

VIEWS OF ENGLISH LEARNERS' REGARDING THE USE OF SOCIAL MEDIA FOR ENGLISH LANGUAGE LEARNING

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ABSTRACT

In this present technological age young university level learners have access to various social media tools like Facebook; Twitter, WhatsApp, LinkedIn and Flickr etc. This is the time of social media use and social awareness therefore; the present study was conducted to find out the views of young university level learners regarding the use of social media for English language learning. Major objectives of this study were: To highlight the views of English language learners regarding the use of social media for English language learning at university level. To find out the difference between the views of male and female learners regarding the use of social media for English language learning, and similarly, to find out the significant difference among the views male female English learners between the students of social sciences and pure sciences at university in Khyber Pakhtunkhwa. In order to fulfill this study the researcher taken a sample of 200 university level English learners; 100 students from social sciences (50 male and 50 female) and 100 students from pure sciences (50 male and 50 female) in university of science & Technology Bannu. Self-developed questionnaire was used as an instrument for the collection of data and the collected data was statistically analyzed through SPSS version 20.

Keywords: *University Level Learners, Social Media Use, English Language Learning*

INTRODUCTION

The importance of social media may not be neglected in this present competitive and technological era. Nowadays the teaching learning process is not limited to classroom instruction but now in this busy life we have need of such things from which we can get benefits twenty four hours. Now if we look deeply to the role of online sources like social media then we may not wrong to say the its role is positive and dominant in all subjects because the students of each level may get help from it, but especially in language learning like English language the role of social media may not be neglected. English is language and language learning need to be learn in communicative atmosphere because language is a source of communication and communication can be improved through continuous conversation and practice (Irfan, Ghazi & Saqib, 2016). Now in this sense if we look then one may not wrong to say that social media provide a lot of opportunities to English language learners to do practice of listening, speaking, reading, writing twenty

four hours not only with friends, teachers, relatives and other who are not native speakers of English language but they may share their views even with those people who are native speakers of English language.

It may not be wrong to say that people have positive attitudes about the social media and online sources for English language learning and teaching (Brown & Warschauer, 2006). Now in this technological age not only people are in favor of technological tools implementation in teaching learning process of English language but government and policy makers are also in favor of online sources like internet and other technological tools also described the importance of educational technology in English learning situations because these tools and instruments make the language learning process not only easy but interested for learners to greater extent (Scheffler & Logan, 2000). Similarly, learners have access to the use of internet and other technological tools which are beneficial for them in learning process of English language. In the surrounding there is a wide spread use of social media sources (Yang & Chen, 2007). The learners have access to its use therefore; teachers should motivate the learners towards the positive use of social media sources for English language learning because teachers are the best representatives of proper application of technological tools in teaching learning process (Albirini, 2004).

LITERATURE REVIEW

There are online communities which are helpful for English language learning and vocabulary development. Social media enables the users to share their views with others and make social relations with other users (Goodwin, 2003). Some highlighted that online blogs like social media is greatly supported by constructivists' approach, as their use underscores learners' interaction. The researchers mentioned the importance of social media that it is full of interaction and interaction in language learning process is necessary and quite helpful. It has been observed that to teach something effectively then it requires to teach it in a systematic and logical way so as to make the situation favorable for the learners. The communicative language teaching in this regard is the best method teaching English language (Gaudeul & Peroni, 2010). Social media develops the skills and competences of English learners easily and without any hesitation. In addition to mastery of sounds, words and structure, mastery of skills is also required.

The four skills mentioned above can be classified as receptive and productive skills. Listening and reading fall under the category of receptive skills that is while listening we understand the spoken and we understand the written language while reading. Speaking and writing are productive skills. While learning these productive skills, what is aimed at is learning the 'selection' of the relevant language for the situation concerned (Law,

2003). Also within the main skills there are a number of secondary skills, which often overlap and reinforce one another. If the teacher decides the particular kinds of practice his students need he can then blend them with his teaching of structure, vocabulary and pronunciation. Now here also the role of social media may not be neglected because one can practically see and read a number of examples while using the online sources (Ferdig, 2007). But some secondary skills which determine the way students need to form or react to language when speaking, understanding, reading, or writing.

These skills includes making statements, describing, narrating, asking, and answering question, giving and understanding messages, the agreeing and disagreeing, persuading refusing, asking the way, introducing, inviting, thanking, congratulating, the expressing surprise, reassuring, encouraging, apologizing, complaining and the criticizing. The study and practice of these skills are easy for English learners to do practice of it through social media sources like Facebook, Twitter, WhatsApp, Flicker, and e-mail. The main point is that social media makes the English learners autonomous and self-sufficient in language learning process which is very important. According to Wilson (1995) teachers may use the internet as a pedagogical tool. They may use various online library sources, text form which are available on internet, grammar practice, vocabulary related materials and so many other opportunities which are helpful for them in teaching learning process of English language.

The Objectives

- To highlight the views of English language learners regarding the use of social media for English language learning at university level.
- To find out the difference between the views of male and female learners regarding the use of social media in English language learning.
- To find out the difference between the view English language learners of social sciences and pure sciences.

The Research Questions

- What are the views of English language learners regarding the use of social media for English language learning?
- Is there any difference between the views of male and female learners regarding the use of social media for English language learning?
- Is there any significance difference between the views of English language learners of social sciences and pure sciences?

THE RESEARCH METHODOLOGY

The participants to the study were 200 second term students of both social sciences and pure sciences, 100 students of social sciences (50 male and 50 female) and 100 students of pure sciences (50 male and 50 female). Self-made questionnaire was used for the

collection of data from respondents of the given population. The researcher used one and same questionnaire for collection of data from the students of both social sciences and pure sciences. The validity and reliability of the modified questionnaire was checked in pilot study. The reliability of the questionnaire items were estimated with Cronbach's Alpha. The data was collected through questionnaire in this way that the researcher explained orally the statements of questionnaire to the respondents and then the learners filled the questionnaires according to the given instruction and then the collected data was analyzed through statistical techniques like mean, standard deviation, independent T-test. In order to perform these statistical tools the researcher used SPSS (Statistical Package for Social Sciences) version 20.

Table 1 Reliability of the questionnaire items

Cronbach's Alpha	Number of Items
0.809	40

The above table shows the reliability of English language learners regarding the use of social media for English language learning at university level. There were forty items in the questionnaire which was developed for data collection and then when the reliability of the questionnaire items were checked then the value of Cronbach's alpha was 0.809, and similarly, the items were 40. The procedure which was used for the reliability of the questionnaire was checked in pilot study in order to rectify and correct the questionnaire. The researcher noted the questionnaire completion time and also included the synonyms of those words which were unfamiliar for learners.

FINDINGS OF THE STUDY

Table 1 Descriptive statistics of Gender of Social Sciences learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	50.0	50.0	50.0
	Female	50	50.0	50.0	100.0
	Total	100	100.0	50.0	

The above table 1 shows the learners of social sciences which the researcher had taken as sample of the study and 50 percent means that the researcher had taken fifty percent male and fifty female learners. The researcher had selected the half respondents from male and half from female in order to highlight the views of both male and female learners of

social sciences regarding the use of social media for English language learning at university level in Khyber Pakhtunkhwa.

Table 2: Descriptive statistics of Gender of Pure Sciences learners

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	50.0	50.0	50.0
	Female	50	50.0	50.0	100.0
	Total	100	100.0	50.0	

The above table 2 shows the learners of pure sciences which the researcher had taken as sample of the study and 50 percent means that the researcher had taken fifty percent male and fifty percent female learners. The researcher had selected the half respondents from male and half from female in order to highlight the views of both male and female learners of pure sciences regarding the use of social media for English language learning at university level in Khyber Pakhtunkhwa.

Table 3 Social Sciences and Pure Sciences mean, std. deviation regarding Social media use for English language learning

Respondents	N	Maximum	Minimum	Mean	Std. Deviation	Std. Error
Social Sciences learners	100	188	32	150.86	9.66476	.96648
Pure Sciences learners	100	185	36	153.58	10.20981	1.86405

The above table 3 shows the mean, standard deviation, standard error mean of both the English language learners of social sciences and pure sciences in a very clear and systematic manner. The respondents which the researcher had taken as sample of this study are equal that are mentioned table 2. Now here in this table the main difference is revealed, that is 150.86 and 153.58 and standard deviation 9.66476 and 10.20981 and similarly, standard error mean .96648 and 1.86405.

Table 4 T-Test Analysis of both social sciences and pure sciences learners

Respondents	Df	T-value	Level of Significance
Social Sciences and Pure Sciences learners	98	4.271	0.05

The above table 4 shows the degree of freedom of both social sciences and pure sciences that is 98 and T-value 4.271 at a significant level of 0.05. Thus the above table shows that there is no significant difference between the views of the students of social sciences and pure sciences.

Table 5 Views of Social Sciences English learners regarding gender

Gender	N	Std. Deviation	Mean
Male	50	13.61	151.65
Female	50	11.27	154.86

The above table 5 shows the number of social sciences respondents. Similarly, the mean and standard deviation of both male and female learners of social sciences learners regarding the use of social media for English language learning at university level.

Table 6 Views of Social sciences male and female English language learners

Social Sciences learners	N	Mean	Standard Deviation	Standard Error Mean	T-Value	Df	Sig (2-tailed)
Male & Female	100	153.58	10.20981	1.86405	52.377	99	2.16

The above table 6 shows the mean, standard deviation, standard error mean, t-value and Df in a very clear and systematic manner. As the mean scores of both male and female learners of social sciences are presented in table 6. It shows that means scores are close to each other therefore, it highlights that the views of both male and female are nearly equal regarding the positive role of social media in English language learning at university level.

Table 7 Views of Pure Sciences English learners regarding gender

Gender	N	Std. Deviation	Mean
Male	50	13.34	153.42
Female	50	12.27	150.87

The above table 7 shows the number of pure sciences respondents. Similarly, the mean and standard deviation of both male and female learners of pure sciences regarding the use of social media for English language learning at university level.

Table 8 Views of pure sciences male and female English language learners

Pure Sciences learners	N	Mean	Std. Deviation	Std. Error Mean	T	Df	Sig (2-tailed)
Male & Female	100	150.86	9.7205	.97205	98.163	99	.399

The above table 9 shows the mean, standard deviation, standard error mean, t-value and Df in a very clear and systematic manner. As the mean scores of both male and female learners of pure sciences are presented in table 6 are close to each other. It shows that means scores are close to each other therefore, it highlights that the views of both male and female are nearly equal regarding the positive role of social media in English language learning at university level

Finding / Results

- The findings of the study revealed that social media plays an important role in English language learning at university level.
- The findings of the study highlighted that there is not a significant difference between the views of male and female learners regarding the use of social media for English language learning at university level.
- The findings of the study highlighted that there is not a significant difference between the views of social sciences and pure sciences students regarding the use of social media for English language learning at university level.
- The findings of the study indicated that the use of social media sources for English learning is not only positive in social sciences but also in pure sciences, and similarly, only for male learners but also for female learners according the views of learners regarding social media.

DISCUSSION

The importance of social media in English language learning may not be neglected. It is highlighted by various researchers in their research studies like Muhammad Nurul Islam, (2011) in his research article independent English Learning through Internet described the importance of internet and online social networking that it basically makes English learning process independent and easy for learners. Similarly, Irfan, (2016) also his research article “Role of Social Media in English Language Learning” clearly mentioned the significance of social media in English language vocabulary at university level. Javad, (2015) in his research study “Attitudes towards using the Internet for language learning” also described the importance of social media for English language learning, and highlighted the role of online sources in the developing of English language learning.

The same is case of Godwin (2011) in his research study “emerging technologies autonomous language learning” described the significant role of technology like computer in English language learning process. He has clearly mentioned that new emerging technologies and online social media make the English language learning process effective and easy for learners. Therefore, keeping in view the previous studies of the those researchers who had depicted the role of internet and online sources like social media here also the researcher conducted the study on the above mentioned topic in order to highlight the views of young university level learners, and find out the main difference between the view of male and female learners and also among the views of male, female between the students of social sciences and pure sciences.

CONCLUSION

In light of the study findings it may be concluded that social media sources may be used for English language learning at university level because social media sources enable the English language learners share their views with other without any hesitation of time and distance (Musa, 2002). Similarly, the other important point regarding the use of social media for English language learning is that it arouses the interest of learners and makes the English language learning autonomous. The previous research studies also heightened the importance of social media in the sense that it enhance the grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills of the English learners (Levy, 2009).

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