Influence of social media on English language learning and academic performance at undergraduate level

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Abstract - This research article imparts new and current knowledge about the essential characteristics of the influence of social media especially Facebook, and YouTube on the English language learning and academic performance of BS English students. The questionnaire was used as a research instrument to collect the data from the sample students. The questionnaire was developed online using the Google drive option. The developed questionnaire was shared with sample students through WhatsApp, Email, and social media. The sample of this study was 64 students of the University of Lahore who were studying in the BS English program. A convenient sampling technique was used to collect data. The nature of this research was quantitative. The descriptive and inferential statistics were applied to the collected data to get the results. The analyzed data revealed the findings concerning grammatical and vocabulary problems, health issues, poor results, assignments, exams, and downloading of material relevant to English language structure and use. The researcher concluded that social media influences English language education permanently. Future researchers should use and implement large sample and broader area.

Keywords: social media, English language learning, academic performance

I. INTRODUCTION

Mackenzie & Wajcman (1999; cf. Amrullah et al, 2023; Balan et al, 2023; Wajdi et al, 2021; Bustam et al, 2022; Susanto et al, 2023) explicates that technology includes tools, machines, interrelated interacting artifacts, techniques, crafts, systems, technical equipment, and methods of organization. The word Internet is a noun. The word internet is also called the net, the web, or cyberspace although the internet is most common. The word "Internet" is a proper noun and must be initialized with a capital letter. When the English language students use the internet, they use the verb connect. The word online is an adverb that modifies the verb going but online can also be an adjective. The word offline is an adjective which means you are not connected to the internet. A website is a place that you visit online made up of pages. Data means information in digital form. A domain is the address of a website. A browser is software that you use to access the internet. A search engine is software that you use to search the internet. The most popular search engine is Google. The word Google and download are verbs. The word post can be a verb or a noun and it means something that is put on social media.

Suryani (2005; cf. Susanto et al, 2022) states that the English language to a great degree is the most powerful, effective, modified, manipulated, and educationally used language in the generally accepted and practiced world of globalization. The knowledge and all the different and usable technologies developed by a culture or people can be exchanged and conveyed. The knowledge of the English language had been researched with the help of social media especially internet services (Sia et al, 2023). The Internet is an instrument for learning and academic purposes at the undergraduate level. English language skills may include elements of speaking, listening, grammar, vocabulary, reading, and writing.

Mohsin (2020a) reveals that Facebook provides guidance for voluntary interrelations and 60.6% of Internet users use Facebook. The act of using Facebook occurs every month by 2.6 billion people. The users spent an average of 58.5 minutes on Facebook each day (Mohsin, 2020a). Mohsin (2020b) states that 3.5 billion people use social media in our global world. Mohsin (2020c) states that people watch a thousand-million-time period of sixty minutes of video recordings on YouTube daily. India has 265 million active users. YouTube is utilitarian with 2 billion users (Mohsin, 2020c).

Kaplan & Haenlein (2010) states that in Thailand, 82% of the population acquires mobile phones for using social media while only 13% population uses social media through computers. The use of Facebook and YouTube for learning the subject of the English language could be the surpassing organized plan and schedule of the academic life of students. Collaborative projects may also be beneficial while studying the subject of English. The researcher explicates the "five points about using social media" which could also be used for gaining English language knowledge and raising academic performance are as follows.

- The selection of appropriate English language written text with care, attention, and vigilance.
- Make the right choices of English language sites and develop your material for assignments or presentations.
- Always assure about recognizing the research actions and goals of English language subjects and distinguish between the form and function of language, and also highlight the sociolinguistic aspects.
- Follow the underlying principles of language for the strategic achievements of objectives.
- The ease of availability of English language material for all students.

The researcher explicates the "five points about being social" which could also be used for learning the English language are as follows;

- Always become a progressive, practical, and operative English language student.
- The material of the English language must be absorbing and holding attention, and directly related and connected to the subject of English.
- Always become modest, neutral, disciplined, comprehend, and perceive.

- Always follow standards and expertise but never be corrupt (English language education without the greed of money)
- Always become scrupulous about telling the truth (Integrity and original work).

The "reasons for selecting this research topic" are immensely popular and constitute constructive characteristics in the practical educational life of BS English students. The word learning is equivalent to "knowledge". The projector screen is also a kind of media most commonly used by students nowadays. If we gather the truthful resources of this English language knowledge or learning then we came to know that most students and also teachers are using web-based internet or social media services and downloaded slides. A minority of brilliant students also downloads lectures of English language scholars from YouTube and this positive act greatly helps them in writing assignments, preparing exams, and presentations. The students can easily gather data on language theories, structure, and use through social media. This research project focuses on all those practical experiences and realities related to social media, social learning theory and process, academic useful knowledge of the English language. Apart from all the better influence of the social learning process, there are several unpleasant and substandard influences of social media sites and applications on English language students. The researcher also considers that to what end this negative influence results in the drawbacks and discrepancies of academic performance, which consequently results in lowering and reduction of grade point average.

Pakistan students visit obscene material; this harms the mental and physical health of English language students and diminishes the positive thinking in the educational life of students. The addiction of social media results in the suffering of health issues. English language undergraduate students only get addicted to media and do not read and learn the syllabus books and never visits the library; these factors are injurious for student's intellectual and cognitive abilities. Some students write assignments and prepare exams from course or library books and they face problems and discouragement for not copy-pasting the material and slides from web-based internet or media services and presenting them on Projector screens.

Here are the research questions

a). What is the influence of social media on English language learning and academic performance of students at the undergraduate level?

b). What is the percentage of English language students using social media at the undergraduate level?

c). What are the effects of social media on academic performance?

Research Objectives

a). To study the influence of social media on English language learning and academic performance at the undergraduate level.

b). To examine the frequent use of social media by English language students at the undergraduate level.

c). To study the effects of social media on academic performance.

II. METHOD

Rahman et al (2019) used the questionnaire model to check the effectiveness of social media on university student education. The analytic measure of the association of independent variable with the dependent variable, the linear statistical relationship between variables, analysis of variance, and coefficient values were explicated by the five researchers. In the current research study, the researcher adopted the same questionnaire model to see the influence of social media on English language learning and academic performances. The researcher implemented a descriptive and inferential analysis of the collected data. The libelous and battening features and characteristics of social media and web-based internet services were highlighted for the undergraduate BS English students studying the English language structure and use. The issues of the intensity of social media usage, the dominance of educators, privacy, anti-social

interactions, YouTube and Facebook usage, vocabulary and grammatical problems, downloading of material, excessive addiction, assignments, presentations, exams, and social media usage during Corona virus.

2.1 Research Design

Rahman et al (2019) used the quantitative and descriptive research method. The nature of this research was also quantitative and descriptive. The statistical package for social sciences (SPSS 20 version) was used by the researcher for quantitative analysis.

2.2 Population and Sample

The population of this present research was 145 BS English undergraduate students enrolled in the institution of the University of Lahore, located in Sargodha district. The researcher considered 64 students from the whole population for sampling including both male and female students. The percentage of the selected sample students from the whole population was 44.14 percent. The convenience sampling technique is used in this quantitative research because it is easy to access for the researcher.

2.3 Method of Data Collection

The questionnaire was created by the researcher with the help of Google Drive and Google forms and sent to the 64 students via social media due to lock-down and corona virus. First, the researcher downloaded the 64 responses from the Google forms. Secondly, the researcher entered all the data in the Microsoft Excel sheet.

2.4 Research Instrument

The Questionnaire was used as Research Instrument to collect data from the sample. The Likert scale was used by the researcher. The questionnaire comprised a series of questions for gathering information from the respondents.

The independent variable "Social media" is the "cause" which produces "effects" on the dependent variable of "English language learning" and "Academic performance". The three variables considered by the researcher in this research study are as follows.

a) Social Media (Independent, predictor).
b) English Language Learning (Dependent).
c) Academic Performance (Dependent).

2.5 Reliability and Validity of the Questionnaire

The designed questionnaire was submitted to the project supervisor for formal approval, thorough checking, investigation, and correction; before distributing it to the respondents. Thus, the content validity method was used by the researcher. The reliability was calculated by the researcher through the internal consistency method. The internal consistency was measured by the researcher with the help of Cronbach's Alpha and constituted all the 25 items. The result of Cronbach's Alpha was 0.820 which is a very reliable value for internal consistency.

The research data was analyzed by the researcher with the help of SPSS version 20. The descriptive and inferential statistics were used by the researcher.

The percentages were visualized by the researcher through the tables and graphical representations.

Table 1 Questionnaire 1

Do you prepare assignments, presentations, and exams of English language subjects from social media?

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	17	26.6	26.6	26.6
Agree	31	48.4	48.4	75.0
Neutral	3	4.7	4.7	79.7
Disagree	10	15.6	15.6	95.3
Strongly Disagree	3	4.7	4.7	100.0
Total	**64**	**100.0**	**100.0**	

The table displays that the majority of 75% of students agree that they use social media for preparing assignments, presentations on projector screens, and exams of English language subjects. The table demonstrates that a minority of 20.3% of students disagree because they do not use social media for preparing assignments and presentations. Table shows that another minority of 4.7% of students responded in neutral opinion.
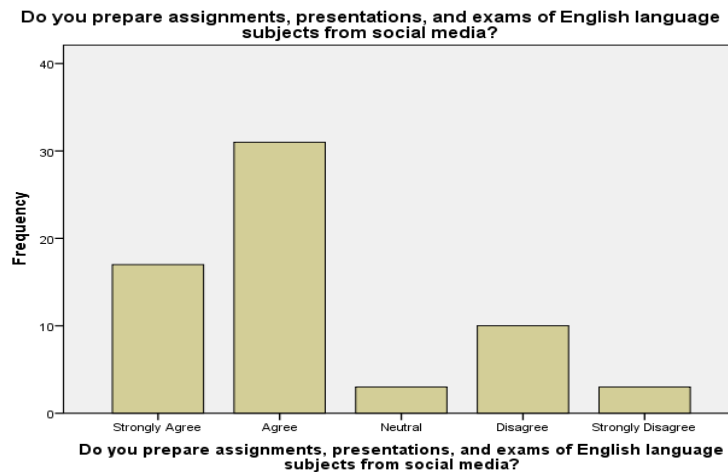

Figure 1 Questionaire

The figure visualizes that the majority of students accept that they prepare assignments, presentations, and exams of English language subjects from web-based social media sites and applications.

Table 2 Questionnaire 2
Does the online social media usage during lock-down and Corona virus helped enhance your GPA and academic performance?

Valid	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Strongly Agree	5	7.8	7.8	7.8
Agree	11	17.2	17.2	25.0
Neutral	16	25.0	25.0	50.0
Disagree	20	31.3	31.3	81.3
Strongly Disagree	12	18.8	18.8	100.0
Total	**64**	**100.0**	**100.0**	

The table shows that the majority of 50.1% of students reject the education system permanently through online social media. Table shows us that a considerable 25% responded in agreement and another 25% in neutral opinion. The students state that it's only a temporary way and it cannot develop the academic performance of students permanently. The Pakistani students also protested in Islamabad. They demanded that fees must be reduced due to Corona-virus and education through online social media should be abandoned. The researcher finds that the students also lack positive thinking because education through online social media usage is the only option and there is no other option available for students, universities, and the higher education commission of Pakistan.
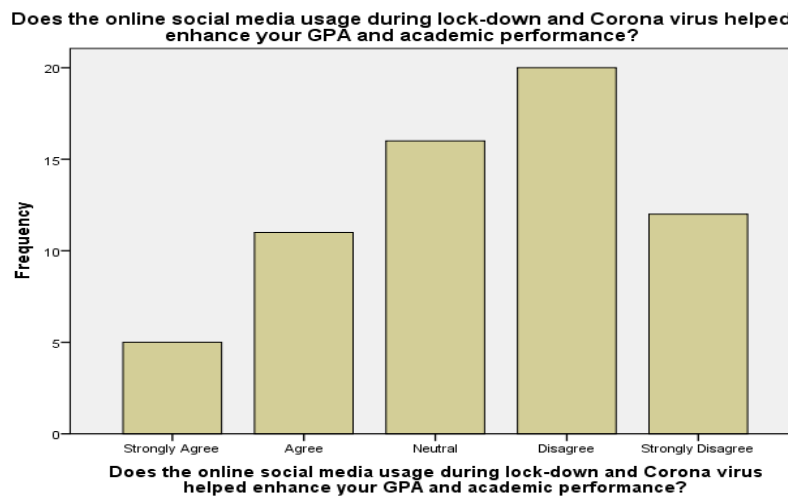
Figure 2

The figure displays that the majority of students responded in disagreement. The figure also graphically represents that a considerable number of students responded in agreement and neutral opinion. During the year 2020, the covid-19 pandemic spread in Pakistan and all over the world. The educational institutions were closed for several months. The education was provided in universities only through online social media. The English language lectures were delivered and exams were conducted through online social media. The students submitted assignments and delivered presentations through online social media. The chairman of the higher education commission of Pakistan, Tariq Banuri advised the students all over Pakistan that online education is the only way. The student semesters will be wasted if they do not learn through online social media. The university students held a protest in Islamabad because they wanted the face-to-face interaction with the teachers in classrooms. The student research process, viva, and data collection were also conducted through online social media.

Table 3 Descriptive Statistics
The mean, standard deviation, and variance values were calculated by the researcher
(Descriptive Statistics)Mean and Std. Deviation)

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Do you use social media?	64	1.00	5.00	1.7031	.77007	.593
Does the usage of social media results in the dominance of educators (persons distinguished for their educational work?	64	1.00	4.00	2.4219	.88738	.787
Do you suffer from any discrimination for not copy-pasting the material in your assignments and presentations from web-based internet or media services and using only syllabus or course books?	64	1.00	5.00	2.7969	1.08642	1.180
Do you mostly consult teachers for learning the English language?	64	1.00	5.00	2.5000	1.08379	1.175
Do you commonly download material from any social media application or	64	1.00	5.00	2.1719	1.00087	1.002

site in document form for learning the English language?						
Do you face vocabulary problems while using social media?	64	1.00	5.00	2.8281	1.16230	1.351
Do you face English grammatical problems while using social media?	64	1.00	5.00	2.8750	1.14781	1.317
Do you prepare assignments, presentations, and exams of English language subjects from social media?	64	1.00	5.00	2.2344	1.15115	1.325

Table 4 Inferential Statistics
Reliability Statistics

Cronbach's Alpha	N of Items
.820	25

The 0.820 value of Cronbach's alpha is very reliable. The internal consistency reliability value of 0.95 or higher is not inevitable because it signals a needless repetition and superfluity of items.

Table 5 Correlations

		S.M	E.L.L	A.P
S.M	Pearson Correlation	1	.460**	.362**
	Sig. (2-tailed)		.000	.003
	N	64	64	64
E.L.L	Pearson Correlation	.460**	1	.579**
	Sig. (2-tailed)	.000		.000
	N	64	64	64
A.P	Pearson Correlation	.362**	.579**	1
	Sig. (2-tailed)	.003	.000	
	N	64	64	64

**. Correlation is significant at the 0.01 level (2-tailed)

The correlation of variables is the linear relationship which allows the researcher to measure the strength of their association. The variables are not designated as dependent or independent. The Pearson correlation coefficient values of 1 in the above correlation table demonstrate a strong positive correlation between the three variables. The Pearson correlation coefficient value of .460 and .579 depicts a moderate positive correlation between the variables. The Pearson correlation coefficient value of .362 depicts a weak positive correlation between the variables. The regression analysis describes the functional relationship between the dependent and independent variables.

Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.460a	.212	.199	.58183

a. Predictors: (Constant), S.M

The "R" value of .460 depicts a moderate positive relationship between the independent variable (Social media) and the dependent variable (English language learning). The value of "R square" in the above table displays that the independent variable (Social media) and the dependent variable (English language learning) are directly related up to 21.2%.

Table 7 ANOVA(Analysis of Variance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.646	1	5.646	16.678	.000b
	Residual	20.988	62	.339		
	Total	26.634	63			

a. Dependent Variable: E.
b. Predictors: (Constant), S.M

The significance value is .000 which is less than 0.05. This significance value reveals that the dependent variable (English language learning) highly depends on the independent variable (Social media).

Table 8 Coefficients

Model		Un-standardized Coefficients	Un-standardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.111	.346		3.213	.002
	S.M	.552	.135	.460	4.084	.000

a. Dependent Variable: E.L.L

The significance values of .002 and .000 are less than .05. Hence, there is a good and positive relationship between the independent variable (Social media) and the dependent variable (English language learning).

Table 9 Model Summary

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate
1	.362a	.131	.117	.48114

a. Predictors: (Constant), S.M

The "R" value of .362 depicts a weak positive relationship between the independent variable (Social media) and the dependent variable (academic performance). The value of "R square" in the above table displays that the independent variable (Social media) and the dependent variable (academic performance) are directly related up to 13.1%.

Table 10 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.163	1	2.163	9.342	.003b
	Residual	14.353	62	.231		
	Total	16.515	63			

a. Dependent Variable: A.P
b. Predictors: (Constant), S.M

The significance value is .003 which is less than 0.05. This significance value reveals that the dependent variable (academic performance) highly depends on the independent variable (Social media).

Table 11 Coefficients

Model		Un-standardized Coefficients	Un-standardized Coefficients	Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.773	.286		6.203	.000
	S.M	.342	.112	.362	3.056	.003

a. Dependent Variable: A.P

The significance values of .000 and .003 are less than .05. Hence, there is a good and positive relationship between the independent variable (Social media) and the dependent variable (academic performance).

The researcher finds that the frequent use or percentage of English language undergraduate students using social media is extremely high. During the start of the previous twentieth century, the use of media services was not very common. The teacher and students commonly used paper, pencil, board markers, whiteboards, chalk for transferring the information educationally and socially to each other. Now, the twenty-first century saw a rapid increase in media services. The inventions of the internet and computer applications increased at an excessive rate. During the start of the twenty-first century, physical effort and physical interaction were reduced. The students and teachers have commonly started using electronic equipment for educational aspects. In universities, the teachers deliver English language lectures in classrooms, and afterward, the teachers send the slides and presentations of English language lectures to the students via WhatsApp. The class representatives convey the academic information of the English department to English language students via social media especially WhatsApp. The English language students and teachers have created groups on WhatsApp for their ease and comfort.

The class representatives send the list of topics of presentations and assignments to the students via WhatsApp. The class representatives also send the date sheets and timings schedule for examination via WhatsApp. The researcher finds that the majority of students were indulged in social media activities excessively via web 2.0 internet-based applications. The researcher finds that this excessive usage results in addiction and the physical and mental health issues of students. The students must use social media for a lesser time because the excess of everything is bad. The students also start visiting obscene sites which hampers their educational capabilities and health. Their precious time is also wasted. The seminars must be organized for transferring the students towards the beneficial usage of social media. Pakistani students mostly use Facebook for interacting socially and WhatsApp for exchanging educational material.

The universities nowadays work like traders. A lot of students especially girls are seen nowadays using social media on mobile phones in university classrooms and not paying attention to English language lectures. This habitual activity depicts a lack of discipline and punctuality in universities and English language classrooms. The majority of students commonly engage in social media usage or internet applications. The students do not read the syllabus books or material during the whole semester. The male and female students read the syllabus books, one week before the mid or final examination. So, the students find a lot of vacant time daily in educational institutions and excessively get connected with social media or internet services. The researcher finds that the majority of students experienced that the English language teachers scolded them because they were not attentive towards acquiring knowledge of English language subjects. Thus, the usage of mobile phones must be banned in universities. The students must reach the classrooms five minutes before the time and read syllabus books from the very first day, so, the students will not negatively use social media or internet applications on mobile phones.

The researcher finds that in social networks, privacy is greatly ignored unwittingly by English language students. Some advertisers are quitting Facebook after privacy scandals. Sometimes the hackers attack the accounts of English language students. The hackers steal a lot of data or information and it becomes a severe loss for English language students. Nowadays the students are also involved in the habit of hacking. The students should never share their private information in social media groups. All information and data of students must remain private

and confidential especially the female students. The female students are most sensitive in this matter. Due to the addiction to social media, if a female student lost her private image or private video, then her whole life is destroyed. The boys may lose private family pictures or videos mistakenly through social media.

The researcher finds students suffer from a social anxiety disorder or social phobia. The anti-social interactions cause embarrassment, fear, and significant anxiety among English language students. The habits of cooperation, involvement, assertiveness, accountability, and observable acquired behaviors completely diminish the sufferings of anti-social interactions due to social media usage.

The researcher highlighted the current and latest problem faced by students in universities via the calculations and graphical representations. It is one of the most important practical educational processes which students, teachers, and universities are facing nowadays. The use of technology and the internet had increased rapidly in the English department of universities. The artificial, materialistic, and fake characteristics are spreading nowadays in educational institutions. At the University of Lahore, the English department students use projector screens for their presentations. Mostly, the male and especially female students do not experience any hard work. They just press a button on computer or printers and provide copy paste assignments and presentations. They do not even read the assignments and presentations, previously at home. They never remove the English language grammatical and vocabulary errors.

These acts are hampering the creative capabilities of students. These fake acts are developing materialistic sluggish attitudes. This unreal action lowers the credibility of the transcript or degrees of students. When the researcher was constructing the research objectives and questions, he thought that only 10 to 20 % of students would agree with this new question or problematic aspect. But the researcher finds that a majority of students responded in agreement. The students face discrimination if they are acquiring knowledge of the English language subjects from library or course books. There should be no discrimination in handwritten material or electronically printed pages. There should be no discrimination in standard white pages or the coloring pages. The management must take fruitful actions and stop such kind of negative activities. The students must also consult multiple sources e.g. books, research articles, and thesis, for constructing assignments and presentations.

The students frequently use social media for acquiring knowledge of the English language and such kind of use is rapidly increasing nowadays. The researcher finds that the students download images, slides, summaries, introductions, and applications via social media, relevant to the English language subjects.

The researcher himself witnessed that the students felt difficulties while studying "critical discourse analysis" which is a language subject. The text in books was new and difficult for students. Their comprehension rate was very low. The researcher finds that the downloaded lectures of scholars from YouTube relevant to "critical discourse analysis" were easier and understandable for the English language students. The researcher finds that the lectures of English language scholars available on YouTube are easier and understandable for students. These lectures and the material provided by the scholars are precise, easier, and strictly relevant for students. Through YouTube, the students also see the visual appearance of language tutors.

A good teacher is the best companion of the students. The use of technology is increasing day by day in universities but the role of the teacher is the most crucial. The pivotal concepts of any English language subject could only be taught with the help of a reliable teacher. The researcher finds that mostly students consult teachers and social media is only an additional and second option for English language students. The teacher can beautifully nourish the educational capabilities of the students. The teachers must force the students towards the correct use of English language form and structure.

The groups are also created by students for improving English language vocabulary and grammar. The members of these groups may share material of English language subjects in the form of theory or the form of multiple-choice questions. Among all the social media sites and

applications, Facebook is mostly used by students nowadays. Facebook is mostly used for social interactions and for sharing political news. The researcher finds that the educational usage of Facebook by students is very minute. Facebook is used by students for posting entertainment activities and for sharing music or movies. These useless activities by students on Facebook must be converted by the parents and teachers towards the attainment of learning of English language structure and use on Facebook.

The researcher finds that the students study literature and functional use of the English language but they do not pay any attention to the formalistic and syntactic use of language. English grammar is like a disciplined set of rules. The universities, English departments, and language cannot work without a disciplined set of rules. Sometimes, the students who are very good in English language communication skills face adverse grammatical problems. They speak and Use the English language fluently but they do not know a single rule of grammar especially while using social media.

The researcher finds that the students also for their ease and comfort use web-based internet or social media sites and applications for preparing assignments, presentations, and exams of English language subjects. This habit is increasing rapidly.

The improvement of English language communication skills is essential for students in the current era. Face-to-face communication conveys social information in the English language in the context of the situation. The researcher finds that social media is a rich playground for experimenting with English language words. In twenty-first-century students prefer interaction through social media because of ease and comfort.

The researcher finds that the English dictionary is the greatest aid for undergraduate English language students. The dictionary helps the students to a larger extent because a dictionary explains each word meaning and sometimes containing information on its etymology, usage, translations, and other data. The dictionary also increases the English language vocabulary skills of students.

Some students use social media for negative purposes like teasing girls on Facebook and WhatsApp. They excessively spent time on social media for chatting with girls and which results in their poor academic performance and lowering of grade point average. The students watch vulgar music and movies on Facebook and YouTube. The researcher finds that the students waste their precious time daily on posting images and videos of films and TV actors and actresses which results in their grade point average and poor educational performance.

The researcher finds that the students easily find the definitions, multiple-choice questions, and theoretical material of subjects relevant to English language structure and use, form, and functionalism on pages and groups of Facebook. Some pages and groups provide very fruitful knowledge that can enhance the academic performance of English language students.

The students felt headache and pain behind the eyes when they excessively use social media for several hours daily. The improvement of academic performance requires hard work and strong medical health. The researcher finds that the weak medical conditions sometimes result in the admission of students to hospitals and consequently bad academic performance. The girls and boys do not sleep at night and negatively indulge in social media sites and applications. Some students are also involved in hacking activities. Some students start visiting obscene sites and applications late at night which also harms their health.

The researcher finds that the majority of students rejected the permanent use of online social media for education. The physical presence of teachers is very crucial. The students also protested in front of the higher education commission of Pakistan.

The researcher finds that all the three variables of social media, English language learning, and academic performance are correlated with each other. The impact of social media is essential and compulsory. The researcher finds that the independent variable social media have a good and positive relationship with the dependent variables of academic performance and English language learning.

IV. CONCLUSION

The researcher concluded that social media usage by students is increasing day by day. The guidelines must be provided by the parents and university management for the positive and educational use of social media and the Internet. The students should download the material in document form relevant to the English language structure and use. The majority of English language students rejected the usage of online social media permanently because the physical presence of "Teachers" in classrooms is compulsory. Despite Corona-virus and lockdown, the researcher conducted a quantitative study which is a very positive aspect. The students were facing the same attitudes and problems which the researcher highlighted in this current study regarding the influence of social media on English language learning and academic performance. The student responses concluded with the fact that the English language students were facing the same problems and issues of excessive addiction, physical and mental health issues, enhancement and lowering of grade point average due to social media usage, social media usage during Corona-virus and lock-down, English language structure and use the material available on Facebook and YouTube, negative usage of social media and Internet for entertainment purposes only. The level of excellence of the subject matter and material contained, cognitive knowledge and opinions of English language students, and rate of occurrence of using social media and the internet have a constructive and fruitful impact on undergraduate students studying English language structure and use. The content validity method is the most suitable and appropriate method for checking whether a test measures what it is supposed or assumed to measure. The content validity method involves the supervisor of the researcher and thus the impurities and irrelevant features among the series of questions were refined and reduced. The supervisor concluded with twenty-five series of questions from the forty-two questions constructed by the researcher. The series of questions and student responses were purely according to the research problems, objectives, and questions which were defined by the researcher. The current, and newly researched positive and negative effects of social media on English language structure and use, and the academic performance of BS English university students were fruitfully visualized by the researcher. The libelous and battening characteristics due to social media usage were highlighted. The detailed and latest findings were also developed at the end concerning social media, English language structure and use, and academic performance. The literature review was subsequently read with the help of several research articles, thesis, and books on social media, English language structure and use, and academic performance. The degree to which an assessment tool produces stable and consistent results were calculated by the researcher and the internal consistency reliability value was an excellent one.

Recommendations

Future researchers on social media should consider a large sample for data collection. Postgraduate students may also be considered. Future researchers should perform an in-depth and broad context study. Social media is becoming an essential part of education nowadays. Future researchers should highlight the current problems. Further study must be conducted with the help of audio-visual aids and contents. The upcoming researchers on social media and English language learning must highlight the positive characteristics of English language teachers and students and also for all other university students. This research study is helpful for future researchers researching social media.

The future internet and social media researchers must research original and truthful aspects that students are facing nowadays. Future researchers should also consider web-based internet services, web browsers, Encyclopedia Britannica, WhatsApp, forums, and blogs for research relevant to English language structure and use. The modern and contemporary features of acquiring knowledge of the scientific study of the English language must be highlighted by future researchers. The researcher recommends that the upcoming research on studying English through the Internet and the libelous and battening influence of the Internet on students should also include characteristics and subjects of English linguistics and English literature.

The researcher recommends that the mental, functional, and intellectual English linguistics study should be highlighted. The logical, affective English linguistics research and the role, purpose, and moods in a social context for gaining English linguistics knowledge in a

convenient uniform way, should be considered by future researchers. The researcher recommends that the constructive and enhancing role of teachers and professors for guiding the linguistics students towards the usage of the internet for downloading books, thesis, research articles, and preparation of exams, assignments, and presentations should be highlighted by the future researchers. Future research should encompass attention, memory, and motivation concerning educational usage of social media and the Internet. The language learning experiences of linguistics students should also be revealed by future researchers. The researcher recommends that future analysts should also focus on the perspectives of academics and social settings. The Internet and social media usage should also be compared between the generation of the twentieth-century and twenty-first centuries. The web-based knowledge of basic principles and postulates of applied linguistics and English literature may also be considered by future researchers.

English language learning is not completely based on the actions and mannerisms made by students and teachers. The language students should remain familiar with the needs of the twenty-first century. The researcher recommends that future researchers should also include the psychological result of perception, conceptual understanding, intellectual judgments, and reasoning that takes place in a social context while studying English through social media and the Internet. The researcher recommends that the future researcher should also consider the demographic elements and the academic fields of linguistics and literature. The researcher recommends that research on English language learning involves reviews from mind, intuition, detailed views and following of rules and practices, and sunder out knowledge and data from those observations. The researcher also recommends that a detailed statistical analysis should be conducted by future researchers for analysis on social media, academic performance, and the English language.

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