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## **Students' Sources for Learning English: A study on Students at King Faisal University**

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### **Abstract**

This study aims to determine the sources used by Applied College students at King Faisal University to acquire the English language. The teacher at the Applied College chose to carry out this study after observing that the students' proficiency levels in English varied while in English Language 101. The research explored the sources that students use to learn English language at the Applied College of King Faisal University. Among 216 participants, 67 were male, making up 31.02 % of the total, while 149 were female, comprising 68.98 %. The results shed light on the distribution of English sources among students and offer understanding of gender-based variations in addressing these sources. The study's findings indicate that there is no statistically significant difference between male and female students regarding the use of learning resources. Also, classroom interactions, quizzes, tests, YouTube and foreign films are the most favored sources for learning English. This study will help English language teachers understand the sources that students, particularly those with strong English, use to learn the language.

**Key words:** EFL Learners, English language, English language sources.



## **1.Introduction.**

Our main means of communication is language. It's how we communicate our thoughts and ideas to other people. English is used as a communication tool in more than only English-speaking nations. The world is home to thousands of different languages. However, why English?

English is currently the dominant language in many business and cultural domains that are controlled by nations that were directly impacted by British imperialism. It is the language of international banking and business, as well as Hollywood. As such, knowing it is helpful, if not essential.

The English language is crucial for communication in the modern world for a number of reasons. It is the most widely spoken foreign language, to start. This indicates that two individuals from different nations (for instance, a Swedish and a Mexican) typically converse using English as a common language. For this reason, everyone must learn the language in order to communicate internationally. Speaking will enable you to interact with people from all around the world, not simply those who speak English.

The field of education also depends on English. Children are taught and encouraged to study English as a second language in many nations. Many science and engineering curricula are written in English, even in nations like Sweden and the Netherlands where it is not an official language. The majority of research and studies in any particular scientific discipline will be written in it as well, since it is the predominant language in the sciences. In order to make the content more accessible to overseas



students, students in several nations study practically all of their topics in English at the university level.

English is used to write and develop the majority of web pages on the internet. You frequently have the option to translate websites, even those in different languages. English is the major language of the press; more books and newspapers are written in it than in any other language, and you can find some of these publications anywhere you are in the world. In fact, speaking this language will help you learn more about almost every topic because it is so prevalent in international communication.

### **1.1 Statement of the Problem:**

For EFL learners, English is seen as a challenging language. The instructor observes while instructing English 101 students at King Faisal University's Applied College. Because students' levels vary; some are extremely good, some are good, some are weak, and some are great. The teacher is interested in the students' sources of English instruction and how they assess their proficiency in the language.

### **1.2 Objective of the Study:**

This study looked into the resources used by Applied college students to learn English. Teachers, supervisors, and curriculum designers will also get insight from this study into how the younger generation learns English and which sources they most frequently consult.



### **1.3. Research Questions:**

1. What are students' level in English according to their point of view?
2. What are students' sources for learning English language?
3. Are there any statistically difference between male and female students?

### **1.4. Significance of the study**

The results showed which resources students most frequently utilize to study English. The study also clarified the disparity between the resources used by male and female to acquire the English language. However, this study gives students the opportunity to assess their English proficiency.

### **1.5. Study Terms:**

#### **\*English language**

Anglo-Saxon invaders introduced Anglo-Frisian dialects to Britain in the early Middle Ages, which is where the English language, a West Germanic language, emerged. After centuries of development, it is currently the main language in a number of nations, including the US, Canada, Australia, New Zealand, and the UK. English is renowned for its wide vocabulary, variety of dialects, and strong linguistic ties to other languages, including French, Latin, and Norse.



### **\*EFL learner**

When someone is learning English as a foreign language, they are in a country where English is not the primary language spoken. EFL learners usually study English to enhance their communication abilities for a variety of reasons, including education, business, or travel.

### **\*English language sources**

The resources students employ to acquire the English language. Information can be obtained from a variety of sources, including books, journals, newspapers, magazines, social media, mobile apps, movies, music, and even a teacher, friend, or relative.

## **2. Review of Related Literature**

A study on "students' views on learning English on Tik Tok application" was carried out by Nazar, H. and Alna, A. in 2023. The purpose of this study is to investigate how students perceive the Tik Tok app, which can be used as a learning tool, particularly for generation Z English language acquisition. Previous studies and some experiences from multiple researchers support this. The reason for this is that social media is a platform that has a strong connection to Generation Z. To find out how students felt about learning English via the Tik Tok app, this study employed a qualitative approach. Interviewing and data collecting were employed in this study. During the first semester of the English academic year (2022/2023), students from private universities participated in this study.



According to information gathered from many student interviews about their opinions on learning English through the Tik Tok app and the findings, the majority of participants thought that the app may be useful for learning, particularly for learning English. Even while every app has limitations and disadvantages, the Tik Tok app offers a lot of advantages, including educational opportunities. Additionally, the research's consequences are strongly tied to learning, particularly learning English, and are intended to assist students in learning the language in a modern way.

Although the sources of second language acquisition are diverse and contingent upon the interests and decisions of the learner, the most successful approaches surely offer real-world language exposure. The usefulness of watching films as a way to learn English is examined in the current study. It investigates the opinions of college students regarding the effectiveness of this approach in enhancing English language proficiency. 74 students from Qassim University's Department of English Language and Translation in Saudi Arabia—25 men and 49 women—participated in this study. Questionnaires and one-on-one interviews with a few chosen students provided the data for this study. The results of this survey demonstrated that a large number of students often watch films for a variety of reasons, the primary one being amusement.

The kids also acknowledged that watching films helps them improve their writing, hearing, and vocabulary. Additionally, the participants thought that exposure to native speakers of a target language improved language ability and fluency. In addition to learning other languages like Spanish,



the pupils gain knowledge about culture, lifestyle, and thought processes through watching films. Some suggestions are made in light of these findings, such as confirming that incorporating media into a foreign language classroom is feasible. Even though this study addresses some of the topics related to the relationship between watching films and learning English, there are still some unanswered questions that require more investigation, like how to include media in the educational process and how movie subtitles can improve learners' language skills. The author of this work is Yasmayian, A. (2023). "Learning English from films: An extraordinary study" was the subject of this investigation.

Ifraan, K., Mati, U., Kurshed, I. and Mahraban, A. in 2021 conducted a study about perceptions of EFL learners regarding effectiveness of twitter in English language learning proficiency at university level.

The study's goal is to show how important social media and online social media sources are to our everyday lives. The primary goal of this study was to draw attention to Twitter's contribution to the advancement of university-level English language skills. Methodology: Using a self-developed questionnaire with a 5-point Likert scale, the researcher collected data from a sample of respondents in order to analyse how EFL learners perceived Twitter's efficacy in enhancing their English language ability at the university level. The study guaranteed the validity and reliability of the research instrument, the convenient sampling technique, and the sample size rule of thumb proposed by John Curry (1984).





**Key Findings:** The study's main conclusions showed that Twitter plays a significant positive effect in advancing, refining, and enhancing English language learning through the use of computers, laptops, or cellphones in the teaching-learning process. The primary results of the study showed that Twitter is a great tool for teachers and students to support the development of English as a second language. Uses for this research: Students, parents, instructors, the general public, legislators, and the government may find the current study to be very important and useful in fostering language competency through the real-world use of Twitter.

**Novelty/Originality of this study:** The study will be a quite novel and original way of promoting and developing language proficiency by using media resources, especially Twitter, to attain the desired objectives, i.e., developing language proficiency via Twitter.

Lina,J. and Hisham,D. in 2019 conducted a study about effective use of facebook in improving English communication skills:A conceptual paper.

For EFL students, learning English is extremely difficult. New possibilities for language instruction and learning would arise from the development and innovation of educational technologies, such as Facebook. Thus, it's critical to use technology to help pupils acquire the English language. Facebook is an educational tool that helps students reflect on their own ideas and attitudes, which helps them communicate more effectively both orally and in writing. This evaluation seeks to demonstrate how Facebook, as a cutting-edge educational tool, may help students improve their writing and verbal communication abilities. This





paper also attempts to assess the difficulties and issues of this teaching viewpoint.

It was determined that students supported Facebook's ability to help them become more fluent in English. However, there are drawbacks to Facebook use, including time waste, a lack of direct and authentic contact, and distraction from Facebook's other services.

Nihada,D.and Alisa,P. in 2016 conducted a study about the effect of using songs on young learners and their motivation for learning English.Songs are valuable resources for language learning and are valued for their linguistic, educational, cultural, and entertainment qualities. Every facet of a language can be taught and developed with them. The purpose of this article is to examine if songs have an impact on young learners' motivation to learn English, as well as to validate these claims and the efficacy of utilizing songs to increase vocabulary in the English language. The paper discusses listening skills, many facets of using and teaching songs, and theoretical explanations of young learners. Additionally, it talks about how songs affect motivation and how they relate to certain theories of language learning.

The process and findings from the pre-, post-, and delayed testing for three distinct children's songs, as well as the questionnaire that was completed to gather data regarding the motivation these songs provide, are explained in the paper's analytical section. The findings demonstrated that songs help young learners retain their language. The results demonstrate that songs are appropriate for many learning types, promote



positive learning experiences, and improve students' knowledge regardless of the setting—aural or aural/visual. Songs encourage students and foster a passion for language acquisition. This kind of motivation makes students inventive, creative, and eager to study and achieve.

### **3.English language sources:**

These days, learning English has gotten really simple. By enrolling in a Spoken English school and attending its online courses, you may conveniently learn English at home and become proficient in both written and spoken communication. Additionally, it will help you learn English quickly, so using all the other resources alongside it will be the icing on the cake.

#### **1. Online Classes**

Enrolling in an online school is the most effective approach to learn any language. By enrolling in an online spoken English course, you can enhance your fluency, tone, voice modulation, pronunciation, and other speaking skills. Each of these is crucial while communicating in real time. You are also given a platform to enhance the impact of your expressions. The online Spoken English course can help you overcome all of your worries and give you the self-assurance you need to express yourself.

#### **2. English Newspaper**

We often forget how important it is to read the newspaper. Newspapers not only give us global news, but they also teach us English in a variety of methods. Daily reading of English-language newspapers helps you



increase your vocabulary and enhance your comprehension abilities. Famous authors' editorials also aid in the development or enhancement of our critical thinking skills, which enhance our ability to write and talk and give us new insights.

### **3. Blogs**

The internet has exposed us to eternal sources of learning; one of them is blogs. Blogs have emerged as a new way of gaining information recently. We see lakhs and lakhs of new blogs being uploaded on the internet these days. These blogs can help us to deal with a number of problems we come across while learning English. Reading blogs gives you ideas to express yourself better in verbal as well as written communication. After having read blogs, you can start writing your blogs, where you can learn to portray your ideas more concisely and proficiently. Learning English through this method would be a better way of gaining good writing skills.

### **4. Books/Novel**

When learning English, reading books and novels is an essential part of the process. When learning a language, reading books is really important. Books improve your writing, reading, and imagination in addition to teaching you new words and phrases. You may become more creative as a result, coming up with innovative ways to complete tasks more effectively than others. When reading novels, the majority of us get bored and stop. One of the most significant errors we make in life is this. Reading helps us become more adept in English and improves the way our brains work, which will lead to greater outcomes in the future.



## **5. English News channel**

We avoid watching the news on English news stations because we are not natural English speakers. For anyone who want to become fluent in English, English news networks are a great resource. News anchors receive training on how to communicate more effectively in order to draw in an increasing number of viewers. A person who struggles with diction, voice modulation, or any other aspect of verbal communication should spend 25 to 30 minutes each day watching news networks. Your ability to quickly comprehend English will improve if you listen to news from various news outlets.

## **6. Journals or Research papers**

Since each person is different from the next, their tastes may also be different. Everybody has a genre. Determine your preferred genre and use it to guide your search for journals and research articles. In your educational career, this would be a really exciting and educational event. As you argue or discuss important issues, several viewpoints would develop in your head, enabling you to think more quickly and developing effective communication skills.

## **7. Podcasts**

One of the finest ways to learn English has always been to listen to others speak the language. Social media users communicate their thoughts and ideas through podcasts. How frequently do we waste our valuable time reading through pointless feeds on social media? Why not listen to English speakers on podcasts during this period to appreciate our



communication skills? It would allow us to express ourselves in new ways. Are you aware that you can create your own podcasts? Your spoken communication skills will significantly improve if you record your thoughts on your phone. You can use this to assess your weaknesses and make necessary improvements.

### **8. Magazines/ Storybooks**

It would be nearly hard for someone who has just begun their educational path to handle advanced English books or novels. Children who are just beginning to learn English might benefit greatly from reading periodicals and storybooks to spark an early interest in reading. Children have a strong memory, and if they read from a young age, they will develop a strong vocabulary that will benefit them in the future.

### **9. English Movies**

Watching English-language films can also help you improve your English. In contrast to podcasts, English-language films will highlight the speaker. Podcasts just allow us to hear a person's voice, but in movies, you can watch the actor on stage portraying various personalities and using his or her abilities to express his or her views to the audience. You can learn from these and use them to your advantage the next time you have to give a speech or a presentation at work.

### **10. Quizzes**

It will be crucial for you to test your knowledge after you have studied from all of the aforementioned sources. You can use quizzes to help with



that. Questions on quizzes are intended to assess your learning progress. You may keep an eye on your weaknesses and avoid making the same mistakes again by taking these quizzes.

We can learn our skills from a variety of sources and methods. It is necessary to identify the sources that are most suitable for you.

#### **4. Methodology**

4.1. Due to the researcher's observation that her students' proficiency in the English language varies. Using a large student sample, the researcher hopes to investigate the resources that students use to learn English. Additionally, the researcher used the quantitative technique since it is quick, targeted, scientific, and approachable. The study's goal was to provide answers to the questions. The study sample was obtained through the use of social networking sites and the random sampling technique. The researcher conducted statistical analysis using the SPSS 26 software.

#### **4.2 Participants:**

The research explored the sources that students use to learn English language at the Applied College of King Faisal University. Among 216 participants, 67 were male, making up 31.02 % of the total, while 149 were female, comprising 68.98 %. The results shed light on the distribution of English sources among students and offer understanding of gender-based variations in addressing these sources.

#### **4.3 Methods of Data Collection:**

#### **Data analysis**



Data analysis in this study involved several statistical techniques to examine the responses. Descriptive statistics, including mean, standard deviation, frequency, and percentage, were used to summarize the participants' demographic data and responses to the questionnaire. To assess group differences, independent t-tests were conducted to compare two independent groups, while ANOVA was used for comparisons among more than two groups. Post-hoc analysis using the Scheffé test was applied following ANOVA to identify specific group differences. These statistical methods provided insights into the relationships and variations between the study variables.

## **Methods of Data Collection**

### **4.3.1 Questionnaire**

For this study, data were collected using a questionnaire specifically designed to assess the learning resources for students at the Applied College of English Language. The questionnaire contained 25 items, focusing on various aspects related to learning resources, including materials, tools, and support available to students in their academic environment. The study utilized a four-point Likert scale to assess participants' levels of agreement or disagreement with the statements, ranging from "strongly disagree" to "strongly agree." On this scale, a score of 1 corresponds to "strongly disagree," while a score of 4 corresponds to "strongly agree," with intermediate options for varying levels of agreement. Following Subedi's (2016) methodology, the category length was calculated as 1 using the formula  $((4-1)/3)$ . Based on





this calculation, average scores were interpreted as follows: a low level is indicated by an average between 1 and 1.99, a medium level by an average between 2 and 2.99, and a high level by an average between 3 and 4.00.

### **Reliability Test**

To ensure the reliability of the questionnaire, a reliability test was conducted using Cronbach's Alpha. The results demonstrated a high level of internal consistency for the scale, with a Cronbach's Alpha of 0.899. This value indicates that the 25 items in the questionnaire are highly reliable and consistently measure the construct of learning resources for students. The strong reliability coefficient ensures that the items provide a stable and accurate measure of the intended variable.

### **Social demographic**

#### **Gender**

**Table 1: Gender Distribution of Participants**

	<b>Frequency</b>	<b>Percent</b>
Male	67	31.02
Female	149	68.98
Total	216	100.00

The research focused on the learning resources available to students at the Applied College of English Language. A total of 216 participants were involved in the study, with 67 male students (31.0%) and 149 female students (69.0%). This demographic breakdown provides insights into the



distribution of students and their access to learning resources in the college. The findings offer a foundation for understanding potential gender differences in how students engage with learning resources for enhancing their English language skills.

## 5. Descriptive Analysis of the Study Data and Discussion of Result

### English Proficiency Levels

**Table 2: Distribution of English Proficiency Levels Among Students at the Applied College of English Language**

	<b>Frequency</b>	<b>Percent (%)</b>
Excellent	11	5.1
Very Good	39	18.1
Good	56	25.9
Average	56	25.9
Weak	54	25.0
<b>Total</b>	<b>216</b>	<b>100.0</b>

The research explored the learning resources available to students at the Applied College of English Language, with a total of 216 participants. The distribution of students based on their English proficiency level was as follows: 11 students (5.1%) rated their level as excellent, 39 students (18.1%) rated it as very good, 56 students (25.9%) rated it as good, 56 students (25.9%) rated it as average, and 54 students (25.0%) rated their English level as weak. These results highlight the variation in students' English proficiency levels and provide context for understanding how these levels may influence their use of learning resources.

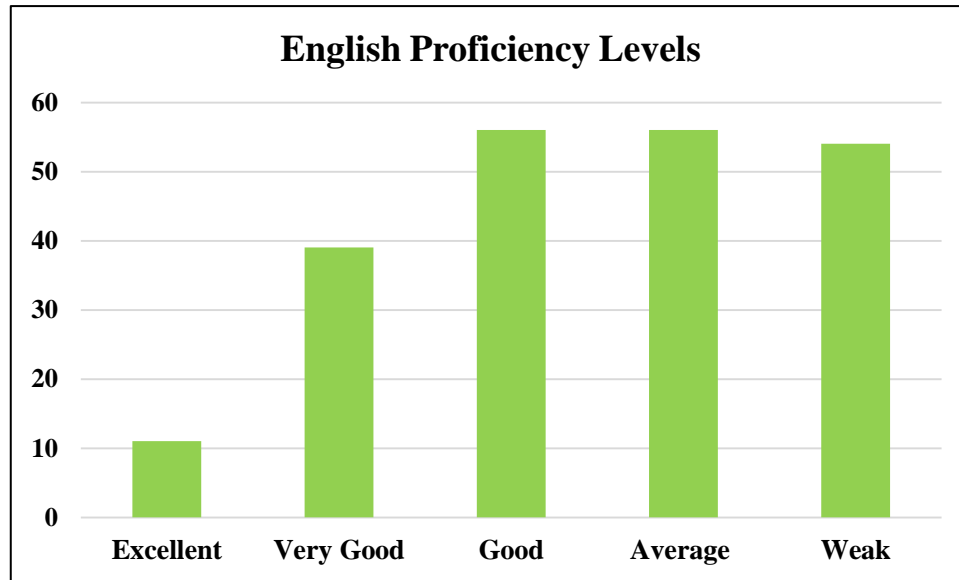


Figure (1): English Proficiency Levels

Table 3: Learning Resources for Students of the Applied College of English  
Language: Means and Standard Deviations of Student Responses

No .	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
1	I learned English through my interaction in the classroom of school.	8 (3.7%)	46 (21.3%)	117 (54.2%)	45 (20.8%)	2.92	0.75
2	I learned English through my interaction in the university classroom.	5 (2.3%)	36 (16.7%)	119 (55.1%)	56 (25.9%)	3.05	0.72
3	I learned English by attending training courses.	15 (6.9%)	103 (47.7%)	75 (34.7%)	23 (10.6%)	2.49	0.78
4	I learned English by attending online courses.	20 (9.3%)	101 (46.8%)	67 (31.0%)	28 (13.0%)	2.48	0.83
5	I learned English through YouTube.	13 (6.0%)	53 (24.5%)	104 (48.1%)	46 (21.3%)	2.85	0.82
6	I learned English by watching foreign films.	8 (3.7%)	57 (26.4%)	97 (44.9%)	54 (25.0%)	2.91	0.81
7	I learned English by listening to English songs.	28 (13.0%)	56 (25.9%)	95 (44.0%)	37 (17.1%)	2.65	0.91
8	I learned English by English mobile applications.	18 (8.3%)	47 (21.8%)	96 (44.4%)	55 (25.5%)	2.87	0.89
9	I learned English by reading short stories.	20 (9.3%)	68 (31.5%)	93 (43.1%)	35 (16.2%)	2.66	0.86



<b>10</b>	I learned English by taking private lessons.	34 (15.7%)	95 (44.0%)	66 (30.6%)	21 (9.7%)	2.34	0.86
<b>11</b>	I learned English through the help of my family (siblings, parents, spouse).	13 (6.0%)	63 (29.2%)	106 (49.1%)	34 (15.7%)	2.75	0.79
<b>12</b>	I learned English through the help of my friends.	20 (9.3%)	79 (36.6%)	96 (44.4%)	21 (9.7%)	2.55	0.79
<b>13</b>	I learned English through my participation in activities at school.	11 (5.1%)	64 (29.6%)	116 (53.7%)	25 (11.6%)	2.72	0.73
<b>14</b>	I learned English through my participation in activities at university.	9 (4.2%)	65 (30.1%)	108 (50.0%)	34 (15.7%)	2.77	0.76
<b>15</b>	I learned English through my travel to different countries.	25 (11.6%)	95 (44.0%)	68 (31.5%)	28 (13.0%)	2.46	0.86
<b>16</b>	I learned English by joining an international school that teaches all courses in English.	44 (20.4%)	101 (46.8%)	46 (21.3%)	25 (11.6%)	2.24	0.91
<b>17</b>	I learned English by following English news channels on TV or social media.	33 (15.3%)	89 (41.2%)	74 (34.3%)	20 (9.3%)	2.38	0.85
<b>18</b>	I learned English by watching cartoons.	25 (11.6%)	48 (22.2%)	111 (51.4%)	32 (14.8%)	2.69	0.86
<b>19</b>	I learned English through quizzes and tests at school or university.	7 (3.2%)	27 (12.5%)	123 (56.9%)	59 (27.3%)	3.08	0.72
<b>20</b>	I learned English by solving English worksheets.	8 (3.7%)	62 (28.7%)	106 (49.1%)	40 (18.5%)	2.82	0.77
<b>21</b>	I learned English by talking to English native speakers.	14 (6.5%)	52 (24.1%)	104 (48.1%)	46 (21.3%)	2.84	0.83
<b>22</b>	I learned English through TikTok.	23 (10.6%)	60 (27.8%)	92 (42.6%)	41 (19.0%)	2.7	0.9
<b>23</b>	I learned English by following pages and websites to learn English on Instagram.	20 (9.3%)	52 (24.1%)	107 (49.5%)	37 (17.1%)	2.75	0.85
<b>24</b>	I learned English through reading journals and scientific research.	32 (14.8%)	91 (42.1%)	73 (33.8%)	20 (9.3%)	2.38	0.85



25	I learned English by following English-speaking celebrities on social media.	17 (7.9%)	56 (25.9%)	107 (49.5%)	36 (16.7%)	2.75	0.83
	<b>Learning Resources for Students of the Applied College of English Language</b>					2.68	0.80

The table presents the responses from students of the Applied College of English Language regarding various learning resources for improving their English language skills. The majority of students expressed agreement with the effectiveness of learning English through classroom interactions, both in school and at university, with mean values of 2.92 and 3.05, respectively. These methods were perceived as the most effective learning resources. Other methods, such as attending training courses, using online courses, and engaging with YouTube, also showed moderate agreement with means ranging from 2.48 to 2.85, indicating that while these resources were somewhat helpful, they were not as impactful as classroom-based learning. Social and cultural engagement, including learning through family, friends, and participation in activities, showed moderate effectiveness, with means between 2.55 and 2.77. Additionally, social media platforms such as TikTok and Instagram received more mixed responses, with mean values of 2.70 and 2.75, respectively, suggesting that students use them occasionally but do not consider them the primary sources of language learning. The overall mean of 2.68 suggests a general moderate agreement with the various learning resources, with classroom interaction being the most favored, followed by multimedia and social engagement. The standard deviation



of 0.80 indicates a reasonable variation in responses, reflecting differences in students' preferences and perceptions of the effectiveness of these resources.

### **Differences in Learning Resources according to Gender**

**Table 4 : Gender Differences in Learning Resources**

	Mean	SD	t	Sig*
Male	3.32	0.714	0.490	0.625
Female	3.27	0.659		

#### **\*independent t test**

The table presents a comparison of gender differences in the use of learning resources. The mean for male students is 3.32 with a standard deviation (SD) of 0.714, while the mean for female students is 3.27 with a standard deviation of 0.659. The t-value is 0.490, and the significance value (Sig. 2-tailed) is 0.625.

Since the p-value (0.625) is greater than the common significance level of 0.05, this indicates that there is no statistically significant difference between male and female students regarding the use of learning resources. Although the means for males and females are slightly different, this difference is not statistically significant. Thus, both male and female students appear to use learning resources at similar levels.



## English Level

Table 5: English Level Differences in Learning Resources

	Mean	SD	F	Sig.
<b>Excellent</b>	2.23	0.35	13.7	0.000
<b>Very Good</b>	3.17	0.46		
<b>Good</b>	3.14	0.63		
<b>Average</b>	3.58	0.56		
<b>Weak</b>	3.43	0.75		
<b>Total</b>	3.29	0.68		

### \*ANOVA test

The ANOVA test results presented in Table 5 show significant differences in the use of learning resources among students with varying levels of English proficiency. The mean scores for different proficiency groups range from 2.23 for "Excellent" to 3.58 for "Average," with "Average" proficiency students utilizing learning resources the most, followed by "Weak" and "Very Good" students. The F-value of 13.7 indicates that the differences between the groups are meaningful, and the significance value of 0.000 confirms that these differences are statistically significant. This suggests that students' English proficiency levels significantly impact their use of learning resources, with those at higher proficiency levels generally engaging with resources more than those with lower proficiency.

Table 6 : Multiple Comparisons Using Scheffe Test

	Weak	Average	Good	Very Good	Excellent
<b>Weak</b>		0.947*	0.914*	1.35*	1.20*
<b>Average</b>			0.03	0.410*	0.26





<b>Good</b>				0.44*	0.29
<b>Very Good</b>					0.15
<b>Excellent</b>					

\*The mean difference is significant at the 0.05 level.

The Scheffe test results reveal significant differences in learning resource usage among students with different English proficiency levels. The "Weak" group shows significant differences when compared to all other proficiency levels, indicating distinct usage patterns. The "Average" group differs significantly from the "Good" group but shows no significant differences with the "Very Good" or "Excellent" groups. The "Good" group shares similar resource usage with the "Very Good" and "Excellent" groups, with no significant differences. No differences were found between the "Very Good" and "Excellent" groups, suggesting their learning resource usage is similar. Overall, the "Weak" group differs most from the higher proficiency groups.

## Discussion

According to the results the majority of students shows that the majority of students rate their English proficiency as either "Good" or "Average," with fewer students considering their proficiency to be "Excellent" or "Very Good." This variation in self-assessed proficiency levels provides a useful context for understanding how students perceive their own language skills and how this might influence their engagement with different learning resources.



Overall, classroom interactions, quizzes and tests, and multimedia resources like YouTube and foreign films are among the most favored sources for learning English. Social media platforms and family/friends also play a significant role, though they are not considered the primary sources.

Based on the statistical analysis, there is no statistically significant difference between male and female students regarding the use of learning resources. The independent t-test results showed a t-value of 0.490 and a p-value of 0.625, which is greater than the common significance level of 0.05. This indicates that both male and female students utilize learning resources at similar levels.

## **6. Recommendations**

- Enable students to study English on platforms.
- Students are to be involved in university activities in English.
- Learning English through technology must be included in the syllabus.
- Families should support and encourage their sons and daughters to learn English language.
- Curriculum designers should create exercises that encourages students to use social media as a practice.
- Native English speakers should be employed by universities.



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