

**MAJOR ENGLISH STUDENTS' PERCEPTIONS
TOWARDS THE USE OF GOOGLE IN THEIR STUDY**

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

**Submitted by
Dhurba Malla**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2017**

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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 research degree to any university.

Date:

.....

Dhurba Malla

DEDICATION

Dedicated to

My parents, siblings and teachers who devoted their whole lives to make
me what I am today.

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I hereby acknowledge and share the credit with those people who have supported me to complete this little work. Firstly, I would like to express my sincere gratitude to my respected Guruma; supervisor **Prof. Dr. Anju Giri**, Department of English Education, University campus T. U., Kirtipur for her invaluable inputs, constructive suggestions, useful comments and continuous feedback from the very beginning of the thesis. Without her inputs, feedback, co-operation, suggestions, comprehensive guidance and meticulous supervision, it would have been incomplete.

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Date.....

Dhurba Malla

ABSTRACT

The study entitled **Major English Students' Perceptions towards the Use of Google in their Study** intends to find out the Major English students' perceptions towards the use of Google in their study and explores the importance of Google for searching supplementary materials relevant to their study. To address the objectives of the study, 30 students were selected as a sample by using non random purposive sampling procedure from the Department of English Education, University Campus, T.U. Kirtipur, Kathmandu. I used survey research design and formulated a set of questionnaire consisting of 25 close-ended and 8 open-ended questions in order to collect the required information. The data collected from the informants were analyzed and interpreted using simple statistical tools like table and percentage. The major findings of the study showed that all the respondents had very positive attitude towards the use of Google and they use it in their study. The majority of the respondents agreed that the Google is helpful for them to find out the various supplementary materials relevant to their study. It not only helps them to get the materials of their necessity but also promotes to be an autonomous learner.

This study comprises five chapters. The first chapter presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. The second chapter consists of the review of related theoretical literatures, review of empirical literatures, implications of the study and conceptual framework. In the same way, chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of data and interpretation of result. The analysis of students' responses has been done under various suitable and inclusive themes. The final chapter deals with findings, conclusion and recommendations which are summed up from the analysis and interpretation of the collected data for the purpose of research. The references and appendices have been included in the last part of the thesis.

TABLE OF CONTENTS

	Page No.
<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>vi</i>
<i>Abstract</i>	<i>viii</i>
<i>Table of Contents</i>	<i>ix</i>
<i>List of Tables</i>	<i>xii</i>
<i>List of Acronyms and Abbreviations</i>	<i>xiii</i>
CHAPTER ONE: INTRODUCTION	1-6
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7-26
2.1 Review of Related Theoretical Literature	7
2.1.1 Introduction to Information and Communication Technology	7
2.1.2 Different Branches of ICT	8
i) ICT Devices	8
ii) Web Browsers	9

iii) Social Sites	10
iv) Web Search Engines	12
2.1.3 Introduction to Google	14
2.1.4 Importance of Google in English Language Learning	15
2.1.5 Importance of Using Google in Content Learning	18
2.1.6 Advantages of Using Google in the Study	19
2.1.7 Limitations of Using Google in the Study	20
2.1.8 Problems with Access of Google in the Study	20
2.1.9 Problems with Use of Google in the Study	21
2.2 Review of Empirical Literature	21
2.3 Implications of the Review of the Study	24
2.4 Conceptual Framework	26

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY **27-30**

3.1 Design of the Study	27
3.2 Population, Sample and Sampling Strategy	29
3.3 Research Tools	29
3.4 Sources of Data (Primary and Secondary)	29
3.5 Data Collection Procedures	30
3.6 Data Analysis Procedures	30
3.7 Ethical Considerations	30

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA **31-52**

4.1 Analysis of data and Interpretation of Results	31
4.1.1 Students' Perceptions towards the Use of Google	31
4.1.2 Students' Perceptions towards the Access of Google	34
4.1.3 Use of Google for Assignment Completion	36
4.1.4 Use of Google for Classroom Presentation	38

4.1.5 Use of Google for Academic Writings	40
4.1.6 Use of Google for Making Notes	42
4.1.7 Use of Google for Translation	44
4.2 Responses Related to the Open Ended Questions	45

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS **53-61**

5.1 Findings	53
5.1.1 Findings Based on Close Ended Questions	53
5.1.2 Findings Based on Open Ended Questions	56
5.2 Conclusion	57
5.3 Recommendations	59
5.3.1 Policy Related	59
5.3.2 Practice Related	59
5.3.3 Further Research Related	60

REFERENCES

APPENDICES

- Appendix- A: Questionnaire for the Students
- Appendix- B: Summary of the Students' Responses
- Appendix- C: Participant Consent Form
- Appendix- D: Participant Information Statement
- Appendix- E: Name of the Respondents

LIST OF TABLES

Page no

Table 1: Students' Perceptions towards the Use of Google in their Study	32
Table 2: Students' Perceptions towards the Access of Google in their Study	34
Table 3: Use of Google for Assignment Completion	37
Table 4: Use of Google for Classroom Presentation	39
Table 5: Use of Google for Academic Writings	41
Table 6: Use of Google for Making Notes	43
Table 7: Use of Google for Translation	44

LIST OF ACRONYMS AND ABBREVIATIONS

P.	-	Page
No.	-	Number
Dr.	-	Doctor
T.U.	-	Tribhuvan University
Prof.	-	Professor
M. Ed.	-	Master of Education
ICT	-	Information and Communication Technology
SLA	-	Second Language Acquisition
ELT	-	English Language Teaching
ESL	-	English as a Second Language
EFL	-	English as a Foreign Language
IATEFL	-	International Association of Teachers of English for Foreign Language
TESOL	-	Teachers of English to the Speakers of Other Language
WWW	-	World Wide Web
G+	-	Google Plus
TV	-	Television
GIF	-	Graphical Interchange Format
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
MT	-	Machine Translation
Q. N.	-	Question Number
SA	-	Strongly Agreed
A	-	Agreed
N	-	Neutral
DA	-	Disagreed
SDA	-	Strongly Disagreed
%	-	Percentage
e. g.	-	For example

i.e.	-	that is
Mr.	-	Mister
Mrs.	-	Mistress
Regd.	-	Registration

CHAPTER: ONE

INTRODUCTION

The present study entitled **Major English Students' Perceptions towards the Use of Google in their Study** is concerned with use of information and communication technology in education. Students have been using ICT for very long in their study for the different academic purposes. In this research, I conducted a survey to reveal the perceptions of the students towards the universal search engine Google and how they are using it to get the relevant supplementary materials for their study. The introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study and operational definitions of the key terms.

1.1 Background of the Study

We live in the age of technology. Science and technology have left their marks on every sphere of human life. Most of the significant developments that one can observe today can be attributed to the impact of science and technology. Technological advancements and innovations in educational transactions make a visible impact on academic development as well as in administration. Nowadays information and communication technology (ICT) has been playing a dominant role to assist Nepalese learners on their study. According to Yunus, M. M., Nordin, N., Salehi, H., Embi, M. A., & Salehi, Z. (2014, p.766) "The internet and the world wide web can help the learners to provide supplemental language activities which can help students with additional practice in specific areas of language learning". These include reading tests and comprehension questions, grammar exercises, pronunciation exercises, vocabulary tests, cloze tests and so forth. Students can search the web for such web sites for their own learning. Grabe and Grabe (2001, as cited in Correos 2014, p.3) believe that incorporating technology into teaching where it is appropriate, helps promote active learning, facilitates student-centered learning and results into more

positive attitude towards the subject, better understanding of the concepts and advancement in the use of creative and higher order thinking skills. The information technology is essential in second language acquisition (SLA). Further in the context of using ICT for English language learning Chapelle (2001, p.1) says, "In twenty first century, language is so tied to technology that learning language through technology has become a fact of life with important implications for all applied linguists, particularly for those concerned with facts of second language acquisition."

This is to say that ICT and its tools are taken as the means of great help for their study. So, the use of ICT in the classroom for content learning cannot be avoided, it helps learners to be independent through autonomous learning. According to Murray (1999, as cited in Linder 2004, p.11), the ideal internet access through computer labs in education is not uniform. The internet access tends to be greater in developed nations than in developing nations, and within developed nations accessibility tends to be greater in more affluent urban areas than in less affluent outlying areas. Technology is becoming increasingly important in both our personal and professional lives and the learners of English are using technology more and more. Therefore, the problem how to learn English with technologies is a serious matter of concern nowadays.

The influence of science and technology is everywhere like- education, library, bank, business, transportation, media, politics, government offices, NGOs and INGOs. So, we cannot imagine any situation and the context that is away from the ICT. Salehi and Salehi (2011, as cited in Yunus et al. 2014, p.764)

"Information and communication technology is a generic term referring to technologies which are being used for collecting, storing, editing and passing on information in various forms." Further, according to Correos (2014, p.5) "The ability to identify computer peripherals, to operate specific functions and basic programs, to design user preferences and to manage applications are initial factors of computer literacy." Computer literacy is the knowledge and ability to use computers and related technology efficiently and effectively. The

universal term ICT carries out the broader concept and the meaning, it can be called as an umbrella term because it includes all the ways of communication, all the devices and technology related to communication, the world wide web, the various internet search engines and the popular social networking sites. Among all these means of ICT we find the dominant contribution of the universal search engine Google in the world. Beside the Google there are other search engines like- Yahoo!, Bing, Ask.com, AOL.com, Blekko.com, Wolframalpha, DuckDuckGo, Way Back Machine and ChaCha.com. And the more we are familiar with the other social networking sites like: Facebook, Twitter, Linked In, Google+, Youtube, Instagram, Pinterest, Tumblr, Vine and Snapchat.

According to Kelly and Safford (2009, p.119), "Blogging provides a real-world digital medium for communication. It is a multi-dimensional tool that not only offers a container for writing but also has the possibility of multiple audiences and access points." There is explosion of knowledge in the world everyday and the people in the world need to know about it because it is very essential to assimilate, to accommodate them in the global village. People should know the new innovations of the different fields, the scientific discoveries, modern inventions, business policies, Academic reforms, literary creations and the many more matters and the concerns regarding to the world economy and the human civilization. The various researches have shown that the use of ICT in ESL and EFL classrooms can enhance language learning in terms of promoting authentic text-based language communication in electronic environments and increasing students' motivation in producing texts. There is a great contribution of Google in these areas. Google is a very useful information and communication tool that is highly used in academic sectors. According to the Oxford Advanced Learner's Dictionary (2005, p.670) the term Google has been defined as a verb "to type word into a search engine on the internet, especially the Google search engine, in order to find information about somebody or something", the meaning of the word Google in dictionary clarifies us that it is a universal web search engine which is very useful for English language

learners to get adequate information about the language and the course contents. In the context of Nepal, there is use of Google in English Language Teaching (ELT) and learning that is because Nepalese are learning English language in a foreign language context so there is less number of exposures and the very few and limited supplementary materials. So, this can help them not only to enhance their English language learning but also to complete the exercises of their course contents. Further the use of online dictionary, audio visuals, films, documentaries, native conversations assists to improve their English language. Both the teachers and students get chance to be familiar with the Language learning theories propounded by the behaviorists, mentalists, cognitive constructivists and social constructivists. In the same way, Google provides us knowledge about language skills (listening, speaking, reading and writing), language aspects (vocabulary, pronunciation and grammar), language teaching and learning approaches, methods, techniques and the activities. Google helps for the completion of assignments, preparation of the classroom presentation, academic writings, making notes and translation. That is why Google is important for Major English students in their study.

1.2 Statement of the Problem

We know that Nepal has accepted the importance of ICT and it has been adopted in the academic field as well, so, there is a great influence of ICT tool, Google in the study. Both the teachers and students are using Google for the purpose of English language teaching and learning. Even some of the students use Google and they have promoted their language skills, ability and knowledge but still some other students are facing some troubles on the access of Google. There are various factors to create those difficulties like- economy, electricity, access of internet, availability of the devices, skill to operate the devices and the selection of the appropriate reference materials that are found on Google. The study helped to bring out the hidden facts and realities which are the actual challenges of using Google and the perceptions of M.Ed. level students towards it.

1.3 Objectives of the Study

The objectives of the study were as follows:

- a) To find out the perceptions of Major English students towards the use of Google in their study,
- b) To explore the importance of Google for searching supplementary materials relevant to their study and
- c) To suggest the pedagogical implications.

1.4 Research Questions

The study was based on the following questions which were raised while carrying out this research.

- a) What could be the Major English students' perceptions towards the use of Google in their study?
- b) What could be the significant impacts of Google for searching supplementary materials relevant to their study?

1.5 Significance of the Study

The study was conducted to explore how the Major English students are using Google for the purpose of enhancing their study. There are various supplementary materials and resources of knowledge for content learning among them Google is one and it could be highly utilized for the sake of searching and learning. The learning materials collected from the Google like-audio materials, visual materials, audio visual materials and textual materials are used. The finding of the study will be useful for students to know how the Google could be used for developing the pace of content learning along with the language skills and aspects. In the same way, students can get benefit by getting appropriate instruction for the effective use of Google in the study. Similarly, the study is significant for the research beginners who attempt to carry out research in the area of ICT. Further, the research may be beneficial for instructional policy makers, curriculum designers, teachers and students to conclude how ICT could be included in the curriculum more effectively. It is also helpful for teachers to know the current perceptions of students towards

use of Google for the various academic purposes. Other Google users can get some help regarding the ideas of using Google for searching the materials of their need.

1.6 Delimitations of the Study

The study was limited to find out the perceptions of Major English students towards the use of Google in their study. The study was conducted only among the students of the Department of English Education, T.U., Kirtipur. This study was delimited to survey research design. Only thirty students from M. Ed. fourth semester were included as the sample populations. The primary data was collected through questionnaire containing close-ended and open-ended questions. There were thirty three questions in the questionnaire.

1.7 Operational Definitions of the Key Terms

Google: It is a universal search engine which is used for searching any web page or site on internet.

Internet: It is a system of the linked computer network worldwide that facilitates data transfer and communication services, such as e-mail, World Wide Web.

Web page: It is an electronic page of information (e.g. text, pictures, sound), similar to magazine pages, available on the World Wide Web.

World Wide Web (WWW): Commonly it is called 'web' which is a part of the internet where web pages from the people all over the world are available for viewing.

Search Engine: It is software or a program particularly developed for searching the information, files, documents or any web page on internet.

Assignment: The particular task provided by the teachers to students to complete at home or in the classroom.

Presentation: State of presenting or exhibiting something along with explanation in the classroom by the students.

Translation: The process of translating any text or word from Nepali to English and vice-versa by the help of Google.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Basically the researcher reviews related literature for the theoretical basis for his/her study. This particular part of the study consists of review of related theoretical literature, review of the empirical literature, implication of the review of those literatures for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

The knowledge of the theoretical background is essential to conduct any research effectively. Basically, the researcher reviews related literature for the theoretical basis of his study. A theoretical framework guides the researcher to work on his topic by exploring the ideas about the topic of his study through the reviewing of different texts, theses, articles, and so on. After reviewing the articles, books, and theses, a number of theories and assumptions could be developed to provide the researcher with an adequate feedback. I went through the following theoretical literature to conduct his study on the aforementioned topic.

2.1.1 Introduction to Information and Communication Technology

Information and communication technology is the greatest achievement of science and technology. The development in ICT has brought a revolutionary change in the world. Among the various sectors education is one which is highly influenced by it. There is impact in teaching method, techniques and the supplementary materials to English language learning. Raval (2014, p.21) opines that, "Information and communication technology (ICT) is an important tool during the 21st century in the context of the global exchange/sharing of knowledge". Information and Communication Technology is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software,

satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care or libraries.

2.1.2 Different Branches of Information and Communication Technology

Information and communication technology is an umbrella term so it is a broader concept which covers many branches of it. Under ICT there are different branches which could be studied very separately like ICT devices, web browsers, social sites and web search engines.

i) ICT Devices

The technologies and inventions which are used for the purpose of information and communication of any message are called ICT devices. Among them some major devices have been mentioned below:

- a) **Computer:** A computer is a device that accepts information (in the form of digitalized data) and manipulates it for some result based on a program or sequence of instructions on how the data is to be processed. Complex computers also include the means for storing data (including the program, which is also a form of data) for some necessary duration.
- b) **Radio:** Radio is the [technology](#) of using [radio waves](#) to carry information, such as sound, by systematically [modulating](#) some property of electromagnetic energy waves transmitted through space, such as their [amplitude](#), [frequency](#), [phase](#) or pulse width.
- c) **Television:** Television is a [telecommunication](#) medium used for transmitting sound with moving images in [monochrome](#) ([black-and-white](#)), or in [color](#), and in two or [three dimensions](#). It can refer to a [television set](#), a [television program](#), or the medium of [television transmission](#). Television is a [mass medium](#), for [entertainment](#), [education](#), [news](#), and [advertising](#).
- d) **Cell Phone:** Small wireless [device](#) that has at least the same [functions](#) of a [standard](#) wired [telephone](#) but is smaller and more [mobile](#). A cell phone

requires a [subscription](#) to a [service provider](#) and requires either a prepaid or monthly [billing setup](#). Generally, they have more functions than traditional [land lines](#) and [need](#) to be charged after a [period](#) of time. It also [called mobile phone](#) or mobile device.

ii) Web Browsers

An internet browser, also known as a browser or a web browser, is a software program that we use to access the internet and view web pages on our computer. We can take a browser as our gateway to the internet. According to Roselli (2004) some famous browsers on the internet are as follows.

- a) **World Wide Web:** The universal web browser WWW was launched on February 25, 1990. It is one of the most useful browsers. A large number of web site users use it to enter into internet.
- b) **Mosaic:** It is also a popular web browser which was launched on April 22, 1993. Since then it has been using in the world for a gateway to the internet.
- c) **Netscape Navigator and Netscape Communicator:** This web browser was brought into use since October 13, 1994. Thereafter it has been frequently using in the world for a gateway to the internet.
- d) **Internet Explorer:** Internet explorer is a famous web browser that we use while on the internet to visit various web sites. The software was developed in August 1995.
- e) **Opera:** The web browser Opera is used in almost all the devices like cell phone, laptop and desktop to get access into the internet. The browser was developed in 1996.
- f) **Mozilla Navigator:** It is another web browser similar to Opera. Even it has comparatively less number of users but it is also as important as the other browsers to enter into the internet. The software was launched on June 5, 2002.
- g) **Safari:** Safari is also used by the many internet users to get into it. This web browser was developed in June 2003.
- h) **Mozilla Firefox:** Nowadays we can see the web browser, Mozilla Firefox on many of the internet devices. It is famous among its users due to its reliable

performance and high efficiency for searching any web sites. This software was developed in November 2004.

- i) **Google Chrome:** Google Chrome is equally popular to Mozilla Firefox and Opera. The internet users prefer Google Chrome similar to other browsers to get into internet. This web browser was developed in 2008.
- j) **Microsoft Edge:** The latest developed web browser for internet user is Microsoft Edge. The company claims that it has high performance and efficiency which would be helpful to satisfy its users. The software was launched on July 9, 2015.

Source: https://en.wikipedia.org/wiki/List_of_web_browsers

iii) Social Sites

Social sites are the social media which help to establish a relationship among the people in the world. It has made the world digitalized. Now, there are various social sites that we are using in our daily life. According to Milanovic (2015) important media sites and social applications are mentioned as follows.

- a) **Facebook:** Facebook is one of the popular free social networking sites launched in February 2004 that allows registered users to create profiles, upload photos and videos and send messages to keep in touch. It has heavily influenced the world today and ELT has no exception to it. Everyday more students visit their facebook accounts than they do any other activities on the web. Students can get benefits from the facebook group page where students as well as the teachers can post and share the course related information like assignments, notices, and other materials. There are hundreds of ELT facebook groups such as IATEFL (International Association of Teachers of English for Foreign Language), TESOL (Teachers of English to the Speakers of Other Language). from which teachers as well as students can access to the updated information for their teaching learning activities.
- b) **Twitter:** Twitter is a social networking application that could help in improving students' English to a greater extent. As an online education technology tool, the impact of it in teaching learning activities is limitless. The teacher can tweet a single word or an idea about his lessons and can collect the

students view points and analyze their potential. It can be done with the students of the same classroom or the students of the different classrooms on the class twitter network.

- c) **Linked In:** Linked In is a popular social media site which helps to create circles among students, teachers or students and teachers. The circle can raise any contemporary issue for the matter of discussion. The discussion among the students or the teachers and students can get some conclusion, which could be helpful in the study. Linked In helps to unite people into a circle and those group of scholarly people can exchange their ideas which help to develop knowledge and ability.
- d) **Google+:** By combining the best of Facebook and Twitter into one site and backing it by the power of the world's largest search engine, Google has given users a social site that has a little something for everyone. We can add there new contents, highlight topics with hashtags, and even separate contacts into circles. And, a Google+ profile only takes a few minutes to get set up.
- e) **Youtube:**
YouTube is a video-sharing site on which users can upload, share and view limitless videos on different walks of life such as film industry, business, ELT workshops or seminars, etc. YouTube surfing can be very much effective for various aspects of English as to enhance language aspects such as vocabulary, accents, pronunciations, voice modulation and many more. Chhabra (2012) argue that the real advantage of using YouTube in teaching English is that it offers authentic examples of everyday English used by everyday people. Furthermore, the teachers can use it as a tool for improving their students' target language skills in an integrated way.
- f) **Instagram:** Instagram is a quick, convenient connection between the camera feature on our smart phone and all our social profiles, then Instagram is the answer. It not only allows us to share via Twitter, Facebook, and the Instagram website, we can choose from a variety of photo filters and invite friends to comment on our photos or ideas.

- g) **Pinterest:** Serving as a giant virtual idea and inspiration board, Pinterest has made a huge impact on social media in the last few years. Especially popular with women and the do-it-yourself crowd, it lets us share pictures, creative thoughts, or (especially) before and after pictures of projects that others can pin, save, or duplicate.
- h) **Tumblr:** This platform is different from many others in that it essentially hosts microblogs for its users. Individuals and companies, in turn, can fill their blogs with multimedia (like images and short video clips). The fast paced nature of Tumblr makes it ideal for memes, GIF's, and other forms of fun or viral contents.
- i) **Vine:** This site offers users the chance to share and view brief video clips. While that theoretically offers a virtually endless range of uses, most of Vine's content is entertainment-focused, with a heavy preference towards 'viral' and 'meme' clips that are easy to share.
- j) **Snapchat:** This surprisingly-addictive app gives us the ability to take a picture, add art and text if we would like, and then send it to recipients for a set amount of time (after which the photo will delete itself and be removed from the company's servers). Lots of fun, and potentially a good way to stay in touch with friends.

Source: <http://www.socialmediatoday.com/social-networks/2015-04-13/worlds-21-most-important-social-media-sites-and-apps-2015>

iv) Web Search Engines

Web search engines are those software which are very helpful on internet to search different files and programs. According to Biswal (2016) following are the important search engines on internet.

- a) **Google:** Google Search Engine is the best search engine in the world and it is also one of most popular product from Google. Almost 70 percent of Search Engine market has been acquired by Google. The tech giant has always trying to improve the search engine algorithm to provide best results to the end users.

- b) Bing:** Bing is the Microsoft's answer to Google and it was launched in 2009. Bing is also a good and best search engine. Bing is the default search engine in Microsoft's web browser. The team behind Bing is always thrive to make it a better search engine but still does not able to give Google a slight competition. This Microsoft's engine provides different services including image, web and video search along with maps.
- c) Yahoo!:** Both Yahoo and Bing are not giving competition to Google but giving competition to each other. According to latest report on netmarketshare, Yahoo! have a market share of 7.68 percent. Yahoo is still a leader in among most popular free email providers but does not able to convince users in search engine area.
- d) Baidu:** Baidu is a Chinese web search engine founded in January 1, 2000. This web search is made to deliver results for website, audio files and images. Also Baidu has Alexa rank of 4. It also provides some other services including maps, news, cloud storage and much more. It is also one of the most used search engine in China.
- e) AOL.com:** AOL.com is also among the top search engines in the world. It has marketshare of 0.59 percent. Verizon Communication has brought AOL for 4.4 Billion dollar. It was started back in 1983 as Control Video Corporation. It was named America Online in 1991 and in 2009 as AOL Inc.
- f) Ask.com:** Ask.com was previously known as Ask Jeeves. Its search results are based on question answering web format. It was founded in 1995.
- g) Excite:** Most of us do not know about a search engine named 'Excite'. Excite is an online service portal. It provides internet services like email, search engine, news instant messaging and weather updates. It was launched in 1995.
- h) DuckDuckGo:** DuckDuckGo is a popular search engine for protecting the privacy of the users. In order to generate search results, they have partnered with Yahoo, Bing and Yummly. It was founded back in 2008 by Gabriel Weinberg. Its revenue comes from Yahoo-Bing search alliance network and affiliates.

- i) **Wolframalpha:** Wolframalpha is a computational search engine which does not give list of documents or web pages as search results. But its results are based on facts and data about that query. It was launched in 2009 and based on Mathematica.
- j) **Yandex:** Yandex is most used search engine in Russia. In fact it is a Russian internet company. It was launched in 1997.
- k) **ChaCha.com:** According to Wikipedia, ChaCha.com is a human guided search engine. It was founded in 2006. It provides mobile search and marketing services.

Source: <http://www.ecloudbuzz.com/top-10-best-search-engines-in-the-world/>

2.1.3 Introduction to Google

The study about internet search engine Google was started in 1995 when two graduate students, Sergey Brin and Larry Page, met at Stanford University.

According to Google (the company) (2011), Brin and Page collaborated on a research project in 1996 that was to eventually become the Google search engine. BackRub, as it was called then (because of its analysis of back links), and in September of 1998 began operations from a garage-based office in Menlo Park, California. In December of that same year, PC Magazine listed Google as one of its Top 100 Web Sites and Search Engines for 1998.

Google was chosen for its resemblance to the word [googol](#), a number consisting of a numeral one followed by a hundred zeroes as a reference to the vast amount of information in the world. Google's self-stated mission: "to organize the world's information and make it universally accessible and useful."

In the first few years of operation, Google's search engine competition included AltaVista, Yahoo, Excite and Lycos. Within a few years, however, Google became so dominant that the name has become a verb meaning to conduct a Web search; people are as likely to say they "Googled" some information as to

say they searched for it. Google's headquarters are in Mountainview, California.

Source:- <http://searchcio.techtarget.com/definition/Google-The-Company>

2.1.4 Importance of Google in English Language Learning

Blurton (1999, p.41) opines that "ICT is an accepted acronym of the word information and communication technology. It is a diverse set of technological tools and resources used to communicate and to create, disseminate store and manage information." This is how, we know the importance of the ICT tool, Google in English language teaching and learning. It is universally popular search engine in the internet which enables us to find all the information and the knowledge of the world that we wish. The following points can be listed out to discuss importance of Google.

- a) **Extensive Information:** Google has come as a blessing with the vast amount of information that is available in the form of hyper links. Google never disappoints its users because it rarely ever happens that Google does not have the answers. If something does not exist on Google, it does not exist at all. That is the power of Google in the minds of the billions of users.
- b) **Personalization of Information:** Google has become our personal source of information. This engine has become our radio, our TV, our library, our music store, our map, our telephone, and every other source of content we need to survive. Google gives us whatever we need; images, web pages, blogs, videos or any other medium of communication, Google has it.
- c) **Convenience:** Google offers convenience as compared to traditional sources of information. Given the choice to spend hours in the library going through tons of books to extract the relevant information or find immediate, concise answers on Google in a matter of minutes, anyone would choose the latter one. Google matches the fast-paced lives we have and it suits us perfectly.
- d) **Time saving and efficient:** It saves time and ensures efficiency. Earlier, when print culture was dominant, people had books lying all over the table and it

consumed a great deal of time when the extracted information was then jotted down on paper. With Google, it is not the pages of the books that are marked; it is the useful hyperlinks opened in different windows. This method of extracting information has allowed us to organize our lives more skillful.

- e) **Adapted to our new way of thinking:** With the change in the style of living, people's way of thinking has changed as well. Instead of having opinions derived from observation or wonderment, people's opinions are now a reflection of the many articles they have read on Google or any other web-based source. Technology has crippled our brains because our mental skills are no longer exercised. It is like Google has become our external brain from where we derive all our thought processes.
- f) **Easy availability:** With the explosion of technology and social media like Facebook, YouTube and Twitter, people are connected to the internet. If we need to look up something, we do not have to wait to get to the library. Just type in what we need and the world's fastest search engine will give us all the answers. Google has thus made lives incredibly easier for us.
- g) **Keyword searches:** Google has liberated us from the need to memorize pages and pages of information. Today, if we need to recall a passage, we do not need to sift through a pile of books to retrieve it. All we have to do is type in a keyword on Google, and becomes available with the blink of an eye. This is seen as a refreshing change from the time-consuming tasks we had to accomplish before Google became an integral part of our lives.
- h) **Google for developing language skills:** "ICT is a potentially powerful tool for offering educational opportunities. It is difficult and maybe even impossible to imagine future learning environments that are not supported, in one way or another, by Information and Communication Technologies" Noor-Ul-Amin (2008, p.6). Google is an important and useful ICT tool which is highly used in English language learning. In the context of Nepal, learning English as a foreign language is a very complicated task so the learners prefer to take help of Google to get rid of language problems. Solving the problems and

difficulties of learners the Google helps to enhance the students' language skills.

Listening: Google helps the language learners to promote listening skill. When the English language learners listen/see the audio visuals, interviews, poems, songs, stories and so on these help to develop their listening skill.

Speaking: Google helps to search for films, documentaries, description of different places, events, commentary on games etc. where the learners know how should they speak, how should they speak appropriately in different situation. This will be helpful to develop their pragmatic aspect of language which enhances speaking skill.

Reading: The English language learners read the web text by the help of Google, they search for different textual materials like essay, poem, story, report, online journals and articles. The audio records of the different texts, novels and poetries that the learners listen could be helpful for them to develop their reading skill.

Writing: The texts available on the internet like journals, articles, reports and so on help to enhance their writing skill. The Google could be very useful for searching the different guidelines for the various academic writings like, application, vacancy announcement, advertisement, letter writing and so on. By reading the text on internet the learners practice themselves to develop their writing skills.

- i) **Google for developing language aspects:** The use of Google on multimedia and other devices could be very useful for developing language aspects. English language learners can promote the following language aspects by the use of different supplementary materials available on internet.

Vocabulary: The students use the different materials available on internet; they watch films, games and documentaries. They listen songs, poems, interviews and so on which make them familiar with new words.

Pronunciation: By listening the audios, watching the audio visuals, dramas, films and dialogues the students learn how the word should be pronounced

accurately. The materials available on internet could be searched by Google and go through them for practicing to improve the pronunciation.

Grammar: Whatever the students find on internet; different books, texts, reports, interviews, conversations, dialogues, dramas, films, documentaries and so on, all these materials help English language learners to improve their grammar. They know the pragmatic aspects of language. They can speak appropriately as per the situation and enhance their grammatical accuracy.

2.1.5 Importance of Using Google in Content Learning

There is a great impact of Information and Communication Technology in education. So the importance of the dominant search engine Google has been discussed here to reveal how it is helping students to improve their content learning.

a) Use of Google for Assignment Completion: The best search engine Google is highly used by the students in their study. There is a great influence of Google for the completion of the assignments. When the students do not get any idea about the questions they have been provided, they immediately take help of Google.

b) Use of Google for Classroom Presentation: There is a great contribution of Google for the preparation of classroom presentation. When students get topic for the presentation then they want to collect more information about it. They wish to get more relevant materials and data. To collect all these things only the course books may not be sufficient so they immediately take help of Google to overcome the problem. They visit the various sites, see the documents, read the texts and data is collected for the presentation. If there is the availability of wifi or the internet in the classroom whatever they like to present could be immediately presented which helps to make their presentations more authentic and as well as effective.

c) Use of Google for Academic Writings: In contrast to personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events. Students get chance to be

familiar with the different components of academic writing like; structure, referencing, abstract thoughts, tone, the audience, punctuations and the grammar. So Google provides a great deal of help with clear guidelines for academic writing.

d) Use of Google for Making Notes: Google has made everything possible, whatever we wish we can get on Google. So, if we don't have any idea for making a note on any topic, issue or the event we can visit the relevant sites and collect information which will be helpful for making a note.

e) Use of Google for Translation: The students use Google for the purpose of translation as well. The various types of translation could be done by the help of Google. It helps to translate any text. It is helpful for word for word translation along with its various synonyms. Even there are few challenges on Google translation due to the various gaps in translation but we cannot avoid it in the study.

2.1.6 Advantages of Using Google in the Study

There are many advantages of using Google in the study. The world is positive with the concept of using ICT and its tools for language learning. According to the analytical survey of the UNESCO by Fitzpatrick, et al. (2004, p.12) following merits have been presented regarding the use of Google and multimedia for language learning.

- a) The use of Google in multimedia can enhance learning in different locations and institutions of diverse quality.
- b) Multimedia takes help of Google to present opportunities to students working at different rates and levels.
- c) Google is a universal web search engine which offers access to authentic materials on the web.
- d) Google is helpful for both teachers and students in English language teaching and learning by enhancing the language skills. (listening, speaking, reading, writing)

- e) There is a great contribution of authentic books, journals, articles, news and online bilingual dictionaries in English language learning which is available on the Google.
- f) Students can search for any necessary and relevant supplementary materials for developing the language aspects (vocabulary, pronunciation, grammar).
- g) Audios and audio visuals of native conversation could be helpful for developing speaking skill.
- h) The different relevant diagrams, pictures, texts, prose and poetry and so on could be helpful to develop English language skill.
- i) Google helps to solve curiosity of students regarding any information, knowledge, discovery, invention and makes them autonomous.
- j) It is helpful to learn any types of guidelines for the different academic writings.

2.1.7 Limitations of Using Google in the Study

Even there are many advantages of using Google; we cannot ignore some limitations of it. The following are the limitations of using Google in the study.

- a) Needs expensive devices to run Google, so, may not be affordable to all.
- b) All the students may not have access to internet.
- c) Needs special skill and ability to operate computer, laptop, multi-media and other devices for Google.
- d) It may hinder ones creativity due to more dependence on Google for the reference materials.

2.1.8 Problems with access of Google in the Study

Some major problems with access of Google for in the study are as follows:

- a) All the students may not have access to ICT devices to run Google on it.
- b) Some students have inadequate skills to operate devices.
- c) All the students do not have access of internet at the home or in the rental room.
- d) Some students are less familiar with the web browsers that help to enter into the internet.

- e) Students have to pay high charges for the facility of internet so it is not affordable to all.

2.1.8 Problems with use of Google in the Study

- a) There is less trend of using ICT devices for Google search in the classroom.
- b) There is a problem of electricity or power supply.
- c) Students are less familiar with the web sites or links for searching necessary materials.
- d) There is also problem of choosing the relevant materials for the study among the findings of Google.
- e) There is a trend of reading text books, dictionaries and printed materials in the study rather than searching in the internet.

2.2 Review of Empirical Literature

Before conducting a research on any topic it is necessary to go through the previous studies which have been carried out on the related area, this is known as the review of the empirical literature. Empirical literatures help to upgrade the quality and standard of a research by providing the guidelines, experiences, methods and procedures of the study. Review of empirical literature is the best way to avoid reduplication in research knowing what have been already studied and what is still remaining for the further study. So, in this study I had reviewed the different empirical literatures that have been conducted within Nepal and in foreign countries.

I reviewed the following empirical literatures carried out in Nepal in the area of use of Information and Communication Technology and its tools in the study. Khanal, (2008) carried out research on "Attitudes of Higher Secondary Teachers towards the Use of Computer and the Internet". He conducted his research to study the attitudes of Higher Secondary English Language Teacher of Kathmandu valley and their perception on the basis of their personal experience of using computer and internet by using questionnaire and interview tools. The data was collected from 100 respondents. Analysis of data yielded with the finding that majority of the teachers had positive attitudes towards the

computer and the internet. All teachers were interested in increasing computer and the internet access in the future.

K.C. (2012) carried out a research on "Use of the Internet for Language Learning" to find out the extent to which the students of M.Ed. English first year and second year in Sanothimi Education Campus, Bhaktapur use the Internet for language learning and to find out the nature and variation of the internet use by the two groups. The researcher had used both primary and secondary sources of data in this study. Eighty students were selected using non-random judgmental sampling procedure. They were given questionnaire for data collection. The secondary sources of data were various books, journals and the internet materials related to the study. Then the data collected through questionnaire using simple statistical tools were analyzed. The study shows that majority of the students from both groups used the internet for language learning.

Acharya (2013) conducted a research on "Use of ICT and web tools in English Language Teaching". He conducted his research on 40 English teachers teaching in private schools of Kathmandu Valley with objective to identify the commonly used ICT/Web Tools in ELT and to find out the uses of ICT/Web Tools in carrying out effective ELT activities. The result revealed that the ICT tools such as mobile phone, laptop, multimedia projector and web tools like YouTube, Facebook, wiki, email, blog are used in ELT. Similarly, majority of the teachers used ICT/ Web tools to carry out general to language skills specific classroom activities and the tools were found to be very effective.

Bashyal (2015) In her research entitled " Role of Facebook in improving the English language" aimed to identify teachers' and students' perceptions to the use of facebook in ELT by using survey research design. To meet the objective she selected thirty facebook user students from Master Level of Central Department of English Education and used questionnaire as main instruments. The study found that the facebook has been beneficial to teach and learn the English language as well as facebook has been an excellent tool for interactive learning and has significant role in distance teaching and learning.

Shahi (2016) carried out research under the title “Use of Technology in English Class” aimed to explore the practice of use of technology in language class by English language teachers. He used survey research design and selected thirty English language teachers who used technology in language class as the sample from fifteen schools in Kathmandu valley using non-random purposive sampling procedure. He use questionnaire as a tool and explored that technological tools are very useful and essential in English language class to develop the language skill in students and to develop the professional skills of the language teachers in secondary schools. The teachers were found to have positive view towards the use of technology such as mobile, computer and internet in language class.

In the same way, I had reviewed one empirical literature carried out in our neighbor country, Bangladesh in 2016.

Talukder and Saba (2016) conducted a research on "ICT Based ELT at Secondary Level Education in Bangladesh". The objectives of their study was to analyze the students' needs in secondary English language teaching in term of using ICTs and to find out the most useful technological tools for teaching and learning in Secondary English Classes. While conducting the research they had followed the qualitative orientation, secondary English class observation, an in-depth interview and group discussion with teachers and students have been undertaken for the study. In order to provide wider range of perspectives of teachers and students in different context 24 teachers and 150 students from 12 schools situated in rural and urban areas of Bangladesh were randomly selected as participant of the study. The researcher had observer the classes with the purpose of what technological tool teacher use while teaching. At the same time students' perceptions towards ICT were also known. Interview and the group discussion had conducted with teachers and students to record their attitude regarding the use of ICT in ELT.

After analyzing the data, the interview and the discussion the researcher had concluded the following findings. All the teachers did not have adequate knowledge and skill of ICT and their use in ELT classroom. The students were

feeling easy and interested for learning where the videos were used for ELT. So, they were in favor of using ICT in the classroom. And finally they had mentioned some challenges of ICT in ELT classroom and how it is hindering the mission of digital classroom in Bangladesh.

2.3 Implications of the Review of the Study

To review various literatures is one of the important steps for conducting any research. When a researcher goes through the various theoretical and empirical literatures related to his study, he knows many more about the area of his concern. There is a good chance to find out how many research have been carried out under the topic, what were the objectives and methods. It helps the researcher to know what were the delimitations of the study, how were the sample populations selected, how did they collect the data and analyzed it and finally how the findings were concluded. These are the causes why a researcher should follow the literature review to select a new and effective topic, to make his study genuine and applicable for the other purposes.

I reviewed the research by Khanal (2008) "Attitude of Higher Secondary Teachers towards the Use of Computer and the Internet" which helped me to determine the objectives of my study. I gained some ideas about how research questions could be made to fulfill the objectives of the study. By the review of this thesis I have concluded that there is a great demand of ICT in academic institutions so it requires a great deal of skill, ability and knowledge to operate it.

From the review of K.C. (2012) "Use of the Internet for Language Learning" I got some ideas for selecting the population for survey research design and methods to get the appropriate sample size from the selected population by the help of suitable sampling procedures.

Similarly Acharya (2013), the thesis on "Use of ICT and web tools in English Language Teaching" helped me to formulate one of the most important data collecting tools, questionnaire for my study. It also helped me to know some norms regarding the design of questionnaire and data collection procedures.

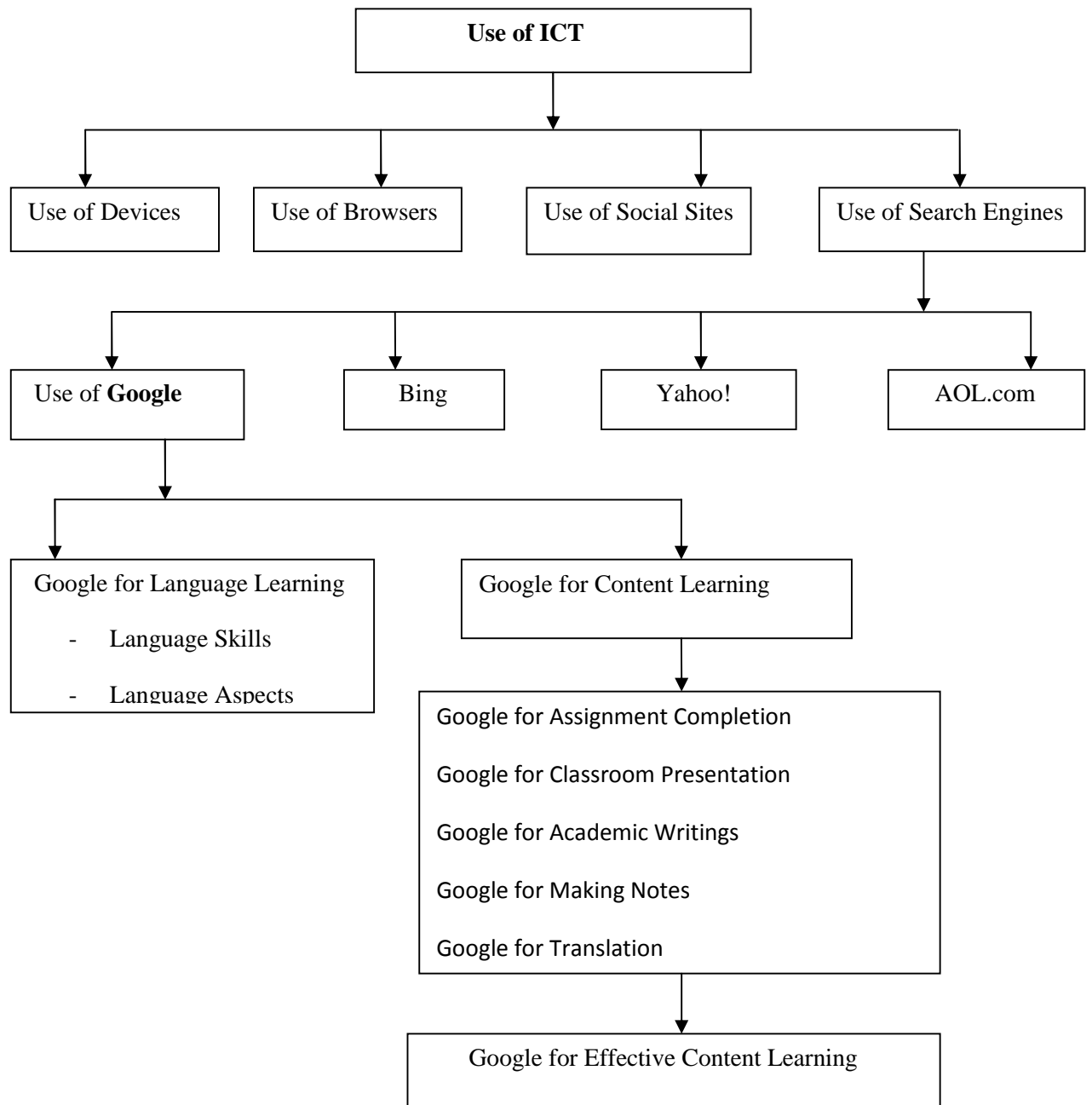
Then I reviewed Bashyal (2015), "Role of Facebook in Improving the English Language" which helped me with ideas that how the collected data could be analyzed and interpreted for finding of the research.

In this way, Shahi (2016), thesis on "Use of Technology in English Class" and Talukder and Saba (2016), thesis on "ICT Based ELT at Secondary Level Education in Bangladesh" helped me with how to go through the theoretical literature review to conduct my research. These reviews helped me with the ideas that how I could cite the important comments and statements from the literature and how it should be mentioned in the reference.

2.4 Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that involved in the study.

The conceptual framework of my study on "Major English Students' Perceptions towards the Use of Google in their Study" was as follows.



CHAPTER: THREE

METHOD AND PROCEDURES OF THE STUDY

Methodology and procedures are the important elements of the research study. If any research work follows appropriate methodology and procedures, it obtains its objectives easily. Appropriate methodology helps the researchers to guide towards right path in his/her research work. This chapter incorporates design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

3.1 Design of the Study

Research is primarily carried out to explore the fact, the real status, problems and challenges of something which is necessary to reform and bring changes for the development. By the findings of the research one can make a further plan and strategy to achieve the optimal success. Kumar, (2011, p.7) says “It is a structural inquiry that utilizes acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable.” Research is a systematic process of formulating questions collecting relevant data relating to such questions, analysis and interpreting the data and making the data publicly accessible.

My study was based on survey research designs. Survey research is one of the most important research designs which are applicable in the areas of social sciences and education. The broad area of survey research encompasses any measurement procedures that involve asking questions to respondents. It can be carried out either by a group of researchers or by an individual. It mainly depends upon the nature of study. It is often used to assess thoughts, opinions and feelings. It can be specific and limited or it can have more global, widespread goals. Similarly, Nunan (1992, p. 140) has stated the following views to make clear about survey research design.

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations

through to small-scale studies carried out by single researcher. The purpose of survey research is generally to obtain the snapshot of conditions, attitude or to identify most standard one against the existing situation.

This makes clear about why I selected the survey research design to find out the importance of Google for Major English students in their study.

In the same way Creswell (2014, p. 376) states about the survey research design as:

Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, survey researchers collect quantitative, numbered data using questionnaires (e.g., mailed questionnaires) or interviews (e.g., one-on-one interviews) and statistically analyze the data to describe trends about responses to questions and to test research questions or hypotheses. They also interpret the meaning of the data by relating results of the statistical test back to past research studies.

So, in this research, I conducted survey research design for quantitative research. I administered a survey on the sample population of M.Ed. students with 30 closed ended questionnaires to collect their attitudes, opinions, behaviours and characteristics towards the use of Google in their study.

Creswell further suggests the following eight steps procedure of survey research:

Step 1: Decide if a survey is the best design to use

Step 2: Identify the research questions or hypotheses

Step 3: Identify the population, the sampling frame, and the sample

Step 4: Determine the survey design and data collection procedures

Step 5: Develop or locate an instrument

Step 6: Administer the instrument

Step 7: Analyze the data to address the research questions or hypotheses

Step 8: Write the report

On the basis of above mentioned discussion, it is as clear as crystal that survey is one of the important research methods used in educational investigations for finding the attitude belief and opinion of the people. It is mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole population or group. For this reason, I chose survey design in my study to find out the M.Ed. students' perceptions towards the use of Google in their study.

3.2 Population, Sample and Sampling Strategy

My research was conducted at Central Department of English Education, TU. The students of fourth semester were the population of my study. Altogether 30 students were the sample population and they were selected by using non-random purposive sampling procedure.

3.3 Research Tools

Tools are the most important elements of any research. For this study, I used pre-formulated questionnaire (close ended and open ended questions) in order to find out the perceptions of students towards use of Google in their study.

3.4 Sources of Data

I used both primary and secondary sources of data for my study.

Primary Source: Primary source was 30 students from the M. Ed. 4th semester of the T.U.

Secondary sources: For the secondary sources of data I reviewed the different journals, articles and books like- Blurton, C. (1999), Chapelle, C. (2001), Correos, C. (2014), Google (the company), (2011), Horbny, A. S., et al. (2010), Kumar, R. (2011), Linder, D. R. (2004), Milanovic, R. (2015), Nunan, R. L. (1992), Raval, M. R. (2014), Roselli, A. (2004), Talukder and Saba (2016), Yunus, M. M., et al. (2014), Kelly, A. and Safford, K. (2009). Similarly, I consulted the various journals, PDF files, reports, websites related to my topic to conduct the study.

3.5 Data Collection Procedures

As we know, a good plan is required to accomplish any task effectively and same is the here with data collection for a research. In order to accomplish the primary data collection process of my research study at the very first, I selected 30 students from M. Ed. fourth semester, Department of English Education University campus T.U. by using non- random purposive sampling procedure. Then, I developed rapport with the respondents. After building the rapport, I clarified the purpose of my study and requested them to response their ideas, thought and experiences towards the use of Google in their study. After that, I managed the time for collecting data coordinating with the respondents. I distributed the questionnaire to the respondents and asked them to return after two days. After two days, I collected the questionnaires with responses from respondents. Finally, I offered my gratitude thanking them for their kind cooperation.

3.6 Data Analysis Procedures

After the collection of data from students, I interpreted and analyzed them systematically. The collected data was analyzed and interpreted statistically. Quantitative data was analyzed by using simple statistical tools like percentage.

3.7 Ethical Considerations

Ethical consideration is the most valuable ornament that a researcher should follow while conducting his/her research work. To accomplish my research work, I considered the following ethics:

I conducted my survey by taking permission from the concern people. I kept the responses of the respondents' confidential and all the ideas generated in this research are my own except from the cited one. Further, I did not make any manipulation in the collected data. I did not make any harm to informants while and after collecting data. I kept it safe from plagiarism.

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation is the focal point of the study, which deals with the analysis and interpretation of the data collected from the respondents. This study also deals with the analysis and interpretation of data.

4.1 Analysis of Data and Interpretation of the Results

The main purpose of this study was to find out Major English students' perceptions towards the use of Google in their study. The data were collected through both the quantitative and qualitative tools (open and close ended questions). Collected data were analyzed and interpreted using descriptive statistical tool (percentage).

While analyzing data, percentage was used as a main basis. The total number of respondents were counted and changed into percentage. Generally, for each question, if there was 50% and above, it was considered to have positive attitudes towards the use of Google in their study and below 50% was considered to have negative attitude.

The responses have been analyzed under the following sub- headings;

- a) Students' Perceptions toward the use of Google in their Study
- b) Students' Perceptions towards the Access of Google in their Study
- c) Use of Google for Assignment Completion
- d) Use of Google for Classroom Presentation
- e) Use of Google for Academic Writings
- f) Use of Google for Making Notes
- g) Use of Google for Translation

4.1.1 Students' Perceptions towards the use of Google in their Study

This heading deals with the perceptions of the students towards the use of Google in their study. As it is already mentioned in the previous chapter, I distributed a set of questionnaire including close- ended questions in order to

elicit the data from the informants. The questions were analyzed and interpreted descriptively in the following ways:

Table: 1
Students' Perceptions towards the use of Google in their Study

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	Google is the most reliable internet search engine in the world.	14	46.67	16	53.33	30	100	-	-	-	-	-	-	-	-
2	Google helps one to be an autonomous learner.	15	50	11	36.67	26	86.67	2	6.67	2	6.67	-	-	2	6.67
3	As far I know Google is the best medium for distant learning.	16	53.33	11	36.67	27	90	1	3.33	-	-	2	6.67	2	6.67
4	Key word searching method is one of the reasons that I appreciate Google and use for my best.	9	30	18	60	27	90	3	10	-	-	-	-	-	-
5	I need skill to operate an electronic device to use Google on it.	12	40	17	56.67	29	96.67	1	3.33	-	-	-	-	-	-

From the above mentioned table, in the response to the statement 'Google is the most reliable internet search engine in the world', almost all the students i.e. 100 percent (46.67% strongly agreed and 53.33% agreed) agreed with the item no. 1 of the table. So it can be concluded that the students have highly positive attitudes towards use of Google.

While analyzing the responses to the item no. 2 of the table, most of the students i.e. 86.67 percent of the total population (50% strongly agreed and 36.67 % agreed) agreed while 6.67% did not want to say anything and the same

percent of the students i.e. 6.67 percent disagreed. Therefore what I found in the analysis is that most of the students have positive attitudes, i.e. they agreed with the statement that Google helps one to be an autonomous learner.

Similarly, the result of the responses to the item no. 3 of the table, the majority of the student i.e. 90 percent of the total respondents (53.33% strongly agreed and 36.67 agreed) agreed to the statement that Google is the best medium for distant learning. On the other hand very few, i.e. 6.67 percent disagreed with the statement and rest of them i.e. 3.33 percent did not want to say anything about the statement. So, it shows that respondents have positive attitude that the Google could be used for distant learning.

Regarding the result of the responses to the item no. 4 of the table, 90 Percent of the total respondents (30% strongly agreed and 60% agreed) agreed with the statement that, key word searching method is one of the reasons that they appreciate Google and use for their best. And 10 percent respondents did not say anything about the statement.

In the same way, while analyzing the item no. 5 of the table, 96.67 percent of the total respondents (40% strongly agreed and 56.67 agreed) agreed with the statement that they need skill to operate an electronic device to use Google on it. A very few of the respondents 3.33 percent did not say anything about the statement. So, it makes us clear that students know and they believe certain skill is needed for operating an electronic device to run Google on it.

The above mentioned table shows that students' perceptions towards the use of Google are positive. They believe that the use of Google in their study provides a lot of opportunities to find out the materials of their necessity. In the survey 100% respondents agreed that Google is the most reliable internet search engine in the world. Majority of the respondents were in the favor that Google is helpful for the students to be an autonomous learner by the form of distant learning. The respondents opined that searching any relevant materials on Google by the help of 'key word' is really a significant strategy. So, around 90% of the respondents agreed that it could be used very often in the study.

Almost all the respondents agreed that they need smart electronic devices and skill to operate it for their best.

4.1.2 Students' Perceptions towards the Access of Google in their Study

This heading deals with the students' perceptions towards the access of Google in their study. The opinions of the respondents regarding the access of Google in the university and at their resident have been analyzed by the simple statistical tools and presented in the table below.

Table: 2
Students' Perceptions towards the Access of Google in their Study

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
6	The universal search engine Google is used by millions of students in the world to get the materials of their necessity.	12	40	16	53.33	28	93.33	2	6.67	-	-	-	-	-	-
7	Google is an important search engine often used in Universities for teaching learning activities.	11	36.67	18	60	29	96.67	1	3.33	-	-	-	-	-	-
8	I have access of internet for Google both in university and at my home (room).	4	13.33	10	33.33	14	46.66	2	6.67	10	33.33	4	13.33	14	46.66
9	I use Google not only for text materials rather it is also used for the materials of entertainment.	4	13.33	21	70	25	83.33	3	10	1	3.33	1	3.33	2	6.66

From the previous mentioned table, in the item no. 6, the researcher found that 93.33 percent (40% strongly agreed and 53.33% agreed) of the respondents agreed to the statement. On the other hand, no respondents were disagreed to the statement but very few i.e. 6.67 percent did not want to say anything. So it can be concluded that they agreed, million of the students in the world have access to the Google and that is used by them to get the academic materials of their necessity.

Regarding the question about the item no. 7 of the table, majority of the respondents i.e. 96.67 percent (36.67% strongly agreed and 60% agreed) agreed to the statement that Google is often use in the universities for teaching learning activities. No respondents were found disagreed to the statement where only 3.33 percent did not want to say anything about it. By the above data, it can be concluded that the students have positive attitudes towards the access of Google in the universities.

Analyzing the responses to the item no. 8 of the table, regarding the statement "I have access of internet for Google both in university and at my home (room)" amazingly the respondents were found equal for the both agree and disagree with the percentage of 46.66 (13.33 strongly agreed and 33.33 agreed), (33.33 disagreed and 13.33 strongly disagreed) and 6.67 percent respondents were neutral and they did not say anything. The above data reveals that there is no proper internet facility for the students in the university and even in their homes and in the rental rooms so the students visit cyber or the internet facilitated zone for the access of Google while needed. Some of the students said, they have problem with the access of internet so they are compelled to pay high charge for data pack to run Google on their smart phones.

While analyzing the item no. 9 of the table, I found majority of the students 83.33 percent (13.33% strongly agreed and 70% agreed) agreed with the statement that they use Google not only for text materials rather it is also used for the materials of entertainment. On the next hand 6.67 percent (3.33

disagreed and 3.33 strongly disagreed) disagreed. And the 10 percent of the respondents did not say anything about it. So it is easy to conclude that majority of the students use Google for the different materials of entertainment like; documentary, science fiction, novel based films, biography, autobiography and so on which are except than their course content matters.

Table no. 2 is regarding the access to Google among the students in their study, the researcher found almost half of the respondents use Google in their smart phones, they use Google by the internet data pack facilitated by telecommunication agencies, some other respondents visit cyber for the access of Google. Nearly half of the students have access of Google at their homes or in the rental rooms. Even half of the students do not have access of internet at their home they have managed it by the different sources to use it for their best in the study. The respondents agreed that there are millions of students in the access of Google in the world and they are using it for gaining knowledge and as well as for entertainment.

4.1.3 Use of Google for Assignment Completion

Under this heading the questionnaire were prepared to find out the students' perceptions towards using Google for assignment completion. The responses obtained from the respondents have been presented on the next page.

Table: 3
Use of Google for Assignment Completion

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
10	Google is helpful for the completion of assignments provided by the teachers.	12	40	15	50	27	90	3	10	-	-	-	-	-	-
11	I mostly use Google for the completion of my home assignments.	7	23.33	18	60	25	83.33	1	3.33	3	10	1	3.33	4	13.33
12	I use Google for e-dictionary on my device to find out the meaning of any difficult word.	6	20	17	56.67	23	76.67	3	10	3	10	1	3.33	4	13.33
13	The universal search engine should be used for collecting data, information, knowledge and entertainment but should avoid plagiarism	16	53.33	12	40	28	93.33	2	6.67	-	-	-	-	-	-

The above mentioned table discusses about the use of Google for assignment completion. The item no. 10 of the table was prepared to find out the students' perceptions about taking help of Google for the completion of their assignment provided by their teachers. Here, I found a large number of respondents 90 percent (40 strongly agreed and 50 agreed) agreed with the statement and remaining 10 percent did not say anything about it.

In the same way above, while analyzing the item no. 11 of the table, the majority of the students 83.33 percent (23.33% strongly agreed and 60%

agreed) agreed with the statement that they mostly use Google for the completion of their home assignments. On the other hand 13.33 percent (10% disagreed and 3.33% strongly disagreed) disagreed to the statement. And 3.33 percent kept themselves neutral by saying nothing about it.

Item no. 12 in the table was meant for finding out how often the students use the Google in their electronic devices for the purpose of finding the meanings of the difficult words. I found 76.67 percent (20% strongly agreed and 56.67% agreed) agreed and 13.33 percent (10% disagreed and 3.33% strongly disagreed) disagreed with it, where 10 percent were neutral so they did not say anything.

In this way item no. 13 of the table was made for collecting the opinions of the students regarding the use of universal search engine Google for collecting data, information, knowledge and entertainment avoiding plagiarism. In the response 93.33 percent (53.33% strongly agreed and 40% agreed) agreed with it and there were no respondents for disagree to this statement while 6.67 percent kept themselves neutral.

Table no. 3 is regarding the use of Google for assignment completion, the majority of the respondents i.e. 90% agreed that it is helpful for assignment completion and they mostly use it for their home assignment. It is also helpful for e-dictionary for any unfamiliar vocabulary. Almost all the respondents agreed that Google is helpful for searching authentic data, text, information and knowledge along with their references. It could be used for entertainment but any kind of academic plagiarism should be avoided.

4.1.4 Use of Google for Classroom Presentation

This heading includes the questionnaire regarding the use of Google for classroom presentation. The responses obtained from the respondents have been presented on the next page.

Table: 4
Use of Google for Classroom Presentation

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
14	Use of Google is necessary for both the teachers and students to download the materials for the purpose of classroom presentation.	16	53.33	12	40	28	93.33	1	3.33	1	3.33	-	-	1	3.33
15	Google is useful to download many pictorial materials for the purpose of classroom presentation.	16	53.33	11	36.67	27	90	3	10	-	-	-	-	-	-
16	The search engine Google is helpful to find out the relevant materials for any task or project work.	9	30	17	56.67	26	86.67	3	10	1	3.33	-	-	1	3.33
17	Google is helpful for learning vocabulary with its correct pronunciation and the meaning.	7	23.33	19	63.33	26	86.67	2	6.67	1	3.33	1	3.33	2	6.66

The items in the table no. 4 are designed to find out the students opinion regarding the use to Google for the classroom presentation. While analyzing the item no. 14 of the table regarding the statement, use of Google is necessary for both the teachers and students to download the materials for the purpose of classroom presentation. I found a large number of respondents 93.33 percent

(53.33% strongly agreed and 40% agreed) agreed with the above statement and 3.33 percent (3.33% disagreed) disagreed where 3.33 percent were neutral.

Later in the item no. 15 of the table, the item was meant for the perception of respondents for using Google to download the pictorial materials for the classroom presentation. Here, analyzing the table I got majority of the students i.e. 90 percent (53.33% strongly agreed and 36.67 agreed) agreed with the statement and 10 percent stood neutral but there were no respondents in the side of disagree.

While analyzing the item no. 16 of the table, 86.67 percent (30% strongly agreed and 56.67% agreed) agreed and very few 3.33 percent (3.33% disagreed) disagreed and 10 percent respondents stood neutral regarding the item, The search engine Google is helpful to find out the relevant materials for any task or project work.

The item no. 17 was prepared to find out the perception of students regarding the use of Google for learning vocabulary with its correct pronunciation and the meaning. In response to that statement 86.67 percent (23.33% strongly agreed and 63.33% agreed) agreed and 6.66 percent (3.33% disagreed and 3.33% strongly disagreed) disagreed where 6.67 percent respondents were neutral.

The table no. 4 shows that the use of Google is necessary for students to download the materials for the classroom presentation. More than 90% respondents agreed that it should be used for collecting the materials for presentation. Different pictorial materials could be downloaded from it. Google helps providing the materials for different tasks. It is also helpful to correct the students' pronunciation of different vocabularies and their meanings. In this way it is very helpful for classroom presentation.

4.1.5 Use of Google for Academic Writings

The heading includes the questionnaire regarding the use of Google for the purpose of academic writing. The responses obtained from the respondents have been presented on the next page.

Table: 5
Use of Google for Academic Writings

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total				DA		SDA		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
18	The guidelines on Google for any text item helps to develop an academic writing.	7	23.33	22	73.33	29	96.66	1	3.33	-	-	-	-	-	-
19	Although I have all my course books, I use search engine Google for the collections of authentic reference materials.	10	33.33	16	53.33	26	86.66	3	10	-	-	1	3.33	1	3.33
20	All the authentic books could not be downloaded from Google.	7	23.33	16	53.33	23	76.66	4	13.33	3	10	-	-	3	10
21	I spent most of my leisure time on internet searching relevant journals and articles.	3	10	15	50	18	60	5	16.67	6	20	1	3.33	7	23.33

This table deals with the sub heading 'Use of Google for Academic Writing', it includes four items. Where item no. 18, was designed to know the students attitudes about the guidelines provided by the Google is helpful for developing an academic writing. In response to this item very large number of respondents i.e. 96.66 percent (23.33% strongly agreed and 73.33% agreed) agreed to the statement and 3.33 percent were neutral but there were no respondents in the side of disagree.

Analyzing the responses to the item no. 19, the percentage of the respondents in agreed is 86.66 percent (33.33% strongly agreed and 53.33% agreed) and the disagreed percent is 3.33 (3.33% strongly disagreed) where 10 percent of them stood neutral. So, the data shows that, although the students have their course books, they use search engine Google for collecting authentic materials for academic writing.

After this, while analyzing the item no. 20 of the same table, regarding the statement 'All authentic books could not be downloaded from Google', 76.66 percent (23.33% strongly agreed and 53.33% agreed) agreed and 10 percent (10% disagreed) disagreed where 13.33 percent of the total respondents were neutral.

In this way while analyzing the item no. 21, Among the total respondents 60 percent (10% strongly agreed and 50% agreed) agreed and 23.33 percent (20% disagreed and 3.33% strongly disagreed) disagreed and 16.67 percent were neutral regarding the item, students spend most of their leisure time on internet searching relevant journals and articles. The data in this description helps to know that all the students do not have access of internet for Google so they cannot search the relevant journals and articles at their leisure time.

The above table shows that Google is very important for learning academic writing. In this survey, 96.66% of the respondents agreed that the guidelines on Google for any text item helps to develop an academic writing. They agreed it is used for collecting the authentic materials for academic writing. Any formal guidelines for writing bio-data, letter of application, notice, advertisement, poem, essay, story, novel etc found on Google helps for such writings. The respondents agreed that it is good to pass the leisure time on Google searching relevant journals and articles.

4.1.6 Use of Google for Making Notes

This heading deals with the questionnaire regarding use of Google for making note. The responses obtained from the respondents have been presented on the next page.

Table: 6
Use of Google for Making Notes

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
22	Both the teachers and students have positive attitudes towards the use of Google for developing content knowledge of their courses.	10	33.33	15	50	25	83.33	4	13.33	-	-	1	3.33	1	3.33
23	The text materials on Google like article, short story, summary of novel, essay and poetry are useful for making notes.	9	30	19	63.33	28	93.33	1	3.33	-	-	1	3.33	1	3.33

This table deals with under the sub heading, 'Google for Making Notes', where item no. 22 is regarding the use of Google by both the teachers and students for developing content knowledge of their courses for making notes. In response to this statement 83.33 percent (33.33% strongly agreed and 50% agreed) agreed and 3.33 percent (3.33% strongly disagreed) disagreed where 13.33 percent kept themselves neutral.

Now, in the analysis of the item no.23, The majority of the respondents i.e. 93.33 percent (30% strongly agreed and 63.33% agreed) agreed and very less 3.33 percent (3.33% strongly disagreed) disagreed to the statement, the text materials on Google like article, short story, summary of novel, essay, poetry

are useful for making notes. And for the same statement 3.33 percent of the total respondents were neutral.

The table no. 6 was regarding the use of Google for Making Note. The researcher found positive attitude in the respondents for using Google to develop their content knowledge of the courses which helps them for making note. The relevant articles, journals, prose, poetry, text, novel could be read and downloaded which helps later for making note. Regarding the use of Google for making note more than 80% respondents showed the positive attitude.

4.1.7 Use of Google for Translation

This heading discusses about the students' perceptions regarding the use of Google for translation.

Table: 7
Use of Google for Translation

Item No.	Items	Responses													
		Agree						Neutral		Disagree					
		SA		A		Total		N	%	DA		SDA		Total	
		N	%	N	%	N	%			N	%	N	%	N	%
24	The Google cannot compensate the various gaps in the translation of the different texts.	6	20	16	53.33	22	73.33	7	23.33	1	3.33	-	-	1	3.33
25	Google translation is one of the best ways of English language learning.	7	23.33	19	63.33	26	86.66	3	10	-	-	1	3.33	1	3.33

This table deals with under the sub heading, 'Use of Google for Translation'.

Now, in the item no. 24, analyzing the responses of the respondents 73.33 percent (20% strongly agreed and 53.33% agreed) agreed and very few 3.33 percent (3.33% disagreed) disagreed where 23.33 percent of the total respondents were neutral regarding the statement, the Google cannot compensate the various gaps in the translation of the different texts.

In this way, in the analysis of the item no. 25, majority of the respondents 86.66 percent (23.33% strongly agreed and 63.33% agreed) agreed and 3.33 percent (3.33% strongly disagreed) disagreed and 10 percent of the total respondents were neutral regarding the statement, Google translation is one of the best way of English language learning.

The table no. 7 was regarding the use of Google for translation of a text, majority of the respondents agreed that Google could be used for the purpose of text translation but it is hard to get the actual translation due to different types of gaps like, linguistic gap, cultural gap, socio-linguistic gap, extra-linguistic gap and so on. So, even the respondents agreed Google translation is also a good way of English language learning but it cannot compensate the various gaps.

4.2 Responses Related to the Open Ended Questions

Along with the 25 close ended items, 8 open ended questions were asked to the respondents. The open ended questions were asked for collecting the general perceptions of M. Ed. Major English students regarding the use and access to Google in their study. The items were designed to collect the information how they are using Google for their academic purposes, how much they use it and what are their experiences on use and the access of Google. The analyses of the responses have developed the following conclusive ideas which have been mentioned below:

1) What is your perception towards the use of Google for assignment completion?

This first item was designed to find out the perceptions of the students' regarding the use of Google for assignment completion and whether they suggest their friend for using it or not. Most of the respondents were in favor of using Google for assignment completion and their responses have been listed below:

Students' perceptions towards the use of Google for assignment completion:

- Of course, I take help of Google for assignment completion.

- It is popular among all the students.
- It provides authentic and relevant supplementary materials.
- We should just take ideas and develop our creativity.
- We should avoid plagiarism.
- Reference should be mentioned for any citation.
- Should not spend more time on Google rather than reading text books and notes.
- Reliable medium for study at university level of students.
- Google could be best used for the completion of assignments.

Do you suggest your friends to use Google?

In response to this question, I got the following replies by the respondents:

- Yes, I always suggest my friends to use Google for searching supplementary materials to their study.
- Of course, I often suggest for using Google.
- I suggest for taking help but should not completely depend on it.
- Yes, I suggest them for using Google to complete their assignment more effectively.
- If there is citation in the assignment I suggest them to mention the reference on foot.

While analyzing all the responses of the respondents, it could be easily concluded that most of the respondents take help of Google for their assignment completion. They think it is good and more effective to use Google in their study. They get a lot of chance to find the materials of their necessity on it. So, they all agreed that Google is helpful for all the students in their study and they all suggest their friends to use it to their best.

2) Have you ever taken help of Google for the preparation of classroom presentation? How do you make it useful for that?

The second item was designed to find out the actual use of Google by the respondents for the purpose of classroom presentation and how they are using it for their best. How they collect the materials for the classroom presentation.

The responses regarding the question they have made are presented below:

Almost all the students agreed that they take help of Google for the classroom presentation. And in response to another question, how do they make it useful for that? The respondents said:

- Yes, I frequently take help of Google for collecting the materials related to the topic for classroom presentation.
- I download the materials for the preparation of classroom presentation.
- I get authentic data and definitions for the presentation.
- Explanation of any item (text, event, incident) given on the Google could be helpful for the presentation.
- Audiovisuals and pictures from the Google make presentation more comfortable and effective.
- Exhibition of the pictorial materials, data and charts in the classroom presentation make the discussion long lasting.
- It helps to present any kind of citations in the classroom along with references.
- Google helps to learn different models for presentation.

According to the responses, most of the respondents agreed that they frequently take help of the internet search engine, Google for the preparation of their classroom presentation. They find it is very helpful for them for the purpose of collecting different authentic materials to make their presentation more effective.

3) What are the challenges you have realized with the access of Google?

This item was administered to reveal the challenges regarding the access of Google among the students. The responses present the actual availability of ICT among the students. So, some of the challenges they have realized with the access of Google are as follows:

- First, it needs modern electronic devices like; computer, laptop, smart phone to be in touch with Google.
- It needs adequate skill to operate Google on those devices.
- There is not the access of internet everywhere.
- Minimum access of internet is also a challenge for the students.
- Slow internet is also a vital problem to use Google in the study.

- No access of internet/ wifi at every home
- Most of the students are staying in the rental rooms so they do not have internet facilities.

While concluding the above mentioned statements I found that there are various challenges regarding the use of Google in the study. The fact is, students have highly positive attitudes towards Google and they often use it at university, in cyber and in the institute where they work. Some of the students use Google in their smart phones by the data pack provided by telecommunication. But they have problem with the access of Google in their rental rooms where there is no internet/ wifi. Sometimes the power supply also becomes a problem that hinders to the access of Google.

4) Do you use Google for text translation? What are the challenges regarding the use of Google for text translation?

This item was prepared to find out the perceptions of students regarding use of Google for text translation. Both the perceptions and challenges towards using Google in text translation have been mentioned below:

Perceptions towards using Google for text translation

- Yes, I sometimes use Google for text translation.
- Yes, I often use but I always keep myself very aware while using Google for text translation.
- I use Google for grammatical translation rather than literary text translation.
- I use Google to translate the meanings of the words in the text.
- Some of the respondents said, 'I rarely use Google for text translation'.
- No, I never use Google for text translation.
- Sorry, I don't have any idea about Google translation.
- Still I have not used it.

Challenges towards using Google for text translation

- It provides literal/ word for word translation so cultural and pragmatic meaning of the text cannot be achieved.
- We face cultural and social gaps in translation.
- It cannot compensate the linguistic gaps.

- It is a machine translation (MT) so loses the notional meaning of the text. While analyzing the responses of this item, the respondents were almost equal for agree and disagree for the use of Google in text translation. By this result I can sum up that the respondents have faced many challenges regarding using Google for translation.

5) How much time do you use Google on a day for searching any supplementary materials related to your course contents? Do you think it is effective?

This item was prepared to measure the time duration that how long the students use Google on a day to search any relevant materials to their study and the opinions of the students in the effectiveness of Google for content learning.

The comments that the respondents had made have been mentioned below:

Time duration of using Google on a day

- There is no fix limitation of time but I use it as per my necessity.
- I use couple of hours per day.
- I use until I get the materials of the exercises.
- I mostly use Google for searching the materials of our course contents.
- I use Google for searching materials if there is no time to visit library.
- I do not use Google every day.

The effectiveness of using Google for searching the materials of course contents

- Of course, Google search for the materials of our course contents is effective because it helps for finding authentic books, text, journals and other materials.
- It is effective because we gain knowledge along with its reference.
- We can use the academic materials found in Google for our best and the more we can store it for future.
- We get different audio, visual, audiovisual, journals, articles, books which help to understand more about our course contents.

Regarding the above question, the respondents said that they use Google as per their necessity. There is no fixed and limited time schedule but they frequently use Google for searching the various supplementary materials related to their

course contents. They have got it very effective and helpful in the study.

Whenever there is no time to visit library or in the case of not finding materials in the library they take help of Google.

6) What is your perception towards the use of Google for learning academic writing?

Similarly, the item was designed to collect the opinions of the respondents regarding the use of Google for the purpose of learning academic writing. The respondents presented their attitudes in the different ways and they made various comments which are mentioned below:

- Google is the store for any kind of knowledge, so various types of academic writings are found on Google.
- It provides models for any kind of writing.
- Google is very helpful for developing our formal and academic writing skills.
- Google provides guidelines for various literary creations like poem, story, essay, drama, novel etc.
- It suggests for writing formal documents like curriculum vitae, Official letter, letter of application, advertisement, notice etc.
- Reading journals, articles and books on Google we can practice ourselves for such writings.

According to the responses made by the respondents for the above questions, it could be easily concluded that majority of the respondents are in favor of using Google for learning academic writing. The respondents said that Google provides the various models for different types of academic writing. Students can take help of those models while composing such writings.

7) Most of the students take help of Google for making notes of their course contents, what is your perception towards it?

This question was designed for the analysis of the use of Google for making notes of the course contents by the Major English students of the Master's Level in T.U. The respondents made the following comments regarding the above questions:

- Obviously, Google is a store house, so it is good to take help of it to make notes of their course contents.
- Concluding the ideas of the different authors and writers, students can prepare their own notes regarding their subject matter.
- It is better to paraphrase the ideas of the authors while making note rather than copying.
- If some texts have been cited in the notes it is better to provide references.
- Students should always focus on developing their creativity and avoid plagiarism.
- It is good to visit the websites prescribed by the subject teacher while making notes.

Regarding the responses, the use of Google for making notes of the course contents, the huge majority of students agreed that it provides a significant help for such purpose. They said it is a store house of knowledge so any kind of information and ideas related to the subject matter could be easily taken from Google. They said any necessary materials like; text, article, summary, essay, journal, report etc could be easily found on Google and students should read them, comprehend them and paraphrase in their own words in the notes, if anything copied from those items that should be mentioned in the reference. To sum up all the respondents said it is good and necessary to take help of Google for developing creativity for making notes but should avoid any kinds of plagiarism.

8) What is your experience regarding the use of Google in your study?

This final item of the open ended question was prepared to collect the overall idea of the respondents regarding the use of Google in their study. The item helped to find out the importance and limitation of Google, attitudes towards Google, various use of Google, and how the Google could be used best by the students. Regarding this issues some comments made by the respondents have been presented below:

- I found Google as an ocean of knowledge.

- It is one of the greatest achievements of science and technology in the field of education.
- If it is properly used it could be our teacher and it could be our library.
- It helps for the completion of assignment, helps to prepare for classroom presentation and very useful for other academic purposes.
- Use of Google helps for the overall development of a student.
- It broadens the horizon of our knowledge.
- Any kinds of plagiarism should be strictly prohibited.

Some limitations with the access of Google in the study

- There is not access of internet everywhere.
- The Problem of frequent power supply
- High charge for internet facility
- Internet facility is not properly available for students in T.U.
- All the students may not be able to afford the devices like; computer, laptop and smart phone for Google.
- There is lack of operating skill in some students.

While analyzing the above responses, regarding the experiences of using Google in the study, respondents are getting a great deal of help from Google. They found it as an ocean of knowledge, it is similar to their guide which always helps them in their study. They realized that it broadens the horizon of their knowledge and help for overall development. They have mentioned some limitations to the access of Google as well, like; no proper access of internet everywhere, needs advanced and expensive devices, it needs skills to operate those devices, there is high charge of internet facility.

CHAPTER: FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

This chapter deals with findings, conclusion and recommendation of the research. The study intended to find out the Major English students' perceptions towards use of Google in their study. Further, the study aims to suggest some pedagogical implication. This is final and important stage of the research study. The researcher draws findings, conclusion and recommendation on the basis of analysis and interpretation of the responses of Major English Students of Department of English Education, Tribhuvan University.

5.1 Findings

After analyzing and interpreting the data explored through the questionnaire (open ended and close ended questions), I got the following findings which have been summarized below:

5.1.1 Findings Based on Close Ended Questions

1. All the respondents showed very positive attitude towards the use of Google in their study. In the survey all the respondents (100%) agreed that Google is the most reliable internet search engine in the world and it provides a great deal of help to the students in their study.
2. The majority of the respondents i.e. 86.67% agreed that Google is helpful for them to find out the various supplementary materials relevant to their study. It not only helped them to get the materials of their necessity but also promotes to be an autonomous learner.
3. In the survey, I found 90% of the respondents agreed that Google could be used for the means of distant learning. Google facilitates the students to promote their content knowledge from the place where they are.
4. The majority of the respondents i.e. 90% agreed that they appreciate Google and use for their best in their study due to the system of key word searching method on it which helps the students to get materials of their necessity even they do not know the relevant websites.

5. In the survey of this item, the huge majority of the respondents, i.e. 96.67% agreed that the students need skills to operate electronic devices like; laptop, computer, smart phone to run Google on it.
6. The universal search engine Google is used by millions of students in the world to get the materials of their necessity, regarding this statement 93.33% of the respondents agreed. So, I found almost all the students have positive attitude towards use of Google and it should be in the access of them.
7. Regarding to the statement, Google is an important search engine often used in universities for teaching learning activities, huge number of respondents i.e. 96.67% agreed that Google has been using in many universities for instructional purposes and many students have access on it.
8. In the questionnaire related to the access of Google in university and at home or in the rental rooms of the students, amazingly, half of the respondents said there is no regular and proper access of internet in the university and in their home. So, they are compelled to visit cyber or pay the charge for internet data pack on their smart phones. Only 46.67% respondents agreed that they have easy access of Google at home.
9. In the item no. 9, the researcher found 83.33% of the respondents agreed that they use Google for collecting the text materials as well as for the material of entertainment.
10. Regarding the assignment completion, a very large number of respondents i.e. 90% agreed that Google is helpful for the completion of assignment provided by the teachers.
11. In favor of using Google for the completion of home assignment, 83.33% of the total respondents said that they often use Google to take help while completing their home assignment.
12. In case of taking help of the e-dictionary by Google, 76.67% of the total respondents agreed that they frequently use e-dictionary on their devices to find out the meaning of any difficult word.
13. It was very well that, majority of the respondents i.e. 93.33% of them were aware of using universal search engine Google for collecting data, information,

knowledge and entertainment avoiding any kinds of plagiarism. The respondents had positive attitudes towards use of Google for assignment completion but any kind of citations, indents, statements and information should have reference at the end.

14. The opinion of the respondents regarding the use of Google for classroom presentation, 93.33% of the huge majority was in favor of using Google to download the various materials for the purpose of classroom presentation. They agreed that Google is making them easier both for the materials and model for classroom presentation.

15. Among the total respondents, 90% of them said that Google provides a great deal of help to get the pictorial materials for the presentation. Such materials not only make the presentation attractive and interesting but also it makes the knowledge long lasting.

16. Regarding the statement, the search engine Google is helpful to find out the relevant materials for any task or project work, 86.67% of the total respondents agreed.

17. Here, in the context of using Google for learning new vocabulary with its correct pronunciation and the meaning, majority of the respondent i.e. 86.67% had positive attitudes. They agreed they have been using Google for such purposes since long and got it very effective and helpful in their study.

18. While in the context of using Google for academic writing, a great majority of students agreed that the guidelines on Google for any text item helps to develop such academic writings. In the survey 96.66% of the total respondents were in favor of taking help of Google to see a model for such writings.

19. Many of the respondents i.e. 86.66% agreed that even they study their course books, they use search engine Google for the collection of authentic reference materials. The respondents had positive attitude that it is good to search the relevant and authentic materials on Google as a model for their academic writing.

20. The respondents were well familiar with Google search of the relevant text, journals and books. 76.66% of the total respondents had realized that they

cannot download all the authentic books they needed from Google. Sometimes they need to pay certain cost for those books.

21. Among the total respondents 60% of them said that they spend most of their leisure time on internet, often on Google searching the relevant journals and articles. The respondents agreed that Google is the best means to pass the leisure time both by entertainment and searching academic materials.

22. In case of using Google for making note, 83.33% of the total respondents agreed that both the teacher and students have positive attitude towards use of Google for developing content knowledge of their courses which helps them making notes.

23. Regarding the use of text materials on Google like; article, short story, summary of novel, essay and poetry are useful for making notes, the majority of respondent i.e. 93.33% agreed that it is very helpful for students for making notes.

24. Regarding the use of Google for text translation, 73.33% of the total respondents agreed that Google cannot compensate the various gaps during translation. Even they had positive attitude towards use of Google for translation they were familiar with the challenges of various gaps so they said one should be always aware about original meaning while translating the text through Google translation.

25. While learning English language or developing the content knowledge of their courses Google translation is helpful for literal translation and grammatical translation. The majority, 86.66% of the total respondents agreed that Google translation is one of the best ways of English language learning which directly helps the students on classroom presentation, grammar and completion of their assignments.

5.1.2 Findings Based on Open Ended Questions

1. A huge majority of the respondents had positive perceptions towards use of Google for assignment completion. They agreed that it provides significant help for getting the relevant materials. They said, they often suggest their friends to take help of Google for assignment completion.

2. Most of the respondents had positive attitude towards the use of Google for the preparation of classroom presentation. They said, they often take help of Google for that. According to the respondents they had made it useful by searching relevant text, information, data, report, pictures, diagram, audiovisuals.
3. The challenges that respondents have realized with the access of Google are; no availability of proper internet, necessity of expensive devices, necessity of adequate operating skill, regular power supply and so on.
4. I got that some of the respondents use Google for text translation. Various gaps in translation are the challenges regarding the text translation.
5. Most of the respondents did not mention the time limitation of using Google but they said it is used as per the necessity. The respondents agreed that they use Google everyday and they found it very effective and helpful in their study.
6. A great majority of the respondents agreed that they have positive attitude towards the use of Google for learning academic writings. They said it provides formal models and clear guidelines for the different types of academic writings.
7. The researcher found positive attitudes among the respondents regarding the use of Google for making notes. They also said it is necessary to read the material, comprehend it and paraphrase in their own words which help to develop their creativity and avoid plagiarism.
8. Regarding the experiences of using Google in the study almost all the respondents had similar attitudes like; they got it effective and helpful, it assists to broaden the horizon of their knowledge, sometimes it becomes a teacher and sometimes a library. Students need expensive devices to run Google, they need skills to operate those devices, there should be access of internet and regular power supply, the proper internet facility should be managed in the university for the students for effective teaching and learning.

5.2 Conclusion

From the research findings it was concluded that all the students had very positive attitude towards the use of Google in their study. The respondents

agreed that Google is the most reliable internet search engine in the world which provides a great deal of help for students to find out the relevant supplementary materials of their study. A great majority of the respondents were in the favor of taking help of Google to be an autonomous learner. They opined, in absence of their teacher or the guide, if sometimes when they do not have time to visit library just they can turn on their device and visit the websites through Google where they find the materials of their necessity. The respondents agreed it is also useful for distant learning, they said they can get various types of knowledge at the place where they are. Even the students sometime do not know the websites just a key word is also enough for searching the relevant materials on Google.

Although the respondents had highly positive attitude towards the use of Google in their study, they had also mentioned some problems with the access of it. The respondents said there is no proper facility of internet all over Nepal, so many of the students are deprived from it. In the context of Tribhuvan University, Department of English Education, some of the respondents were not well satisfied with the facility of internet. They claimed there is no proper network and connection of internet, so, it directly hinders the students in their e-learning environment. Some of the respondents said they have access of internet both in university and at their home but some of them did not have so. Due to this, they visit nearby cyber for Google. They said Google could be used best for their study as well as for entertainment. The respondents had very positive attitude towards the usefulness of Google, they said it could be helpful for assignment completion, classroom presentation, academic writings, making notes, translation and so on. In the advantages of using Google I found it develops the students' skill, knowledge and ability, it broadens the horizon of their academic thinking, it frequently updates the students with contemporary event and incidents of the world. It provides guidelines for various writing and helps students being genius.

Students find various texts, journals, articles, books on Google. They can take help from them and develop their academic knowledge. They get many more

course content materials on it. Taking help of Google in the study is a modern way of gaining knowledge but students should always focus on their creativity and intelligibility avoiding any kinds of plagiarism.

5.3 Recommendations

On the basis of the findings obtained from the analysis and interpretations of the collected data, some recommendations have been discussed in the following sub-headings:

5.3.1 Policy Related

On the basis of the conclusion of the research, I have mentioned the following policy related recommendations:

1. The inclusion of Information and Communication Technology (ICT), especially internet and its search engine Google should be prioritized in the university level of teaching and learning.
2. Google is an ocean of information and knowledge, both the teacher and students can use it for their best. So, there should be the proper and advanced facility of internet in the university.
3. We cannot see adequate number of ICT labs in the university. Some labs are just for the particular faculty of students and remaining students are deprived from it. So, university should form policy and provision to provide facility of internet to all the students.
4. Both the teacher and administration should be very aware of using Google by the students and any kinds of plagiarism by them should be strictly prohibited.

5.3.2 Practice Related

Here are some practice related recommendations, which are as follows:

1. Students should have facility of visiting the ICT lab for searching the supplementary materials to their study.
2. Students should know how to cite the text, data and information from Google for their assignment. Any citation they have included in assignment should be mentioned in the footnote or in the reference.

3. Students should know taking help of Google for assignment completion is to read the text, article or journal and take the relevant ideas to paraphrase the content in their original words.
4. The teacher should reinforce the students for their own creativity and avoid any kinds of plagiarism.
5. Google should be used for collecting authentic data, information, speech and documentary for the effective classroom presentation.
6. It is better the students take help of Google for the model of any kind of academic writings.
7. The teacher should provide the relevant websites for the supplementary materials which help for making note.
8. While taking help of Google translation the students should be very aware of the originality of the text.

5.3.3 Further Research Related

Here are some further research related recommendations, which are as follows:

1. The study was limited to the Central Department of English Education only, so, such study could be conducted in the other departments and as well as in the other universities.
2. The study was conducted only to survey how the Major English Students of Department of English Education are using Google in their study. In the same way other research could be conducted like use of social sites (Facebook, Youtube, Twitter) in the study.
3. The further researchers can carry out their research on use of ICT devices like: laptop, computer, smart phone. by the students in their study.
4. Another part of study could be the parents' perceptions towards using ICT in teaching and learning.
5. Further study could be carried out on the national policy and provision of teacher training regarding the use of ICT in the classroom.
6. Teachers' perceptions towards use of Google for the preparation of content teaching.

7. The effectiveness of using Google in the classroom by multimedia for teaching materials.

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Appendix - A

Dear respondent,

This questionnaire is a part of my research study entitled “Students' Perceptions towards Use of Google in their Study.” under the supervision of my respected Guruma **Prof. Dr. Anju Giri**, Department of English Education, T.U. Kirtipur, Kathmandu. Your cooperation in completion of the questionnaire will be of great value to me. I will assure you that responses made by you will be exclusively used confidently only for present study.

Researcher

Dhurba Malla

Department of English Education

T.U. Kirtipur, Kathmandu

Questionnaire

Name:

Date:

Roll No:

College:

T.U. Regd. No:

Level:

Set "A" Close-ended Questions

Students' Perceptions towards the use of Google in their study

1) Google is the most reliable internet search engine in the world.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

2) Google helps one to be an autonomous learner.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

3) As far I know Google is the best medium for distant learning.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

4) Key word searching method is one of the reasons that I appreciate Google and use for my best.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

5) I need skill to operate an electronic device to use Google on it.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Students' Perceptions towards the access of Google in their study

6) The universal search engine Google is used by millions of students in the world to get the materials of their necessity.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

7) Google is an important search engine often used in Universities for teaching learning activities.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

8) I have access of internet for Google both in university and at my home (room).

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

9) I use Google not only for text materials rather it is also used for the materials of entertainment.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Use of Google for Assignments Completion

10) Google is helpful for the completion of assignments provided by the teachers.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

11) I mostly use Google to for the completion of my home assignments.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

12) I use Google for e-dictionary on my device to find out the meaning of any difficult word.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

13) The universal search engine Google should be used for collecting data, information, knowledge and entertainment but should avoid plagiarism.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Use of Google for Classroom Presentation

14) Use of Google is necessary for both the teachers and students to download the materials for the purpose of classroom presentation.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

15) Google is useful to download many pictorial materials for the purpose of classroom presentation.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

16) The search engine Google is helpful to find out the relevant materials for any task or project work.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

17) Google is helpful for learning vocabulary with its correct pronunciation and the meaning.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Use of Google for Academic Writing

18) The guidelines on Google for any text item helps to develop an academic writing.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

19) Although I have all my course books, I use search engine Google for the collection of authentic reference materials.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

20) All the authentic books couldn't be downloaded from Google.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

21) I spend most of my leisure time on internet searching relevant journals and articles.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Use of Google for Making Note

22) Both the teachers and students have positive attitudes towards the use of Google for developing content knowledge of their courses.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

23) The text materials on Google like article, short story, summary of novel, essay and poetry are useful for making notes.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Use of Google for Translation

24) The Google cannot compensate the various gaps in the translations of different texts.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

25) Google Translation is one of the best ways of English language learning.

a) Strongly Agree b) Agree c) Neutral d) Disagree e) Strongly Disagree

Set "B" Open-ended Questions

1) What is your perception towards the use of Google for assignments completion? Do you suggest your friends to use it?

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2) Have you ever taken help of Google for the preparation of classroom presentation? How do you make it useful for that?

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3) What are the challenges you have realized with the access of Google?

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4) Do you use Google for text translation? What are the challenges regarding the use of Google for text translation?

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5) How much time do you use Google on a day for searching any supplementary materials related to your course contents? Do you think it is effective?

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6) What is your perception towards the use of Google for learning academic writing?

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7) Most of the students take help of Google for making notes of their course contents, what is your perception towards it?

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8) What are your experiences regarding the use of Google in your study?

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Thank you for your kind help and cooperation

Appendix - B

Summary of the Students' Responses

Q.N.	Responses													
	Agree						Neutral		Disagree					
	SA		A		Total		N	%	DA		SDA		Total	
	N	%	N	%	N	%			N	%	N	%	N	%
1	14	46.67	16	53.33	30	100	-	-	-	-	-	-	-	-
2	15	50	11	36.67	26	86.67	2	6.67	2	6.67	-	-	2	6.67
3	16	53.33	11	36.67	27	90	1	3.33	-	-	2	6.67	2	6.67
4	9	30	18	60	27	90	3	10	-	-	-	-	-	-
5	12	40	17	56.67	29	96.67	1	3.33	-	-	-	-	-	-
6	12	40	16	53.33	28	93.33	2	6.67	-	-	-	-	-	-
7	11	36.67	18	60	29	96.67	1	3.33	-	-	-	-	-	-
8	4	13.33	10	33.33	14	46.66	2	6.67	10	33.33	4	13.33	14	46.66
9	4	13.33	21	70	25	83.33	3	10	1	3.33	1	3.33	2	2.66
10	12	40	15	50	27	90	3	10	-	-	-	-	-	-
11	7	23.33	18	60	25	83.33	1	3.33	3	10	1	3.33	4	13.33
12	6	20	17	56.67	23	76.67	3	10	3	10	1	3.33	4	13.33
13	16	53.33	12	40	28	93.33	2	6.67	-	-	-	-	-	-
14	16	53.33	12	40	28	93.33	1	3.33	1	3.33	-	-	1	3.33
15	16	53.33	11	36.67	27	90	3	10	-	-	-	-	-	-
16	9	30	17	56.67	26	86.67	3	10	1	3.33	-	-	1	3.33
17	7	23.33	19	63.33	26	86.67	2	6.67	1	3.33	1	3.33	2	6.66
18	7	23.33	22	73.33	29	96.66	1	3.33	-	-	-	-	-	-
19	10	33.33	16	53.33	26	86.66	3	10	-	-	1	3.33	1	3.33
20	7	23.33	16	53.33	23	76.66	4	13.33	3	10	-	-	3	10
21	3	10	15	50	18	60	5	16.67	6	20	1	3.33	7	23.33
22	10	33.33	15	50	25	83.33	4	13.33	-	-	1	3.33	1	3.33
23	9	30	19	63.33	28	93.33	1	3.33	-	-	1	3.33	1	3.33
24	6	20	16	53.33	22	73.33	7	23.33	1	3.33	-	-	1	3.33
25	7	23.33	19	63.33	26	86.66	3	10	-	-	1	3.33	1	3.33

Appendix – C

PARTICIPANT CONSENT FORM

Thesis Supervisor
Prof. Dr. Anju Giri

Faculty of Education
Department of English Education
T. U. Kirtipur, Kathmandu, Nepal

Major English Students' Perceptions towards the Use of Google in their Study

I, agree to take part in this research study.

In giving my consent I state that:

I understand the purpose of the study, what I will be asked to do, and any risks/benefits involved.

- 1) I have read the participant information statement and have been able to discuss my involvement in the study with the researchers if I wished to do so.
- 2) I have got answers to any questions that I had about the study and I am happy with the answers.
- 3) I understand that being in this study is completely voluntary.
- 4) I understand that I can withdraw from the study at any time before I submit my responses to the researcher.
- 5) I understand that personal information about me that is collected over the course of this project will be stored securely and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- 6) I understand that the result of this study may be published and that publications will not contain my name or any identifiable information about me.

I consent to:

Completing questionnaire Yes No

Signature

Name

Date

Appendix - D

PARTICIPANT INFORMATION STATEMENT

Thesis Supervisor
Prof. Dr. Anju Giri

Faculty of Education
Department of English Education
T. U. Kirtipur, Kathmandu, Nepal

Major English Students' Perceptions towards the Use of Google in their Study

1. What is this study about?

You are requested to take part in a research entitled 'Major English Students' Perceptions towards the use of Google in their Study' which aims to find out the perceptions of M. Ed. students for using Google for their content learning. The study will be helpful to reveal the importance and the contribution of Google for effective content learning. The study will show how Google assists the students by scaffolding them for assignment completion, classroom presentation, note making, translation and so on. Up to now, there has not been any research related to this topic in this area. Therefore, it is helpful to make the students familiar with Google and its use for their study.

This participant information statement tells you about the research study. Knowing what is involved will help you decide if you want to take part in the research. Please, you are requested to read this sheet sincerely and ask questions about anything that you do not understand or want to know more about the study. Participation in this research is voluntarily. So, it is up to you whether you wish to take part or not.

By giving your consent to take part in this study you are telling us that you:

- Understand what you have read.
- Agree to take part in the research study as outlined below.
- Agree to the use of your personal information as described.

You will be given a copy of this participant information statement to keep.

2. Who is carrying out the study?

The study is being carried out by Mr. Dhurba Malla, as a student of the Master of Education in Central Department of English Education, T. U., Kirtipur,

Kathmandu. This study will take place under the supervision of **Prof. Dr. Anju Giri**, Department of English Education T.U., Kirtipur, Kathmandu.

3. What will the study involve for me?

This study involves completing a set of questionnaire. The questionnaire contains thirty three questions including both close ended and open ended questions.

4. How much of my time will the study take?

It will take about one and half hour to complete the questionnaire.

5. Who can take part in the study?

The students who are studying in Master of Education, fourth semester in Central Department of English Education, T.U. Kirtipur, Kathmandu can participate in this study.

6. Do I have to be in the study? Can I withdraw from the study once I have started?

Participation in this study is completely voluntary. Your participation in this study will not harm in your career and future it will help to understand about the importance of Google in content learning. If you decide to withdraw from study you are free. But submitting your completed questionnaire is your consent to participate in the study.

7. Are there any risks or costs associated with being in the study?

Beside from your time investing to response questionnaire, there will not be any risks or costs associated with taking part in this study.

8. Are there any benefits associated with being in the study?

This study will be helpful to improve your ability and techniques to fill questionnaire. Furthermore, there will be a chance for you to know how could be the Google used for developing content knowledge.

9. What will happen to information about me that is collected during the study?

Your information will only be used for the purposes outlined in this participation information statement. Your information will be stored securely and your identity/information will be kept strictly confidential, except as

required by law. Finding of the study may be published, but you will not be individually identifiable in these publications.

10. Can I tell other people about the study?

Yes, you are welcome to tell other people about the study.

11. What if I would like further information about the study?

If you would like to know more at any stage during the study, please feel free to contact me, Mr. Dhurba Malla. (gmail: dmalla336@gmail.com).

12. Will I be told the results of the study?

You will get the summary of the overall findings of the study and whole thesis paper through the Department of English Education T. U., Kirtipur, Kathmandu.

13. What if I have a complaint or any concerns about the study?

The ethical aspects of this study have been approved by the Tribhuvan University Department of English Education Kirtipur, Kathmandu. Any person with concerns or complaints about the conduct of a research study can contact the researcher.

Appendix – E

Name of the Respondents

S.N.	Name of the Students	Level	Semester	Major Subject
1	Amrendra Kumar Mandal	M. Ed.	Fourth	English
2	Anu Rai	M. Ed.	Fourth	English
3	Arun Khatri	M. Ed.	Fourth	English
4	Asmita Khadka	M. Ed.	Fourth	English
5	Binod Kumar Neupane	M. Ed.	Fourth	English
6	Chandra Bahadur Oli	M. Ed.	Fourth	English
7	Debraj Bhusal	M. Ed.	Fourth	English
8	Dhan Bahadur Khadka	M. Ed.	Fourth	English
9	Dhruba Neupane	M. Ed.	Fourth	English
10	Dipendra Bania	M. Ed.	Fourth	English
11	Gauri Prasad Bhattarai	M. Ed.	Fourth	English
12	Hari Bahadur Sen	M. Ed.	Fourth	English
13	Indra Bahadur K.C.	M. Ed.	Fourth	English
14	Khagendra Neupane	M. Ed.	Fourth	English
15	Min Prasad Upadhiya	M. Ed.	Fourth	English
16	Narjung Shahi	M. Ed.	Fourth	English
17	Nava Kiran Shah	M. Ed.	Fourth	English
18	Niva Kumari Sha	M. Ed.	Fourth	English
19	Prakash Datt Bhatt	M. Ed.	Fourth	English
20	Prakash Rai	M. Ed.	Fourth	English
21	Prem Bahadur Budha	M. Ed.	Fourth	English
22	Prem Bhattarai	M. Ed.	Fourth	English
23	Sabin Khadka	M. Ed.	Fourth	English
24	Shishir Khanal	M. Ed.	Fourth	English
25	Shusil Chapagain	M. Ed.	Fourth	English
26	Subash Chhetri	M. Ed.	Fourth	English
27	Tank Prasad Awasthi	M. Ed.	Fourth	English
28	Tek Bahadur Chhetri	M. Ed.	Fourth	English
29	Tika Ram Budhathoki	M. Ed.	Fourth	English
30	Yagya Bahadur Khatri	M. Ed.	Fourth	English