

Navigating Digital Literacy: How Social Media Chatting Affects Academic English Writing Skills Among Pakistani Youth

¹Nuzhat Saeed Qureshi

^{*2}Muhammad Nasir Bhutta,

³Dr. Athar Munir Siddiqui

¹Lecturer English Department, Virtual University of Pakistan

^{*2}PhD Scholar Department of Media and Communication Studies, The Islamia University of Bahawalpur, Pakistan

³Associate Professor of English, Government Graduate College, Civil Lines Multan

nuzhatsaeedqureshi@gmail.com; nasirbhutta@hotmail.com;

Atharmunirsiddiqui1974@gmail.com

Social media has become as essential tool for global communication, significantly changing how language is used in the current era. This study highlights how social media engagement affects the academic writing of Pakistani youth. It also looks at how Pakistani English has emerged as a non-native variety which is shaped by new digital ecologies. The study used a quantitative survey design, and data was collected through a Likert scale questionnaire. The pilot study was conducted to check participants comprehension and as per requirement the instrument was translated into Urdu to ensure clarity. Convenient sampling was used and the questionnaire was given to 300 students whereas 252 students gave response from the University of Southern Punjab, Multan, that were subsequently analyzed using SPSS. The quantitative findings supported the primary hypothesis: high social media consumption heavily influences users' English writing skills. The participants noted that consumption of social media enhanced vocabulary, spelling, and sentence structure. The frequent use of slangs and contractions while texting in online chats negatively impacts formal academic writing skills. Finally, social media is a valuable tool for informal language practice, learners should carefully observe the difference between local digital communication and standard academic English.

Keywords: Social media, Pakistani English, digital literacy, academic writing, informal learning, sociolinguistics.

Article Details:

Received on 17 Feb 2026

Accepted on 16 March 2026

Published on 29 March 2026

Corresponding Authors*:

Muhammad Nasir Bhutta

Introduction

The main distinguishing characteristic humans have over other species is the use of language (Barber, 1964). Yule (2016) identified five properties of human language that differentiate it from animal communication: displacement, arbitrariness, productivity, cultural transmission and duality. Humans can discuss ideas across different times and use linguistic symbols that have no inherent connection to their meanings. Humans have the ability to continuously mix symbols together to create new ideas and it is passed down with culture from one generation to the next. Humans can express single concept through a variety of structural expressions. All these factors make human language different from animal communication. (Aitchison, 1986). It serves as the focal point around which people exchange culture, communicate, make plans, and remember the past. (Uzair, 2011).

Languages inevitably span national and local boundaries as societies come together. Today, English is well-entrenched as the international language, which is essential for business, learning, technology and cross cultural communication around the world. Being adopted all over the world, however, this has significant language effects. If English is used in foreign settings, it will of course take on some local phonological, grammatical and lexical characteristics, leading to the creation of distinctly different varieties of English (Kachru, 1992). The change can be explained using the concept of language ecology, which is the study of the language's habitat. According to Haugen (1972), there are two aspects of language ecology: psychological and sociological. The psychological aspect is the cognitive interaction of the various languages in the mind of a bilingual/multilingual speaker, which may influence the grammatical structure and/or phonological structure of the target language. The sociological perspective deals with geographical, cultural and social influences that influence a language, which may include peculiar lexical variants derived from the local customs and surroundings. A language is not simply planted when introduced to a new community, it is entirely recreated. For this reason, the notion of "new Englishes" in such areas as Pakistan, India, Africa, and Singapore is a more current one that is recognized by sociolinguists. Every variety has its own linguistic, phonetic and lexical features that are uniquely determined by its own local ecology (Freeborn 2006).

English in Pakistan is a very dynamic and multilingual environment that has a significant impact on the local English language ecology. The linguistic diversity of the country is remarkable as it has 6 major languages Urdu, English, Punjabi, Pashto, Sindhi, Saraiki and Balochi and fifty-nine regional languages in the country. Although Urdu is the official language and the language of communication in urban areas (Rahman, 2002), English has also a critical position as the second official language and has evolved directly from the British colonial rule. English expanded throughout the subcontinent in three major historical eras: the missionary era (1614-1765), the local demand era (1765-1835) and the institutionalization era (since Macaulay's Minute of 1835) (Kachru, 1992). English was continued to be a part of Pakistan after its Independence in 1947, and is still indispensable in legal documents, constitutional affairs, military communication and higher education (Haque, 1982). Pakistani English has developed its own distinct grammatical, phonological and lexical properties over the decades, all of which have been greatly shaped by the

psychological and sociological ecology of the region. It can be seen that there are many phonological and grammatical variations in the English produced by Pakistani speakers due to the presence of their mother tongues in their minds as well, as Hassan (2004) has pointed out. The structure of vocabulary is also culturally influenced, with many examples drawn from Urdu and other local languages, particularly in the absence of an equivalent term in the standard English language to convey specific local phenomena (Baumgardner, 1995). Moreover, although the historical background of the English language is similar for both countries, Pakistani English has its own distinct socio cultural factors such as the influence of Islamic history and Muslim traditions which have made its distinctive mark (Rahman, 1990).

In the twenty first century, Pakistani English has changed due to the speedy expansion of digital technology and social media. Social media has become an most important part of daily life and has turned the world into a global village where people can communicate quickly and share new information with each other (Kaplan & Michael, 2010). Platforms such as WhatsApp, Facebook, YouTube, Twitter, and Skype allow users to share knowledge, ideas, and multimedia content across geographical boundaries (Charlesworth, 2014; Ellison, 2007). The younger Pakistani English learners are highly influenced by these digital platforms, largely using smartphones. Pakistani youth remain continuously engaged and connected in social, political, and cultural developments at both national and global levels. (Zaheer, 2018).

English is widely used at internet and social networking platforms whereas Pakistani youth has become part of an informal and technology based English speaking ecology. This continuous exposure supports informal language learning and enhance reading, vocabulary, and writing skills while also forming opportunities for communication outside traditional classroom settings (Rajani & Chandio, 2004). However, communication on social media is swift and highly informal as compared to conventional way of writing and reading (Kress, 2003). Subsequently, the English used on these platforms often contains contractions, abbreviations, slang expressions, and non-standard grammatical forms.

The frequent use of such informal language forms has visible effects on the academic writing skills of Pakistani students. Although social media may enhance vocabulary exposure and writing fluency, excessive use of informal language on these platforms negatively impact spelling, grammar, punctuation and formal writing practices.

Since Pakistani youth spend a significant amount of time communicating through online writing, , which influence and shape their academic English writing skills. Hence, it is important to examine how social media chatting effecting the formal academic writing skills of Pakistani young learners.

Rationale of the Study

Media has become an important tool for global communication and most communication among the Pakistani youth takes place via written text which shaped informal Pakistani English writing practices. Therefore, this study is important because it examines how social

media chatting practices influence the formal academic English writing skills of young Pakistani students from South Punjab.

Research Questions

RQ1: To what extent does the informal language used on social media impact the formal academic English writing conventions of Pakistani university students?

RQ2: How do young Pakistani learners perceive the influence of social media interactions on their micro-linguistic skills, such as vocabulary expansion and spelling?

Objectives of the Research

The core objectives of the study are:

1. To highlight the impact of social media on Pakistani English as a non-native variety.
2. To evaluate the youth's perspective regarding how social media influences their personal writing skills.

Hypothesis

H1: It is more likely that high consumption of social media results in a high influence on the English writing skills of its users.

Literature Review

Background to English and Its Varieties

Language transformation is a natural, continuous process, which is influenced by political and social changes over time (Lyons, 1981). English emerged from Old English, greatly influenced by Germanic and Norman invasions (Leith & Leith, 2005). It gradually changes through the Middle and Modern English eras (Yule, 2016). Later, British colonization and American influence helped English spread around the world, interacted with many indigenous languages developed new regional varieties. (Leith & Leith, 2005). Today, English is spoken in over sixty countries, and exists in different forms, including standard, nonstandard, pidgin, and creole varieties ((Cheshire, 1991). As a result, nonstandard varieties of English that represent different regional and cultural identities are now widely accepted alongside standard English. (Crystal, 2004; Freeborn, 2006).

As English spread around the world it became a global lingua franca which is used by millions of people for international education, business, and trade (Leith & Leith, 2005; Seidlhofer, 2005; Seidlhofer, 2011). The term “lingua franca,” which once referred medieval pidgin language is now commonly used for a language that allows people from different language backgrounds to communicate each other (Berns, 2012). Kachru (1992) explained the global use of English through his “Three Concentric Circles” model, which contains the Inner Circle (native English-speaking countries), the Expanding Circle (countries where English is learned as a foreign language), and the Outer Circle (countries where English is used as a second language).

Pakistani English is part of the Outer Circle because English is commonly used as a second language in Pakistan. Functioning as an institutionalized, non-native variety of South Asian English, Pakistani English belongs to the Outer Circle (Kachru, 1992). Over time, Pakistani English has established its own uniqueness through the influence of Islamic traditions, Muslim history, and indigenous culture. (Rahman, 1990). It is also shaped by the country's multilingual setting, where people often mix words, phrases, and expressions from Urdu and other local languages to direct their cultural and social experiences in a more natural way (Mansoor & Bhatti, 2008).

In the modern world, English has become a global lingua franca helps people from different linguistic and cultural backgrounds communicate with one another (Leith & Leith, 2005). The growing need for an international language in science, business, education, technology, and diplomacy has further strengthened the importance of English worldwide ((Seidlhofer, 2005). In the past, the term "lingua franca" used for a mixed language spoken during the Middle to facilitate people from different language backgrounds communicate in trade and business.(Mufwene, 2008). Today, however, a lingua franca refers to a common language used by people who do not have the same native language(Berns, 2012).

Pakistani English is considered as a non-native variety of English is placed in Kachru's Outer Circle, where English is widely used as a second language (Kachru, 1992). Although Pakistani English shares some similarities with Indian English because of their common colonial background, Pakistani English contains its own distinct identity distinct style and identity. According to Rahman (1990) Islamic values, Muslim traditions, and local cultural practices strongly influence Pakistani English and distinguishing it from other South Asian varieties of English.

Pakistan's multilingual environment also contributes to the development of Pakistani English. Since many languages such as Urdu, Punjabi, Saraiki, Sindhi, Pashto, and Balochi are spoken in Pakistan, English naturally takes in many local words, expressions, and cultural references from these languages .(Mansoor & Bhatti, 2008). As a result, Pakistani English mirrors the social and cultural experiences of Pakistani society that may not exist in British or American English. Digital communication is growing very fast. This is the reason; Pakistani English is evolving on social media. People frequently use borrowed words and local idioms online. Mixing languages has also become a normal part of this English variety.

Social Media as a "tool" for "informal learning".

To communicate successfully involves encoding, transmitting and decoding information fluently (Grove, Strudler, & Odell, 2004). This has been transformed by digital technology, and social networking sites such as Facebook and Twitter, which have become the main ways to communicate and maintain relationships quickly and internationally (Sponcil & Gitimu, 2013), and by the international communicative role of English (Hale, 2014). These highly interactive environments provide language learners with authentic English input, making language learning easier because the user can share experiences and actively

develop linguistic competencies (Salomon & Perkins, 1998), as well as visual and auditory access to native cultures (Brady, Holcomb, & Smith, 2010). Text based platforms are known to be engaging in modern tools for adult learners (Jenkins, 2006; Carlsson, 2011) and naturally promote reading and writing abilities by constantly introducing new words and various grammatical structures (Egbert, 2005; Bakar & Ahmad, 2010). The application of these networks in educational context can decrease student's anxiety, student learning from each other and ease the acquisition of foreign languages (Aydin, 2012; Roblyer et al., 2010; Thurairaj & Roy, 2012; Kabilan, Ahmad, & Abidin, 2010).

Social media has been shown to have a positive effect on vocabulary and formal writing and there is a huge body of literature to prove it. A critical role of platforms like Facebook, Twitter and WhatsApp is the improvement of English vocabulary skills in university students without causing academic fatigue (Khan, Ayaz, & Faheem, 2016). The WhatsApp essay writing groups have been found to have better punctuation and creative conceptualization (Fattah, 2015), and blogging has been shown to have a significant impact on both informal and formal writing skills, bringing students into the real world (Kitchakarn, 2014; McGrail & Davis, 2011).

As the use of smartphones has become ubiquitous, this informal language learning practice has become part of everyday life (Toffoli & Sockett, 2010), connecting formal settings and informal settings (Chen & Bryer, 2012) in diverse global settings of users and contexts (Bosch, 2009). New community online and Twitter bring about unconscious learning, meaningful negotiation among peers and positive collaboration (Gray, 2004; Evans, 2014). Mobile devices are facilitating for intentional and unintentional informal learning outside of the classroom (Clough et al., 2008), they are enabling dynamic collaboration on the move (Gikas & Grant, 2013). As a result, EFL students have very positive attitudes towards mobile learning because of the speed and ease of communication with digital media (Ababneh, 2017).

In Pakistan, digital networks have a significant impact on learning practices. Users' confidence and language skills are enhanced through social media (Akram, Mahmud, & Mahmood, 2015) and younger users mainly use social media to improve their knowledge (Khan, 2007). University students use wikis, blogs, and Twitter to solve formal academic research problems (Shafique, Anwar, & Bushra, 2010), and exchanging English SMS messages with instructors are highly motivating for students and are useful for developing the students' descriptive writing skills (Siddique & Nair, 2015). In general, the opinion of scholars is that the social network sites are a good tool for informal, collaborative, and communicative learning and practicing of the second language (Madge et al., 2009; Irwin et al., 2012; Al Rahmi et al., 2014; Salameh, 2017; Altaleb, 2018; Khan, 2018).

While the large benefits in terms of vocabulary and informal practice are recognized, there are serious problems associated with academic integrity and concentration. The disadvantages of online forums, according to Belal (2014), is the distinct negative effect it has on students' formal academic writing: students often use incorrect grammar and short form digital slang in their formal academic writing. This has been echoed by Saleem and

Bakhsh (2017), who found that text messaging slang on mobile phones has a very adverse effect on the standard English writing skills of regular users. This digital immersion has even resulted in the creation of a novel 'Pakistani net language' in which many words are borrowed and some phonetic spellings are also unique to Pakistan, emoticons and non-standard grammar are used and differ significantly from native English (Asif, 2007).

Moreover, digital connectivity is constant, and there are substantial behavioral issues. Access to social media via smartphone can lead to "check habit", which can have a negative effect on student focus on learning tasks (Alfawareh & Jusoh, 2017). Social media heavily affects the learning process, but with its excessive use, it is a big factor in distraction, lethargy and health problems, which make some people less interactive in the real world (Ali, Iqbal, & Iqbal, 2016; Akram, Mahmud, & Mahmood, 2015). In addition to the linguistic advantages, there are very real academic disadvantages with the use of social media (Suhail & Bargees, 2006; Hamade, 2013; Akubugwo & Burke, 2013).

Theoretical Framework

Theoretically, this study is based on Albert Bandura's social learning theory (1963, expanded to a large extent in 1977). Bandura suggests that human learning is social in nature; that is, people do not learn solely through direct instructions and trial and error. Instead, they learn new behaviors, information, and language by observing, imitating, and modeling in a social environment.

Today's digital age has seen the rise of social media, which has had an impact in the ways people interact, essentially "digitizing" the places where observational learning takes place (Deaton 2015). Social networking sites have become the main context in which users see other users' behavior, read text that has been influenced by digital technologies, and use their linguistic output in ways that are influenced by current online usage. Albert Bandura's social learning theory thus offers a strong theoretical backdrop for studying the influence of social media text on formal English writing skills of young Pakistanis as they continuously watch others and imitate them.

Methodology

The methodical framework employed to explore the impact of social media on young Pakistanis' English writing skills has been outlined which includes the research design followed, sampling, instrumentation, modifications in the pilot study, and data analysis.

This research used quantitative survey research design to systematically answer the central research questions and test the main hypothesis. A quantitative approach was deliberately chosen to ensure strict objectivity to the study, which involved the researcher measuring variables in the study by direct observation and numeric form of data. The standardized survey format allowed for the systematic quantification and analysis of participant responses with the help of known statistical methods. This method gave practical, tangible results that showed young people's attitudes toward their online behavior and their writing skills.

This study was conducted among the students of University of Southern Punjab (USP) Multan, Pakistan. These students come from diverse geographical regions and thus represent a fairly representative cross section of the general population of young people in South Punjab. Due to time constraints convenience sampling was used for data collection. At first 300 students from different academic departments were approached for representation. A total of 300 participants were given the research questionnaire but fewer responses were received due to incomplete submissions and invalid entries. The final data analysis comprised 252 participants (N = 252) who completed and submitted valid responses.

A structured questionnaire consisting of 30 items was used to collect data. All items were written as closed statements to meet the requirements of the quantitative research design. A five point Likert scale (1 Strongly Disagree, 5 Strongly Agree) was used to measure participant responses. The statements were carefully designed to measure the different aspects of digital interaction, such as uses of social media, use of slang and abbreviations, and effects of online chatting on formal academic writing.

Before the main data collection period, a preliminary pilot study was carried out to thoroughly test the validity and reliability of the questionnaire as well as the overall clarity of it. A random sample of USP students was selected and ten questionnaires were sent to them with only eight responses received. In this stage, the researcher noticed that the respondents were hesitant and confused to react, which is visible. It was soon clear that some of the participants had problems with certain English terms; the Urdu equivalents for specific academic or linguistic terms were specifically requested, such as "slang," "influence," and "informal."

The researcher noticed that this language barrier hindered the respondents' understanding and confidence so the researcher made an important decision to translate the entire 30 statement questionnaire into simple Urdu. This translation process is particularly important to make sure that the data gathered in the main phase would be fully understood, thus ensuring the authenticity and reliability of the data collected.

After translating Urdu questionnaires were given to 300 participants who were chosen by convenience and were all active social media users. The data collection process was carried out over several days to attain 252 valid responses. Once collected, quantitative data were coded and entered into the software named the Statistical Package for the Social Sciences (SPSS). Responses were quantified only in terms of the five-point Likert scale, and SPSS was used to determine response frequencies and percentages to test the hypothesis of the study.

The ethical guidelines were followed carefully during the study to ensure that the study process was morally and legally correct. Participants gave informed consent prior to the research, ensuring that there was no coercion and participation was entirely voluntary. Additionally, confidentiality was ensured that is, all personal identifying information was kept completely confidential.

Results

The primary hypothesis (H₁) which claimed that heavy social media use has significant effect on the English writing skills of young Pakistanis was tested by quantitative data obtained through the use of Likert scale questionnaire which was subsequently analyzed using SPSS software. The analysis was conducted on variables that represented the direct transfer of digital language habits to formal academic writing, and not on general usage data in order to maximize precision in the analysis.

The results show a definite dichotomy in the digital context with clear benefits for informal learning along with negative effects on formal academic writing.

Table 1: Critical Impacts of Social Media on English Language and Academic Writing

Variable / Survey Statement	Combined Agreement (Strongly Agree & Agree)	Undecided	Combined Disagreement (Disagree & Strongly Disagree)
Informal Learning Benefits			
Social media can be helpful for learning the English language.	78.6%	8.7%	12.7%
Social media is a powerful tool to enhance contextual vocabulary.	74.2%	18.3%	7.6%
Autocorrect spelling in mobile phones facilitates spelling learning.	67.5%	19.0%	13.5%
Academic Writing Detriments			
Use of slang during social media chat has a negative influence on academic writing.	69.8%	16.7%	13.5%
Informal English is commonly used in social media communication.	64.7%	15.5%	19.9%
Online chatting affects writing habits in academic papers.	60.4%	23.0%	16.7%
Use of contractions (e.g., I'll, shouldn't)	58.3%	27.0%	14.7%

during influences writing.	chat			
Use of contractions (e.g., I'll, shouldn't)		58.3%	27.0%	14.7%
during influences writing.	chat			

Note. N = 252. The percentages represent the cumulative total of respondents who selected either "Strongly Agree" or "Agree" on the five point Likert scale.

Digital platforms provide effective (though informal) opportunities for self-directed learning as illustrated in Table 1. The micro linguistic gains of interactions made online were generally accepted among the participants. Most people considered social media as a helpful instrument to develop vocabulary in context and agreed that it has a general education value for learning English. On top of that, numerous functions and widgets on the platform were hailed for improving spelling in the midst of speedy communication online, including autocorrect. The combined results of the two indicate that a social media environment is a language rich environment that leads to an 'immersive' vocabulary and spelling environment, with continued exposure leading to increased vocabulary knowledge.

Concurrently, the data reveal a major limitation: the high prevalence of informal, personal English in online contexts is becoming more likely to be present in academic writing, as well. Many respondents did agree that they are influenced by regular chatting online in their writing for university assignments. The use of informal contractions and colloquial expressions in the formal writing is most clearly seen as negative transfer; participants have made it a habit to use the informal versions of these in their formal writing, and they frequently reported using these in their writing. Most importantly, a vast majority acknowledged that the use of digital slang definitely has a negative effect on their academic work.

The results of these studies support the primary hypothesis (H1) in a clear way. The data illustrate that the use of social media is anything but neutral with respect to its language; it has a dramatic effect on users. The findings suggest that the results help demonstrate that the exposure of young Pakistanis to intensive social media activities has a meaningful impact on their formal English writing, especially since they find themselves using informal language to some extent in their academic writing.

Discussion and Conclusion

The present study investigates the effect of social media on young Pakistani's English writing skills, a study that explores the complex interaction between the new media contexts and varieties of non-native languages. This is clearly visible in the quantitative data where it is found that younger generations in Pakistan are highly connected and predominantly communicate in written English with others across the globe via a smartphone. This is of course a strong informal learning space, and they will have the vocabulary to grow and spelling to acquire as they use their mobile autocorrect feature;

meanwhile, it is a challenging language space. The youth are well aware of the vast difference in the conversational and commonly used English compared to the very formal and academic standards expected of them.

More significantly, the data clearly back the basic hypothesis (H₁) of the study; English writing ability of the social media users is significantly affected by a high use of social media. The widespread use of text-based communication on the Web has transformed the writing patterns of written text. The statistical findings indicate that the students' habits of using grammatical contractions ("I'll," "didn't") and some digital slang terms with limited usage, tend to affect and diminish their academic papers, and thereby showing a negative transfer. The hypothesis is supported explicitly and completely as youngsters show that they use new words in context, but have difficulties with the academic intrusion of Internet slang.

The following recommendations may help Pakistani youth attain the educational benefits of social media while reducing its negative effects on formal academic writing:

Encourage the use of Pakistani English as an important variety of global English.

Try to use standard grammar structures even in informal online communication to improve language learning naturally.

Use English text in digital communication instead of relying completely on Roman Urdu to maintain writing practice in English.

Understand the difference between online and academic writing, and avoid using slang and shortcuts in formal writing.

Conclusion

The study provides much needed empirical evidence to support the claim that the overall use of social media is indeed impacting the fundamental concept of English writing skills among Pakistani youth. The present study was able to successfully apply the social learning theory of Albert Bandura in a contemporary context of digitally mediated writing and thus create a link between repeated experiences of textual production in the digital space and vocabulary knowledge and syntactical formulation of text. Digital networks are also dynamic environments for informal language use but they also offer local shortcuts in structure, which are much more overtly questioning the structural integrity of formal university writing. In this context the study is a useful addition to the existing sociolinguistic discourse as it has captured and documented the influence of the 21st century digital ecology on the ongoing evolution of Pakistani English in a systematic way.

References

Ababneh, S. (2017). Using mobile phones in learning English: The case of Jordan. *Journal of Education and Human Development*, 6(4), 120-128.

- Aitchison, J. (1986). Compositional data: some challenging problems. *The Statistical Analysis of Compositional Data*, 1 23.
- Akram, Z., Mahmud, M., & Mahmood, A. (2015). Impact of social networking sites (SNSs) on youth. *Applied Science Reports*, 11(1), 6–10.
- Akubugwo, I. G., & Burke, M. (2013). Effect of social media on postgraduate students during academic lectures and library session: A case study of Salford University Manchester, United Kingdom. *IOSR Journal of Research & Method in Education*, 3(6), 44 50.
- Alfawareh, H. M., & Jusoh, S. (2017). The use and effects of smartphones in higher education. *International Journal of Interactive Mobile Technologies (ijIM)*, 11(6), 103 111.
- Ali, A., Iqbal, A., & Iqbal, K. (2016). Effects of social media on youth: A case study in University of Sargodha. *International Journal of Advanced Research*, 4(11), 369–372.
- Al Rahmi, W. M., Othman, M. S., & Musa, M. A. (2014). The improvement of students' academic performance by using social media through collaborative learning in Malaysian higher education. *Asian Social Science*, 10(8), 210–221.
- Altaieb, S. B. H. (2018). Social media as an English language learning tool among foreign language learners in Libya: A study of opportunities and challenges (Doctoral dissertation, University of Limerick).
- Arndt, H. (2014). English vocabulary learning through watching YouTube videos and reading blog posts (Doctoral dissertation, University of Oxford).
- Asif, S. I. (2007). Netlanguage of young Pakistani netizens and its acceptability in formal educational contexts. In *Voices of Asia*, International conference held at UiTM, Malaysia.
- Aydin, S. (2012). A review of research on Facebook as an educational environment. *Educational Technology Research and Development*, 60(6), 1093 1106.
- Bakar, L. J. A., & Ahmad, H. (2010). Assessing the relationship between firm resources and product innovation performance: A resource based view. *Business Process Management Journal*, 16(3), 420 435.
- Barber, C. L. (1964). *The story of language*. Pan Books.
- Baumgardner, R. J. (1995). Pakistani English: Acceptability and the norm. *World Englishes*, 14(2), 261 271.
- Belal, A. (2014). Influence of digital social media in writing and speaking of tertiary level student (Doctoral dissertation, BRAC University).
- Berns, R. M. (2012). *Child, family, school, community: Socialization and support*. Nelson Education.
- Bosch, T. E. (2009). Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *Communicatio*, 35(2), 185–200.

Brady, K. P., Holcomb, L. B., & Smith, B. V. (2010). The use of alternative social networking sites in higher educational settings: A case study of the e Learning benefits of Ning in education. *Journal of Interactive Online Learning*, 9(2), 151–170.

Carlsson, U. (2011). Young people in the digital media culture. *New Questions, New Insights, New Approaches*, 15–18.

Charlesworth, A. (2014). *An introduction to social media marketing*. Routledge.

Chen, B., & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *The International Review of Research in Open and Distributed Learning*, 13(1), 87–104.

Cheshire, J. (1991). *English around the world: Sociolinguistic perspectives*. Cambridge University Press.

Clough, G., Jones, A. C., McAndrew, P., & Scanlon, E. (2008). Informal learning with PDAs and smartphones. *Journal of Computer Assisted Learning*, 24(5), 359–371.

Crystal, D. (2004). *The stories of English*. Overlook Books.

Deaton, S. (2015). Social learning theory in the age of social media: Implications for educational practitioners. *Journal of Educational Technology*, 12(1), 1–6.

Egbert, J. (2005). Flow as a model for CALL research. *CALL Research Perspectives*, 129–140.

Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer Mediated Communication*, 13(1), 210–230.

Evans, C. (2014). Twitter for teaching: Can social media be used to enhance the process of learning? *British Journal of Educational Technology*, 45(5), 902–915.

Fattah, S. F. E. S. A. (2015). The effectiveness of using WhatsApp Messenger as one of mobile learning techniques to develop students' writing skills. *Journal of Education and Practice*, 6(32), 115–127.

Freeborn, D. (2006). *From Old English to Standard English: A course book in language variation across time*. University of Ottawa Press.

Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. *Internet and Higher Education*, 19, 18–26.

Gray, B. (2004). Informal learning in an online community of practice. *Journal of Distance Education*, 19(1), 20–35.

Grove, K., Strudler, N., & Odell, S. (2004). Mentoring toward technology use: Cooperating teacher practice in supporting student teachers. *Journal of Research on Technology in Education*, 37(1), 85–109.

- Hale, S. A. (2014). Global connectivity and multilinguals in the Twitter network. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (pp. 833-842). ACM.
- Hamade, S. N. (2013). Perception and use of social networking sites among university students. *Library Review*, 62(6-7), 388-397.
- Haque, A. R. (1982). The position and status of English in Pakistan. *World Englishes*, 2(1), 6-9.
- Hassan, R. (2004). *Remaking English in Pakistan*. National University of Modern Languages.
- Haugen, E. (1972). *The ecology of language*. Stanford University Press.
- Irwin, C., Ball, L., Desbrow, B., & Leveritt, M. (2012). Students' perceptions of using Facebook as an interactive learning resource at university. *Australasian Journal of Educational Technology*, 28(7), 1221-1232.
- Jenkins, H. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. The John D. and Catherine T. MacArthur Foundation.
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education*, 13(4), 179-187.
- Kachru, B. B. (1992). *The other tongue: English across cultures*. University of Illinois Press.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59-68.
- Khan, I. U. (2018). *Social media effect on English language learning proficiency at university level in Khyber Pakhtunkhwa Pakistan* (Doctoral dissertation, University of Science and Technology, Bannu).
- Khan, I. U., Ayaz, M., & Faheem, M. (2016). The role of social media in development of English language vocabulary at university level. *International Journal of Academic Research in Business and Social Sciences*, 6(11), 590-604.
- Khan, S. (2007). *Failure in the subject of English at SSC level* (Master's thesis, University of Science and Technology, Bannu).
- Kitchakarn, O. (2014). Developing writing abilities of EFL students through blogging. *Turkish Online Journal of Distance Education*, 15(4), 34-47.
- Kress, G. (2003). *Literacy in the new media age*. Routledge.
- Leith, M. D., & Leith, D. (2005). *A social history of English*. Routledge.
- Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.

Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media and Technology*, 34(2), 141-155.

Mansoor Khan, M., & Ishaq Bhatti, M. (2008). Islamic banking and finance: On its way to globalization. *Managerial Finance*, 34(10), 708-725.

McGrail, E., & Davis, A. (2011). The influence of classroom blogging on elementary student writing. *Journal of Research in Childhood Education*, 25(4), 415-437.

Monica Ariana, S., & Anamaria Mirabela, P. (2014). The impact of social media on vocabulary learning case study Facebook. *Annals of the University of Oradea, Economic Science Series*, 23(2).

Mufwene, S. S. (2008). *Language evolution: Contact, competition and change*. Bloomsbury Publishing.

Quirk, R. (1985). The English language in a global context. *English in the World: Teaching and Learning the Language and Literatures*, 16, 1-6.

Rahman, T. (1990). *Pakistani English: The linguistic description of a non native variety of English*. National Institute of Pakistan Studies, Quaid i Azam University.

Rahman, T. (2002). *Language, ideology, and power: Language learning among the Muslims of Pakistan and North India*. Oxford University Press.

Rajani, M. K., & Chandio, M. S. (2004). Use of internet and its effects on our society. In *National Conference on Emerging Technologies (Vol. 20, pp. 157-161)*.

Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and Higher Education*, 13(3), 134-140.

Salameh, Z. (2017). Attitudes towards Facebook and the use of knowledge and skills among students in the English department at the University of Hail. *Journal of Education and Practice*, 8(8), 1-6.

Saleem, M., & Bakhsh, M. (2017). Impact of mobile phone usage on students' writing skills: A case study of University of Peshawar. *Journal of Literature, Languages and Linguistics*, 16-29.

Salomon, G., & Perkins, D. N. (1998). Individual and social aspects of learning. *Review of Research in Education*, 23(1), 1-24.

Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4), 339-341.

Seidlhofer, B. (2011). Conceptualizing 'English' for a multilingual Europe. *English in Europe Today: Sociocultural and Educational Perspectives*, 133-146.

Shafique, F., Anwar, M., & Bushra, M. (2010). Exploitation of social media among university students: A case study. *Webology*, 7(2), 34-47.

Shih, R. C. (2011). Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning. *Australasian Journal of Educational Technology*, 27(5).

Siddique, M., & Nair, S. M. (2015). The effectiveness of using mobile phone in enhancing writing skills: Teacher's and students' reflections. *Australian Journal of Basic and Applied Sciences*, 9(37), 390-396.

Sponcil, M., & Gitimu, P. (2013). Use of social media by college students: Relationship to communication and self concept. *Journal of Technology Research*, 4, 1.

Suhail, K., & Bargees, Z. (2006). Effects of excessive internet use on undergraduate students in Pakistan. *CyberPsychology & Behavior*, 9(3), 297-307.

Thurairaj, S., & Roy, S. S. (2012). Teachers' emotions in ELT material design. *International Journal of Social Science and Humanity*, 2(3), 232-236.

Toffoli, D., & Sockett, G. (2010). How non specialist students of English practice informal learning using web 2.0 tools. *ASp. la revue du GERAS*, (58), 125-144.

Uzair, M. (2011). The role of Pakistani English newspapers in promoting the Pakistani variety of English (Doctoral dissertation, National University of Modern Languages, Islamabad).

Vavoula, G., Sharples, M., & Taylor, J. (2005). Towards a theory of mobile learning. In *Proceedings of mLearn 2005* (Vol. 1, No. 1, pp. 1-9).

Wang, S., & Vásquez, C. (2014). The effect of target language use in social media on intermediate level Chinese language learners' writing performance. *CALICO Journal*, 31(1), 78-102.

Yule, G. (2016). *The study of language*. Cambridge University Press.

Zaheer, L. (2018). New media technologies and youth in Pakistan. *Journal of the Research Society of Pakistan*, 55(1), 107-114.