

USEFULNESS OF SOCIAL MEDIA SOURCES FOR ENGLISH LANGUAGE LEARNING AT UNIVERSITY LEVEL

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ABSTRACT

This study was conducted with the objectives: to find out the usefulness of various social media sources for English language learning at university level across gender groups and discipline groups. The self-developed questionnaire was used for the collection of data as a research instrument. Population of the study was all the master level students enrolled in session 2015-16 of social sciences and pure sciences in public sector universities of Khyber Pakhtunkhwa, and sample size of the present study was eight hundred students of four public sector universities of southern districts in Khyber Pakhtunkhwa. 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. Study revealed that social media sources play a pivotal role in English language learning at university level because the learners are mature enough that is why they may use various social media sources for English language learning.

Keywords: Social media sources, Learners, English, Language

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INTRODUCTION

There are various social media sources like WhatsApp, LinkedIn, Twitter, Flickr etc. Facebook is also one of the most famous social media tools used as a social networking service. At the beginning it was completely for college students now in this present digital era it has become the most common social networking sites. According to 2013 there were 18.5 million Facebook users in 2013 (Steven Millward, 2013). It is true that not only the number of Facebook or social media sources increased but also the educators are trying continually to utilize the services of social media sources to language learning programs. Nowadays social media sources like Facebook is used as a supplementary source for teaching learning process between teachers and learners especially in distance and virtual education. Students are using the various social media for variety of purposes for example searching of new topics and then sharing it in friends and class fellows.

Similarly, the most important point regarding the use of social media in teaching learning process is that it facilitate the learners and it is the most convenient source for learners because the classroom materials are available for them everywhere and every time and the learners may get help from their seniors and teachers without any hesitation. Social media sources are also very important for those students who are naturally shy and feel hesitation in face to face teaching learning process in the classroom but on Facebook and other social media sources they may share their views with other class-fellows and teachers freely and they feel free while sharing views with others (Irfan et al, 2016). The other thing is that the interaction through Facebook is not a face-face to interaction due to which students may feel anxiety (Murphy 2009) that is why the social media based interaction promote the students level of motivation towards the English language learning (Krashen, 1988). There are Facebook groups

which are helpful for learners because through these Facebook groups the learners may share their ideas with others and get help from one another knowledge (O'Neill, 2010). Social media groups like Facebook may be used for educational setting because the administrators can save the lecture and then the users may send it other users for their help in order to get benefits from it.

REVIEW OF LITERATURE

Social Media sources like blogs are also included in various forms of social media and play a pivotal role in language learning. A web blog or blog is an online platform used for online expression of thoughts, ideas, and point of views about various issues. These issues may be of different types regarding social, religious, academic, and other things happening in the surrounding. Murray et al, (2008) described the people use blogs for online expression of issues related to their lives and different viewpoints they may have about various things. Blogs are used for so many diverse purposes and have a lot of topics which are used online blogs as blogging architecture became more user-friendly the popularity of blogs increased. Blogs are used for language learning process also and play a dominant role in EFL learning process, because the main function of blogging is that to comment on other people blogs are to receive comments from other people on your given idea or views which you have shared on blogs is the key function of blogging.

This is not a common thing but it is very important because it makes the English language learners creative to write comments on other people ideas or production and also make them to understand the views of others while reading the point of views of other people about any issue or topic. The use of blogs is useful for development of language learning but give them the opportunity to provide a foundation for reflecting on the language that is being written within it.

Dieu, Barbara (2004) has described the role of blogs in language learning that blogs increase the learning competences and capabilities of English learners, says that blogs are egalitarian for teaching and learning tools par excellence. It shows that blogs are not something having no value in language learning but blogs are very important tools for language learning. The online web-blogs are mostly improve the writing proficiency of EFL learners, blogging are used to describe views, ideas, and makes the language learners' mind creative when they are using blogs because the language writers compose new comments on various issues and topics which make them creative, and as a result language learning can be achieved (Murray et al, 2008). In light of the above researcher point of view it is clear that using blogs are not only develop the language learners writing skills and express their ideas, feelings, and emotions but also make them creative minded in language learning process. Steven Throne, (2009) has reported that blogs are used for many purposes in respect of language learning.

Teachers and learners both use Facebook for variety of purposes like language learning assessment, practice of English language vocabulary, repetition of words, and making sentences. Different topics may be discussed in blogs which is written in blogs and the EFL learners may present their comments on various topics and paragraphs which improve the reading and writing skills of EFL learners. Hui-Ju Wu and Pai-Lu Wu (2011) also find the trend that blogging plays a pivotal role in language learning. He has highlighted in his research study that blogs play a dominant role in reading and writing skills development of English learners, but the importance of blogging may not be ignored in vocabulary development of English learners. Blogs help the English learners to develop vocabulary, increase reading speed, develop proper use of grammar and enhance the reading comprehension of the EFL learners.

Objectives of the Study

1. To find out the usefulness of social media sources for English language learning at university level in district Bannu Khyber Pakhtunkhwa across gender group.
2. To find out the usefulness of social media sources for English language learning at university level across discipline.

Research Questions

1. Is there any usefulness of social media sources for English language learning at university level in district Bannu, Khyber Pakhtunkhwa across gender groups?
2. Is there any usefulness of social media sources for English language learning at university level in district Bannu, Khyber Pakhtunkhwa across discipline groups?

METHODOLOGY

Population of the study was all the students 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).

ANALYSIS OF DATA

Figure 1

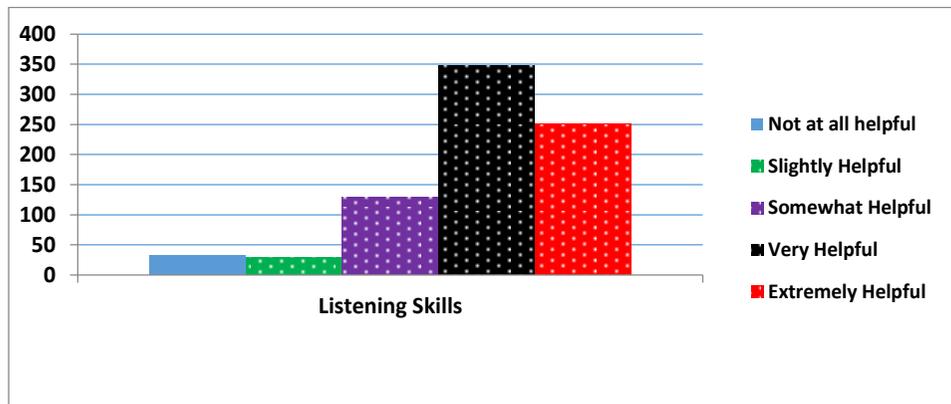


Table 1: Usefulness of Social media Sources of English Language Listening Skills Development

Scale used	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all helpful	33	4.2	4.2	4.2
Slightly Helpful	28	3.5	3.5	7.7
Somewhat helpful	129	16.3	16.3	24.1
very Helpful	348	44.1	44.1	68.2
Extremely Helpful	251	31.8	31.8	100.0
Total	789	100.0	100.0	

The above table 1 shows the usefulness of social media sources for English language listening skills development which the researcher had selected for this present study. The views of the respondents are presented in five point Likert scale. Total number of responses regarding social media sources not at all helpful

for English language listening skills development were 33, 4.2%, slightly helpful were 28, 3.5%, somewhat helpful responses were 129, 16.3%, very helpful responses were 348, 44.1% and extremely helpful responses were 251, 31.8%. Thus in light of the above views of the respondents it may not be wrong to say that social media sources are very helpful for English language listening skills development.

Figure

2

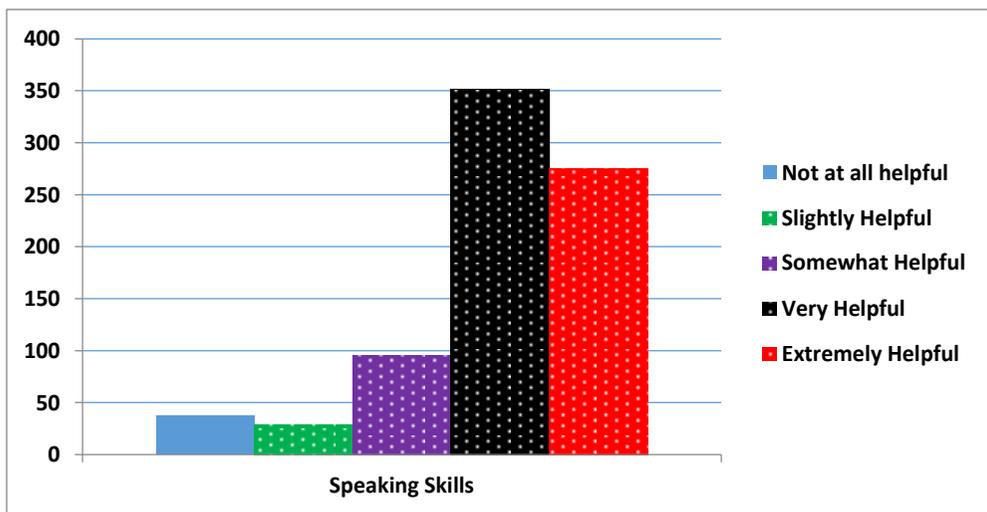


Table 2: Usefulness of Social media Sources of English Language Speaking Skills Development

Scale Used	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all helpful	37	4.7	4.7	4.7
Slightly Helpful	29	3.7	3.7	8.4
Somewhat helpful	96	12.2	12.2	20.5
very Helpful	352	44.6	44.6	65.1
Extremely Helpful	275	34.9	34.9	100.0
Total	789	100.0	100.0	

The table 2 shows the usefulness of social media sources for English language speaking skills development which the researcher had selected for this present study. The views of the respondents are presented in five point Likert scale. Total number of responses regarding social media sources not at all helpful for English language listening skills development were 37, 4.7%, slightly helpful were 29, 3.7%, somewhat helpful responses were 96, 12.2%, very helpful responses were 352, 44.6% and extremely helpful responses were 275, 34.9%. Thus in light of the above views of the respondents it may not be wrong to say that social media sources are very helpful for English language speaking skills development.

Figure 3

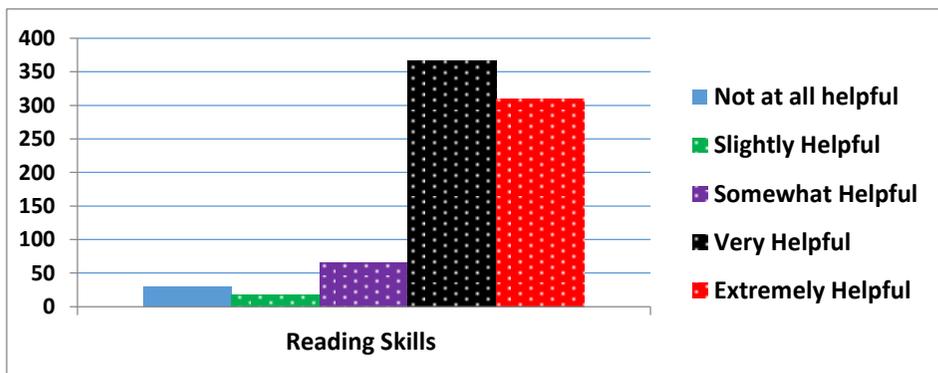


Table 3: Usefulness of Social media Sources of English Language Reading Skills Development

Scale Used	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all helpful	30	3.8	3.8	3.8
Slightly Helpful	17	2.2	2.2	6.0
Somewhat helpful	65	8.2	8.2	14.2
very Helpful	367	46.5	46.5	60.7
Extremely Helpful	310	39.3	39.3	100.0
Total	789	100.0	100.0	

The table 3 shows the usefulness of social media sources for English language reading skills development which the researcher had selected for this present study. The views of the respondents are presented in five point Likert scale. Total number of responses regarding social media sources not at all helpful for English language reading skills development were 30, 3.8%, slightly helpful were 17, 2.2%, somewhat helpful responses were 65, 8.2%, very helpful responses were 367, 46.5% and extremely helpful responses were 310, 39.3%. Thus in light of the above views of the respondents it may not be wrong to say that social media sources are very helpful for English language reading skills development.

Figure 4

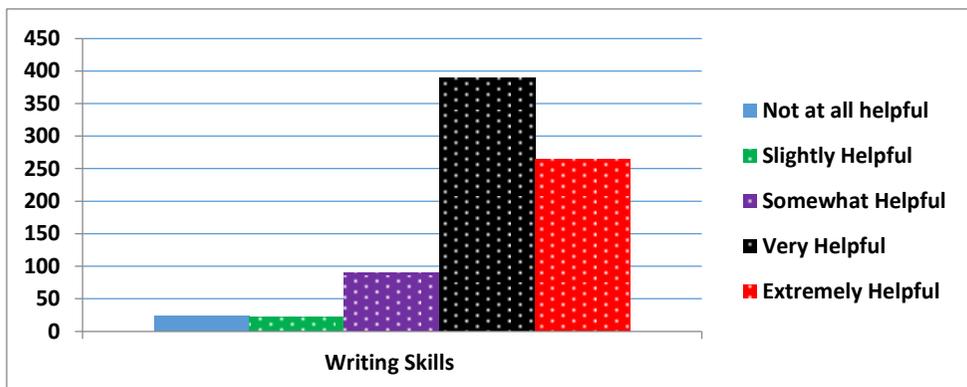


Table 4: Usefulness of Social media Sources of English Language Writing Skills Development

Scale Used	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all helpful	24	3.0	3.0	3.0
Slightly Helpful	22	2.8	2.8	5.8
Somewhat helpful	90	11.4	11.4	17.2
very Helpful	389	49.3	49.3	66.5
Extremely Helpful	264	33.5	33.5	100.0
Total	789	100.0	100.0	

The table 4 shows the usefulness of social media sources for English language writing skills development which the researcher had selected for this present study. The views of the respondents are presented in five point Likert scale. Total number of responses regarding social media sources not at all helpful for English language writing skills development were 24, 3.0%, slightly helpful were 22, 2.8%, somewhat helpful responses were 90, 11.3%, very helpful responses were 389, 49.3% and extremely helpful responses were 264, 33.5%. Thus in light of the above views of the respondents it may not be wrong to say that social media sources are very helpful for English language writing skills development.

Figure 5

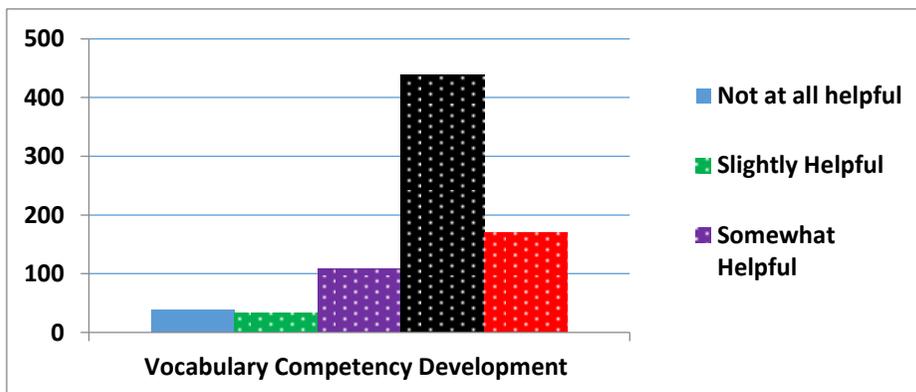


Table 5: Usefulness of Social media Sources of English Language Vocabulary Development

Scale Used	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all helpful	39	4.9	4.9	4.9
Slightly Helpful	33	4.2	4.2	9.1
Somewhat helpful	109	13.8	13.8	22.9
very Helpful	439	55.6	55.6	78.6
Extremely Helpful	169	21.4	21.4	100.0
Total	789	100.0	100.0	

The table 5 shows the usefulness of social media sources for English language vocabulary development which the researcher had selected for this present study. The views of the respondents are presented in five point Likert scale. Total number of responses regarding social media sources not at all helpful for English language vocabulary development were 39, 4.9%, slightly helpful were 33, 4.2%, somewhat helpful responses were 109, 13.8%, very helpful responses were 439, 55.6% and extremely helpful responses were 169, 21.4%. Thus in light of the above views of the respondents it may not be wrong to say that social media sources are very helpful for English language vocabulary development.

Figure 6

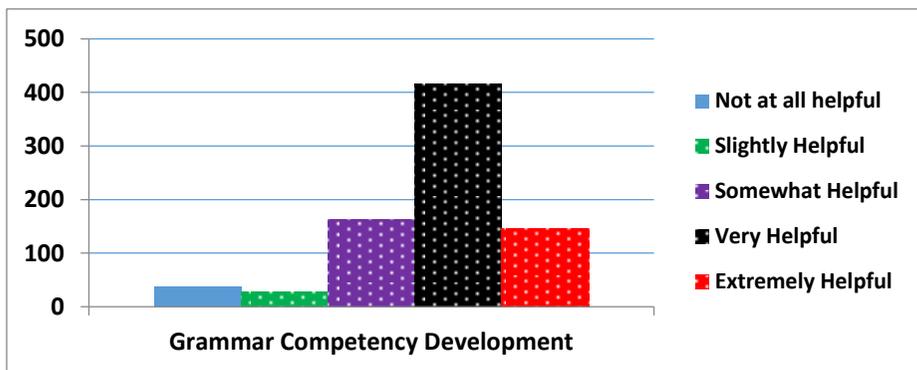


Table 6: Usefulness of Social media Sources of English Language Grammar Competency Development

Scale Used	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all helpful	38	4.8	4.8	4.8
Slightly Helpful	28	3.5	3.5	8.4
Somewhat helpful	162	20.5	20.5	28.9
very Helpful	416	52.7	52.7	81.6
Extremely Helpful	145	18.4	18.4	100.0
Total	789	100.0	100.0	

The table 6 shows the usefulness of social media sources for English language grammar competency development which the researcher had selected for this present study. The views of the respondents are presented in five point Likert scale. Total number of responses regarding social media sources not at all helpful for English language grammar competency development were 38, 4.8%, slightly helpful were 28, 3.5%, somewhat helpful responses were 162, 20.5%, very helpful responses were 416, 52.7% and extremely helpful responses were 145, 18.4%. Thus in light of the above views of the respondents it may not be wrong to say that social media sources are very helpful for English language grammar competency development.

Table 7: Usefulness of Social Media Sources for English Language Learning Across gender groups (t-test)

Skills & Competencies	Gender	N	M	SD	F	Sig
Listening Skills	Male	400	3.62	1.00	41.54	.00
	Female	389	3.91	.87		
Speaking Skills	Male	400	3.65	1.01	32.62	.00
	Female	389	4.07	.84		
Reading Skills	Male	400	3.62	1.00	41.54	.00
	Female	389	3.91	.87		
Writing Skills	Male	400	3.62	1.03	38.06	.00
	Female	389	4.07	.84		
Grammar Competency	Male	400	3.62	1.03	38.06	.00
	Female	389	4.07	.84		
Vocabulary Development	Male	400	3.62	1.00	41.54	.00
	Female	389	3.91	.87		

The above table 7 shows the usefulness of six social media sources which the researcher has selected for this present regarding English language skills and competencies development at university level. In listening skills male students mean 3.6200, female students mean 3.9100 std. deviation of male students

1.00654, std. deviation of female students .87321, F-value 41.542, P-value is .000. . In speaking skills male students mean 3.6500, female students mean 4.0720 std. deviation of male students 1.01493, std. deviation of female students .84032, F-value 32.624, P-value is .000. In reading skills male students mean 3.6200, female students mean 3.9100 std. deviation of male students 1.00654, std. deviation of female students .87321, F-value 41.542, P-value is .000. In writing skills male students mean 3.6225, female students mean 4.0720 std. deviation of male students 1.03570, std. deviation of female students .84032, F-value 38.067, P-value is .000. In grammar competency male students mean 3.6225, female students mean 4.0720 std. deviation of male students 1.03570, std. deviation of female students .84032, F-value 38.067, P-value is .000. In vocabulary development male students mean 3.6200, female students mean 3.9100 std. deviation of male students 1.00654, std. deviation of female students .87321, F-value 41.542, P-value is .000.

Table 8: Usefulness of Social Media Sources for English Language Learning Across discipline

Skills & Competencies	Discipline	N	M	SD	F	Sig.
Listening Skills	Social Sciences	390	3.77	1.02	.32	.56
	Pure sciences	389	3.74	.88		
Speaking Skills	Social Sciences	390	3.85	.99	.37	.54
	Pure sciences	389	3.85	.92		
Reading Skills	Social Sciences	390	3.77	1.02	.32	.56
	Pure sciences	389	3.74	.88		
Writing Skills	Social Sciences	390	3.82	1.02	1.52	.21
	Pure sciences	389	3.85	.92		
Grammar Competency	Social Sciences	390	3.82	1.02	1.52	.21
	Pure sciences	389	3.85	.92		
Vocabulary Development	Social Sciences	390	3.77	1.02	.32	.56
	Pure sciences	389	3.74	.88		

The table 8 shows the usefulness of six social media sources which the researcher has selected for this present study regarding English language skills and competencies development at university level. In listening skills social sciences students mean 3.7744, pure sciences students mean 3.7455 std. deviation of social sciences students 1.02682, std. deviation of pure sciences students .88778, F-value .326, P-value is .568. In speaking skills social sciences students mean 3.8538, pure sciences students mean 3.8586 std. deviation of social sciences students .99700, std. deviation of pure sciences students .92673, F-value .375, P-value is .541. In reading skills social sciences students mean 3.7744, pure sciences students mean 3.7455 std. deviation of social sciences students 1.02682, std. deviation of pure sciences students .88778, F-value .326, P-value is .568. In writing skills social sciences students mean .8256, pure sciences students mean 3.8586 std. deviation of social sciences students 1.02431, std. deviation of pure sciences students .92673, F-value 1.521, P-value is .218. In grammar competency social sciences students mean .8256, pure sciences students mean 3.8586 std. deviation of social sciences students 1.02431, std. deviation of pure sciences students .92673, F-value 1.521, P-value is .218. In vocabulary development social sciences students mean 3.7744, pure sciences students mean 3.7455 std. deviation of social sciences students 1.02682, std. deviation of pure sciences students .88778, F-value .326, P-value is .568.

Table 9: Usefulness of Social Media Sources for English Language Learning Across gender groups (ANOVA)

Skills and Competencies	Gender Wise Groups	Sum of Squares	df	Mean Square	F	Sig.
Listening Skills	Between Groups	16.588	1	16.58	18.64	.00
	Within Groups	700.091	787	.89		
	Total	716.679	788			
	Between Groups	35.117	1	35.11	40.34	.00

Speaking Skills	Within Groups	684.985	787	.87		
	Total	720.101	788			
Reading Skills	Between Groups	16.588	1	16.58	18.64	.00
	Within Groups	700.091	787	.89		
Writing Skills	Total	716.679	788			
	Between Groups	39.843	1	39.84	44.66	.00
Grammar Competency	Within Groups	701.982	787	.89		
	Total	741.825	788			
Vocabulary Development	Between Groups	16.588	1	16.58	18.64	.00
	Within Groups	700.091	787	.89		
	Total	716.679	788			

The above table 9 of ANOVA application shows the views of gender groups regarding the usefulness of various social media sources in English language skills and competencies development which the researcher has selected for this present study. In listening skills sum of squares between groups 16.588 and within groups 700.091, total 716.679 mean square 16.588 and .890, F-value 18.648, P-value .000. In speaking skills sum of squares between groups 35.117 and within groups 684.985, total 720.101 mean square and 35.117, and .870 F-value 40.347, P-value .000. In reading skills sum of squares between groups 16.588 and within groups 700.091, total 716.679 mean square 16.588 and .890, F-value 18.648, P-value .000. In writing skills sum of squares between groups 39.843 and within groups 701.982, total 741.825 mean square 39.843 and .892, F-value 44.668, P-value .000. In grammar competency sum of squares between groups 39.843 and within groups 701.982, total 741.825 mean square 39.843 and .892, F-value 44.668, P-value .000. In vocabulary development sum of squares between groups 16.588 and within groups 700.091, total 716.679 mean square

16.588 and .890, F-value 18.648, P-value .000. Thus in the above table of ANOVA application there is significance in views of learners that is why the hypothesis are accepted that there is no significant difference between the views of male and female learners regarding usefulness of social media sources for English language skills and competencies development because in all statement p-value is .000 which is less than critical threshold 0.05.

Table 10: Usefulness of Social Media Sources for English Language Learning Across gender groups (ANOVA)

Skills and Competencies	Discipline Wise groups	Sum of Squares	df	Mean Square	F	Sig.
Listening Skills	Between Groups	.73	2	.36	.401	.670
	Within Groups	715.94	786	.91		
	Total	716.67	788			
Speaking Skills	Between Groups	.20	2	.10	.114	.892
	Within Groups	719.89	786	.91		
	Total	720.10	788			
Reading Skills	Between Groups	.73	2	.36	.401	.670
	Within Groups	715.94	786	.91		
	Total	716.67	788			
Writing Skills	Between Groups	.458	2	.22	.243	.785
	Within Groups	741.36	786	.94		
	Total	741.82	788			
Grammar Competency	Between Groups	.45	2	.22	.243	.785
	Within Groups	741.36	786	.94		
	Total	741.82	788			
Vocabulary Development	Between Groups	.731	2	.36	.401	.670
	Within Groups	715.94	786	.91		
	Total	716.67	788			

The above table 10 of ANOVA application shows the views of discipline groups regarding the usefulness of various social media sources in English language skills and competencies development which the researcher has selected for this

present study. In listening skills sum of squares between groups .731 and within groups 715.948, total 716.679 mean square .366 and .911, F-value .401, P-value .670. In speaking skills sum of squares between groups .209 and within groups 719.893, total 720.101 mean square and .104, and .916 F-value .114, P-value .892. In reading skills sum of squares between groups .731 and within groups 715.948, total 716.679 mean square .366 and .911, F-value .401, P-value .670. In writing skills sum of squares between groups .458 and within groups 741.367, total 741.825 mean square .229 and .943, F-value .243, P-value .785. In grammar competency sum of squares between groups .458 and within groups 741.367, total 741.825 mean square .229 and .943, F-value .243, P-value .785. In vocabulary development sum of squares between groups .731 and within groups 715.948, total 716.679 mean square .366 and .911, F-value .401, P-value .670. Thus in the above table of ANOVA application there is insignificance in views of learners that is why the hypothesis is rejected that there is no significant difference between the views of social sciences and pure sciences learners regarding usefulness of social media sources for English language skills and competencies development because p-value in all statements is greater than critical threshold 0.05.

DISCUSSION

Noraien *et al*, (2014) conducted study on “Social Media in ESL Classroom: Exploring the Impact on Language Learning” and finally concluded at the end of the study that social media is most commonly used and plays significant role in English language learning process. They also highlighted in their study that through social media like Facebook students share their learning related activities which make their learning process interested for them. Khan *et al*, (2017) also described the importance of information communication

technology role in teaching learning process at university level and clearly stated that the these technologies and online sources have made the teaching learning process easy and interested for learners. Social media sources are used for sharing information, pictures, and other text and videos like Twitter is a social media tool which may be easily used for online communication and sending information (Tejada, 2015). Social media application made it easy for us to sharing our views with others in short time and to get feedback as soon as possible. Now in light of the above discussion I am as a researcher may not wrong to say that if young university level learners use social media sources for English language learning proficiency development then they may easy improve their English language learning proficiency easily and in an interested manner. As a popular platform it carries contents to a large group allowing the stuff to spread like a virus (Patrut, B. 2013). As Morrell (2013), mentioned the use of YouTube that it is such social media tool which enable the users of YouTube to show their activities to worldwide audience. Thus we may get help from social media tools like YouTube various English language videos shared by various experts. Khalid (2017) also mentioned the importance of social media sources in film industry and learning.

CONCLUSIONS

The findings of study clearly showed that social media sources play significant role in English language learning at university level. Literature review also highlighted that social media sources are very useful for English language learning because it makes the learning process easy interested for leaners and facilitate the English language learners to do practice of various English language skills and competencies like listening, speaking, reading and writing while

various social media tools like Facebook, Twitter, WhatsApp etc in their free and leisure time for English language skills and competencies development.

RECOMMENDATIONS

In light of the findings of the study the following recommendations may be suggested:

- Findings of the study clearly revealed that social media sources are useful for English language learning therefore, university level mature learners may use various social media sources for English language learning.
- In light of the said study it may be recommended that teachers should tell their students about the usefulness of various social media sources for English language learning.
- In light of the findings of study it may be recommended that students of English language at university level should be given opportunity for social media based learning while introducing various sources of social media.

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