

THE USE OF FACEBOOK IN ENGLISH LANGUAGE LEARNING

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

**Submitted by
Suman Thapa**

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

2019

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DECLARATION

I hereby declare that to be the best of my knowledge this thesis is original. No part of it was earlier submitted for the candidature of research degree to Tribhuvan University.

Date: 29-07-2019

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Suman Thapa

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Suman Thapa** has prepared this thesis entitled **The Use of Facebook in English Language Learning** under my guidance and supervision.

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DEDICATION

Dedicated to

My parents who brought me in this world and devoted their entire life
to make me what I am today.

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Suman Thapa

ABSTRACT

This present study is on **The Use of Facebook in English Language Learning**. The main objectives of this study was to find out the role of on students language learning and to suggest some pedagogical implications on the basis of the study. I used survey research design. The required data were collected using both open and close ended questionnaire. The total sample size was fifty students from five different higher secondary school inside Kathmandu valley I adopted non-random sampling procedure. The data were quantitative and qualitative obtained from the questionnaire. The result of questionnaire showed that majority of the students i.e. 98% use Facebook. They use Facebook for various purposes like chatting, uploading photos, entertainment and even they use Facebook for language learning. By the respondents it came to know that Facebook has crucial role in language learning.

This thesis consists of five chapters. The first chapter consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of key terms. The second chapter deals with the review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. The third chapter deals with design of the study, population sample and sampling strategy, research tools, source of data, data collection procedures, data analysis and ethical considerations. The fourth chapter consists of analysis of data and interpretation of results. The fifth chapter consists of findings, conclusion and recommendations.

Recommendation have been presented in policy level, practice level and further research. The final part of study consists of references and appendices.

TABLE OF CONTENTS

	Page
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>v</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>Acronyms and Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of Problem	3
1.3 Objectives of the Study	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definition of Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8
2.1 Review of Related Theoretical Literature	8
2.1.1 Facebook	8
2.1.2 The Internet and Online Resources	11
2.1.3 Language in Facebook	13
2.1.4 Purposes of Using Facebook in the Classroom	17
2.1.5 Facebook Resources for Students	19
2.1.6 Facebook Application for Students	20

4.1.3.2 Use of English Language as a Medium of Communication in Facebook	41
4.1.3.3 Impact of Facebook in English Language Learning	41
4.1.3.4 Facebook as a Tool to Improve English Reading and Writing Skills	42

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATION	43
5.1 Findings	43
5.1.1 Communication	43
5.1.1.1 Facebook as a Means of Language Learning	44
5.1.1.2 Facebook as a Platform	44
5.1.1.3 Collaborative Learning	44
5.2 Conclusions	45
5.3 Recommendations	46
5.3.1 Policy Level	46
5.3.2 Practice Level	46
5.3.3 Further Research	47
REFERENCES	49
APPENDICES	

LIST OF TABLES

	Page	
Table 1	Role of ICT in language learning	30
Table 2	Access of Internet in Language Learning	31
Table 3	Students as Facebook Users	32
Table 4	Facebook as Language Learning	33
Table 5	Use of Facebook in English Language Teaching and Learning	35
Table 6	Use of Facebook to Build Communication	37
Table 7	Contribution of Facebook in Collaborative Learning	38
Table 8	Use of Facebook for Upcoming Events	39

ACRONYMS AND ABBREVIATIONS

%	Percentage
/	Slash
Dr	Doctor
GPRS	General Package Radio-date Service
ELT	English Language Teaching
e.g	For example
etc	Etcetera
HTML	Hyper Text Markup Language
ICT	Information and Communication Technology
i.e	That is
N	no of Students
No	Number
Ncell	Nepal Cell
NTC	Nepal Telecom
Pp	Page Number
S.N	Serial Number
UTL	United Telecom Limited
www	World Wide Web

CHAPTER ONE

INTRODUCTION

The introduction section of this study includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and the operational definitions of the key terms.

1.1 Background of the Study

Through the course of human history, there have been discoveries and inventions that have changed social processes and structure greatly. The agricultural revolution and industrial societies respectively we are now in another such age, brought on by information communication technologies (ICT). With information creation, access, processing and sharing becoming quicker and simpler, society is now being shaped these processes, so much so that to be called the information society. Participating in this society requires the development of new skills as well as an understanding of how these processes are impacting justice and equity in society it is the responsibility of education system to respond to this by bringing into school education, an understanding of ICT, the impact of ICT and society, the possibilities for learning through ICT while at the same time building skills in students that will make them capable of functioning and responsive to a society shaped by ICT.

Information and communication technology plays an increasing role in the way we communicate, learn and live also. It serves the interest of learners and larger teaching and learning community. ICT can contribute to universal access to education, delivery quality learning and teaching, teacher professional development etc. in this 21st century ICT has been used almost all fields of human life, including education. ICT in education has recently started to appeal the potential and significant progress in language learning. On the basis of Kern (2006, p.183)

Rapid evolution of communication technologies has changed language Pedagogy and language use, enabling new forms of discourse, new forms of authorship and new way to create and participate in communities. The old system of face to face human communication has changed into very Complex system due to the technological devices. Some of them are Electronic communication i.e. through books, manuals, newspaper, Magazines, brochure, banner etc. thus, technological means of Communication covers broad area on our life.

Technology has brought a great revolution in every aspects of human life as language teaching and learning.

Facebook is a popular website that allows users to interact and collaborate within a pre-defined virtual community. According to Espinosa (2015, p.206) “It is a social networking site and online communication tool that allows users to construct a public or private profile in order to connect and interact with people who are part of their extended social network”. There are other kinds of tools used for social exchange, such as E-mail, internet, blogs, video conferencing, photo sharing, wikis, and virtual worlds which are called social media. Among them, the popularity of Facebook is so much increasing day by day.

Facebook was founded by former Harvard student Mark Zuckerberg within the financial support from Eduards Saverin. His other two friends Dustin Moskovitz and Christ Huges help him to grow the site to the next level. They lunch the Facebook in February 2004. After one year the Facebook was officially called Facebook and the domain of Facebook came into existence in august 2005. Eghdam, et.al (2018) states “Facebook is the most popular social medium for different types of communication. However, there is lack of knowledge about the potential use of Facebook as means communication for

persons with potential mild acquired cognitive impairment. (MACI), a non-progressive mild cognitive after acquired brain injury”. Facebook provides such powerful genuine presence of learning of English particularly in contexts where opportunity for exposure to and interaction in the English language are limited. Facebook helps to enhance students learning and also helps the students to communicate with the teacher through Chat rooms, personal information, news group, background and status. Student can use Facebook to contact classmate about question regarding class assignment or examination as well as collaborate on assignment and group projects in on online environment.

Teaching and learning is a complex task, therefore, many of the students are searching the easiest way for sources and these days, learners are highly involving in e-books, media and Google for their course content whether to make notes, do assignments and collect the various ideas. So that, the internet is becoming the most useful library for not only master’s students for all levels of the learners.

Facebook provides greater number of learning styles. It provides alternative to the traditional lecture format. It creates an online classroom community and increases teachers-students and students-students interaction. By looking such kinds of use of Facebook in language teaching and learning I have carried out this study.

1.2 Statement of Problem

Technology has drastically changed the lives of people. It has greatly brought remarkable innovations. Some technologies have been taken for granted by people. New technologies are showing up quickly and they are affecting the lives of human beings substantially. Technology has been increasingly used in the field of education and it helps to enhance the students learning language too.

There are various technologies used in ELT by which students can learn various kinds of things. In this 21st century students' must not depend upon book only students can use various ICT tools to fulfill their knowledge but students should be aware of using such tools. Among various tools use in language learning, Facebook is one of the most influencing and increasingly used social media at present. So, I have specified the Use of Facebook in students' language learning. The issue addresses in this study is how Facebook provides learners with opportunity for social interaction in learning English. Facebook supplies great opportunities for language learners. It enables students to have a greater confidence in interacting with people likewise, it has greatly facilitated L2 learning and teaching by presenting endless input source for learners Facebook provides learners with unprecedented authentic materials, which is the key element in ELT. It has great contribution in language learning.

Students mainly use Facebook for chatting, uploading photos/videos, doing the comments and like, sharing the other posts and tagging the post to others. They chat with relatives, teachers, friends and neighbors. The way of interaction is different person to person. If they use English with everyone in their conversation, then their English will of course be improved. Most of the Facebook users are the students from elementary to higher levels. Students should make habit for learning from technology. They can encounter with different educational posts in Facebook and they can post themselves too. In the context of Nepal, NELTA, Readers Digest, RIT and Many more educational institutions have been providing different educational news, materials and information in their Facebook as well. If the students are being conscious and aware of that they can easily get a number of benefit from this. So, the major issue of this study becomes how effectively Facebook is used by the learners.

Students cannot get wide information and multiple aspects of information and communication technology without viewing it critically. Many research studies have been carried out in Facebook but they are hidden. Not most of the

learners/students are aware in Facebook of our country Nepal. I have studied various articles, materials about Facebook but I didn't find the use of Facebook in English language learning. So, I have selected this topic for my study

I myself use Facebook frequently I have been benefited in great extent. I have got various insights from it. The role of status, comments, post, information and picture related to English language teaching have encouraged me to carry out this research as well.

1.3 Objectives of the Study

The objectives of the study were as follows:

- To find out the role of Facebook on students' language learning.
- To suggest some pedagogical implications on the basis of findings of the study

1.4 Research Questions

This study addressed the following research questions:

- What is the potential of the Facebook to enhance student's language learning?
- Why students use Facebook in ELT?
- What is the current students' Facebook practice?
- To what extent is Facebook useful in ELT?

1.5 Significance of the Study

This study reveals the value and importance of Facebook in language learning. It provides numerous pedagogical advantages to the students. Therefore, this study is broadly based on the investigation of the potential role of the Facebook and its use to enhance the students' language learning. Facebook provides real

world English language learning contexts, culture, authentic materials and learning activities. Moreover, this study is significant and helpful for the language planners, Facebook users, policy makers, teacher trainer and course developers to take social media as a powerful means of language teaching and learning. As this study provides valuable information about the contribution and role of Facebook to teachers and students, it is particularly more significant to the learners.

I am hopeful that this study brings some new insights on how to use Facebook properly why to use and to what extent one is benefited from it. This study seeks to address some major concerns in the current use of modern technologies in ELT to enhance learners' language proficiency. So, this study becomes significant to the practitioners to enhance learning English by providing with authentic and meaningful learning environment.

1.6 Delimitations of the Study

The present study had the following limitations:

- I have used survey design for this study.
- This study was limited to five different higher secondary schools of Kathmandu valley.
- This study was limited to 50 students.
- This study was limited to the questionnaire as the tool of data collection.

1.7 Operational Definition of Key Terms

Key terms used in this study are given below with their operational definition:

E-mail: Short for electronic mail. The transmission of message over communication network

E-learning: E-learning is learning utilizing electronic technologies also refers to the use of internet based resources through the use of ICT and E-devices in learning.

Internet: The internet is a network of networks. It is a system of linked computer world wide networks that facilitates data transfer and communication service, such as email, World Wide Web, etc.

Facebook: Facebook is the most popular social networking service and web sites. It is the countless opportunity to increase and enhanced the sharing of information.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter includes the detailed review works and their implications on this study. In the same way, the theoretical concepts and conceptual framework are also included in this chapter.

2.1 Review of Related Theoretical Literature

The review of related theoretical literature of this study includes the information about Facebook, the internet and online resources. Language in Facebook, purpose of using Facebook in the classroom, Facebook resources for students, Facebook application for students, role of Facebook for language learning. There are various means of technology, among them Facebook is one of the widely used social media. It has been cry of the day. By using Facebook students can get wide information and it can be helpful for language learning by which students can improve their English. So, Facebook is one of the powerful tools in language learning.

2.1.1 Facebook

The use of Facebook is increasing day by day. Language learners have to include it as a part of their practices. During our classes, we have to analyze and use resource and some internet devices. There have been valuable uses of social media to the language students. It is an attractive and modern tool that connects them to real world. “The social media boom of the last decade has affected societal institutions, cultural practices, and communication in both intended and unforeseen ways” (Carpenter and Krutka, 2015, p.28). Use of social media platforms facilitates independent learning because students control the content, the pace and the learning objective, so that they can master their skills.

Students are heavily influenced by website technologies (i.e. blogs, twitter, pod casts, wikis, social network sites and so on). They are crafting on-line lives that seamlessly held with their at line world indeed, the Facebook is playing important role not only in students' social life, but also in academic activities.

Facebook gives student instant access to authentic materials and so that different materials can be prepared for learners. According to Lampe. Et.al, (2004) "Facebook may foster relationship building by allowing users to track other members of their community. This "surveillance" function allows and individual to track the actions, beliefs and interest of the larger group to which they belong". Facebook builds the relationship among the people in the community by which people can share their feelings, emotions and can communicate in easiest way.

Facebook is the most popular social networking of all time the popularity of Facebook is increasing day by day. On the basis of Rokaha (2014), the advantages of Facebook for language learning can are below;

By the use of Facebook we can connect any type of people from anywhere in the World because almost every people around the world use Facebook. The biggest advantages in list when you like or join the news group and page keep always up to date from latest news and headlines from your area. You can always read international news by linking the pages of international news agencies. We can find our lost and old friends easily via search bar and by link our school or college page. Facebook can also scan our contact list and suggest us friends mutually add with Our other friends. We can share our feelings on what's happening in our daily life through Facebook.

Facebook can be used for creating group by which students can share any information about their projects, homework, assignments, exams etc. It is free and one of the best medium for communication. We can share our status, articles, photos etc. to millions of people. It functions as a means of enhancing language practices to both students and teachers. People can have encouragement from that they get through Facebook.

Beside advantages there are some disadvantages of Facebook. Some disadvantages of Facebook, according to Rokaha (2014), are below:

Facebook is addicting. It is indeed addicting which often kills our valuable time. Using Facebook for our need is not bad when we waste most of our valuable time than it becomes bad. When we waste most of our valuable time then it becomes bad. The biggest disadvantages of Facebook are it's addiction to the users which causes many problems. Fake profile is one of the biggest problems of Facebook. Now, it has become easier to create fake profile. People use fake profile to insult or harass someone. It is more common against girls where people simply make a fake profile and start harrowing them.

Facebook often effects on students' result who are Facebook addicted appear with bad result on their exams. From the different news, it is found that sometimes Facebook can be life threatening. Many unknown people can track our activities. The results, we can face troubles it chat does not work properly users often face troubles while chatting in Facebook. It is just waste of time it sometimes takes long time to operate.

From the above statements, it is known that if Facebook is not properly used, it can be harmful as well.

2.1.2 The Internet and Online Resources

Internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networking using standardized communication networks using standardized communication protocols. Ventayen (2017) states that “In this millennial days’ work become easier through the use of internet. For it opens wide opportunities for the users in different field such as in business, carrier work and other more depending on their desire and goals”. Internet can make any work easier. It is not only used in one sector but it used in various sector. Internet provides a powerful genuine resource for the learning of English it helps to gather information and distribute our data. Internet is an ocean of information accessible to people across the world, but the way it can be used on various platforms in different manner. Many English teachers recognize the potential of the internet for long distance communication.

Social networking sites have become hugely popular day by day. It is essential for every people around the world by which people can communicate in easier way and can know what’s happening in the world within a second. According to Joinson (2008). “Social networks serve a number of functions in offline life for instance, providing social and emotional support, information resources and ties to other people. Similar kinds of social networks have been identified in online communities. With users turning online for both emotional support and as an information resource (e.g. via a mailing list). In both cases, an online social network may provide users with social capital”. Thus the social network serves various functions. Various social networks are recognized by the people in the communities by which people get support in their daily work.

Internet is now becoming the world’s largest computer network. It is also known as cyberspace, the information super highway, the online community, the electronic library and the digital revolution. Nepal cell (Ncell), United Telecom Limited (UTL) Nepal Telecom (NTC), etc. network agencies

functioning as system tools in our context. They have offered internet through General Packet Radio- data service (GPRS) and other facilities. Broad links, World link, Smart- cells Wi-Fi are competing with each other. The internet application that is currently drawing the most attention is the World Wide Web (WWW). WWW is the series of servers that are interconnected through hypertext.

A twelve year meta-analysis of research by the US Department of Education published in June 2009 found that higher education students in online learning generally, performed better than those in face to face courses. So, online learning opens up opportunities for students who may not previously had been able to get as access on the resources. Similarly, online resources can include following areas:

- a) ELT/Literature: Online resources provides the bunch of keys for poetry, prose and drama. Specially intending its approach on higher education students regarding to the feasibility it's been remarkable.
- b) According/Finance: Sources are always fact and fine; if authentic. Regarding to finance; the statistical data are timely obtained, analytical environment is created and so on.
- c) Professional services: Professional areas are basically limitless. So, online resources are very sensible to keep updates about various professional services.
- d) Current affairs: Online learning has always been a major and effective source for students in this area. Current affairs are quickly noticed through online sources and it supports in mental set-up of students.
- e) National and International organizations: It is somewhat very tough to keep eyes on these areas without online sources. Basically, these areas are out of physical resource. So, online exposure is important.
- f) Software exposure/Applications: Technical areas like software exposure and application uses are well read by students by searching their domain address which is possible by online learning.
- g) Politics/Medicine: They are informative sectors and technically online sources are well preferred here.

- h) Psychology/Sociology: Psychological and social areas covers a huge range of time. Records and history can be easily available on online resources can be easily available on online resources which is very supportive.

Chaudhary (2009, pp.5-6)

The main search engine of internet is Google. It is one of the greatest linked websites to other websites which is also called the site of other sites for online resources. If anybody does not specify a website, they can go through Google with some words or features of the text for online resources. It assists to the access of required materials. Some of the relative terms for the internet and online resources are:

- a) Website: Website is a collection of publicly accessible, interlinked webpages that share a single domain name. websites can be created and maintained by an individual group, business or organization to serve a variety of purposes.
- b) Webpage: A webpage is a document for the world wide web is identified by a unique uniform resource locator.
- c) Browser: A browser is an application program that provides a way to look at and interact with all the information on the world wide web.
- d) Web server: A web server is a program that uses HTTP to serve the files that form web pages to users in response their requests, which are forwarded by their computer's HTTP clients.

2.1.3 Language in Facebook

English is one of the most widely spoken languages in the world. Due to the global spread of English, it is regarded as global language. Any language to have its global status means that it is used more as a language for learning about the world and communicating with the world peoples as the language of native speakers. Crystal (2003, p. 117) states that “unless you are able to use English, you will be unable to take advantage of the intellectual power which the internet provides”. It is known that without having the knowledge of English it is very difficult to use internet and English language is the most

widely used language in Facebook. Mainly we found incomplete sentences, acronyms, abbreviations, numerals, and code mixing and non-linguistic signs in the language of Facebook. The use of informal language may be attributed to the fact that it is more like a face-to-face conversation. The main features of the language used in Facebook are listed below.

Rokaha (2014, pp. 19-21)

a) Abbreviation

People use short form of language when they communicate each other. “The use of abbreviations and signs is often a convenience and sometimes a temptation. It is a saving of time and labor which is entirely justifiable under certain conditions.” (Cannon, 2011.P.103). Acronymic and abbreviated form is one of the features of language in Facebook. For example:

TYSM----- Thank you so much

CU----- See you

MOM----- Man of the match

U-----You

R----- Are

b) Alphanumeric Representation

Alphanumeric is combination of alphabetic and numeric characters, and is used to describe the collection of Latin letters and Arabic digits or a text constructed from this collection. Representation of target expression with its numeric and alphanumeric representation is another feature of Facebook language. We can have some example of alphanumeric representation.

Today----- 2day

Before----- B4

Tomorrow----- 2maro

Tonight----- 2nyt

c) Change of Spelling as Sound

Words in Facebook are spelled as sound, which have creating spelling errors as well. Spelling is a more complex and advanced language skill. If learners are to be successful spellers, certain basic skills are required including: knowing the sequence of the alphabet, being able to alphabetize, and being familiar with the phonic approach. For example:-

Fren—for—friend

Bcoz—for-- because

Skul—for— school

d) Code Switching

When bilingual or multilingual people take part in conversation with other people who also know and use two or more languages. Abdely&Heeti. (2016) states that “ Code switching is a widespread multifunctional characteristic of the speech of bilinguals in formal and informal settings. Code switching emphasizes a bilingual and multilingual speaker’s use of language from one grammatical system to another.” S/he often shifts from one language to another. For instance:

Please bring my paisa

How your holidays going ni?

e) Use of Emoticons

Smiles and emotions are used in Facebook language in order to compensate the absence of the non-verbal dimension of communication. Following emotions which are given in OALD are also used by the Facebook users.

Symbols meaning

:-) Happy

:-(Sad

:-, Winking

:-* Kiss

:-o Surprise

:-Q I don't understand

Similarly, alphabets in the e-versions are used with the symbols. The symbols used are only familiar to its frequent users since the symbols users since the symbols have no relation in its standard form. For example:

X - for kiss

XOXO - for hugs and kisses

f) Reduplication

The modulation of tone represented through intensive stretching of words and extended strings of punctuation marks is reduplication. For example:

- Hellow hello
- Hiii
- Byee
- What about you??

g) Deletion of Preposition

Preposition is deleted by most of the Facebook users. For example:

See you Saturday ----- See you on Saturday

I will come 1 pm ----- I will come at 1 pm

h) Deletion of Subject Pronoun

People delete the subject pronoun when they communicate in facebook. For example:

From Dhankuta----- I am from Dhankuta

Working in campus----- I am working in campus

Fine----- I am fine

As we know that language serves various functions. People use language in different way how they feel comfortable. To save time and labor people changes language in different way in Facebook.

2.1.4 Purposes of Using Facebook in the Classroom

Facebook is not just a great way to find old friends or learn about what's happening, it is also an incredible learning tool. "Facebook has now become the most popular social networking tool among University-aged youth. Its popularity has transformed it into an acceptable platform for educational purposes. The use of Facebook is currently more suited to facilitate online interaction among learning participants" (Dheleai &Tasir, 2014. P. 170). When students create their Facebook account than if their teacher had got Facebook account then students and teachers can communicate each other. Teacher and students interact with one another in an entirely contemporary way. They can post events, discuss about the book, take classroom polls and share informative materials, social networks like Facebook, twitter etc. provides vast resources for learning. The teachers can post reminders for homework assignment, educational resources and other valuable information, students and educators set up a community board where everyone can participate and share. Some of the ways related to Facebook use in the classroom are as listed below:-

a. Class Projects

There is various use of Facebook. It is often used for class projects. Rubin. (2011) states that. “Different types of news exist in Facebook in a day and students can follow news feeds relevant to the course material in order to keep current information flowing through the class. Students can share book review; post their book reviews for the instructor to grade and other students to read. It helps to promote strong reading skills. By using Facebook students can learn and practice foreign language by connecting with native speakers, students can keep up with news through Facebook on groups and share the information very rapidly. It helps to post and share literary writing. The variety of literary materials can be presented in the classroom by using Facebook”.

b) Facilitate Communication

It is an excellent way to ensure students are more engaged in the learning experience whether in a traditional classroom or at accredited online colleges. “Facebook is likely the most popular social networking site and is currently free to use and user friendly” (Angi, et.al. 2016). It has become friend for students where they can create group by which students and teacher can share their information it helps to remind for upcoming activities by using Facebook students can able to know about the events which is going to happen. Student and teacher can send message any time.

Facebook provides the information and facilitates communication in the information through message what activities had happened in the class and what will happen in the next day. Instructor and student can contact each other through the Facebook it provides opportunity for student by which they can promote their learning. There are various kinds of students inside classroom. Some students share, ask different questions with teacher and even with their colleagues without any hesitation they don't feel to do those kinds of activities but there are some students who feel shy and hesitation to ask questions, share their feelings with the teacher and with their friends.

So, Facebook is beneficial for shy students by which they can communicate each other. Teacher may announce about upcoming events which helps students to remind for the work. Students can have the ability to add their thoughts to the class any time they occur which allows for more opportunities for brainstorming of each other. All kinds of facilities are available in Facebook. So, Facebook is the grassroots movements for facilitating communication.

c) Benefits of Using Facebook

Facebook is not only used for communication but it can be also used for classroom benefits. “Facebook can be useful for students in their social life as well as for academic purposes, as it allows for activities such as getting assistance or sharing notes” (Gafni & Deri, 2012 ,p. 46). Some of the benefits we may see when we decide to use Facebook as learning tool. Since Facebook isn't exclusively the instructor's any more than it is the students, this offers students an opportunity for active participation on a level playing field. Students are already users of Facebook. so, implementing it into classroom provides a comfortable way for students to participate in class.

Facebook design promotes social interchange between participants thereby increasing collaboration between students working on activities. When students are accessing the class content more often, that means they will be thinking about and engaging in the lesson more frequently. Facebook provides an excellent opportunity for students and instructor to participate in ambient awareness, a way of getting to know those you follow on social networks in more meaningful ways. (www.meritesdemerites.com).

2.1.5 Facebook Resources for Students

As we know that Facebook is not only for communication but it can improve students' language learning. Students can use various resources by which they can enhance their language learning. Students can manage the books on their

reading lists, connect with others in discussions about the books on their readings. “The Facebook provides a convenient environment for the development of discourse communities with its varied participatory mechanisms” (Ghani, 2015.p. 98). The students can create their personal profile page allowing them to list interests and activities and share with others. They also belong to a network defined primarily by the educational institution with which they are or have been affiliated. Students can create flashcards on any subject to help reinforce what you need to know. Students can find online classes or follow their current class they add this application to their Facebook account. Students can take note during class and it can be posted by the students who are absent in classroom. If students are absent in class then teacher post the homework and if teacher is absent then teacher will also post homework for next day.

So, Facebook provides different source for students and it is not only for communication it is the source of learning by which students can enhance their learning. (www.onlinecollege.org).

2.1.6 Facebook Application for Students

Facebook has a variety of interactive features and it attracts the users to play and enjoy it. This application is great for students which include access to documents, research materials and presentations. Both the students’ and teachers can post links to interesting things found on the internet that may be relevant to the class. “using communication media like Facebook, Myspace as a service that enables users to conduct social interaction with peers, has achieved great success on the internet” (Ainin, et.al. 2015). Social media like Facebook have ability to establish connections and guide individual entering an unfamiliar social environment. By the use of slide share students’ can create awesome slide presentations as a part of class or to complete an assignment. World cat is another application by which students can search for materials available at libraries around the world to find help with research. Students’ who

use classroom management system can access their courses, assignments, and more through podclass. Facebook can be used as a tool to create and promote online connections between students and faculty within an academic community. This increase in communication may have a positive impact in class discussion and students' engagement and integration with their peers.

Beside those applications which are listed above there are some useful Facebook applications for both students and teachers. (www.onlinecollege.org)

2.1.7 Role of Facebook for Language Learning

Facebook is a relatively new resource for education. There is great role of Facebook in student's language learning. By the use of Facebook students can communicate with teacher, family, and friends and so on. Facebook is not only used for communication but it can also enhance students' language learning. "Facebook as a course supplement and a teaching tool has been discussed in literature. An online social networking tool allows interaction, collaboration resource sharing and active participation. Proper use of Facebook can improve the learning process through communication, interaction, collaboration and resource sharing" (Khan & Baksh, 2015, p.3). The social media is means of communications. Several social media like my space, Friendster, Xanga, hi5, twitter, BeBo and Facebook all need internet to conduct. Without internet it cannot move ahead. Through internet we can upload and download our research online and share our contribution worldwide. The internet based learning modules actively engage students in unique manner from the traditional class lecture. Facebook creates motivation to students. It makes learning environment interesting. It also helps to understand detail study if students are unclear at any subject matter in the class. The thing to be considered is students do not waste their time to talk about unnecessary matter. They should be always formal as like the classroom. While discussing in Facebook through chat students should think that I am learner and I should be always ready to learn.

Facebook is also taken as distance learning. Facebook helps in teaching learning process. If students cannot attend in class then they can get updated through the means of Facebook. Facebook can provide numerous opportunities for the learners to learn. Learning through Facebook brings everywhere opportunities. Learners never tired and they always affected by Facebook in their learning process. The general roles of Facebook according to Rokaha (2014), can be summarized below;

Facebook provides a rich data base of authentic materials. It provides an excellent context for collaborative materials development and offers excellent tool for interactive learning. Its multimedia capabilities, which combine graphics, sound and movies are particularly conducive to language learning. Materials stored in web can reach a wide audience at a relatively low cost by using Facebook learners can build social credibility.

On the basis of above mentioned general roles, this study attempts to explore the specific contribution of Facebook in English language and learning from students view point.

2.2 Review of Related Empirical Literature

I have reviewed many books, journals, studies, articles and other sources to carry out this study. Those review tasks help to provide both theoretical and methodological knowledge which are as follow.

Thanet (2012) conducted research on “Student’s Perception on the Use of the Internet as Language Learning Source”. The study was carried out to find the perceptions of students towards the use of internet as learning source from the students of University campus of T.U. semester system from different department and faculties (Education, Humanities and Management). She concluded her study with the findings that majority of students have positive attitudes towards the use of the internet as language learning source. All the students were found to be interested in the use of the internet.

Joshi (2012) conducted a research entitled “Language Used on Facebook”. The main objective of her study was to find out the language used on Facebook when people communicate with others. The primary sources of data of her study were 15 Facebook users. She used quota sampling. As a tool of data collection, she used the observation. The major findings of her study were that the language of Facebook includes abbreviated forms code switching, use of emotics, excessive duplication and so on.

Rokaya (2017) conducted research entitled “Use of Information and Communication Technology Tools in English Language Learning”. His main objective was to find out the contribution of online resources for students’ academic learning. He used questionnaire as tools of data collection. The sample of the study were forty students of bachelor level studying in Kathmandu valleys constituent campus of T.U he found that ICT has positive impact to the English language learners. ICT was found major source to provide theory, materials and practices in ELT.

Rokaha (2014) carried out research on “Facebook and its Use in Language Teaching and Learning”. The aim of the study was to carried out to identify the teachers and students perception about the use of Facebook in ELT. Questionnaire and interview was the research tool and sample size was fifteen teacher and twenty-five students, altogether forty, from five different higher secondary schools of the Kathmandu valley. His findings were that 53.33% teacher agreed that the statement Facebook enhances language proficiency if the students. The percentages of the teacher who disagreed with the statement were 20. Only 13.33% of the teacher strongly agreed with the statement. 6.67% of the teacher strongly disagreed that Facebook enhances language proficiency of students. 6.67% of the teachers were not sure on the statement. Similarly, the majority of students, i.e. 64% agreed with the contribution of Facebook in language proficiency. Similarly, 24% of the students strongly agreed with the statement but 5% of the students disagreed and 4% replied that they were not sure with the statements. In overall it shows that students and teacher have positive perception regarding the contribution of Facebook in ELT.

Pandit (2011) conducted survey research entitled “The Impact of Internet on Language Learner in ELT”. The main objective of his study was to explore the opinion of students towards the use of internet in ELT. He used questionnaire and observation as tools of data collection. The sample of the study were fifty students of M.Ed second year. He found that internet has positive impact to language learners. Internet was found as a major source to provide theory, materials and practices in ELT.

Though , the above studies are related to the use of ICT, Internet, Facebook and discourse analysis of Facebook and its impact on language learning, no study is there about the role of Facebook in students’ language learning. So, this study is different from the existing studies. It means that this study becomes the first study about the role Facebook in students’ language learning.

2.3 Implications of the Review for the Study

Literature review is the vivid part of the every research. My central focus of reviewing literature is to examine and evaluate what has been done before and what should be done for further researches. Different previous research work related to my study has been reviewed considering them as useful to the present work. These research works have been carried out with different objectives, methodology and research questions and in different situations. Various ideas are found after reviewing students’ perception on the use of the internet as language learning tool source, use of internet for language learning and so on. The implications of the above reviews in the personal are given below.

Pandit (2011) conducted a survey research entitled “Use of Internet for Language Learning”. It implies that internet was a major source to provide theory materials and practices in ELT. By this research I came to know how internet can be used for language learning.

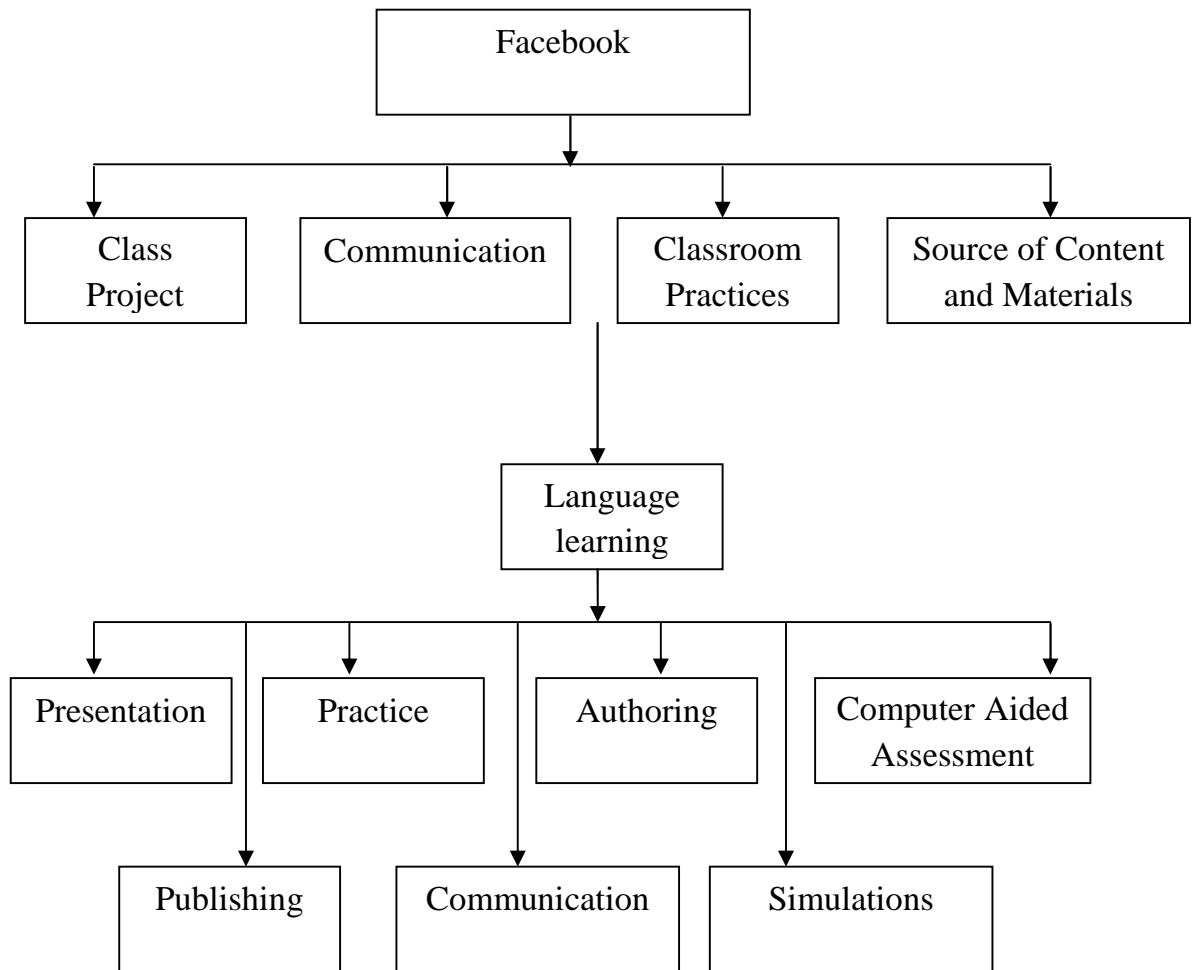
Rokaha (2014) carried out research on “Facebook and its Use in Language Teaching and Learning”. It implies that use of Facebook in ELT is increasing

day by day. I have come to know that how a survey research is carried out and procedure of doing research in the field of education.

Joshi (2012) conducted a research entitled “Language Used on Facebook”. It implies that the different forms of language used in Facebook like code switching, abbreviation, duplication and so on. By the work of Joshi I learnt different language used on Facebook.

Reviewing the empirical researches is really beneficial for me to update with the research process and methodological tools and for choosing the new topic and catching the idea how to research. This study has helped me to choose a new topic. As my study is based on the survey research design, I have got various ideas on the process of it after reviewing those research works. As above mentioned researchers have used questionnaire, interviews and their experiences as research tool of data collection, these researches have direct implication to my research study because I will also use the questionnaire for the data collection.

2.4 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGIES

To achieve the objectives of the study following methodologies were selected in this research

3.1 Design and Method of the Study

Survey research is most popular design of research in social science including in the field of education. Mostly psychologists, sociologists, anthropologist, economists, linguists, political scientists and statisticians have developed the procedures and methods of survey research. “Survey is large scale and undertaken by some of governmental bureau or small scale and carried out by the lone researcher” (Cohen, Manion and Morrison, 2012 , p. 208). Although the survey research is quite an old technique and was largely adopted in the eighteen century, it is new technique for social science research and educational research. It is most popular research design in education.

I follow the quantitative and qualitative research design in general and the survey research in particular. In this type of research the researchers visited different higher secondary schools to find out the Use of Facebook in English language learning. The researchers had represented the Kathmandu valley and population sample were carried out by the large numbers. Data were collected at single time. The population was generalized to the whole population.

Thus, survey research is useful to complete this study. It is list a list of questions aimed at extracting specific data from a particular group of people, surveys may be conducted by phone, mail, via the internet, and sometimes face to face. A good sample selection of key as it allows one to generalize from the sample to the population, which is the whole purpose of survey research.

The population of my study will be the higher secondary level students studying in Kathmandu valley. The sample size consists of fifty students. My research is related to survey design by adopting quantitative method.

3.2 Population Sample and Sampling Strategy

The populations of my study were the higher secondary level students studying in Kathmandu valley. The sample size consists of fifty students. I have selected fifty students from different higher secondary schools. I took ten students from each school. Both open ended and close ended questionnaire were included to collect data from the students.

3.3 Research Tools

In order to collect data, I used questionnaire as a major tool. In this study the questionnaire were consists of both open ended and close ended questions.

3.4 Sources of Data

Both primary and secondary sources of data were used in this study.

3.4.1 Primary Sources of Data

I used non-random sampling strategy for this study. Fifty students of different higher secondary level school were the primary sources of data in this study

3.4.2 Secondary Sources of Data

For the secondary sources of data, I consulted different books, articles, thesis, online source and other published materials related to my topic.

3.5 Data Collection Procedures

In order to collect data, I have prepared set of questionnaire then visited and talk to the concern authority to clarify the purpose of the visit. I built rapport

with the school administration, teachers and students. Then I selected fifty students from each higher secondary school. I have explained briefly about my research study and informed them about what they were supposed to do and I distributed the questionnaires and requested them to respond. And finally I collected the questionnaire.

3.6 Data Analysis Procedures

Quantitative approaches of research were selected for analyzing obtained data, i.e. the collected data were presented in tables and diagrams. Then the data were analyzed and interpreted descriptively.

3.7 Ethical Considerations

While undertaking this study, I followed all the ethical aspects in a research. I used the information collected from the respondents only for the study purpose. I tried my best to avoid plagiarism and be confidential to my respondents. I paid attention to accuracy, honesty, truthfulness of data in my study.

CHAPTER FOUR

ANALYSIS AND INTERPREATION OF THE RESULT

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

4.1 Analysis of Data and Interpretation of the Results

Based on the collected data from primary sources, data were analyzed and results were interpreted. On the basis of data obtained from the role of Facebook were analyzed and the results were interpreted and discussed based on analysis. This section includes the presentation, analysis, description and discussion of data collected through the closed-ended items.

4.1.1 Role of Facebook in Students' Language Learning

The responses from the students of higher secondary level, regarding the Role of Facebook are analyzed and interpreted below

Table 1
Role of ICT in language learning

S.N.	Items	Responses							
		S.A		A		S.D.		D	
		N	%	N	%	N	%	N	%
1	Role of ICT in language learning	17	34	29	58	2	4	2	4

The item was used to find out the role of ICT in learning language or not. Among the respondents 34% students strongly agreed with the statement. 58% of the respondents agreed with the statement. While 4% of the students strongly disagreed with the statement and the same percentage i.e. 4% disagreed with the statement. Students believe that ICT has crucial role in learning language

4.1.1.1 Access of Internet in Language Learning

The purpose of this section is to discuss whether students have access of internet or not. The following table shows their responses;

Table 2
Access of Internet in Language Learning

S.N.	Items	Responses			
		Yes		No	
		N	%	N	%
1	Students' access to internet	50	100	-	-

The above table shows that 100% of students have an access to internet. The result shows that no respondents are far from the access of internet. According to the respondents it is clear that students have access to internet.

4.1.1.2 Students as Facebook Users

Students were also asked whether they use Facebook or not, which instrument they use for learning and why they use Facebook? The following table shows their responses;

Table 3
Students as Facebook Users

S.N.	Items	Responses							
		1	Students having Facebook account	Yes				No	
N				%		N		%	
49				98		1		2	
2	Mostly used instrument in learning English	Computer		Laptop		Mobile		Tablet	
		N	%	N	%	N	%	N	%
		5	10	7	14	36	72	2	4
3	Purpose for using Facebook	Chatting		Entertainment		Uploading photos and status		Searching unknown friends	
		N	%	N	%	N	%	N	%
		18	36	28	56	2	4	2	4

The above table shows that majority of the students i.e. 98% were Facebook users only 2% are not users of Facebook. The data above show that no one of the respondents are far from using Facebook i.e. majority of the students are Facebook users.

The second item shows that 10% of students use Computer for learning English as an instrument. While majority of students i.e. 72% uses Mobile for learning. Similarly, 14% uses Laptop as learning instrument and remaining 4% respondents uses Tablet for learning. From the respondents it was found that majority of the students use Mobile for language learning.

The item 3 was asked why they use Facebook mostly. 36% of respondents use it for chatting and 56% of students use Facebook for entertainment. While 4% of students use Facebook for uploading photos and status same percentage i.e.

4 uses Facebook for searching unknown friends. It was found that majority of students use Facebook for entertainment.

4.1.1.3 Facebook as Language Learning Tool

Similarly, they were asked different questions whether Facebook helps in language learning or not. The following table shows their responses;

Table 4
Facebook as Language Learning

S.N.	Items	Responses									
		S.A		A		N.S		D		S.D	
		N	%	N	%	N	%	N	%	N	%
1	Facebook can help students for language learning	5	10	27	54	11	22	3	6	4	8
2	Facebook creates motivation in learning	2	4	19	38	18	36	7	14	4	8
3	Facebook provides source of content and materials in language learning	6	12	31	62	8	16	2	4	3	6

From the above table it came to know that 54% of the students agreed that Facebook can help students for language learning. 10% of students strongly agreed with the statement, where 22% of the respondents are not sure about it. Similarly, 8% of the students strongly disagreed with the statement and remaining 6% disagreed with the statement. The data show that Facebook help students for language learning.

Item 2 was asked about motivation. It shows that 38% of the students agreed with Facebook create motivation in learning. The percentage of the students

who strongly agreed with it is 4. Similarly, 36% of the respondents were not sure about it. While 14% of them disagreed with the statement and remaining 8% strongly disagreed with the statement. The data above shows that Facebook create motivation in learning.

The responses of item 3, where the question was Facebook provides source of content and materials in language learning. Out of total respondents 62% agreed with the statement. Likewise, 12% of the respondents strongly agreed with the statement. While 16% of them were not sure about it. Similarly, 6% of the students strongly disagreed with the statement and remaining 4% disagreed with the statement. It was clear that Facebook provides source of content and materials in language learning.

4.1.2 Students' Use of Facebook in ELT

Students were asked different items related to their use of Facebook in ELT. The responses from the students of higher secondary level regarding the use of Facebook in ELT are analyzed and interpreted under the following sub-headings.

4.1.2.1 Use of Facebook in English Language Teaching and Learning

Students were asked about the use of Facebook in English language teaching and learning. The following table shows their responses;

Table 5
Use of Facebook in English Language Teaching and Learning

S.N.	Items	Responses									
		S.A		A		N.S		D		S.D	
		N	%	N	%	N	%	N	%	N	%
1	I use Facebook to get information related to ELT	2	4	27	54	17	34	4	8	-	-
2	The skoolpool helps to provide best connection	1	2	24	48	22	44	3	6	-	-
3	Students can publish various things related to language learning by using Facebook	14	28	25	50	8	16	2	4	1	2
4	Facebook contributes in language proficiency	7	14	26	52	9	18	7	14	1	2
5	Use of Facebook enhances students language learning	5	10	28	56	8	16	7	14	2	4
6	The post homework project makes all the students busy in their task	5	10	32	64	10	20	3	6	-	-
7	Facebook offers large number of learning materials	10	20	21	42	12	24	7	14	-	-

The respondents to the item shows that 54% of students agreed on using Facebook to get information related to ELT. It shows that 34% of the respondents were not sure with it. Similarly, 8% of the respondents disagreed with the statement and 4% of the respondents strongly agreed with the

statement. Student believes that use of Facebook helps to get information related to ELT.

Analyzing the item 2, it was used to investigate whether the skoolpool helps to provide best connection or not. The percent of the respondents who agreed that skoolpool helps to provide best connection were 48. Likewise 44% of the respondents were not sure with it. 6% of the students disagreed with the statement and only 2% of the respondents strongly agreed that skoolpool helps to provide best connection. The data above show that skoolpool helps to provide best connection.

Similarly, the item 3 was to find out that students can publish various things related to language learning by using Facebook. Most of the students i.e. 50% agreed with the statement. 28% of the students strongly agreed with the statement. While 16% of the respondents were not sure about it. 4% of the students disagreed with the statement and remaining 2% of them strongly disagreed with the statement. It was clear that by using Facebook students can publish various things related to language learning.

Item 4 was carried out to find whether Facebook contributes in language proficiency or not. 14% of the respondents strongly agreed with the item. Where 52% of the students agreed with the statement beside that 18% of the students were not sure about it. Likewise, 14% of the respondents disagreed with the statement and 2% of them strongly disagreed with the statement. This findings implies that Facebook contributes in language proficiency.

The responses of the statement 5, where the questions was use of Facebook enhances students English language learning where 10% of the respondents strongly agreed with the statement. Likewise, 56% of the students agreed with the statement, 16% of the students were not sure about the statement. 14% of students disagreed with the statement and remaining 4% of the students strongly disagreed with the item. The above findings show that Facebook enhances students English language learning.

The item 6 was used to find out that post homework project makes all the students busy in their task. The analysis shows that majority of the students i.e. 64% of the students agreed with the statement. On the other hand 20% were not sure about it. Likewise, 10% of the students strongly agreed with the statement and only 6% of the respondents disagreed with it. This finding implies that post homework project makes all students busy in their task.

This item was designed to investigate whether Facebook offers large number of learning materials or not. 20% of students strongly agreed with the statement. Likewise, 42% of the respondents agreed with the statement. While 24% of the students were not sure about it. And 14% of the students disagreed with the statement. Students believe that Facebook offers large number of learning materials.

4.1.2.2 Use of Facebook to Build Communication

Students were asked whether Facebook builds communication or not. The following table shows their results;

Table 6
Use of Facebook to Build Communication

S.N.	Items	Responses									
		S.A		A		N.S		D		S.D	
		N	%	N	%	N	%	N	%	N	%
1	By using Facebook students can build communication	13	26	33	66	4	8	-	-	-	-
2	Facebook facilitate communication	8	16	37	74	3	6	1	2	1	2

The responses from the item 1 where the question was by using Facebook students can build communication, majority of the students i.e. 66% agreed

with the term. Where 26% respondents strongly agreed with the statement, 8% of students were not sure about the statement. The data above show that majority of students believe that Facebook can build communication.

The item 2 was designed to investigate whether Facebook facilitate communication or not. The response of students to the item 2 shows that majority of the respondents i.e. 74% of them agreed with the statement. 16% of the students strongly agreed with the statement where the 6% of the respondents were not sure about it. 2% of the respondents strongly disagreed with the statement. This findings implies that Facebook facilitate communication.

4.1.2.3 Contribution of Facebook in Collaborative Learning

Similarly, they were asked whether Facebook contributes in collaborative learning or not. The following table shows the results;

Table 7
Contribution of Facebook in Collaborative Learning

S.N.	Items	Responses									
		S.A		A		N.S		D		S.D	
		N	%	N	%	N	%	N	%	N	%
1	Facebook promotes the collaboration	2	4	38	76	8	16	2	4	-	-
2	Facebook provides an opportunity to meet ex-students of my college as guest speakers in Facebook	29	58	17	34	3	6	-	-	1	2

The item 1 was asked about collaboration. It shows that majority i.e. 76% of the students agreed with the statement. The percentage of the students who

strongly agreed with it is 4. Similarly, 16% of the students were not sure about it. And only 4% of the students disagreed with the item. From the above finding it is clear that Facebook promotes collaboration.

Similarly item 2 were used to find out whether Facebook provides an opportunity to meet ex- students. Most of them i.e.58% of the students strongly agreed with the statement. Likewise 34% of them agreed with the statement. Similarly, 6% of the respondents were not sure about it and only 2% of the students strongly disagreed with the question. The above data show that majority of students believe that Facebook provides opportunity to meet ex-students.

4.1.2.4 Use of Facebook for Upcoming Events

Students were asked whether Facebook provides schedule events or not by which it helps to remind for upcoming events. The following table shows their responses;

Table 8
Use of Facebook for Upcoming Events

S.N.	Items	Responses									
		S.A		A		N.S		D		S.D	
		N	%	N	%	N	%	N	%	N	%
1	Facebook provides schedule event which helps me to remind for upcoming events	15	30	27	54	5	10	2	4	1	2

The percentage of the students who agreed with the statement that Facebook provides schedule event which helps to remind for upcoming events where 54% agreed with the statement. Likewise 30% of the respondents were found strongly agreed, 10% of the respondents replied as they were not sure and 4%

of the respondents replied that they disagreed with the item and 2% respondents strongly disagreed with the statement. It is clear that Facebook provides schedule event which helps to remind for upcoming events.

4.1.3 Benefits of Using Facebook on Language learning

Facebook is not only used for communication but it can be also beneficial in the classroom. There are various benefits we may see when we decide to use Facebook as learning tool. It supports linguistic diversity by which students can get variation of language in different posts. It also makes people curiosity to find the meaning of words which they are confused so, they will search in Google and able to know meaning and use in daily life. Contents are gathered within news feed various viewpoints provide new insights related to language learning such as use of phrase, understanding of vocabulary and so on.

Facebook help to share videos or other information related to language learning which makes learning easier. The benefits of using Facebook on language learning is creating sense of community and promoting collaboration and developing language skills.

Facebook supports linguistic diversity it makes people curiosity to find the meaning of words which they are confused. Facebook provides new insights related to language it creates sense of community and promote collaboration and develops language skills. The data analyzed from the respondents is clear that there are various benefits of Facebook which can be useful for language learning.

4.1.3.1 Effects of Facebook on Academic Performance

Most of the people in the world now a day are familiar with Facebook and they are users of it too. Facebook now has become the cry of the day most of the people use Facebook for communication. Facebook can effect on academic performance both in positive and in negative way the effect depends upon the use of Facebook by the users if it is used for right purpose it helps to promote

communication. Teenagers now a days spends most of their time in Facebook which may negatively effect on academic performance. It can improve too but now a days it is becoming demotivate for academic performance. If Facebook is not used wisely it may lead to addiction and by which we pay less time to study which will adversely effect on academic performance.

Facebook helps students in academic performance but if it is not used wisely then it may lead them to addiction. So,by the above description it came to know that students must use Facebook in proper way.

4.1.3.2 Use of English Language as a Medium of Communication in Facebook

English is mostly spoken language all over the world. Due to the global spread of English, it is regarded as global language. English language is found mostly used in the Facebook. Students were asked why they use English as a medium of communication in Facebook. English is an international language many countries people are able to speak English language so that it makes easier to communicate with each other. It is one of the effective ways of communication and has played a vital role as lingua franca.

After analyzing the data collected from the students it came to know that students use English language as a medium of communication in Facebook because English is widely used language in Facebook and being global language students follow English language for communication

4.1.3.3 Impact of Facebook in English Language Learning

Facebook is relatively new resource for education. There is great impact of Facebook in students' language learning. Facebook provides schedule events, build means of communication and it helps to publish various things. Most of the technical and advanced term can be learnt from the Facebook. It helps to learn and check new words daily. Facebook provides advertisement of English

language by which students can learn English. Students will get different words and can find new words too.

It is clear that there is great impact of Facebook in English language learning. Students can find new words it helps to learn and check new words daily.

4.1.3.4 Facebook as a Tool to Improve English Reading and Writing Skills

We know that Facebook is becoming popular day by day. It is mostly used for communication beside that it can also improve English reading and writing skills. Facebook enhance students to find the meaning of words, so they can use the word in daily life. Facebook have built a platform by which students can speak English fluently.

After analyzing the data collected from the students it came to know that Facebook is means to improve English reading and writing skills.

In overall, it shows that there is positive role of Facebook in English language learning. Students were found more facilitated in learning through this application.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

Based on the analyzed data, major findings were presented briefly. Conclusions of the study were presented and recommendations were provided to the policy, practice level and further research. This chapter includes: findings, conclusion and recommendations.

5.1 Findings

Regarding the use of Facebook in English language learning data were collected from fifty students of five higher secondary schools from Kathmandu valley. The collected data were analyzed quantitatively by using statistical tools and findings are drawn on the basis of result. Findings of the study have been presented as follows;

5.1.1 Communication

- The study revealed that by the use of Facebook students can build communication. Majority of the respondents i.e. 74% agreed that Facebook facilitate communication.
- From the participants, it was found that most of the students i.e. 56% are using Facebook for entertainment and for chatting some of them also use Facebook for uploading photos, status and searching unknown friends.
- The participants viewed that the post homework project makes all the students busy in their task. Majority of the students i.e. 64% agreed in this statement and the skoolpool helps to provide best connection for language learning.
- It was found that Facebook also provides schedule events. Majority of the students i.e. 54% agreed that Facebook helps to remind for upcoming events.

- It was found that Facebook also provides schedule event which helps to remind for upcoming events. Majority of the students i.e. 54% agreed that Facebook helps to remind for upcoming events.

5.1.1.1 Facebook as a Means of Language Learning

- The study show that Facebook also helps students for language learning and it creates motivation in learning. Majority of the students i.e. 62% agreed Facebook provides source of content and materials in language learning.
- It was found that majority of the respondents i.e. 98% are using Facebook. Majority of students i.e. 72% use mobile as language learning instrument beside that they also use laptop, computer, tablet for learning language.

5.1.1.2 Facebook as a Platform

- My study found that social media like Facebook works as a platform to publish or post students creativity. Most of the students agreed and used to do so.

5.1.1.3 Collaborative Learning

- This research shows that there is great role of Facebook in collaborative learning majority of the respondents i.e. 76% of the students agreed that Facebook promotes collaboration. 58% of the students strongly agreed that Facebook provides opportunity to meet ex- students.

Beside above mentioned, from my study it has been found

- The participants have access of internet. 100% of them are using internet

- The study also revealed that ICT has crucial role in learning items. Most of the students i.e. 58% agreed on this statement. 34% of the students strongly agreed that ICT has crucial role in language learning items.
- This research shows that most of the students i.e. 54% use Facebook to get information related to ELT. Students can publish various things related to language learning and use of Facebook contributes in language proficiency.
- From the respondents, it was found that Facebook effect on academic performance most of the students response that Facebook may waste their time by which they can't concentrate on their study.

5.2 Conclusions

The role of Facebook on students' language learning was found positive. Respondents were found active users of Facebook and students use different instrument like mobile, laptop, computer, tablet etc. for using Facebook. Students use Facebook for chatting, entertainment, uploading photos, status and searching new friends. Facebook creates motivation in learning. According to the students it provides source of content and materials in language learning. There is great impact of Facebook on students it helps them to get information related to ELT and they can publish various things related to language learning and use of Facebook contributes in language proficiency.

Facebook can build communication .There is inherent role of Facebook in collaborative learning it promotes the collaboration and provides opportunity to meet ex-students. The post homework project makes all the students busy in their task and Facebook connects to the classmate. Facebook had become cry of the day not only for the communication but it can be also essential application for language learning.

Facebook has provided platform to the students by which they can improve their reading and writing skills. This study revealed that it effects on academic performance that it may waste students' time by which they can't concentrate on their study.

5.3 Recommendations

On the basis of findings and conclusion, some of the recommendations have been made to be applicable in.

5.3.1 Policy Level

- my study found that modern technological devices and internet has significant role in teaching and learning so policy makers should manage the facilities and aware stakeholders about it.
- The policy makers should be aware with the scope and positive effects of E-learning in education system.
- Policy makers should be aware about the increasing application of social media in language learning.
- Different awareness programs regarding the importance and role of technology in education to learners should be conducted.
- My study found that policy makers, textbook writers, course developers and curriculum designers should make materials available in E-form.

5.3.2 Practice Level

- Since, laptops, computer, tablet, mobile, plays crucial role in language learning teachers should encourage students to use such devices to enhance their knowledge rather just for entertainment.

- Facebook and other social media can be the platform for posting and publishing various students creativity such as articles, poems, stories etc. so in this regard as a teacher S\he must motivate students to post such type of things instead of posting photos pictures and so on.
- My study found that teachers-students and students-students should create separate group in Facebook for learning by which students can learn in comfortable way. So I would like to suggest both teachers and students to create separate group on Facebook for learning language.
- Teaching and learning process conducting through Facebook helps the students who are absent in the classroom and they can understand if they are confusion of previous learning. So in this regard teacher and students should and can use Facebook and other social medias to cover the missed class and lessons.
- Teacher should provide knowledge and ideas regarding different useful sites and the way of searching what they actually need and want.
- Students who are interested to learn various things by using internet and other source related to ICT then the teachers should encourage the students to use it.
- Teachers should make busy in group and share various knowledge should provide feedback which helps students to be busy in learning rather than doing other things in Facebook.

5.3.3 Further Research

Each and every research has its own purpose and findings. The present research was conducted to explore the use of Facebook in English language learning. It is complete study according to the to the objectives of my research, but due to the delimitations of my research, I could not include some other areas in my

study. There might be many more areas for further investigation and exploration. So, other researches can go beyond this.

The findings drawn from this study may not be generalized to the whole nation as this research was limited to a narrow area. So, similar type of study can also be done in other areas as well. More participants can be included for data collection so that the data will be very much validated. Similarly, this research is based on mixed method research design, so other researchers may follow other research design such as co-relational study, experimental design, case study and so on. Here I have mentioned some possible titles for the new researchers, which can be as follows;

- New research area for further research can be effectiveness of Facebook in language learning and teaching.
- Experimental investigation can be conducted by focusing on the benefits in language teaching and learning by the use of Facebook.
- Similar research can be conducted in order to determine Issues and challenges for implementation of Facebook in language learning.

And finally, I hope that this study will be step of ladder where other several steps are left and by stepping on this step, other researchers can reach their own destinations in the field of educational research. Therefore, this study will be highly beneficial as it will provide a valuable secondary source of data for the researchers who are interested in conducting further research.

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APPENDIX – 1

QUESTIONNAIRE

Dear sir/madam

I am **SumanThapa** , student of M.Ed at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I have prepared this questionnaire to collect the Role of Facebook in student's language learning. The questionnaire has been constructed in order to accomplish a research work entitled **The Use of Facebook in English Language Learning** for partial fulfillment of M.Ed in English education course. 'Thesis writing/Eng.Ed.544'. The research is being carried out under the supervision of Mr. **Resham Acharya** teaching assistant of the Department of English Education. Your participation and response to the questionnaire will value my present study. I am glad to your voluntary and cannot stand without appreciating your participation in this study. I want to assume that your confidentiality and anonymity will be strictly preserved without any violence in this research work. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidently.

Thank you for your interest and participation in this study. I genuinely appreciate your time.

Researcher
Suman Thapa
Department of English Education
Tribhuvan University, Kirtipur

Name.....

Class.....

College name.....

Address.....

Set 'A'

Question for general information

- Do you have an access to internet?
 - a. Yes
 - b. No
- ICT has crucial role in learning language items.
 - Strongly agree
 - b. Agree
 - c. Strongly disagree
 - d. Disagree
- Which instrument do you mostly use for learning English?
 - Computer
 - b. Laptop
 - c. Mobile
 - d. Tablet
- Do you have Facebook account?
 - Yes
 - b. No
- Why do you use Facebook mostly?
 - Chatting
 - c. Uploading photos and status
 - Entertainment
 - d. Searching unknown friends
- Facebook can help students for language learning.
 - Strongly agree
 - c. Agree
 - e. Not sure
 - Disagree
 - d. Strongly disagree
- Facebook creates motivation in learning
 - Strongly agree
 - c. Agree
 - e. Not sure
 - Disagree
 - d. Strongly disagree
- Facebook provides source of content and materials in language learning.
 - Strongly agree
 - c. Agree
 - e. Not sure
 - Disagree
 - d. Strongly disagree

Set 'B'

Questions for specific information

Tick (✓) one of the following that you think to mark the best.

- I use Facebook to get information related to ELT.
 - Strongly agree
 - c. Agree
 - e. Not sure

- Facebook contributes in language proficiency.
 - Strongly agree c. Agree e. Not sure
 - Disagree d. Strongly disagree
- Facebook offers large number of learning materials.
 - Strongly agree c. Agree e. Not sure
 - Disagree d. Strongly disagree

- Write down the benefits of using Facebook on language learning.

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- How does Facebook affect on academic performance?

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- Why do you use English language as a medium of communication in Facebook?

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- Write down the roles of Facebook in English language learning.

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- Please give some suggestions concerning the impacts of using Facebook on English reading and writing skills improvement that you may have experienced.

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