

# UNIVERSITY LEVEL LEARNERS ACCESS TO USE SOCIAL MEDIA SOURCES FOR ENGLISH LANGUAGE LEARNING IN PUBLIC SECTOR UNIVERSITIES OF KHYBER PAKHTUNKHWA

Irfan Ullah Khan<sup>1</sup>, Safdar Ghazi<sup>1</sup> & Muhammad Saqib Khan<sup>2</sup>

<sup>1</sup>Institute of Education & Research, University of Science & Technology, Bannu

<sup>2</sup>Department of Management Sciences, Khaushal Khan Khattak University, Karak

## ABSTRACT

*Social media is commonly used in this present technological era and no one can deny from its importance because it has become a necessary part of our life. Similarly, on the other side English is also an international language and having global importance, and is used in our education system as a compulsory subject that is why the present study was conducted in order to find out the access of university level learners to various social media sources for English language leaning. Major objectives of the study were: to find out access of university level learners regarding the use of various social media sources for English language learning at university level across gender groups, and discipline groups. The study was descriptive in nature that is why self-developed questionnaire was used for the collection of data as a research instrument. Similarly, the data which was collected from the given sample of population was arranged, coded, analyzed, and tabulated through SPSS version 24. Statistical tools which were used for analysis of the present data were percentage, mean, standard deviation, independent sample t-test, and one way ANOVA post hoc. After the successful completion the findings of the present study clearly revealed that majority of university level mature learners have access to the use various social media sources for English language learning.*

**Keywords:** *University level learners, Social Media Access, English language learning*

## INTRODUCTION

Social Media is the most important computer-mediated tool that is used for variety of purposes and now a days it is very common in all walks of people, teachers, students, business people, doctors, professors, policeman, postman, drivers and even a poor people who are unable to eat two times meal also use various sources of Social Media according to their level and approach. Social Media sources enable its users to share their ideas, pictures, videos or create something new and share it with others friends. Social Media is defined as group of internet based applications that build on idea logical and technological foundations of Web-2.0 and that allow the creation and exchange of user-generated content (Buttner, 2016). Social Media depend on various technological instruments or tools which are used and working web-2 technological links like mobile phone, computer and other

equipment which are using by people to create highly interactive platforms and then with the help of this online networking platform they may get information from the world and share their valuable ideas, co-create-discussion and similarly modify user generated contents. This communication is not only limited to one specific area but are used for variety of purposes like business organizations communities and industries (Obar et al, 2016).

Social Media provides the opportunities of self-study to learners that is why it is changed from traditional methods of teaching learning process in quality, research, usability, frequency, performance, and source of getting information from the world (Kaplan & Michael, 2010). There are different sources of social media like Facebook, Twitter, WhatsApp, LinkedIn, Flickr, etc. All these sources of social media totally depend upon the internet. For example we may not use Facebook without the internet, similarly, the same is the case of Twitter, Flickr and LinkedIn also because social media is basically computer mediated online source used for variety of purposes. Social media consist of interactive forms of media that allow users to interact with and publish to each other, generally by means of the internet. Daily observations and recent scholarly traditions suggest that a certain amount of learning takes place beyond the confines of the individual mind (Obar et al, 2015). Research has shown that language acquisition and learning is socially constructed and interactive in nature (Kalpan et al, 2010).

According to the theory of language socialization, language learning is interwoven with cultural interaction and "mediated by linguistic and other symbolic activity". Similarly, according to Ellison N.B. (2007) this perspective, the use of technologies that facilitate communication and connection, particularly social media applications and programs, makes a lot of sense. Language learners are able to enhance their language skills due to the different avenues in which new social media have created. Social media provides the learner with possibility of participating in actual, real-time, relevant conversations taking place online, and practicing the target language with or without the help of an experienced teacher by his or her side. A resource is a source or supply from which benefit is produced. Resources are two types based upon their availability they are renewable and non-renewable resources. Typically resources are materials, energy, services, staff, knowledge, or other assets that are transferred to produce benefit and in the process may be consumed or made unavailable. Benefits of resource utilization may include increased wealth or wants, proper functioning of a system, or enhanced wellbeing.

From a human perspective a natural resource is anything obtained from the environment to satisfy human needs and wants (Obar et al, 2015). From a broader biological or ecological perspective a resource satisfies the needs of a living organism (Kalpan et al, 2010). Social

Media have gained numerous popularity in the world. Social media sources like Facebook, Twitter, and Skype etc. receive a lot of attention of users. In the present day society social media sources make a revolution in the field of communication, information and knowledge sharing. Now a days communication, information, and knowledge sharing is limited to various social media sources like Facebook, Twitter, Flickr, Imo, LinkedIn etc. because these are the easiest sources of communication, information, and knowledge sharing and no one can deny from its importance (Brady et al, 2010). Because of their interactive and multi-dimensional characteristics they have attracted the attention of the young generation as well as university level students. At university level the students are mature and they have access to use various social media sources (Grosbeck, 2009).

English language is an essential source of effective communication. English is used as a first language in many countries of the world and in some countries of the world like in our country Pakistan, English language is used as a media of instruction in our education system. The importance of social media in English language learning may not be neglected because it allow their enthusiastic users to share their ideas, opinions, and beliefs freely and quickly with their family, friends, colleagues and class fellows without any hesitation and barriers of time, and distance, because they are well aware about the fast growing world technologies and internet. Social media sources are used all over the world so it is important that educators should prepare their students to gain these skills. Integrating Facebook into English language classroom as a supplementary learning tool can provide students a real and natural setting of communication and it can enhance their motivation. Social media is quite helpful in improving the four basic skills of English language i.e. Listening Skills, Speaking Skills, Reading skills and Writing Skills. Similarly, Vocabulary Building and Grammar Competency (Irfan et al, 2016).

### **Objectives of Study**

- To find out access of learners regarding use of social media sources for English language learning at university level in Khyber Pakhtunkhwa across gender group.
- To find out access of learners regarding use of social media sources for English language learning at university level across discipline.
- To make appropriate recommendations based on the findings of the study

### **Hypothesis of Study**

- There is no significant difference in access to various social media sources for English language learning between male and female learners at university level in Khyber Pakhtunkhwa.

- There is no significant difference in access to various social media sources for English language learning between social sciences and pure sciences learners at university level in Khyber Pakhtunkhwa.

## RESEARCH METHODOLOGY

Population of the study was all the student of public sector universities of Khyber Pakhtunkhwa enrolled in MA, M.Sc programs session 2015-16. The study was descriptive in nature that is why self-developed questionnaire was used for the collection of data and finally data was collected from only 789 respondents both social sciences and pure sciences across gender groups. 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 (version-24).

## Results

### University Level Learners' Access to Social Media

Questionnaire Statements	Agree/ Disagree	Frequency	Percent	Valid Percent	Cumulative Percent
I have access to use social media sources	Agree	755	95.7	95.7	95.7
	Disagree	34	4.3	4.3	100.0
	Total	789	100.0	100.0	
I have opportunity to use social media sources at university	Agree	683	86.6	86.6	86.6
	Disagree	106	13.4	13.4	100.0
	Total	789	100.0	100.0	
I have opportunity to use social media sources at home	Agree	409	51.8	51.8	51.8
	Disagree	380	48.2	48.2	100.0
	Total	789	100.0	100.0	
I use social media sources to improve my English language listening skills	Agree	755	95.7	95.7	95.7
	Disagree	34	4.3	4.3	100.0
	Total	789	100.0	100.0	
I use social media sources to improve my English language Speaking skills	Agree	751	95.2	95.2	95.2
	Disagree	38	4.8	4.8	100.0
	Total	789	100.0	100.0	
I use social media sources to improve my English language Reading skills	Agree	750	95.1	95.1	95.1
	Disagree	39	4.9	4.9	100.0
	Total	789	100.0	100.0	
	Agree	676	85.7	85.7	85.7

I use social media sources to improve my English language Writing skills	Disagree	113	14.3	14.3	100.0
	Total	789	100.0	100.0	
I use social media sources to increase my English language Vocabulary	Agree	699	88.6	88.6	88.6
	Disagree	90	11.4	11.4	100.0
	Total	789	100.0	100.0	
I use social media sources to learn the structure/ grammar of English language	Agree	751	95.2	95.2	95.2
	Disagree	38	4.8	4.8	100.0
	Total	789	100.0	100.0	
The use of social media sources motivates me to learn English language.	Agree	690	87.5	87.5	87.5
	Disagree	99	12.5	12.5	100.0
	Total	789	100.0	100.0	

The above table 4.9 shows the views of learners regarding access to various social media sources. The detail of learners' views is presented in the above table. In first statement agree 755, disagree 34, in second statement agree 683, disagree 106, in third agree 409, disagree 380, in fourth agree 755, disagree 34, in fifth 751 agree, disagree 38, in sixth agree 750, disagree 39, seventh agree 676, disagree 113, in eight agree 699, disagree 90, in nine number statement agree 751, disagree 38, and in last one agree 690, and disagree 99. In light of the views of respondents which are presented in the above table clearly indicate that agree respondents are more than disagree which means that majority of respondents have access to various social media sources at university level.

T-test regarding Access to Social Media across gender groups

Statements	Gender	N	Mean	Std. Deviation	F	Sig.
<b>Statement 1</b>	Male Students	400	1.0850	.27923	175.223	.000
	Female Students	389	1.0000	.00000		
<b>Statement 2</b>	Male Students	400	1.0925	.29009	51.905	.000
	Female Students	389	1.1774	.38248		
<b>Statement 3</b>	Male Students	400	1.5450	.49859	4.428	.036
	Female Students	389	1.4165	.49361		
<b>Statement 4</b>	Male Students	400	1.0850	.27923	175.223	.000
	Female Students	389	1.0000	.00000		
<b>Statement 5</b>	Male Students	400	1.0850	.27923	112.442	.000
	Female Students	389	1.0103	.10101		
<b>Statement 6</b>	Male Students	400	1.0850	.27923	100.700	.000
	Female Students	389	1.0129	.11279		
<b>Statement 7</b>	Male Students	400	1.0825	.27547	110.621	.000
	Female Students	389	1.2057	.40470		
<b>Statement 8</b>	Male Students	400	1.0750	.26372	52.258	.000
	Female Students	389	1.1542	.36165		
<b>Statement 9</b>	Male Students	400	1.0850	.27923	112.442	.000
	Female Students	389	1.0103	.10101		
<b>Statement 10</b>	Male Students	400	1.0750	.26372	83.262	.000
	Female Students	389	1.1774	.38248		

(Significance of result in probability level is 0.05)

The above table 4.10 of t-test application regarding gender based reveals the views of learners to use various social media sources. There are total ten (10) statements in the above table all ten statements clearly indicate the significance of result because the p-value in first statement is .000, and F-value is 175.223, similarly, in second the p-value is .000, and F-value is 51.905, in third statement the P-value is .036, and F-value is 4.428. in fourth statement p-value is .000, and F-value is 175.218, in fifth statement p-value .000, and F-value 112.442, in sixth p-value .000, and F-value 100.700, in seventh p-value .000, and F-value 110.621, in eight statement P-value .000, and F-value 52.258, in ninth P-value .000, and F-value 112.380, in tenth P-value .000, and F-value 83.262. Thus in light of the above t-test results it may be concluded that there is no significant difference between male and female learners regarding access to various social media sources at university level because in all ten statements of the questionnaire P-value is less than critical threshold 0.05 thus it showed the significance of results regarding access to social media sources.

#### T-test regarding Access to Social Media across Discipline

Questionnaire statements	Discipline	N	Mean	Std. Deviation	df	F	Sig.
<b>Statement 1</b>	Social Sciences	390	1.0872	.28246	777	181.180	.000
	Pure sciences	389	1.0000	.00000	389.000		
<b>Statement 2</b>	Social Sciences	390	1.0692	.25417	777	140.564	.000
	Pure sciences	389	1.2031	.40281	654.421		
<b>Statement 3</b>	Social Sciences	390	1.4821	.50032	777	.337	.562
	Pure sciences	389	1.4936	.50060	776.992		
<b>Statement 4</b>	Social Sciences	390	1.0872	.28249	777	181.183	.000
	Pure sciences	389	1.0000	.00000	389.000		
<b>Statement 5</b>	Social Sciences	390	1.0872	.28246	777	116.831	.000
	Pure sciences	389	1.0103	.10101	487.118		
<b>Statement 6</b>	Social Sciences	390	1.0872	.28246	777	104.802	.000
	Pure sciences	389	1.0129	.11279	510.234		
<b>Statement 7</b>	Social Sciences	390	1.0744	.26269	777	150.107	.000
	Pure sciences	389	1.2159	.41200	658.467		
<b>Statement 8</b>	Social Sciences	390	1.0513	.22086	777	152.626	.000
	Pure sciences	389	1.1799	.38464	618.438		
<b>Statement 9</b>	Social Sciences	390	1.0872	.28246	777	116.831	.000
	Pure sciences	389	1.0103	.10101	487.118		
<b>Statement 10</b>	Social Sciences	390	1.0513	.22086	777	206.891	.000
	Pure sciences	389	1.2031	.40281	601.613		

The above table 4.11 of t-test application regarding discipline based reveals the views of learners to use various social media sources. There are total ten (10) statements in the above table in which total nine (09) statements clearly indicate the significance of result because the p-value in first statement is .000, and F-value is 181.180 similarly, in second the p-value is .000, and F-value is 140.564, in fourth statement p-value is .000, and F-value is

181.183, in fifth statement p-value .000, and F-value 116.831, in sixth p-value .000, and F-value 104.802, in seventh p-value .000, and F-value 150.107, in eighth statement P-value .000, and F-value 152.626, in ninth P-value .000, and F-value 116.831, in tenth P-value .000, and F-value 206.891 but only in third statement the P-value is .562, and F-value is .337. Thus in light of the above t-test application in total nine statements out of ten p-value is less than the required 0.05 level of probability and only third statement in which the p-value is greater than the required 0.05 level of significant that is why it is partially accepted. Though there are a number of social media tools or sources but in light of this present study the researcher is intended to highlight the access of learners to those six social media spruces the researcher had selected for this present study that is why the results of present show that most of university level learners have access to use various social media sources like Facebook, Twitter, WhatsApp, Google plus, You Tube, and LinkedIn in light of first ten statement in the questionnaire regarding access to use the above mentioned social media tools at university, at home, and especially for development of English language skills and competencies.

#### Access to Social Media Sources across Gender Groups

Questionnaire statements	Relationship	Sum of Squares	df	Mean Square	F	Sig.
<b>Statement 1</b>	Between Groups	1.425	1	1.425	36.045	.000
	Within Groups	31.110	787	.040		
	Total	32.535	788			
<b>Statement 2</b>	Between Groups	1.421	1	1.421	12.377	.000
	Within Groups	90.338	787	.115		
	Total	91.759	788			
<b>Statement 3</b>	Between Groups	3.259	1	3.259	13.239	.000
	Within Groups	193.725	787	.246		
	Total	196.984	788			
<b>Statement 4</b>	Between Groups	1.425	1	1.425	36.045	.000
	Within Groups	31.110	787	.040		
	Total	32.535	788			
<b>Statement 5</b>	Between Groups	1.101	1	1.101	24.707	.000
	Within Groups	35.069	787	.045		
	Total	36.170	788			
<b>Statement 6</b>	Between Groups	1.027	1	1.027	22.412	.000
	Within Groups	36.046	787	.046		
	Total	37.072	788			
<b>Statement 7</b>	Between Groups	2.991	1	2.991	25.090	.000
	Within Groups	93.825	787	.119		
	Total	96.816	788			
<b>Statement 8</b>	Between Groups	1.238	1	1.238	12.416	.000
	Within Groups	78.496	787	.100		
	Total	79.734	788			
<b>Statement 9</b>	Between Groups	1.101	1	1.101	24.707	.000
	Within Groups	35.069	787	.045		

	Total	36.170	788			
<b>Statement 10</b>	Between Groups	2.067	1	2.067	19.249	.000
	Within Groups	84.511	787	.107		
	Total	86.578	788			

(Significance of result in probability level is 0.05)

The above table ANOVA application shows the views of male and female learners of pure sciences and social sciences regarding access to various social media sources for English language learning. The one way ANOVA results of the above table clearly indicates significance because the p-value of all ten statements are (.000) which is less than critical threshold 0.05 significance level. It showed that there is no significant difference between groups and within groups regarding access to various social media sources for English language learning at university level between gender groups in light of above results.

#### Access to Social Media Sources across Discipline

Questionnaire Statements	Relationship	Sum of Squares	df	Mean Square	F	Sig.
<b>Statement 1</b>	Between Groups	1.499	2	.749	18.981	.000
	Within Groups	31.036	786	.039		
	Total	32.535	788			
<b>Statement 2</b>	Between Groups	3.672	2	1.836	16.383	.000
	Within Groups	88.087	786	.112		
	Total	91.759	788			
<b>Statement 3</b>	Between Groups	2.375	2	1.188	4.797	.009
	Within Groups	194.608	786	.248		
	Total	196.984	788			
<b>Statement 4</b>	Between Groups	1.499	2	.749	18.981	.000
	Within Groups	31.036	786	.039		
	Total	32.535	788			
<b>Statement 5</b>	Between Groups	1.175	2	.588	13.196	.000
	Within Groups	34.995	786	.045		
	Total	36.170	788			
<b>Statement 6</b>	Between Groups	1.101	2	.550	12.025	.000
	Within Groups	35.972	786	.046		
	Total	37.072	788			
<b>Statement 7</b>	Between Groups	4.111	2	2.056	17.430	.000
	Within Groups	92.705	786	.118		
	Total	96.816	788			
<b>Statement 8</b>	Between Groups	3.356	2	1.678	17.268	.000
	Within Groups	76.378	786	.097		
	Total	79.734	788			
<b>Statement 9</b>	Between Groups	1.175	2	.588	13.196	.000
	Within Groups	34.995	786	.045		
	Total	36.170	788			
<b>Statement 10</b>	Between Groups	4.647	2	2.324	22.292	.000
	Within Groups	81.931	786	.104		
	Total	86.578	788			



Above table 4.13 of ANOVA application regarding access to social media sources across discipline both social sciences and pure sciences shows that Responses of learners both social sciences and pure sciences (male & female) are not too much different because the p-value of nine statements out of ten are .000, and only one statement is which is third in order is .009. The statistical results of the above table clearly indicate significance because the p-value of nine statements out of ten are less critical threshold 0.05 level of significance thus it is partially accepted.

### **Finding / Results**

- The findings of the study revealed that most of university level learners have access to use various social media sources like Facebook.
- 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 study described importance of internet and online social networking that it basically makes the English learning process independent and easy for learners. Similarly, Irfan, (2016) also his research study clearly mentioned the significance of social media in English language vocabulary at university level. Javad, H.K (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 described the significant role of technology like computer in English language learning process. Therefore, keeping in view 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 (Al 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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