

Use of Social Media in Teaching and Learning English at Secondary Level

**Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Pramila Bhusal**

**Faculty of Education
Tribhuvan University Kirtipur,
Kathmandu, Nepal
2024**

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Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of academic degree to any university.

Date: 14/04/2024

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Recommendation for Acceptance

This is to certify that **Mrs. Pramila Bhusal** has prepared this thesis entitled **Use of Social Media in Teaching and Learning English at Secondary Level** under my guidance and supervision.

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Dedication

Dedicated to

My parents and all the teachers because of whom I am here today.

Acknowledgement

First of all, my heartiest gratitude to my thesis supervisor **Dr. Hari Maya Sharma**, Lecturer at Department of English Education. I am highly indebted for her encouragement, continuous support, her insightful feedback, suggestions and advice right from the very beginning of this research journey without which I wouldn't have been successful in carrying out this study.

I would like to express my sincere gratitude to **Dr. Gopal Prasad Pandey**, Reader and Head of the Department of English Education, for his constructive feedback and suggestions during proposal viva and thesis viva. His insights helped me shape my research properly.

I would also like to heartily thank to **Dr. Rishi Ram Rijal**, Professor, Department of English Education, T.U. for his genuine and insightful comments and feedback during the thesis viva. His words have encouraged me to do my further works with dedication and enthusiasm.

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Pramila Bhusal

Abstract

The thesis entitled **Use of Social Media in Teaching and Learning English at Secondary Level** was an attempt to find out the use of social media in teaching and learning English and to explain how teachers and students are benefited by the use of social media. To carry out this research, survey method was used. Sample population was secondary level teachers and students of ten community schools of Phalewash Municipality Parbat district. 10 teachers and 100 students were purposefully selected. A questionnaire was the main tool for collecting data that consisted both open and closed ended questions. The data were analyzed with the help of descriptive methods and tables. The study showed that teachers and students in Phalewash well to used different social media tool. Almost teachers and students using Facebook, Messenger, Google and Youtube in teaching and learning English. Social media make language classes more engaging and interesting. Teachers and students used social media for general communication, for getting content of course materials easily and to share the learning materials. Social media helped to learn a lot in short time, to improve classroom delivery and to convey school information to parents and students.

This thesis consists of five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study and operational definitions of key terms. The chapter two comprises review of related literature and conceptual framework of the study, where I have reviewed theoretical and empirical literature and also mentioned the implication of empirical literature. Likewise, chapter three consists of methodology which incorporates research design and method, population, sample and sampling strategy, data collection tools and techniques and data collection procedures, data analysis and interpretation procedures and ethical consideration. Chapter four includes analysis of data and interpretation of the results. Similarly fifth chapter focuses conclusion and recommendations of the study. Finally, references and appendices have been included at the end of study.

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List of Abbreviations

CMC	:	Computer-Mediated Communication
HDI	:	Human Development Index
ICT	:	Information and Communication Technology
INGO	:	International Non-Governmental Organization
NFMP	:	News-Finds-Me Perception
NGO	:	Non-Governmental Organization
PLS-SEM	:	Partial Least Squares Structural Equation Modeling
Prof.	:	Professor
SNS	:	Social Networking Sites
SWOC	:	Strengths, Weaknesses, Opportunities and Challenges
UN	:	United Nation
UNDP	:	United Nations Development Program
UNESCO	:	United Nations Educational, Scientific and Cultural Organizations

Chapter 1

Introduction

This section consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Social media is a set of websites and applications that enables user for making as well as sharing anything for participating in social networking. Social media are platforms or spaces for effective teaching and learning processes. In this 21st century, every transaction has become facilitated by tools and techniques such as technologies. Traditionally to be performed the communication, sharing the information, use the paper based approach today that become the failures because in the field of information communication technology rapid change. There are many interactive technologies used within every stage of human life. Therefore, social media also occurs within this period to be able to communicate and share the information through new dimensions (Gilakjani, 2012).

We can use different types of social media such as Facebook, Youtube, Messenger, Twitter, and Google which are particularly used in every stage of human life. These are used for simple to advance tasks for every person such as students, teachers, officers, farmers and businessmen specially to make effective and interactive learning that must be used to make the self- learning, sharing based learning, collaboration, web based learning. Social media specially Facebook, Youtube, Twitter play the most significant role for the students to improve the learning procedure, technique and technology. Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment, politics to technology and entertainment (Dudeney, 2000).

The term social media refers to the use of web-based and mobile technologies to turn communication into an interactive dialogue. Social media takes

on many different forms including magazines, Internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, photographs or pictures, video and social bookmarking. With the world in the middle of a social media revolution, it is more than obvious that social media like Facebook, Twitter, My Space and Skype are used extensively for the purpose of communication. This form of communication can be with a person or a group of people.

Today most of the people especially the younger are hooked on to different social media for keeping in contact with their peers. Social media is media for social interaction as a super set beyond social communication. There are pros and cons to the use of social media. One most important advantage is the online sharing of knowledge and information among the different groups of people. This online sharing of information also promotes the communication skills among teachers and students for teaching and learning procedures. In the period of Covid-19 many schools and colleges started online classes. Teachers and students started to use social media for sharing documents, new ideas, opinion, thoughts, videos, and suggestions. After Covid-19 the use of social media grew day by day.

In the context of Phalewash Municipality of Parbat district the use of social media in English provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. However, students spend too much time getting addicted to social media. They neglected family and responsibilities. Social media leads to negative effects on mental health for students and reduces productivity of the students.

Statement of the Problem

Social media is one of the significant aspects of students which have contributed to interactive learning within the development stage of student learning. In the teaching learning process, entire students can use social media but they use it for entertainment. Students limitedly used social media for preparing their lessons related to their courses.

There are many gaps between rural and urban areas of students because urban areas students can get access easily to new technology but rural areas students do not get that type of accessibility therefore there can be a gap between them.

Social media is used for having pleasure, looking at video, audio and sharing information and collaboration (Dhamala, 2014).

Rapid advancement of media technology has a great impact on the way people communicate. The growing dimension of social media among youth today cannot be underestimated. Over the years, social media among students has become more popular. It is a way to make connections, not only in schools but with friends outside of school. Social media is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on this site. They believe that use of technology such as the internet is one of the most important factors that can influence educational performance of students positively or adversely.

Many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and have not enough time to study. Though parents are worried about students' content use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this research is being conducted to ascertain the use of social media sites on their academic works.

This study is mainly concerned with the use of social media in the teaching and learning process. So this study helps to understand about the appropriateness, usefulness and sufficiency of teachers and students for teaching and learning process.

Significance of the Study

Use of social media in teaching and learning one of the burning and preleasing issue in the correct arena, the study helps to understand use of social media in teaching and learning English. The study provides the benefit of social media in the teaching and learning English. It helps to identify the types of social media used by teachers and students. Present study is useful for researchers of the education field, teachers, students, educational planner, school administration and policy maker. Research on this topic has started to reveal social media are simply part of how students interact with each other with no apparent impact on grade.

Objectives of the Study

The objectives of the study are as follows:

- a. To find out the use of social media by teachers and students in teaching and learning English language.
- b. To explain how the teachers and students are benefited by the use of social media (Facebook, You Tube, Messenger, Google and Twitter) in teaching and learning?

Research Questions

The research questions are as follows.

- a. What are the use of social media in teaching and learning English for the teachers and students?
- b. How the teachers and students are benefited by the use of social media (Facebook, You Tube, Messenger, Google and Twitter) in teaching and learning?
- c. What are the experiences of teachers in using social media?

Delimitations of the Study

Each study has its own limitations. This study is also not an exception of it. Due to the access of time, economy, participants, etc., this study have the following limitations:

- This study was limited to 10 community secondary schools of Phalewash Municipality Parbat District.
- This study was limited to the secondary level and 10 teachers and 100 students.
- This study was limited to find out the uses and benefits of Facebook, Youtube, Messenger, Google and Twitter in teaching and learning English language.

Definitions of the Key Terms

In my study, the following key terms have been used, so the operational meaning of them have been discussed here.

ICT: Technologies such as computer, TV, radio, internet, mobile etc. or combination of information and communication technology are known as ICT.

Virtual-classroom: Online class is structured much like a classroom course, may or may not include synchronous online meetings.

Social Media: Social-Media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration.

Facebook: Facebook is a social networking site that makes it easy for you to connect and share with your family and friends online.

YouTube: YouTube is a free video sharing website that makes it easy to watch online videos.

Twitter: Twitter is an online news and social networking site where people communicate in short messages called tweets.

Chapter 2

Review of the Related Literature

A literature review supports the development of knowledge related to the topic of research work to researchers. This chapter deals with the review of related literature. Both theoretical and empirical literatures have been presented and later their implications for the study are spelled out in this chapter. The chapter also presents the conceptual framework.

Review of Theoretical Literature

Review of Theoretical Literature provides us an insight related to a number of aspects that have a direct or indirect assistance in the research topic. It serves as a basis for developing a theoretical framework, which helps to investigate the problem that researchers wish to do.

Social Constructivism Theory

Social constructivism theory developed by Russian psychologist Vygotsky. Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of much learning. According to the Vygotsky (1978, 57) "Every function in the child's cultural development appears twice: first, on the social level and, second, on the individual level; first between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "Zone of Proximal Development" (ZPD). A teacher or more experienced friends is able to provide the learners with "Scaffolding" to support the students evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modeling and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. Vygotsky's Zone of Proximal Development "The distance between the actual developments levels as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance."

According to social constructivism theory, knowledge is the best constructed when learners collaborate together. Students supports one another and encourage new ways to form, construct and reflect on new materials. Social interactions and participations of group members play a key role in developing knowledge.

Social Constructivism is based on Constructivist theories of learning which focus on understanding how learning is processed and structured. Vygotsky made the jump from Constructivism to Social Constructivism when he came to the realization that there is also a social aspect to learning (Tugen, Xinzhu, and Jijian, 2023).

In social constructivism learners are incorporated into a knowledge community based on language and culture. It becomes obvious then that the rapid advances in technology within the last generation should have impacted on the pedagogies of Social Constructivism in a significant manner. The social interactions between students and students, teachers and students and teacher and other teachers have changed dramatically. The teacher is no longer the dominant source of information for the students (John, 2017). Because social interaction as human beings has been altered so momentarily. Social Constructivism pedagogy also must have been altered as a result of this.

Vygotsky advocates that children develop in social or group settings (Najla Abdulrahman and Al Qahtani, 2018) so the use of technology, social media and ICT's to connect rather than separate students, can be viewed as very appropriate teaching and learning tool in a 21st century classroom.

School learning should occur in a meaningful context and not be separated from learning and knowledge children develop in the "real world." Out of school experiences should be related to the child's school experience (Phillips, 1995). Social constructivism can be embedded in the classroom by situating activities in contexts that are designed to increase group collaboration through better communication. This goal can be achieved through the utilization of social media software and Web 2.0 tools (Selwyn, 2010).

Theory of Social Media

The science and technology generates the social constructivism theory so that social media also associated with this theory. Social media provide new means and opportunities for learning that are consistent with major tenets of both social and

cognitive constructivism, and extend the process of learning and meaning construction to more diverse communities and universally accessible shared activities that are jointly and concurrently engaged in by both peers and expert (Schrader, 2015).

The social media can be applied, if that media used for the interactive learning at that situation that provides the positive role within the learning process else that can be played the negative role therefore there are many more causes to be used in social media. Media can be applied according to the trained based approach thus theoretical approach become concern with this topic (Fox, 2001).

Social Media and Learning

Social media, as one of the mainstream research areas, has received most interest. The majority of literature in the field of education has focused on the educational use of social media by students, the use by instructors, and pedagogical values of social media. Since social media tools are designed specifically for communication and social interaction, the use of these tools for educational purposes do provides a number of pedagogical benefits that are useful for students and instructors in teaching and learning environments. Because of these pedagogical values, many higher education instructors have started to invest their time and effort into the technology to facilitate and enhance their instruction (Selwyn, 2010). Several studies on social media in higher education suggest that social media can be used in a classroom to support social learning and promote interaction among students and instructors, which improves active learning and foster student-centered learning activities that are highly constructivist (Ferdig, 2007).

The ability to engage students in the learning process is another focused area of using social media in a classroom. Investigation of using social networking services in a hybrid learning environment (Webb, 2009). The findings suggest that instructors can enhance students' knowledge construction, increase student interest and engagement, and foster collaborative learning by incorporating Facebook and peer assessment in their taught courses. Using of Twitter for academic discussion in an encouraging environment also had a positive effect on students' grades, engagement and motivation. Webb's (2009) found that an increase in the overall student engagement can be a result from using a variety of social media tools as part

of the course to supplement the teaching and learning process.

Social media have brought drastic changes on learning by providing different content related to the course. Social media encourages students and teachers to learn the English language without limiting them to a single context and learning environment. This research tries to identify the use and benefit of social media for the teachers and students in teaching and learning which has generated the main approach of the social media in the field of education or learning process. The social media can be applied, if that media used for the interactive learning.

Review of the Empirical Literature

This section consists of the related articles, journals, reports, previous thesis and studies. I have reviewed some literature, which some contents are related to this study. These literatures that are reviewed are as follows.

John (2017) studied on 'Student attitudes on social media and perception of instructor social media'. Main objectives of the study were to assess socio economic background of respondents, to understand students' attitudes toward using social media in the classroom and perception of social media in the classroom. To conduct the study descriptive and correlational design was adopted. Correlational design has been utilized mainly to describe the relationship between social media and learning and other variables. Correlational Descriptive methods were used mainly for conceptualization of the research objectives and research problem of the study. Implementing a mixed method approach, this study conducted focus groups to gain an in-depth understanding of what student attitudes were and why they held those ideas. A survey was then distributed to the students in a Midwestern University to see if there was a relationship between students' attitudes and their perceptions of instructors who use social media. Results showed that students do hold a positive attitude toward using social media if the participation was voluntary. The survey results showed only certain items (such as voluntariness and proficiency) moderately correlated with the perception of the instructor

Ratheeswari (2018) conducted research under the title 'Information Communication Technology in Education'. Objectives of the study were to explore and analyze the knowledge, attitude and practice of the secondary level teachers towards the use of ICT as a resource for their professional development. To conduct

this study analytical and descriptive research design was adopted. Questionnaire was the main tool of data collection. Ratheeswari argued that the use of technology in teaching training programs will increase the quality of teaching effectively. A well-designed teacher training program is essential to meet the demand of today's teachers who want to learn how to use ICT effectively for their teaching. It is thus important for teacher trainers and policy makers to understand the factors affecting effectiveness and cost-effectiveness of different approaches to ICT use in teacher training. So, training strategies can be appropriately explored to make such changes viable to all. So, if we use of ICT in teaching training programs by the institute of conducting teaching training program, our teaching learning process will be effective.

Rui (2020) research entitled 'China's higher education during the COVID-19 pandemic: some preliminary observations. Objective of the study was to analyze the effect of China's higher education during the COVID-19 pandemic. In the study a descriptive approach was utilized. He examines COVID-19 has left no aspect of higher education untouched. In the astonishing number of analyses and forecasts on its possible impact on higher education, discussions focus mostly on the effectiveness of e-learning and global student mobility and to a much less extent on issues of governance, business model, equity and sustainability. With the scope and outcomes of the pandemic largely unclear, it is too early to accurately predict its broader implications for higher education. China has been particularly associated with COVID-19, as both the likely origin of the virus, and for its decisive coping strategies. More fundamentally, Chinese students studying overseas have been the single most influential factor shaping the direction of international education since the beginning of this century, while China itself is fast becoming a popular study-abroad destination. The following reflections focus specifically on China. It is uncertain whether Chinese students will continue to travel abroad to study in large numbers, or how attractive China will remain to international students. However, the basic factors that have driven Chinese students to study abroad will remain, and many middle-class Chinese parents will continue to send their children abroad for education. Yet, they will take both monetary expenditures and behavioral choices into more serious consideration. Emotions such as the fear induced by the global

outbreak of COVID-19 and growing anti-Chinese sentiment abroad will be important when they weigh advantages against disadvantages.

Michael, Hejia, Moses, Yingying, Benjamin, Chunga¹, Eric Atta Quainoo Zhihong, Stephanie Hollings, Chunxiao Mou¹, Sphiwe Wezzie Khomera¹, Man Zhang¹, Shuchen Zhou¹, Amina Laimeche¹, Wener Zheng¹, Rulin Xu¹, Liz Jackson² and Sarah Hayes (2020) carried out the research entitled 'China's internationalized Higher Education during Covid-19: Collective student auto ethnography'. Main objective of the study is to assess China's Internationalized Higher Education during Covid-19. In the study descriptive and explorative research design was utilized. They present 15 auto ethnographical texts detailing student experiences at Beijing Normal University in the midst of the Covid-19 pandemic. Contributions have been collected over 6 weeks in 2020. Through shared in-depth empirical feelings and representations from a wide variety of cultural, historical, and social contexts, the article outlines an answer to the question: How do students, connected virtually but separated physically in an internationalized university, deal with disruption brought about by the Covid-19 pandemic? Student testimonies offer reflections on Covid-19 and Chinese international education, experiences of online teaching and learning, reflections on university coping mechanisms, an account of realities and feelings related to changes in academic life, and discussions on coping strategies in Chinese international higher education. Contributors expose their individual feelings, effects, benefits, challenges, and risk management strategies. Collected at the peak of the Covid-19 pandemic, these testimonies are unable to offer systemic answers to challenges facing the whole world. However, these experiences and feelings will provide important inputs to global discussions about the future of the world, after Covid-19.

Dawadi and Shakya (2020) carried out the study entitled 'ICT Implementation and Infrastructure Deployment Approach for Rural Nepal'. Objective of the study was to analyze the ICT implementation and infrastructure deployment approach in the study area. In the study survey research design was used. Dawadi and Shakya mentioned some major challenges in order to implementing ICT in the field of education, such as lack of skilled workforce, costly internet facility, unreliable price, low level of ICT literacy in rural areas, high hills

and mountains, lack of hydropower in the countryside and low power solar energy and lack of security for ICT infrastructure in Nepal.

Konstantinos, Andreas and Karakiza (2020) carried out the study entitled 'Views of ICT teachers about the introduction of ICT in primary education in Greece'. The main objective of this research was to assess the perspectives of ICT teachers about the introduction of ICT in primary education. To conduct present study descriptive and correlational design has adopted. They argued intelligent practice of emergent technology in the field of education generates opportunities for educational institutions in a more cost-effective way in comparison of traditional strategies. Study in Norwegian high schools found that the teachers purchased a personal computer, subscribed to the internet at the early stage, accessed resources at schools and home, and the teachers were able to develop ICT competence. However, and why developing country like Nepal are probably not able to invest extensively in ICT in education. The World Bank report suggests the developing countries have public-private partnerships and user fees for adopting technology in education.

Rabab, Shahla, Mehrbakhsh, Behrouz, Fatima, Sarminah, Saidatulakmal, and Othman (2021) carried out the research entitled 'The impact of coronavirus pandemic (COVID-19) on education: The role of virtual and remote laboratories in education'. Objective of the study were to study the background characteristics, to examine the impact of the coronavirus pandemic (COVID-19) on education. Descriptive and analytical research designs have been adopted. They examine the expected benefits of e-learning during the COVID-19 pandemic by providing a new model to investigate this issue using a survey collected from the students at Imam Abdulrahman Bin Faisal University. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed on 179 usable responses. This study applied Push-Pull-Mooring theory and examined how push, pull, and mooring variables impact learners to switch to virtual and remote educational laboratories. The Protection Motivation theory was employed to explain how the potential health risk and environmental threat can influence the expected benefits from e-learning services. The findings revealed that the push factor (environmental threat) is significantly related to perceived benefits. The pull factors (e-learning motivation, perceived information sharing, and social distancing) significantly impact learners'

benefits. The mooring factor, namely perceived security, significantly impacts learners' benefits.

Showkat and Naseer (2021) research entitled 'impact of Covid 19 on education in India, Kala'. Main objective of the study is to assess impact of Covid 19 on Education in India, Kala. In the study analytical and explorative research design was utilized. Their study about educational institutions (schools, colleges, and universities) in India based only on traditional methods of learning, that is, they follow the traditional set up of face-to-face lectures in a classroom. Although many academic units have also started blended learning, still a lot of them are stuck with old procedures. The sudden outbreak of a deadly disease called Covid-19 caused by a Coronavirus (SARS-CoV-2) shook the entire world. Around 32 crore learners stopped moving schools/colleges and all educational activities halted in India. The outbreak of COVID-19 has taught us that change is inevitable. It has worked as a catalyst for the educational institutions to grow and opt for platforms with technologies, which have not been used before. The World Health Organization declared it as a pandemic. This situation challenged the education system across the world and forced educators to shift to an online mode of teaching overnight. Many academic institutions that were earlier reluctant to change their traditional pedagogical approach had no option but to shift entirely to online teaching-learning. The article includes the importance of online learning and strengths, weaknesses, opportunities, & challenges (SWOC) analysis of e-learning modes in the time of crisis. This Research paper also puts some light on the growth of EdTech Startups during the time of pandemic and natural disasters and includes suggestions for academic institutions on how to deal with challenges associated with online learning. The Research paper will attempt an analysis of the origin of COVID 19, its impact on education, role and importance of internet during COVID 19, internet barring in Kashmir, and more importantly this paper will through a shift of light to the important scenarios of COVID 19.

Tugen, Qi, Xinzhu and Jijian (2023) carried out the study entitled 'the relationship between social media and professional learning from the perspective of pre-service teachers: A survey.' Objective of the study was to analyze the relationship between social media and professional learning from the perspective of pre-service teachers. In the study causal correctional research design was utilized.

Social media usage is indispensable for college students, but the connection between social media and learning has received little scientific investigation. By examining pre-service teachers' attention to science, technology, engineering, and mathematics (STEM) teaching content and presentation in social media apps through WeChat, DingTalk, and TikTok, this study aimed to provide suggestions on using social media apps to promote pre-service teachers' skill learning and teaching development and to understand the relationship between social media and learning. 383 valid surveys were distributed and gathered. The findings indicate that: 1) Social media apps have both beneficial and detrimental effects on education. 2) The degree of agreement differs on "Social media app is an excellent teaching tool" and "social media app has significant promise in boosting educational development". The highest and lowest levels of agreement degrees were obtained for DingTalk and TikTok. The level of identification also affects how much pre-service teachers may pay attention to educational research and how frequently they study new materials in the future. 3) The degree to which pre-service teachers' academic performance in professional learning is affected by their use of social media varies. These findings have implications for pre-service teachers. This study suggests that it is necessary to further investigate the teaching aid function of social media apps and how pre-service teachers can better utilize them to develop professional skills.

Using social media, teachers can improve the involvement of their students in studies and education, improve technological ability, provide a great sense of collaboration in the classroom and build good communication skills of students. Social media gives students an opportunity to engage virtually with the bigger world around them. My research is different from other studies. In the context of objectives, methods, and finding.

Implication of the Review

Ratheeswari (2018) helped me to identify objectives of the study. Dawadi and Shakya (2020) and Tugen, Qi, Xinzhu and Jijian (2023) helped me to identify research processes and methodological tools of the study. Rui (2020) helped me to get knowledge about the effectiveness of e-learning and global students and mobility. Michael et al (2020), Rabab et, al (2021) has helped to select the topic, background of the study and formulating objectives. Konstantinos, Andreas and

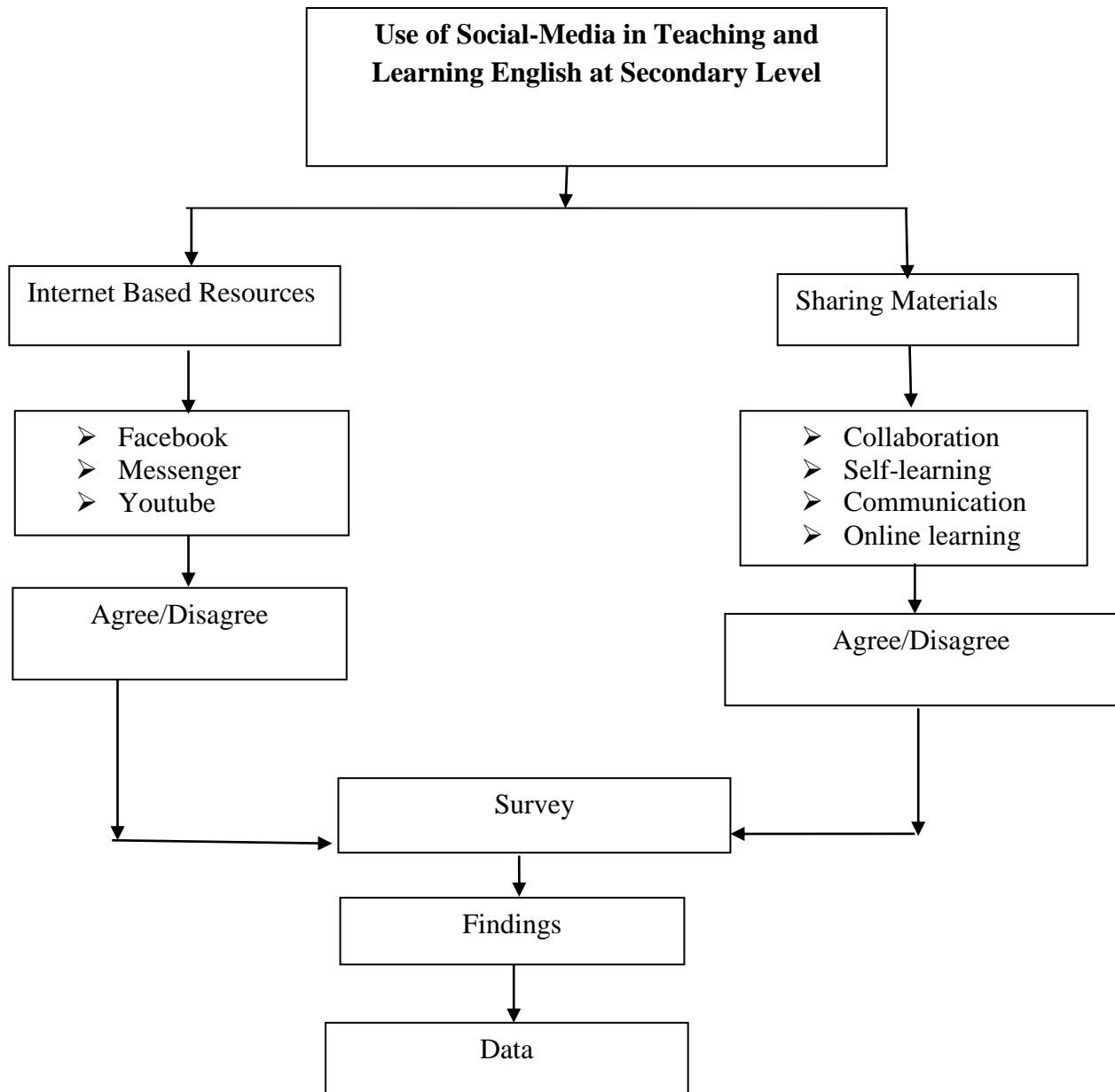
Karakiza (2020) helped me to broaden my theoretical knowledge and to set ideas and concepts about social media. John (2017) supported me to select the survey research design for my study.

By reviewing the theoretical and empirical literature I got the significant ideas, information and guidelines, which helped me to explore the objectives of the research, declare the research questions, methodology and research design. This review of the study was obtained from a variety of sources including books, journals, articles etc. This entire source helped me to bring clarity and focus on the research problem, improve methodology and contextualize the findings. There were a number of researchers who carried out studies in the use of social media in teaching English. This helped me to identify and analyze the previous studies and find out the gap between the present and previous study.

Here are my areas of interest in the use of social media in teaching and learning English at secondary level. I understood about the tool for research. Similarly, I have gained clear and simple concepts about the statement of the problem and significance of the study which are difficult for me to deal with.

Conceptual Framework

Conceptual framework is constructed based on the theoretical framework with the consultancy of different theories related to this study and literature review and the following conceptual framework is developed:



Chapter 3

Research Methodology

This chapter incorporates design of the study, sources of data, population of the study, sample population, sampling procedure and tools and process of data collection.

Research Design and Methods of Study

This study was based on survey research design which comes under quantitative research. Survey research always addresses the current issues either to find out the existing situation or to find out the solutions of current problems. It is very useful for assessing opinions. Survey is based on the samples of the specified target population. Samples of individual units are taken to make it representative of the defined population and so that it can be generalized.

Creswell (2014) defines "A survey design provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. From sample results, the researchers generalize or draw inferences to the population."

Similarly, Kapur (2018) says "Survey research studies large and small populations by selecting the sample chosen from those populations. The main purpose of this method is to discover the relative incidence, distributions and interrelations".

Population, Sample, and Sampling Procedures

The population of this study was based on secondary level teachers and students of Phalewash Municipality Parbat district. There are 20 secondary schools including community and institutional but 15 schools are community schools in the municipality. Among them 10 community schools were selected as samples. When I selected schools for my research, I chose schools that were near to my area. 10 English teachers teaching at secondary level and 100 students studying in class 10 were the sample of the study. From each school 10 students were selected for a close ended questionnaire and one English teacher was selected for close ended and open-ended questionnaire.

Source of Data

Both primary and secondary sources of data were used to collect data. Primary sources of data were secondary level 10 English teachers and 100 students of Phalewash Municipality Parbat district. Different books, research reports, journals, articles, newspapers, magazines and related websites were secondary sources of data for completing this research.

Data Collection Tools

The main tool for collecting data was questionnaire. It consisted of both open-ended and close ended. Open-ended and close ended questionnaire for teachers and only close ended questionnaire for students.

Data Collection Procedures

I adopted the following process for data collection:

- At first, I prepared a questionnaire for data collection.
- Then, I visited the selected schools in Phalewash and met the authority and English teachers to establish a good rapport with them.
- After getting permission from authority, I visited the students and tried to make good rapport with them by clarifying my research study.
- I informed them about the processes and objectives of my study so that they agreed to participate in data collection.
- Then, I distributed a set of close-ended questionnaires for students and both open and close-ended questionnaires for teachers and collected answer sheets back from them.
- Finally, I thanked the respondents as well as the authority for their kind cooperation.

Data Analysis

The data were presented, analyzed and interpreted with the help of descriptive tools and tables.

Ethical Consideration

Every respondent has their right to privacy. They were informed of the purpose of the study and value of their participation in it. They were assured that there are no activities that may cause harm in their personal career and in institutional reputation. I assured that all identifiable personal information would be kept strictly confidential and no names would be mentioned in the thesis as well as in any publications. Similarly, as participants' wish, the secrecy of the information was maintained.

Chapter 4

Results and Discussion

This chapter offers the presentation, analysis and interpretation of collected data.

Types of Social-Media Used in Learning

On this heading, I have analyzed the responses of class 10, 100 students who have studied in community schools of Phalewash. To find out the types of social media students used in learning its corresponding statistics are outlined below:

Table 1
Types of Social-Media Used in Learning

Social Media	Used percentage (%)
Facebook	91
Youtube	84
Messenger	90
Google	87
Twitter	40
Total	78.4

The above-mentioned table reveals that the types of social media used by students in learning were Facebook, YouTube, Messenger, Google and Twitter. 91% students used Facebook, 84% students used YouTube, 90% students used Messenger, 87% students used Google and 40% students used Twitter.

According to the students' response majority of the students used Facebook but few number of students used twitter. Total users of social media were 78.4%. It shows that majority of the students studied in secondary level used social media in learning.

Use of Social-Media in Learning

Facebook

One of the most popular social media among students is Facebook. It provides a platform for them to ask questions related to challenging course material. Through group discussions, students can seek clarification on confusing topics, share insights, and exchange study strategies. The area of using Facebook and their respective number and percentage is presented as follows:

Table 2
Use of Facebook in Learning

Total users of Facebook	Area of using Facebook	Number	Percentage (%)
91%	Ask question about difficult course.	79	86.81
	For general communication.	85	93.40
	To learn collaboratively among friends and teachers.	65	71.42
	To share notes and other materials to friends.	76	83.51
	To get feedback from pairs and instructor quickly.	33	36.26

The table reveals that total users of Facebook were 91%. Out of them, 79 (i.e., 86.81%) used Facebook to ask questions about difficult courses. Similarly, 85 (i.e. 93.40%) students used Facebook for general communication about teaching learning and for exchanging ideas. Out of the total students who use Facebook, 65 (i.e. 71.42%) used Facebook collaboration between students and teachers for learning and 76 (i.e., 83.51%) students used Facebook share notes with friends whereas, only 33 (i.e., 36.26%) students used Facebook to get prompt feedback from peers and instructors.

It shows that the majority of students used Facebook for general communication and fewer number of students used Facebook to get feedback from

peers and instructors. Normally, students used Facebook for collaborative work and sharing notes and materials.

You Tube

Similarly, another popular social media among students is You Tube. It is a platform for sharing audio and video materials related to the course, it helps to make learning easy and effective and getting content of course materials easily. The area of using You Tube and their respective number and percentage is presented as follows:

Table 3
Use of Youtube in Learning

Total users of Youtube	Area of using Youtube	Number	Percentage
84%	For sharing the audio and video materials.	55	65.47
	To make learning easy and effective.	75	89.28
	For getting content of course materials easily.	80	95.23

The table shows that total users of YouTube were 84% out of 100 students. Out of them (84), 55 (i.e., 65.47%) students used You Tube for sharing the audio and video materials among friends. Similarly, 75 (i.e., 89.28 %) students used You Tube to make learning easy and effective. Out of the total students who used YouTube, 80 (i.e., 95.23 %) used it for understanding the content of course materials easily.

It shows that the majority of students used You Tube for getting content of course materials easily and fewer students used You Tube for sharing the audio and video materials. Normally, students use You Tube to make learning easy and effective.

Messenger

Like above mentioned social media, one very popular social media among students is Messenger. It is also a platform to share information from teachers and peers, share the learning materials, discuss the contents and to the common understanding on the subject matter. It can be either individual or group which opens up both individual as well as group feedback from peers and the teacher. Thus, it increases the participation for learning. The area of using Messenger and their respective number and percentage is presented as follows:

Table 4
Use of Messenger in Learning

Total users of Messenger	Area of using Messenger	Number	Percentage
90%	To collect information from teachers and peers.	85	65.47
	To share the learning materials.	81	90
	Increase the participation for learning.	76	84.44

The table shows that total users of Messenger were 90%. Out of them, 85(i.e., 65.47%) students used Messenger to collect information from teachers and peers. Similarly, 81(i.e., 90%) students used Messenger to share the learning materials. Out of the total students who use Messenger, 76(i.e., 84.44%) students used Messenger to increase the participation for learning.

It shows that the majority of students used Messenger to collect information from teachers and peers and fewer students used Messenger to increase the participation for learning. Normally, students used Messenger to share the learning materials.

Google

Another widely favored social media platform among students is Google. It offers a useful stage enabling them to gather information from various sources, facilitating continuous and efficient learning experiences, and sharing multimedia content. The utilization of Google and its corresponding statistics are outlined below:

Table 5
Use of Google in Learning

Total users of Google	Area of using Google	Number	Percentage
87%	To collect information from different sites.	79	90.80
	To make learning easy and effective.	76	87.35
	For sharing the audio and video materials.	62	71.26

The table shows that, total users of Google were 87%. Out of them, 79 (i.e., 90.80%) students used Google to collect information from different sites. Similarly, 76 (i.e., 87.35%) students used Google to make learning easy and effective. Out of the total students who use Google, 62 (i.e., 71.26%) students used Google for sharing the audio and video materials.

It shows that the majority of students used Google to collect information from different sites and fewer students used Google to share the audio and video materials. Normally, students use Google to make learning easy and effective.

Twitter

One of the most prevalent social media platforms is Twitter. It serves as a platform for effective learning and facilitates the submission of assignments to teachers if it is used properly. The usage statistics of Twitter and their respective numbers and percentages of the students are presented below:

Table 6
Use of Twitter in Learning

Total users of	Area of using Twitter	Number	Percentage
40%	For learning effectively.	10	25
	To submit the assignment to teachers	5	12.5

The table shows that, total users of Twitter were 40%. Out of them, 10(i.e., 25%) students used Twitter to collect information from different sites. Out of the total students who use Twitter, 5 (i.e., 12.5%) students used Twitter to submit the assignment to teachers.

It shows that the fewer number of the students used Twitter for learning effectively and to submit the assignment to teachers.

Benefits of Social-Media in Learning

Social media learning can build dynamic interactions between teachers and students as well as students and their fellow students. They can synergize throughout the learning process by effectively sharing ideas and information.

Table 7
Benefits of Social-Media in Learning

Benefits to	Number	%
Brings change in classroom environment	80	80
Make easier to understand the subject matter	85	85
Convey school information to parents and students	70	70

Table highlights the opinions of students about benefits of using social media. Social media brings change in classroom environment 80% of students agreed with this statement. Use of social media has make easier to understand the subject matter 85% of students agreed. Use of social media has helped to convey school information to parents and students 70% of students agreed.

According to the students' response majority of students agreed use of social media has make easier to understand the subject matter and brings change in classroom environment. So use of social media benefited them.

Types of Social-Media Used in Teaching

On this heading, I have analyzed the responses of secondary level 10 teachers who have been teaching in the community schools of Phalewash. To find out the types of social media the teachers used in teaching and their respective number is presented as follows:

Table 8
Types of Social-Media Used in Teaching

Social Media	Used percentage (%)
Facebook	90
You Tube	60
Messenger	80
Google	70
Twitter	30

Table reveals that the types of social media used by teachers in teaching were Facebook, Youtube, Messenger, Google and Twitter. Among them, 90% teachers used Facebook, 60% teachers used Youtube, 80% teachers used Messenger, 70% teachers used Google and 30% teachers used Twitter.

Table shows that majority of the teachers used Facebook but only few teachers used twitter in teaching processes.

Facebook

One of the most popular social media among teachers is Facebook. It provides a platform for them to post the class update and assignment, general communication, makes collaboration between students and teachers for sharing knowledge effectively

and get fast feedback. The area of using Facebook and their respective number and percentage is presented as follows:

Table 9
Use of Facebook in Teaching

Total users of Facebook in teaching	Area of using Facebook	Number	Percentage
90%	For post the class update and assignment.	6	66.66
	For general communication.	7	77.77
	To get fast feedback.	4	44.44

The table reveals that total users of Facebook were 90%. Out of them, 6 (i.e., 66.66%) teachers used Facebook to post the class update and assignment. Similarly, 7(i.e., 77.77%) teachers used Facebook for general communication. Whereas, only 4(i.e., 44.44%) teachers used Facebook to get fast feedback.

It shows that the majority of teachers used Facebook for general communication and fewer teachers used Facebook to get fast feedback. Normally, teachers used Facebook to post the class update and assignment.

You Tube

Another most popular social media among teachers is You Tube. It provides a platform for them to post videos related to course, self-learning and to create teaching materials. The area of using Youtube and their respective number and percentage is presented as follows:

Table 10
Use of Youtube in Teaching

Total users of Youtube	Area of using Youtube	Number	Percentage
60%	To post videos related to course.	4	66.66
	For self-learning.	5	83.33
	To create teaching materials.	2	33.33

The table shows that, total users of YouTube were 60%. Out of them, 4 (i.e., 66.66%) teachers used You Tube to post videos related to the course. Similarly, 5(i.e., 83.33%) teachers used YouTube for self-learning. Out of the total teachers who use You Tube, 2 (i.e., 33.33%) teachers used YouTube to create teaching materials.

It shows that the majority of teachers used YouTube for self-learning and fewer teachers used YouTube to create teaching materials. Normally, teachers used YouTube to post videos related to the course.

Messenger

Like above mentioned social media, one very popular social media among teacher is Messenger. It provides a platform for them to give new information to the students, share learning materials and increase the participation of learners. The area of using Messenger and their respective number and percentage is presented as follows:

Table 11
Use of Messenger in Teaching

Total users of Messenger	Area of using Messenger	Number	Percentage
80%	To give new information to the students.	7	87.5
	To share learning materials.	6	75
	To increase the participation of learners.	5	62.5

The table shows that, total users of Messenger were 80%. Out of them, 7(i.e., 87.5%) teachers used Messenger to give new information to the students. Similarly, 6 (i.e., 75 %) teachers used Messenger to share learning materials. Out of the total teachers who use Messenger 5 (i.e., 62.5%) teachers used Messenger to increase the participation of learners.

It shows that the majority of teachers used Messenger to give new information to the students and fewer teachers used Messenger increase the participation of learners. Normally, teachers used Messenger share learning materials.

Google

One of the most popular social media among teachers is Google. It provides a platform for them to collect information related to the course, make learning easy and effective and share the audio and video materials. The area of using Google and their respective number and percentage is presented as follows:

Table 12
Use of Google in Teaching

Total users of Google	Area of using Google	Number	Percentage
70%	To collect information related to the course.	6	85.71
	To make learning easy and effective.	5	71.42
	For sharing the audio and video materials.	3	42.85

The table shows that, total users of Google were 70%. Out of them, 6 (i.e. 85.71%) teachers used Google to collect information related to the course. Similarly, 5 (i.e. 71.42%) teachers used Google to make learning easy and effective. Out of the total teachers who use Google 3(i.e., 42.85%) teachers used Google for sharing the audio and video materials.

It shows that the majority of teachers used Google to collect information related to the course and fewer teachers used Google share the audio and video materials. Normally, teachers used Google to make learning easy and effective.

Twitter

One of the most popular social media among teacher is Twitter. It provides a platform for them interactive learning, collaboration between students and teachers for effective learning and sharing helpful links to practice quizzes or resources. The area of using Twitter and their respective number and percentage is presented as follows:

Table 13
Use of Twitter in Teaching

Total users of Twitter	Area of using Twitter	Number	Percentage
30%	For interactive learning.	2	66.66
	For share helpful links to practice quizzes or resources.	1	33.33

The table shows that, total users of Twitter were 30%. Out of them, only 2 (i.e., 66.66%) teachers used Twitter for interactive learning. Similarly, 1(i.e., 33.33%) teacher used Twitter to share helpful links to practice quizzes or resources.

It shows that the 2 teachers used Twitter for interactive learning. Only one of the teacher used Twitter to share helpful links to practice quizzes or resources.

Benefits of Social-Media in Teaching

On this heading, I have analyzed the responses of secondary level 10 teachers who have been teaching in the community schools of Phalewash. To find out the benefits of social media in teaching table presents the data obtained from teachers.

Table 14
Benefits of Social-Media in Teaching

Benefits to	Number	%
Finish the whole chapter of book in time.	7	70
Provide more and useful information about course content.	9	90
Increased students' interest in learning.	6	60
Improve classroom delivery.	8	80

Table highlights the opinion of teachers about benefits of using social media. Social media helps to finish all chapters of a book in time, 7(i.e., 70 %) teachers were agreed with the statement. It provides more and useful information about course content, 9 (i.e., 90%) teachers were agreed. Increased students' interest in learning, 6(i.e., 60%) teachers were agreed. Use of social media has helped to improve classroom delivery, 8(i.e., 80%) teachers were agreed.

According to the teacher's response majority of the teachers agreed that use of social media provide more and useful information about course content and improve classroom delivery. It shows that use of social media benefited them.

Responses from Open-ended Questionnaire

On this heading, I have analyzed the responses of secondary level 10 teachers who have been teaching in the community schools of Phalewash.

Types of Social Media Used in Teaching

YouTube, Facebook, Google, Twitter and Massager were significance social media used in teaching and learning process in secondary level. Teacher A response that " I use Youtube, messenger, Facebook to share videos and notes related to the lesson." From this response we can say that social media can connect students with resources from teacher around the world. It facilitates communication and collaboration between classmates. Provide a platform for sharing information and ideas.

Teacher C response that

Social media are great sources for knowing the students learning process. I have created messenger group. I give different task and ask students to complete. In some case there will be marks on the tasks. The good thing about it is that I can see students' progress in their learning.

The majority of teachers' response that they used social media as a tool to assess students learning and language development. Social media platform as tools to improve students – teachers and teachers – parents relationships. These improve relationships have reflected positively on students learning and social behavior.

YouTube, Facebook, Google and Massager are the most used social platforms by teacher for teaching. They share and exchange knowledge through live sessions and messages.

Experiences of Using Social Media in Teaching

The majority of English teachers response that use of social media information in the classroom help to establish interactive learning environment by empowering them with various information such as grammar, new vocabulary and pronunciation of the words.

Teacher B responses that

After using social media I found many changes in my students. They have been interested in learning English. They would bring themselves information related to the course. They also watched YouTube tutorial about related topic and shared information about their homework with the support of messenger.

This response indicated that use of social media in classroom supports to develop listening, speaking, reading and writing skills of students by providing chances for them to select appropriate learning materials and environment. However, some teacher's responses that use of social media in the classroom distracts the students from doing classroom activities. Teacher D response that "Some of the students directly copied the answer from social media. They did not pay attention about the lesson. But most of the students were doing well in the class." This showed that use of social media accesses the chances for improving English and at the same time reveals the danger of misusing it focusing unrelated materials rather than ongoing issue of the classroom.

Teacher E responses that

I found that the students who used social media at home were very proactive in the classroom activities. They could understand and used English language while talking with other friends. They created messenger group to share information and discussed in difficult subject matter.

This reflected that use of social media assists the students learning English in the classroom. They could prepare about their classroom activity. The use of social media in the classroom supports the students to be connected with varieties of resources so that it would not confine the students within the limited information. Most of the respondents focused on social media helps sharing content, save time and cheap.

Benefits of Using Social Media

Social media ensure a dynamic interaction between teacher and students. They can synergize throughout the learning process effectively by sharing ideas and information.

Teacher C response that

Teaching with YouTube, Google and messenger may motivate the students, create more opportunities for students to express thoughts, help develop digital literacy, encourage collaboration and improve reading and writing skills. School administration can also communicate important events more quickly to parents.

Social media makes teacher and students curious to find the meaning of words which they are confused. Most of the English teachers response that there are many benefits using social media like helped to learn a lot in a short time, convey school information to parents and students etc.

Chapter 5

Findings, Conclusion and Recommendations

After the analysis and interpretation of collected data as per the design of study and the research questions. I have presented finding, conclusion, policy and practice. Finally, the last section present recommendations for the future study.

Findings

- The most used social media among Phalewash municipality Parbat were Facebook, Messenger, Google and Youtube.
- Majority of the teachers and students used Facebook but only few of the teachers and students used twitter for teaching and learning.
- Majority of teachers and students used social media in teaching and learning in secondary level.
- Social media make language classes more engaging and interesting.
- Teachers and students used social media for general communication, for getting content of course materials easily and to share the learning materials.
- Benefits of using social media were helped to improve classroom delivery and to convey school information to parents and students.
- Teachers used social media to develop students reading, listening, writing, grammar, vocabulary and speaking skills.
- Social media provide teachers with massive library of resources and materials that can be used in teaching.
- Teachers used social media as teaching tool to assess students learning, differentiate their classroom instruction and improve their relationship with students and their parents.
- Using social media in classroom has directly impact on teachers and student's motivation and participation.

Conclusion

The use of social media has increased among students as a results teachers are in need to understand the benefit of using social media as teaching and learning tools. Teachers and students in Phalewash well to used different social media tool. Almost

teachers and students using Facebook, Messenger, Google and Youtube in teaching and learning English.

Today, students are smart to use social media but they spent more time watching films, music videos, play games and visit unnecessary sites. Social media had become cry of day not only for the communication but it can be also essential for teaching and learning. Using of social media provided teacher and students more and useful additional information about the course content.

Recommendations

Since the present study was limited in the secondary level teachers and students within the Phalewash Municipality of Parbat district. On the basis of finding and conclusion following recommendations can be made.

Policy

- The students should use any kind of social media for positive manner.
- Government should provide continuous professional development opportunities to improve technology integration to English teachers.
- Government should make proper mechanism to handle social media.
- School administration should create a support system for more effective technology and internet.
- Curriculum should address the technology such as social media for every level schools.

Practice

- Students should use social media to communication, discuss in group and share learning materials.
- Teachers and students should be aware about plagiarism.

Further Research

Due to the limitations of research, I am unable to include some areas in this research study. This study did not examine the impact of social media on teachers and

students in teaching and learning. Further research should involve school principals and explore their experiences and perception about the use of social media.

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Questionnaire

Dear Sir/Madam

This questionnaire is a part of my research study entitled “**Use of Social Media in Teaching and Learning English in Secondary Level**”. The study will be concluded for the partial requirement for the fulfillment master degree in English Education at Tribhuvan University. Your kind co-operation in completion of the questionnaire will have a great value to me. Please, feel free to put your responses required in questionnaire. I assure you that the responses you make will have no harmful effects to you as well as others and this will only be used for the research purpose.

Researcher

Pramila Bhusal

School Address-

Open Ended Questionnaire for Teachers

1. What types of social media do you use in teaching English in secondary level?

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2. What are you experiences of using social media in teaching English in secondary level?

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3. What are the benefits of using social media?

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Close Ended Questionnaire for Teachers

Terms: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Uses of Social Media

Facebook

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	For post the class update and assignment.					
2	For general communication.					
3	Makes collaboration between students and teachers for sharing knowledge effectively.					
4	To get fast feedback.					

YouTube

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	To post videos related to course.					
2	For self-learning.					
3	To create teaching materials.					

Messenger

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	To give new information to the students.					
2	To share the learning materials.					
3	To increase the participation of the learner.					

Google

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	To collect information related to the course.					
2	To make learning easy and effective.					
3	For sharing the audio and video materials.					

Twitter

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	For interactive learning.					
2	Collaboration between students and teachers for effective learning.					
3	For share helpful links to practice quizzes or resources.					

Benefits of Using Social Media

Benefits to	Agree	Disagree
Finish the whole chapter of book in time.		
Provide more and useful information about course content.		
Increased students' interest in learning.		
Improve classroom delivery.		

Close Ended Questionnaire for Students

School Address-

Terms: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Uses of Social Media

Facebook

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Ask teachers question about difficult course.					
2	For general communication.					
3	Collaboration between students and teachers for Teaching and learning.					
4	Share note to friends.					
5	To get fast feedback from my pairs and instructor.					

YouTube

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	For sharing the audio and video materials.					
2	To make learning easy and effective.					
3	For getting content of course materials easily.					

Messenger

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	To collect information from teachers and peers.					
2	To share the learning materials.					
3	Increase the participation for learning.					

Google

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	To collect information from different sites.					
2	To make learning easy and effective.					
3	For sharing audio and video materials.					

Twitter

S. No	Statement	Response				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	For learning effectively.					
2	To submit the assignment to teachers.					

Benefits of Using Social Media in Learning

Benefits to	Agree	Disagree
Brings change in classroom environment		
Help to learn a lot in a short time		
Make easier to understand the subject matter		
Convey school information to parents and students		

Thank You