistan can effectively enhance their English competence.

Engaging in activities such as watching English movies with subtitles, listening to English music, and following English social media accounts might enhance the linguistic proficiency of language learners in the Pakistani setting. Further study should ascertain the exact outcomes of various forms of media for language acquisition. A comparative analysis of interactive media, such as language learning applications and online publications, in contrast to more passive forms of media, such as television and print, might yield valuable information. The examination of the enduring effects of media exposure on language proficiency and the role of media at different phases of language acquisition might also yield significant contributions to the field. Furthermore, research must continue to investigate how unique media contents influence many aspects of language learning. For instance, research should investigate the impact of media on not just basic vocabulary and pronunciation but also grammar, listening comprehension, and cultural awareness. By acquiring a more profound understanding of these factors, instructors and media producers may more effectively customize their methods to cater to the varied preferences of ESL learners.

Ultimately, this analysis emphasizes the profound impact of the media on improving English language proficiency among Pakistani ESL learners. The results demonstrate that media exposure significantly enhances the process of acquiring vocabulary, pronunciation, and learners' attitudes toward English. Nevertheless, it is important to tackle issues such as excessive amounts of information and socio-economic inequalities in media availability in order to optimize the benefits of more productive language acquisition through the media. Through the strategic use of media, educators, media producers, and policymakers may improve the quality, accessibility, and efficacy of language learning materials. Future studies

should persist in investigating and enhancing the use of media in language instruction, ensuring that all learners have the opportunity to benefit from its potential.

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