

**PERCEPTIONS OF PAKISTANI PRIMARY
SCHOOL TEACHERS ABOUT THE
INFLUENCE OF POPULAR SOCIAL MEDIA:
A SOCIOLINGUISTICS EXPLORATORY
STUDY**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
RAWALPINDI**

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**Perceptions of Pakistani Primary School Teachers About the
Influence of Popular Social Media: A Sociolinguistic
Exploratory Study**

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Perceptions of Pakistani Primary School Teachers About the Influence of Popular Social Media; A Sociolinguistics Exploratory Study submitted** by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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ABSTRACT

Title: Perceptions of Pakistani Primary School Teachers about the Influence of Popular Social Media: A Sociolinguistic Exploratory Study

The present study was aimed at investigating the perception of Pakistani primary school teachers regarding the impact of using popular social media platforms on their English spoken skills. Social media platforms are major sources of social interaction now days. Social media has significantly impacted language use in various ways such as speaking and writing. The advent of the internet and the significant collection of social media networks have led to a massive upsurge in new types of written language: blogs, tweets, Face book posts, Instagram status etc. Social media platforms are used globally for interactive communication. The present work is an exploratory research which used qualitative method to collect data in the form of interviews and classroom observations. The study explored the perceptions of Pakistani primary school teachers about the influence of popular social media on spoken English. It investigated the specific changes or trends primary school teachers perceive in their spoken English language that can be attributed to the influence of popular social media. Interviews and observations were used to collect data from primary school teachers. The data analysis revealed that social media has impacted the ways teachers communicate in English language in many aspects. Closeness with social media resulted in increase of vocabulary related to diverse fields of human life, use of contractions, code-mixing, code-switching, and use of informal language in teachers' communication. The findings of this study have contributed in understanding of a new dimension in teaching learning environment with social media platforms which will benefit both learners and facilitators in spoken English language.

Keywords: *primary school teachers, spoken language, social media*

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DEDICATION

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The arrival of social media has changed our lives to a greater extent. It has influenced people's lives all over the world in recent times. Social media is impacting people's lives in various different ways. It has changed the way people view life. It has also changed people's approach towards different beliefs. Zhou (2021), states that social media has had an immense impact on language learning. It has changed people's approach towards language learning. Furthermore, social media has also influenced language teaching as teachers are also connected to various different forms of social media. Their attachment to social media applications changes the way they use language for instructions and pedagogical purposes. (Torchinava, 2023)

1.1.1 Introduction of the present study

The present study aimed to investigate the perceptions of primary school teachers regarding the influence of popular social media on their spoken English language. In the modern-day world, popular social media platforms included Facebook, Instagram, YouTube, WhatsApp, and Twitter, among others. Muftah (2022) states that social media significantly impacts language use in various ways such as speaking and writing. This research explored the ways in which the use of social media affected the spoken English language of teachers in Pakistan, both positively and negatively. To begin, the researcher investigated the impact of popular social media platforms through semi-structured interviews, exploring the perceptions of Pakistani primary school teachers on vocabulary, pronunciation, grammar, use of contraction, fluency devices, code-mixing and code-switching etc. The interviews were thematically analyzed, providing insight into the ways in which social media use impacted their language. Secondly, the study included classroom observations of the selected teachers. Observation sheets were used to validate teachers' responses during their interviews.

Teachers' language is of immense importance because it affects the language learning of their students. The choice of words, pronunciation, and grammar of teachers directly influence learners' language. (Yasmin, Nadeem, and Siddique, 2020). As there

is a variety of content on social media, therefore, it was important to investigate the influence of social media on the spoken English language of primary school teachers as their learners were supposed to be children. The kind of language they develop at this stage of education will have lasting effect on their language in future.

Teachers' spoken language is very important to be correct and accurate because students are affected directly through the language of their teacher. A teacher educates the children by communication and language. Particularly, Primary school teachers play a vital role in developing the language of young learners at initial level. Students imitate their teachers in various aspects of which language is one important component. If teachers' spoken language is influenced through the use of popular social media, it directly effects students' language. Social media have many positive or negative effects over spoken language of primary school teachers. The present study was an attempt towards exploring the ways teachers' spoken English language was influenced related to vocabulary, grammar, pronunciation, use of informal words, and contractions by using the social media. Although various scholars have endeavored to highlight influence of using social media platforms over language proficiency, however, there is still a need to know about the teachers' perspective on this issue. Therefore, the present study only focused primary school teachers to investigate their opinions regarding the use of popular social media and the way it affected their language proficiency in general and their spoken English language proficiency in particular.

According to Saha (2019), the emergence of the internet and the consequential array of social media networks have resulted in an immense increase in new types of written language: blogs, tweets, Face book posts, Instagram status etc. There is no doubt that social media has had a severe impact on the large number of people. As social media is in easy access, we are now able to communicate with people with ease. Except social media professionals and academic journalists, whatever is written by the general public on social media is unedited, unsupervised and unchecked. With the freedom to use the English language in whatever way we choose to on social media, trends are bound to appear... Trends having massive implications on people 's ideologies and perception of an incident, personality or the Truth. The general grammar undoubtedly worsens due to social network usage.

1.2 Statement of the Problem

There was limited existing research on the perception of primary school teachers regarding the influence of social media platforms such as Facebook, YouTube, and Instagram on their spoken English language skills especially in the areas of vocabulary, and pronunciation in Pakistan. Therefore, this exploratory study aimed to bridge this gap in knowledge by investigating the perception of primary school teachers in the region regarding the impact of these social media platforms on their English language learning.

1.3 Research Objectives

The objectives of this research are:

- To explore the perceptions of Pakistani primary school teachers about the influence of popular social media on spoken English.
- To investigate the specific changes primary school teachers, perceive in their spoken English language that can be attributed to the influence of popular social media.
- To find out the specific trends primary school teachers perceive in their spoken English language that can be attributed to the influence of popular social media.

1.4 Research Questions

The researcher intends to get answers to the following questions:

1. What are the perceptions of Pakistani primary school teachers about the influence of popular social media on spoken English?
2. What specific changes do primary school teachers perceive in their spoken English language that can be attributed to the influence of popular social media?
3. What specific trends do primary school teachers perceive in their spoken English language that can be attributed to the influence of popular social media?

1.5 Research Methodology

1.5.1 Research Design

The present research was an exploratory research which used qualitative method to collect data in the form of interviews. It involved primary school teachers of district

Rawalpindi to investigate the impact of using social media platforms on the English spoken language of primary school teachers in Pakistan.

1.5.2 Population and Sample of the Study

Primary school teachers of District Rawalpindi were the population of the present study. Twenty primary school teachers from government and private schools were randomly selected using stratified random sampling. Ten teachers from government schools and ten from private schools made up the sample for this study. The selection of these schools was based on their accessibility. Being easily approachable, it was convenient for the researcher to conduct interviews and observations with the teachers at these schools.

1.5.3 Tools of data collection

The present study used interviews and observation check sheets to collect data from the participants. Initially, some basic information of the participants was collected which was further followed by the questions. The interviews were recorded and transcribed. The recorded interviews of the participants were thematically analyzed to answer the research questions and meet the research objectives. The perception of the participants regarding the impact of social media on their spoken English was further validated through classroom observations. The participants articulated their perceptions and different ways their spoken English was influenced in the aspects such as vocabulary, grammar, and pronunciation etc. The observations were further validated participants' beliefs regarding their spoken English. One class of each teacher was observed.

1.6 Theoretical Framework

Social interactionist theory (SIT) formed the theoretical framework of the present study. This theory was presented by Soviet psychologist, Lev Vygotsky. According to Vygotsky (1962) through Schrader (2015) socio-cultural theory of human learning describes learning as a social process and the origin of human intelligence in socio cultural settings. Vygotsky's theoretical framework revolves around the idea that social interaction has a fundamental role in developing cognition. The focus of present study was influence of using social media over spoken language of primary school teachers. Social media platforms provide an increasingly prevalent and influential

context for social interactions. People are not only entertained through the use of social media but also a major source of discussion related to various different fields of life. Therefore, various aspects of human life including language are affected through the use of popular social media such as Face book, YouTube, WhatsApp, Instagram, and Twitter etc.

One way in which social media influenced teachers' spoken language was through exposure to diverse linguistic inputs. Social media platforms connected individuals from different regions, cultures, and language backgrounds. Engaging with individuals from various linguistic backgrounds exposed teachers to different aspects of the English language, such as regional dialects, slang expressions, and colloquialisms. This exposure to diverse linguistic input enriched teachers' English spoken language proficiency and enabled them to communicate effectively with a wider range of students.

In the recent years, information technologies and social media, in particular, have affected the life of the educational community to a great extent. It is due to their different forms which help people communicate in various ways: such as blogs, social networks (Face book), microblogs (Twitter), wikis (Wikipedia), video podcasts, and photo sharing (Instagram and Snapchat). Such applications as Facebook, Twitter, YouTube, and WhatsApp have massively boosted social interaction and information sharing within student and teacher communities alike. The reason behind this expansion might well be the human craving for discovery, boundless connection and exchange of information and opinion with other users with the same interests. Social media applications allow users to cross the boundaries of their countries, connect and express themselves on a global scale (Thorne, 2010).

It follows that the possibilities offered by social media nowadays could also be linguistically rewarding for users, be they students or educators, as these media interactions are bound to take place either within the same linguistic communities or across different ones. Facebook, as one of those media, has been globally ranked as one of the most used social platforms ever created with 1.86 billion users (facebook.com). It has come to yield unprecedented opportunities for foreign language teachers and learners alike, as it offers them the possibility to exchange limitless numbers of text messages, images, and videos. Such options can give those users and language learners, in particular, the opportunity to practice with new texts and learn new vocabulary

through interaction, especially if it extends over time. As regards educators, they can benefit from Facebook by using it as a platform to post different kinds of materials (texts, images, graphs, and video), to be worked upon, edited, added to and shared among their students to attain intended objectives. Hence, the teaching experience can be more accessible and centered around students, as more room is given to learners to collaborate and an atmosphere of conviviality and creativity is enhanced among them (Selwyn, 2012).

Electronic media affected the lives of people to a great extent a few years ago. It affected teaching and learning also. Dilshad (2006) says that the process of communication through television is a significant system to promote new discourse in bi/ multi-lingual societies. The presence of electronic media immensely influenced sociolinguistic realm of Pakistanis. Electronic media had its influence over language shift and it involved people into code-switching and code-mixing. He further says that it appears that the processes of globalization will further enlarge this aptness towards code-mixing and code substitution. Saha (2018) is of the view that social media has affected the lives of people to great extent. However, excessive use of social media is making them addictive to this habit which may result in various disadvantages for them.

Amin, Rafiq, and Mehmood (2020) are of the opinion that in managing the threats of social media in English language learning, it is proposed that the students should be taught to pick the correct sort of media and actuate their channels to recognize what is genuine data, what is healthy and , what are unscholarly or ungrammatical and unsound language writings. They are of the opinion that social media is full of all kinds of language deteriorations. The language of social media affects learners in negative way some times as their language proficiency is badly affected due to the bad language of social media. Furthermore, these language students need to have confined time in the utilization of social media destinations to keep away from time wastage. Moreover, the utilization of social media and their ideas must be coordinated in language guidance in schools. Educational programs, learning exercises, and materials ought to be created to advance language learning in internet-based life destinations or devices. Well known instruments, for example, messages, websites, Wattpad, Facebook, Messenger, Tweeter, Instagram, Skype, and YouTube can be effectively utilized for learner reading, writing, listening, speaking, and review exercises and extension exercises.

Social media has plenty of features which may be very useful for English teachers and learners. If they use social media in the process of learning, it would be easier, more colorful, interesting and unlimited. The use of social media could help them to stay fresh and professional, productive and effective, so teaching English would be never boring. As the use of social media in the teaching and learning process is still being debated and only very little research has been done, therefore, this study investigates the effect of using social media in improving students' interest in learning English. (Mukhtar, Nur, & Latifa, 2019)

Social media is no exception, as it can provide many opportunities in the foreign language learning process. The technological revolution today, like never before, can be obviously reflected in the L2 learners' wide experience, the independence in exploring digital resources and documents that represent powerful support in enhancing oral, written, listening and reading competence. In this sense, L2 learners no longer depend directly and entirely on teachers to improve their skills but on other resources such as Internet and technology. In other words, social media along with social networking sites has become part of the learners' as well as educators' daily routines, in terms of communication, language experience, practice and exercise, news feed and knowledge sharing. The digital world has seemingly become their way of life inside and outside class settings and that is the reason behind examining their impact on L2 learners. (Muftah, 2022).

1.7 Significance of the Study

This study will be significant in recognizing the use of social media along with its benefits and hazards. The present study investigated the impacts of using popular social media platforms on spoken language of primary school teachers in Pakistan. The findings of the study shed light on the influence social media on teachers' spoken language in various different ways. It will also be an addition to the field of knowledge related to teaching and learning. Furthermore, the present study will be significant for other scholars so that they could explore other aspects relating to influence of using social media on pedagogy. Finally, exploration of some positive and negative aspects of using social media could result in better teaching and learning process. It will also be helpful for the policy makers to take the possible initiatives regarding social media usage in education.

1.8 Delimitation

The present study is delimited to the influence of using popular social media on the spoken language of primary school teachers in Pakistan. Primary school teachers of district Rawalpindi were the part of this research. Primary teachers of only five schools were randomly selected to carry out the present study.

1.9 Chapter Breakdown

Chapter 1: This chapter focused on the introduction of the topic, statement of the problem, research objectives and research questions.

Chapter 2: This chapter specified for presenting the related literature review and significance of this study.

Chapter 3: This chapter discussed the theoretical framework of the study and the methodology and research design used by researcher was also be presented here.

Chapter 4: This chapter provided the detail of data analysis. Two types of data analysis are presented here.

Chapter 5: This chapter presented findings and conclusions and recommendation for further research.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter includes the review of existing literature related to the topic of thesis (Perceptions of Pakistani Primary School Teachers about the Influence of Popular Social Media on their spoken language). It contains reviews of research papers and articles about the value of instructor's spoken language, spoken language in the classroom, and spoken language in communication. A survey of the literature on social media's historical perspective, its effects on language usage in general and spoken English in particular, and the masses in general was also included. In addition, the researcher reviewed previous studies on how social media affects English language proficiency in Pakistan. The chapter concludes a detailed discussion of the research gap.

2.2 Importance of Spoken Language in Communication

Spoken language is a mode of communication through which a person can express his ideas, thoughts, beliefs and how to communicate with his fellow beings in a society. A society's language is one way to identify its members. Language and society's culture are linked together as well. Additionally, language is a potent instrument for fostering social connections within a community.

Arshad et al (2022) diagnosed teachers' perception about English as a source of instructional medium in schools of Okara district, Pakistan. During their research, they selected three independent and one dependent variable to judge the behavior of teachers. For independent variables, the education of the teachers, junior teachers' attitudes, and the qualifications of science teachers were considered while English language was considered a dependent variable because it served as the source of instructions. Two hundred and sixty teachers belonging to both public and private schools were the participants and answered the questionnaire developed by the authors. The findings of the study revealed that the teachers seemed to be satisfied with government reforms particularly proposed in 2006 curriculum. Specifically, the curriculum suggested that science, math, and social studies should be taught in English at both the elementary and secondary levels. Private schools were found more eager in

learning English than Government schools. While younger teachers and those who were teaching science, subjects found to be more inclined in learning English as they considered that learning English will give bright future to Pakistani students. Teachers also admitted that teaching English in rural areas is difficult than in urban areas. Therefore, guidance should be provided for English teachers to make learning effective. The use of social media has embedded itself into people's daily lives to the point where it practically affects every aspect of them. This is the situation with language communication in English.

Mehmood et al (2021) conducted a descriptive research on fifty English teachers from Makassar University in Indonesia. The basic theme behind the research was to know the perception of English lecturers about the use of social media. The investigators of the study wanted to analyze the impact of social media in the teaching process particularly English besides their perception about the involvement of social media. Based upon Google survey form, it was revealed that perception of English teachers remained positive regarding the use of social media as a platform for teaching process. For investigative purpose, six different forms of social media were selected. The most frequently used medium was WhatsApp with maximum frequency level that is 17 in terms of its use. Speaking was determined to be the most learned skill through social media, followed by reading, while the four fundamental skills were being addressed during English language instruction. The social media ability that was least understood was listening.

Sudarmo (2021) studied fifty articles from Google database which were taken from the last decade (2010-20) to highlight the significance in English speaking proficiency. The collected data was carefully and in-depth analyzed by using a coding system. The purpose behind the study was to explore the skillful competence during speaking second language or English. The author's hypothesis was that when a speaker speaks English fluently and meaningfully, the listener will be able to understand what they are saying and find it easier to apply the ideas to everyday situations. Several pieces of literature have been documented in this article to highlight the competence and thought in everyday work, social relations and educational field. Rao's work which was published in 2019, indicated that English homeroom discussions serve as a safeguard for students' interpersonal skills.

Tasker (2012) emphasized the use of hands, head and heart during physiotherapy practice. By combining these gestures, a physiotherapist makes connections with his clients, which is quite mind-blowing. To achieve the target, the physiotherapist has to display profound comprehension which helps to facilitate correspondence with his clients. Swapna and Jiang (2012) discovered the importance of the client remarks taken from online media. These remarks proved to be more helpful because of their talk relations as compared to written discourse. Puiman (2019) gave stress on mindful resolution to solve a conflict as this provide opportunities to individuals to solve their problems more logically and precisely. This strategy provides fundamental instruments to tackle any difficult situation carefully.

Brookfield (2015) observed the mindful role play of handy teachers who used their teaching strategies carefully with great confidence and reactivity. The skilled teachers implemented their successful strategies and applied effective techniques for teaching, which resulted in an inclusive classroom environment. From the documented analysis of these articles, the author of this study has concluded that communicating thoughtfully and skillfully should be a top priority, especially for professionals who must use a mindful speaking approach—a necessity of the modern world—to communicate with their clients.

Zhang (2013) carried out an analysis between spoken and written languages. He also investigated that how these two parameters (speaking & writing) affect the learning and teaching of a foreign language like English. Language, which serves as a communicative tool for interacting between individuals has a special place in any society. In addition to one's native tongue, other foreign languages may also be used nowadays for a variety of objectives. English has become increasingly important as a second language in China these days due to its status as an international language. One of their main concerns now is how to learn this international language efficiently. To resolve this issue, the author has presented four language acquisition modules which include reading, listening, writing and speaking. Speaking a foreign language is a skill which needs utmost care and a favorable environment. The author found that such type of environment is lacking in China. Because they use Chinese frequently and English is spoken only in classrooms, which is an artificial environment and does not provide sufficient opportunity to practice the second language. Another thing that prevents people from communicating to their full capacity is poor grammar. Grammar gives

instructions on how to speak, and without it, nobody can communicate effectively. Writing skill is necessarily used for language preservation and its recording. The researcher announced language as a bidirectional process where receiving and delivering information occurs simultaneously. To deliver the information, both speaking and writing plays a vital role. Writing proficiency and education level are frequently linked. Some authors prefer writing over speaking skills. Writing can be done intentionally while receiving formal education in schools, speaking one's native language is something that occurs unconsciously. But in acquisition of second language, both skills have to be learnt consciously but these often pose difficulty in learning. The author further argued that speaking skills demands more practice area. Shorter sentence structures were used during speaking as compared to large and complex sentence structures during writing. Spoken language is done with much greater speed as a reflex action than written language which allows for repetitive thinking. More personal feelings can be expressed through spoken language whereas more information can be transferred through written language. Listening and speaking skills were found to be neglected in Chinese syllabus because these two skills were not supposed to be checked during examination. Therefore, Chinese remained lag behind in speaking English fluently. The writer of this investigation has disclosed the fact that new trends in education system of China has been set up. More shifting has been transferred towards listening and speaking areas. To enhance the pronunciation capabilities of Chinese students, now schools are hiring native English speakers and specialized laboratories are working in Chinese schools in order to enhance the speaking skills. Due to the opening of foreign markets, more and more Chinese people are now inclined to learn this second language. Ultimately, the author makes the argument that each of the four linguistic domains has significance of its own and that no one should be left alone. The author suggests that by using the right teaching resources, learning a second language might be simple and useful in today's world.

Rabia (2012) described a close relationship between language and culture. Both language and culture are inseparable entities. For centuries, people have utilized language to share their ideas and thoughts with others. Gestures are used in language to express or make concepts clear. Generally, language is taken as a tool of communication where certain ideas, feelings and cognitive concepts are transmitted from the speaker to the listeners. When language is used from the speaker's perspective,

it has an expressive purpose. Because a speaker must utilize gestures in addition to words to fully express his views when speaking. Thus, by observing the speaker's condition, the listener can easily understand about the meaning of the language spoken by the speaker. Listener, thus, easily understands any gesture about happy mood, sorrow or stress expressed by the speaker. From listener's angle, the language serves as a directive which stimulates the behavior of the listener. Thus, the language used by the speaker controls the actions of the listener. The language serves an interactional purpose and causes tiredness from the speaker-listener contact perspective. Author of this study has documented seven additional functions of language other than speaking language. These include instrumental, regulatory, heuristic, representational, personal and imaginative functions. Author has provided the classification of the language by Guy Cook who categorized macro and micro functions of language. As a communicative tool, language plays the following roles. Language is basically used as an interactive tool, which reflects the educational levels of the speaker. It also reflects the authority of the speaker over his subordinates. Language not only acts as a law but also contributes its role to capture the attention of the customer. Above all, a language highlights the social status of a person that how does he portray his character in front of his fellow beings. The author of this study has also highlighted the essence of culture in which any language is spoken. Culture directly influences the spoken language and language in turn modifies the culture. A cultural identity has been shown by the language spoken in that environment. The author has argued that listening the language, one can easily identify the cultural background of the speaker.

From the above-mentioned articles, it seems clear that language plays a vital role in the life of an individual because it is accepted as the major tool to deliver the thoughts of a person to the recipient. Every society has its own language whose learning principles can vary culture to culture. So, in order to learn any language, the rules set by those language experts must be followed. For example, in learning English language, grammar, composition and speaking practices are necessary.

2.3 Importance of Spoken Language in Pedagogical Context

Clarity of thoughts and confidence to express the spoken language in classroom is the necessity of students. Despite the fact how students use spoken language in their daily life, surely there exists some principles and rules to express the spoken language in a more formal way while studying in a classroom. Students need to be mindful of

their spoken language abilities in the classroom because this is an atmosphere where language conventions and etiquette are expected.

Akram et al; (2020) reported low literacy levels about English language in schools of Karachi at primary grades. They selected eighteen teachers for carrying out their interviews. After thematic analysis, respective classes of those selected teachers were observed for two days to confirm the teacher's views. Results of the findings highlighted certain major obstacles which seems to be the cause of low literacy level of English. Weak backgrounds of English constituted the major factor after the multilingual background. Lack of teacher's training and limited resources also played crucial role regarding low literacy levels in rural schools of Karachi, Pakistan. Extensive course work was not the only obstruction towards learning English efficiently; large classrooms with a higher student population combined with a lack of topic teachers were another. Because they lack fundamental knowledge of the English language, parents in rural areas frequently place little emphasis on English. Keeping in view the above mentioned causes the investigators have suggested certain remedies. According to them, new strategies should be developed to bring changes in the existing system, so that acquired results could be achieved.

Yasir et al., (2021) conducted interviews from the experienced primary teachers to investigate the root cause of low levels of English in Pakistan. The basic motivation behind their study was to unearth the causes of low rate of English in almost all the educational institutes of the country. The author, who has experience instructing English at advanced levels, discovered that the students appeared hesitant when speaking the language. After conduction of interview, the authors realized that speaking English as a language and teaching English as a subject were two different things which were often used interchangeably. In formal educational system of Pakistan, students learn English as a subject just to pass their exams. Usually they neglect the fact of English being a language which weakens their speaking, listening, understanding levels of English as a language. Despite the fact that English has been given the status of compulsory subjects for decades, the authors further highlighted that about ninety percent Pakistani students get their education from public schools. Therefore, there is a dire need to educate them English as a language rather solely a subject as educational policy of 2009 has already taken certain steps to overcome this problem. Hence, the author has tried to suggest some measures to improve the status of English in the

country. Easy syllabus, practice of short sentences in daily conversations and training courses for the teachers were some of the remedies suggested by him.

Mirza and Gottardo (2023) discovered that both linguistic and societal components greatly influenced the learning of second language. Seventy-six students from Pakistan and fifty students from Canada were selected for within- and cross-language comparison. One of the basic purposes behind the research was to explore the importance of contextual role in learning second language. The social structure and the methods of instruction made up the contextual elements of learning any language. On the other hand, linguistic factors also included typology and script. Each of these elements either helps or hinders the learning process. The authors used two control groups of kids who were residing in two separate nations to investigate the contextual influences. Furthermore, these children were experiencing entirely different socio-contextual factors. Prior to learning English, Pakistani students learn Urdu as their first language. English is primarily taught in written form in Pakistani schools and society, with little emphasis placed on spoken English. Contrary to that, in Canada, Pakistani Nationals used to learn Urdu as their first language (L1) and English (L2) as their second language. The present findings revealed that Canadian students (holding Pakistani nationality) gained greater proficiency learning English than mastering Urdu. Nevertheless, they begin to progressively lose their native Urdu. Pakistani students have very low competence standards when learning English as a second language, despite having superior phonological awareness skills in their first language, Urdu. Bilingual people in Canada responded favorably to language acquisition. Authors of this study have argued that instructional strategy has affected the learning process greatly in both the countries. Pakistani learning methods involves rote memorization while Canadian children used to learn both the languages in an interactive way with their peers and adults. Based upon instructional contexts, cross-linguistic relationship was resulted. This relationship was found negative for Pakistani group where first language was found failed to facilitate the second language learning process. This failure was directly related with learning technique, which neglected the segmenting and blending principles for spoken language. Practice of spoken language outside the classroom environment was commonly seen in Pakistani culture. On the other hand, Canadian children exhibited positive cross-linguistic relationship by applying Phonemic, vocabulary and morphological awareness. In Canada, it was observed that

use of first language (L1/Urdu) greatly influenced the acquisition of second language (English). Practicing and implementation of Urdu remained the dominant language in Pakistan while L-2/ English became the dominant language in Canada.

Daar (2020) has pointed out some obstacles in learning English for specific purpose. To collect these obstacles, the writer conducted research on 10 nursing students during 2016. The first and foremost obstacle found was lack of student's interest as he considers learning English as a difficult task, hence lost their interests. Secondly, it was observed that students also possess least motivation to speak English outside their classrooms. The reason behind less motivation was shortage of time as they have to spend more time in learning other major subjects. Hence, they left learning English. Lack of vocabulary, grammar and pronunciation learning also served as an obstacle in learning procedure. Lacking self-confidence was also a major constraint in learning English because they lose their interest when they were being taunted, embarrassed, frustrated or unappreciated either by their peers or their teachers. Such type of behavior disrupts their psychology and they started to lose interest in speaking English although they have good intentions to speak English. This study exposed the fact that all these obstacles were intrinsic in nature which arose from the students themselves. The author has recommended that these obstacles should not be neglected but seriously taken into account as they slow down the success of the students. Learning atmosphere should be supportive, interesting activities should be employed, and students should be motivated and encouraged to learn the content matter regarding spoken English.

After the careful examination of studies about weak levels of spoken English in Pakistan, it became clear that multi factors affect the spoken English language. These factors must be considered while teaching or learning a foreign language so that learning process could be improved and language could be learnt with more ease.

2.4 Importance of Teachers' Spoken Language

Teachers' language refers to wise selection of words, phrases, and a suitable tone which enable him to create an interesting atmosphere for learning in classroom. The language spoken by a teacher helps to modify the behavior of the students which makes them an active participant to absorb the piece of knowledge given by the teachers. Teacher's spoken skills causes the building up of knowledge and polish the

student's personality which they reflect later on in their future life. The language spoken by the teachers has a huge impact on the behavior modification of his students. Good and positive language skills of teachers create and mold the personality of students. Hence, extreme care should be given to the language spoken by the teachers and his intonation should be in accordance to the class environment.

Gokce and Kecik(2021) conducted a research in Turkish University. English which is a foreign language for Turkish residents has been gaining popularity and Turkish schools offer 1000 study hours for learning English lessons before completion of graduation degree. Above all, speaking ability was not up to the mark in the country. To find out this flaw in the speaking, this study was carried out by keeping in view the classroom context. Different investigative techniques were implemented to gather the data which includes reflective reports, interviews from the English teachers, open-ended questionnaire and observation etc. Twenty-eight English teachers were selected to give their opinions regarding speaking English. All language skills received equal attention from ten teachers. Seven teachers gave priority to speaking skill over all the other language skills. Six teachers argued that learners should be taught reading and writing skills, and after mastering those skills, focus should be shifted towards speaking skills to get the desired results. These teachers complained about the negligence of department towards speaking and their weigh age towards comprehension along with writing. Contrary to that, five teachers could not find any place to adjust the speaking skills in their learning language. Regarding speaking skill, classroom contextual factor was also taken into consideration. Based upon contextual factor, teachers pointed out some facts which were the major cause of their failure in terms of speaking English. Syllabus was crowded with lexical words; students' behavior (their fear, anxiety and embarrassment) was reflecting their ideas and their poor concentration towards vocabulary to pass the examination were the barriers which covered up the speaking ability. Although speaking component was also mentioned in their course work but students paid less concentration upon this area as it would not be measured in their exams. Whereas in-depth study, it was figured out that in teaching methodology, teachers remained active and students remained passive, shy and reluctant to involve in any speaking area. This drawback in classroom environment has made the learning process passive where the expected results couldn't meet. This study also revealed that mostly students blamed the administrative department who did not paid much focus on

speaking area. Some of the teachers themselves tried to solve this issue by introducing their own teaching strategies. Some preferred teacher-centered strategies while others prioritized learner centered strategies.

Tang N tried to figure out the challenges faced by Thailand lecturers who were teaching English as a medium of instruction (EMI). By applying a purposive sampling strategy, the investigator has selected twelve lecturers from an International College situated in Thailand. All these lecturers belonged to four different departments. Secondly, the author also wanted to learn the significance of EMI implementation. To collect high quality data, focused group interviews were carried out. After careful examination of transcripts and by applying thematic analysis, the four major categories of challenges came on the surface. These include institutional, cultural, linguistic and structural challenges. Institutional or identity-related challenges were observed in EMI classrooms, where lecturers admitted that despite the interactive classroom environment, some of their student's lack confidence in speaking as they fear that pronunciation errors could happen. Study revealed that students give preference to their native language (L1) as a source to express their feelings or speaking complex sentence structures. Students wanted to learn their lessons in their own language to fully understand the taught subject matter. The cultural difficulties the pupils faced were also highlighted by the investigation. While many students were determined to be good readers of English, students in the Communication Arts group reported having trouble understanding the language. It was discovered that they were routine users of Chinese-English and Thai-English dictionaries. Some students faced linguistic challenges as they were found unable to write their reports or assignments in English. The fourth major challenge which students were facing was structural composition of the sentence. The lecturers admitted that majority of their students have no problem in compiling their work in English. But they prefer to answer the questions in their Thai language (L1), while foreign students gave oral response in English. During the second part of the research, all the participants gave importance to EMI for learning improvement, learning subject matter, for perspective of the career and for the internationalization strategy. Keeping in view the opinions of all the participants the research has suggested that EMI must be implemented at higher educational institutions of Thailand.

This study figured out that teachers' opinion regarding language plays an important role to make it effective. It is in the hands of the teacher that how he expresses

language skill. Person to person perception about language areas may vary as it is indicated by the above citations. Some teachers gave more importance to grammar and composition learning, some gave importance to writing skills while a vast majority of teacher have their view in speaking skills. They argued that by speaking any foreign language more often provides a helping hand to learn it in no time and with great fluency.

2.5 Historical Perspective of Social Media

Weinreich, during May 1996, launched “Six Degrees” which is considered the first social site. The idea behind the “Six Degrees” was to connect any two people through six social sites. As individual profile, his friend’s lists and educational affiliations were combined by this single service. Online communication service was launched during 1980 & 1990’s. With the help of this service, users were able to opt real time chatting, messaging and digital communication. Live Journal site for Publishing was launched during 1999, and for career chasing people, a social site Linked In was launched during 2002, Myspace site in 2003, and the abundantly used famous site Facebook was founded in 2004. Twitter in 2006, Instagram and Pinterest in 2010, Snapchat in 2011 and Tiktok in 2016 were launched respectively which have brought a massive social change.

Aydogmus examined the meaning of social media taken by teachers and its use during educational process. By using phenomenological approach and snowball methods of sampling, the authors of the study took samples from six primary and secondary teachers. Two basic themes were selected for evaluation. Firstly, how do teachers understand the meaning of social media? Second, how social media was implemented by the teachers in their educational framework? The study expressed the meaning of social media attributed by the teachers. In the beginning, the teachers considered social media as a means of communication where they used media to follow their friends and family and to contact them in an easier way. Teachers have also admitted that they perceive social media as a communicative tool which provides them information. Primary teachers explained that they generally use media for their personal use in terms of entertainment, spending times with their fellow friends, interacting with strangers and for shopping purposes etc. Secondly, with the time being, teachers started their interest in use of social media for instructional and educational purposes both in and out of the classroom. Teachers used social media in various manners. Prior to

giving lessons, social media can be used to orient the lesson's introduction in a more captivating way, brain storming activities and lesson planning in a more precise way could be done through the use of social media platforms. During lesson delivery, student's personality improvement, imparting latest knowledge in the field of science and technology and learning the interactive teaching methods can be employed. While student's follow up, taking their assessment, assisting them outside the usual classroom environment could be achieved by using social media. When it comes to the educational environment, teachers were found to be fairly satisfied, and they conveyed their opinions about the media's content being quite dependable, satisfying, and appropriate. Since media provides up-to-date information, it enhances student's pre-existing knowledge. Moreover, knowledge is presented in a way which could be realized in an easier way. It has been discovered that the utilization of media has a favorable impact on pupils since it provides them with an engaging and entertaining learning environment. Yet, author has suggested that selection of media should be supervised under teacher's guidance in order to avoid any diversion from the subject matter. The result of the study provided in depth insight of media from teacher's perception who were using media for long times. For long times, teachers considered media just as a communication tool. But as new educational content was being added or posted on media, they started to change their viewpoint. Later on, they took media as a beneficial instructional tool which provides great help and assist their instructional strategies. Now they took media as a supplement tool not only for themselves but also for the student's holistic development.

Castro et al., (2021) highlighted the history of internet along with emerging trends like globalization 4.0. For the sake of this study, the authors searched in depth by using many databases like Research Gate, Springer and Elsevier etc. A huge bulk of books including 34 articles was chosen to search the evolution of social channels and internet. Their investigation identified the four stages of Web. The first stage web covered the decade from 1990 to 2000 where read-only system was used all over the world. During second web stage from 2000 to 2010, the read-write web system was in practice. The third stage of web was started from 2010 and ended in 2020. During this decade, machine-readable strategy was employed on the web which has reduced the human tasks and left these tasks to machines for their accomplishment. The last decade was started from 2020 and will end at 2030. The present age which is considered as

Web 4.0 and is attributed with intelligent interactions where relationship between human and machine has become the focus of consideration. The study revealed that about 4.57 billion people across the globe were actively using internet which at the end of July 2020 would comprise the fifty-nine percent of total world population. While this figure is still increasing with great pace, Use of web, internet, and social media has become the inevitable component of any individual and brought the root cause of societal change. This change is still in progress and no one can predict what will happen next. The advancement in latest technologies has set new marketing trends and are influencing individual's lives. Authors have recommended that further research is necessary to understand the benefits and harms of new versions of social media, as no one can escape their impacts.

As science and technology are making progress by leaps and bounds, new social sites are also becoming the part of internet users. To take in hand the latest technology, it has become necessary to use those sites in order to know their harms and benefits. In this present era, no one can escape the use of social media, therefore people who are reluctant to use latest technology or who have technology phobia should pay attention to the emerging trends in social media sites.

2.6 Impact of Social Media on People in General

Social media has a profound and complex impact on the masses. It not only stimulates unprecedented connections among people but also has huge potential for democratization of information and to bring about positive change in the society. Social media can also enhance the self-esteem of an individual and trends to improve his sense of belonging. Besides its useful purpose, it also causes tremendous harms to the society as it is a tool which spread misinformation and hate through speeches and aggressive talk shows. It has greatly affected the mental health of the masses when they start to compare themselves with others, then, a sense of mental stress and discomfort triggers their mental health. People suffered from various mental disorders due to enhanced sadness and loneliness. Polarization of communities has also resulted due to negative use of social media. Therefore, mindful use of social media is advised to get maximum benefits.

Amedie (2015) conducted his research to describe the social media impact on the society. He has not only stated the benefits of social media but also described the

negative role of social media in a very detailed manner. During his study, the author has classified the negative impact of social media under three sub-themes. During first analysis, negative impact of social media associated with psychological issues has been taken into account. The concept of Face book depression has been gaining popularity day by day. The author has observed that people who spent maximum time on Face book may often suffer from such depressions. During their suffering, these people isolate themselves and start accumulating negative thoughts. Similarly, a survey conducted on seven thousand mothers has revealed that 42% mothers use social media for sharing their photos may also become victims of Interest Stress. This stress has a potential to induce anxiety, which may occur through two ways. Firstly, it occurs because of chronic stress, which in turn occurs when a user constantly waited for new messages on social sites. By keeping himself alert for the new incoming messages, his body's limbic system produces a stress hormone cortisol which induces chronic stress. Secondly, anxiety is developed when a social media user started to live in his fantasy world where he dreamt of being perfect among his fellow beings. Experiencing the false intimacy is another dark side of the social media. While the media typically presents optimistic, successful, and joyful views of life, it rarely shows how these things were attained or the difficult path that the individual had to take. As a result, the user accepted what he saw in the media and ignored the real story that was being told. This also induces another level of depression in individuals when they realized their mistake. Moreover, people begin to isolate themselves from their family or close relatives as they spend more time on media. Once more, media users frequently use false or stolen identities to trick strangers and, in the end, trick themselves, which gives rise to the phenomena known as "cat fishing." Second part of analysis describes the role of social media to trigger criminal activities. Research has indicated that lawbreakers exploit media consumption by impersonating other persons and committing crimes in addition to causing harm to others. Social crimes committed by young people have significantly increased during the past few years. Cyber bullying is one such problem that has impacted a lot of people's lives. Cybercrimes such as drug trafficking, human trafficking, and cyber terrorism frequently results in suicides. There are now between nine and nineteen hundred websites that promote terrorism, a sharp increase in the wave of terrorism. By using these web sites, the terrorists propagate their agenda and collect funds beside training the new comers. Thirdly, the author of this study has found a close relationship between terrorism and media. As social media creates emotional

disturbance in one way or the other, it stimulates the terrorism. Criminals compel or incline people to join their radical groups. On the behalf of this temptation, the author has divided people into three categories who became an easy victim of these social crimes. First group belong to those people who are feeling a sense of loneliness. They fell very easily in the hands of those social criminals. Second group constituted those people who already had been suffering from emotional problems. The third group consists of those people who want importance in their lives. As there exists an increasing trend of media use, people should have complete knowledge about both the aspects of media use so they can take advantage of media as much as possible without getting hurt.

Siddiqui and Singh (2016) tried to cover the media impact in the fields of business, education, lives of young generation and society. Social media has progressively become a part of every aspect of life. The media is made up of several blogs and social media platforms. Globally, a great deal of communication has been conducted via these social media platforms—Face book and Twitter. It has been found that 90% of pupils worldwide utilize social media. I-pads, smart phones, laptops and small-sized pocket computers have become the part of educational system. The current investigation has revealed that both teachers and students have been using media for various purposes. 33% users use internet for mailing purpose, 26.8 % for surfing, 18.7 % for chatting, 17% for social networking and 4.5% for other purposes. For educational purpose, the media has become the largest helping tool as students share their information among themselves, expert educationists post their opinion, teachers can check and assign work and task on media. Hence, knowledge from every corner of the world was brought on a single platform. Besides positive impact, the author has dug the negative impact in the field of education. The negative thinkers often post false or wrong information on the media to mislead the masses. Students often became distorted and their concentration may divert easily. Such type of students failed to face the real-life challenges. Many business functions can be done by using social media. Marketing can be expanded, innovative measures can be taken, business experts can share their strategic plans and business development can be achieved by connecting with clients. Despite this benefit, the media's negative effects are detrimental to company. Because some fans and followers in the business world unintentionally write critical remarks that have the potential to ruin a company's reputation. Hackers also pose problems

during business programs. As conducting business online takes time, businesses need to be always on the lookout for new trends to stay competitive. Help with children's social media use. Because kids can utilize the media to help them, they can consult professionals for advice, and they can use the internet to make friends. However, the majority of homicides, kidnappings, and robberies that occur are caused by young people disclosing personal information online, which attracts the interest of criminals. Incidents like sexual harassment are also common due to media. Wastage of time is another negative point for the youth. In general, social media has brought a drastic change in the life of people. People frequently use media for communication purpose, find an opportunity to meet their friends, family, or fellows to whom they have not find a chance of meeting outdoors. It is the big platform for the writers, bloggers, poets and politicians, who can run their campaign through media. Generally, the most adverse effect that media has caused on people is that they have become addicted to it. Without any purpose, a lot of time is being spent on net surfing. Privacy of people is being disturbed. Overall, the psychology of the masses has been oriented unintentionally while family ties have become weak by every passing day.

Every new technology came in the markets with all its merits and demerits. Such is the case with social media. In a short time, it has grasped in all spheres of life. Some authors highlighted its negative impact more over its positive impact and vice versa. It depends on the user that how carefully he tackles this tool. When to use, how to use, which site should be selected, and how much time should be spent are the major concerns while using social media. Moreover, the answers of these questions determine the effect of social media.

2.7 Impact of Social Media on Language Usage

The conversational and informal language style of social media has brought a great change in the formal version of English language. It seems that social media gave much importance to the brevity and more expressive style to language by adding emojis, slang and frequent use of abbreviations.

Zhou (2021) took the role of social media in the development of language skills and as a platform for intercultural communication. For the language skills four parameters were taken into account which includes the listening, reading, writing, and speaking. Careful study of literature review exhibited that social media like Face book

has positively influenced the writing enhancement. It happened because of discussion about various ideas shared in private groups. Moreover, writing quality was also enhanced by using Face book where the users commented about different essays written by others. Grammar skill could also be improved because users particularly students became conscious about their work and carefully composed it by checking the sentence structure. As the Face book has a checker for grammar which helps to rectify the errors automatically. This practice in turn increases the self-writing skills. Regarding reading skills after use of social sites, positive responses were seen. Skimming skill was observed by Kabilan. Regarding speaking and listening investigator of this study has documented many research articles expressing positive impacts by use of social media. Access to multiple linguistics resources, platform for practicing language and group discussions were found to be major contributing constraints in improving language skills. Moreover, socio-pragmatic skills were also enhanced by using these media. Particularly, Face book provides a platform to learn language skills where intercultural competences have been addressed more frequently which ultimately motivates the pupil to learn the target language.

The users of social media have introduced many words in a novel way. They feel relaxed while expressing any language in an open and free style. Short sentence structures, use of pictorial impressions, and paying least attention to the grammar and composition rules have been the emerging trend of social media users.

2.8 Impact of Social Media on Spoken English Language

Verbal language of people has been affected by social media. 73% teachers have reported that the spoken style of the students has been indicated by the social media. 34% teachers have informed that they have to correct the informal words like oops, hi, OMG etc. most often after taking their classes.

Obaedillah et al., (2021) carried out a survey from forty-three junior English teachers who belonged to Cirebon schools situated in Indonesia. These teachers filled the questionnaire provided by the researchers. Ten teachers faced interview panel whose duration was about half an hour. After taking interview, the researchers recognized five themes depicting teacher's perception about use of social media. First theme concerned about media type used by the teachers during learning process. Second theme was about included activities in English teaching. Motivation was the third theme

being investigated. While methods employed skills for student's improvement was the fourth skill beyond the effectiveness which was found to be the fifth skill explored during the study. Findings of this exploratory study revealed that among all the social media used, WhatsApp ranked at the top position with 37 %. This study found that implementation of social media has occurred in Indonesia just aftermath of Covid-19 issue. Although, the students faced some challenges in the beginning, but overall, both the teachers and students expressed positive response in the use of social media as a learning tool.

Muftah (2021) also conducted an in-depth research at undergraduate level in Najran University to check the impact of social media on English learning. She took 166 students who were studying English language as their major subject during year 2020. Student's native language was Arabic and they did not have any direct interaction with those who speak English. Authors used close-ended questionnaire to notice the positive impact of various social media during pandemic session. More than eighty-six percent students responded in a positive manner about social media usage, whereas thirteen percent students responded negatively. The results of the investigation realized that 37% students were using 3 types of media platforms, 26 % students can use only one medium properly. 61% students replied that they use social sites just for study purpose. 31 % accepted that they use networking for chatting and communication with their friends. 28 % students told that use of networking was to make friends worldwide. 19 % students took social media as a platform for playing games. 73 % students prefer WhatsApp as a beneficial platform for learning English. 53% students preferred Facebook, 31% twitter, 27% Google and 22% Instagram. 32 5 students explained that by using networking, their vocabulary, listening and speaking skills have been improved. 41% students informed improvement in their writing skill while 14% told improvement in their reading skill. 14 % students argued that these sites have been quite helpful regarding their studies. While the 18 % students denied this fact, as they did not consider impact of media on their studies. Overall, the author has concluded that use of social sites has become the part and parcel of learning process and presently these sites have become inevitable. During this present era, students have started to rely on the use of internet. They gathered not only information but also enhanced their vocabulary and speaking skills about English as a language. Thus, the shift of gaining knowledge has been transferred from teachers to technology.

Mahmud et al (2021) conducted a descriptive research on fifty English teachers from Makassar University in Indonesia. The basic theme behind the research was to know about the perception of English lecturers about the use of social media. The investigator of the study wanted to analyze the impact of social media in the teaching process particularly English besides their perception about the involvement of social media. Based upon Google form survey, it was revealed that perception of English teachers remained positive regarded the use of social media as a platform for teaching process. For investigative purpose, six different forms of social media were selected. The most frequently used medium was WhatsApp with maximum frequency level i.e., 17 in terms of its use. While addressing the four basic skills during English teaching, speaking skill was found to be highest learnt skill through social media, followed by reading. Listening was the least understood skill by using social media.

To conclude the above discussion, it can be said that social media has brought a change in the spoken language particularly English. Being an international language, it is the most widely used language on the internet as well. People belonging to different cultures and accents; use it in their own style. Thus, social media brings changes unintentionally but such changes have been accepted across the globe. This also depicts the evolution of a language depicted by social media.

2.9 Influence of Popular Social Media on English Language in Pakistan

Social media serves as a greatest learning tool now days. Many courses belonging to different disciplines have been taught on the media. A massive bulk of knowledge has been posted and reviewed on daily basis. Speaking programs are on the run on the social sites which provides wide opportunities for learners to master any language. By using sites for either personal use or in educational purpose help users to learn and grasp the language in a more easy and smooth way. It has been noticed that media has provided great help to learn any second language.

Mehmood et al (2023) tried to find out media impact on linguistic composition and style of Sialkoti youth in Pakistan. They selected fifty students from five different educational institutions. Researchers used mixed method approach to collect and investigate the data. The study revealed that social media is the root cause of alteration in spoken language along with its expression in either way. 80% respondents used signs

and symbols over the alphabets although spelling and grammar were not impacted in a negative way. Young learners have to take care of grammatical rules and formal written language during their exams. However, the study has also revealed that Pakistani youth preferred lawless language over formal English language with rules and regulations which indicated that social media has greatly influenced their linguistic parameter. The fluctuation in linguistic expression can be observed easily as social media language has been taking control over routine used formal English language. Instead of using alphabets, new generation is more inclined to use signs and symbols as youth considered it the more powerful and easy way to convey messages despite of using alphabets. This study has also highlighted the negative impact of social media on language expression of Pakistani youth. The author of the study has suggested that student must be trained to learn the distinction between formal and informal education and preference must be given to learn more formal language so as to display expressions mindfully.

Kamran and Sabiha (2017) tried to find out the current status of English language through educational policy and student's comments which they have posted on their official educational websites. To judge the Pakistani graduate student's competence in English which is necessary for global communication was the basic aim of the study. Moreover, for the investigation of the linguistic discrimination between students of both public and private universities in terms of their comments posted on Face book was also being analyzed. 11 public and 7 private universities from all over the country was chosen for purposive sampling. After conduction of the research, the results displayed that about 44% public students and 66% private students frequently used English on the social sites particularly Face book. On the basis of formality levels of public university students; 36 % formal and 59% informal language users were found. Among which 5% students were found who used neither formal nor informal language in their conversation. 47% formality level and 33 % informality were found in language used by private university students. A quarter of all students used language crossing and code mixing. Students generally used formal language for discussing issues relevant to university and informal language was used to display personal context. The use of acronyms during commenting on any topic on Face book has brought a drastic change in language which is often termed as Internet language. While in terms of gender who actively participated in using Face book, it was observed that

percentage of male users was more than female users in both the provinces of Pakistan namely KPK and Baluchistan. Female used emotional vocabulary which was mainly related to fashion, diet, nostalgia and female talk etc.

Both socio-cultural fabric of our society has been affected by social networking. Less interest of women to participate on Face book regarding social issues indicates that in Pakistani society, women should be encouraged to take active part in media as well as to integrate them in the online educational stream. It is recommended that English language of Pakistani students should be checked from time to time in order to know their needs for English improvement for social media use.

2.10 Research Gap

The present research is an attempt to analyze the impact of social media on the spoken English language of primary school teachers. Although in western countries, a lot of work has been done which already has brought into light the impact of social media on the masses. However, the present piece of work is an attempt to investigate the impact of social media on the linguistic skills of the primary teachers of Punjab, Pakistani public schools. The motivation behind this piece of work is to explore the adaption of language used in social media and its influence on the spoken language of primary school teachers. Because aftermath of Covid-19, use of social media has become more frequent and a drastic change is observed in this regard in our educational system. Another aim of this investigation was to explore the importance of media which both the primary and secondary teachers have used to learn and improve their language skills. The study has also focused on the time factor which was taken by teachers while using social media either for their personal or educational purposes. Moreover, the present study has tried to explore the impact of social media on masses in general and on teachers in particular. Up till now, the impact of social media for language learning was confined to higher levels such as at college and university levels. However, the present piece of work has endeavored to explore an area which has not been discussed before. This area was still unexplored and left unnoticed, although it forms the basis of altered language (internet language) which was used by the new generation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This research was aimed at the perceptions of Pakistani primary school teachers about the Influence of popular social media on their English spoken skills. The present chapter highlights and explains the research methodology, research tools, research samples, population, sample, data collection methods, and theoretical framework.

3.2 Research Method

The present research was an exploratory research which used qualitative method to collect data in the form of interviews and observation check sheets. The researcher developed a set of open-ended questions that helped her gather the information from the participants. Questions were relevant to the research study. It involved primary school teachers of district Rawalpindi to investigate their perception regarding the impact of using social media platforms on their English spoken language. The researcher contacted and selected the potential participants and explained the purpose of the research and what was expected from them. The researcher made sure to obtain informed consent from the participants before conducting interviews and respected their privacy and confidentiality by anonymizing their responses in the research report. The present research intended to find the impact of social media such as Facebook, Twitter, YouTube and WhatsApp on the different elements of spoken language including vocabulary, pronunciations, use of grammar, Contractions, Fluency devices, code-mixing and code switching and use of formal and informal language in the classroom. Observation check sheets were also used to observe the influence of social media during class activities and to validate the responses given by the selected participants during their interviews. One class of each participant was observed.

3.3 Population and Sample of the Study

The present research used primary school teachers of district Rawalpindi as the population. It is a type of purposive sampling. Twenty primary school teachers from government schools and private schools were randomly selected using stratified random sampling. According to the sampling technique population was divided into

two groups with similar attributes and representatives were selected randomly. They equally represented the opinion of their fellow teachers from every aspect of language and influence of social media on their spoken English language. Ten teachers from government sector's schools and ten from private sector's schools were equally selected from both groups and made up the sample for this study. The selection of these schools was based on their accessibility and approachability. Being easily approachable, it was convenient for the researcher to conduct interviews and observations with the teachers at these schools. The rationale for the selection of primary school teachers is that they are not appointed as subject teachers and they teach all subjects to the students. Therefore, their English language proficiency may vary and impact of social media on their English spoken language could better be analyzed.

The researcher set a criterion of 20 primary school teachers who used different social media platforms regularly such as Facebook, YouTube, Twitter, and WhatsApp etc. Hence only those teachers were selected who were regularly using social media platforms. This criterion was set because the present research is about the influence of different social media platforms on spoken English language of primary school teachers in Pakistan. It is a sociolinguistic analysis which required this type of criterion for the effective procedure of research and valid outcomes as a result. Selected teachers were also referred from the respective principals of the institutes being able to deliver their opinion freely and researcher also found them able for interviews and conduct observation after meeting and discussing topic with them.

3.4 Tools of Data Collection

The present study used interviews and observation check sheets to collect data from the participants. Interviews were scheduled and conducted individually from the participants. Initially, some basic information of the participants collected which further followed by the observation of each class of selected teachers using observation check sheets. The data collections tools were initially validated through pilot study. The analysis of pilot study encouraged the researcher to conduct research in detail as the respondents came up with a variety of responses regarding the impact of using popular social media over their spoken English proficiency.

3.4.1 Interviews

Interviews of twenty participants were conducted in the first phase. The interviews were recorded and transcribed. Some of the participants were hesitant to express their immediate opinion directly when researcher asked questions about the influence of social media, that is why, the researcher provided them the questions in advance so that they could think well about their responses. First, they wrote the answers of the given questions in detail and then they recorded their responses for interviews. The researcher had to do this process because the some of the respondents from government schools were not fluent enough to answer the interview questions on the spot. On contrary, some participants gave their responses freely and confidently, particularly from private sector and represented all their community professionally. The researcher used the research questions as a guide, yet also allowed for the flexibility to explore new topics during interviews. Interviews were conducted and researcher took detailed notes, recorded all the responses. She made sure to document key points, quotes and other relevant information that could help in analyzing the data later on. The recorded interviews of the participants are thematically analyzed to answer the research questions and meet the research objectives.

3.4.2 Observations

The perception of the participants regarding the impact of social media on their spoken English was further validated through classroom observations. One class of subject English of each participant was observed. The participants articulated their perceptions and different ways their spoken English is influenced in the aspects such as vocabulary, grammar, and pronunciation etc. Further the observation check sheets were also analyzed for the true findings. Final observations validated participants' perceptions regarding their spoken English. The observations helped researcher compare the responses of the participants and the way they actually perform in their classrooms. Through the observations, the responses of the teachers were verified. To ensure the validity and reliability of the data the researcher cross checked the information gathered through interviews and observations.

3.5 Research Procedure

The researcher clearly defined the purpose of the research and specific questions that needed to be answered through interviews. Researcher developed the questions for

conducting interviews including aspects related to spoken English language such as pronunciation, vocabulary, grammar and code-mixing etc. The observation check sheets also listed specific English language spoken behaviors caused by social media. After selection; the researcher contacted the selected participants to schedule interviews at a convenient time and conducted interviews individually with each teacher, took notes on their responses and afterwards used observation check sheets to document their teaching practices. After completion of all interviews and observations, the researcher analyzed the collected data, looked for new trends, patterns, and insights that addressing the research objectives. In the end, the researcher prepared a research report summarizing the findings from interviews and observation sheets, included key observations, quotes from interviews, and any relevant data analysis to support the conclusion.

3.6 Theoretical Framework

3.6.1 Introduction

The research study implies Vygotsky's social interactionist theory (1962) as the theoretical base.

3.6.2 Theoretical Framework

Social interactionist theory (SIT) formed the theoretical framework of the present study. This theory was presented by Soviet psychologist, Lev Vygotsky. According to Vygotsky (1962) through Schrader (2015) socio-cultural theory of human learning describes learning as a social process and the origin of human intelligence in socio cultural settings. According to Vygotsky's social development theory, social interactions can direct and moderate a child's cognitive growth and learning capacity. According to his theory, which is also known as Vygotsky's Sociocultural Theory, learning is not an autonomous process of discovery but rather an essential social process.

On social media platforms just as social interactionism proposes, knowledge is spread transversely and it is the responsibility of a person to select a network which fulfills his/her requirement. It increases independent learning and autonomous decision making. It also advocates that these networks do not occur in imagination but have roots in the society. Such type of knowledge instructs the expertise of sense creation and helps the learner in knowledge building activities. Vygotsky's theoretical framework

revolves around the idea that social interaction has a fundamental role in developing cognition. The focus of the present study was to analyse the influence of social media over spoken language of primary school teachers. The gist of this theory is that people learn through interaction and social media platforms are major sources of learning in the modern world. Social media platforms provide an increasingly prevalent and influential context for social interactions. People are not only entertained through the use of social media but also a major source of discussion related to various different fields of life. Therefore, various aspects of human life including language are affected through the use of popular social media such as Facebook, YouTube, WhatsApp, Instagram, and Twitter etc.

One way in which social media can influence teachers' spoken language is through exposure to diverse linguistic inputs. Social media platforms connect individuals from different regions, cultures, and language backgrounds. Engaging with individuals from various linguistic backgrounds exposes teachers to different aspects of the English language, such as regional dialects, slang expressions, and colloquialisms. This exposure to diverse linguistic inputs can enrich teachers' English spoken language proficiency and enable them to communicate effectively with a wider range of students.

The mentioned theory is adapted for the present study because it supports learning through social interaction. Popular social media performs the same function through which people interact using various different forums which further enable them to learn many aspects of life including language. Social media has an impact on education because it makes a variety of educational resources accessible, encourages interaction and cooperation between students and teachers, and makes cutting-edge teaching strategies like online courses and flipped classrooms possible.

Social contact has been profoundly impacted by social media. By bringing people from many cultural backgrounds together, it has broadened social reach and fostered new partnerships as well as a greater understanding of social variety. In addition to making information easily accessible, social media also encourages public engagement in conversations on social issues. In contrast to face-to-face conversations, social media use for communication frequently leads to shallower and less empathic exchanges. Furthermore, social media has the power to shape misconceptions, especially in highly politicized situations like the COVID-19 pandemic. In certain

societies, face-to-face social connection still occurs despite the ease of social media use. Through improved information availability, candid communication, and cooperation in social movements, social media has the potential to improve community cohesion and social solidarity. To maximize the influence of social media on social solidarity and community cohesion, it is crucial to support media literacy, inclusive discourse, and good content selection.

CHAPTER 4

DATA ANALYSIS

4.1 Introduction

This chapter presents detailed presentation and analysis of two types of data that is interviews and observations. The present research aimed to analyze the impact of popular social media on the spoken language of primary school teachers in Pakistan. First, twenty interviews were recorded to know the perception of primary school teachers in Rawalpindi, Pakistan. Second tool was the observation of classes of participants using observation sheets. One class of each participant was observed using observation sheets so that teachers' responses through interviews could be verified.

4.2 Analysis of Interviews

Interviews of twenty participants were recorded to know their perception regarding the impact of popular social media on their spoken English language. All the participants were primary school teachers and they shared their personal point of view. Following is the analysis of the recorded interviews.

4.2.1 Q1. How has the use of popular social media influenced your pronunciation of English?

Social media has exposed them to various English accents and expressions, contributing to a diverse pronunciation influence. Yet some new words and phrases with unique pronunciation has deviated from traditional pronunciation principles also. The use of social media has influenced the pronunciation of most of the primary school teachers in a positive way. Some have got to know the actual pronunciation of many words which they used to pronounce incorrect before using the social media. One of the participants said that she usually takes help from social media to improve pronunciation.

She said, "it is a blessing for me".

Social media platforms offered admittance to the content from different languages and cultures and enrich their pronunciation of words contrarily.

The participants stated that their lack of familiarity with word pronunciations is due to English being their second language and not a native language. Although they

often mispronounce many words, their pronunciation has improved with the assistance of social media. They have been able to pronounce numerous words correctly utilizing social media. As their accuracy in pronunciation increases, their confidence in speaking English also improves.

In their point view Facebook, Twitter, YouTube and WhatsApp etc. are the immense platforms to improve pronunciation and make the language learning process easier for them. The participants are also of the view that the unique style of speaking by social media influencers has integrated the variations in English pronunciations.

Furthermore, the participants reported that due to social media, fluency in English spoken language is increased and language used in daily life is improved too. Social media familiarized many new words and acronyms into vocabulary. The pronunciation of new words is learnt from social media. Prior to using social media, they followed British accent and now American accent is mostly followed and social media helped them a lot in this regard.

According to one of the participants,

”one of the most notable features of social media influence on English pronunciation is the appropriation of existing words”. The use of popular social media has exposed them to a diverse range of accents and speech patterns, which has had a noticeable impact on how they pronounce English. For instance, they have been more used to hearing varied word pronunciations when routinely listen to content from different English speakers on applications such as YouTube or TikTok, which has helped them pronounce words more correctly adapt ably. They pronounce words or create new pronunciations based on online language trends. Widespread use of video content on platforms including TikTok and YouTube allows users to share their spoken language, including pronunciation, with a global audience. This may contribute to the spread of specific accents, pronunciation patterns, and linguistic features that influence pronunciation of English. Social media lets them observe how others speak English online, helping refine their pronunciation to match more global norms that foreigners would find familiar. In addition, influencers from different countries teach accents in a relaxed way. This exposure subtly alters their speech to accommodate diverse pronunciations while interacting with foreigners.

According to one participant, “there are many real time practice courses allowing learners to practice communication skills with a live trainer”.

Even web chat allows to practice media language, pronunciation with the support of an expert trainer. There are numerous videos and tutorials on YouTube that explain grammar pronunciation to them. Social media has improved their pronunciation as they use to watch and listen multiple English programs. Moreover, social media helps them improve their pronunciation to a great extent.

On the other hand, four participants out of 20, have different point of view and said that they didn’t get any help in pronunciation after using social media platforms. Social media platforms have not made much impact on pronunciation skills because they do not rely on it to learn, practice, or correct their pronunciation. They stated that Social media hasn't really influenced their pronunciation of English since they are not native English speakers. In their point of view, they can see how it might affect others. Some people might pick up on different accents or slang words from social media. It can be both good and bad, depending on how it's used.

4.2.2 Q2. How has social media influenced your vocabulary while speaking?

About vocabulary the participants stated that social media has expanded their vocabulary through exposure of trending words and phrases, impacting their spoken language. Terms such as “tweet”, and “selfie” have become the part of everyday conversation through the use of social media. It definitely enhances the knowledge of new words such as “unfriend,” “hashtag,” “viral,” etc. They listen many new words, while using social media, particularly videos uploaded on social media help them learn a lot of new words. When they speak and deliver the lessons, new words support them in their daily routine and their vocabulary enriches with this addition.

One of the most notable ways that social media has influenced the English language is through appropriation of existing vocabulary. Words such as “trio,” “issue,” and “tension” are now used frequently in conversation. They engage with social media most of their time. There is a trend of creating new words and conveying new meaning to existing words. It has sharpened the reading skills as well as improving their vocabulary understanding and usage.

Their continual exposure to a wide range of content has exposed them to new vocabulary, slangs, idioms. Memes, popular hash tags, and catchphrases, for instance,

they frequently make their way into everyday interactions, enhancing vocabulary with colloquial and modern English. If something funny happens, they might quip, "That's so meme-worthy!" Social media has really changed the way teachers talk. They pick up lots of novel expressions from all the different things they see online. Memes, hashtags, and funny phrases become part of how they talk every day. The exposure to diverse linguistic styles and lexicons has enhanced their understanding of English humor and colloquialisms. Engaging with international communities on social media has also normalized the use of non-local expressions in their conversation. Perhaps most importantly, the broad exposure to language has helped them to comprehend discussions involving people from different backgrounds and subject areas more effectively.

One of the participants has the view, "social media is a vast playground for experimenting, creating new words and repapering old ones".

A few years ago, nobody had heard terms "selfie," "fleeek" YOLO (You only live ones), "Craptacular," "Amazeballs," e.g. the frequency at which new vocabulary is introduced online, used quickly, overused and then discarded is phenomenal. A few participants reported that they use to watch English movies with captions, by which their vocabulary improved day by day and has brought a remarkable improvement by listening different programs and watching movies etc. The participants also stated that Face book's reels are also very interesting at times and the clips have subtitles that improve vocabulary to some extent.

The participants were of the view that they come across so many new words and phrases while scrolling through posts and comments Which is like a never-ending source of linguistic creativity. They have learned some trending slang words and expressions that can be used to keep up with the online conversation. One of them has a wonderful experience as she received "a word of the day" on daily basis along its usage in sentences. This encourages exposure to new vocabulary and reinforces retention.

In the light of the responses of the participants, it can be said that social media contributes to the improvement of vocabulary as it exposes unfamiliar word usage in spoken language. By engaging with social media platforms, people come across numerous new words. Channels dedicated to the English language on social media have

greatly enhanced their vocabulary. Furthermore, short videos on social media have proven beneficial as they provide opportunities for interaction with individuals from diverse linguistic backgrounds, leading to a significant increase in vocabulary.

Social media has contributed to the evolution of language by introducing abbreviations, acronyms, and informal expressions into everyday communication. People often incorporate online language into spoken conversations, impacting vocabulary and communication styles.

Social media has definitely improved their vocabulary, yet at the same time it has some negative impact, as they learned some slang words too. Words such as “LOL” (laugh out loud), “OMG” (oh my god), “BRB” (be right back), etc. have become part of the spoken language relating to student’s interest. However, it’s up to them how they would use the technology.

4.2.3 Q3. In what ways has social media affected the grammar usage in your spoken language?

A few participants perceive that social media usage has subtly affected grammar usage, leading to improve more colloquial expressions in spoken language. Social media has popularized the informal language through character limits and quick communication and teachers often carry this style in their spoken language. Words that had existing meanings now mean something else in an online context. Adoption of informal language shortcuts, use of emojis to express emotions, reactions, or convey messages, use of hashtags and trending phrases affected the grammar usage in their language.

As one of the participants stated, “the word “wall” to anyone, he might think of the ones in his house, or the ones outside in the street; however, in a social media context the word “wall” refers to the homepage of social media profile”.

A number of participants stated that social media affected the grammar usage positively through many platforms and apps such as Facebook, and Instagram etc. social media has made correction in the usage of grammar rules, which were used incorrectly previously. The use of social media platforms has led to the emergence of the distinct language phenomena, such as abbreviations, emotions and casual writing styles. These have affected grammar, led to the adaptation of foreign terms and trend in spoken English language. It has affected spoken language in terms of grammatical

usage by encouraging more casual constructions. For instance, the character constraints on Twitter and other social media sites has forced people to use acronyms, abbreviations, and condensed sentence patterns when they speak. Therefore, while chatting with friends, they might say things like "u" instead of "you" or use emojis to convey emotions.

Most of the participants were of the view that social media has exposed them to more conversational and informal grammatical structures through casual conversations online. This has influenced them to adopt relaxed sentence structures in everyday spoken English. On contrary, academic grammar rules are still followed in formal settings. Social platforms have encouraged experimenting with lively, less structured phrases in relaxed discussions. Social media interactions have made their informal spoken grammar more natural and conversational fostering a more casual and abbreviated form of communication. They may adopt informal grammar, embrace sentence fragments, and use unconventional punctuation, reflecting the brevity encouraged by platforms such as Twitter and texting.

They consider that Facebook and YouTube are both enormous platforms which provide grammar and writing advice that is truly helpful for them to improve spoken English. They follow some of the large pages “Grammar Girl,” Grammarly,” and “BBC Learning English” to improve their spoken language. Their grammar usage has also improved a lot by joining these different pages on social media platforms for the purpose of learning. It is quite helpful for the teaching in English and communication with children. It taught them to use contractions, avoid early formal language, pay attention to verb tenses and be mindful in word order by intonation and stress in conveying their messages.

Only a few participants perceive that social media has not impacted the grammar usage in regard to spoken language. Different cultures have different structures of speaking and writing and because of this difference sometimes it is quite confusing to understand the content. Sometimes, with the fast-paced nature of online communication, people tend to use more informal grammar. It has greatly affected their spoken language grammatically. It made them confused in grammatical rules, because people don't follow accurate grammatical rules while using social media. Young users on social media often use language without punctuation marks that lead to negligence regarding the use of periods in their speech. They perceive that social media focuses

more on spoken language skills than the grammatical formation of sentences. They were of the view that social media, grammatical rules are ignored and consequently it affects the grammar in negative ways. Restriction of lengthy content on social media has also affected the sentence structure.

Two participants stated that social media lacks focus on grammar and its impact on daily use of grammar is negative. It has affected their grammar negatively. Students also use media in their daily life and when they use the language as they hear on social media, teachers find it difficult to teach them the accurate rules. Their habits are firm and it is difficult to root them out. Regardless of their familiarity, whatever they listen, it becomes imprinted in their mind and they naturally adopt information as it is presented to them. However, there is concern that this may be detrimental to language usage, as people on social media often disregard proper grammar. Consequently, individuals may adopt incorrect language patterns they have encountered. To rectify this, joining a language learning group can significantly enhance grammar skills. Otherwise, the opposite effect may occur. Only three participants stated that social media has not impacted this area of spoken language.

4.2.4 Q4. Do you think that social media has influenced the usage of fluency devices such as assimilation, elision and linking in your spoken language?

Every participant gave different and positive response about fluency devices. The participants stated that social media usage has subtly influenced their usage of fluency devices, with occasional assimilation and linking mirroring online disclosure. They can clearly witness the increase in the usage of fluency devices and it is quite helpful for them. As they are exposed to different linguistic features through social media content, this exposure has enhanced their awareness and usage of fluency devices. They have adopted the elision after using social media platforms and their knowledge and use of fluency devices in language is enhanced. Good morning was assimilated and teachers were observed to be saying *gu morning /gu morning/*.

One teacher said, “Many devices have been introduced to me because of social media and the use of these devices is helpful and makes good impression in speech”.

A few participants provided the information about the source through which their spoken English is influenced and said that usage of fluency devices is improved after listening different influencers on social media. As they use to listen the influencers

very keenly, therefore, it is helpful in many ways in their spoken language and it provides opportunities to improve their spoken language by engaging in communication and exchanging language with people on social media from different countries. In this way fluency devices have also improved particularly linking in spoken language.

Their speech style has become more fluid and natural as a result of regular exposure to spoken information, such as podcasts and online discussions. In casual conversations, they might say things like "goin'" instead of "going" or naturally link words together, such as saying "I'm gonna" instead of "I am going to." "Social media has changed how they talk, especially in casual chats using abbreviations, acronyms, in text messages to convey information more quickly. The digital communication has contributed to the evolution of spoken language, impacting the use of these fluency devices, for instance, instead of using "I am" they might say "I'm." Regular online interactions have made them more accustomed to fast, connected speech techniques. This expanded awareness and fluent practice in online discussions and have likely increased integration of such pronunciation adaptations for conversational English.

Social media is a place where people of different caliber present their ideas and language skills. There are many bloggers and influencers on social media with their videos and lectures. Listening and watching these videos have influenced teachers' usage of fluency devices. People use multiple accents on social media to represent their specific locality and due to these multiple accents, fluency devices are also impacted. Teachers use these fluency devices in their spoken language in the classroom also.

The limited character count on platforms such as Twitter encourages users to condense their thoughts, potentially leading to increased assimilation, elision, and linking as individuals aim for brevity while maintaining communication. When they see these devices being used in written posts or comments, it may influence how they speak. They might start assimilating sounds, eliding certain syllables, or linking words together more naturally and ultimately enhance the natural flow of speech.

Three participants out of twenty think that there is very little impact on the usage of fluency devices in their conversation. Although they couldn't deny the slight changes in the use of fluency devices but not much because they use definite language principles and rules while communicating with their students. They think that improvement and

accuracy of fluency devices may also be enhanced through the use of social media. However, this change is not easily noticeable as it is a particular aspect of language. Participants would need prior knowledge of a language in order to understand what fluency devices are, making the impact of social media on fluency devices relatively insignificant. Only one participant out of twenty said that social media has not influenced her usage of fluency devices in spoken English.

4.2.5 Q5. Has the prevalence of social media led to an increase in the use of contractions such as he's, he'll, and he'd in your spoken language?

Most of the participants have opinion that social media has increased the use of contractions in spoken language. They use these contractions in their language to make it effective. Social media has increased the use of contraction in daily spoken English language and improved it also in many ways which is helpful for the teaching. Because of this, contractions become a natural part of their spoken communication and reflect the casual, conversational tone that is frequently observed in online conversations. In everyday speech, they commonly use contractions including "it's," "won't," or "they're" without giving it a second thought. Similarly, use of various other contractions was observed during the speech of teachers such as gonna, wanna, gotta etc.

Using contractions is a common feature of informal speech. Teachers tend to use contractions to save space and convey messages more efficiently. Contractions, such as "I'm" instead of "I am" or "can't" instead of "cannot," are commonly used in informal communication. By communicating informally online, they have become accustomed to shortened forms such as "he's ", "he'll", and "he'd", which they now use regularly for casual conversations. The informality and character limits on platforms encourage people to use contractions for more concise and casual communication. They said that it has increased because one speaks what ones listen and they are online most of their time and listen to social media content all the time. Therefore, the use of contractions has increased in day to day communication.

Social media has indeed had a significant impact on teachers' language regarding the use of contractions. Now days, they tend to speak using contracted words since social media platforms encourage the use of concise language. Consequently, they are gradually forgetting the use of more detailed words and opting for contractions

instead. It is clear that social media has played a crucial role in popularizing the use of contractions in communication.

One of the participants had particular opinion regarding social media influence on contractions. She has responded, “social media has influenced my spoken language in many ways although the increase of contractions cannot be directly attributed to social media only. The use of contraction in spoken language has been present for a long time and a part of casual conversation”.

Only three participants stated that use of contraction has considerably increased. But they don't use the contraction in their daily routine speech; rather they try to deliver the detailed sentences and phrases especially while communicating with the students. In writing expressions, they tend to write concise sentences. therefore, there is increase in the use of contractions in writing. Whereas, personally, they don't use them while speaking because they have to teach the students of primary level which requires the clear and detailed expression for the understanding of young learners. Their point of view was that it is not good because their subject are the young learners and they get directly affected from their teachers' language. The participants were of the view that they use contractions usually in written language but not in spoken language. In this way, they think that use of popular social media has not affected this area of spoken language.

And two participants gave their opinion that social media has not affected the contractions and it has not brought a change.

4.2.6 Q6. Do you tend to engage in more code-switching and code-mixing in your language as a result of your interactions on social media platforms?

Almost all the participants stated that the use of popular social media has influenced code-switching and code mixing a lot in their language. They are of the view that they interact people with diverse linguistic and social backgrounds, which have popularized the use of code-mixing and code switching in their language. They also often engage in code-switching and code mixing during their speech and communication with students.

Social media platforms are a source of interface from varied linguistics backgrounds and connection is built through conversation. They spend most of their time in these interactions, as a result, code-switching and code-mixing has increased

even during their interaction with students. Their students have also impacted in this way and they also use code-mixing.

They said it was present in their language before social media. However, due to the usage of social media, it has increased now, and they use to switch from Urdu to English and English to Urdu to make the students understand the topics. Code-mixing particularly is really at its height due to the social media usage. They commonly incorporate new words they encounter on these platforms into their spoken language, resulting in a significant impact on code mixing and code switching.

Their comfort level in incorporating multiple languages or language variants into their speech has increased as a result of interacting with people from a variety of linguistic backgrounds online. This has helped them adjust to the dynamic nature of online communication. It helps to ease communication in the fastest and most efficient manner. This exposure has translated into occasional code-mixing in their conversations offline as well and they use these terms in classroom. They have the view that it is fastest way of communication and powerful psychological implement when they use it correctly and social media remarkably impacted on this.

The participants stated that they have adapted different styles and expressions of English language. They replicate certain styles in their speaking due to the effect of social media. They think it's just so natural to switch between different languages or mix them together when they chat with friends from diverse social and cultural backgrounds. Social media brings people from all over the world together, therefore, it's an immense opportunity to embrace different languages and express themselves in unique ways. Code-switching and code-mixing are common phenomena of language; they enable users to circumnavigate linguistic borders, express cultural identity, and engage in evocative communication through media platforms.

One of the participants gave a different point of view that code switching is quite confusing for her. She said that the extent of code-switching in speech depend on personal language proficiency. It depends on the audience to engage with. If she is interacting with friends, she keeps switching between Punjabi and English. In other situations, she only uses English to communicate.

4.2.7 Q7. What's your opinion regarding the influence of social media regarding the use of formal/informal language in classroom?

Some of the participants agreed that social media has influenced them regarding the use of informal language positively and they also use informal language in the classroom, blurring the outdated distinctions to some extent. It can promote the creativity among students when they use ephemeral and impactful communication, it will be helpful for developing effective communication skills during teaching process. Social media made them addicted to use the informal language in the classroom also. They used to interact with students through formal and informal language in class. Their vocabulary is increasing day by day and the expansion of vocabulary naturally leads to an improvement in words selection. Vocabulary growth is significantly influenced by social media which subsequently affects the choice of words used in communication. Traditional words are gradually replaced by contemporary expressions. With the engagement of social media, they incorporate various alternative terms instead of using conventional language.

One of the participants said, "social media has blurred the borders between official and informal discourse in the classroom".

Communication in the classroom can occasionally become more unintentional and relaxed as a result of exposure to informal language online. For instance, during classroom discussions, they might involuntarily use phrases such as "totally" or "kind of". Students bring these informal language elements into their written and spoken communication in the classroom. They think that social media has enhanced the use of informal language than of formal language and when they use informal language in the classroom, students get effected. They feel relaxed in communication with the teacher, and it reduces their hesitation in spoken English. The influence of social media on the use of formal/informal language in the classroom is significant. It strikes a balance if they create awareness among students.

One participant has the view that influence of social media on the use of formal/informal language is very little. She doesn't see any significant change regarding the use of formal or informal language due to the usage of social media.

Most of the participants perceive that social media has influenced their classroom language negatively. Some casual words such as "hahahahahah," and

“hmmmm,” are damaging consistent vocabulary. Moreover, they were observed to use words such as bot, bump, vibe, and goat etc. They think it is an obstacle in teaching because they use informal words mistakenly that can seep into students’ oral communication. On media, there is use of emoji and short words to express feelings, yet these types of expressions couldn’t deliver complete message. These things affect the language learning process in classrooms. If they heavily rely only on social media for professional purposes it might impact the language used during teaching.

The participants perceive that social media has popularized the easier and spontaneous style of conversation that is harmful for the formal language learning and teaching. Students may find it difficult to switch between formal language essential in academic life and the informal language used on social media. This can impact their capability to fulfill academic writing values and, in their opinion, this is not a good thing because in classroom formal and standard language ought to be used. It has somehow negative influence on use of formal language because people now days tend to use slangs more than proper formal words.

4.2.8 Q8. Can you identify any specific trends or changes in your spoken English that can be attributed to social media?

Every participant has a personal experience in this regard and they have identified different trends and changes in their spoken English language. One has noticed a trend of incorporating internet slang and abbreviations into her spoken English due to social media. Character limits on social media led to the enlarged use of abbreviations and contractions in spoken English. Social media has completely transformed their speaking style, allowing them to express their thoughts more succinctly and in limited words. They no longer have to provide elaborate explanations, and this change can be solely credited to the influence of social media.

One of the participants has the view, “my expressions and vocabulary has improved due to the use of social media”.

Trendy expressions and terms have led to the development of new terminologies. She said that she has adopted these expressions and lexis which are helpful in spoken English in facilitating the students.

Another participant noticed that after using the social media, her speaking style has changed and improved to a great extent. Her way of speaking has been improved

with the usage of social media which is helpful for classroom teaching. Some other are of the view that social media platforms have nurtured a more informal and hassle-free communication style which has influenced spoken English by encouraging a casual approach. Social media has led to change their English accent and use of new words while communicating with the students in the classroom and it has enhanced their confidence to deliver their lesson assuredly. Naturally, what they see or hear on social media is inclusive in their language. New vocabulary is attributed to social media in particular. As they use to listen different bloggers and influencers on social media, it has helped them a lot in spoken English language. They borrow new words from different linguistic settings and vocabulary of modern inventions and new meaning of old words is a change which they like to ascribe to social media.

Most of the participants have seen certain patterns in their spoken English that they associate with social media, such as using emoticons, internet slang, and informal terminology in everyday discussions. This demonstrates how internet culture has inspired their vocal communication style. When sharing exciting news, they might use phrases such as "OMG" or "this is epic" to convey their eagerness. The use of hashtags on social media platforms has also modified spoken language, with people incorporating them into verbal communication. For example, saying "hashtag blessed" to express gratitude. Phrases like "LOL" (laugh out loud), "BRB" (be right back), and "ICYMI" (in case you missed it) have become commonplace in both written and spoken communication.

One participant attributed the tendency for quicker, briefer communication, impacting sentence erection and the adoption of online slang in verbal exchanges. The use of acronyms such as TTYL, OMG, LOL and Emoticons are all product of social media. It is a fast way of interacting. Language is an evolving phenomenon, "Google it" has virtually replaced the phrase "search it" in common speech, "tweet it" refers to writing a message using Twitter. Furthermore, uses of several words were reported by the teachers including ghosting, vlogger, troll, viral, meme, selfie, and hashtag etc. These words are purely associated with the use of social media. The teachers stated that they learned these words from social media platforms.

Two participants attributed to social media the multiple movie dialogues and every viral trending dialogue; they incorporate in their interaction with others. In this way it becomes the part of their speech. Fluency and pronunciation have improved. New

words and terms are also learnt by reading the subtitles of movies and series. And all these are because of the usage of different social media platforms. Social media has really brought a whole new level of inventiveness and expressiveness to their spoken English. Two participants out of twenty explained that some people are prompted by the latest trends, but in their case, they are not much into it.

4.2.9 Q9. Do you believe that social media has overall enhanced or hindered your English spoken language proficiency? Why?

Participants' overall view is that social media has enhanced their English proficiency by exposing to diverse linguistic influences and nurturing adaptability. Diversity in linguistics has helped to enhance the spoken English capability by improving pronunciation and by increasing vocabulary. In this way, their teaching proficiency has also improved. They have become more fluent in speaking English with less hesitation in classroom. Now they have upgraded and amplified vocabulary to use in the classroom because of the exposure to new vocabulary and introduction of new terms has improved spoken English language.

Furthermore, their ability to cope with different language situations, both online and offline, has improved as a result of exposure to a wide range of linguistic styles, terminology, and communicative formats learned through social media. It provides a unique learning environment that goes beyond traditional language learning methods. It enhances their ability to communicate effectively in different contexts.

One of the participants explained particularly, "the exposure to diverse accents and discussions online improved my listening skills".

Interacting internationally provided invaluable practice opportunities that strengthened abilities such as code-switching. While informal language use exists, being mindful of proper contexts and following authentic English speakers serve as education. Undeniably, overall, social media plays a dominant role in English language learning and introducing new vocabulary to enhance speaking skills and communication proficiency.

Some of the participants said that social media has overall enhanced English spoken language because of reading different articles online and watching English series. It has provided more prospects to engage in discussion with different people on social media platforms and express themselves in different circumstances and it has

introduced them to a lot of situations and information of different cultures. They keep checking platforms such as TikTok, Twitter, Facebook, YouTube, and Twitter trying to remain well-informed with modern trends and discussion topics. While engaging with students, they often quote examples from social media to make them understand a topic or an idea in more palatable terms.

Social media platforms have expanded their linguistic knowledge. Additionally, social media platforms often encourage creativity in language use, allowing them to experiment with new words, phrases, and styles of communication. Of course, it's important to maintain a balance and not rely solely on social media for language learning, however, it has been a valuable tool in enhancing their English proficiency. When they use social media, they attempt to imitate and embrace the precise wording and mannerisms they encounter. By doing so, their English-speaking proficiency skills are improved. They believe that their overall perspective is elevated and their proficiency in English amplifies.

Another participant has a particular opinion that it has some negative impact on grammar usage and yet its positive effects are more than that of negative. Hindrance is only in the use of grammar but pronunciations and vocabulary have upgraded due to the use of social media.

Two participants said that social media has more negative effects than positive on their spoken language, as they got confused in the use of grammar because people don't care for accurate grammar while interacting or posting some content on social media. They think it has damaged their spoken language. The impact of social media on spoken language proficiency is complex. While it has enhanced communication by fostering brevity and adaptability, there are concerns about informal language seeping into formal contexts. It depends on how individuals balance their online and offline communication skills.

4.3 Analysis of Observations

The present section presents an analysis after observing a class of each participant using observation sheets:

Introduction

There are several ways to view how social media affects interpersonal communication. From the standpoint of communication sociology, a number of factors must be taken into account. First, social media has altered how people communicate with one another. Social connection had place mostly in person, face-to-face, or via direct verbal communication before the advent of social media. Social media, on the other hand, allows for online text, photo, and video communication. This can alter social dynamics, have an impact on language used, and present chances for interaction with people from various cultural and geographical backgrounds. Secondly, social media has the potential to impact the development of social identity. According to the sociology of communication, social identity is a social construction shaped by interpersonal interactions and communication.

Social media gives people the ability to join organizations with similar interests, share their opinions and hobbies, and express themselves through personal profiles. This can affect how people view themselves and relate to others, as well as shape their social identity. Third, social media may potentially create brand-new social interaction patterns. People can use social media as a platform to plan collective action, rally support, and start social movements. Social media, for instance, has proven crucial to global political movements as well as social movements like the environmental movement and the human rights movement. It's crucial to understand, though, that social media rarely has a good effect on interpersonal relationships. Using social media comes with certain risks and difficulties as well. Social relationships can be adversely affected by several factors such as the dissemination of false or fraudulent information, cyber bullying, and social media addiction.

The observation was conducted in English classes of the selected participants, who were part of interviews in the first stage. The purpose of observations was to verify teachers' responses during their interviews. The observations were conducted keeping in view all the questions asked during interviews from the selected participants. The analysis of the observations is as follows.

4.3.1 Influence of social media on the learning and increasing the vocabulary

All the observed participants were involved using New terms and trendy words during lessons in their classrooms. Unfamiliar words and colloquial vocabulary are

used in the class room, and the source is definitely the excessive use of social media platforms as medias expressed by the participants during their interviews. Twelve participants seem to be much inspired by the modern terms and vocabulary and their usage was on upper level. They found it a valuable tool to communicate with the children and they incorporated it to motivate their students. Eight participants used it a little but they also were having good conversation with their students using new vocabulary. In today's world, almost everyone is linked with many social media applications in one way or the other. Android phones have made social media accessible to everyone today. The closeness with social media has resulted in increase of vocabulary related to different fields of life. Teachers also get influenced by social media directly and they are observed to use learned formal and informal words in their classrooms.

4.3.2 Impact of social media on pronunciation of English

Mostly participants are found to incorporate slangs and pronunciation influenced by social media in their interaction with students. Eleven participants used it occasionally yet six participants used it more commonly and their conversation was full of slangs used on social media. Moreover, their pronunciation was also significantly influenced by the language used on popular social media platforms. During observations, only three participants were not indulged in the use of slangs and their pronunciation was also conservative. Their language use in class room was conventional to some extent and sometimes they were pronouncing the words incorrectly. Students were silent listeners during the lessons. Social media influence people's pronunciation because they follow and listen to influencers and bloggers regularly. The kind of language people listen on social media is also reflected in their communication.

4.3.3 Influence of social media on grammar usage

Five out of twenty participants were observed to frequently use nonstandard grammar during class. Their tone was informal and they were using acronyms, abbreviations, and casual references. Though learner felt free to communicate yet this was resulting in misinterpretation and misunderstanding of some concepts. Seven participants showed a glimpse of nonstandard grammar usage however, it was not very clear and students were not confused at all. Eight participants used proper standard

grammar during their conversation and delivering of lesson. Though, they were speaking casually yet their grammar usage was accurate and clear. Students were learning in a comfortable atmosphere. Social media has influenced the use of grammar to a great extent. Social media influencers may not have necessarily correct grammatical knowledge due to which the language of their followers also get affected.

4.3.4 Usage of fluency devices

As this observation was done on primary level, which is most important and basic level of learning a language in the class room and outside. At this level, learners need to learn accurate terms so that they can step forward to get more knowledge about a language. During observations, the observer found that though participants were using different fluency devices but ambiguously. Students were not getting clear information about different devices and their use. They were not aware about the use of these devices that how they could incorporate these devices in their communication. They were found blind followers in this regard. Two participants did not use these fluency devices in their interaction with students and four participants incorporated it imprecisely.

4.3.5 Use of contractions by the teachers

During the observation of the classes of the participants, observer found that all participants used contractions in their conversation and as a result student also used it to follow the footsteps of their educators. Contractions such as he's, he'll, he'd were common in conversation yet some particular contractions such as I'm, it's, I've, that's, isn't and doesn't, haven't were less used. Only two to three participants used it a little however, overall all the participants used contractions and this is due to the usage of social media. The use of contractions has increased considerably as people have started using social media more and more. Therefore, school teachers also get influenced by the kind of language used on social media.

4.3.6 Impact of social media on code mixing and code switching

Code-mixing and code-switching area common phenomenon in every society in modern day life. In the education, it also exists at its peak and during observations, the observer noticed that teachers and students were using code-mixing quite commonly and some time, they frequently switched one language to another. Particularly during the observation of public primary schools, this phenomenon was noticed more, because

teachers of these schools could not deliver their lessons in English only. They find it difficult to deliver their lessons throughout in English because they are not appointed as subject specialists and English is not their subject. They have to teach all the subjects including English at primary level. As a result, they delivered their lessons using code-mixing and code switching. On the other hand, the situation is different because English teachers are appointed on the basis of their subject specialization. During observations, observer confirmed it, as all the English classes were observed and teachers used English as their mode of delivery of lessons. Therefore, use of code mixing and code switching was not common. Code mixing in communication has increased due to media now. Media presenters, actors, politicians, and social media influencers are all involved in code mixing. The viewers also imitate the language they listen on electronic and social media.

4.3.7 Formal and informal use of language during teaching

Informal language use was more common during classes, particularly during topic's detailed discussion. All participants except one or two used informal language during delivering lessons. A few participants used inappropriate language due to the influence of increased use of social media platforms. The language used on social media was seen to penetrate into the language of educators as well as students during classroom discussions. Informal language use is not as hazardous as the use of inappropriate language. Because it affects students' use of language which should be appropriate and standard. Use of informal language and slangs has increased because of social media. People watch memes and YouTube videos more frequently. The language of tiktokers, youTubers, and memers is usually informal and substandard. School teachers and students also get influenced by such language.

4.3.8 Overall influence of social media on spoken English language of teachers

Teachers' spoken English language was perceived with good accent and style. Most of them pronounced words accurately, as they reviewed before, with the help of social media. A few teachers' pronunciation was still incorrect and needs to be improved. Influencers' inspiration could be seen quite clearly in the speech of particular teachers, who spend most of their time on social media. The teachers, who are not mostly influenced by social media and have traditional style of speech, a few terms, can be seen in their language also. Teachers used more trendy words and colloquial

vocabulary during classroom activities. Abbreviation and contraction were used more frequently during delivering lessons to students. The use of code-mixing and code-switching was observed more in government schools than the private sector's institutions. Teachers and students mixed Urdu and English to interact with each other. They switched Urdu to English and English to Urdu frequently. Mostly teachers used standard grammar and accurate terms yet the use of nonstandard grammar and inappropriate language was also observed. Informal language use on the model of social media was common and students felt free in this environment and communicated frankly. Although, fluency devices are used by teachers during lessons, yet their use was quite vague and students hardly identified these devices in speech.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 Introduction

Use of social media has increased in recent years. The present study aimed to investigate the perception of primary school teachers regarding the influence of social media on their spoken English language proficiency. The data analysis revealed that social media has impacted the ways teachers communicate in English language. With the increased use of different platforms of social media such as Face book, Twitter, Instagram, YouTube and WhatsApp have developed language patterns among teachers leading to incorporation of unique words and phrases into everyday speech.

5.2 Findings

The study found out that teachers used different accents and expressions influenced by diverse pronunciation influences. They demonstrated a positive influence on pronunciation. Access to the content of different languages and cultures has enriched their selection of words. A glimpse of unique style of speaking of social media influencers is reflected in their communication with accuracy. Language use on Face book, Twitter, YouTube, and WhatsApp is also demonstrated in their communication. They can easily recognize the difference between British accent and American accent with the help of social media. The study finds out that there are many real time practice courses on social media which allowed learners to practice communication skills with a live trainer. There are many videos and tutorials on learning spoken English language also.

About vocabulary, the data analysis showed that social media expands the vocabulary of teachers through exposure of trending words and phrases. Terms such as ‘tweet’ and ‘selfie’ and words including ‘unfriend’, ‘hashtag’, and ‘viral’ have become the part of their everyday conversation. Social media made the existing vocabulary appropriate and word like ‘trio’, ‘issue’, and ‘tension’ are now used frequently by teachers in their classroom. The teachers use non-local expressions in conversation normally due to their interaction with international community which is obviously possible through social media. Yet, at the same time, they have also learned to use some

slangs such as ‘LOL’ (laugh out louder), ‘OMG’ (oh my god), and ‘BRB’ (be right back), etc.

The study finds out that social media has encouraged teachers to use more colloquial expressions in their spoken language. They used informal language popularized by social media through character limits and quick communication. They also used hash tags and trending phrases which has affected the grammar usage in language. The character constraints on twitter and other media sites has forced them to use acronyms, abbreviations, and condensed sentence patterns. During data analysis, it is found that some of the large pages ‘Grammar Girl’, ‘Grammarly’, and ‘BBC Learning English’ are major sources of learning and have improved spoken language of PSTs. Joining a language learning group, has significantly enhanced their grammar skills.

Usage of fluency devices in spoken language is found in their speech but it can’t be claimed whether it is exactly the influence of social media or not. Through the analysis of data, it is found that the only way social media may influence teachers’ use of fluency devices is when they listen to different social media influencers.

Contractions are always present in the conversation but the study found out that the use of contractions has increased due to social media have become a natural part of spoken communication of teachers. Contractions including “it’s,” “won’t,” or “they’re” are used commonly. However, the data analysis shows that teachers of primary school level do not use contractions during classroom activity because teachers at primary level have to explain the content in detail and using contractions may cause comprehension problems for young learners. Therefore, teachers mostly avoid using contractions within their classroom interactions. Incorporating multiple languages or language variants is found out the comfort level of teachers. They frequently use code-switching and code-mixing in their communication. Through the analysis, it is found out that they do code-mixing more frequently due to the influence of popular social media. They use many mixed words of Urdu and English in their conversation. It helps to ease communication in the fast and most efficient manner during classroom activities.

Through the use of informal language, teachers have blurred the outdated distinctions to some extent and have promoted the creativity among students and

developed effective communication skills during teaching process. It is found out that traditional words have been replaced by contemporary expressions and teachers incorporate modern terms instead of using conventional language. Classroom discussions occasionally became relaxed and reduced the hesitation of students in spoken English as a result of exposure to informal language. It strikes a balance if they create awareness among students.

It is found out that overall impact of using social media platforms remained positive. Social media has transformed the speaking style of teachers as they can now express their thoughts concisely in limited words. Elaborated explanations are no more needed. Trendy expressions and terms have developed new terminologies which is helpful in spoken English language during interaction with students. Social media platforms have nurtured more informal and hassle-free communication between teachers and their students which has influenced spoken English by encouraging a casual approach.

Social media has enhanced the confidence of teachers to deliver lessons and have made communication with students in classroom quite useful. Through increased vocabulary, they are more capable to speak confidently and communicate freely to students. Due to listening of different bloggers and influencers on social media, their fluency has improved and inspired. Use of emoticons, internet slangs, and informal terminology has become part of everyday discussions. Use of hashtags has also modified their style of spoken language. They used “Google it” which is virtually replacement of the phrase “search it” in common speech and “tweet it” instead of writing a message using twitter. New words and terms are incorporated, learnt by reading the subtitles of movies and series.

Through the results, the study found that teachers’ overall proficiency of spoken English is enhanced due to impact of social media platforms. Upgraded and amplified vocabulary has enhanced their confidence to speak English. Social media has changed the scenario for primary school teachers to unique learning environment from traditional language learning. Listening skills is also improved which has ultimately affected the spoken language. Through joining some valuable pages on social media platforms, they interacted internationally which have provided them invaluable practice opportunities. Reading articles online on social media and watching English series has also enhanced the speaking proficiency of teachers. Thus, social media played a

dominant role in English language learning and introducing the new terminologies further enhancing speaking skills and communication proficiency.

TikTok, Twitter, Facebook, and YouTube remained well-informed with modern trends. “English connection app” and English connection channel on YouTube by Kanchan and Face book pages such as “Vocab Guru” and “English Speaking Practice” are found the most common sources of advanced learning of English language.

5.3 Conclusion

In the light of findings, the study concludes that social media has encouraged new terms and trendy words during classroom activities. This is a valuable tool to communicate and motivate to the students. Android phones are accessible for everyone and social media is in the reach of teachers and students. Closeness with social media can result in increase of vocabulary related to diverse fields of human life. The style of influencers and bloggers is a valuable source of learning accents and styles of spoken English language which can develop the language of listeners (teachers) and indirectly the new generation (students).

Informal tone and use of acronyms, abbreviations, and casual references increase and teachers can use it for the progress of children’s learning. Though non-standard grammar is also affecting the language negatively and it can result in misinterpretation of some concepts, but they are small in numbers.

Fluency devices are also improved but ambiguously. We can’t get clear statistics about the use of different devices by the participants. Teachers incorporate fluency devices in conversation but not are aware whether it is due to social media or not. Sometimes we follow blindly because it requires specific Knowledge about the use of fluency devices. First of all, we will have to learn the use of fluency devices properly so that we can get the advantage of influence of social media in this regard. The study concludes that the use of contractions in spoken English language of teachers have also increased due to social media. The knowledge of contracted words is necessary in this era of fast communication with limited characters and social media provides ample help in this regard.

The study concludes that primary school teachers do code-mixing and code-switching more often due to the impact of using popular social media. Code-mixing and code-switching are common phenomenon in modern societies in everyday life. In schools and education, Teachers and students frequently switched one language to another. Specifically, in public primary schools code-mixing and code-switching is more needed because teachers are not capable of speaking English fluently as they are not appointed as subject specialist. They have to teach English with all other subjects and their own English is not satisfactory. General teachers are forced to teach English at primary school level and they find it difficult to deliver their lecture in English thoroughly. And social media will be really helpful in this regard because there is a boom of code-mixing and code-switching on different media platforms. But in private sector English teachers are appointed and they delivered their lesson using English as their mode of delivery of lesson. Yet social media also expands their existing knowledge and is helpful in many respects.

The study concludes that teachers use informal language also. Informal use of language is in vogue due the excessive use of social media and it penetrates into the language of educators and as well as students during classroom interaction. Memes and short reel videos on social media affect the spoken language a lot. The language of these Tiktok and YouTube videos and memes are usually informal and substandard. Audience and listeners can influence badly through it, if they do not use it properly.

The study concludes that overall influence of social media platforms on spoken English language of primary school teachers is positive. It is observed during classroom observation also that social media impacts teachers quite considerably and it is found frequent in their communication. In near future, it can be helpful in learning the different aspects of spoken and written English language if utilized properly. Joining different English learning groups and pages can be beneficial specifically for public school teachers, who are not subject specialist. Moreover, it provides better opportunities regarding second language learning.

5.4 Recommendations

The research study shows that social media platforms have the potential to be used for English language learning. There are many comprehensive sites such as Face book, Twitter, YouTube, and WhatsApp etc. which provide services for education

purpose and learning through social interaction from diverse linguistic backgrounds. They can be used as Virtual learning as well as tools in communal learning. Educationists from all over the world believe that social media platforms ought to be united in learning activities and knowledge building. It is needed to incorporate the concept of learning through social media platforms in Pakistani context. In this respect, recommendations are proposed for future research in the successive area.

5.4.1 Recommendations for Face book and Twitter pages

Face book and Twitter, specially can introduce spellings and grammar check for the learners because these are most commonly used platforms for learners. Spell check is present on internet and on other software's yet, the spelling and grammar checking feature is not introduced in social networking. With the addition of these features, social media sites will make the learning easier and more comfortable for learners.

Learning pages should be actively utilized as these pages have the treasure of knowledge. That's why, the admins of these specific pages should be active users and ought to include the trendiest terms and words on their pages as it is need of the hour.

Educators from Pakistan ought to create English language learning pages on social media platforms as they can easily understand the requirements of potential learners. It will entice more learners from Pakistan and they can interact with each other without hesitation.

5.4.2 Discussion

The analysis and findings of the study explicitly answer research questions regarding the perceptions of primary school teachers and the way social media influence their spoken language. The findings of the study draw our attention to the most influencing force of the popular social media in the modern world. Ye (2023) state that social media has started effecting people's lives in various different ways in the modern-day world. Social media not only influences people's lives but also the way they use language to communicate in various different contexts. The findings of the study reveal that popular social media platforms change the way school teachers speak English language for pedagogical purposes. The results demonstrate that influence of social media applications is diverse. Where it improves teachers' spoken language, it also causes some deterioration in the forms of informal and trendy words in teachers' communication. The results of the study demonstrate that popular social media

platforms positively influence teachers' spoken language in different ways such as vocabulary, pronunciation, and learning novel expressions. On contrary, it also drives teachers to learn informal expressions and slangs which they use in their spoken language. Considering the ways popular social media platforms influence teachers' spoken language, it is the need of the hour to make conscious efforts to promote awareness among teachers on how to maximize benefits language wise when they use social media.

Social media is quickly taking the lead in media, and this has a big impact on instructors, students, and the education sector. The purpose of this study is to examine how social media usage affects instructors' ability to speak English. Teachers' spoken language benefits from their collaboration and participation on social media platforms for discussion and knowledge exchange. Just as information sharing on social media has a good correlation with teachers' performance, so does the enhanced creativity facilitated by these platforms for language use in the classroom.

5.4.3 Recommendations For teachers

Learning through social media platforms is a method of self-learning. There are many other things on social media that can distract the learners (teachers) and they may lose their interest in learning. Therefore, it is recommended that teachers should keep on stirring themselves throughout the procedure and circumvent the distraction to make the aim of learning possible.

Teachers, who are active learners and want that the content is uploaded on social media according to their requirement, they should notify the admins of different groups and pages on social media about their needs. They ought to give their opinion about different content uploaded in groups and on pages of social media platforms. Other language needs can also be communicated through various social media pages and posts. Finally, language planners are recommended to consider and include popular social media platforms for the purpose of language promotion so that learners can make the use of social media useful for them.

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APPENDIX A

Questions for Interviews

Q1: How has social media influenced your pronunciation of English?
Q2: how does social media impact your vocabulary while speaking?
Q3: In what ways has social media affected the grammar usage in your spoken language?
Q4: Are there any noticeable changes in the usage of fluency devices by you due to the influence of social media?
Q5: Has the prevalence of social media led to an increase in the use of contractions in your spoken language?
Q6: Do you tend to engage in more code-switching and code-mixing in your language as a result of your interactions on social media platforms?
Q7: How has social media influenced your choice of words in your spoken English?
Q8: Can you identify any specific trends or changes in your spoken English that can be attributed to social media?
Q9: Do you believe that social media has overall enhanced or hindered your English spoken language proficiency? Why?

APPENDIX B

Observation Sheet

<p>Class Observation Sheet: Social Media Influence on the English Spoken Language of Teachers</p> <p>Observer: _____ Date: _____</p> <p>Class Details:</p> <p>Grade/Level: _____</p> <p>Subject: _____</p> <p>Class Time: _____</p> <p>Class Duration: _____</p> <p>Observation Criteria:</p>	None	Some	Strong
<p>Vocabulary: Any new or unfamiliar words used by the teacher. The teacher use trendy or colloquial vocabulary that might be influenced by social media platforms.</p>			
<p>Pronunciation: The teacher uses any slang or popular pronunciations influenced by social media.</p>			
<p>Grammar: The teacher uses any non-standard grammar influenced by social media usage.</p>			
<p>Fluency Devices: Any specific phrases or expressions used by the teacher. The teacher incorporates fluency devices commonly used on social media, like hashtags, abbreviations, or acronyms.</p>			
<p>Use of Contractions: The teacher frequently uses contractions while speaking. The teacher uses informal contractions commonly found on social media, such as "gonna" or "wanna."</p>			
<p>Code-Mixing and Code-Switching: The teacher mixes languages or switches between languages during speech. The teacher incorporate code-mixing or code-switching influenced by social media usage.</p>			
<p>Negative Influences: Any negative impacts of social media on the teacher's language. The teacher use offensive or inappropriate language influenced by social media.</p>			
<p>Observation Notes:</p>			