

ROLE OF SOCIAL MEDIA IN IMPROVING SPEAKING AND WRITING SKILLS OF ESL LEARNERS AT SECONDARY SCHOOL LEVEL

Samia Mushtaq

M.Phil Applied Linguistics, Department of Applied Linguistics
Government College University, Faisalabad

Shahida Naz*

Assistant Professor, Department of Applied Linguistics, Government College University Faisalabad,
Punjab, Pakistan
shahidanaz@gcuf.edu.pk

Tahir Rasheed

M.Phil English Linguistics, The Islamia University of Bahawalpur
tahirrasheed2020@yahoo.com

ABSTRACT

Social media platforms are popular among young people all around the world. Many institutions have integrated social media as a learning tool to deliver new information and connect students. Social media is one of the most popular kinds of media today, with a wide range of characteristics and attributes. Today the usage of social media is increasing at an alarming rate. Social media is the excellent channel for students to digitally communicate with their peers and teachers. They are able to discuss important topics that are relevant to learning process. The goal of this paper was to find out the role of social media on developing speaking and writing skills of ESL learners and whether social media could motivate or encourage ESL learners enhance their speaking and writing skills. The current study utilized mixed methods including quantitative and qualitative approaches. The instrument, Questionnaires was utilized in data collection. Questionnaires were designed for ESL learners and ESL teachers. The questionnaires' data were analyzed quantitatively using SPSS. The questionnaires ultimately revealed how much social media affects ESL Learners' speaking and writing skills, develop their talents, boost up their confidence, provide enough chances to practice speaking and writing skills, provide platforms to share their ideas, provide opportunities for discussion with fellows and motivate them. As a result of this study, it is also suggested that social media should be integrated into the pedagogical system in order to dramatically improve ESL Learners' speaking and writing skills.

Keywords: speaking skills, writing skills,, social media, ESL learners, ESL teachers

INTRODUCTION

Social media is a computer-mediated technology that allows people to exchange information, thoughts, photos, and videos with their friends and family. In this era of technology, social media is one of the most essential means of communication since it allows people to express their opinions and thoughts with other friends, relatives, coworkers, classmates, and professors without the barriers of distance or time and space (Charlesworth, 2015). In today's competitive and technological society, social media plays a critical role, Facebook, WhatsApp, Twitter are some of the most popular social media platforms among students (Obar et al., 2016). Other studies Harrison and Thomas (2009), Godwin-Jones, (2006); Baralt, (2009); Lomicka and Lord, (2009); Motteram and Sharma, (2009) support this assertion by highlighting the potential of social networks (Social Media) for teaching and learning foreign languages, improving and enhancing learners' oral and written language skills, and promoting and developing language learning around the world. Since social media is widely used, educators must ensure that their pupils are equipped with these abilities. Facebook integration as an additional teaching tool in an English language school can give students a more authentic and natural

* Corresponding Author

environment for communication while also boosting their motivation. The four fundamental skills of the English language-listening, speaking, reading, and writing-can all be improved with the help of social media. In a similar vein, vocabulary development and grammar proficiency (Irfan et al., 2016).

The usage of social media is becoming increasingly significant in our daily lives as young learners spend much of their time utilizing Social Networking Sites (SNC) and they have an impact on the speaking and writing skills of ESL learners. The current paper's goal was to look into how social media could be used to help ESL learners improve their speaking and writing skills at secondary school level, as well as how it aids and motivates them in improving their speaking and writing skills.

Research Questions

- What is the role of social media in developing ESL learners' speaking and writing skills at secondary school level according to ESL learners and ESL teachers' perspectives?
- How does the usage of social media platforms motivate ESL learners to enhance their speaking and writing skills?

REVIEW OF LITERATURE

Social Media networks are widely used by young people across the world. According to Alassiri (2014), SNS is a social networking service that encourages interaction in order to establish a social order in which they can share knowledge and information about their personal, real-life experiences. People from all around the world have converged on social media. In modern era, social media is employed for different purposes. Ahmed (2016) looked into how well Facebook helped EFL Learners (EFL) with their grammar. He used quantitative research methods with quasi-experimental design to analyze grammar and essay writing using Facebook. According to the study, Facebook helped EFL learners enhance their writing and grammar skills. More interactions with other students and teachers were introduced through Facebook, allowing them to ask questions in order to improve their English language skills. Another research by Alqasham (2018) looked into the use of virtual social networks to mediate English language learning. In addition, the researcher looked at the students' perceptions and experiences in leaning groups on WhatsApp and Twitter. According to findings Students had positive sentiments about usage social media networks in their daily lives.

Alsubaie and Madini (2018) investigated whether blogs helped English learners enhance their writing skills. The researchers used a quantitative method in conjunction with an experimental design. Both researchers employed students' blogs for data collection for the study, which was largely used to measure the extent of change following intervention. They discovered that blogs were beneficial in helping students enhance their writing skills. In addition, students increased their English vocabulary. Awada and Ghaith (2014) studied the usefulness of blogs in enhancing writing proficiency as instructional aids in a similar study. In this study an experimental pretest-posttest procedure was employed to collect data from learners. Following the intervention using blog postings, they discovered an improvement in English language writing skills. According to Awada and Ghaith (2014), using blogs as instructional tools can help teachers and students work more efficiently and successfully.

Haque (2017) investigated the impact of language of social media on English competence, grammar, academic performance and spelling. The study used a mixed-methods approach, with questionnaires delivered to HSC students. He discovered that learners' English using on social networking sites had both detrimental and good impacts on their English language and academic writing. John's (2017) research looked into what teachers and students think about social media. The study looked into students' perceptions of teachers who use social media in the classroom. John employed a mixed methods approach, which included focus groups and survey designs in which university students' filled questionnaires. According to the findings Students liked the use of social media in teaching and learning. Lekawael (2017) investigated the influence of technology on education using smart phones. Students answered the questionnaire about the usage of smart phones and the internet, and a survey design, with quantitative methodology was employed in this study. The findings show that social networking, gaming, and dictionaries were the most commonly used internet and smart phone activities, and summing up that to teach English educators should use the internet and smart phones.

Asad (2012) asserts that social networks are now more deeply ingrained in how individuals currently think, behave, and communicate with one another. They significantly influence the sphere of education. Social Media Networks (SMN) like Facebook and Telegram can make it easier to communicate with lecturers and classmates, share information to learn about friends and peers, and talk about the information that is pertinent to the class (Munoz & Tower, 2009; Grosseck & Holotescu, 2008). Social media websites like Twitter and Facebook promote effective language learning, according to Thurairaj et al. (2012). These social media networks should be utilized in this way as a means of language learning. Based on research, it was discovered that students were drawn to social media because they thought it facilitated learning and improved their communication skills (Thurairaj, 2012).

Due to their use by individuals in the same group or level, social media networks like WhatsApp and Facebook groups do not adhere to the fundamental principles of writing and speaking (Almarwaey, 2017). However, the social media cannot be used as teaching resources, especially when learning the English language because it lacks important speaking and writing skills (Almarwaey, 2017). The most crucial elements are credibility, voice, organization, themes and idea, clarity and focus, grammar, and style. Although there is no definitive definition of Skills for Learning English, they can be thought of as abilities necessary for the effective study of and application of English in various contexts. The fundamental abilities that support language learning are speaking, listening, reading, and writing. One can understand the English language and its application in developing impressive communication, which includes the production and exchange of texts and discourses, with the help of English learning skills. As a result, the current study's goal is to find out how certain Pakistani students are learning English skills particularly speaking and writing. A person needs to be capable of expressing and communicating their ideas and thoughts. An individual can accomplish this goal by having good writing and speaking abilities. Speaking skills allow one to communicate ideas and emotions in a conversation, whereas writing skills allow one to communicate clearly on paper using well-written sentences. Depending on the writing aspect(s) a scholar targets, different scholars define writing skills using different elements (Yi, 2009). Three learning strategies for writing skills have been developed by scholars after integrating the various writing facets. Reader/genre-oriented, process/cognitive-oriented, and product/text-oriented approaches are the three that cover every aspect of writing, from the reason for writing to the final product.

METHODOLOGY

The present study is descriptive in nature. Mixed method was used including qualitative and quantitative approaches. Using a mixed method approach gave researchers the chance to produce accurate results. Mixed methods research design made sure the researcher had enough information to make intelligible results. The population which was examined by this study involving four public and three private male and female institutions of Toba Tek Singh. Public institutions involving were: Govt. Girls High School No.1 Toba Tek Singh, Govt. Islamia Secondary School Toba Tek Singh, Govt. Girls High School 296 GB, Toba Tek Singh and Govt. High School 519 GB, Toba Tek Singh. Private institutions involving were: Divisional Public School and College, Toba Tek Singh, Salim Habib Educational Complex, Toba Tek Singh and Al-Ain Public School, Toba Tek Singh. The sample of the current research is 229 ESL learners and 20 ESL teachers. The simple random sampling technique was utilized. The selected sample represented the whole targeted society which was chosen without any bias. The well designed questionnaires were used to collect the data from ESL learners and ESL teachers. Likert Scale was applied in the questionnaires and respondents were required to answer the five level rating scale. The selected respondents are described in terms of their demographic composition, traits, and suitability for obtaining pertinent results.

The institutions which were involved in the study were informed before collecting data. After getting permission, the researcher visited the selected institutes to alert required ESL learners and ESL teachers to take part in study. Survey was done in different institutes at different times, considering their schedule. The selected participants were taken to the selected classrooms to respond the survey questionnaires. They were seated there and were expected to fill up the questionnaire within 20 minutes and give it back to the researcher for analysis purpose. The researcher distributed questionnaires among respondents. The participants were advised to fill up all the questions honestly. The data were counted with tallies after the data collection process. The Data of questionnaires were

analyzed statistically using frequencies and Table-percentages and Chronabach's Alpha using software SPSS version 22. Chronabach's Alpha was utilized to measure the reliability of questionnaire. To measure 15 items of each questionnaire, Chronbach's Alpha was employed. The questionnaires were equally distributed among twenty ESL learners and ten ESL teachers of two institutes. The findings of questionnaires were measured using SPSS. After the measurement, the value reported of ESL learners' questionnaires is 0.92 and of ESL teachers is 0.91. Both are greater than 0.90, considered the outstanding level of reliability. Tables below indicate the excellent level of reliability of the questionnaires' items.

Table No. 1 Reliability of ESL Learners' Questionnaire's Items through Chronabach's Alpha

| Participants | Chronbach's Alpha | No of Items |
|-----------------------------|-------------------|-------------|
| ESL Learners' Questionnaire | 0.92 | 15 |
| ESL Teachers' Questionnaire | 0.91 | 15 |

The study used different measures to attain validity. According to the research supervisory committee and experts of the Govt. College University Faisalabad, the items of questionnaires were precise and useful. The instructions required for the research to approach the validity measure were given by the supervisory committee and specialists.

RESULTS AND DISCUSSION

The aim of the current study was to determine how speaking and writing skills of ESL learners in Pakistan could be improved through social media sites like Facebook, Twitter, WhatsApp, Instagram and YouTube. The questionnaires were used to gather the results that are being presented. The researcher used the questionnaires' results to provide answers to the questions of the current study. Before answering the survey questions, ESL learners were asked to indicate how they used social media. Below are the findings regarding it:

Table No. 2 What social media network does you like the most?

| Network | Frequency | Percent (%) | Cumulative Percent (%) |
|-----------|-----------|-------------|------------------------|
| Facebook | 14 | 6.1 | 6.1 |
| Twitter | 9 | 3.9 | 10.0 |
| Instagram | 49 | 21.4 | 31.4 |
| YouTube | 108 | 47.2 | 78.6 |
| WhatsApp | 49 | 21.4 | 100.0 |
| Total | 229 | 100.0 | |

According to Table 2, at least every ESL learner does utilize social media. But the majority of ESL learners with percentage of 47.2%, 21.4%, and 21.4 % choose YouTube, Instagram and WhatsApp as their preferred networks. Twitter is the social media networks with the lowest popularity. This gap in speed is the result of rapid technological development.

Table No. 3 How much time do you use social media per day on average?

| Duration | Frequency | Percent (%) | Cumulative Percent (%) |
|-------------------|-----------|-------------|------------------------|
| Less than 1 hour | 59 | 25.8 | 25.8 |
| 1-2 hours | 54 | 23.6 | 49.4 |
| 3-4 hours | 39 | 17.0 | 66.4 |
| More than 4 hours | 77 | 33.6 | 100.0 |
| Total | 229 | 100.0 | |

Table 3 indicated that 33.6 % of ESL learners use different social media platforms more than 4 hours daily. The maximum hours spent on these networks depict the significance of these platforms for ESL learners and their effect on their speaking and Writing skills.

Table No. 4 Why do you mostly utilize the platforms of social media?

| Use | Frequency | Percent (%) | Cumulative percent (%) |
|-------------------------|-----------|-------------|------------------------|
| Downloading music/video | 49 | 21.4 | 21.4 |
| Uploading Music/video | 17 | 7.4 | 28.8 |
| Blogging | 12 | 5.2 | 34 |
| Chatting | 102 | 44.6 | 78.6 |
| Communication | 49 | 21.4 | 100.0 |
| Total | 229 | 100.0 | |

Table 4, shows that the majority of ESL learners use the platforms of social media for chatting, downloading images, and communication with greatest percentages of 44.6 %, 21.4 % and 21.4%. They will probably become better speakers and writers as a result of spending so much time on speaking and writing.

Table No. 5 For what purpose do you use the networks of social media?

| Purpose | Frequency | Percent (%) | Cumulative Percent (%) |
|---------------|-----------|-------------|------------------------|
| Entertainment | 126 | 55.0 | 55.0 |
| Education | 63 | 27.5 | 82.5 |
| Information | 40 | 17.5 | 100.0 |
| Total | 229 | 100.0 | |

According to Table 5 above, the majority of respondent with 55.0 % use the platforms of social media for entertainment, while 27.5% use them for education. These findings provide an explanation of why maximum ESL learners spend most of their time on the social media channels.

Table No. 6 Data Analysis of ESL Learners' Questionnaires

| Statements | SA | | A | | N | | D | | SD | |
|---------------------------------------------------------------------------------------|----------|------|----------|------|----------|------|----------|------|----------|-----|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| 1: aid in the acquisition of English speaking and writing skills | 80 | 34.9 | 73 | 31.9 | 52 | 22.7 | 13 | 5.7 | 11 | 4.8 |
| 2: communication suitability | 81 | 35.4 | 68 | 29.7 | 46 | 20.1 | 18 | 7.9 | 16 | 7.0 |
| 3: help ESL learners think critically | 57 | 34.9 | 96 | 41.9 | 45 | 19.7 | 16 | 7.0 | 15 | 6.5 |
| 4: encourage a learning atmosphere for ESL learners | 51 | 22.3 | 96 | 41.9 | 38 | 16.6 | 28 | 12.2 | 16 | 7.0 |
| 5: access to reliable resources of learning to ESL learners | 55 | 24.0 | 99 | 43.2 | 48 | 21.0 | 15 | 6.6 | 12 | 5.2 |
| 6: stimulate ESL learners to improve speaking and writing skills. | 62 | 27.1 | 99 | 43.2 | 45 | 19.7 | 17 | 7.4 | 06 | 2.6 |
| 7: provide ESL learners enough chances to practice speaking and writing skills. | 90 | 39.3 | 87 | 38.0 | 22 | 9.6 | 17 | 7.4 | 13 | 5.7 |
| 8: develop ESL learners' vocabulary. | 72 | 31.4 | 77 | 33.6 | 44 | 19.2 | 17 | 7.4 | 19 | 8.3 |
| 9: develop the sense of competition | 84 | 36.7 | 75 | 32.8 | 34 | 14.8 | 20 | 8.7 | 16 | 7.0 |
| 10: enhance confidence of ESL learners to speak and write appropriately. | 56 | 24.5 | 110 | 48.0 | 37 | 16.2 | 17 | 7.4 | 9 | 3.9 |
| 11: are beneficial in learning from others | 79 | 34.5 | 95 | 41.5 | 25 | 10.9 | 19 | 8.3 | 11 | 4.8 |
| 12: develop interactive abilities of ESL learners | 72 | 31.4 | 95 | 41.5 | 30 | 13.1 | 13 | 5.7 | 19 | 8.3 |
| 13: are instruments of shared learning | 74 | 32.3 | 96 | 41.9 | 33 | 14.4 | 14 | 6.1 | 12 | 5.2 |
| 14: improve the chances of co-operative learning | 66 | 28.8 | 106 | 46.3 | 31 | 13.5 | 11 | 4.8 | 15 | 6.6 |
| 15: encourage self-regulation in learning speaking and writing skills of ESL learners | 64 | 27.9 | 95 | 41.5 | 37 | 16.2 | 19 | 8.3 | 14 | 6.1 |

Statement 1 above demonstrates that 34.9% of respondents strongly agree and 31.9 % agree of the idea that for acquiring speaking and writing skills, social media platforms could be utilized as

supporting learning tools for ESL learners. Since English is typically utilized as the medium of education on social media, consistent use of English languages inevitably leads to improvement of their speaking and writing skills. From the statement 2, it is clear that the highest percentages of respondents are 35.4 % and 29.7 % who strongly agree and agree respectively, that social media is a suitable method for communication. Only a small percentage of students, 7.0 % and 7.9 %, strongly disagree and disagree with this idea. Additionally, this shows how important social media is for enhancing learning skills of ESL learners. According to statement 3 above, majority of ESL learners with frequencies 96 and 57 agree and strongly agree, respectively, that social media platforms encourage critical thinking. Most of the ESL learners believe that through critical thinking capability, they are more likely to solve issues that arise when learning new skills. They develop skills for secular learning when they use social media platforms. These skills, particularly speaking and writing, are crucial for ESL learners to learn English.

As seen in Statement 4, the highest percentages of ESL learners, 41.9 % and 22.3 %, respectively, agree and strongly agree that social media supports ESL learners' learning environment. Social media today serves as a learning aid by fostering ESL learners' knowledge environment. This includes understanding how to pick up language proficiency in speaking and writing. By conversing in English with one another, ESL learners can share knowledge and enhance their communication suitability. According to Statement 5, 96 ESL learners concur and 55 ESL learners strongly concur that social media channels encourage access to reliable resources of learning. The highest percentages 43.2 % and 24.0 % are represented by these values. Learning tools provide ESL learners essential knowledge for speaking and writing. The skills of speaking and writing have an impact on how English language is used by ESL learners. Statement 6 indicates that ESL learners with frequencies 99 agree and 62 strongly agree with the statement that the channels of social media stimulate and motivate ESL learners to improve their speaking skills. Many ESL learners desire to be independent in expressing their ideas, and knowing that through these platforms, they will be independent enough in their speaking skills encourages them to use social media.

According to Statement 7 above, the majority of ESL learners, with the largest percentages of around 39.3% and 38.0%, strongly agree and agree that social media networks encourage ESL learners to practice speaking skills. These platforms are incredible source to provide speaking practice to ESL learners. According to Statement 8 above, the majority of ESL learners, 31.4 % concur and 33.6 % strongly concur that social media channels develop the vocabulary of ESL learners which helps their motivation and in turn enhances their speaking and writing skills. The findings provide credence to the idea that because social media exposes users to a variety of motivational reasons, it has an impact on ESL learners' ability to develop their vision of future. Statement 9 indicates that the ESL learners have enough chances to practice both their speaking as well as writing skills which finally develop the sense of competition. ESL learners with highest percentages of 36.7 % strongly agree and 32.8 %, agree that social media platforms provide opportunities for a constructive sense of competitiveness among ESL learners. From Statement 10, the bulk of the ESL learners, with the highest percentages 48.0% agree and 24.5% strongly agree that through the platforms of social media, required confidence can be achieved. Only small percentages 7.4 % disagree and 3.9 % strongly disagree with this idea.

Statement 11 above presents that the majority of ESL learners with percentages 41.5 % agree and 34.5 % strongly agree that social media increases the opportunities to learn from others. When they utilize the social media channels, they interact with one another eventually they get a lot of information about things from different people and various sources which finally enables ESL learners to talk about or write about them they want to do. According to statement 12 above, more than 70% of the participants agreed with the assertion that ESL learners can develop interactive skills among themselves using social media. They can know about various features of the English language while they converse with one another, which helps them develop the necessary abilities. From the Statement 13, it is shown that the highest percentages 41.9 % agree and 32.3 % strongly agree that social media increases the likelihood of shared learning. It is very beneficial for ESL learners to share their ideas with one another and enhance their knowledge which further leads to develop their English learning capabilities. Statement 14 presents the maximum ESL learners with highest numbers 106 agree and 66 strongly agree that social media enhances the chances of leaning co-operatively. When they talk about anything in groups, they give chances to one another to suggest their views about the

issues which are under discussion. They listen one another patiently, in this way they develop the sense of cooperation which eventually leads to the development of learning capabilities of ESL learners. According to Statement 15's results, the majority of ESL learners with percentages 41.5 % and 27.5% respectively agrees and strongly agrees with the claim that social media helps ESL learners regulate their speaking skills since these platforms provide all the necessary information. Self-regulation skills that ESL learners acquire include learning to collaborate with others and posting information that will help their peers.

Table No. 7 Data Analysis of ESL Teachers' Questionnaires

| Statements Social media sites | SA | | A | | N | | D | | SD | |
|---------------------------------------------------------------------------------------------------------|-----------|----|----------|----|----------|----|----------|----|-----------|---|
| | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % | <i>f</i> | % |
| 1: are an efficient and valuable tools for boosting English speaking and writing skills of ESL learners | 7 | 35 | 8 | 40 | 2 | 10 | 2 | 10 | 1 | 5 |
| 2: enhance discussion and thinking ability among ESL learners | 7 | 35 | 7 | 35 | 3 | 15 | 2 | 10 | 1 | 5 |
| 3: encourage a learning atmosphere for ESL learners | 8 | 40 | 6 | 30 | 2 | 10 | 3 | 15 | 1 | 5 |
| 4: motivate ESL learners to improve speaking and writing skills. | 8 | 40 | 6 | 30 | 3 | 15 | 3 | 15 | 0 | 0 |
| 5: increase ESL learners' practice of speaking and writing skills. | 7 | 35 | 7 | 35 | 3 | 15 | 2 | 10 | 1 | 5 |
| 6: encourage self-regulation in learning speaking skills of ESL learners | 7 | 35 | 6 | 30 | 3 | 15 | 3 | 15 | 1 | 5 |
| 7: enable ESL learners to develop their vocabulary. | 9 | 45 | 8 | 40 | 2 | 10 | 1 | 5 | 0 | 0 |
| 8: increase the level of competition | 8 | 40 | 7 | 35 | 2 | 10 | 2 | 10 | 1 | 5 |
| 9: develop confidence among ESL learners to speak and write correctly. | 7 | 35 | 8 | 40 | 2 | 10 | 2 | 10 | 1 | 5 |
| 10: are beneficial tools for effective information | 8 | 40 | 6 | 30 | 3 | 15 | 2 | 10 | 1 | 5 |
| 11: supports interactive abilities of ESL learners | 7 | 35 | 6 | 30 | 3 | 15 | 4 | | 0 | 0 |
| 12: support self-paced education and personal learning preferences of ESL learners | 7 | 35 | 7 | 35 | 3 | 15 | 3 | 15 | 0 | 0 |
| 13: are beneficial for shared learning | 8 | 40 | 7 | 35 | 2 | 10 | 2 | 10 | 1 | 5 |
| 14: are beneficial in improving the chances to learn co-operatively | 8 | 40 | 7 | 35 | 3 | 15 | 2 | 10 | 0 | 0 |
| 15: provide instructional resources in learning speaking and writing skills of ESL learners | 8 | 40 | 8 | 40 | 2 | 10 | 1 | 5 | 1 | 5 |

Statement 1 above shows that participants with percentages, 35 % strongly agree and 40 % agree that social media platforms are beneficial and efficient tools for boosting ESL learners' speaking and writing skills. Consistent usage obviously results in increases in the respondents' speaking and writing skills because English is frequently used as the medium of instruction in social media. From the Statement 2, it is clear that the highest percentages of respondents are 35 % and 35 % who strongly agree and agree respectively, that social media is a suitable method to develop discussion and thinking ability among ESL learners. They think that ESL learners can solve their issues regarding speaking and writing skills through discussion and critical thinking. According to Statement 3 above, majority of ESL teachers with percentages 40% and 30 % strongly agree and agree that social media platforms encourage Learning atmosphere to enhance their speaking and writing capability.

As seen in Statement 4, the highest percentages of ESL teachers, 40 % and 30 %, respectively, strongly agree and agree that social media motivates ESL learners to enhance their speaking and writing performance through utilizing different forums of social media. Today Social media today functions as a learning aid by fostering ESL learners' knowledge environment. This includes understanding how to pick up language proficiency in speaking and writing. According to Statement 5, 35 % ESL teachers concur and also 35 % of them strongly concur that social media channels encourage ESL learners to practice their speaking and writing skills through different learning tools on social media. They give p ESL learners' essential knowledge for speaking and writing. Many ESL learners want to express themselves independently, and the knowledge that using

these platforms will enable them to talk independently enough pushes them to use social media. According to Statement 6, the majority of ESL teachers, with percentages of 35% and 30%, respectively, strongly agree and agree with the notion that social media helps ESL learners manage their speaking skills since these platforms supply all the required information. Learning to work with others and publishing content that will benefit their peers are two examples of self-regulation abilities that ESL learners develop.

According to Statement 7 above, the majority of ESL learners, with the largest percentages 45% and 40%, respectively strongly agree and agree that social media networks encourage ESL learners to enhance their words bank. Utilizing different sites help them to develop their vocabulary. The results support the hypothesis that because social media exposes users to a variety of motivating factors, it affects ESL learners' capacity to form their future vision. According to Statement 8, ESL learners have plenty of opportunities to practice both speaking and writing, which ultimately fosters a sense of rivalry. The majority of ESL teachers (40% strongly agree and 35% agree) believe that social media platforms allow for healthy competition among ESL learners. Statement 9 shows that ESL learners have ample opportunities to practice both their speaking and writing abilities, which ultimately fosters their level of confidence. ESL teachers with percentages, 40% agree and 35 % strongly agree that social media platforms give ESL learners the chance to develop their confidence. Statement 10 indicates that the majority of ESL teachers, with the highest percentages 40% strongly agree and 30% strongly agree that through the platforms of social media, ESL learners can get effective information which can be beneficial to develop their speaking and writing performance. Statement 11 above shows that ESL teachers with percentages 35 % strongly agree and 30 % s agree that social media increases the interactive abilities of ESL learners. As they converse to one another, they can pick up on different linguistic aspects, which aids in their development of the necessary skills. According to Statement 12 above, 70% of the participants agreed that social media channels are beneficial in developing ESL learners' personal learning preferences.

According to Statement 13, the participant with percentages, 40% strongly agree and 35% agree that social media increases the chance of shared learning. In order to improve their knowledge and better their ability to learn English, ESL learners can benefit greatly from exchanging ideas with one another. Statement 14 presents ESL teachers with percentages 40 % strongly agree and 35 agree that social media channels help ESL learners learn co-operatively. When they discuss anything in groups, they give each other the chance to express their opinions on the topics at hand. They carefully listen to one another, which helps them build a spirit of teamwork that finally helps ESL learners increase their learning capacities. According to Statement 15's results, the majority of ESL teachers, 80 % agrees with the claim that social media provide ESL learners many instructional resources to enhance their speaking and writing skills.

DISCUSSION

English is spoken as an international language. It is frequently employed in our educational system as a medium of instruction for both higher education and lower levels of education as a compulsory subject. Although it is the language of study, science, medicine, business, and international affairs, social media is also widely used in our day-to-day lives. Facebook, Twitter, WhatsApp, and other social media platforms are used frequently in our daily lives because they are so effective in forming and influencing public opinion and strengthening society. However, when we talk about social media in the context of language learning, we mean the usage of social media channels to improve ESL learners learning skills.

Because of this, the current study was conducted to examine the significance of using social media sources for improving English language learning skills. The major goals of this study were to highlight the role of social media in improving ESL learners' speaking and writing skills at secondary level students, to investigate how ESL learners felt about using these sources to improve their respective skills in the language to find out the positive implications of using social media on ESL learners' learning skills. The results of ESL learners and ESL teachers' questionnaires reveal that ESL learners' performance significantly improve as a result of utilizing social media sites. The results of the ESL learners' questionnaires indicate that majority of ESL learners said positively that social media influences their ability to speak and write. Instagram, WhatsApp, and YouTube are the most popular social media networks, according to the answers to the questions. ESL learners frequently

utilize these platforms for chatting and other sorts of communication. The majority of respondents appear to concur with the statements in the questionnaire regarding social media's effects on the development of speaking and writing skills of ESL learners.

ESL learners had given positive indications towards usage of advance technology such as social media forums. Majority of ESL learners utilize different social media platforms which enable them to communicate with their fellows and experts, learn new vocabulary, and exchange ideas. Learning process is facilitated by exchanging ideas on a deep level which encourages the development of speaking and writing skills. The majority of these ESL learners agreed that social media unquestionably affects their ability to speak and write. The participants expressed that social media platforms allow users to use their prior knowledge to discover new vocabulary, leading to the development of English competence in thinking, responding, and reacting. The majority of ESL learners concurred that using social media might encourage and motivate them to improve their learning skills through the use of critical thinking and problem-solving skills. Additionally, they claimed that via discussion, continuous practice, and collaboration, these platforms surely help them develop their speaking and writing skills.

The ESL teachers' Questionnaires showed that ESL learners might utilize social media forums to enhance their speaking and writing abilities by expressing their ideas on any topic. Similar to this, it was clear that ESL learners were able to explore open-ended issues in a less formal setting by using web technology to make their voice powerful. ESL teachers found that learners who utilized social media frequently were confident speaker and writer, more inspired, motivated, and involved in their studies. Majority of them agreed that social media platforms promote independent learning, self-paced education, interaction skills, motivation, and confidence among ESL learners. They also support the idea that social media platforms help ESL learners build their vocabulary, competition, interaction, self-esteem, social skills, technical proficiency, presentational abilities, and interactional skills. Many ESL teachers agreed that social media platform develop practice of speaking and writing skills through group discussions on these platforms. They were also in favor that social media platforms could play a significant role in inspiring and involving ESL learners in the development of their speaking and writing skills. The majority respondents said that these platforms help ESL learners practice speaking and writing, learn new vocabulary, create sentences, clarify their spelling errors and learn from others. The majority of respondents agreed that social media platforms promote independent learning, self-paced education, interaction skills, motivation, and confidence among ESL learners. They also support the idea that social media platforms help ESL learners build their competition, interaction, self-esteem, social skills, technical proficiency, presentational abilities, and interactional skills.

CONCLUSION

It is concluded, in the light of above study, that social media plays a significant role in improving speaking and writing skills of ESL learners of secondary level. The current study presented the following conclusions:

- It is highlighted in the light of current study that social media networks such as WhatsApp, YouTube, Instagram and Facebook are beneficial tools for the development of ESL learners' speaking and writing skills.
- It is also concluded that social media networks such as WhatsApp, Instagram and Facebook are most commonly utilized for developing social relations and social interactions via group discussions. These platforms provide practical environment to ESL learners to practice speaking and writing skills.
- The current study also revealed that social media is beneficial for ESL learners to practice communication with their fellows and teachers in order to enhance their speaking and writing skills. Further, social media networks provide ESL learners enough chances to share their knowledge with their fellows to develop their speaking and writing capabilities.
- The present study also indicates that SNS develop ESL learners' knowledge, confidence, interactive abilities and sense of competition to enhance their learning skills leading to speaking and writing proficiency.

SUGGESTIONS

The findings are consistent with the notion that using social media platforms increases ESL learners' proficiency in English. It is important to raise awareness about the advantages of social media usage among students/learners, teachers, and administrators to reduce the risks associated with technology. The use of social media by learners should be encouraged both inside and outside of the classrooms. However, enhancing social media's role in language learning skills requires taking the following actions:

Decision Maker/ Regulator

- Since everyone's efforts can contribute to the healthy development of learning language skills, it is important to involve all stakeholders of the education department when looking into the issue in order to get their input for better results.
- Decision-makers or regulators should devise strategies to guarantee that social media networks are integrated into the learning process of English language skills process. As these networks are essential and effective at boosting ESL learners' speaking and writing skills as well as their ability to collaborate in teams and develop knowledge.

Teachers

- Teachers should use social media networks in order to maintain constant interaction with their peers and improve their teaching techniques.
- Teachers should use social media channels in planning classroom speaking and writing activities.
- Teachers should also motivate ESL learners to utilize these networks outside of the classroom to make sure learning opportunities of language skills for all of them.
- Teachers should incorporate videos from social media into their lessons to increase ESL learners' motivation to develop speaking and writing skills.

Students

- Students should utilize social media platforms appropriately to enhance their speaking and writing skills.
- Students should communicate with native speakers of English to improve their speaking and writing capabilities.
- Students should adopt such materials which ultimately help them develop their learning skills.

Parents

- Parents should be persuaded to buy their kids gadgets which can access the various social media platforms because it will be useful for their language learning experience.
- Parents should be informed about the benefits of using social media networks in language learning skills because they will be expected to pass this information to their children.
- Parents must ensure that their children must have access to the internet while they are at home so they can accomplish the tasks assigned to them by their teachers.

REFERENCES

- A Baniyassen, S. O. (2020). The Impact of Social Media on Improving English Learning Skills: A Case Study of UAE.
- Ahmed, M. A. (2016). Using Facebook to develop grammar discussion and writing skills in English as a foreign language for university students. *Sino-US English Teaching*, 13(12), 932-952.
- Alassiri, A. A. (2014). Usage of Social Networking Sites and Technological Impact on the Interaction- Enabling Features. *International Journal of Humanities and Social Science*, 4(4), 46-61.
- Almarwaey, A. (2017). Using Social-Networking Sites in Learning English Language and Students' Self-Efficacy. *US-China Education Review A*. 7(5), 246-254.
- Alqasham, F. H. A. (2018). *Virtual social network-mediated English language learning in a Saudi tertiary EFL context: innovation and agency: a thesis presented in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Applied Linguistics at Massey University, Palmerston North, New Zealand* (Doctoral dissertation, Massey University).

- Alsubaie, A., & Madini, A. A. (2018). The effect of using blogs to enhance the writing skill of English language learners at a Saudi university. *Global Journal of Educational Studies*, 4(1), 13-30.
- Awada, G., & Ghaith, G. (2014). Effect of using the blog educational tool on writing achievement and motivation for legal writing. *International Journal of Education and Research*, 2(12), 371-388
- Bakar, N. A. (2009). E-learning environment: Blogging as a platform for language learning. *European Journal of Social Sciences*, 9 (4) 584-604.
- Godwin-Jones, R. (2008). Web-writing 2.0: Enabling, documenting, and assessing writing online. *Language Learning & Technology*, 12(2), 7-12.
- Goldie, J. G. S. (2016). Connectivism: A knowledge learning theory for the digital age? *Medical Teacher*, 38(10), 1064-1069.
- Grosseck, G., & Holotescu, C. (2008). "Can we use Twitter for educational activities?" In 4th International scientific Conference, *E-Learning and Software for Education, Bucharest, Romania*
- Hammond, M. (2017). Online collaboration and cooperation: The recurring importance of evidence, rationale, and viability. *Education and Information Technologies*, 22(1), 10051024
- Haque I. (2017). English Used in Social Media and Its Effect on the HSC Level Learners. Retrieved, August 29, 2019, from <https://www.coursehero.com/file/48335232/English-Used-in-Social-Media-and-Its-Effects>
- Harrison, R., & Thomas, M. (2009). Identity in online communities: Social networking sites and language learning. *International Journal of Emerging Technologies and Society*, 7(2), 109-124.
- John, A. M. (2017). Student attitudes on social media and perception of instructor social media use. Lebanon, B. Effect of Using the Blog Educational Tool on Writing Achievement and
- Lekawael, R. F. J. (2017). The impact of smartphone and internet usage on English language learning. *English Review: Journal of English Education*, 5(2), 255-262.
- Lewis, R. (1999). The role of technology in learning: Managing to achieve a vision. *British Journal of Educational Technology*, 30(2), 141-50.
- Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148-153.
- Lin, C. H., Warschauer, M., & Blake, R. (2016). Language learning through social networks: Perceptions and reality. *Language Learning & Technology*, 20(1), 590-599.
- Munoz, C., & Towner, T. (2009). Opening Facebook: How to use Facebook in the college classroom. *In Proceedings of Society for Information Technology & Teacher Education International Conference, Chareston, South Carolina Chesapeake, VA. AACE* (pp. 2623-2627).
- Obar, J. A., & Wildman, S. S. (2015). Social media definition and the governance challenge-an introduction to the special issue. *Tele Communications Policy*, 39(9), 745-750.
- Tejada, K. (2015). *Social Media Marketing in the Film Industry*.
- Thurairaj, S., & Roy, S. S. (2012). Teachers' Emotions in ELT Material Design. *International Journal of Social Science and Humanity*, 2(3), 232-236.
- United Arab Emirates [UAE] (2019). E-Learning, m-Learning, and distance learning. Retrieved, February 28, 2019, from <https://u.ae/en/information-and-services/education/elearning-m-learning-and-distant-learning>.
- Yi, J. (2009). Defining writing ability for classroom writing assessment in high schools. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(1), 53-69.