

**Attitude of Teachers and Students towards the Use of Social
Media in Teaching and Learning English**

**A Thesis Submitted to the Department of English Education
In partial fulfillment for the Master of Education in English**

**Submitted by
Shashi Lama**

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

2021

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DECLARATION

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

Date: 14th Dec. 2021

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Shashi Lama

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mrs. Shashi Lama** has worked and completed her M.Ed.thesis entitled **Attitude of Teachers and Students towards the Use of Social Media in Teaching and Learning English** under my guidance and supervision.

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DEDICATION

Dedicated to

My parents who devoted their entire life to make me what I am today.

ABSTRACT

The thesis entitled, **Attitude of Teachers and Students towards the Use of Social Media in Teaching and Learning English** was an attempt to explore the role of social media in teaching and learning English Language and to find out the attitude of teachers and students towards it. In order to complete this research, survey method was used to collect data and both open and closed ended questionnaire were used as research tools. Sample population were selected randomly. 100 students and 5 secondary English teachers were selected from 5 community schools in Makawanpur district. The data was analyzed using both qualitative and quantitative procedures. The study showed that social media was very useful for learning and teaching English during lockdown. It was beneficial not only because it reduced physical distance but also reduced the monotony of traditional classroom teaching and brought liveliness in learning. Both teacher and students have positive attitude towards using social media but they emphasize not to overlook its negative effects if we misused it.

This thesis consists of five chapters. The first chapter is an introducing chapter. It includes the background of the study, statement of problem, objective of the study, research questions, and significance of the study, delimitation of the study and operational definitions of key terms. The second chapter deals with the review of related literature and conceptual framework of the study, where I have reviewed theoretical and empirical literature and also mentioned the implication of empirical literature. The third chapter consists of methodology which incorporates research design and method, population, sample and sampling strategy, field site of the study, data collection tools and techniques and data collection procedures, data analysis and interpretation procedures and ethical consideration. In chapter four, the collected data have been analyzed using both qualitative and quantitative procedures. Close ended questions are presented numerically using tables and open ended questions are presented verbally. In chapter five, summary of the research and conclusion are presented and some recommendations are recommended in different levels.

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.....
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CHAPTER I

INTRODUCTION

In this chapter it contains background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Social media is a popular trend today, especially among teachers and students in teaching and learning process. Social media are looking for new ways to reach the students and teachers for the effective teaching and learning process. This study examines the attitudes of teachers and students towards the use of social media in teaching and learning.

The recent era is regarded as the era of information and communication technology (ICT). ICT is the hardware and software and all the technology we use to communicate with people. This includes computers and communication medium such as Internet, E-mail, websites as well as the way we manage information and data electronically. ICT deals with the use of computers and computer software to convert, store, protect, process, transmit and securely retrace information (Chaudary, 2010). In order to reach the access of information in every part of the world, various media technology tools or apparatus have been invented and developed so far. Scientific technology such as computer, fax machine, means such E-mail, the internet, network (Facebook, *twitter*, *google plus*, *sangallo*, etc.) blogs, websites are used for the benefit of people. ICT helps us to do things better and do better things. Now, with the invention of information technology, the world has been changed and is changing day by day. Scientific technology has narrowed down the world within a monitor of a computer. One can highly observe the world through the network sever with technology like computer (Crystal, 2001).

In this 21st century, technology is used to improve every. Traditionally paper based approached was used to performed the activities of communication, sharing the

information. Due to rapid changes of communication technology today such traditional approach has become the failures. There are many more interactive technologies are used within every stage of human life. Therefore, the social media also occur within this period to be performed the communication and sharing the information through the new dimension (Gilakjani, 2012). We can use the different types of social media such as Facebook, Youtube, Twitter, Blogs and Wiki which are particularly used in every stage of human life. Students, teachers, officer, farmer, business man used technology for effective and interactive learning that helps to share learning process. In this regards, Dudeney (2000) argues, "Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate" (20).

Social networking websites provide tools from which people can communicate, share information, and create new relationships. The popularity of social networking websites rises social interaction in multiple ways as we adapt in daily used. Dhamala, (2014) mentions as:

The way web users interact and talk to each other. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way, we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships. (3)

The term social media refers to use of web-based technologies that helps to interact people by using various devices like mobile phone and computers. Social media are found in different forms including magazines, Internet forums, weblogs, social blogs, micro blogging, wikis, podcasts, photographs or pictures, video and social bookmarking. Facebook, Twitter, my space, Skype are used extensively for the purpose of communication. This form of communication can be with a person or a group of people. Today most of the people specially the younger generation are hooked on to the different social media for keeping in contact with their peers. Social media is the media that used for social interaction as a super set beyond social communication.

Importance of Social Media

Now social media is one of the main tools for online class. By using social media teachers have run classes in Nepal. In some schools teachers have used Facebook and Messenger. Social media facilitates communication by sharing the latest information, documents, photos, videos, new ideas, thoughts, interests, opinions, and suggestions among the virtual communities and networks. Therefore, a user of social media can share with anyone on the Earth instantaneously. Social media plays a vital role in getting learned EL skills because it provides possible and featuring opportunities to adult learners to improve their listening, speaking, reading, writing skills, and more similarly. Learners read the new text and learn new phrases on social media to enhance their communicative vocabulary. Social media use amongst adult learners has increased compared to books and other text materials while getting information related to the EL. Now the students may use different sources and tools on social media to improve their vocabulary and speech. To improve their speaking skills, students can make their own Facebook groups of English language learners (ELLs) to talk and chat frequently and candidly. Despite that, viewing the craze for social media, we may be hopeful that it will make ELL and ELT easier and more enjoyable. Students can easily be connected to native speakers to interact and improve their accurate English accents and pronunciations. In short, the teaching and learning practice and enhancement through social media is a kind of distance learning process that occurs when teachers and students move a normally in-person class to a provisional online interplanetary. Except COVID-19 time schools are using social media like YouTube in class to enhance the listening and speaking capacity of the teachers. So, social media is one of the important tools for English teaching in secondary level.

Statement of the Problems

Social media plays a vital role in teaching learning activities in educational institutions. It helps to contribute to make the interactive learning within the development stage of the student learning. The social media can be applied for the many more dimensions but today students do not use the social media for the study or learning there that become the one issue for every student. However, in the context of Nepal social media is highly used in entertainment.

There are many more gaps between the rural and urban areas of the students. The urban areas' students have got easy access in the new technology but in rural students do not have got such facilities, Therefore, there is a gap between rural and urban areas in

term of using social media. There are various advantages of using social media in teaching learning procedure.

The rapid advancement of media technology has great impact on the way of people communication. Now using of social networking among students has become more and more popular. Due to the increasing popularity of social media, the questions can be raised among the academicians and teachers about the use of it in proper way for the enhancement of teaching learning activities in schools.

Many parents and guardians are worried that students are spending too much time on face book and other social media sites and have not enough time to study, however, by using social media students can get sufficient information about their text books and other related knowledge from different sites. In this context, this study focuses on the attitudes of students and teachers towards using social media learning process. Mainly the study concentrates on how students and teachers have the perception of using social media in teaching learning process.

After COVID -19 lockdown all the schools were closed and schools began online classes. In selected schools' teachers involved in online classes. They use social media like Facebook and zoom to teaches students. The study concentrates on what is the attitude of teacher about the using social medias like Facebook, Utubes, wikis etc.

Objectives of the Study

The general objective of this study is to analyze the attitudes of teachers and students towards the use of social media in teaching and learning process. Specific objectives of this study had as follows:

- a. To find out the attitudes of teachers towards the use of social media in teaching and learning.
- b. To find out the attitudes of students towards the use of social media in learning.
- c. To suggest some pedagogical implications.

Research Questions

The study had been based on the following research questions

- a. What attitude do Teachers have towards the use of social media in teaching learning?
- b. What attitudes do students have towards the use of social media in teaching learning?

Significance of the Study

That research carried out to find out the students and teachers' attitude toward the use of social media for teaching and learning. The study also analyzes the attitude of using social media in classroom purpose for learning English . The study concentrates on the students and teachers' interest about the social media for teaching and learning process. Thus, the study will, be significant for policy makers to launch new program in school related to online class now which is practice. Findings of this study also helpful to understand the attitudes of the teachers and students toward using social media like face books and apps for teaching learning English in secondary level. This study will provide information of the effectiveness of using social media for students and teachers in teaching and learning so it will be significant for all who want to study and take interest about using social media in secondary level English teaching learning process.

Delimitations of the Study

Due to the limitation of time and resources the study had been limited in the following limitations;

- a. This study was limited within 5 secondary schools of Indrasarobar rural municipality, ward no. 5, Makawanpur District.
- b. This study was limited within secondary level teachers and students (class10) and five individual teachers and 100 students (20 from each school)
- c. This study was limited to find out the attitudes of Facebook, Youtube, Twitter, Wikis and Blog.

- d. It was limited classroom teaching, collaboration, sharing the learning material, online class and self- learning?

Operational Definition of the Key Terms

In this research, several key terms are used. Those key terms along with their operational definitions are given below:

Community School: Schools established and sponsored by government of Nepal are known as community school

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

Facebook: Facebook is a social networking site that makes it easy for you to connect and share with your family and friends online. Originally designed for college students, Facebook was created in 2004 by MarkZuckerberg while he was enrolled at Harvard University. By 2006, anyone over the age of 13 with a valid email address could join Facebook. Today Facebook is the world's largest social network, with more than 1 billion users worldwide.

YouTube: YouTube is a free video sharing website that makes it easy to watch online videos. You can even create and upload your own videos to share with others. Originally created in 2005, YouTube is now one of the most popular sites on the web, with visitors watching around 6 billion hours of video every month.

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

Wikis: Wikis is a free open content online encyclopedia created through the collaborative effort of a community of users know as Wikipedia's registered on the site can create an article for publication; registration is not required to edit articles.

Blogs: A Blog is an online journal informational website displaying information in the reverse chronological order with latest posts appearing first. It is a platform where a writer or even a group of writers share their views on an individual subject.

CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is one of the most significant parts of research procedure, which provides the valuable contribution to every step of the research. This chapter illustrates the existing literature, the literature review gives one perception to improve the research. This section consists the review of theoretical literature, review of the empirical literature, implications of the review for this study and conceptual framework.

Review of the Theoretical Literature

Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of mental construction. In other words, students learn by fitting new information together with what they already know. Constructivists believe that learning is affected by the context in which an idea is taught as well as by students' beliefs and attitudes. Constructivism is a learning theory found in psychology which explains how people might acquire knowledge and learn. It therefore has direct application to education. The theory suggests that humans construct knowledge and meaning from their experiences. Constructivism is not a specific pedagogy. Piaget's theory of Constructivist learning has had wide ranging impact on learning theories and teaching methods in education and is an underlying theme of many education reform movements. Research support for constructivist teaching techniques has been mixed, with some research supporting these techniques and other research contradicting those results.

Driscoll (2000) explains that constructivist theory asserts that knowledge can only exist within the human mind, and that it does not have to match any real world reality. Learners will be constantly trying to derive their own personal mental model of the real world from their perceptions of that world. As they perceive each new experience, learners will continually update their own mental models to reflect the new information, and will, therefore, construct their own interpretation of reality. According to Jonassen (1994), constructivism is also often misconstrued as a learning

theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.

Constructivism is basically a theory which is based on observation and scientific study, about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Bereiter, 1994). When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure he/she understands the students' preexisting conceptions, and guides the activity to address them and then build on them (Oliver, 2000).

Constructivism has roots in philosophy, psychology, sociology, and education. But while it is important for educators to understand constructivism, it is equally important to understand the implications this view of learning has for teaching and teacher professional development (Tam, 2000). Constructivism's central idea is that human learning is constructed, that learners build new knowledge upon the foundation of previous learning. This view of learning sharply contrasts with one in which learning is the passive transmission of information from one individual to another, a view in which reception, not construction, is key. Two important notions orbit around the simple idea of constructed knowledge.

The first is that learners construct new understandings using what they already know. There is no tabula rasa on which new knowledge is etched. Rather, learners come to learning situations with knowledge gained from previous experience, and that

prior knowledge influences what new or modified knowledge they will construct from new learning experiences (Phillips, 1995). The second notion is that learning is active rather than passive. Learners confront their understanding in light of what they encounter in the new learning situation. If what learners encounter is inconsistent with their current understanding, their understanding can change to accommodate new experience. Learners remain active throughout this process: they apply current understandings, note relevant elements in new learning experiences, judge the consistency of prior and emerging knowledge, and based on that judgment, they can modify knowledge (Phillips, 1995) According to Driscoll (2000), constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining atmosphere-play in student education.

The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes. Constructivism is often compared to objectivism, which is usually quoted as being the counter point or direct opposite of constructivism.

Much of objectivist theory is based on the work of behaviorists such as Skinner (1953.) Objectivists believe that information itself is knowable outside the bounds of any human mind, and that any individual interpretation of knowledge can be said to be either correct or incorrect. Objectivists view individual pieces of information as symbols or currency that can be acquired by humans, and can be transferred from human to human should the correct learning conditions exist. (Jonassen, 1991) While

much of the early work in formal instructional design derived from objectivist theory, modern academic minds have come to accept that learning environments which more closely match the needs of constructivist learning may be more effective. The perceived benefits of constructivist learning may be particularly valuable where the teaching of complex skills, such as problem solving or critical thinking skills are concerned (Tam, 2000).

Basic characteristics of Constructivist Learning Environments Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist instructional strategies: 1) Knowledge will be shared between teachers and students. 2) Teachers and students will share authority. 3) The teacher's role is one of a facilitator or guide. 4) Learning groups will consist of small numbers of heterogeneous students. Pedagogical Goals of Constructivist Learning Environments Honebein (1996) summarizes what he describes as the seven pedagogical goals of constructivist learning environments as: 1) To provide experience with the knowledge construction process (students determine how they will learn). 2) To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions). 3) To embed learning in realistic contexts (authentic tasks). 4) To encourage ownership and a voice in the learning process (student centered learning). 5) To embed learning in social experience (collaboration). 6) To encourage the use of multiple modes of representation, (video, audio text, etc.) 7) To encourage awareness of the knowledge construction process (reflection, metacognition).

Benefits of Constructivism 1. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners. 2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand. 3. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings. 4. Constructivism gives students ownership of what they learn, since learning is based on students' questions and explorations, and often the students have a hand in designing the assessments as well. Constructivist assessment engages the students' initiatives and personal investments in their journals, research reports, physical

models, and artistic representations. Engaging the creative instincts develops students' abilities to express knowledge through a variety of ways. The students are also more likely to retain and transfer the new knowledge to real life. 5. By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world. 6. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students must learn how to articulate their ideas clearly as well as to collaborate on tasks effectively by sharing in group projects. Students must therefore exchange ideas and so must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

Principles of Constructivism Constructivist teaching is based on recent research about the human brain and what is known about how learning occurs. Caine and Caine (1991) suggest that brain-compatible teaching is based on 12 principles: 1. The brain is a parallel processor. It simultaneously processes many different types of information, including thoughts, emotions, and cultural knowledge. Effective teaching employs a variety of learning strategies. 2. Learning engages the entire physiology. Teachers can't address just the intellect. 3. The search for meaning is innate. Effective teaching recognizes that meaning is personal and unique, and that students' understandings are based on their own unique experiences. 4. The search for meaning occurs through 'patterning'. Effective teaching connects isolated ideas and information with global concepts and themes. 5. Emotions are critical to patterning. Learning is influenced by emotions, feelings, and attitudes. 6. The brain processes parts and wholes simultaneously. People have difficulty learning when either parts or wholes are overlooked. 7. Learning involves both focused attention and peripheral perception. Learning is influenced by the environment, culture, and climate. 8. Learning always involves conscious and unconscious processes. Students need time to process 'how' as well as 'what' they've learned. 9. We have at least two different types of memory: a spatial memory system, and a set of systems for rote learning. Teaching that heavily emphasizes rote learning does not promote spatial, experienced learning and can

inhibit understanding. 10. We understand and remember best when facts and skills are embedded in natural, spatial memory. Experiential learning is most effective. 11. Learning is enhanced by challenge and inhibited by threat. The classroom climate should be challenging but not threatening to students. 12. Each brain is unique. Teaching must be multifaceted to allow students to express preferences.

Goffman's presentation of self Goffman (2017) notes ". . . the presence of others, there will usually be some reason for him to mobilize his activity so that it will convey an impression to others which it is in his interests to convey" (p. 4).

The presentation of self serves an objective. It conveys an impression to others that lies in accordance with one's own interest. Goffman's book is therefore all about the outward appearance of action (Borders, 2009,p.2). This outward appearance is first applied to the agent. The presentation of self is the way we appear objectively before others. Others will form an opinion about us through perceptual rationality. Others are perceived in turn through their external objective qualities and appearance. "Others" are not the same as "us." connections with others based on shared geographies, circumstances, or personal histories, micro-blogging sites allow people to make connections with any other person on the network, regardless of whether the persons involved know one another or are connected in any other way, and to present the self in a representational manner. Bourdieu's social capital Social capital is defined as an aggregation of resources that is linked to the possession of a durable network of relationships of mutual acquaintance and recognition or, in other words, to membership in a group. (Borders, 2009)

However, the status of others remains in instrumentalism judgment of taste, which we assume to be one of the most personal and subjective judgments, becomes collective and social. This explanation of such differences of taste is bound up with the "system of dispositions (habitus) characteristics of the different classes... Taste classifies, and it classifies the classifier". The distinction between the beautiful and the ugly, the distinguished and the vulgar is linked to the economic and social conditions that such judgments arise from and originate in. Even in food, the distinction between quality and quantity, form, and substance corresponds to the opposition between the taste of necessity of the working class, and the taste of the liberty of luxury that is related to a life of ease.

blogging that is, strategically deciding what to post, what to share, and whom to share with on an open platform where the message has the potential to go viral across the network. These strategies play a critical role in the management of this image of the self, or presentation of the self. In a strategic use of microblogging, the posting of content on social media becomes a method of accruing social capital from others in the network and from the metrics and data that comprise the network itself. (Pande 2018).

In the perspective of the “shared-world,” there is no objective presence of objects, unlike in Descartes’ rationality. In being-with and being toward others, there is a relation from one being to another. We “see through them.” These others are already disclosed in their own being. This previously constituted disclosedness of others, together with “being-with,” helps to constitute inner worldliness. The understanding of others already lies in the understanding of our being because being is “being-with.” This makes it possible for our being, as an existing being-in-the world, to be related to beings and to be understood by those it encounters in the world as well as to itself in existing. Therefore, the shared-world” moves away from rationality and toward inner worldliness. In what respect can such a normative view contribute to the interpretation of some findings regarding social media use. (Batchelor, 2012).

This section includes different theoretical perspectives related to attitudes of teachers and students towards the use of social media in teaching and learning. The literature review involves the systematic identification analysis of documents related to the study under the taken of the previous studies help to conduct the new research in systematic manner by providing the general outline of the research study and avoids the unnecessary duplications. Realizing the significance of the literary review some efforts are made here to present the significant result or conclusion of the different types of studies mainly focusing to the opinions towards ICT in teaching with this assumption. Some works in opinions and the related topic are presented here.

Constructivism Theory

This research is concerned with the constructivism theory. According to the perspective of this theory, in this research it tries to find out new students which has generated knowledge through interaction in accordance to their experiences. This

theoretical aspect provides e own perception attitude toward the certain issue. In the context of the social media, it can be applied, if that media used for the interactive learning at that situation that provides the positive role within the learning process else that can be played the negative role therefore there are many more causes to be used in social media. Media can be applied according to the trained based approach thus theoretical approach become concern with this topic. In this regard, Von Glaserfield (1995) highlights the issues in his book entitled, *A constructivist approach to teaching*, as:

He has stated that real learning happened when one takes ownership of the problem while Vygotsky was a social constructivist theorist, activity theory and situated learning, however, were the main tenets of his research. Vygotsky developed a "zone of proximal development," which is basically the difference between what a child knows and what that child is taught by others. He believed that children learn through social interaction and by learning to solve problem with others. His process is called "scaffolding". Therefore, this topic is related with the constructivism theory. (2)

Constructivism creates interactive environment between teachers and students that helps to develop children knowledge and attitudes toward certain subject. Jing (2015) describes the importance of looking into the theory of constructivism in his articles *Attitudes of social networking site among the student and teachers*. The main objective of the articles is the process of teaching and learning for higher learning institution in Malaysia. 56 participants from 3 different groups of Art and Design final year students in University Technology MARA (UiTM) Melaka campus have been chosen as the subjects for this study. It investigates how these groups of students are able to construct knowledge based on their prior knowledge, past experiences and the cultural factors that govern the environment they are in to produce good and interesting final year project. Problems arisen in the process of teaching and learning where by students and lecturers were not able to meet up during lecture and studio hours due to many constrains like absenteeism, meetings, and insufficiency for monitoring and consulting students project progress and developments resulting in inefficiency and less productive of the final products by the students.

Thus, Social Constructivism is looked into using a well-known Computer-Mediated Communication (CMC) tool which is Facebook. The qualitative method is used for collecting data to examine the social interaction and the development of communication among students. The findings in this study indicate that the use of Facebook has served as a good tool for Graphic Design students to achieve better social interaction amongst them in the process of teaching and learning session. Therefore, CMC should be used as an alternative tool for lecturers to be able to communicate with students. Learning process should not be confined only during classroom. Both the students and lecturers should participate in students' own learning time and to overcome the constraint of face-to-face interaction.

Social Media and ELT

The use of social media can be a powerful educational tool to make the students more interested to learn English, provides unique and dynamic learning experiences to students and teachers alike. As an academic device, the social media has become common tools that used on academic institution by everyone to share academic works, research findings, book reviews, and communicate with their peers and teachers. Social media improves the chance to learn by enabling learners and instructors to link and communicate in new interesting ways. Web websites such as Facebook, Twitter, and LinkedIn provide a place where users can dialogue, exchange ideas, and find solutions to problems. Social media is considered to be a great source of materials which teachers may adapt in their English classes.

It is noteworthy that the notion social media and social networking are being used alternately. Social media refers to the social software in the form of websites and other online groups such as social networking and micro blogging which are created by a sizable group of folks (known as users) to share conversations, personal messages, ideas, information or to grow social and professional contacts. There are various kinds of social media which may be used in several ways. It should be noted that things around us can be used if we know how to use them. For instance, most people have smartphones, but they barely use all the application available in it. Sometimes they are not appropriately directed and at times they don't have the chance or time to spend on learning new things.

However, this is not the case for English learners, because software and applications available on smartphone may assist English learners to connect with others. The types of social media can be classified as: Blogs Web blogs are also reportedly one of the forms of social media. Millions of people have created their own blogs and use them to write things which range from news and their perceptions on some specific issues. They invite the readers to reply by adding or posting comments on their blogs. Blogs discourse a broad range of topics and they reportedly assist in improving the reading speed, vocabularies and promote proper use of grammar and enhanced reading comprehension of language learners. Blogs can be employed in various ways for different purposes. For example beginners by means of referring to a particular language blog learn new ideas on how people use blogs to interact with each other. It also helps to learn new vocabularies in the different modern context of a particular time.

The language of blogs is not intended for the sophisticated readers, as some scholars claim that it is simple and easy and blogs are a source of talking to an ordinary reader (Kaplan & Haenlein, 2010). Murthy, (2011) pointed out that microblogging and social networking facility that users like the most is the small messages of 140. This little arrangement is the sole way of communication that has inspired the minds of the users, which in turn, has become a fascinating method for learners to keep in touch with each other as well as with the teacher. Blattner & Fiori (2009) stated that Facebook is the primary social network that takes pride in its more than billions followers and it is one of the fastest growing and well known sites on the Internet. (McLoughlin & Lee, 2008) reported that Facebook has various tasks of communications, material sharing, modification and collaborative construction. However, the main reason for learners to use Facebook was to touch with friends.

There are some opinions from the researchers related to the use of the social media; firstly, potentials for better learning. If social media are used in teaching, the opportunities to express oneself, participate, collaborate, find information, knowledge sharing and storage, process writing, students production, teacher feedback, reflect and learn together are expanded. Secondly, engage students in the practice of English. Students who use social media in their courses increase their technology and communication skills are more creative and more open to diverse ideas. Thirdly,

provide more authentic input. Social media provides real life language and models how native speakers actually interact with each other. Teacher can suggest the students keep the unfamiliar vocabulary or structure they find on social media sites to discuss in class. Fourthly, encourage students to interact with each other in class and online. Students who use social media tend to support each other and even act as mentors (Halverson, 2010). Fifthly, develop critical thinking skills.

Shih (2011) pointed out that the advantages of social media in learning and improving the second language can be characterized as unique and entertaining atmosphere, Facebook has been reported in some studies to lessen students' stress levels and enhancing learners' engagement and interactions. The study showed the influence of social media on learners at the University of Taiwan and the learners were found to enjoy interacting among their peers in English and felt comfortable expressing their opinions and sharing their thoughts.

Klimanova & Dembovskaya (2013) provided an analysis of comparable social media communities in the context of Russian classrooms. Online activities, phenomenological debates and discussions with native-speaking students focused on identity construction by means of the interactions. This study showed that even at its beginning stages, research on social media indicated a beneficial impact of using such media on the second language learning practices.

Yunus (2012) studied the students' perceptions on the effectiveness of social media on teaching and improving second language learning skills in Malaysia. They integrated social networking services in the second language classrooms to enhanced online classroom interaction between students and teachers, which has promoted interaction in English learning environment.

Pedagogical Values of Using social Media in Teaching and Learning

Social media is one of the mainstream research areas. The majority of literature in the field of education has focused on the educational use of social media by students, the use by instructors and pedagogical values of social media. According to Driscoll (2000) constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The underlying concept within the constructivism learning theory is the role which experiences-or connections with the adjoining

atmosphere-play in student education. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. Two of the key concepts within the constructivism learning theory which create the construction of an individual's new knowledge are accommodation and assimilation. Assimilating causes an individual to incorporate new experiences into the old experiences. This causes the individual to develop new outlooks, rethink what were once misunderstandings, and evaluate what is important, ultimately altering their perceptions. Accommodation, on the other hand, is reframing the world and new experiences into the mental capacity already present. Individuals conceive a particular fashion in which the world operates. When things do not operate within that context, they must accommodate and reframing the expectations with the outcomes.

2.2 Review of the Empirical Literature

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

Ömer Eren (2012) study about students' attitudes towards use of social networking sites, Facebook in particular, in language classroom. Social media has a great effect on people's lives and millions of students are spending many hours for social networking sites like Facebook, Twitter, Youtube. Although millions of students are using these Web 2.0 tools worldwide, there hasn't been much research regarding the educational use of social networking. Considering the probable potential of these websites for educational use, this study was carried out at a university in Gaziantep, Turkey with 48 undergraduate students who were enrolled in one-year compulsory English preparatory class. The research design included a 5 points Likert-type questionnaire and semi-structured interviews. It was found out that students have a very positive attitude towards the use of Facebook activity as a supplement to language classroom, but traditional classroom-based language learning still remains a backbone for language education.

Favor (2015) conclude that social media allows students to be distant. Even though they are interacting with each other online, it is easier for students to type a negative comment than say it to another student in person. Therefore, although social media

might be a beneficial tool for students to interact on, it cannot replace personal contact. For example, during my student teaching, 11th grade students to participate in an online discussion on a website called, “Today’s Meet.” On this website, students are put into separate chat rooms, and can respond to each other using only 140 characters. The students can only see the responses, which come through a Twitter-like feed, of the other people in their “room.” After completing the assignment, I gave my students a reflection, which asked them what they liked about the online discussion and what they disliked. Out of the sixty students I taught, only 22 of them actually liked the online discussion. Many of them decided they would rather discuss in person. While my students were writing their online responses, I also noticed that they were not using proper spelling and grammar. It constantly reminded them that they were being graded, but they had a difficult time bridging the gap between academic writing and writing on social media. The online discussion was not timed and I encouraged students to slow down, check their spelling and grammar, and use specific examples from the book. Students’ codes switched, and they could not recognize social media as a platform to use academic writing. Students wrote impulsively, disregarding the conventions of Standard English.

Achrya (2016) this research focused on the attitudes of teachers and students towards the letter grading system. In this research consist 30 mathematic teachers and 180 students selected the randomly form 6 public school of Kathmandu district. The questioner consists of 20 statements for teachers and 30 for students. The collected data were organized, tabulated, analyzed and interpreted by using the statistical tools such as percentage, mean, standard deviation, chi square test and t- test. The chi square test was employed to find out the attitudes of students and t- test was used to compare the attitudes of teachers and students at the 0.05 level of significance. This research indicated the secondary level teachers and students had positive attitudes towards the letter grading system. But there were significant difference mathematics teachers and students' attitudes toward the letter grading system. The attitudes of mathematics teachers are better than attitudes of the students towards the letter grading system.

Dhamala, (2017), Conducted “ Secondary Level English Teachers’ Practice and Perception on Using E-devices in Language Class”. The objective of his study was to

find out whether teachers are using e-devices or not and their perception towards the use of e-devices in language class. The tools used in his study for data collection were prepared on the basis of attitude of secondary level teachers towards the use of e-devices. He concluded his research study stating that there is no similarity among the teachers about the proposes of using different e-devices in language. Though the teachers used all sorts of e-devices, majority of the teachers used computers and very few number of teachers used television in language class to teach four skills and aspects of language. His findings showed that there were some problems which created difficulties in using e-devices such as due to the insufficient of electricity, carelessness of school's administration in repairing etc.

Khanal (2017) Carried out research on "Attitude of Higher secondary English Teacher towards the Use of Computer and the internet". The objective of his study was to study the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the basis of their personal characteristics, relatives' computer and the Internet advantages, cultural perception, computer competence and the availability of computer and the internet. He concluded his study with the finding that majority of the teacher have positive attitudes towards the computer and internet. Moreover, about twenty-five percent English teachers in higher secondary school in Kathmandu valley were away from computer and the Internet access. Similarly, all the teachers showed their interest towards the access of computer in order to enhance their language.

John (2017) the purpose of this study is to understand what students' attitudes toward using social media in the classroom and if those attitudes influenced how they perceive Instruction using social media in the classroom. Implementing a mixed method approach, this study conducted focus groups to gain an in-depth understanding of what student attitudes were and why they held those ideas. A survey was then distributed to the students in a Midwestern University to see if there was a relationship between students' attitudes and their perceptions of instructors who use social media. Results showed that students do hold a positive attitude toward using social media if the participation was voluntary. The survey results showed only certain items (such as voluntariness and proficiency) moderately correlated with the

perception of the instructor. Implications of the results as well as the limitations and potential for future research are discussed.

Timilsena (2017) this research focused on the attitudes of teacher's attitudes towards the ICT in teaching Mathematics. This research consists the 30 mathematic teachers to collect the data from the 30 statement of questioner they were organized, tabulated, analyzed and interpreted by using the statistical tools such as percentage and chi square test at 0.05 level of significance. The information was categorized and descriptively by transcribing translating and connecting with related theory. This study showed that schools have sufficient ICT tools with suitable existing situation for the teaching and learning for the mathematics. The main opinions were positive toward the ICT in teaching learning. All teachers and student are agreed that ICT tools are very useful for the better achievement in teaching and learning.

Najla & Al Qahtani (2018) overwhelming use of social networks amongst the new generation and their spectacular growth enables EFL students to use the language outside the classroom and in everyday life routines. Since traditional language learning has its flaws and limitations in improving EFL students, as it decreases the chances of using the language outside the classroom, it is crucial to adopt an up-to-date methodology which enables EFL students to use the language outside the classroom. The main concern of this study was to shed light on the usefulness of social networking sites to improve EFL students. The study was conducted using a sample of 45 randomly chosen female EFL university students, at Salman Bin Abdul Aziz University in Alkharj, Saudi Arabia. All the participants, whose ages ranged from 18 to 24 years, subscribed to a minimum of one social network. Data was collected through a 23 questions questionnaire. Students showed a positive attitude towards using social networks in language learning. The study verified that social networks are meaningful means which can improve the students' language and promote their academic knowledge and skills.

Ghimire (2020) carried out a research on, "Attitude of Teachers towards the use of Internet for Professional Development." The objective of his study was to find out the attitudes of the secondary level English teachers towards the use of internet as a resource for their professional development. He selected forty different schools and a sample of forty English language teachers teaching in those schools were selected

through purposive non-random sampling procedure. A tool of data collection was questionnaire. The findings of his study showed that majority of the teachers have positive attitude towards use of internet for professional development. Most of the teachers use internet as a resource tool, to improve their language skills and aspect, to update them.

2.3 Implication of the Review of the Literature

All above mentioned studies are mostly related with my present study area. Different tools have been used in these aspects. Lots of insights have been received regarding the formulation of research tools, adaptation of methodology and analysis of the data, therefore, the review of the sides has relevance to this study. In fact, reviewing literature is an integral part of entire process of conducting research which make valuable in operational step of the study. in the process of literature review, I have gone through different books, journals articles and various internet resources and develop the conceptual review of the study and make the research valuable and trustworthy.

At first by reviewing the work of various writers and critics and develop its implication on this study. Previous writers and researchers study bring new direction in the field of social media research. Above review focuses on how social media is an effective means for collaboration in teaching learning process. These studies are also related how social media are taken as effective tool in teaching and learning English language and my study also focuses on what teachers and students think about the role of social media to reduce the monotony in teaching and learning. It means how they can increase student's active participation in learning. I knew that how to conduct the research, how to collect data and what tools, use under my study that design that uses in this study. All process that should be taken under my study. I am familiarizing with all the process and procedure.

Omer Eren studied about attitudes of students towards use of social networking site, facebook in particular, in language classroom. Dhamala conducted study on similar topic but he wanted to know secondary level English teachers attitude. Similarly, Khanal also carried out research on similar topic and all of them concluded that respondents have positive attitude towards use of e-devices and social media in

language class. However Favor highlights a point that even though they are interacting with each other, it is easier for students to type a negative comment than say it to another student in person. On the same way, John and Najla and AlQahtani's research showed that social networking site enables EFL students to use language outside the classroom and in everyday life.

A little bit different, Ghimire studied about attitudes of teachers towards the use of internet for professional development and the study showed that majority of the teachers have positive attitude. Timilsena also conducted a research about attitude of teachers towards the role of ICT in teaching mathematics and all the respondents agreed that ICT tools are very useful for the better achievements in teaching learning.

Reviewing all about researches, we can conclude that ICT tools and social networking sites play positive role in language teaching and most of teachers and students have positive attitudes towards use of such tools in teaching and learning.

Reviewing all these studies helped me to choose the research methodology, tools and sampling procedures. All those researchers have used survey design because it is very common to study about attitude. As my research also it to find out the attitude both teachers and students, I choose survey design. Similarly all of them have used questionnaire to collect the data. Omer Eren have used 5 points likert type questionnaire whereas Acharya and Timilsena have chosen Chi-square test. The respondents were randomly chosen on the basis of their study but Ghimire used purposive non-random sampling procedure. After studying all these researches, as my research topic is influenced by those researchers chosen both open ended and close ended questionnaire for students and teachers separately. Likewise, I also found easier to use random sampling procedures. The collected data have been organized, simply tabulated, analyzed and interpreted verbally. I found all those reviewed researches very helpful to complete my study.

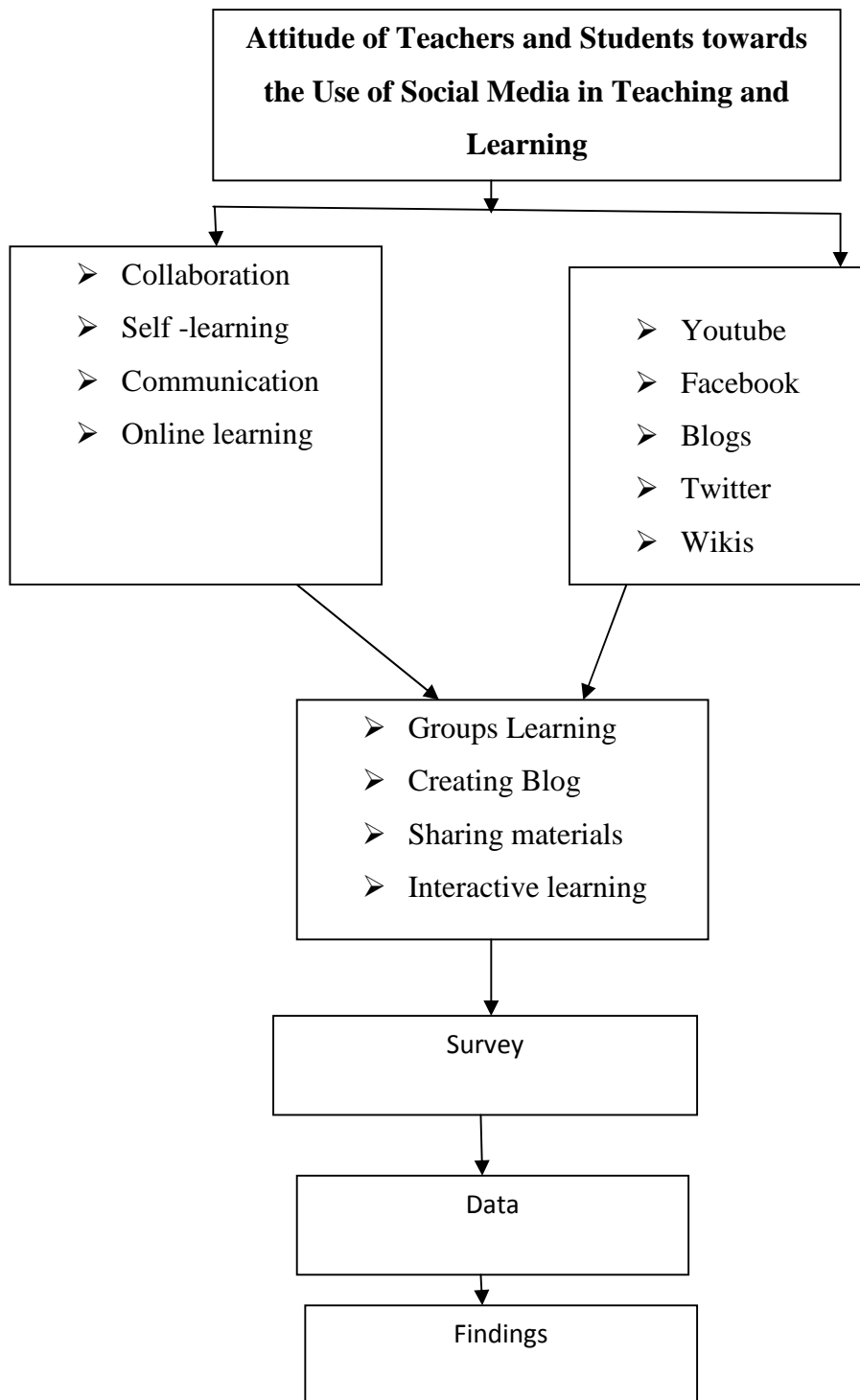
The study focuses on the constructivism theory and social media theory in theoretical review. Goffman's social media theory and Von Glaserfeld (1995) constructivism theory is highly used in theoretical review. Like that Driscoll (2000) constructivism learning theory is reviewed in theoretical review. The theoretical review help to set mind about language learning theory that used in daily using

social media. Blattner, Géraldine, & Fiori, Melissa (2009), Kaplan, Andreas M, & Haenlein, Michael. (2010), Klimanova, Liudmila, & Dembovskaya, Svetlana (2013), McLoughlin, Catherine, & Lee, M. (2008), Murthy, Dhiraj. (2011), Shih, Ru-Chu (2011) and Yunus, Melor Md Salehi, HadiChenzi, Chen. (2012) focus on the use of social media in English learning class room. All of them are engaged on the attitudes of teachers and students on using social media in teaching English language.

2.4 The Conceptual Framework

A conceptual framework is the representation of the main relation of the research. This study is related to the attitudes of students and teachers toward the use of social media in teaching and learning. Conceptual frameworks can act like maps that give to make coherence to empirical study. It takes different forms depending upon the research problems. The following conceptual framework is constructed based on the theoretical framework with the consultancy of different theories related to this study and literature review and the following conceptual framework is developed:

Attitudes of teachers and students towards the use of social media in teaching and learning.



CHAPTER-III

METHODS AND PROCEDURES OF THE STUDY

Research Methodology is a process of arriving to the solution of problem through planned and systematic dealing with the collection analysis and interpretation of data. It refers to the various sequential steps while conducting research work. It tries to make clear view of method and process adopted in the entire aspect of the study. Following strategies has been followed to fulfill the objectives of this study. To carry out the research study; I have adopted the following research methodology to achieve the objectives of the study

Research Design

A research design is the clear format to each and every researcher in their research journey. As a researcher, I have used survey research design in this study. Nunan (1992, p.160) has presented the steps of survey research which are as follows: As in the order of research design, this study also begins with identifying the problems, specifying objectives, and expanding the theoretical knowledge. Thus, my research topic is based on survey research design. So, it is appropriated for the collection of views of secondary English teacher towards using social media.

Population, Sample, and Sampling Procedures

Teachers and students of Makawanpur district is the sample population of this study. There are 78 Secondary level schools in Makawanpur district including private and public school. 40 public schools are located in Makawanpur district. Among them five secondary schools were selected as sample (Shree Kalidevi Secondary School, Shree Mahachuni Secondary School, Shree Kalika Secondary School Shree Panchakanya Secondary School and Shree Saraswati Balbodhini Secondary School from Indrasarivar RM). These schools were randomly selected. From each school, 20 students including 10 girls and boys were selected for sample population. The sample population were selected using random sampling method including age, sex, ethnicity, family occupation etc. and questions were asked about the situation of social media in teaching learning activities. From each of the school one English teacher was selected for in depth interview and collect their view on using social media in teaching learning activities.

Source of Data

The study had been based on both primary and secondary sources and data were collected from both sources. Books, articles, journals previous studies are the secondary source of data that were collected from internet and library research. Primary data were collected from the field by using questionnaires.

Data Collection Tools and Techniques

Following tools and techniques were used in this study.

Questionnaire

Short closed questions, statement questions and open-ended questions were used to collect primary data from the field. Short questions were provided to students and opened questions were asked for in-depth interview. These questions were asked to only teachers and analyze through paragraph descriptions. (see in annex)

Observation

I observed the situation of schools and students' situation of using social media. I visited the schools and observed the situation of using social media.

Data Collection Procedure

In order to collect the data for my study, I followed the following procedure:

- i. At first, I had visited the selected schools and establish good rapport with the school's authority for the purpose of my study.
- ii. After that, I had contacted to the English teacher and talk to him/her about my purpose of the study.
- iii. Then, taking permission and enter to the classroom and introduce myself and explain about my study (research).
- iv. I had given some essential information to the students before administering the test.
- v. Then I had distributed the question to the students and teachers
- vi. After collecting test items from informant from each other, and had given thank them for their kind co-operation.

Data Analysis and Interpretation Procedure

I have used of simple statistical and mathematical tools like percentage, table graph and interpret and analyze the data systematic. Moreover, data were analyzed, through paragraph description.

Ethical Consideration

The ethical considerations have very crucial role in the field of research. So that, while collecting, analyzing and interpreting the primary and secondary data, ethical issues has been considered very well. In the process of this study, I assured the norms and values of research. I followed APA and omit plagiarism if possible.

CHAPTER: IV

DATA ANALYSIS AND PRESENTATION

This chapter deals with results, interpretation / discussion of the data obtained from primary sources. The data were collected with the use of questionnaire (See Appendix D) consisting of both closed-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data were collected from 100 students and five teacher English teachers of the schools of Indrasarowar rural municipality. The data were analyzed on the basis of percentage and table. Analysis and interpretation of data seem to be worthy in research work through which findings are deduced. Bogdan and Biklen (1998).

In order to gather the required data for the study, I used interview questionnaires and in-depth interview. The information obtained through questionnaire has been analyzed and interpreted by making qualitative themes and quantitative analysis. Finally, conclusions have been deduced triangulating the analyzed information from various sources.

I arranged the questions thematically into three groups for the purpose of analyzing the data. The collected data were interpreted and discussed under main headings on the basis of objectives.

Students' Perception of Using Social Media

Students use various means of social media like Utube, Facebook, titak etc. and they have also used these means of social media in different purpose. In this section it analyzes the students' perception about social media.

Means of Social Media Use by Students

Students use social media for teaching learning process. Students use facebook, Utube, blogs in teaching learning purpose. The following table indicates the situation as:

Table: 1 Means of Social Media Used by Students

S.N.	Means of Social Media	No	%
1.	Facebook	40	40
2.	Youtube	40	40
3.	Twitter	5	5
4.	Wikies	5	5
5.	Blog	10	10
6.	Total	100	100

Table 1 indicates the situation of using social media by the respondents. Data shows that 40% use facebook and next 40% use utube for teaching learning purpose. Like that 5% use Wikiesand 10% take support from blog for learning purpose. Among five means of social media Facebook and utube are popular among the c students.

Purpose of using social media by students

Students use social media in different purpose. Mainly students use social media for various purpose except teaching learning process . The following table shows the purpose of using social media by students.

Table :2 Purpose of Using Social Media by Students

S.N.	Purpose of Using Social Media by Students	No	%
1.	Teaching learning process	40	40
2.	to be in touch with people	20	20
3.	to find out information useful to my study	30	30
4.	For entrainment	5	5
5.	Other	5	5
6.	Total	100	100

Table: 2 indicates the purpose of using social media by students. Data shows that 40% use it for teaching learning purpose. 20% use it to keep in touch with people. Like that 30% use it to get information related to study and 5% use for other purpose to make Tik tak and other and next 5% use it for entertainment.

Time Spent On Social Media in a Day

During the time of COVID students lived inside the house and they used social media as means to pass time. The following table indicates the times of using students social media in a day .

Table : 3 Time Spent On Social Media in a Day

S.N.	Time	No.	%
1.	less than 1 hour	20	20
2.	1 -2 hrs	40	40
3.	2-4 hrs	15	15
4.	more than 4 hr	25	25
5.	Total	100	100

Table 3 indicates the time duration of using social media per day by students. Data shows that 20% respondents use social media less than one hour and 40% use it one to two hour . Like that 15% use two to four hour and 25% use social media more than four hour per day. It is found that students use social media average than the other people.

Devices That Used by Students to Operate Social Media

My study area is located in rural area, so they use mobile phone as means to operate social media , however, some use laptop and tab also to operate social media . The following table shows the devices that used by students to operate social media.

Table : 4 Devices That Used by Students to Operate Social Media

S.N.	Means	No.	%
1.	Computer	10	10
2.	Personal laptop	20	20

3.	Mobile phone	60	60
4.	Other	10	10
5.	Total	100	100

Table 4 indicates the devices that used by the respondents. Data shows that 10% use computer to operate social media and 20% use personal laptop. Like that 60% use mobile phone and 10% use other devices like laptop. Majority of the respondents use mobile phone to operate social media.

Language Used in Social Media

In social media, respondents use informal language rather than standard English, however, some of the user use Nepali language in social media. The following table indicates the situation.

Table :5 Language Used in Social Media

S.N.	Language	No.	%
1.	Standard English	5	5
2.	Informal English	70	70
3.	Nepali	20	20
4.	Other (mix English Nepali)	5	5
5.	Total	100	100

Table 5 indicates the situation of language used by the respondents in social media . Data indicates that 70% use informal English and 20% use Nepali unique code in social media . Only 5% use standard English and other 5% use mixed Nepali and English language. It is found that majority of the respondents sue informal English in social media.

Use of Proper English in Social Media

User of social media hardly use proper English language. They do not follow proper grammar and spelling. The following table shows the situation of respondents.

Table :6 Use of Proper English in Social Media

S.N.	Use proper spelling / grammar	No.	%
1.	Always	15	15
2.	Never	75	75
3.	Some time	10	10
4.	Total	100	100

Table 6 shows the situation of using right grammar and spelling by the respondents. Data indicates that only 15% use proper grammar and spelling and 75% hardly use proper grammar and spelling . 10% sometimes use correct spelling in social media.

Use of Slang and Abbreviation

In using social media respondents use slang and abbreviation while uploaded material. The following table indicates the situation as:

Table :7 Use of Slang and Abbreviation

S.N.	Situation of using slang	No.	%
1.	Yes	60	60
2.	No	15	15
3.	Some times	25	25
4.	Total	100	100

Table 7 notes the situation of slang/ abbreviation while writing in social media. Data shows that 60% use slang and shot form like instead of Kathmandu ' ktm', and 15% never use short form and slang 25% use slang and abbreviation in social media.

Learning Situation of Vocabulary / grammar/ pronunciation by Respondents

Respondents use vocabulary from social media because they used social media as means of teaching learning during Covid-19 period. The following table indicates the situation.

Table 8 Learning Situation of Vocabulary / grammar/ pronunciation by Respondents

S.N.	Learning Situation of Vocabulary / grammar/ pronunciation	No.	%
1.	Yes	60	60
2.	No	40	40
3.	Total	100	100

Table 8 indicates respondents' situation learning vocabulary, grammar and spelling. Data shows that 60% learns from social media and 40 do not learn anything. It is found that 60% learn from social media.

Negative Effect after using social media as they don't use standard English

In some cases, social media create problems in using standard English. Students use slang and short form of language that create problems in language competence. The following table shows the situation

Table: 9 Negative Effect after use social media as don't use Standard English

S.N.	Negative Effect after use social media as don't use Standard English	No.	%
1.	Yes	25	25
2.	No	30	30
3.	Neutral	45	45
4.	Total	100	100

Table 9 indicates the effect of social media in using standard English language. Data indicates that 25% are agreed with that opinion and say yes and 30% do not believed that. Like that 45% do not accept both and say neutral answer.

Social Media Improve of English

In some cases, students argued that social media help to improve English if it uses properly. The following table highlights the opinion of the students.

Table: 10 Social Media Improve English

S.N.	Social Media Improve of English	No.	%
1.	Yes	40	40
2.	No	60	60
3.	Total	100	100

Table 10 shows the respondents opinion about social media and its role of enhancing language situation. Data indicates that 40% accept that social media help to develop language skill but 60% do not believe on that.

Students' Perception about Social Media

In this section, it analyzes the students' perceptions about using social media in teaching learning purpose. They have negative and positive perception about social media. Sometimes students talk personal matter by using social media like Facebook, twitter.

Social Media helps to Connect Peer

During the time of COVID-19 crisis students establish relationship with peer. The following table indicates the situation.

Table: 11 Social Media helps to Connect Peer

S.N.	Response	No.	%
1.	Yes	60	60
2.	No	40	40
3.	Total	100	100

Table 11 indicates the respondent's opinion's that social media helps to connect peer. Data shows that 60% accept the argument and say ' yes and 40% do not believe on social media help to establish relationship with peer.

Subjects of Interaction with Friends

Social media help to interact with people. Respondents also talk with teacher friends and discussed about course book. The following table indicates the situation as

Table: 12 Subjects of Interaction with Friends

S.N.	Response	No.	%
1.	Daily personal talk	20	20
2.	About the topic you discuss in class	30	30
3.	Assignment you have / given	25	25
4.	other (specific)	25	25
5.	Total	100	100

Table 12 shows the subject of interaction with people through social media. Data indicates that 20% use it for daily talk and 30% notes about the topic that discuss . Like that 25% use it for doing assignment and 25% use it for other specific functions.

Subject of interaction with teachers in social media

Respondents use social media for teaching learning purpose. Various way students establish relationship with teachers. The following table shows the situation as;

Table: 13 Subject of interaction with teachers in social media

S.N.	Response	No.	%
1.	Do personal talk	20	20
2.	Ask the things	30	30
3.	Ask suggestion	25	25
4.	Other specific	25	25
5.	Total	100	100

Table 13 indicates the interact with teacher by using social media. Data shows that 20% use social media for personal talk and 30% use it to ask things. Like that 25% use social to keep suggestions and 25% use it for other specific purpose love relationship.

Social Media helps to Interact with Teacher out of the classroom

Social media helps to interact with teacher out of classroom. Majority of the respondents positively response about the matter. The following table indicates the situation

Table: 14 Social Media use to Interact with Teacher out of the classroom

S.N.	Response	No	%
1.	Yes	60	60
2.	No	40	40
3.	Total	100	100

Table 20 shows the use of social media in interaction with teacher. Data shows that 60% accept the situation and say " yes " and 40% negatively response and say " no".

Social Media in beneficial in teaching and learning

Social media helps to enhance teaching learning situation. In this section, it analyzes the role of social media and its role on teaching learning benefit. Students have mixed perspective about benefit of social media in teaching learning.

Social Media in Teaching Learning Benefit

Social benefit helps to benefit in teaching learning. The following table indicates the situation as:

Table: 15 Social Media in Teaching Learning Benefit

S.N.	Is Social media beneficial in teaching & learning	No.	%
1.	Yes	70	70
2.	No	30	30
3.	Total	100	100

Table 21 indicates the respondent's opinion about benefit of social media in teaching learning activities. Data shows that 70% agreed with the statement and 30% do not agreed and say " no".

how does it help in teaching and learning

70% response that social media help to enhance teaching learning activities. The following table indicated the situation as :

Table : 16Social Media in Teaching Learning by

S.N.	Response	No.	%
1.	Collaboration	30	43
2.	Self learning	25	36
3.	Other specific	15	21
4.	Total	70	100

Table 22 notes that 43% focuses on collaboration and 36% highlights self-learning. Like that 21% insisted other specific things like exchange idea.

Is it give Feedback by Social Media

Through social media it is easy to take feedback from s teachers. The following table projects the opinions of the respondents .

Table : 17Is it give Feedback by Social Media

S.N.	Easy to Give Feedback By Social Media		%
1.	Yes	55	55
2.	No	45	45
3.	Total	100	100

Table 23 highlights the opinion of the respondents about social media and its role on taking feed back from teacher. Data notes that 55% accept the and says " yes " and other 45% do not accept the situation .Majority of the respondents accept the statement.

Social Media Accelerate Teaching and Learning Activities

During COVID-19 social media help to accelerate teaching learning situation. The following table indicates the situation as

Table : 18Social Media Accelerate Teaching and Learning Activities

S.N.	Social media accelerate teaching and learning activities	No.	%
1.	Yes	65	65
2.	No	35	35
3.	Total	100	100

Table 24 shows the situation that social media help to operate classroom activities. Data indicates that 65% agreed that social media help to operate class rom activities

and 435% do not believed on that and says " no", however, during covid-19 period classroom activities are run through social media zoom and facebook group.

Attitude of Students towards Social Media

In this section, it analyzes the attitudes of students on social media. There analyzed the five statement of the students and check the attitude of students on the use of social media in teaching learning activities. The following table indicates the situation as;

Table: 19 Attitude of Students towards Social Media

1.	Students & teachers should social media even inside the class room.	Response	No	%
		Agree	20	20
		Uncertain	30	30
		Disagree	25	25
		Strongly disagree	25	25
			100	100
2	Social media brings liveliness in teaching learning	Agree	50	50
		Uncertain	20	20
		Disagree	10	10
		Strongly disagree	20	20
			100	100
3	Social media prevents teaching & learning from being monotonous & boring.	Agree	50	50
		Uncertain	20	20
		Disagree	15	15
		Strongly disagree	15	15
	Total		100	100
4	Social media has positive impacts on students' performance in class room.	Agree	30	30
		Uncertain	40	40
		Disagree	10	10
		Strongly	20	20

		disagree		
		Total	100	100
5	Social media has minimized the distance between teachers & students.	Agree	60	60
		Uncertain	15	15
		Disagree	20	20
		Strongly disagree	5	5
		Total	100	100

On the statement " Students & teachers should social media even inside the class room" 20% respondents are agreed and 30 are uncertain in the statement. Like that 25% are disagreed and next 25% are strongly disagreed on the statement. (on the attitudes of the students toward the statement " Social media brings liveliness in teaching learning" 50% are agreed and 20% are uncertain. Like that 10% disagreed and 20% are strongly disagreed on the statement. It is found that 50 are agreed , 20% are uncertain, 15% are disagreed and 15% strongly disagreed toward the attitudes of students on the statement " Social media presents teaching & learning from being monotonous & boring" " Social media has positive Impacts on students' performance in class room", In that statement 30% respondents are agreed , 40% are uncertain . Like that 10% are disagreed and 20% are strongly disagreed. In the statement " Social media has minimized the distance between teachers & students " 60% respondents are agreed on that and 15% are uncertain. Like that 20% are disagreed and 5% are strongly disagreed with that.

Attitude and Perception of Teachers on Social Media

In this study five individual teachers are participated and expresses their view about the use of social media in teaching learning activities. Selected five teachers are in different socio economic background and so they have different opinions about the use of social media in teaching learning process.

Perception and Attitudes of T1

Teacher one of young female teachers she emphasis on the use of digital classes. During the covid-19 crisis there should be compulsion to make physical distance with students, however, there need to run teaching learning activities at that time social media play vital role to run teaching learning activities. In other time to social media plays important role in teaching learning activities. Teacher one notes the following advantage and disadvantages of the using social media.

Positives view or advantages of using social media in teaching learning activities

-) It Motivates students to adopt self-learning process
 -) help to update knowledge
 -) It helps to students to share each other with teachers and students
- Like that they have some negative experiences about the use of social by students

Negative aspects of using social media

Social media creates problems in teaching learning activities because students misuse the social media. The following are the main negative effect that teacher perceives;

-) Students waste study time on it
-) Students are attached to negative post video etc, found in social media
-) They seem to neglect traditional teaching materials

Except above mentions positive and negative effects, teacher perceived that social media help to reduce geographical distance and make possible to take class from far distance. YouTube is mostly used as the material to learn English through video. Videos of native speakers are used to learn English in class room. In observation, it was found social media helps to conduct digital class and that is useful during the time of locked down. In previous years lockdown we used social media and conduct the digital class that would be helpful for the students. In digital class parents, teachers and students all can be participated and observe the class room activities . through using social media both online and offline class can be conducted. By using social media we can easily send video of class room and send the discussion materials to the students that is helpful for them . T1 have more positive perception and attitudes about the using of social media in classroom.

Perception and Attitudes of T2

T2 is young male. He usually uses social media in teaching learning process . During the time of interview , some questions related to social media were asked to the teacher T2 . He notes that proper using social media is beneficial for the students. If they misuse the social media like Facebook, Youtube that bring serious problem to students. If they watch negative videos, that creates serious effect to students. So we teachers and parents should be conscious about internet based material and its negative effects.

During last year there was necessary to maintain social distance and government had given instruction to run digital class. At that crisis time social media helped to conduct class from distance and students have got benefit from the class . Before COVID-19 crisis, we hardly use social media for class room purpose but after that students take interest on that and teacher also follow digital technology for teaching learning.

In teaching listening and speaking course Youtube video is useful for teachers. I uses video of native speakers for speaking and listening activities. For writing, articles and journals can be used to enhance the writing skill of students . Youtube and Facebook are effective in group discussion. He mostly use both facebook and youtube for class room purpose. He argued that digital is more interesting fact of social media. Nowadays students are more interested to it without any reason. So, it is easier to attract the attention of students and it promotes self-learning . On the other hand, students are likely to jump this to that without learning anything if they are not able to select the materials text. They use it more entertainment purpose than learning.

He opinioned that social media have both negative positive effects on teaching learning activities and requested to teachers, students and parents on its proper used.

Perception and Attitude of T3 about Social Media

T3 is Aged teacher . so have not so interest on using social media in classroom but in last year government brought new policy of conducting class through online. during that time online classes were conducted. On the basis of that experiences online class is effective on the period of crisis. In his opinion also social media like

face book and utube have both negative positive effects. If the social media properly used by the students that will helpful for them otherwise it creates various social problems.

In teaching learning process youtube and Facebook are mostly used by the teachers and students. By using electronics devices like computer , laptop and mobile phone there programs are handle. So , students kills time by using these electronics devices so there creates problems on using it. In physical class room teacher directly observes the activities of the students but in digital class it is impossible so that there is doubt in proper use, however, schools have followed the digital class for students on the guideline of Nepal government

Perception and Attitudes of T4

T4 has also both negative and positive attitude about using social media in class room purpose. Social media helps to students for search material about course book and it develops the self-learning activities. During the covid-19 period students learns various creative things through social media, however, in some cases it negatively uses and students misuse the social media. If it misuses by the students that creates harm in both schools, students and parents so that we should conscious about misusing of social media.

In teaching learning process Facebook and youtubes are highly used in class room. For listening and speaking youtube video are highly use and to send notes to the students email and face book massagers are highly used. Students themselves also collect necessary material from internet-based sources in the absence of teachers. Students themselves form group and make discuss on the topic. Group sharing, video chat is popular among the students. both online and off line class can conduct by using social media. In online class students can actively participated but in off line class teacher sends teaching learning material to the students

while talking about its benefit, no doubt that today is the time of digital technology so using social media in class room purpose is effective and demand of time, however, for that it should enhance overall system of education.

Perception and Attitude of T5

T5 has also both negative and positive attitude toward using social media in teaching learning process. If social media properly used by the students, they can enhance their speaking and listen skill. it is more effective than the physical teacher-based class. Video of native speakers help to develop listening and speaking skill of the students.

Last year during covid-19 period Nepal government gave instruction to use digital media for online class. After that school manage the digital class and social media like facebook and yoyutube use for class room purpose. There are debates of using social media in class room purpose. some have argued that social media creates problems on students thinking capacity and they are habituated to copy paste rather than prepare material for own self . More than that they indulges in social media and kill the time without reading material in some cases they habituated dab habit that they learn from internet. teachers, parents and students both conscious about using social media in class room purpose .

Social media make possible to take class from far distance . Students can learn through group discussion and sharing idea with teacher. Social media brings a kind of revolution in teaching learning procedure.

Summing Up.

Using social media is new phenomena in Nepal because before the covid-19 pandemic only some of the urban area schools were used social media for class room purpose but after covid-19 pandemic government schools also followed the digital class and highly use social media in class room purpose. Facebook and youtube are highly used in online class. students have mixed idea on that some of the students are happy with that. Like that among the teachers also there found mixed attitude on that. Some of the teachers take it as important parts of teaching learning activities and other projects it as supporting tools for class room. All re agreed that if students misuse social media that will bring serious social problem in Nepal.

CHAPTER: V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

Social media is a popular trend today, especially among teachers and students for teaching and learning process. Social media are looking for new ways to reach the students and teachers for the effective teaching and learning process. Social media plays vital role in teaching leaning activities in educational institutions. The general objective of this study is to analyze the attitudes of teachers and students towards the use of social media in teaching and learning process. Specific objectives of this study are to find out the attitudes of teachers towards the use of social media in teaching and learning, to find out the attitudes of students towards the use of social media in learning. and to suggests some pedagogical implications. This study has been limited within 5 secondary schools of Indrasarobar rural municipality, Makawanpur District. This study has been limited within secondary level teachers and students (class10) and five individual teachers and 100 students (20 from each school). This study has been limited to find out the attitudes of Facebook, Youtube, Twitter, Wikis and Blog.

The study was based on survey research design. So, it is appropriated for the collection of views of secondary English teacher towards using social media. From the school 20 students including 10 girls and boys were selected for sample population. The sample population were selected using random sampling method including age, sex, ethnicity, family occupation etc. and questions were asked about the situation of social media in teaching learning activities. From each of the school, one English teacher was selected for in depth interview and collect their view on using social media in teaching learning activities. Both primary and secondary sources was used to collect the data. Books, articles, journals previous studies are the secondary source of data that were collected from internet and library research. Primary data were collected from the field by using questionnaires.

Findings

-) 40% use facebook and next 40% use utube for teaching learning purpose. Like that 5% use wiliks and 10% take support from blog for learning purpose.

Among five means of social media Facebook and youtube are popular among the c students.

-) 40% use it for teaching learning purpose. 20% use it to keep in touch with people. Like that 30% use it to get information related to study and 5% use for other purpose to make Tiktok and other and next 5% use it for entertainment.
-) 10% use computer to operate social media and 20% use personal laptop. Like that 60% use mobile phone and 10% use other devices like laptop. Majority of the respondents use mobile phone to operate social media.
-) 70% use informal English and 20% use Nepali unique code in social media . Only 5% use standard English and other 5% use mixed Nepali and English language. It is found that majority of the respondents sue informal English in social media.
-) 60% use slang and short form like instead of Kathmandu ' ktm', and 15% never use short form and slang 25% use slang and abbreviation in social media.
-) 20% use it for daily talk and 30% notes about the topic that discuss. Like that 25% use it for doing assignment and 25% use it for other specific functions.
-) 65% agreed that social media help to operate class room activities and 435% do not believed on that and says " no", however, during covid-19 period classroom activities are run through social media zoom and facebook group.
-) It is found that 50 are agreed , 20% are uncertain, 15% are disagreed and 15% strongly disagreed toward the attitudes of students on the statement " Social media prevents teaching & learning from being monotonous & boring" " Social media has positive Impacts on students' performance in class room", In that statement 30% respondents are agreed , 40% are uncertain . Like that 10% are disagreed and 20% are strongly disagreed.
-) While analyzing the teacher's perception and attitudes about using social media in teaching learning processes it is found that most of the teacher have positive attitude on social media and its use in class room purpose.

Conclusion

Today is the age of digital so digital devices and internet based materials are the main source of knowledge. In class room purpose it is inevitable to use social media. From finding it can be reached into the conclusion that social media is necessary for class room because without social media it is difficult to handle class during

pandemic time like COVID-19. During the time of COVID-19 social media played important role to run class by maintaining physical distance. Nepal government also bring policy of digital learning and government provided internet facilities to the school and students. So value of social media is increasing day by day in teaching learning activities, however, teachers of this study totally believed and present some of the crucial disadvantages of social media as well as internet based teaching learning method.

In my study area all the schools have internet facilities and most of the students easily run face book and learn English through youtube video.

Recommendations

On the basis of findings and conclusion following recommendations can be made for this study

Policy Level

1. Government should prepare policy for online class but there is lack of training and devices so government should provide computer , projector , internet facilitates to sue online class through social media.
2. Government should make proper mechanism to handle social media and screen the unnecessary content.
3. Government should produce the online teaching learning material for students from government level.
4. School administration also should prepare policy to use social media in class room purpose and control its' misuse.
5. After COVID-19 pandemic government has made policy to run class through social media but there are no facilities of sufficient electronic devises in schools so that government should make policy to provide enough electronic devices and internet facilities to the both teachers and students.

Recommendation Practical level

1. Students should use social media properly and stop killing study time on social media.
2. Social media should be used in certain time and discuss,share the teaching learning material.
3. Teachers should only use authentic material for children

4. Teachers should be aware about plagiarism.
5. Both teachers and students should stop using unnecessary materials
6. Parents should be conscious about children's habit of using social media and control them if they overuse social media
7. Parents should properly manage the internet facilities and manage digital devices like computer and smart phone.
8. Teachers should take training to handle social media properly in classroom.
9. Students and parents should have knowledge about social media and materials available on social media.

Recommendation for further Study

On the basis of the information of this study, upcoming research can have studied in various aspects of using social media in class room purpose. Some of the possible topics for study are recommended as follows

Role of Facebook/ Youtube in learning English

Negative and positive aspects of using social media in class room purpose.

Effect of social media in learning process

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Questionnaires

Questioners and in-depth interview

Dear sir/ Madam

This questionnaire is a research tool for collecting information for my research entitle "Attitude of Teachers and Student Towards the use of Special Media in Teaching and Learning" under the supervision of Ashok Sapkota, teaching assistance university campus Kritipur, your co-operation in responding the questionnaires and your response will have a great value in accomplishing my research. I appreciate your perception and assure you that response completely anonymous. Please feel free to put your response as required by the questionnaire. I honestly assure you that the response made by you will be used only for the present study and remain confidential.

Personal Detail

- a. Name:
- b. Name of School:
- c. Education Qualification:
- d. Experience:
- e. Training:
- f. Age:
- g. Sex:
- h. Caste/ Ethnicity:

A. Use of Social Media

1. Which of following Special media do you use? (tick all that you use)
 - a. Facebook
 - b. YouTube
 - c. twitter
 - d. wiles
 - e. blog
2. Why do you use these social media?
 - a. For entrainment
 - b. to be in touch with people
 - c. to find out information useful to my study

- d. other (please tick, specify)
3. How much time in a day do you spend these social media?
 - a. less than 1 hour
 - b. 1 -2 hrs
 - c. 2-4 hrs.
 - d. more than 4 hr.
 4. what access do you have use social media?
 - a. computer
 - b. personal computer
 - c. mobile phone
 - d. other specific
 5. which language do you while using social media?
 - a. standard English
 - b. informal English
 - c. Nepali
 - d. other (specific)

B. Social media and English language

6. Do you try to use proper spelling and grammar while posting on social media
 - a. yes / Always
 - b. no / never
 - c. sometime
7. Do you use contracted form, slang abbreviation and initial letter (e.g) u for you, plz for please, kt. for Kathmandu?
 - a. yes
 - b. no
 - c. sometime
8. Have you ever learned anything new related to English language (vocabulary grammar, compression, pronunciation, through social media?
 - a. yes
 - b. no

9. I think my English (both speaking & writing) has negative affected after I use social media as we don't use standard English?
- a. Yes, b. no b. natural
10. my English (other specking & writing) has been improved after using social media?
- a. yes b. No.

C. social media, Student & teacher

11. I am connected only my peers in social media?
- a. yes b. no
12. I am connected with my teacher I social media?
- a. yes b. No
13. what is your interaction with peers based on?
- a. daily personal talk
- b. about the topic you discuss in class
- c. Assignment you have / given
- d. other (specific)
14. I interact with my teachers in social media to
- a. do personal talk
- b. ask the thing I don't know
- c. Ask suggestions on my writing
- d. other specific
15. Social media has helped to interact with my teacher out of classroom:
- a. yes b. No

D. Social Media Teachers Learning

16. Social media is beneficial in teaching & learning
- a yes b. No
17. If yes, social media helps in teaching & learning through please tick all that you are possible
- collaboration
- b. self -learning
- c. interaction

d. other (specific)

18. it is easier to get feedback from teacher through social media?

a. yes

b. no

19. social media helps to be self-prepared for teaching learning?

a. yes

b. No

20. Social media accelerate teaching and learning both inside and outside the classroom?

a. yes b. No

E. Attitude of students & teachers towards social media.

SA	A	U	D	SD
21	Students & teachers should social media even inside the class room			
22	Social media brings liveness in teaching learning			
23	Social media presents teaching & learning from being monotonous & boring			
24	Social media has positive Impacts on students' performance in class room			
25	Social media has minimized the distance between teachers & students			

F. Open ended Questionnaires

26. What are some positive and negative impacts of social media?

27. Do you think social media is beneficial in teaching & learning? how does it help in teaching & learning?

28. which one among face book, tubes, wilks twitter is more effective in teaching & learning? why do you think so?

29. How can stay away from the negative / unnecessary things found in social media

30. What do you suggest to make social media more effective in teaching and learning?