



PERCEPTIONS OF ENGLISH LANGUAGE LEARNERS' REGARDING ENGLISH LANGUAGE PROFICIENCY VIA YOUTUBE AT UNIVERSITY LEVEL

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ABSTRACT- The purpose of this study was to highlight views of university level learners regarding the use of youtube for English language learning proficiency development. That is why a descriptive study was conducted among the university level mature learners. Self-developed questionnaire was used for data collection and then the collected data was set, coded and then used SPSS version 24 for its analysis. Different statistics like percentage, mean, standard Deviation, t-test, and one way ANOVA was used for data analysis. Results of the study clearly indicated the positive role of YouTube use in English language learning proficiency development at university level.

Keywords: Use of You Tube, English Language Learning Proficiency, University Level Learners

I. INTRODUCTION

Maness (2004) found that the importance of technology may not be neglected in all walks of life but plays vital role in our daily routine life. For instance, many people use technology to conduct activities and work like searching for a job, completing business transactions, or gathering information. We see in our day to day life that with the help of technology in daily use we may get or achieve our goals easily and may get facilitation through the use of technology. Different you tube channels are used for online English language learning purposes and it is quite different from traditional methods of improving English language learning proficiency development. You tube is such online source which is not only used for learning purpose but also for teaching as well. You tube is most commonly used among adults because it is an easy way of getting information and to learn English as a second or foreign language. On you tube there are a number of online video lectures which is just like real classroom environment. Many researcher have highlighted that through the use of online website of you tube one can get benefits. Watching authentic videos plays positive role in learning process of English language lessons. Alexa (2014) explained that using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lectures. In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lessons more easily. The main purpose of the highlighting this study is that it is an easy way of learning English language because is free of cost and there is no issue of availability but rather we may say that one can get help from you tube video clips which are like real life situation and then learn English language. Similarly, some tutors use it for their teaching means they teach through you tube that is why you tube has become one of the most popular website of teaching learning in the world. Rice, Cullen & Davis (2011) described that in this modern of science and technology internet is most commonly used in teaching learning process but it has positive effect on teaching learning process and it has made the teaching learning process easy and accessible for learners education has a positive influence on the learning and teaching process, particularly in classes. Wu et al (2002) highlighted the positive role of videos on the internet and its facilitation. Students may get help from online video lectures without any problem of distance and time. You tube is quite helpful in this regard because through which we may learn enough even at home. Irfan (2016) cited that youtube is a famous and well know form of social media which is most commonly used for watching and sharing of videos. It is an easy way of learning through online you tube channels. You Tube is one the most important sites of social networking and play an important role in English language learning because

the English learners may easily download videos from the You Tube and then they may learn English language from this video which are shared by teachers or other language exports for the help and support of the English language learners. Brady, Holcomb & Smith (2010) asserted that the other important point regarding the You Tube application is that it is useful for English language teachers because the English language teachers use important video of English language in the classroom like video which are related to the pronunciation practice or different techniques which are used for language fluency and learners may get help from these video in order to improve their pronunciation, Grammar, vocabulary, listening, speaking, reading and writing skills of English language in a very easy and systematic manner.

Aydin (2012) elaborated that the need and requirement of English language is necessary in all walks of life for study, sharing of information, communication, and refreshment. Especially in intentional communication English language plays a pivotal role. Sharing of information through educational technology is important only when language application is used properly because English language plays an important role in proper use of modern educational technology. The various online social media sources play an important role in English language learning because it motivates the English language learners towards the English language learning. The users of social networking sites increased to greater extent from the last five years and especially among the teenagers and students. Brady, Holcomb & Smith (2010) demonstrated that social media sources like Facebook have positive impact both on students and learners at all level in academic setting. Most of the users have created their own users accounts for communication and exchange of views with others which enhance the English language learners academic achievement. Facebook develops the learners' potential for education application. Roblyer (2010) found in their research study that social media is a valuable tool for students learning because it provides to them a way to communicate with faculty like the use of Facebook and also makes them able to understand that how to utilize the various educational tools for learning purposes. Cummings (2011) highlighted the same things that social media sources enable the learners to give proper attention to collaboration, network awareness and similarly, critical consumption. This is also one of the most important aspects of social media application for learning of second language. Grosbeck and Holotescu (2008) Muñoz and Towner (2009) suggested that social networking sites facilitate the English learners like Facebook and Twitter use in English language learning, when a Facebook page is created for learning purposes then through this page the learners of English language may share their learning material through Facebook page and similarly, through Twitter a message is linked to a class or blog and thus through this way the students are facilitated and supported in learning process of English language. Thurai Raj and Roy (2012) revealed that social media tools like Facebook and Twitter play a dominant role in English language learning and said that both of these social media sources may be used to download new things from the available information which are shared by other friends or class-fellows and thus these tools are helpful for language learning.

II. LITERATURE REVIEW

Thurai Raj and Roy (2012) argued that it is not wrong to say that teaching materials are helpful and useful for language learning but the fact is that social media tools like Facebook or Twitter make the teaching learning process of English language effective for English language learners. The learners of English language may get help from online social media sources very much. Thus the social media sources are helpful for English language learning and it provides the English language learners a number of opportunities to save their time and help them teaching learning process. Kabilan, Zainol Abidin and Ahmad (2010) found in their research study that Facebook social media are the most important facilitated tools of English language learning. Therefore, they suggested in their study that Facebook social media should be utilize in teaching learning process then the findings of their study showed only 8.1 percent of students disagreed and the majority of learners favored that social media sources utilization in an educational environment is necessary of English language learning because its facilitates the English language learners in English language learning process. Kabilan, Zainol Abidin and Ahmad (2010) mentioned that like the other important trends in our education system it is also the need of time that teachers or instructors of English language should integrate social media sources like Facebook as an educational project for English language learning. Social media sources are used as learning tools especially in English language learning process and make the learning process effective. Aydin (2012) described the importance of Facebook in English language learning that social media sources like

Facebook and e-learning improve business, arts, and education and develops all the language skills like listening, speaking, reading and writing.

Yunus, Salehi and Chen (2012) discussed the benefits and drawbacks of social networking sites and said that social media sources and online social networking sites increase the knowledge of English language learners and motivate them towards the English language learning. The previous research study showed that most of the school children have their own mobile phones and they use mostly text messages. Murray (2008) pointed out that the next point that is also related to internet and online sources is that people use short words and create new words for short messages and quick messages. Drouin (2011) in their studies highlighted the positive impact of text messages on students' literacy. They described that when students use social networking sites for text writing then it develops the writing techniques of the students to greater extent; the negative aspect of social media sources in English language learning that when the English language learners mostly use the online social media sources like Facebook and they use short form words and abbreviations like jargon then it makes weak the spelling skills of the learners. Mphahlele and Mashamaite (2005) found that it is due to this reason students showed a numerous error in spelling and grammatical structure. Dansieh (2008) stated that the danger of this work is not limited to one area of learning but to classwork, examinations, and even academic environment. Abdul Kadir and Zubir (2012) explained that students in public universities of Malaysia urged that code-switching techniques are developed through the online social media sources. Muthusamy (2009) highlighted that the detail of code switching and described that the ability to speak more than one language plays an important role in teaching learning process of English language and increase the interaction between teachers and learners.

Drouin (2011) suggested that text messages through social media like social networking develops the learner skills of the target language, and develops the reading skills due to reading too much when they do practice of the English language new words and phrases through online social networking sites. Social media sources play a significant role in development of English language writing skills because social media provides a number of opportunities to language learners to do practice of writing while communicating with other friends through online social media sources like Facebook chatting, online chatting with friends, posting of different posts on social media and also writing of comments on other friends posts shared by friends regarding various issues Kabilan, Zainol Abidin and Ahmad (2010). Cummings (2011) described that it may not be wrong to say that computer assisted language learning is a substitute for teacher but may help in teaching learning process. Mphahlele and Mashamaite (2005) are of the opinion that the use of social media sources like Facebook, Myspace, and other tools of social media stools require further explanation in order to use it for computer assisted language learning process. Aydin, (2012) found that research should investigate the various uses of Facebook within educational contexts. Kabilan, Zainol Abidin and Ahmad (2010) suggested that future research focuses on the meaningfulness of Facebook to students' language learning experiences. Shih (2011) described that its' not only difficult to utilize media sources in classroom activities but a challenge also like print media or electronic media but so far as the application of social media is concerned than we may not wrong to say that social media sources are useful and easy for English language learners like Facebook use or twitter etc. Aydin (2012) described that media plays an important role in Education and facilitate the learners in teaching learning process and help them to improve their vocabulary. Media is use for entertainment of learners and increases the potential of learners. There are numbers of online sites through which the English learners may get help easily.

1. RESEARCH OBJECTIVES

Research objectives aim to (1) finds out perceptions of university level learners regarding you tube use in English language learning proficiency development (across gender group), (2) to find out perceptions of university level learners regarding you tube use in English language learning proficiency development (across discipline), (3) to make appropriate recommendations based on the findings of the study

2. RESEARCH HYPOTHESES

Research hypotheses are (1) there is no significant difference between the perceptions of male and female learners regarding you tube use in English language learning proficiency development at university level,

(2) there is no significant difference between the perceptions of social sciences and pure sciences learners regarding you tube use in English language learning proficiency development at university level.

III. 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).

IV. RESEARCH RESULTS

Table 1 showing gender-based frequencies

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male Students	400	50.7	50.7	50.7
	Female Students	389	49.3	49.3	100.0
	Total	789	100.0	100.0	

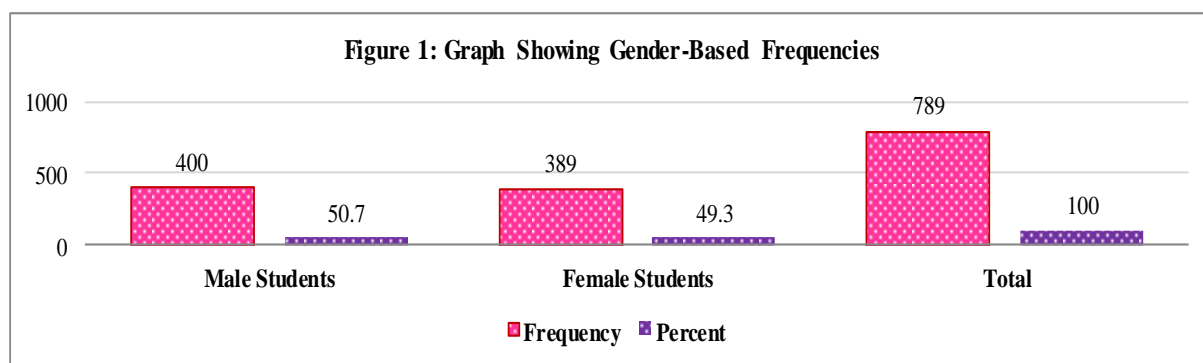


Table 1 reveals gender-based frequencies and percentage. The gender was attributed with respect to the male and female. In this regard, the respondents participating in the current study are 400 (50.7%) males while 389 (49.3%) females. According to the statistical analysis, male participants are more in numbers than females in the current research study. Therefore, the frequency of male learners is more than females as shown in table 1 cited above.

Table 2 showing age-based frequencies

	Age Level	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18 to 21 years	305	38.7	38.7	38.7
	22 to 25 years	303	38.4	38.4	77.1
	26 years and above	181	22.9	22.9	100.0
	Total	789	100.0	100.0	

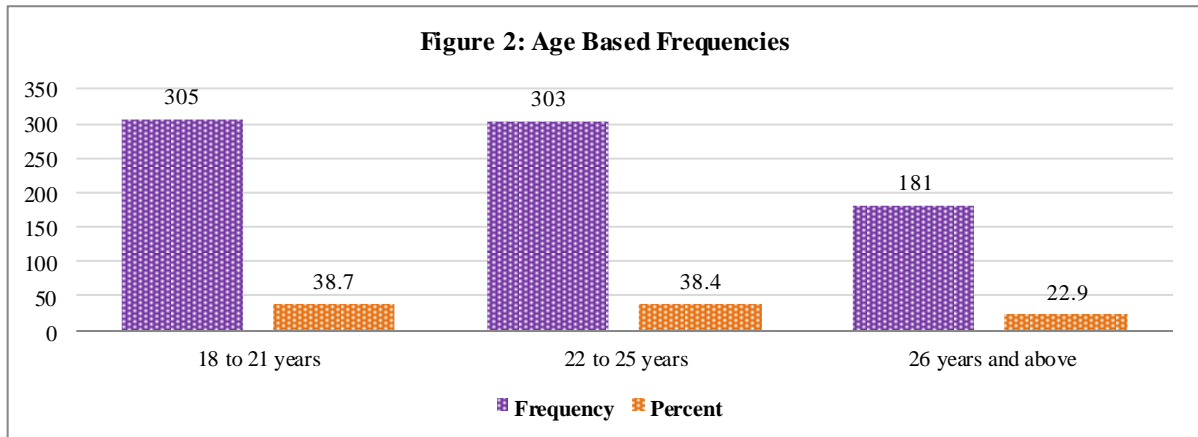


Table 2 shows age-based frequencies and percentage. The age was attributed with respect to 18 to 21 years, 22 to 25 years and 26 years and above. In this regard, the respondents who participated in the present study including the 305 (38.7%) were of the age of 18 to 21 years, 303 (38.4%) were of the age 22 to 25 years and 181 (22.9%) were of the age 26 years and above. The analysis of the data reflected that the participants were more than the age of 18 to 21 years in the current research study.

Table 3 showing discipline-based frequencies

	Discipline	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Sciences	390	49.4	49.4	49.4
	Pure Sciences	399	50.6	50.6	98.7
	Total	789	100.0	100.0	100.0

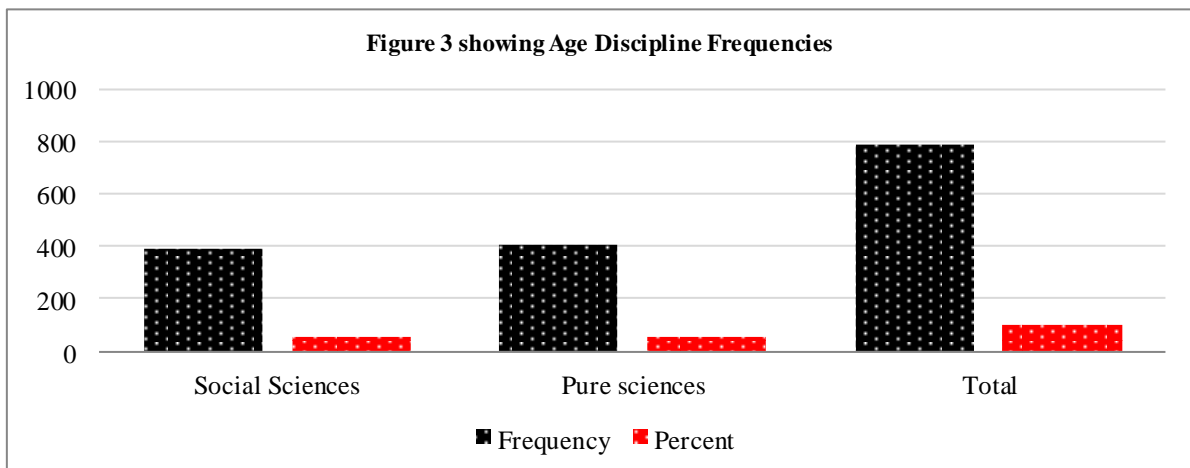


Table 3 reflected discipline-based frequencies and percentage. The discipline was attributed with respect to the social sciences and pure sciences. In this regard, 390 (49.4%) respondents participated in the current study in which 390 (49.4%) respondents have disciplines of social sciences while the respondents of pure sciences were 399 (50.6%). The analysis of the current study indicated that the pure sciences participants (Students) were more than the social sciences participants.

Table 4 showing University-based frequencies

	Universities	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Gomal University	200	25.3	25.3	25.3
	KKK University Karak	200	25.3	25.3	50.7
	KUST Kohat	200	25.4	25.3	76.0
	USTB Bannu	189	24.0	24.0	100.0
	Total	789	100.0	100.0	

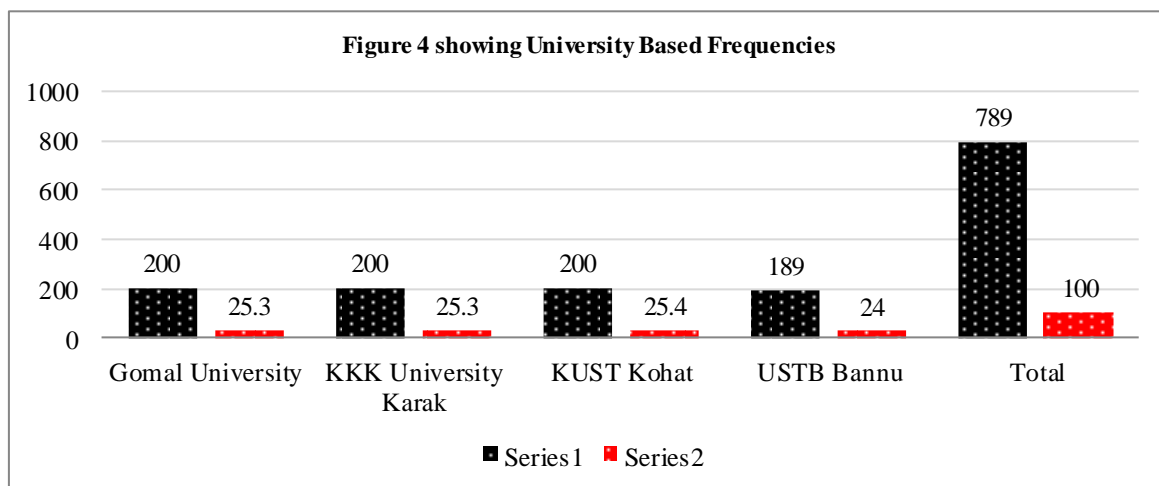


Table 4 shows university-based frequencies and percentage. The universities were attributed with respect to Gomal University, Khushal Khan Khatack University Karak, Kohat University of Science & Technology Kohat and the University of Science & Technology Bannu. In this regard, the respondents who participated in the present study including the 200 (25.3%) were from the Gomal University, 200 (25.3%) were from the KKK University Karak, 200 (25.4%) were from the KUST Kohat and 189 (24.0%) were from the USTB Bannu. The analysis revealed that the participants of KUST Kohat University were more than from the other universities in the current research study.

Table 5 showing learners' views regarding effectiveness and role of youtube in English language learning

Scale used	Frequency	Percent	Valid Percent	Cumulative Percent
Nil	----	----	-----	-----
Minimum	----	----	-----	-----
Medium	113	14.3	14.3	14.3
High Value	101	12.8	12.8	27.1
Very High Value	575	72.9	72.9	100.0
Total	789	100.0	100.0	

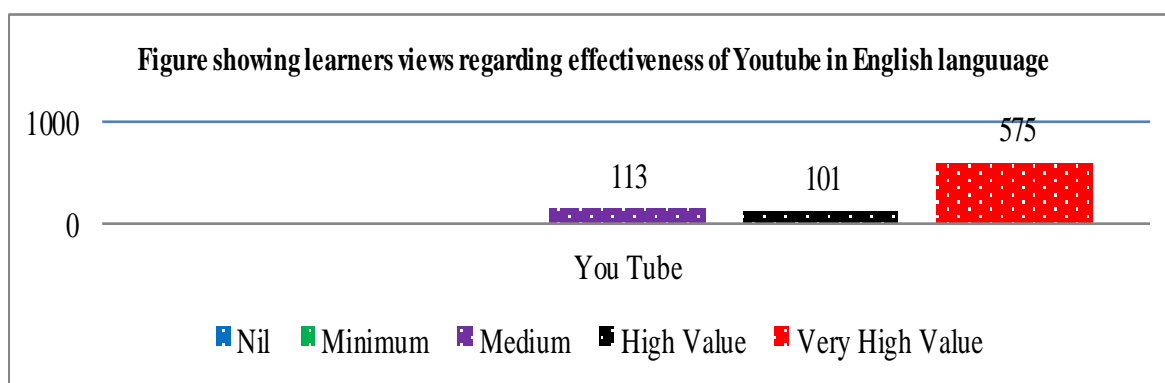


Table 5 indicates the views of English language learners regarding the role of youtube in English language learning at university level. The respondents views are presented in in five different scales i.e. nil, minimum, medium, high value, and very high value. Nil means that there is no role of youtube in English learning, minimum means that there is minimum role of you tube in English language learning, medium means to some extent, high value greater role, and very high value means that it plays most important role in English language learning. Out of total 789 (100%) views of the respondents in the table above, the nil and minimum views are nil, medium views are 113 (14.3%), views of high value are 101(12.8%), views with very high value are 575 (72.9%) respectively.

Table 6 showing ranking of youtube across gender groups

Statements	Gender	N	Mean	Std. Deviation	F	Sig.
Perceptions of English language learners' regarding English language proficiency via YouTube at University level.	Male Students	400	4.4800	.80699	68.778	.000
	Female Students	389	4.6941	.61885		

Table 6 indicates t-test application for showing the difference between views of male and female learners regarding ranking of youtube for English language learning at University level. In the statement "Perceptions of English language learners' regarding English language proficiency via YouTube at University level", the Mean score of male respondents is 4.4800; Std. Deviation is .80699, and the Mean score of female respondents is 4.6941, Std. Deviation .61885, F-value 68.778, with .000 less than 0.05 thus it is accepted.

Table 7 showing ranking of youtube across discipline

Statements	Discipline	N	Mean	Std. Deviation	F	Sig.
Perceptions of English language learners' regarding English language proficiency via YouTube at University level.	Social Sciences	390	4.6308	.69303	11.742	.001
	Pure sciences	389	4.5296	.76474		

The above table 7 of t-test application indicated the difference between views of social sciences and pure sciences learners regarding ranking of various social media sources for English language learning at university level. In the statement "Perceptions of English language learners' regarding English language proficiency via YouTube at University level", the Mean score of social sciences respondents is 4.6308; Std. Deviation is .69303, and the Mean score of pure sciences respondents is 4.5296, Std. deviation .76474, F-value 11.742, with Sig value is .001 which is less than 0.05. Thus it is accepted.

Table 8 showing ranking of youtube across gender groups (ANOVA)

Statements	Relationship	Sum of Squares	df	Mean Square	F	Sig.
Perceptions of English language learners' regarding English language proficiency via youtube at University level.	Between Groups	9.039	1	9.039	17.417	.000
	Within Groups	408.436	787	.519		
	Total	417.475	788			

Table 8 demonstrates ANOVA application to highlight the significant difference between the views of male and female learners regarding ranking of the six social media sources which the researcher has selected for this present study. In the statement regarding youtube, the sum of squares between groups 9.039 and within groups 408.436, total 417.475 df 1, 787, Mean squares 9.039, and .519, F-value 17.417, and Sig value is .000. As the Sig. value is less than 0.05 regarding the statement "Perceptions of English language learners' regarding English language proficiency via YouTube at University level". Thus it is accepted.

Table 9 showing ranking of youtube across discipline (ANOVA)

Statements	Relationship	Sum of Squares	df	Mean Square	F	Sig.
Perceptions of English language learners' regarding English language proficiency via YouTube at University level.	Between Groups	3.734	2	1.867	3.547	.029
	Within Groups	413.741	786	.526		
	Total	417.475	788			

Table 9 illustrates ANOVA application to show significant difference between the views of social sciences and pure sciences learners regarding ranking of the six social media sources including (Facebook, Twitter, Whatsapp, Google plus, You tube, and LinkedIn) selected by the researcher in the study. In the statement regarding "Perceptions of English language learners' regarding English language proficiency via YouTube at University level", the sum of squares between groups 3.734 and within groups 413.741,

total 417.475 df 2, 786, Mean squares 1.867, and .526, F-value 3.547, and Sig .029. As Sig value is greater than 0.05 which shows that there is insignificance in discipline wise views of the respondents about the youtube. So it is rejected.

V. RESEARCH DISCUSSION

The results of the current study indicates that the views of the English language learners regarding English language proficiency via youtube at University level were mostly positive and they results showed that English language learners enhance their proficiency via youtube at University level. But the researcher compared the previous studies regarding the use of youtube for developing English language proficiency at University level. Shih (2011) described that youtube not only develop the learning competencies of the English language but also develop the positive attitudes of the English learners to greater extent; and the students who use Youtube for English writing proficiency may improve their English language skills and competencies like vocabulary, spelling, grammar, and along with all these the attitudes of the learners also improved through this process. Kaliban (2010) described that the learners using youtube at University level are always in contact with other friends and relatives and through this way their stay in connection with others and sharing of various videos and latest lectures or teaching-learning materials develop their abilities to synthesize ideas and facts from various sources of information. Khan (2017) found that youtube enable the English learners to get main idea from such videos and presentations. Al-Shehri (2011) described that the use of online sources like internet and youtube are useful for English language learners to get awareness about the world level cultures through searching on internet and youtube due to which their English proficiency, vocabulary, listening and speaking powers develop at university level.

VI. RESEARCH CONCLUSION

English is an international language and most commonly used in our education system as a medium of instruction not only in higher education but also at low level as a compulsory subject. It is the language of research, science, medicine, business and international relations but on the other hand social media especially youtube is the most commonly used technological source used in our daily routine life. The use of youtube have become an important part of our life because youtube plays a significant role in creating and shaping of public opinions as well as strengthening of society particularly education of learners. The present study was designed to explore the importance of youtube in English language learning. The main purpose of the current study was to highlight the role and effectiveness of youtube in English language learning. To sum up, the researcher explored the views of university level learners regarding the use of youtube for developing the proficiency of English language learning. The researcher concluded the fact in the perspectives of objectives, findings and relevant literature that youtube has a positive role and effectiveness in English language proficiency at university level.

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