

# **CHAPTER-ONE**

## **INTRODUCTION**

This chapter consists of background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### **1.1 Background/ Contexts**

The word "communication" is derived from the Latin word 'communis' which means 'to share' and includes verbal, nonverbal and electronic means of human interaction. Communication is the activity of conveying information through the exchange of thoughts, messages, or information, as by speech, visuals, signals, writing and so on. It is the meaningful exchange of information between two or group of living creatures.

Human beings convey information through a variety of medium including speaking, telephone, email, blogs, TV, art, hand gestures, facial expressions, body language and even social contexts. Communication can occur instantaneously in closed, intimate settings or over great periods of time in large public forums like the internet. However, all forms of communication require the same basic elements' i.e. a speaker or sender of information, a message, and an audience or recipient. The sender and recipients must also share a common language or means of understanding each other for successful communication.

Communicating with others involves three primary steps. Thought is the first primary step. In thought, information exists in the mind of the senders. This can be a concept, idea, information or feelings. The second step is encoding. In encoding, a message is sent to a receiver in words or other symbols and decoding is the final step. In decoding, the receiver translates the words or symbols into a concept or information that he or she can understand.

This is the twenty first century. Everything changes in course of time. Similarly, the ways of communicating with each other have also changed with the change of time. In the past, there was only face to face communication. But nowadays, it is the age of hungry information society. The old system of face to face human communication has changed into very complex system due to the technological means of communication i.e. e-mail, internet, etc, based on modern technological devices. Some of them are electronic communication i.e. through radio, television, film, mobile etc. and print devices i.e. through books, manuals newspaper, magazines, brochure, banner etc. Thus, the technological means of communication covers the broad area in our life. Technology has brought a great revolution in every aspect of human life as well as language teaching and learning.

Facebook is the most popular social networking service and website. The means of social networking website refers to the concept which is one of the most worldwide instantaneous means of communication through networks is popularly known as Facebook. (Hew et. al. 2011). There are other kinds of tools used for social exchange, such as-email, internet, blogs, videos conferencing, photo sharing, wikis, and virtual worlds which are called social media.

Among them, the popularity of Facebook is so much increasing day by day. The focus can be seen only on the one specific social media which is social networking websites and more precisely one of them networking is Facebook.

Facebook was founded by former-Harvard Student Mark Zuckerberg within the financial supported from Eduardo Saverin. His other two friends Dustin Moskovitz and Chris Hughes help him to grow the site to the next level. They lunched the Facebook in February 2004. After one year the Facebook was officially called Facebook and the domain of Facebook came into existence in August 2005.

Facebook is the top ranked social network in terms of global communication. Facebook provides such a powerful genuine presence for the learning of English particularly in contexts where opportunity for exposure to and interaction in the English language are limited. Facebook can provide numerous other pedagogical advantages to both teachers and students. Facebook can bring genuine interaction and communication between teachers and students through the chat rooms, personal information, news group, background and status. Facebook is a network that connects both the teachers-students and students-students interaction in the form of web-based communication. It also indirectly creates a learning community. Facebook helps instructor to connect with their students about assignment, upcoming events, useful links, and sample of work outside the classroom. Students can use Facebook to contact classmate about question regarding class assignment or examination as well as collaborate on assignment and group projects in on online environment.

It is the connection of Facebook networking and the social communication capabilities that can benefit both the teachers and the students by tapping into a greater number of learning styles. It provides an alternative to the traditional lecture format. It creates an online classroom community and increases teachers-students and students-students interaction. By looking such kinds of use of Facebook in language teaching and learning, I have carried out this study.

## **1.2 Statement of the Problems**

It is a well known fact that technology has drastically changed the lives of people. It has greatly brought remarkable innovations. Some technologies have been taken for granted by people. To illustrate, CD-DVD ROMs have replaced the old cassettes. New technologies are showing up quickly and they are affecting the lives of human beings substantially. In a similar vein, technology, particularly computer technology, has been increasingly used in education.

Computer technology has also contributed to language teaching and learning. Particularly, as English is considered as the Lingua Franca of the time, it has been the international language of the world. It has been used extensively in commerce, academia, international relations, politics, tourism, and in many other aspects of life.

Among the different social media based on computer technologies that can be used in ELT, Facebook is one of the most influencing and increasingly used social media at present. So I have specified the use of Facebook in ELT in this study. The issue addressed in this study is how Facebook provides learners with the opportunity for social interaction in learning English. Facebook supplies great opportunities for language learners such as getting ample amount of input and learning how to express themselves especially in communicative practices. In addition to this, Facebook enables students to have greater confidence in interacting with people. Likewise, Facebook has greatly facilitated L2 learning and teaching by presenting endless input source for both learners and teachers. When English Language Teaching (ELT) is taken into consideration, Facebook provides English teachers with unprecedented authentic materials, which is one of the key elements in ELT. Therefore, language teachers play a decisive role in turning technology into a functional tool that facilitates language learning and teaching. For this reason, this study is central to the identification of the contribution of Facebook in teaching and learning.

In the context of Nepal, Information Technology based classes have been started in most of the private schools but is not in the case of government aided schools. The only one barrier for the implementation of computer technologies is the low access to the internet at schools. There are natural differences among the schools. Some schools have better financial and physical condition while some others have worse condition in terms of having computers at schools or access to the internet. This means that two different kinds of education system are conducting in Nepal. They are private education system and government

education system. Private education system has high access of computer and internet facilities at schools but government education system has a low access of computer and internet facilities at schools. These differences in education system are caused by the socio-economic level of the schools. Equally, socio-economic level of the students also affects on the technological use at school. If they have computers, they cannot have access to the internet at their home. Therefore, some places with in the country have almost no facilities of computer technologies. However, this situation does not mean that all schools are poorly equipped with technological tools in our context. There are technologically efficient schools available in the Kathmandu Valley. So I have tried to specify the contribution of one of the technological devices Facebook from the eyes of teachers and students getting data from Kathmandu Valley.

Students mainly use Facebook for chatting, uploading photos/video, doing the comments and like, sharing the other posts and tagging the post to others. They chat with relatives, teachers, friends and neighbours. The ways of interaction is different to person to person. They use colloquial language with friends and relatives but they are found to use formal language with teachers. If they use English with everyone in their conversation, their English language will of course be improved. The interaction between students-students and students-teachers at Facebook obviously create indirectly learning environment.

However, the students should use language in proper form while chatting to friends, relatives and teachers. These types of chatting will help the students to improve vocabulary, sentence formation, word use-meaning and conversation. If students and teachers use video chat, they can improve their intonation, stress, punctuation and language fluency.

Most of the Facebook users are the students from elementary to higher levels. Students should make habit for learning from technology. They can encounter with different educational posts in Facebook and they can post themselves too. In the context of Nepal, NELTA, Readers Digest, RIT and Many more educational institutions have been posting different educational news, materials

and information in their Facebook as well. If the students are being conscious and aware of that they can easily get a number of benefit from this. So the major issue of this study becomes how effectively Facebook is used by the teachers and learners.

I myself use Facebook frequently. I have benefitted in a great extent. I have got various insights from it. The role of status, comments, post, information and pictures related to English language teaching have encouraged me to carry out this research as well. Thus, the problems to be stated in this study are the extent to which Facebook uses in language teaching and learning process and the reasons behind the use of Facebook by teachers and learners and the benefits that they get from it.

### **1.3 Rationale of the Study**

A rationale is a description of the underlying foundation for an action taken or decision mode. It is an explanation of the controlling principles in the circumstance, the intellectual or sensible path chosen and the logic towards the expected outcome opinion or practice. So it provides an explanation by principles or logical reason that is employed by individual to arrive consciously at a decision.

The present study which aim to identify the teachers' and students' perceptions about the use of Facebook in ELT and proves the need of Facebook to enhance English language teaching and learning process.

Facebook should be an integral part of language learning programs, particularly with ELT. We know that instruction based on social networks encourages both teachers and students to consider a) the technological and pedagogical characteristics of educational technology b) the social aspects of educational technology and c) how to think about emerging technologies in relation to teaching. It is important for teachers to introduce students different social networks. As an optional assignment, teachers can have students on their social

network circle with at least one other member of the class. Then, teachers post appropriate materials, class related images, messages about course assignments and events, and other relevant activities of ELT for students. Teachers who engage with a technological medium are more likely to value that technological tool in their teaching (Russell et.al. 2003, p.14). Teachers implement Facebook in a current course. They focus on integrating course, content and objectives. Similarly, students should use it being closed with teacher outside their teaching and learning hours. Students can get resources, materials, ideas and tips from teacher sides. Facebook becomes a resource of new information related to ELT. Hence, this study becomes justifiable because it adds more information about how and for what purpose we use Facebook.

This study becomes equally important as it intends to discuss the role of the technological means. Technology has changed the world. Almost all aspects of life are affected by the spread of technology all around the globe. Education is also one of the most important aspects of life that is affected by the unprecedented growth of technology. In fact, such technology has considerable role in education. Technology has become an integral part of education since it offers innovations and interaction for both students and teachers. With this respect, countries have spent large amounts of money to equip schools and educational setting with modern technological tools in order to enhance the quality of education (Brown and Warschauer, 2006). As an influential social media, Facebook has occupied great significance in each and every aspect of life and so does in education. So, this present studies become highly valuable as it clarifies the need and importance of Facebook in learning English. Further, it opens the gates for further researcher to the use of similar kind of social media. This study explores the educational value of Facebook from teachers and learners eyes so it seems rationale to be supported in academic investigation.

## **1.4 Objectives of the Study**

The objectives of the study were as follows:

- i) To identify the teachers' and students' perception about the use of Facebook in ELT.
- ii) To suggest some pedagogical implications on the basis of the findings of the study.

## **1.5 Research Questions**

This study addressed the following research questions:

- a) What is the potential of the Facebook to contribute in teaching and learning English?
- b) Why should teachers and students use social media in ELT?
- c) What are teachers' and students' current Facebook practices?
- d) How do teachers and students perceive the role of Facebook in teaching and learning?
- e) To what extent is Facebook useful in ELT?

## **1.6 Significance of the Study**

The present study shows that the value and importance of Facebook in teaching and learning process is undeniable. It provides numerous pedagogical advantages to both teachers and students. Therefore, this study is broadly based on the investigation of the potential role of the Facebook to carry out the teachers' and the students' perceptions about the use of Facebook. Facebook provides real world English language learning contexts, culture, authentic materials and teaching activities. Moreover, this study is significant and helpful for the educational administrators, the language planners, Facebook users, policy makers, teacher trainers and course developers to take social media as a powerful means/resource of language teaching and learning. As this study provides valuable information about the contribution and role of Facebook to



teachers and students, it is particularly more significant to the teachers and learners.

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

### **1.7 Delimitations of the Study**

The present study had the following limitations:

- a) This study was limited to the Use of Facebook only in English language teaching and learning process.
- b) The area of this study was limited to five different higher secondary schools of the Kathmandu Valley.
- c) It was limited to the responses obtained from 40 students and 15 teachers.
- d) It was limited to the information obtained through the tools like questionnaire and interview.

### **1.8 Operational Definitions of the Key Terms**

**E-Mail:** Short for electronic mail, the transmission of message over communications network.

**Blogs:** Short for Web log, a blog is a Web page that serves as a publicly accessible personal journal for an individual. Typically updated daily, blogs often reflect the personality of the author.

**Exam generators:** There are not defined like "On line exam generators" but there are some applications such as Quia and Hot Potatoes where teacher can

create a class, exercise and task that can be answered and graded immediately on line.

**Specialized Web Sites:** A Web site is a collection of Web pages. Web pages are what make up the World Wide Web. These documents are written in HTML (hypertext markup language) and are translated by your Web browser. Web pages can either be static or dynamic. Static pages show the same content each time they are viewed. Dynamic pages have content that can change each time they are accessed.

**E- Learning:** E-learning refers to the use of electronic media and information and communication technologies (ICT) in education. E-learning is broadly inclusive of all forms of educational technology in learning and teaching.

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

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

**Technology:** The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society and the environment.

**Perception:** It is the identification and interpretation of information in order to represent and understand the environment.

**Contribution:** It is the specific help, assistance or role of something to provide positive change in existing situation.

## **CHAPTER-TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

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

#### **2.1 Review of Related Theoretical Literature**

The review of related theoretical literature of this study includes the information about Facebook, internet and online resources, language in Facebook, purpose of using Facebook in the classroom, tips for using Facebook, Facebook as resources and applications, and role of Facebook in general. There are several means of social media. Out of them, Facebook is the most widely used social media these days. So, let me focus on it. Facebook, a social media web application, is a part of millions of student's lives. Educators who use the internet as a teaching resource that know the incredible benefits the web can provide. Social media in the classroom has only recently been implemented, but the teachers who use their sites understand what a powerful tool it can be.

The internet on its own offers countless opportunities for researching new things and sharing the ideas and information. It provides many free materials available to learning. The internet is the best way to engage the students in their learning. The learning sites of social media like Facebook, Twitter, Pinterest, YouTube and many others offer sources for learning. These sites offer so many benefits, especially when it comes to encouraging students to gain knowledge in a new and creative way. Facebook seems to be one of the most effective tools because students generally respond to the discussion quickly and are comfortable enough in their 'space' to share information and opinions. By using Facebook in learning, the role of students can therefore, shift from only

receiving knowledge to both searching and sharing their knowledge. Moreover, interaction with teacher can become more instant since teachers and students can respond quickly via Facebook.

### **2.1.1 Facebook**

Facebook is becoming a part of our life. Language teachers have to include it as a part of their practices. During our classes, we have to analyze and use resource and some internet devices. There have been valuable uses of social media to the language students. It is an attractive and modern tool that connects them to the real world. Use of the social media platforms facilitates independent learning because students control the content, the pace and the learning objective, so that they can master their skills.

Students are heavily enrolled in website technologies (i.e. blogs, twitter, pod casts, wikis, social network sites, virtual worlds, video sharing and photo sharing). They are crafting on-line lives that seamlessly held with their at line world. Indeed, the Facebook is playing an increasingly important role not only in students' social life but, also in academic activities.

Social network sites are quickly becoming ubiquitous online. The most popular of these websites are MySpace, Be Bo and Facebook. While technological differences around, social network sites are “web-based services that indicate to (1) construct a public or semi-public profile within a bounded system, (2) denticulate a list of other uses with when they share a connection, and (3) view and traverse their list of connections and those made by others within the system (Joinson, A.N , 2008, p. 211). Facebook specifically, has been founded to be used to reinforce current offline relationships (Lampe, et.al, 2006).

In addition, Facebook gives student instant access to authentic materials and so that different materials can be prepared for learners. They can create and share their own materials with a real audience, thus interaction also alter the chance to combine teacher's goals. Students need and take many advantages from the

materials and the technologies that they use. The advantages of some Facebook are discussed below:

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Facebook is the most popular social networking of all time. The popularity of Facebook is increasing so much that on it will reach up to 1 million members. Many people out there who passes most of their time on Facebook. There are many advantages of using Facebook. Some of them can be included as:

Morris (2007, as cited in 2009, pp.8)

- Facebook is free and it is one of the best medium for communication.
- Through Facebook, we can connect any type of people from anywhere in the world because almost every people around the world use Facebook.
- Facebook is the best for findings old friends. When a friend goes away to any other place we often not get the chance to communicate with him or her. But now, Facebook gives us the opportunity to communicate with any of our old friend.
- We can share our feelings on what's happening around in our daily life through Facebook. We also get feedback from our friends. It is the best medium to share our feeling and thoughts with others.
- Facebook has good privacy setting which gives us the option to customize according to our wish.

- Students can use Facebook for group study by creating a group only for studying. There, they can share any information about their projects, homework, assignments, exams, etc.
- Facebook plays a very important role in getting latest valuable information. We can gather information from our friends' part, fan page updates, groups etc.
- We can also use Facebook as a social book for mankind. We can share our status, articles, blogs, photo's etc to millions of people.
- It functions as a means of enhancing language practice to both students and teachers.
- People can have encouragement from the comment that they get through Facebook.

However, the growing use of Facebook is not out of some drawbacks. It means there are some disadvantages of using Facebook beside those many advantages. Some of those disadvantages are:

- Facebook is addicting. It is indeed addicting which often kills our valuable time. Using Facebook for our need is not bad when we waste most of our valuable time than it becomes bad. The biggest disadvantage of Facebook is its addiction to the users which causes many problems.
- Fake profile is one of the biggest disadvantages of Facebook. Now it has become easier to create fake profile. People often use fake profile to insult or harass someone. It is more common against girls where people simply make a fake profile and start harrowing them. The news has come that some girls' suicide when someone abused her by making a fake profile of her in Facebook administration.

- Facebook often brings bad effects on students result. Students who are Facebook addicted appear with a bad result on their exams.
- Besides students, people who work in office waste their time in browsing Facebook. That's why many offices have decided to block Facebook completely.
- From different news, it is found that sometimes Facebook can be life threatening. Many unknown people can track our activities. The results, we can face troubles'.
- Facebook chat doesn't work properly. User often faces trouble while chatting in Facebook.
- It is just a waste of time. It sometimes takes long time to operate.

So from the above statements, it is clear that if Facebook is not properly used, it can be harmful as well.

### **2.1.2 The Internet and Online Resources**

Internet is a technologically-based communication system. It is a network of networks. The term 'internet' stands for International Network which connects millions of computer users all over the world. Internet provides a powerful genuine resource for the learning of English. It helps to gather information and distribute our data. Internet is an ocean of information accessible to people across the world, but the way it can be used on various platforms in different manner. Many English teachers recognize the potential of the internet for long-distance communication.

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

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

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

- ELT/Literature
- According/finance
- Professional services
- Science and technology
- Current affairs (social, political, economic, Cultural, etc.)
- National and International Organizations.
- Software exposure/ applications
- Politics/medicine
- Psychology/sociology, etc.

Chaudhary, (2009, pp.5-6)

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



- **Website (web Presence)**

Website is the location of web pages created by any organization, universities and government agency to provide information regarding them. For example: [www.nepalnews.com](http://www.nepalnews.com). Each and every website has its own address called the internet address. After connecting the internet, we have to search for online resources by using related website addresses. Many people use the term Internet and World Wide Web interchangeably, but in fact, these two terms are not synonymous. Internet and the Web are two separate but related things. The internet is a massive network of networks or a networking infrastructure. It connects millions of computer users together globally, forming network in which any other computer as long as they can be connected to the internet. Web is just one of the ways that information can be disseminated over the internet.

One of the most common reasons for us to be hanging around on the internet is the abundance of information. The information is generated by multiple sources. It is carefully organized in the form of files and web pages. When it grouped together to form a single entity, then it becomes a website.

In this sense, a website is represented as centrally managed group of web pages, containing text images and all types of multi-media files presented to the attention of the internet users in an aesthetic and easily assessable way. All websites enabled through the internet constitute the World Wide Web (WWW).

- **Webpage**

Webpage is the location of information that is stored in the website. The WWW consists of a huge collection of documents with related website. Webpage provides vast amount of information of related websites.

- **Browser**

Browser is a software application used to locate and display web pages. The most popular browsers are Netscape, Navigator and Microsoft the internet Explorer. Both of these graphical Browsers mean that they can display graphics as well as texts. Browser is the client server that allows a user to display and interact with a hypertext document.

- **Web Server**

A computer that is maintained by a system administrator of the internet Service Provider (ISP) and that responds to requests from a user's browser is web server. So, a web server is a site through which webpage are kept. It is a program that responds to requests from web browsers to retrieve resources.

### **2.1.2 Language in Facebook**

The term 'language' is defined with reference to the notion of society: a language is what the members of a particular society speak. Language cannot be used in vacuum or in isolation. It is always used among the people in their society for communication. The language is one of the fundamental features of a community. And at the same line, we must understand that the use of language is influenced by various social constructs, such as power, status, gender, face, clan, solidarity assistance and so on.

English is one of the most widely spoken language in the world and it has estimated of about (250-350) million non-native speakers which means that there are a huge number of people who converse and communicate in English even though it is not their own language or native tongue (Graddol, 2000). English is spreading around the globe. It is used in electronic media, print media, BBC, etc. English language is the most widely used language in Facebook. Mainly we found incomplete sentences acronyms, abbreviation, numerals, and code mixing and non-linguistic signs in the language of

Facebook. The use of informal language may be attributed to the fact that it is more like a face to face conversation. The main features of the languages used in Facebook are.

Joshi (2012,PP.14-16)

**a) Abbreviation**

People shorten their language when they communicate by computer-mediated communication (CMC). Acronymic and abbreviated form is one of the noticeable features of Facebook layers. For example:

ATB – All the best

ASAP – As soon as possible

KIT – Keep in touch

U – You

**b) Alphanumeric Representation**

Representation of target expression with its numeric and alphanumeric representation is another feature of Facebook language. Some examples of such representation can be:

Today – 2 day

Face to face – F2f

Before – B4

Good night – gud ni8

Tomorrow – 2maro

**c) Change of spelling as sound**

Words in Facebook are spelled as a sound, which have been creating spelling errors as well. For example:

Fren – for – Friend

Rison – for – reason

Skol – for – School

**d) Code Switching**

When bilingual or multilingual people take part in conversation with other persons who also know and use two or more languages, s/he often shifts from one language to another language. For example, Nepali speakers switch the Nepali code when they are speaking with another who understands the Nepali language. For instance:

Please come in my ghar  
How your days passing on ni ?

**e) Use of emotics**

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

Symbols meaning

:-) Happy  
:-( Sad  
:~, Winking  
:-\* Kiss  
:-o Surprise  
:-Q I don't understand

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

X - for kiss  
XOXO - for hugs and kisses

**g) Reduplication**

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

- Hellow hello
- Hiii
- Byeee
- You than??

**h) Deletion of preposition**

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

See you Sunday – see you on Sunday  
I will come 9 am – I will come at 9 am

**i) Deletion of subject pronoun**

Usually, people delete the subject pronoun when they communicate in Facebook. For example:

From Nepal – I am from Nepal  
Working in School – I am working in school

**2.1.4 Different Purposes of Using Facebook in the Classroom**

Facebook is not just a great way to find old friends or learn about what's happening the weekend, it is also an incredible learning tool. Teachers can utilize Facebook for class projects, for enhancing communication, and for engaging students in a manner that might not be entirely possible in traditional classroom setting. For example, a teacher can create a Facebook Id for their classroom. Students can connect their own pages to this page. From there, teachers and students can interact with one another in an entirely contemporary

way. They can post events, discuss about the book, take classroom polls and share informative materials. Social networks like Facebook, Twitter, Pinterest, etc provide vast resources for learning. The teachers can post reminders for homework assignments, educational resource and other valuable classroom information. Students and educators set up a community board where everyone can participate and share. Some of the ways related to Facebook use in the classroom are as follows:

#### **2.1.4.1 Class Projects**

Facebook is very often used for class projects. The following ideas are just starting points for class projects through Facebook that can be used in the classroom.

(Rubin, 2011, p.123)

- Follow news feeds: Students follow news feeds relevant to the course material in order to keep current information flowing through the class.
- Share book reviews: Students can post their book reviews for the instructor to grade and other students to read. If it's a peer-reviewed project, then the students can more easily access each other's papers in online.
- Knighthood: It is a type of language game. Knighthood helps to promote strong reading skills.
- Poll your class: It is an interactive teaching tool. It helps to facilitate students getting to know one another in the class.
- Practice a foreign language: Students, learning a foreign language can connect with native speakers through groups or fan opportunities.

- Follow news stories: Students can keep up with news through Facebook on groups and share the information very rapidly.
- Bring literature to life: It helps to post and share literary writing. The variety of literary materials can be presented in the classroom by using Facebook.

#### **2.1.4.2 Facilitate Communication**

Facebook is also used to facilitate communication. The interaction between students and students-to-teachers make the communication strengths. Some ideas of facilitate communication are given below.

100-ways you should be using Facebook in your classroom (2011). *Facebook tips for educators*. Retrived from 2013-9-20 [http:// www.onlinecollege.org](http://www.onlinecollege.org)

- Create groups: Teachers can create groups for entire classes. It is for easy sharing of information and communication to the students.
- Schedule event: It helps to remind for upcoming activities.
- Send messages: Teachers and students can send messages in any time. It provides the information and facilitates communication.
- Share multimedia: It also helps to share multimedia, i.e., posting of videos, photos, and more, we can share multimedia content easily with the entire class.
- Post class notes: Class note can be posted in a Facebook to the absent students. Teacher posts his notes after class period for students and it is crucial for absent students.
- Provide direct communication with instructors: Instructors and students can contact each other through Facebook. It provides an opportunity for

better sharing of information and promoting better working relationships.

- Allows shy students a way to communicate: Shy students who may not want to approach their teacher after class or during class hours can use Facebook to communicate. So, it alters them to communicate avoiding their shyness.
- Facilitate classmate connections: When students get to know each other more intimately, they become more involved in the learning experience. This is helpful in both large classes that will not normally promote such intimacy and in smaller settings that regularly depend on that connection.
- Make announcements: Teacher may announce information about the upcoming tests, upcoming activities and any classroom news which helps students to remind for that work.
- Brainstorm: Students can have the ability to add their thoughts to the class any time they occur which allows for more opportunities for brainstorming off each other.
- Share interesting websites: Teacher, instructors and students can post interesting websites that add relevancy to the class.
- Post homework: Posting homework through Facebook not only provides easy access for students, it also puts in writing specifically what is expected and when it is due.
- Grassroots movements: All kind of facilities are available in Facebook. So, Facebook is the grassroots movements for facilitating communication.



### **2.1.4.3 Benefits of Using Facebook**

Similarly, Facebook can be used not only for communication purpose but also for classroom benefits. Here are some of the benefits we may see when we decide to use Facebook as a learning tool.

- Students are comfortable with Facebook: Most students are the users of Facebook, so implementing it into class provides a comfortable way for students to participate in classroom interaction.
- Promotes collaboration: Facebook's design promotes social interchange between participants, thereby increasing collaboration between students working on activities.
- Keeps schools current: It suggests moving from a skills-centered approach to learning. It is one of the connectivity to be attached with schools activity.
- Student's engagement: When students are accessing the class content, more often, they will be thinking about and engaging in the lessons more frequently.
- Ambient awareness: Facebook provides an excellent opportunity for the students and teachers to participate in ambient awareness, a way of getting know those we follow on social networks in more meaningful ways.
- Teach personal responsibility: Teachers can take this opportunity to teach students how to responsibly use Facebook and other social networking sites so it helps for their future—not for opposite activities.
- Access to guest speakers: Instructors who have stayed in contact through Facebook with past students or who have moved on to their careers have an excellent resource for guest speakers for the class.

### **2.1.5 Tips for Educators on Using Facebook in Classroom**

We need certain tips to use Facebook properly in language learning process. For this, educators should check out the following suggestions carefully for using the Facebook effectively and professionally.

100-ways you should be using Facebook in your classroom (2011). *Facebook tips for educators*. Retrived from 2013-9-20 [http:// www. onlinecollege.org](http://www.onlinecollege.org)

- Create a separate account just for classes: They should keep two accounts if they want to use Facebook personally as well as professionally. This keeps their Facebook relationship at school on a professional level.
- Manage privacy settings: Teachers should manage the privacy setting whether they keep personal or professional accounts.
- Ask students to put them on limited access to their pages: This keeps them from having to see their photos and status updates that may indicate why they really missed that moment, or any other information that may compromise their professional working relationship.
- Create lists: Educators should create a list for each of their classes, and then keep students in each class on that list. This is a great way to organize their students.
- Publish notes for recognition: If the teachers want to recognize accomplishments of particular students or the effort of an entire class, be sure to write a note indicating what they are recognizing and tag all students involved.
- Include class blog: If the educators have a class blog, import it to Facebook so, it shows up there when they add a new blog post.

- Use as a course management system: Facebook should be used in place of other course management systems such as Blackboard to access all their online information and connections with fewer restrictions.
- Stay active: Teachers should keep posting messages, use as many Facebook apps and resources as possible, and update status reports so their students know you are engaged and you stay an important part of the Facebook experience.
- Get over the term "friend": Many professors are disturbed by the idea of making friends with their students. Instead of adapting the Facebook in a common way, try to think about the relationship as one of a mentor, or in an Aristotelian version of a utilitarian friend.

### **2.1.6 Facebook Resources for Students**

Facebook provides some powerful resources for the students. Students can use following applications or resources to enhance their uses of Facebook in school.

- We Read: Students can manage the books on their reading lists, connect with others in discussions about the books, and more with this application.
- Flashcards: Students can create flashcards on any subject to help reinforce what they need to know.
- Notely: It is the organization of assignments, classes, notes, and more activities.
- Study Groups: This application helps to both teacher and students for easy collaboration. It is the learning through study group.
- Course Feed: Students can find online classes or follow their current class when they add this application to their Facebook account.

- Campus Buddy: This application helps them connect with classmates on their campus.
- SkoolPool: When students use this application, they can search schools, find students, and more to make sure they are embarking on the best education.
- Note centric: Students can take notes during class. And, it can be posted by students to other students who are absent in the classroom.
- Homework Help: This is only for students. If the students are absent in the classroom, then the teacher post the homework and the students try to do complete it and if the teachers are absent in the classroom then he will post the homework for tomorrow.

(Based on the ideas extracted from 100-ways you should be using Facebook in your classroom (2011). *Facebook resource for students*. Retrived from 2013-9-20 [http:// www. onlinecollege.org](http://www.onlinecollege.org))

### **2.1.7 Facebook Applications for Teachers**

The following Facebook applications can make teacher's duties easier and more engaging.

- Calendar: Teachers can use this calendar application from 30 Boxes to keep their classes on track with upcoming assignments, tests, due dates, and more.
- Courses: Teacher can manage their courses with this application that allows them to create an instructor page, manage assignments, and more.
- Webinaria: Teacher can record their class lectures and post them for the class to review on Facebook.

- **Book Tag:** Teachers can tag many books to the students and they create quizzes for students by using this useful application.
- **Files:** Teachers upload all the important files and share with students such as their class syllabus, supplemental reading material, or assignments when they use this application.
- **Make a Quiz:** Teachers can make quizzes to test their students' knowledge and to see how they score.

Beside these many applications, there are some useful Facebook applications for both teachers and students. These applications include the access to documents, research material, and presentations. The applications which are given below; Links, Slide Share, To-Do List, JSTOR Search, World Cat, Zoho Online Office, Google Docs, Pod class and Lib Guides.

100-ways you should be using Facebook in your classroom (2011). *Facebook application for teachers*. Retrived from 2013-9-20 [http:// www.onlinecollege.org](http://www.onlinecollege.org)

### **2.1.8 Role of Facebook in General**

Facebook, a global social media is a relatively new resource for educators. There is emerging evidence that Facebook provides a variety of valuable aids to education. The content of textbook, library and teacher's knowledge is enhanced by this new medium. Millions of websites are there to enhance learning. We can go to our relevant website and get information on our required topics. Most of the websites facilitate for downloading and saving the required material. This all thing are made more very easy with the help of internet. The social media is a means of communications. Several social media like my space, Friendster, Xanga, hi5, Twitter, Be Bo, and Facebook all need internet to conduct. Without internet it cannot move ahead. Through internet we can upload and download our research online and share our contribution worldwide. The internet based learning modules actively engage students in a

unique manner from the traditional class lecture. The teacher should have the idea of using Facebook and implementing it in outside the classroom. Facebook creates motivation to the teacher and students. It makes the learning environment interesting and brain storming. It also helps to understand detail study if students are unclear at any subject matter in the classroom.

Collaborative teaching and learning process exists through Facebook. The thing to be considered is teacher and students do not waste their time to talk about unnecessary matter. They should always be formal as like as the classroom. While discussing in Facebook through chat, the teacher should think I am always teacher insides the classroom or outside the classroom. Similarly, students should think that I am a learner and I should be always ready to learn.

Facebook is also taken as distance teaching and learning. Facebook helps them in their teaching and learning process. Those who cannot take their class regularly due to the many reasons, they use Facebook as a means to update. Facebook can provide numerous opportunities for the learner to learn. Hence Facebook is pedagogically implemented in the classroom or outside the classroom. The environment and time never obstacles to learn by means of using Facebook. Learning through Facebook brings everywhere opportunities. Learners never tired and they always affected by Facebook in their learning process.

As Voitnofer (2007) says that social network between the teacher and students should encourage for;

- 1) The technical and pedagogical characteristics of educational technology.
- 2) The social aspects of educational technology and
- 3) How to think about emerging technologies in relation to teaching  
(p. 11).

It is important for teacher to introduce social networks to the students. A teacher should make separate accounts for their students. Teacher can contact

students via Facebook by sending messages, posting comments on ‘the wall’ or chatting with students during virtual office hours. By increasing students’ involvement through communication and community, teachers can tailor their course towards a variety of learning styles. The general roles of Facebook can be summarized in the following:

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

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

## **2.2 Review of Related Empirical Literature**

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

Adhaikari (2008) conducted research on "Effectiveness of using computer in teaching vocabulary". He aimed to find out the effectiveness of using computer in teaching vocabulary in contrast to traditional ways of teaching vocabulary. He prepared the tools for data collection of the basis of 'Our English" grade nine, prescribe for high school curriculum. He selected 24 students for his study. These students were classified into two groups namely controlled and experimental on the basis of odd and even number of their score on pre-test. He concluded his research work stating that using computer in teaching vocabulary

was a significantly effective way of presenting new vocabulary items in EFL classroom.

Khanal (2008) conducted research on "Attitudes of higher secondary teacher towards the use of computer and the internet." This study was carried out to study the attitudes of higher secondary English language teacher of Kathmandu Valley and their perception on the basis of their personal characteristics, relative to computer competence and the availability of computer and the internet. He concluded his study with the findings that majority of the teachers had positive attitudes towards the computer and the internet. Although less than 25 present English teacher of higher secondary school in Kathmandu valley were still away from computer and the internet and had the positive attitude towards the use of them in curricular activities. All teachers were found to be interested in increasing computer and the internet access in the future.

Chaudary (2010) carried out research on "Use of the internet as a language learning tool." The study was carried out to find out the extent to which the student use the internet as a language learning tools, to find out nature variation of the internet use by two groups of students and to list some pedagogical implications . Questionnaire was the research tool and the sample size was 80 students: forty students from each group. His findings were that 80% of the M. Ed and 76.6% of the M.A students used the internet as a language learning tools and since the number of the internet users as a language learning tool M.Ed. exceeded than that of M.A by 3.33% of the only, the result was significant.

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



language learners. Internet was found as a major source to provide theory, materials and practices in ELT.

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

K.C. (2012) conducted a survey research entitled “Use of Internet for Language Learning”. His main objective was to find out the use of internet for language learning. The primary sources of his study were 80 students of M.Ed. first year and second year specializing in English. The tool of data collection was the questionnaires. The study showed that majority of the students used the internet for language learning.

Though, the above studies are related to the use of computer, internet and language in Facebook, no study is there about the Facebook and its use in Language Teaching and Learning. So, this study is different from the existing studies. It means that this research becomes the first study about the Facebook and its use in Language Teaching and Learning to both teachers and students.

### **2.3 Implications of the Review for the Study**

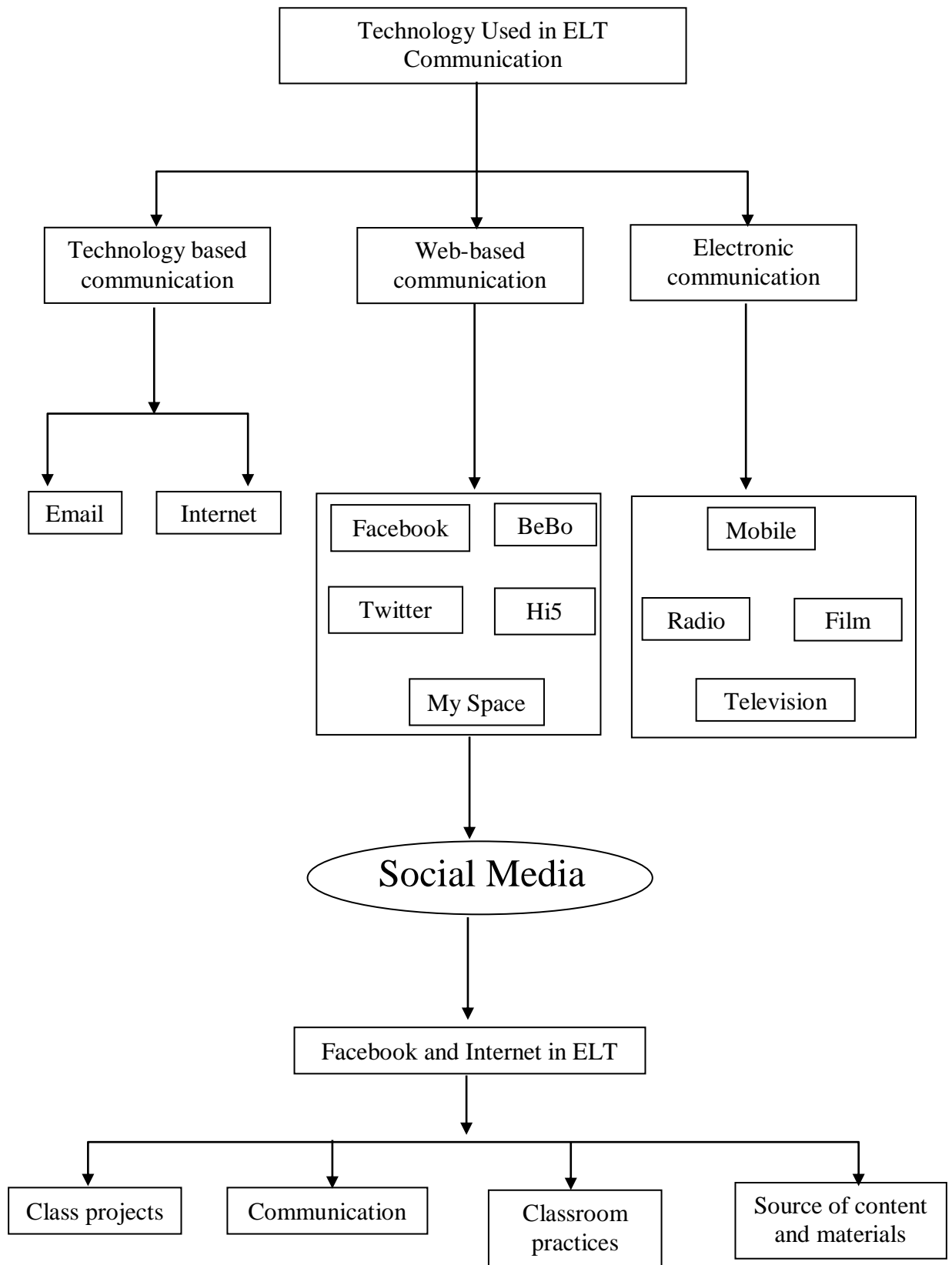
I have reviewed some researches which are related to my thesis. Among them, some are related to use of internet in language learning tool and some others with the use of language in Facebook. All of them had their own specific virtues in accordance with the title, population and their study areas. These studies are to some extent related to my study. After reviewing these works, I have got lots of ideas regarding the use of computer, internet, and computer

based language learning and so on. The implications of the above reviews in the present study are given below:

- Adhikari's research on Effectiveness of Using Computer in Teaching Vocabulary states that using computer in teaching vocabulary is a significantly effective way of presenting new vocabulary items in EFL classroom.
- The research conducted by Khanal 2008 on Attitudes of Higher Secondary School Teachers towards the use of computer and the internet implies that all the teachers should be interested in technology for increasing access of computer and internet in language pedagogy.
- Chaudhari's research on "Use of the internet as a language learning tool." concludes that 80% of the M. Ed and 76.6% of the M.A students used the internet as a language learning tools and since the number of the internet users as a language learning tool. It implies that number of Facebook users is increasing day by day.
- Joshi (2012) conducted a research entitled "Language Used on Facebook". It implies that different forms of language used in Facebook like code switching, abbreviation, duplication and so on.
- K.C. (2012) conducted a survey research entitled "Use of Internet for Language Learning". This study implies that the students are growing to use internet for their study.

Besides these, I got theoretical, methodological and practical ideas to complete my study from the above reviewed.

## **2.4 Conceptual Framework**



## **CHAPTER - THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This section deals design of the study, population of the study, sample size, sampling procedures, tools of data collection, process of data collection and procedures of data analysis and interpretation.

#### **3.1 Design of the Study**

While carrying out a research, we have to follow certain research design. There are different research designs such as; experimental, quasi-experimental, survey, historical, ethnographic, case study, action, co-relational and so on. These are the specific classification of research. To classify them in general, there are only three classifications; theoretical and applied, qualitative and quantitative and mixed-method. In this study, I have followed the survey research and I have used mixed research design (i.e. both qualitative and quantitative) in general.

Survey is the most commonly used method of investigation in education research. It may range from a large scale research like census to small scale study like school improvement plan. It is a cross sectional study. The collection of data occurs in natural situation and the quantifiable data is assumed to be obtained. It usually addressed large group of population and sampling must be carried out an investigation in survey research. The sample population should be representative of the study population and the findings derived should be generalized to the whole population of the study.

Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationship that exist between specific events. Thus, a survey may vary in their level of complexity from those that provide simple frequency counts to those that present relational analysis. Survey may be further differentiated in terms of

their scope. A study of contemporary developments in post- secondary education, for example, might encompass the whole of Western Europe; a study of subject choice, on the other hand, might be confined to one secondary school. (Cohen et al., 2010.p.205)

Different features of this design can be listed as below:

- The data is collected only once, so it is economical and efficient.
- Triangulation approach could be used for data collection i.e. different research tools could be used at the same time for data collection.
- It relies on large-scale data gathering from a wide population.
- Sampling is must and sample should be the representative of the study population.
- Finding is generalizable and applicable to the whole group/study population.
- Captures data from multiple choice, closed questions, test scores or observation schedules.
- Generates accurate instruments through their piloting.
- It is hypothetical-deductive study i.e. hypothesis is fixed and cannot be changed during the process of data collection.

There used to be a large numbers of population from which researcher samples the study population to collect primary data. And the findings is derived from the analysis of the collected data and generalized to the large scale from which samples have been taken. Some examples of surveys are; opinion polls, students' preferences for particular course. Normally surveys in education often use test results, self- completion questionnaire and attitude scales to collect data and the collected data could be analyzed descriptively or statistically. In

surveys, researchers draw sample from the population to be studied (do not contact every member). Some data gathering techniques used in survey are; structured or semi-structured interview, self-completion or postal questionnaires, telephone interviews, internet surveys, standardized tests of attainment of performance, and attitude scales. The detailed process of survey investigation that is followed in the Department of English Education includes following steps;

- Identifying broad area.
- Framing the topic.
- Expanding the theoretical knowledge.
- Writing research proposal and preparing research tools.
- Field visit.
- Contacting selected authority, population/ informants, then getting consent from the authority and building good rapport with the informants.
- Requesting for the list of population then sampling the required number of informants/populations.
- Collecting data using different tools.
- Analysis, interpretation and presentation of data either statistically or descriptively.

After passing through all these steps, findings are drawn and those findings are generalized to the whole study population. The main purpose of this sort of research is;

- to access certain activity.
- to find out the behaviour of different professional.

- to study certain trend, at a single point of time then compare the findings with the standard ones.
- finally, to forward some suggestions for improvement of the research area.

The above mentioned design i.e. survey design is used to carry out this research. I have used questionnaire to collect data; all the processes mentioned above were used while collecting data. This design is economic and the factual data could be derived. That is why this design was chosen to be used for this research.

### **3.2 Population and Sample of the study**

Population of this study included English teachers and students of all the higher secondary schools. Fifteen teachers and twenty five students, altogether forty, from five different higher secondary schools of the Kathmandu valley were the sample population in this study.

### **3.3 Sampling Procedure**

Sampling procedure is used in a research to select the representative number of population from the total population. This is a process of taking a small group from the large number of population. So, the whole population is difficult to use while collecting the data. Since this study was limited in different criteria, a small group of people which can represent the whole population was selected.

I selected the twenty-five students from five different higher secondary schools. It included only five students from each school. Similarly, fifteen teachers from five higher secondary schools were selected in the Kathmandu Valley. It means that three teachers from a Higher Secondary School were selected. I used purposive non-random sampling procedure to select the sample in this study.

### **3.4 Data Collection Tools**

In order to collect the data, I used questionnaire and interview as major tools. In this study the questionnaire consisted of both open ended and close ended question and interview was based on structured questions.

### **3.5 Data Collection Procedure**

In order to collect the data, following steps were adopted in this study:

- a) First of all I prepared a set of questionnaire and interview schedule.
- b) I went to the field and built rapports with the school administration, teachers and students.
- c) Then I purposively selected twenty-five students and 15 teachers from each higher secondary school.
- d) I prepared questionnaire for both teachers and students and interview schedule only for teachers.
- e) I explained briefly about my research study and informed them about what they were supposed to do. I distributed the questionnaires and requested them to respond.
- e) I took interview being based on preset questions.
- f) At the end, I collected the questionnaire from students and teachers.

### **3.6 Data Analysis and Interpretation Procedure**

To complete this study, data were analyzed in a narrative way. However, quantitative data were analyzed and interpreted with the help of simple statistical computation like- mean median ratio and so on. Moreover, I have presented the facts in different lists, tables and diagram in order to present those more explicitly so as to draw to conclusion of the study.



## **CHAPTER-FOUR**

### **RESULTS AND DISCUSSION**

In this chapter, the data collected through both the questionnaire and interview tools have been analyzed and interpreted using various statistical tools. It includes the process of sifting, organizing, summarizing and synthesizing the data so as to arrive at results and conclusion of the study. This chapter includes the results and discussion of the collected data.

#### **4.1 Results**

After the analysis, this study comes up with the following use of Facebook in language teaching and learning as the results of the study:

- Facebook account was found very useful in the field of ELT.
- The findings suggested that facebook has been an authentic source of materials for English language teaching (ELT) and English Language and Learning (ELL).
- Facebook was found helpful to the teachers to update them with current issues of ELT.
- Facebook was found as a creative means in the learning community that become the forum for discussing ELT problems.
- Facebook had become beneficial to learn and teach different aspects of language ( i.e. language skills, grammar, vocabulary etc)
- Facebook was found to have great significance in distance teaching and learning. At the same time it had been an excellent tool for interactive learning.
- Facebook was found as a means of wider connection for discussion.
- Most of the learners were found as medium internet users.
- Facebook was found as an effective source for post class note, poll class project, post homework project and schedule event.

- Facebook was found a tool of promoting the collaboration among of students-teachers and students-students.
- Younger teachers were found using Facebook properly for their professional development than the older one.
- Formal discussion about study and subject matter was found as matter of discussion in chatting with students.
- Facebook was found to have significant contribution in developing communication skill, distance teaching and learning, updating information and interactive learning.
- Teachers and students were found very positive to the use of Facebook as a contributor in language learning and teaching.

## **4.2 Discussion**

This section includes the discussion of the results mentioned above. It is based on how the data have been analyzed and interpreted. The analysis and interpretation was done in the following two headings:

1. Teacher's perception on the use of Facebook in ELT.
2. Student's perception on the use of Facebook in ELL.

The first heading further comprises nine sub-headings, and second one consists of two sub- headings which are discussed in the following sub-sections.

### **4.2.1 Teacher's perception on the Use of Facebook**

The responses from the English teachers of higher secondary level, regarding their perception on the use of Facebook, are analyzed and interpreted under the following sub-headings:

#### 4.2.1.1 Teacher's knowledge and Access of Facebook in ELT

The following table shows the teacher's knowledge and access of Facebook in ELT:

**Table No. 1**  
**Teacher's Knowledge and Access of Facebook in ELT**

S.N.	Items	Responses			
		Yes		No	
		N.	%	N.	%
1	Access in email accounts	15	100	-	-
2	Knowledge on how to use facebook	15	100	-	-

The above table shows that all the respondents i.e. (100%) have E-mail accounts. The table also shows that all the respondents have knowledge on using Facebook properly.

#### 4.2.1.2 Teachers' Views about the Use of Facebook in ELT

The questionnaire used to collect the data including the items related to the use of Facebook in ELT. The following table shows the teachers view on the use of Facebook in ELT:

**Table No. 2**  
**Teachers' Views to the Use of Facebook in ELT**

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	Facebook provides an authentic source of	1	6.67	7	46.67	2	13.33	4	26.67	1	6.67

	materials for ELT										
2	Facebook as language teaching tool	3	20	7	46.67	1	6.67	3	20	1	6.67
3	Facebook enhances language proficiency of the students	2	13.33	8	53.33	1	6.67	3	20	1	6.67

The above table shows that the three different perceptions of the teachers on the use of Facebook in ELT. The item 1 in the table shows that 46.67% of the respondents agreed with Facebook as an authentic source of materials for ELT. Only 26.67% of the respondents disagreed with it. Moreover, 13.33% respondents replied that they were not sure. Similarly, 6.67% of the respondents strongly agreed, and the same percentage (i.e.6.67) of the respondents strongly disagreed with the use of Facebook in ELT.

Similarly, the item 2 in the table shows that 46.67% of the respondents agreed with the Facebook as a language learning tools for ELT. While 20% of the respondents strongly agreed with Facebook as language teaching tool. Likewise, 20% of the respondents disagreed, 6.67% of the respondents were not sure and the same percent (i.e.6.67) of the respondents strongly disagreed with it.

The item 3 in the table shows that the majority of respondents i.e. 53.33% agreed the statement Facebook enhances language proficiency of the students. The percentages of the teacher who disagreed with the statement were 20. Only 13.33% of the teachers strongly agreed with the statement. The percentage of the respondents who strongly disagreed it that Facebook enhances language proficiency of the students was 6.67.Same percentage (6.67%) of the teachers

were not sure on the statement. This shows that the majority of teachers positively perceived the use of Facebook in ELT.

#### **4.2.1.3 Reasons Behind the Use of Facebook**

The respondents were asked to know the reasons behind the use of Facebook in ELT. The responses of the informants were analysed as follow:

**Table No. 3**  
**Reasons Behind the Use of Facebook**

S.N.	Items	Responses	Frequency	Percentage
1.	Reason behind the use of Facebook	To be updated with current affairs	7	46.67
		To share problems related to teaching	5	33.33
		To search academic materials	3	20

The table no. 4 shows the reasons behind the use of Facebook. 46.67% of the total respondents replied that they use Facebook to be updated with current affairs. Similarly, 33.33% of the respondents used Facebook to share problem related teaching and 20% of the respondents replied that they used Facebook to search academic materials.

#### **4.2.1.4 Information Obtained from the Facebook**

Similarly, the informants were asked about the kinds of information that they are interested to get from Facebook. The following table presents their responses:

**Table No: 4**  
**Information Obtained from the Facebook**

S.N.	Items	Responses	N.	%
1.	Information obtained from the Facebook	Information related to professional development	5	33.33
		Current news feed	4	26.67
		Friends post	4	26.67
		Job vacancy	2	13.33

The above table shows that 33.33% of the respondents replied that they were interested to gain information related to their professional development. While 26.67% of the respondents replied that they used Facebook for current news feed. Similarly, the same percentage i.e. 26.67 of the respondents interested to obtain information from friends post. And, 13.33% of them responded that they obtained the information related job vacancy.

#### **4.2.1.5 Subject Matter of Discussion Mostly in Chatting**

The selected teachers were asked about the matter of discussion in chatting through questionnaire. The following table shows their responses:

**Table No: 5**  
**Subject Matter of Discussion Mostly in Chatting**

S.N.	Items	Responses	N.	%
1.	Matter of discussion mostly in chatting	Formally discussed about study and subject matter	10	66.67
		Personal matter	3	20
		Suggestion to be a good student	2	13.33

The table no. 6 shows that the majority of 66.67% of the respondents replied that they had formal discussion with their students about their study and subject matter. While 20% of the respondents discussed about personal matter, and 13.33% of the respondents replied that they suggested to the students.

#### 4.2.1.6 Areas of English Language Teaching facilitated by Facebook

Similarly, the informants were asked about the areas of ELT that mostly facilitated by the use of Facebook. The following table presents their responses:

**Table No: 6**  
**Areas of English Language Teaching**

S.N.	Items	Responses	N.	%
1.	Area of ELT in Facebook	Language skill	6	40
		Vocabulary	5	33.33
		Grammar	4	26.67

The Table no. 7 shows that 40% of the respondents perceived that the main area of ELT mostly facilitated by the use of Facebook is language skills. On the other hand, 33.33% of the respondents' views found on vocabulary. And, 26.67% of the respondents' views found on grammar.

#### 4.2.1.7 Facebook in Teachers' Professional Development

The following table shows the responses of respondents regarding the Facebook in professional development:

**Table No: 7**  
**Facebook in Teachers Professional Development**

S.N.	Items	Responses	N.	%
1.	Facebook in professional development	Upload class syllabus, supplemental reading material and assignment	6	40
		Provides teaching materials and information	4	26.67
		Helps to find research materials	3	20
		It creates learning community	2	13.33

The above table shows that 40% of the respondents replied that they used Facebook for uploading class syllabus, supplemental reading materials and assignment in professional development. While, the percentage of the respondents who responded Facebook as providing teaching materials and information was 26.67. Likewise, 20% of the respondents replied that Facebook helped to find research materials. But only 13.33% of the respondents responded Facebook created learning community.

#### 4.2.1.8 Significant Contribution of Facebook in ELT

The selected teachers were asked to mention the significant contribution of Facebook in ELT. The following table shows their responses:

**Table No: 8**  
**Significant Contribution of Facebook in ELT**

S.N.	Items	Responses	N.	%
1.	Significant contribution of Facebook in ELT.	Distance teaching and learning	6	40
		Develop communication skill	4	26.67
		Excellent tool for interactive learning	2	13.33
		Updates with new information	3	20

The Table no. 9 shows that 40% of the respondents replied that Facebook was the best tool for distance teaching and learning. It also shows that 26.67 percentages of the respondents found Facebook as useful to develop communication skill. Similarly, 20% of the respondent replied Facebook was excellent tool for interactive learning. Only 13.33% of the respondents were found Facebook as a tool to update with new information. It states that the majority of the teacher perceives Facebook as significant tools for distance education.



#### 4.2.1.9 Teachers Suggestions to the Students Using of Facebook

Teachers were finally asked to suggest their learners the idea related to the purpose and use of Facebook in their learning. The following table shows their responses:

**Table No: 9**

**Teachers Suggestions to the Students Using of Facebook**

S.N.	Items	Responses	N.	%
1.	Teachers suggestion to the students to use of Facebook	Use of Facebook for the purpose of language learning	6	40
		To check upcoming events and assignment	5	33.33
		To search and consult language related items	4	26.67

The above table shows that majority of the respondents (i.e.40%) replied that they suggested their students to use Facebook for the purpose of language learning. Similarly, 33.33% of the respondents suggested for checking the upcoming event and assignment. And 26.67% of the respondents suggested their students for searching and consulting language related items.

#### 4.2.2 Students' Perception on the Use of Facebook in Learning.

The second part of the discussion includes the students' perception on the contribution of Facebook. The responses from the students of higher secondary level regarding their perception on the contribution of Facebook are analyzed and interpreted under the following sub-headings:

#### 4.2.2.1 Students as Facebook Users

The first item included in the questionnaire to the students was asked whether they are Facebook users or not. The following table shows their responses:

**Table No: 10**  
**Students as Facebook Users**

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	Students as a Facebook users	-	-	15	60	3	12	7	28	-	-

The above table shows that majority of the students (i.e.60%) agreed as Facebook users. While 28% of the students disagreed with it and 12% were not sure with the Facebook as different purpose except chatting.

#### 4.2.2.2 Students Use Facebook in ELT

Similarly, they were asked different items related to their use of Facebook in ELT. The following table shows the students' views on using Facebook in ELT:

**Table No: 11**  
**Facebook in ELT**

S.N.	Items	Responses									
		S.A.		A.		N.S.		D.		S.D.	
		N.	%	N.	%	N.	%	N.	%	N.	%
1	I use Facebook to get information related to ELT	4	16	17	68	2	8	2	8	-	-
2	Facebook provides schedule event which	3	12	13	52	4	16	5	20	-	-

	helps me to remind for upcoming events										
3	The post class note makes my study easier.	5	20	15	60	2	8	3	12	-	-
4	The poll class project makes learning interactive	6	24	10	40	3	12	4	16	2	8
5	The post homework project makes all the students busy in their task	4	16	14	56	5	2	2	8	-	-
6	Facebook promotes the collaboration	3	12	7	28	7	28	8	32	-	-
7	Facebook provides an opportunity to meet ex-students of my college as guest speaker in the classroom.	3	12	7	28	8	32	7	28	-	-
8	Facebook facilitates my classmate connection.	3	12	18	72	4	16	-	-	-	-
9	The skoolpool helps me to provide best connection.	3	12	5	20	4	16	10	40	3	12
10	Facebook is a brainstorming tool.			6	24	15	60	4	16	-	-
11	To-do list is necessary for both teacher and students.	2	8	3	12	17	68	3	12	-	-
12	The LibGuide helps me to find content from library.	-	-	4	16	17	68	2	8	2	8
13	Facebook contributes in language proficiency	6	24	16	64	1	4	2	8	-	-
14	It has crucial role in learning new language items.	2	8	10	40	7	28	6	24	-	-
15	It offers large number of learning materials.	-	-	19	76	4	10	8	8	-	-

The fifteen of the items in the table above were asked to identify the fact that why the students used Facebook and what they got from the Facebook. First item was related with use of Facebook to get information related to ELT. The responses of the respondents to the item 1 shows that 68% of the student agreed on using Facebook to get information related to ELT. It also shows that 16 percentages of the respondents were found strongly agreed with it. Similarly, 8% of the respondents were not sure and the same percentage (i.e. 8%) of the respondents disagreed with Facebook was used for getting information related to ELT.

Similarly, the percentage of the respondents who agreed with the statement that Facebook provided schedule event which helps to remind for upcoming events was 52%. Likewise, 12% of the respondents were found strongly agreed, 16% of the respondents replied as they were not sure and only 20% of the students disagreed with the statement.

Analyzing the responses of the item 3, majority of the students (i.e.60%) agreed with post class note made their study easier. It also shows that 20 percent of the students strongly agreed with the statement. Likewise, 12% of the students' responses were not sure. Only, 8% of the students disagreed with it.

The item 4 was used to find out the poll class projects makes learning interactive. The analysis shows that 40% of the students agreed with poll class projects made their learning interactive. On the other hand, 24% students strongly agreed with it. The 12% of the students were not sure to it. Likewise, 16% of the students disagreed with the statement. Only, 8% of the students were strongly disagreed with it.

Regarding the item related to post homework project makes all the students busy in their task, as in item 5, the percentages of the respondents who agreed with it was 56. The percentages of the students who were not sure on the

statement were 20. Similarly, 16% of the students strongly agreed. Only, 8% of the students disagreed with the statement.

The item 6 was designed to investigate whether Facebook promotes the collaboration or not. The response of the respondents to the item 6 shows that 28% of the students agreed with Facebook promotes the collaboration. Same percentage, i.e.28%, respondents were not sure. The majority of the students, i.e.32%, disagreed with the statement. And 12% of the students strongly agreed with it.

Similarly, item 7 was used to find out whether Facebook provides an opportunity to meet ex- students of my college as a guest speaker in the classroom or not. Most of the students, i.e. 32% were not sure with Facebook provides an opportunity to meet ex- students of their college as a guest speaker in the classroom. Similarly, 28% of the students disagreed with the item 7. Likewise, 26% of the students agreed with it. Only, 12% of the students strongly agreed with the above statement.

Analyzing the item 8, it was used to investigate whether Facebook facilitates their classmate connection or not. The percent of the respondents who agreed that Facebook facilitates their classmate connection were 72. Likewise, 16% of the respondents were not sure with it. And only 12% of the respondents strongly agreed with Facebook facilitating their classmate connection.

The question used in the item 9 was ‘does the skoolpoll help me to provide best connection?’. The majority of the respondents (i.e.40%) disagreed with the question. Similarly, 20% of the respondents agreed with the item 9. Likewise, 16% of the respondents were not sure. And the 12% of the respondents strongly agreed with it. The percentages of the respondents who strongly disagreed with the statement were 12.

Similarly, the item 10 was to find out that Facebook as a brainstorming tool. The majority of the students (i.e.60%) were not sure with the statement. While

24% of the students agreed with it. And only 16% student disagreed with the statement.

The item 11 was designed to find out whether to-do list is necessary for both teacher and students or not. Majority of the students i.e. 68% were not sure with to-do list is necessary for both teacher and students. 12% of the students disagreed with the item 11. On the other hand, same percentage of the students (i.e.12%) agreed. Similarly, 8% of the students strongly agreed with the statement.

The item 12 was to find out whether libguide helped them to find content from library or not. Majority of the students (i.e.68%) were not sure with this statement. Similarly, 16% of the students agreed with it. On the other hand, 8% of the students disagreed and same percentages (i.e.8%) of the students strongly disagreed with it.

Regarding the contribution of Facebook in language proficiency as asked in item 13, the majority of the students, i.e.64% agreed with contribution of Fcaebook in language proficiency. Similarly, 24% of the students strongly agreed with the statement. But, 8% of the students disagreed and 4% replied that they were not sure with the statement.

The item 14 was used to find out whether the Facebook has crucial role in learning new language items or not. Majority of the students (i.e.40%) agreed with Facebook has a crucial role in learning new items. Only, 28% of the students were not sure with the item 14. The percentages of the students who disagreed with it were 24 but, only few students (i.e.8%) strongly agreed with the statement.

The item 15 was designed to investigate the number of learning materials they get through Facebook. The majority of the students, i.e. 76% agreed with Facebook offerring large number of learning materials. Only 16% of students

replied that they were not sure with the statement and 8% of the students disagreed with the statement.

In overall, it shows that students have positive perception regarding the contribution of Facebook in ELT. They were found more facilitated in learning through its application.

## **CHAPTER-FIVE**

### **SUMMARY, CONCLUSIONS AND IMPLICATIONS**

This section includes the summary of the whole research study. The research study has been concluded in this section and its implication on policy level, practice level and further research has also been discussed. In fact, this chapter provides a brief summary of the whole study. As the concluding chapter of the study, it presents the major conclusion drawn from the discussion. It also provides some guidelines to implement the main findings in policy level, practice level and who wants to conduct further research under this area.

#### **5.1 Summary**

The value and importance of Facebook is undeniable. Facebook is the worldwide connection. So, nobody can detach from its network. The wide spread availability of the internet in educational institutions makes Facebook dissemble almost everywhere and provides a more connected and interactive experience. Facebook creates an online community environment and increases the teachers-students and students-students interaction. It is useful for the purpose of distance teaching and learning. Social networks such as Facebook can provide numerous pedagogical advantages to both teachers and students.

The whole study is incorporated in five chapters. First chapters includes introduction, second chapter includes review of related literature and conceptual framework, third chapter includes methods and procedures of study, fourth chapter includes results and discussion and at last, fifth chapter includes summary, conclusions and implications. The chapter wise summary is presented as follows:

Chapter-one is about the introduction the research. The title or topic of the research is 'Contribution of Facebook in Learning and Teaching: Perception of Teachers and Students'. It mainly deals with the background, statement of problem, rationale of the study, objectives, research questions, significance and



delimitations of the study. Under general background it talks about the various purpose of communication. This chapter mainly discusses about social media. There are various kinds of social media. Among them, Facebook is the best social media tool in the context of Nepal which provides numerous pedagogical advantages to both teacher and students and genuine interaction between teacher and student formally in the classroom or informally outside of the classroom. The main purpose of this study was to find out the contribution made by Facebook to the students and teachers in ELT. It was limited on certain points. The most important limitation lies in the fact that 25 students of Higher Secondary School and 15 English teacher of Higher Secondary School. The present study conforms some of the previous findings and contributes additional evidence that would be helpful for teachers, learners, administrators, policy makers and so on.

Second chapter deals with the review of related literature and conceptual framework of the study. All the related literatures that found helpful for my study which was reviewed and presented under the review of related literature. The theoretical review includes the concept about Facebook, Internet and online resource, different purposes of using Facebook in the classroom for class project, facilitate communication and benefits of using Facebook and role of Facebook, etc. Implication of the review has also been discussed. Under that I have listed the points that would be helpful this study. And at last, this chapter presents the conceptual framework of the whole study.

Chapter-three is all about the methodological part of the study which includes design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedures. In order to carry out the research under the title “Contribution of Facebook in Language Teaching and Learning”, the primary sources of data were 25 students and 15 teachers of five different Higher Secondary Schools of Kathmandu valley. Only five students and 3 teachers were purposively selected of each Higher Secondary School. Data has been collected by using

questionnaires. All together 43 questionnaires were sampled purposively for analysis and interpretation. Among them, 21 questionnaires were designed for teachers and 22 questionnaires for students. After getting the approval for research study, data has been collected by following the previously mentioned process. With the permission from the authority, informants were contacted and provided some description about the research study. After that the questionnaires were distributed and they were collected later. This chapter also provides the whole procedures of data analysis and interpretation.

Fourth chapter is about the results and discussions. At first all the results were listed and they have been discussed in detail in another section. The results have been discussed in detail by analyzing teachers' and students' responses. They were analyzed by categorizing them into different items and their frequency and percentage were consulted by calculating teachers' and learners' responses. After that they were tabulated and brief descriptions of the tables were provided. The study was both qualitative and quantitative in nature. That's why data has been analyzed qualitatively and quantitatively by using item analysis. Questions in questionnaire were categorized into different items as- teachers' perception on the contribution of Facebook and students' perception on the contributions of Facebook in learning. The first heading further comprised of different sub headings and second one consisted of four sub-headings. The collected data were analyzed and interpreted.

Finally, fifth chapter presents the summary, conclusions and implications of the study. The whole research study was summarized in this chapter. And some important conclusions were drawn from the study. Implications of the study have been presented by categorizing them into three levels. The implications that should be implemented at policy level are mentioned under policy level. The things that should be implemented at practice level i.e. in daily teaching learning activities are listed under practice level and the things that would be helpful for researchers to conduct further research under this area are listed in further research level.

## 5.2 Conclusion

Teachers' and Students' perception were found positive about the use of Facebook in language teaching and learning process. Both of them were found active users of Facebook tool as a teaching and learning method in the field of ELT. In this section the major conclusions drawn from the study are listed as follows:

- The study has found that all of the respondents had Facebook accounts.
- Most of the teachers used Facebook to be updated with ELT.
- The study had shown that Facebook contributed in language proficiency and learning new language items.
- It was found that Facebook could be used for interactive learning
- It was found that Facebook became beneficial for teaching, language skills, grammar and vocabulary.
- The study has found that majority of respondents i.e. (74%) discussed about study and subject matter for chatting with students.
- The significant contribution of Facebook was found in distance teaching and learning.
- Most of the respondents used Facebook as an authentic source of materials, language teaching tool, and tool for enhancing language proficiency of the students.
- The study has found that 52% of the students were medium user of Internet.
- It was found that majority of the students 72% agreed Facebook connects to the classmate

By analyzing the data, it is concluded that Facebook becomes useful tools in teaching and learning English. It is mainly useful in teaching and learning, language aspects, literature, updating with current affairs. Moreover, it is also useful for distance teaching and learning process. due to the growing applications of media based learning in language education teachers and learners have been found that they are interested in different social media to learn various things related to language with the use of Facebook. In this sense, as a researcher I think Facebook has contributed a lot in language learning too. The conclusion of this study suggests that Facebook and other forms of social networks should properly be used for learning language. It is not the matter of just a waste of time rather, it is a useful devices to develop spoken and written proficiency, basically to the enrichment of English language of the teachers and learners.

### **5.3 Implications**

This section includes the implications of this research study at different levels. They are:

#### **5.3.1 Policy Level**

This is the highest level of implementation. The things that are implemented at this level would change the whole system of the country. Some of the implications fo this study at policy level are;

- At present E-learning and technology based education has great scope. It has minimized the value of outdated teaching method (such as lecture method, GT method etc.). Hence, the policy makers should be aware with the scope and positive effects of E-Learning in education system.
- Different types of awareness programs regarding the importance of technology in education to the learners and teachers are needed to be conducted.

- The policy makers should be aware about the increasing application of social media in language pedagogy.
- The infrastructure must be managed throughout the nation for utilizing modern technology in teaching and learning.
- Curriculum must not be designed by putting the teachers as everything. But it must use technology and social media in education to make the learning process easy and effective so policy maker should be conducted it in curriculum.
- The policy makers, text book writers, course developers and curriculum designers should be included the teaching learning materials, activities and exercise in e-form and post them regularly in social media like Facebook.

### **5.3.2 Practice Level**

This is the level of actual implementation of the policies into classroom practice. Some of the implications of this study for this level are as below;

- The teacher should be trained to equip learners with the use of technology in the classroom.
- Internet facility and computer lab should be developed in the schools and colleges.
- The teacher should create separate group in Facebook to deal with students in different study matter.
- Teaching and learning process conducting through Facebook helps the students who are absent in the classroom and they still more understand if they are confusion of previous learning.

- The study group on Facebook helps to develop positive relationship between teachers and students.
- The teacher should encourage the student to use digital text rather than print as the students get feedback soon.
- Teacher should give assignments in Facebook to the students and provide constant feed back

### **5.3.4 Further Research**

Some of the implications that would be helpful for those who attempt to conduct research under this area are as follows;

- Further research in the field of technology in ELT and ELT must be carried in order to help the policy maker to determine the objective based on technology.
- Further experimental investigation should be conducted by focussing on the benefits in language teaching and learning by use of Facebook.
- There must be the investigation regarding the suitable technology in Nepal for teaching and learning language.
- The new researchers are suggested to carry out their studies on the language specific aspects that can be more benefited to the use of Facebook.
- The researchers can investigate on growing implications of social media in pedagogy, relevance of media-based materials in ELT, perceptions of teachers and learners to the role of Facebook, and so on taking references from this study.

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## Appendix- I

### Questionnaire for Teacher

Dear sir/madam

As a part of my research, I am going to carry out a study on 'Facebook and Its Use in Language Teaching and Learning' under the guidance of Mr. Guru Prasad Poudel, Teaching Assistant, the Department of English Education, T.U. I would be grateful if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Name:	Qualification:
Name of the institution:	Experience:
Address:	

#### SET 'A'

Please complete the following questionnaire with true information:

1. Do you have the knowledge on how to use Facebook?  
Yes  No
2. Do you have e-mail accounts?  
Yes  No
3. How often do you log in Facebook in a day?  
2 hour  3 hour  4 hour  5 hour
4. Have you already been friends of your students?  
Yes  No
5. Is the use of Facebook just a passing of time?  
Strongly agree  Agree  Not sure

Disagree  Strongly disagree

6. Does Facebook provides an authentic source of materials for English Language Teaching?

Strongly agree  Agree  Not sure

Disagree  Strongly disagree

7. Do you use the Facebook as a language teaching tools?

Yes  No

8. Which language skill, do you think is the best facilitated through the use of Facebook?

Listening  Speaking  Reading  Writing

9. Facebook enhances language proficiency of the students, if they properly use.

Strongly agree  Agree  Not sure

Disagree  Strongly disagree

**SET 'B'**

1. Do you think that Facebook can be a tool of learning English Language? Why?

.....  
.....  
.....

2. Why do you use Facebook?

.....  
.....  
.....

3. Do you think Facebook could help you learn English?

If so, How?

.....  
.....  
.....

4. What kind of informations are you interested to get from the Facebook?

.....  
.....  
.....

5. If you find a student in online, then do you chat with them?  
If yes, what kind of matter do you mostly discuss?

.....  
.....  
.....

6. Teachers and students are suggested to use Facebook in their study  
because

- a) .....
- b) .....
- c) .....

7. In your opinion, what are the areas of ELT that mostly facilitated by the  
use of Facebook?

.....  
.....  
.....

8. What does the Facebook offer for your professional development?

.....  
.....

.....

9. What kind of difficulties do you encounter in online teaching and learning process with students?

.....  
.....  
.....

10. What do you think most the two significant contribution of Facebook in ELT? Please mention.

.....  
.....  
.....

11. Why people are using Facebook in their ELT classroom? Give reasons.

.....  
.....  
.....

12. Do you suggest your students to use Facebook in their learning? Why and for what purpose?

.....  
.....  
.....

## Appendix-II

### Questionnaire for students

Dear student,

As part of my research, I am going to carry out a survey regarding 'Facebook and Its Use in Language Teaching and Learning' under the guidance of Mr. Guru Prasad Poudel, Teaching Assistant, the Department of English Education, T.U. I would be grateful to you if you could kindly fill in the following questionnaire with true information. All the information collected through the questionnaire will be used for the research purpose only and your identity will be kept highly confidential.

Name:	Class:
School Name:	Address:

### SET 'A'

#### Question for general information

- How do you describe yourself as an internet user?  
I am a light internet user (6-8 hour per week)   
I am a mediam internet user (12-15 hour per week)   
I am a heavy internet user (more than 20 hours per week)
- Do you have more than one Facebook accounts?  
Yes  No
- Why do you use the Facebook?  
Chatting  uploading photos and status   
Searching unknown friend  other (please specify)
- Use of Facebook is waste of time and money  
Strongly agree  Agree  Not sure   
Disagree  Strongly disagree

5. Facebook creates motivation in learning.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
6. Do you really enjoy in Facebook to chat with teachers than friends?
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
7. Where do you use the Facebook?
- In self –access language learning center
- In the library
- At home
- On the mobile
- At an internet cafe
- Other (please specify)

### Set B

#### Question for specific information

You are kindly requested to tick any one of the following that you think to mark the best.

1. I use Facebook to get information related to ELT.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
2. Facebook provides schedule event which helps me to remind for upcoming events.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
3. The post class note makes my study easier.
- Strongly agree  Agree  Not sure

- Disagree  Strongly disagree
4. The poll class project makes learning interactive.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
5. The post homework project makes all the students busy in their task.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
6. Facebook promotes the collaboration.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
7. Facebook provides an opportunity to meet ex-students of my college as guest speaker in Facebook.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
8. Facebook facilitates my classmate connection.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
9. The skoolpool help me to provide best connection.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
10. Facebook as a brainstorm.
- Strongly agree  Agree  Not sure
- Disagree  Strongly disagree
11. To-do list is necessary for both teacher and students.



Strongly agree **Ķ**

Agree **Ķ**

Not sure **Ķ**

Disagree **Ķ**

Strongly disagree **Ķ**

12. The LibGuide helps me to find content from library.
- Strongly agree       Agree       Not sure
- Disagree       Strongly disagree
13. Facebook contributes in language proficiency.
- Strongly agree       Agree       Not sure
- Disagree       Strongly disagree
14. It has crucial role in learning new language items.
- Strongly agree       Agree       Not sure
- Disagree       Strongly disagree
15. It offers large number of learning materials.
- Strongly agree       Agree       Not sure
- Disagree       Strongly disagree

### **Appendix - VIII**

#### **The Selected Schools and Number of Population Sampled**

S.N	Schools Name	No of Teachers	No of Students
1.	Laboratory Higher Secondary School	3	5
2.	Pushpalal Memorial College	3	5
3.	Mangal Higher Secondary School	3	5
4.	The Times Inte'l College	3	5
5.	Janmaitri Multiple Campus	3	5