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EFFECT OF SOCIAL MEDIA ON ENHANCEMENT OF ENGLISH LEARNING PROFICIENCY AT UNIVERSITY LEVEL IN KHYBER PAKHTUNKHWA

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ABSTRACT

Social media is one of the most important sources of communication in this technological age which enables the people to share their views and thoughts with other friends, relatives, colleagues, class fellows, and teachers without any problem of distance. Therefore, purpose of this study was to highlight the role of social media, and to compare the views of male and female English as foreign language (EFL) learners regarding the use of various social media sources in English language learning proficiency at university level. The data for this descriptive study was collected through self-made questionnaire. The participants of this study were one hundred (100) university level English learners (50 male and 50 female). The result of this study showed that social media sources have a positive effect on English learners at university level because social motivate the English language learners and arouse their interest towards English language learning proficiency at university level.

KEYWORDS: Social Media, Social Media Tools, English Language Proficiency University Level EFL Learners

INTRODUCTION

Social media are computer mediated tool that allow people to create, share or exchange information, ideas, and pictures/videos with other friends or relatives. Social media plays an important role in this present competitive and technological era. There are various tools of Social Media which are commonly used among the university level mature learners like Facebook, WhatsApp, Twitter, and LinkedIn etc. It is clear from the results of previous research studies and practical observations of various active users of Facebook, WhatsApp and other tools of social media that it has a positive effect on the English language learning proficiency at university level. Most of the young students at university level use various social media tool for social interaction, popularity, social relations, and English language learning purposes. Different research studies in advance countries have clearly highlighted the importance of Social Media sources like (Facebook, Twitter, Flicker, LinkedIn, WhatsApp, and Skype). Social Media plays a pivotal role not only in one single skill or competency of English language but plays a great role in the four basic skills of language i.e. Listening, Speaking, Reading, and Writing and also develops the vocabulary and grammar competency of English language in a very proper way.The most important aspect of social media sources in English language learning is that it makes the EFL learners autonomous to do the practice of listening, speaking, reading, and writing at home, in guesthouse, on road or in a shop without any difficulty.

It is a fact that integration of technology, use of various online social media sources i.e. (Facebook, Twitter, Flicker, LinkedIn, WhatsApp and Skype) and thinking of innovative teaching methods and learning approaches in recent

years stimulated educators to teach in a much more enjoyable, motivating and practical learning environment. It is due to this fact learners' interest is limited to those directions which are accessible for them without too much hard working and struggle like before to read different text books in libraries. Now days the old traditional paper based methods of teaching learning process have shifted to electronic and digital technology to a greater extent. The energetic learners want to enhance meaningful learning while using new strategies and then relate it their real lives experiences for example various social media sources like Facebook, Twitter, Flicker, LinkedIn, WhatsApp, and Skype because it facilitates Collaboration, team work, peer assessment and provide practical environment of sharing information with their class-fellows and friends in the easiest possible way (Williams, 1992)

Those students who are using Social Media and they have access to it then they may share subject related information to each other easily and they can get feedback from their class-fellows and especially from those teachers who use social media sources like Facebook. It is basically students centered approach and beneficial for them because they can use their own knowledge, get new knowledge, get facilitation to express their own ideas without any hesitation with their connected instructors and teachers (Meenus&Questier&Derks, 2006).

According to (Van Looy&Goegebeur&Vrijsen, 2000) the basic idea is that students must learn to reflect on their functioning so that after they have completed the course they may be able to continue working on their own development in a conscious manner, but this is possible only through the proper use of new technology and use of various social media sources to get new fresh information form the surrounding and the world and improve your hidden capabilities according to the changing era. Another important benefit of social media is that it provides the EFL learners self-regulated learning environment, and makes the learners able to set goals for their leaning and then attempt to regulate, monitor, and control their cognition, motivation and behavior as guided and constrained by their goals and the contextual features in the environment"(Pintrich, 1999, p. 453). According to (Alexioua&Fotini, 2010, p. 3050) in fact the highly self-regulated learners approach the learning tasks in a "mindful and confident manner, set goals provocatively, and develop a plan for attaining those goals"

Those learners who use various social media sources for English language learning draw up a personal learning plan (PLP) containing a series of activities and competencies presented in various social media sources that can be practiced; in addition, those students using online social media encounter competencies not having been fully mastered, and due to strengths/weaknesses analysis before starting they acknowledge that the competencies concerned require further practice and that working on these competencies is a worthwhile activity(Irfan et al, 2013)

Similarly, learners can see their progress better by comparing their works with their peers and the previous works, for instance, previous writing tasks they posted in their portfolios as a result they learn how to evaluate and assess their work and enjoy self-assessment. Kavaliauskiene (2004) argues that through self-assessment, learners get an opportunity to think of their own progress and find ways to change adapt or improve, so especially the successful students regularly engage in self-assessment in the process of their learning. According to Oscarsson (1989) self- assessment promotes learning; also it gives learners training in evaluation which has beneficial consequences for language learning. Awareness rising for both learner and instructor is great help to facilitate learning. Through self-assessment students may look at course content more carefully, and develop evaluative attitudes toward what and how they learn. Self-assessment is highly motivating with regard to goal-orientation. Learners gain knowledge of learning goals through reflection; Furthermore, the involvement of learners in the assessment process results in the learner's broader perspective within the area of assessment,

also students take part in their own evaluation by practicing self-assessment. Finally, self-assessment may have long-term benefits, as one of the main aspects of autonomous language learning.

The other important aspect of social media use is that it encourage EFL learners to play various games according to (Thiagarajan, 1999; Wright, Betteridge, &Buckby, 2005) games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort. The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction ((Bransford, Brown, & Cocking, 2000). The variety and intensity that games offer may lower anxiety (Richard-Amato, 1988).Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a number of skills are often involved in the same game (Lee, 1995). Many games can be played in small groups, thereby providing a venue for students to develop their skills in working with others, such as the skill of disagreeing politely and the skill of asking for help (Jacobs & Kline Liu, 1996).The team aspect of many games can encourage cooperation and build team spirit (Ersoz, 2000). Although many games involve competition, this is not necessarily the case (Orlick, 2006). As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).

According to (Linse, 2006) "Language ability of learners will be improved overall by vocabulary improvement" now the light of the above mentioned statement social media is one of the most important way of improving vocabulary of English language and learners can read different type texts available on Facebook, fresh and new information about the world on Twitter and also the reviews of various departments of people about different issues, and EFL learners can learn a large number of new words and phrases without going to library or read different text books. So it is strongly supported that learning the exact vocabulary can be considered more important than learning part of grammar as the basic need for learning a language. Vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Huyen and Nga, 2003).

Objectives of the Study

The major objectives of the study were:

- To identify different Social Media sources which EFL learners use at university level in Khyber Pakhtunkhwa.

- To compare the views of male and female EFL learners regarding the use of different social media sources at university level.

- To find out the impact of utilization regarding different social media sources on EFL learners' language proficiency at university level.

Hypothesis of the Study

Hypothesis of this study were:

- EFL learners do not use any source of social media at university level in Khyber Pakhtunkhwa.

- There is no significant difference between the views of male and female EFL learners regarding the use of various social media sources at university level.

- There is no impact of utilization regarding social media sources on EFL learners' language proficiency at university level.

Research Methodology

The main purpose of this study was to find out the use of various social media sources for English language learning, and to highlight the views of male and female EFL learners about the importance of various Social Media sources for English language learning at university level. Therefore, the researcher randomly selected 100 students (50 male and 50 female) of different age level i.e. 18 to 21 years, 22 to 25 years, 26 years and above as a respondents from university of Science & Technology Bannu according to John Curry (1984) formula. The researcher mentioned only those sources/ tools of Social Media which are mostly used by university level young learners through computer or Cell phone i.e. Facebook, Twitter, Skype, WhatsApp, Flicker, and LinkedIn. Similarly, for collection of data the researcher used self-made questionnaire and collected data directly from male students and from the female respondent the researcher discussed the questionnaire with concerned teacher's and told them the importance of this research study and then through the help of their teachers the researcher collected data from female respondents also. Five percent of data was collected from those respondents who were not present at university because of their research work or other domestic activities and then the researcher collected data from those respondents by post and through e-mail, and then the collected data was analyzed and tabulated. For analysis of data the researcher used simple percentage and Mean.
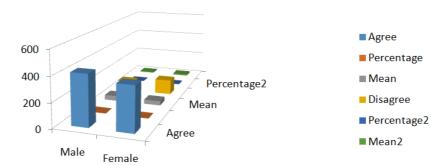

Table 1: Gender Wise Comparison of Opinions of Respondents Regarding the Use of Social Media for English Language Learning

No	Respondents	Agree	Percentage	Mean	Disagree	Percentage	Mean
1	Male	415	83%	41.5	85	17%	8.5
2	Female	364	72.8%	36.4	126	25.2	12.6

Table 1 describes the findings of the variable gender, from this table it can be seen that Male students consider Social Media sources more beneficial as compare to female learners. The total responses collected from the male respondents were 500, those who agreed that we use Social Media sources for English language learning were 415 out of 500 percentage 83% and mean 41.5 and those respondent who disagreed were 85 out of 500 percentage 17% and mean 8. 5. Similarly, 500 responses collected from female respondents, and those who agreed that we use Social Media Sources were 364 out of 500 percentage 72. 8% mean 36.4 and those learners who disagreed that we do not use Social Media sources for English language learning were 126 out of 500 percentage 25.2 and mean 12. 6. It means that male learners use various Social Media sources for English language learning as compare to female.
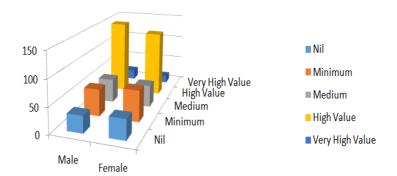
Table 2: Gender Wise Comparison of Views of Respondents Regarding the Role of Social Media for English Language Learning

5 point Scale	Male Responses	Percentage	Mean	Female Responses	Percentage	Mean
Nil	33	11%	5.5	39	13%	6.5
Minimum	53	17.66%	8.8	61	20.33%	10.16
Medium	47	15.66%	7.83	44	14.66%	7.33
High Value	147	49%	24.5	131	43.66%	21.83
Very High Value	20	6.66%	3.3	15	5%	2.5
Total	**300**			**300**		

Table 2 clearly indicates the role of Social Media in English language learning at university level. Those male respondents who say that social media has no role in English language learning at university level were 33 out of 300 percentage 11% mean 5.5. Those learners who say that social media role is minimum were 53 out 300 percentage 17.66% mean 8.8, Medium 47 out of 300 percentage 15.66% mean 7.83, High value 147 out of 300 percentage 49% mean 24.5 and similarly those learner who agreed that Social Media sources have a very high value in English language learning were 20 out 300 percentage 6.66% mean 3.3. Similarly, those female respondents who said that Social Media has no role in English language learning were 39 out of 300 percentage 13% mean 6.5, and those who said that Social Media role is minimum in English language learning were 61 out of 300 percentage 21.33 mean 10.16, those who said that Social Media role I medium in English language learning were 44 out 300 percentage 14.66% mean 7.33, and those who said that Social Media has a high value in English language learning were 131 out of 300 percentage 43.66% mean 21.83 and those who said Social Media has a very high value in English language learning were 15 out of 300 percentage 5% mean 2.5.
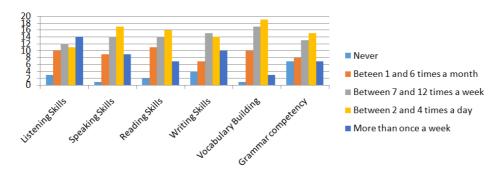

Table 3: Views of Male Respondents about the Use of Social Media Sources in the Following Skills and Competences of English Language Learning

No	English Language Skills and competences	Never	Percentage	Between 1 and 6 Times a month	Percentage	Between 7 and 12 Times a week	Percentage	Between 2 and 4 Times a day	Percentage	More than once a week	Percentage	Total
i	Listening Skills	3	6%	10	20%	12	24%	11	22%	14	28%	50
ii	Speaking Skills	1	2%	9	18%	14	28%	17	34%	9	18%	50
iii	Reading Skills	2	4%	11	22%	14	28%	16	32%	7	14%	50
iv	Writing Skills	4	8%	7	14%	15	30%	14	28%	10	20%	50
v	Vocabulary Building	1	2%	10	20%	17	34%	19	38%	3	6%	50
vi	Grammar Competency	7	14%	8	16%	13	26%	15	30%	7	14%	50

Table 3: The table 3 shows the views of male respondents about the use of Social Media sources for learning the four basic skills like (Listening, Speaking, Writing, and Reading) of English language and similarly, vocabulary building and Grammar competency of English language. Respondents who do not use Social Media for learning the listening skills of English language were 3 out of 50 percentage 6, respondents who use Social Media sources for English language learning between 1 and 6 times a month were 10 out of 50 percentage 20%, those who use Social Media sources for English language learning between 7 and 12 times a week were 12 out of 50 percentage 24%, those who use between 2 and 4 times a day were 11 out of 55 percentage 22%, and similarly, those English learners who use Social Media sources for English language learning more than once a week were 14 out of 50 percentage 28%. Speaking Skills, those who do not use for learning speaking skills was 1 out of 50 percentage 2%, between 1 and 6 times a month were 9 out 50 percentage 18%, between 7 and 12 times a week were 14 out of 50 percentage 28%, between 2 and 4 times a day were 17 out of 50 percentage 34%, more than once a week were 9 out 50 percentage 18%. Reading Skills, those who do not use for learning reading skills were 2 out of 50 percentage 4%, between 1 and 6 times a month were 11 out 50 percentage 22%, between 7 and 12 times a week were 14 out of 50 percentage 28%, between 2 and 4 times a day were 16 out of 50 percentage 32%, more than once a week were 7 out 50 percentage 14%. Writing Skills, those who do not use for learning writing skills were 4 out of 50 percentage 8%, between 1 and 6 times a month were 7 out 50 percentage 14%, between 7 and 12 times a week were 15 out of 50 percentage 30%, between 2 and 4 times a day were 14 out of 50 percentage 28%, more than once a week were 10 out 50 percentage 20%. Vocabulary Building: those who do not use Social Media sources for vocabulary building was 1 out of 50 percentage 2%, between 1 and 6 times a month were 10 out 50 percentage 20%, between 7 and 12 times a week were 17 out of 50 percentage 34%, between 2 and 4 times a day were 19 out of 50 percentage 38%, more than once a week were 3 out 50 percentage 6%. Grammar Competency: those who do not use Social Media sources for grammar competency were 7 out of 50 percentage 14%, between 1 and 6 times a month were 8 out 50 percentage 16%, between 7 and 12 times a week were 13 out of 50 percentage 26%, between 2 and 4 times a day were 15 out of 50 percentage 30%, more than once a week were 7 out 50 percentage 14%.
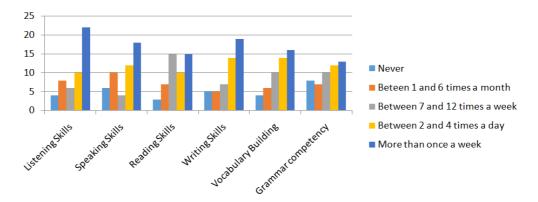
Table 4: Views of Female Respondents about the Use of Social Media Sources in the Following Skills and Competences of English Language Learning

No	English Language Skills and Competences	Never	Percentage	Between 1 and 6 Times a Month	Percentage	Between 7 and 12 Times a Week	Percentage	Between 2 and 4 Times a Day	Percentage	More than Once a Week	Percentage	Total
i	Listening Skills	4	8%	8	16%	6	12%	10	20%	22	44%	50
ii	Speaking Skills	6	12%	10	20%	4	8%	12	24%	18	36%	50
iii	Reading Skills	3	6%	7	14%	15	30%	10	20%	15	30%	50
iv	Writing Skills	5	10%	5	10%	7	14%	14	28%	19	38%	50
v	Vocabulary Building	4	8%	6	12%	10	20%	14	28%	16	32%	50
vi	Grammar Competency	8	16%	7	14%	10	20%	12	24%	13	26%	50

Table 4: The table 4 shows the views of female respondents about the use of Social Media sources for learning the four basic skills like (Listening, Speaking, Writing, and Reading) of English language and similarly, vocabulary building and Grammar competency of English language. Respondents who do not use Social Media for learning the listening skills of English language were 4 out of 50 percentage 8, respondents who use Social Media sources for English language learning between 1 and 6 times a month were 8 out of 50 percentage 16%, those who use Social Media sources for English language learning between 7 and 12 times a week were 6 out of 50 percentage 12%, those who use between 2 and 4 times a day were 10 out of 55 percentage 20%, and similarly, those English learners who use Social Media sources for English language learning more than once a week were 22 out of 50 percentage 44%. Speaking Skills, those who do not use Social Media sources for learning speaking skills were 6 out of 50 percentage 12%, between 1 and 6 times a month were 10 out 50 percentage 20%, between 7 and 12 times a week were 4 out of 50 percentage 8%, between 2 and 4 times a day were 12 out of 50 percentage 24%, more than once a week were 18 out 50 percentage 36%. Reading Skills, those who do not use for learning reading skills were 3 out of 50 percentage 6%, between 1 and 6 times a month were 7 out 50 percentage 14%, between 7 and 12 times a week were 15 out of 50 percentage 30%, between 2 and 4 times a day were 10 out of 50 percentage 20%, more than once a week were 15 out 50 percentage 30%. Writing Skills, those who do not use for learning writing skills were 5 out of 50 percentage 10%, between 1 and 6 times a month were 5 out 50 percentage 10%, between 7 and 12 times a week were 7 out of 50 percentage 14%, between 2 and 4 times a day were 14 out of 50 percentage 28%, more than once a week were 19 out 50 percentage 38%. Vocabulary Building: those who do not use Social Media sources for vocabulary building were 4 out of 50 percentage 8%, between 1 and 6 times a month were 6 out 50 percentage 12%, between 7 and 12 times a week were 10 out of 50 percentage 20%, between 2 and 4 times a day were 14 out of 50

percentage 28%, more than once a week were 16 out 50 percentage 32%. Grammar Competency: those who do not use Social Media sources for grammar competency were 8 out of 50 percentage 16%, between 1 and 6 times a month were 7 out 50 percentage 14%, between 7 and 12 times a week were 10 out of 50 percentage 20%, between 2 and 4 times a day were 12 out of 50 percentage 24%, more than once a week were 13out 50 percentage 26%.
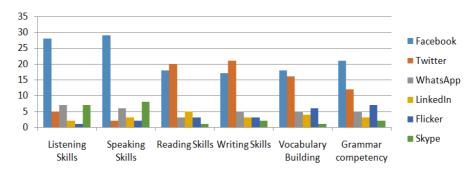

Table 5: Views of Male Respondents Regarding the Role of Social Media in Learning of English Language Skills and Competences

No	English Language Skills and Competences	Facebook	Percentage	Twitter	Percentage	WhatsApp	Percentage	LinkedIn	Percentage	Flicker	Percentage	Skype	Percentage	Total
i	Listening Skills	28	56%	5	10%	7	14%	2	4%	1	2%	7	14%	50
ii	Speaking Skills	29	58%	2	4%	6	12%	3	6%	2	4%	8	16%	50
iii	Reading Skills	18	36%	20	40%	3	6%	5	10%	3	6%	1	2%	50
iv	Writing Skills	17	34%	21	42%	5	10%	3	6%	3	6%	2	4%	50
v	Vocabulary Building	18	36%	16	32%	5	10%	4	8%	6	12%	1	2%	50
vi	Grammar Competency	21	42%	12	24%	5	10%	3	6%	7	14%	2	4%	50

Table 5: this table highlights the views and opinions of Male respondents about the role of various Social Media sources in English language skills and competencies. Listening Skills: responses received from respondents about the role of Facebook in developing listening skills of English language were 28 out of 50 percentage 56%, Twitter 5 out of 50 percentage 10%, WhatsApp 7 out of 50 percentage 14% , LinkedIn 2 out of 50 percentage 4%, Flicker 1 out of 50 percentage 2%, Skype 7 out of 50 percentage 14%. Speaking Skills: responses received from respondents about the role of Facebook in developing speaking skills of English language were 29 out of 50 percentage 58%, Twitter 2 out of 50 percentage 4%, WhatsApp 6 out of 50 percentage 12% , LinkedIn 3 out of 50 percentage 6%, Flicker 2 out of 50 percentage 4%, Skype 8 out of 50 percentage 16%. Reading Skills: responses received from respondents about the role of Facebook in developing reading skills of English language were 18 out of 50 percentage 36%, Twitter 20 out of 50 percentage 40%, WhatsApp 3 out of 50 percentage 6%, LinkedIn 5 out of 50 percentage 10%, Flicker 3 out of 50 percentage 6%, Skype 1 out of 50 percentage 2%. Writing Skills: responses received from respondents about the role of Facebook in developing listening skills of English language were 17 out of 50 percentage 34%, Twitter 21 out of 50 percentage 42%, WhatsApp 5 out of 50 percentage 10% , LinkedIn 3 out of 50 percentage 6%, Flicker 3 out of 50 percentage 6%, Skype 2 out of 50 percentage 4%. Vocabulary Building: responses received from respondents about the role of Facebook in vocabulary building of English language were 18 out of 50 percentage 36%, Twitter 16 out of 50 percentage 32%, WhatsApp 5 out of 50 percentage 10% , LinkedIn 4 out of 50 percentage 8%, Flicker 6 out of 50 percentage 12%, Skype 1 out of 50 percentage 2%. Grammar Competency: responses received from respondents about the

role of Facebook in developing grammar competency of English language were 21 out of 50 percentage 42%, Twitter 12 out of 50 percentage 24%, WhatsApp 5 out of 50 percentage 10% , LinkedIn 3 out of 50 percentage 6%, Flicker 7 out of 50 percentage 14%, Skype 2 out of 50 percentage 4%.
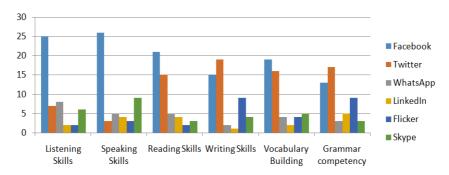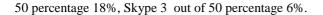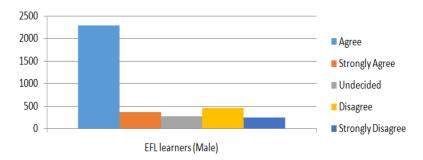

Table 6: Views of Female Respondents Regarding the Role of Social Media in Learning of English Language Skills and Competences

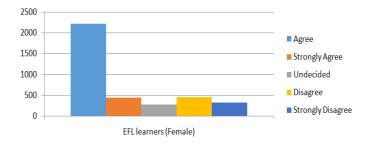| No	English Language Skills and competences	Facebook	Percentage	Twitter	Percentage	WhatsApp	Percentage	LinkedIn	Percentage	Flicker	Percentage	Skype	Percentage	Total
i	Listening Skills	25	50%	7	14%	8	16%	2	4%	2	4%	6	12%	50
ii	Speaking Skills	26	52%	3	6%	5	10%	4	8%	3	6%	9	18%	50
iii	Reading Skills	21	42%	15	30%	5	10%	4	8%	2	4%	3	6%	50
iv	Writing Skills	15	30%	19	38%	2	4%	1	2%	9	18%	4	8%	50
v	Vocabulary Building	19	38%	16	32%	4	8%	2	4%	4	8%	5	10%	50
vi	Grammar Competency	13	26%	17	34%	3	6%	5	10%	9	18%	3	6%	50

Table 6: this table highlights the views and opinions of female respondents about the role of various Social Media sources in English language skills and competencies. Listening Skills: responses received from respondents about the role of Facebook in developing listening skills of English language were 21 out of 50 percentage 42%, Twitter 7 out of 50 percentage 14%, WhatsApp 8 out of 50 percentage 16% , LinkedIn 2 out of 50 percentage 4%, Flicker 2 out of 50 percentage 4%, Skype 6 out of 50 percentage 12%. Speaking Skills: responses received from respondents about the role of Facebook in developing speaking skills of English language were 26 out of 50 percentage 56%, Twitter 3 out of 50 percentage 6%, WhatsApp 5 out of 50 percentage 10% , LinkedIn 4 out of 50 percentage 8%, Flicker 3 out of 50 percentage 6%, Skype 9 out of 50 percentage 18%. Reading Skills: responses received from respondents about the role of Facebook in developing reading skills of English language were 21 out of 50 percentage 42%, Twitter 15 out of 50 percentage 30%, WhatsApp 5 out of 50 percentage 10%, LinkedIn 4 out of 50 percentage 8%, Flicker 2 out of 50 percentage 4%, Skype 3 out of 50 percentage 6%. Writing Skills: responses received from respondents about the role of Facebook in developing listening skills of English language were 15 out of 50 percentage 30%, Twitter 19 out of 50 percentage 38%, WhatsApp 2 out of 50 percentage 4% , LinkedIn 1 out of 50 percentage 2%, Flicker 9 out of 50 percentage 18%, Skype 4 out of 50 percentage 8%. Vocabulary Building: responses received from respondents about the role of Facebook in vocabulary building of English language were 19 out of 50 percentage 38%, Twitter 16 out of 50 percentage 32%, WhatsApp 4 out of 50 percentage 8% , LinkedIn 2 out of 50 percentage 4%, Flicker 4 out of 50 percentage 8%, Skype 5 out of 50 percentage 10%. Grammar Competency: responses received from respondents about the role of Facebook in developing grammar competency of English language were 13 out of 50 percentage 26%, Twitter 17 out of 50 percentage 34%, WhatsApp 3 out of 50 percentage 6% , LinkedIn 5 out of 50 percentage 10%, Flicker 9 out of

50 percentage 18%, Skype 3 out of 50 percentage 6%.

EFL learners (Male)

5 Point Scale	Total Number of Male Responses	Percentage	Mean
Agree	2291	62.76%	31.38
Strongly Agree	371	10.16%	5.08
Undecided	276	7.56%	3.78
Disagree	462	12.65%	6.32
Strongly Disagree	250	6.84%	3.42
Total	**3650**		

Table 7 clearly indicates the views of male respondents about the effect of Social Media sources in English language learning at university level. Total number of responses received from male respondents were 3650, those who agreed that Social Media has a positive effect on EFL learners English learning proficiency at university level were 2291 out of 3950 percentage 62.76% mean 31.38, Strongly agree responses were 371 out of 3650 percentage 10.16 mean 5.08, Undecided responses were 276 out of 3650 percentage 7.56% mean 3.78, Disagree responses were 462 out of 3650 percentage 12.65% mean 6.32, and similarly, strongly disagree responses were 250 out of 3650 percentage 6.84 mean 3.42.

EFL learners (Female)

5 Point Scale	Total Number of Female Responses	Percentage	Mean
Agree	2220	60.82%	30.41
Strongly Agree	454	12.43%	6.21
Undecided	285	7.80%	3.90
Disagree	455	12.46%	6.23
Strongly Disagree	336	6.46%	3.23
Total	**3650**		

Table 7 clearly indicates the views of female respondents about the effect of Social Media sources in English language learning at university level. Total number of responses received from female respondents were also 3650, total responses about the positive effect of Social Media sources in English language learning were 2220 out of 3650 percentage

60.82% Mean 30.41, strongly agree responses were 454 out of 3650 percentage 12.43% and Mean 6.21, total undecided responses were 285 out of 3650 percentage 7.80% and Mean 3.90, total disagree responses were 455 out of 3650 percentage 12.46% Mean 6.23, total strongly disagree responses were 336 out of 3650 percentage 6.46% and Mean 3.23.

Major Findings of the Study

- Social Media is an important tool for learning of English as a foreign language.

- The knowledge about the correct use of Social Media sources for English language learning enhances the understanding of the English learners.

- Social Media enables the EFL learners to discuss and share their views with their class fellows and friends in English.

- The result of the study showed that use of Social Media helps in supplementing the attention level of the students while increasing their understanding and intellectual capacity.

- Benefits of using Social Media sources for English language learning was found convincing from the responses collected from the respondents who endorsed the beneficial effect of using Social Media sources on students learning achievements.

- The result of the study showed that Male students are using Social Media sources more than female learners at university level in university of science & Technology Bannu.

- The result of the study clearly indicates that Social Media provide practical environment of English language learning to EFL learners.

- The result of the study showed that Social Media helps to enhance the four basic skills of English language i.e. Listening, Speaking, Reading, Writing and Similarly, Vocabulary building and Grammar competency of EFL learners.

RECOMMENDATIONS

The study reported that Social Media has a positive and constructive effect on EFL learners English language learning proficiency, therefore, the following recommendations may be suggested:

- Appropriate use of Social Media sources is a skill: therefore, English language learners may be trained in use of Social Media sources so, that they may get possible benefits from various means of Social media for their English language learning proficiency.

- Teachers may be encouraged to make the students aware about the positive use of various Social Media sources for English language learning purposes.

- Curriculum planners and policy makers may realize the importance and effectiveness of Social Media sources and can make it a part of the EFL learners education programs so that EFL learners are trained in proper use of Social Media sources for English language learning.

- Special opportunities may be provide to EFL learners in order to use various sources of Social Media at university for English language learning.

- This research article has opened new horizon for other researchers to study the importance and use of Social Media sources on the same lines in other subjects of curricula taught at different levels of education and find out the effects of use of Social Media sources on students learning and their motivation for learning.

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