Effects of Social Media on English Language Learning Proficiency at College Level, Hyderabad, Sindh

Fatima Noor   Sania Sachal   Syed Waqar Ali Shah   Timotheous Samar

Abstract

Social media has become pervasive-impacting the man of today like no other thing. It has its applications in, social, psychological, spiritual and cultural fabric of our society. It has revolutionized the way we think, communicate, interact and socialize. Not only is the use of social media limited to entertainment, as it is considered by many, it has played a significant role in the teaching-learning process and imparting new skills. Therefore, the present study was conducted to find out the effect of social media sources on enhancement of English language learning proficiency at intermediate level in the context of Pakistan. Major objectives of the study were to compare perception of learner's on ranking, utilization of time, and the effects of social media tools on English language learning. The study was followed by null hypothesis. The data was collected from 300 students of public and private colleges through Simple random sampling. The analysis of data includes percentage, mean, standard deviation, independent sample t-test. The finding of the study revealed that the most of students have access to different social media tools. Similarly, the most commonly used social networking site among college level learners were YouTube and Google plus. The findings also revealed that the social networking sites have an effect on students English language learning proficiency. Therefore, the recommendations is given based on the findings of the study that this research may be helpful for English teachers, curriculum developers, textbook reviewers to advocate performance-based education.

Keywords: Social media, English language skills, English language proficiency, College level students.
DOI: 10.7176/JLLL/80-02
Publication date: June 30th 2021

Introduction:

In this rapidly growing digital era, Social media has become an integral part of society that enables us to communicate and socialize locally and globally. It is a group of internet-based applications that is built on the technological foundations of Web 2.0, which allows people to exchange and generate information. (Kaplan & Haenlein, 2010). Also, it is a platform that gives us a sense of global community where people are united by thoughts and interests; it allows individuals, communities, and organizations to connect and collaborate with one another. Since its emergence, millions of people all over the world are using social media for different purposes such as knowledge sharing, entertainment, sharing opinions, coordination for business, Socialization/affection seeking, and Status seeking. Some of the most widely used social networking sites include Facebook, whatsApp, Twitter, Instagram, Google plus, and YouTube. (Obar, 2015). There is no denying that social media has a drastic impact on people exposing them to different personalities, perspectives, and approaches. Besides these uses, social media has been commonly used for the English Language learning. As these set of the online platform includes blogs, microblogging, and social networking sites where English language is most commonly used by users. It is an international language that is predominantly used in science & technology, business affairs, and the economy. (Nishanthi, 2018). Moreover, it is a language that provides an ocean of career opportunities to become successful, as it is the first global lingua-franca. In today's world, if anyone who has command over the English language is considered literate; it has become a symbol of intelligence and knowledge. (Shamim, 2011).

Internet-based online websites play a significant role in promoting the English language as Facebook, whatsApp, Twitter, YouTube, online blogs where ample use of the English language led researchers to conduct the study on the importance of social media in improving students' English language skills. The study was on the use of social media on school level students for improving their writing skills showed improvement in student's vocabulary as they learned to use words in a different context. It also provides students with a natural setting to communicate on different topics that relate to real-life situations. (Al-Jarrah & Al-Jarra, 2019).

Also, integrating e-portfolios, blogging proved to be beneficial in improving students writing skills as students are already similar with technology so integrating innovative teaching methods in a classroom makes the learning more interesting. Similarly, the feedback they get through blogging is not only limited to a teacher but also from their classmates. (Klages & Clark, 2009). Moreover, social networking sites like Facebook promote learner-centered approach where learners themselves engaged in different activities to improve their skills. (Abdous & M'hammed, 2011). Likewise, the learners can have video and audio calls through Skype which helps them improve their speaking skills. Moreover, it boosts their confidence by providing them with a comfortable learning environment. (Khan, Ayaz,, & Khan, 2016). Therefore, the present study is conducted to investigate learner's opinions on the effects of social media on English language learning proficiency at the College Level in Hyderabad, Sindh. The study would include participants from both public and private colleges.

Statement of problem

In this technological era, the internet has introduced new methods of teaching and learning. Social networking sites i.e. Facebook, whatsapp, YouTube, Skype and snap chat, etc. are part of the internet, introducing opportunities as well as challenges for the learners. Similarly, the concept of blended teaching has become very popular nowadays it is an amalgamation of traditional and new methods, providing students a platform to interact with each other. Despite the frequent use of social media among the young generation, less research has been conducted on the role of social media for English language learning proficiency at the college level. Therefore the present find out the effects of social media on Student' English language learning proficiency among public and private colleges, Hyderabad. The study included learners' views on social media for language skills. Also, it suggests teachers integrating new teaching methodology in language classrooms.

Hypothesis of the study

The study is followed by the Null hypothesis.

- There is no significant difference regarding the perception on the ranking of different social media tools for enhancing English language skills and competency between students across the public and private sectors at the college level in Hyderabad.
- There is no significant difference in the time utilized by learners on social media for English language learning between students across the public and private sectors at the college level in Hyderabad.
- There is no significant difference regarding the role of social media tools on English language proficiency between students across the public and private sectors at the college level in Hyderabad.

Literature Review

Social media can simply be defined as a web 2.0 internet-based application commonly used to share information, pictures, videos, socialization, entertainment, and for sharing opinions with others. Social networking sites like Twitter where one can write content that cannot exceed 280 characters usually used to share information and make discussions on any issues. (Tejada, 2015). Social media is a platform where one can easily get feedback in a short period. It has become the most important computer-mediated tool that is commonly used in creating and shaping individual opinions based on the technological foundation of web 2.0. (Buettner, 2016). Learners can easily get access to social networking sites through mobile phones, computers, and tabs. Moreover, many students are already similar to different websites and are using them for interaction and communication. It has also brought changes in the mode of learning and teaching as it promotes a learner-centered approach where students become independent learners engaging them in self-learning activities rather than passive learners as in case of the traditional methods. (kaplan & Haenlein, 2010). It is in Barcelona Spain, where social media sources are first used for the purpose of learning the English language. Different websites were used to provide interactive activities resulting in improving their basic skills such as listening, speaking, reading, and writing (Obar, 2015).

Moreover, Communicative language teaching (CLT) is the foundation for the social networking sites used for the purpose of English language teaching and learning as both follow the same path of interactive learning strategies rather than grammar-translation methods. Furthermore, a comparative study on the effectiveness of Communicative language teaching and grammar-translation method was conducted to elaborate how CLT as an effective method in helping students to achieve fluency in a language. As, language is a source of communication that can best learned in a natural setting where one can easily express and share thoughts resulting in boosting learners confidence..(Khan, 2016). Hence, this could be achieved through integrating social networking sites in learning and teaching the English language similarly providing them a natural setting.

Social media in language classrooms.

Integrating Social networking sites i.e. Facebook, whatsapp, YouTube, Google plus, and Skype in language classrooms may promote self-learning through engaging them in interactive activities. Different researches have been conducted on Student' practice to different social networking sites and its impacts on their basic skills such as reading, writing, listening, speaking, and grammar competency.

Use of social media for listening and reading skills

Listening is considered an important skill in the communication process that helps individuals to accurately understand and interpret the message. It can be defined as a process of receiving a message, constructing meaning from it, and responding to speakers based on their understanding. Listening is the first stage in the process of learning a language as we first listen to words, then we connect words with meaning. (Crystal, 2002). Several studies have been conducted on the use of social media for developing listening skills. The study conducted on the university students where they have to listen to podcasts of their own choice and give feedback through writing blogs on social networking sites which results in improving students listening and writing

skills.(Alm, 2013). Similarly, the research on the use of videos clips for enhancing listening skills among university students has been done where all students have to listen same video and then discuss it on any online platform such as in Facebook group. Moreover, they were asked to write reflection about the video. The results showed that students get motivated and encouraged in collaborative learning. Also, it helps them improving their listening skills and accent however, some of the students faced difficulties in understanding some words, and idioms.(Widodo, 2016). Similarly, social media helps students in improving their Reading skills which enable them to comprehend, and interpret the text. Reading also helps students in improving writing and speaking skills. Nowadays, Students hardly have reading habits. In order develop it among students teachers need to follow innovative strategies like integrating Facebook, Twitter, Flickers, WhatsApp etc. for reading task. Social media have some positive and negative effects on students reading habits. It is platform where one can find a lot of information which results in developing their reading habits however it distracts students from their studies. In order to avoid it teachers make a group of students on any social website to share reading material with students. (Rafiq & Khan, 2020)

Use of social media and speaking skills and writing skills
Social media also helps students in developing speaking and writing skills. The study on college level students was conducted where they had to write blogs on Facebook and get instant feedback on it from peers. Also, students were asked to read online articles and create their blogs results in improving students writing and reading skills.(Huang, 2015). Moreover, students have an access to online dictionary and also auto-correct option for grammar help them developing proper sentence structure. They can create their e-portfolio for publishing their work and get instant feedback from their friends. (Amos, 2011). Students can practice their writing on several online platform such as blogs, wikies and forums. These are open for discussions, blogging, and free writing resulting in fluency and accuracy of language, also developing critical thinking.(Anderson, 2010). Similarly, the speaking skills of students improve through voice blogging but it cannot be practiced in classrooms. So, we may asked students to record voice blog on any topic and share it with class fellows on their group where everyone had to provide feedback. (Hsu, 2016).

Social media and vocabulary and grammar
Social media helps in developing vocabulary of the learners. There are number of blogs available on social media on different issues for reading which includes number of new words related to daily life issues result in enhancing student's vocabulary.(Sivagnanam & Yunus, 2020). Similarly, grammar also plays a significant role in learning a second language.

RESEARCH METHODOLOGY
The present study is quantitative in nature. The Quantitative method is a process of collecting, analyzing the statistical, mathematical, or numerical data through computational techniques collected through polls, questionnaires, and surveys. (Creswell J. W., 2013). It is a method that involves numerical data, then the results would generalize to a larger population. The researcher has followed this method to identify the relationship between variables within a population. Inferential statistics would be conducted to test the hypothesis or assess whether the data is generalizable to the entire population. To compare means to two groups Independent sample T-test was taken place.

Sampling and participants
The researcher in the present study followed simple random sampling. It is a type of probability sample in which each participant has an equal chance of being participated and become representatives of the whole population. If the biases exist in the population, would be equally distributed through random selection. (Creswell J. , 2011). The participants of the study were from Agha Khan College Hyderabad, Hayat College, Hyderabad, Government Nazreth girl College Hyderabad and Boys College, Hyderabad.

DATA ANALYSIS
The data was collected through questionnaires from the students of public and private colleges. It was then analyzed through SPSS. The Statistical tests involved in data analysis were mean scores, percentage, and independent sample t-test. T-test would be conducted to find out whether there is a difference between the means of the two groups. Similarly, Correlation Analysis was done to find out the relationship between variables known as predictors and criterion variables i.e. predictors variables (ranking, utilization, and usefulness) and the criterion variables (skills and competencies).

RESULTS AND DISCUSSION

Gender-based frequencies   **Sector-based frequencies**
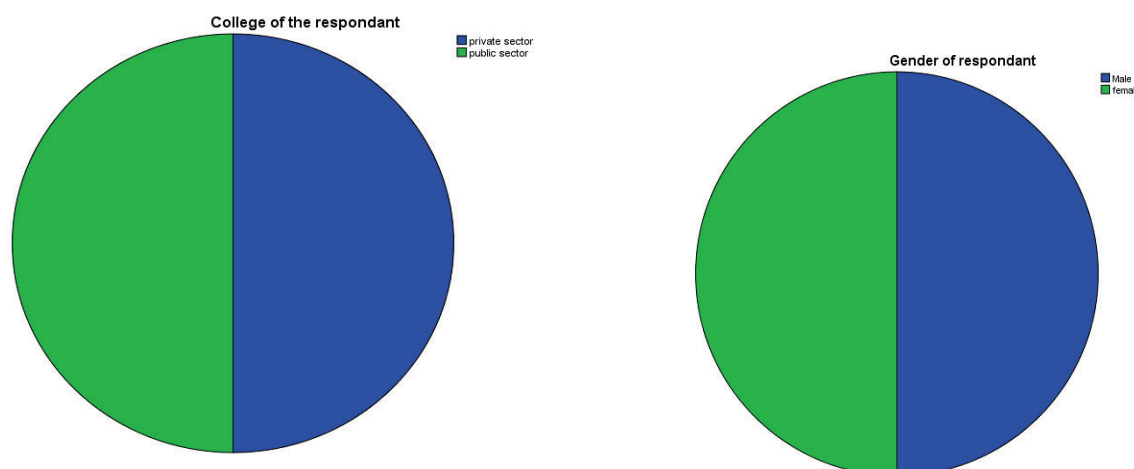
The above given diagrams shows equal number of participants from public and private sector and also equal number of male and female students of both sectors involved in the study.

Descriptive statistics of Research variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
time	300	1.56	4.44	2.9733	.55032
ranking	300	1.40	4.80	3.1827	.80048
SKILLS	300	1.97	4.48	3.3065	.58341
competency	300	2.00	4.57	3.2100	.90602
Valid N (listwise)	300				

The above given table present the maximum, minimum, mean and standard deviation of Ranking, time, skills, and competencies.

Correlation Analysis

Correlation Analysis was conducted to highlight the relationship between different variables involved in the study. It was done to underline the existence of association, direction of the relationship and its strength. The variable in the present study showed a positive correlation among the predators and criterion variables. The predictors in the study are utilization of time and ranking of different social media tools and the criterion of the study are skills and competencies. The results obtained from correlation analysis clearly demonstrated that predictors are highly associated with criterions. Hence, the students' performance in English language learning is dependent on the time and ranking of social media tools.

RANKING OF SOCIAL MEDIA FOR ENGLISH LANGUAGE LEARNING
Ranking of Facebook

Ranking of facebook for english language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NIL	11	3.7	3.7	3.7
	MINIMUM	97	32.3	32.3	36.0
	MEDIUM	47	15.7	15.7	51.7
	HIGH VALUE	59	19.7	19.7	71.3
	VERY HIGH VALUE	86	28.7	28.7	100.0
	Total	300	100.0	100.0	

The above table shows that most of the students are not in favor of using Facebook for English language learning. Learners who are in favor of using Facebook and mark very high value are 28.7%, 32.3% mark minimum, 15.7% mark medium, 28.7% mark high value while those who are not in favor of using Facebook and mark Nil are 3.7%.

Ranking of WhatsApp

Ranking of Whatsapp for english language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NIL	33	11.0	11.0	11.0
	MINIMUM	62	20.7	20.7	31.7
	MEDIUM	63	21.0	21.0	52.7
	HIGH VALUE	108	36.0	36.0	88.7
	VERY HIGH VALUE	34	11.3	11.3	100.0
	Total	300	100.0	100.0	

The Above table highlights 21% learners rank whatsapp as medium, 36% mark high value, 11.3% mark very high value, 20.7% mark minimum, and 11% leaners mark whatsapp Nil in term of improving their English language proficiency.

Ranking of YouTube

Ranking of Youtube for english language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NIL	29	9.7	9.7	9.7
	MINIMUM	54	18.0	18.0	27.7
	MEDIUM	47	15.7	15.7	43.3
	HIGH VALUE	78	26.0	26.0	69.3
	VERY HIGH VALUE	92	30.7	30.7	100.0
	Total	300	100.0	100.0	

Above table shows that most of the students are in using YouTube for their English language learning. The learners who mark very high value for YouTube are 30%, 26% mark high value, 15.7% mark medium and 18% mark minimum. The learners who are not in favor of using YouTube for English language learning are just 9.7%.

Ranking of Skype

Rankng of Skype for english language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NIL	79	26.3	26.3	26.3
	MINIMUM	75	25.0	25.0	51.3
	MEDIUM	54	18.0	18.0	69.3
	HIGH VALUE	52	17.3	17.3	86.7
	VERY HIGH VALUE	40	13.3	13.3	100.0
	Total	300	100.0	100.0	

The Above table highlights that learners rank Skype as very high value are 13.3%, 17.3%, 18%mark high value, 18% mark medium, 25% mark minimum, and 26% leaners mark skype as Nil in terms of improving their English language proficiency.

Ranking of Google plus

Rankng of Google plus for english language learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NIL	25	8.3	8.3	8.3
	MINIMUM	41	13.7	13.7	22.0
	MEDIUM	89	29.7	29.7	51.7
	HIGH VALUE	58	19.3	19.3	71.0
	VERY HIGH VALUE	87	29.0	29.0	100.0
	Total	300	100.0	100.0	

The Above table highlights that learners rank Google plus as very high value are 29%, 19.3% mark high value, 29.7% mark medium, 13.7% mark minimum, and 8.3% leaners mark Google plus as Nil in terms of improving their English language proficiency.

Ranking of Social media tools across Public and Private sectors

		Mean	Std.	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
											Lower	Upper
Ranking	Private	3.7947	.52684	.006	.936	20.558	298	.000	1.22400	.05954	1.10683	1.34117
	Public	2.5707	.50415									

In order to measure the difference of opinion among the students of public and private sectors regarding the ranking of different social media tools the independent sample T-test was conducted. The results obtained from the **T-test** showing the P-value of all statements is less than significant value which is 0.05. Therefore, it shows there is significant difference between views of public and private sector learners on the ranking of social media tools.

UTILIZATION OF TIME
Utilization time on social media tools across public and private sectors

Independent Samples Test

		Mean	Std.	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
											Lower	Upper
Time	Private	3.2941	.55071	33.884	.000	12.413	235.701	.000	.64148	.05168	.53967	.74329
	Public	2.6526	.31197									

In order to measure the difference of opinion among the students of public and private sectors regarding the utilization of time on different social media tools the independent sample T-test was conducted. The results obtained from the **T-test** showing the P-value of the most of the statements is less than significant value which is 0.05. Therefore, it shows there is significant difference between views of public and private sector learners on the utilization of time on different social media tools.

Effects of social media on speaking, listening, reading, writing skills, vocabulary, and grammar competency.

Independent Samples Test

		Mean	Std.	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
											Lower	Upper
SKILLS	Private	3.7719	.37302	2.705	.101	22.950	298	.000	.93091	.04056	.85108	1.01074
	Public	2.841	.32812									

Independent Samples Test

		Mean	Std.	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
											Lower	Upper
Grammar Competency	Private	4.0848	.24047	1.48	.225	65.63	298	.000	1.74952	.02666	1.69707	1.801
	Public	2.3352	.22081									

The dependent sample t-test was conducted to highlight the difference of opinion regarding the improvement of skills and competency due to use of different social media tools. In the above given tables, the p-value is less than alpha value which shows that there is significant difference between opinion of public and private learners on the use of social media tools for listening skills, speaking skills, reading skills, writing skills, vocabulary and grammar competency.

Findings
In light of t-test application regarding Ranking of social media sources for English language learning. It was revealed there is a significant difference between the views of public and private sector learners about the role of Facebook, Skype, Whatsapp, Google Plus, and You Tube. All these five tools or sources of social media P-value is (.000, .000, .000, .000, and .000) which is less than level of significance that is 0.05. Hence, the Null hypothesis is rejected. In light of t-test application it was revealed that there is a significant difference between the views of public and private sector learners regarding the usefulness of social media sources in English language leaning Because in total six statements of the questionnaire about English language skills and competencies p-value (.000, .000, .000, .000, .000, and .000 which is less than level of significance that is 0.05 thus the Null Hypothesis is rejected. In the light of t-test the findings of the study revealed that there is significant difference between the views of public and private learners regarding the role of social media sources on English language listening skills, speaking skills, writing skills, reading skills, vocabulary and grammar competency at college level. Because in total number of statements p-value is .000 which is less than level of significance 0.05 respectively. Hence, the Null hypothesis is rejected. In the ranking of different social media

Tools, the students from both public and private sectors gives good ranking to Facebook, YouTube, and Google for English language learning purpose. The results also show that the average responses of the students from public and private sectors regarding the improvement of vocabulary skills proves positive. While the students of private sectors show great improvement in their grammar competency and writing skills.

Conclusion

The results of the study show that social media helps students in improving their language skills. The most commonly used social networking tool among learners for the improvement of language skills are Facebook, Google plus and YouTube while some of the learners use whatsapp, and Skype. In light of independent sample T-test, there is a significant difference between learners of public and private sector over the use of social media tools as the P-value is less than alpha value. Social media provides a practical environment in which they practice their language skills. It provides them a greater opportunity to communicate with friends and teachers to improve their English language skills. Social media helps them learn new words and phrases which results in enhancing their writing and vocabulary skills. Therefore, Teachers should think of integrating social media tools in language classrooms to make the learning more interesting and productive. We also need bring more awareness among the students of public sector for using social media for language learning purpose

References

Al-Jarrah, T. M., & Al-Jarra, J. M. (2019). The Role of Social Media in Development of English Language Writing Skill at School Level. *international Journal of Academic Research in Progressive Education and Development, 8(1)*, 87-99.

Khan, I., Ayaz,, M., & Khan, S. (2016). Using Skype to develop English Learners' Speaking skills. *Sci.Int.(lahore), 28(5)*, 41-48.

Ellison, N. B. (2007). "Social Network Sites: Definition, History, and scholarship". *Journal of computer-mediated communication. 13 (1):*, 210-230.

Kaplan , A., & Haenlein, M. (2010). Users of the World, Unite! The Challenges and Opportunities of Social Media. *Business Horizons 53,*, 59–68.

Klages, M. A., & Clark, J. E. (2009). New Worlds of Errors and Expectations: Basic Writers and Digital Assumptions. *Journal of Basic Writing (CUNY), v28 n1* , 32-49.

Nishanthi, R. (2018). Important of learning English in today world.

Obar, J. A. (2015). Social media definition and the governance challenges: An introduction to the special issues. telecommunication policy, 39(9),. *the international journal of ICT economy*, 745-750.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and Realities: Developing Countries and the English Language*, 291-310.

Tejada, K. (2015). Social Media Marketing in the Film Industry. San Luis.

Tilfarlioglu, F. Y. (2011). An International Dimension of the Student's Attitudes towards the Use of English in Web 2.0 Technology. *Turkish Online Journal of Educational Technology - TOJET, v10 n3*, 63-68.