

Thesis
TSL 510

**Social Media as a New Gateway to Digital Literacy in EAP
Classrooms: A Study among Students and English teachers of
Tertiary Level in Dhaka**

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Statement of Original Authorship

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ABSTRACT

Digital literacy—which refers to the knowledge, skills, and behaviors involving the effective use of digital devices (such as smartphones, tablets, laptops and desktop PCs) for communication, collaboration and advocacy—has become a crucial factor in academic purposes as well. The use of digital literacy at EAP (English for Academic Purposes) classrooms is gaining gradual popularity. Teachers are adopting different ways to evaluate EAP classrooms. If we think about social media as a form of digital literacy in the English language classrooms, we find teachers using Facebook, twitter, viber, WhatsApp etc. to facilitate learning besides textbooks and regular forms of instructions. The main purpose of this study was to investigate whether and to what extent social media is being used by teachers and students at the tertiary level as a tool of ICT inside and outside the classrooms. The study also investigated teachers' attitudes and skills in the usage of social media as a supportive/alternative tool in teaching. This study finally provides a guideline for the students and teachers both about the usage of social media in digital literacy in English classroom. This study also provided an overview of the current state of the situation and students feedback on their learning, expectations. The level of expertise of instructors in dealing with social media was also evaluated.

Chapter: 1

Introduction

The creation of digital social media has brought a huge change among in the life and living of 20th century. For most of the people, digital world has turned out to be a matter of survival. And its popularity is rapidly increasing among the youths. Digital literacy is the ability to access digital aids and be able to understand and use them in critical and meaningful ways. In teaching English to the speakers of other languages has always been a tough challenge by both native and non-native trainers especially in countries where English plays the role of a foreign or a second language. To reduce the difficulty of English language teaching and learning, teachers are now using many types of social media such as viber, WhatsApp, Facebook, twitter and other apps to facilitate teaching and learning in different levels. Marshall McLuhan (2003), in his book, *The Book of Probes*, comments, “All media exist to invest our lives with artificial perceptions and arbitrary values” (p.199). Media plays a vital role in our life. At this moment we cannot deny the usage of social media due to its gradually crucial importance in every sphere of our lives. In the education sector, diverse strategies are taken by teachers as well as institutions, to facilitate the learning and teaching process more.

1.1 Background

English holds an interesting status in Bangladesh in the sense that officially it is regarded as the most important Foreign Language besides mother tongue Bangla—whereas it functions as a Second Language in different spheres of the society (Hasan, 2006). It is due to either or both of these statuses, the teaching of English in Bangladesh has been undergoing innovation and modernization. Over the last few decades, Bangladesh has been relentlessly attempting to innovate and include digital literacy in English language teaching. In Bangladesh, internet accessibility and usage capacity is still limited to some major cities and some suburbs (Quader, 2014). According to Akhter (2011) in Bangladesh the learners use social media mostly for the entertainment purpose. The reason behind it is the lack of appropriate guidance from the authorities, teachers, lack of chances to use it for English learning and absence of research

based activities. She also says 'inquisitive students often feel lost in the humongous sea of information available on the internet'. Akhter (2011) states that the educational institutions understand this and they are already making use of this functional medium in various aspects of their day-to-day activities like from classroom teaching, assigning homework, assessing students, activities outside the classroom and delivering results etc. According to Asad et al. (2012), some universities in Bangladesh are now using social media for academic purpose so the student-student and teacher-student can keep in touch not only in the class but also outside of the class. Students are doing assignments, sharing informative information etc. Asad et al. (2012) also said that we cannot deny the impact of online social networking on academic learning (p. 500).

The University Grants Commission (UGC) has been working to enhance the quality of education and research at the tertiary level through uninterrupted high-speed internet connectivity with assistance from the World Bank. By providing internet connectivity among education and research institutions in both public and private sectors, UGC aims at fostering digital literacy (UNB, 2017). As continuity of this approach, UGC had taken initiative to launch digital libraries in private and public educational and research institutions (UNB, 2018). Thus it is evident that achieving digital literacy is one of the key issues in the teaching-learning procedures in tertiary level.

The use of social media with the accessibility of many types of apps is increasing day by day. A language teacher can use it in many ways to improve language learning and teaching through social media such as YouTube, Facebook, WhatsApp, Viber, tweeter etc. Teachers in this connection have been adopting digital techniques by using social media to make teaching-learning process easier and more effective. They are getting a chance to involve with education outside the class which has provided a potential scope for improving teacher-student relationship as well.

1.2 Context

The tertiary education of our country comprises 88 universities—34 government and 54 private (Quader, 2014). Since this amounts to dealing with a substantial number of youths who are expected to become a strong workforce for our nation, the issue of digital literacy is

very significant. In this context, there are some points to ponder. As every teacher use it in and outside their classes. If so, how and to what extent do they use it? Are all teachers adequately capable to deal with it? Is it proving to be effective for everyone? Does it help in every situation?

1.3 Purpose

To get good outcome from a study, the purpose should be logical, perfect and accurate. The purpose of this study was to find out how and to what extent English teachers are using social media in and outside their classes. And by their usage of social media, how are they bringing effective changes in the teaching-learning environment of English.

This purpose also included the investigation of the attitudes and skills of English teachers in dealing with social media as a supportive/alternative tool of teaching and consequently, the students' nature of responses to it. It also dealt with the negative influences, if any, of social media in and outside English classrooms.

1.4 Significance and scope

Tertiary level in Bangladesh is considered as the highest level and prestigious education and a vast number of teachers and a good number of students are involved in different universities in Bangladesh for pursuing their studies. The universities are increasing drastically but in terms of quality and scope of those universities, the true challenges exist in knowledge dissemination and skills development. Developing digital literacy is a vital issue in this regard. As young people are inclined toward social media, they can be motivated for using it as an effective learning tool. Gone are the days when communication between teachers and students as well as students and students after beyond classrooms was difficult. This digital era has provided this opportunity for making teaching-learning an ongoing process.

This paper will thus give an insight to the English language teachers about using social media in facilitating language skills of the learners. The findings of the study will help teachers and students to know more about the effectiveness of using social media in the teaching-learning of English and subsequently the value of fulfilling individual needs through it.

1.5 Delimitation

This research focused on the usage of social media in English language teaching and learning. The research actually narrowed down its area from internet to social media. To construct the thesis concisely, this research focused on some productive areas; the usage and impact of social media and maximizing the teaching-learning of English language for the benefit of both teachers and students. Thus within the limited time frame, this study delimited itself by skipping some universities by focusing on two target universities: one private university and one public university in Dhaka city. And only the English language teachers were interviewed to collect data.

1.6 Research Questions

The study was based on the following research questions:

1.6.1 General question

To what extent and in what ways do social media play their roles in the teaching learning process of English in and out of the classroom?

1.6.2 Specific questions

1. Do English teachers possess the required positive attitudes and skills regarding the usage of social media as a supportive/alternative tool in language teaching and related activities?
2. What types of social media do teachers and students use to facilitate teaching and learning?
3. What types of academic activities do students do by using these social media?
4. How far these activities through social media assist them in their teaching-learning process?

1.7 Limitation

As this study was conducted on two universities in Dhaka, the scenario of the universities outside Dhaka, which might be different, could not be dealt with. The scenario might have

been different too if the researcher conduct the study on some other universities in Dhaka as well. The constraint of time and resource was a crucial factor that posed one of the biggest challenges for the researcher. Another challenge was properly conducting the Focus Group Discussion (FGD) with the English teachers and the students because of their limitations of time; it was indeed difficult for the researcher to make bother the teachers and the students appear together at the same time. The university authorities also did not want to give permission at first to conduct the survey but after much negotiation, it was made possible. In fact, it took a lot of time to complete the procedure of taking permission. Sometimes some students might not have answered everything according to the queries. The main challenge was to get lot of students together.

1.8 Thesis Outline

Chapter One describes a brief description about the study, including the background of the study the context, the scope and purpose of the study, the specific and general research questions, significance of the study and lastly, the delimitation and limitation of the research.

Chapter Two describes and discuss about the existing literature based on the topic of the study, concepts of the study. The relevant materials from the extensive bodies of literature help to understand more about the topic. It reflects on some area such as the negative, positive impact, the use and some other area as well.

Chapter Three outlines the research methods for this study by combining both qualitative and quantitative. It shows and discusses the selected study areas, the data collection method, strategies and analysis strategy along with some challenges.

Chapter Four includes one of the most important parts which are the findings of the study. Teacher's student's interviews along with FGD result. It presents an attributed account of the results and also discusses the reasons behind their occurrences.

Chapter Five displays the conclusion and the recommendations of the research.

Chapter 2

Literature review

Social Medias are popular not only among the young generation but also any type age of people. But the use is noticeable among the young generation. Social media is a platform where people can make their profile and connect with other people, share their thoughts, picture and nowadays the uses are many in social media. Social media is connecting people all over the world. According to Alassiri et al (2014), a social networking sites provide interactive platform that enables its users communicate with other members to establish social relations to share information and knowledge relative to individual experiences activities in real life.

2.1 Why SNSs (Social Networking Sites) are popular

'SNSs provide a favorable platform for individuals to express themselves, establish new relationships, and maintain old relationships' (Gremu & Halse, 2012).

According to Asad et al (2012), People can share their thoughts, knowledge, and feelings through social media and through this they can connect with each other all over the world. Asad et al (2012) further say social media become gradually more integrated into the way many people are getting chance to get connected with each other. It is also giving its shadow in education which is giving impact on teachers, students, parents and administrators (p. 499).According to Quader (2014) in Social media people can discuss about any subject or any topic they like to. They feel more comfortable in this way rather than any monotonous classroom situation. Sometimes students feel shy or cannot perform for anxiety which they don't feel in social media which actually enhance their learning.

Asad et al. (2012) state 'SNSs provides a platforms for the students to learn and discuss outside the formal classroom setting, therefore it also encourage students not to use materials only for the academic purpose, it also encourage them to use it in their everyday life (p. 500). Many researchers like Quader (2014) found the relation between SNS (Social Networking Site) and academic life or performance of the students. According to him the students who

used social media scored higher on reading skills test and had higher grades. He also said that through social media students can easily getting a chance to connect with their teacher. Through this they can discuss about any academic problem directly without waiting for long, come out with new information which is helping them to enhance their knowledge without killing time.

2.2 Use of SNS in Bangladesh

In Bangladesh, the usage of social media is increasing day by day not only among the young generation but also all types of people—regardless of age, gender, income, and educational status. But the using internet is still limited. The accessibility is limited too because of many reasons. The accessibility or using rate is different in cities to cities or places to places. Many major or big cities are using it deliberately whereas the limitation is much higher in some suburbs (Quader, 2014, p.2). In Bangladesh Tertiary education takes place in 88 universities where there are 34 government universities and 54 private universities (ibid). Akhter (2011) describes how Bangladeshi students use social media mostly for the entertainment purposes. The rate of using it for learning or for any academic purpose is low. The reason behind it is the lack of appropriate content, guidance from the field of education, research based activities, learning ways and assignments from institutions. She also state that if the students find proper guidance, relativity with the syllabus, interesting way to learn then they could find it useful (ibid).

Akhter (2011) further state that instructions are realizing the necessity and already making use of these mediums in various ways like from classroom teaching, assigning homework, assessing students etc. According to Asad et al. (2012) some universities in the Bangladesh are now using social media for academic purpose so the student-student and teacher-student or student- teacher can keep in touch to share important information, can do assignments, can discuss about any important issue or topic, and can get instant feedback. Asad et al. (2012) we cannot deny the impact, usefulness of social media on our daily life and in academic learning.

2.3 Positive impacts

According to Asad et al (2012), students' academic learning outcomes could increase when their social learning outcomes were heightened (p. 501). Digital social media like Facebook, Twitter, Viber, WhatsApp, Google etc, 'all these are giving impact on education drastically' (Eastment, 2007). Boyd (2007) says teenagers and young adults are using it to connect with others, share information, experience etc. According to Flad (2010), communication now is very easy and quick as the youths have their personal cell phones which help them to access or connect faster and any time. According to Harwood & Blackstone (2012), teachers can show they are engaged in students' Facebook learning by writing an encouraging comment to an academic post or referring inclass to an interesting discussion that has occurred on the page. They further say social media give a vibe to the students that their instructor is present

According to Harwood & Blackstone (2012), these kinds of things are really important which give confidence to a less confident student to participate in the discussion. These things are actually motivating them in many ways. As the teachers are involved in the discussion they feel more aware to deliver accurate. In this way if the teacher do some activities through social media, they don't feel monotonous and it actually enable their creativity level. According to Kern (1995), it helps the student to reduce the anxiety and feel free to participate and help them to improve their language production.

2.4 Social media as a learning tool

Social media is an entertainment side and as well as an effective tool to develop many important intellectual skills. Abe, P., & Jordan, N. A. (2013), did a research related to this topic. He found that the majority of student perceptions regarding the use of social media in the classroom are positive. From the teachers' view he found that many faculty members seem to be aware of the different types of social media and how it may be used in the classroom. Instructors are now aware of giving assignments, making a discussion session, sharing information etc on social media. He also states that though the teachers are using it in the education sector still it should be used more and more as the young generation spends many time on social media. He said many examples on this topic. As an example he said that the teachers can arrange a discussion on a topic where every student will share their thoughts through a comment. This can be done on tweeter, Facebook page etc. According to him,

many teachers are aware of using social media in the educational sector from Skype to tweeter to YouTube. Social media offers many types of benefits not only to the students but also to the educators. Social media can serve as a cost efficient tool for education to use.

2.5 Lack of understanding

‘Teachers are lacking in their understanding of the use of technology, specifically the use of social networking’ (Vooren & Bess, 2013). According to Vooren & Bess, teachers should be more knowledgeable that how to use social media in education as this is unavoidable part of our daily life nowadays. But doing these teachers will need support from the school and administration. Some other findings are the use of SMS text messaging presents an opportunity for teachers to communicate with students about content in general, as well as specific essential pieces of content. Nowadays youths are spending a lot of time from a day on social media. In one point of view it is bad for them and on the other hand it is a good way which is connecting them with the whole world. In educational sector this social media can be used in many ways. Some teachers are already using it to facilitate language learning by giving assignments on social media. Instructors are arranging sharing opinion type session where students are sharing their thoughts, experience. But the scenario is still under construction. Not every teacher has that knowledge, capability to use it in language learning. Vooren & Bess say that there should be training session for the teachers where they get to know how to use social media to facilitate learning. It can be done only when administrators, government will take any step. If we want to facilitate learning, we should take the advantage from social media by using it in education.

Chapter 3

Research Design

This chapter focuses on the research methodology that I had applied to derive the outcome of my work. The details are given below.

3.1 Research Methodology

I collected the primary data through a questionnaire survey among students and teachers and a focus group discussion (FGD) with students. The questionnaire survey was conducted on two different universities in Dhaka—one being a private and one being a public university. Students and teachers from one public university and one private university were interviewed. I had initially piloted the questionnaire on a small group of people before operating it on the target population. The pilot study helped me to fix several problems in the questions.

I collected the secondary data from printed and online research articles, and other published and unpublished research materials and journals on the relevant issues.

3.2 Sampling and data collection

I conducted surveys among the students—15 from a private university and 15 from a public university—through a questionnaire that had 11 close-ended and 2 open-ended questions. The students were randomly selected who belonged to diverse disciplines—business administration, science and engineering, law, arts and social sciences.

I separately conducted survey among 4 teachers—2 from a private university and 2 from a public university—that had 10 close-ended and 3 open-ended questions (please see Appendix-A). All four of them were teachers of the English departments of the respective universities.

I also conducted an FGD with 10 randomly selected students—5 from a private university and 5 from a public university—regarding their positive and negative attitudes toward digital literacy in English classrooms. I noted down their responses with pen and paper.

It needs to be categorically mentioned that all the students and teachers who were respondents of my survey and FGD had been active and regular users of social networking sites.

3.3 Procedure and timeline

I conducted the survey among students by visiting their respective universities and following all necessary administrative formalities. It took me two different days to conduct the surveys. For the FGD, it took me around 30 minutes. I spent on an average twenty minutes for survey on each of the teachers.

3.4 Analyses

In this study, the results of the surveys were analyzed and presented following descriptive statistics. The responses of the FGD were synthesized from the notes that I had taken.

3.5 Consent, access and participants' confidentiality

Ethical issues were important while doing this study. While I was doing my research, I made sure that the names and identities of the participants would be kept confidential. I took permission of the concerned institutions as well as the participants' permission beforehand ensuring that the information gathered would not positively or negatively affect the institutions or the participants.

CHAPTER 4

FINDINGS AND DISCUSSIONS

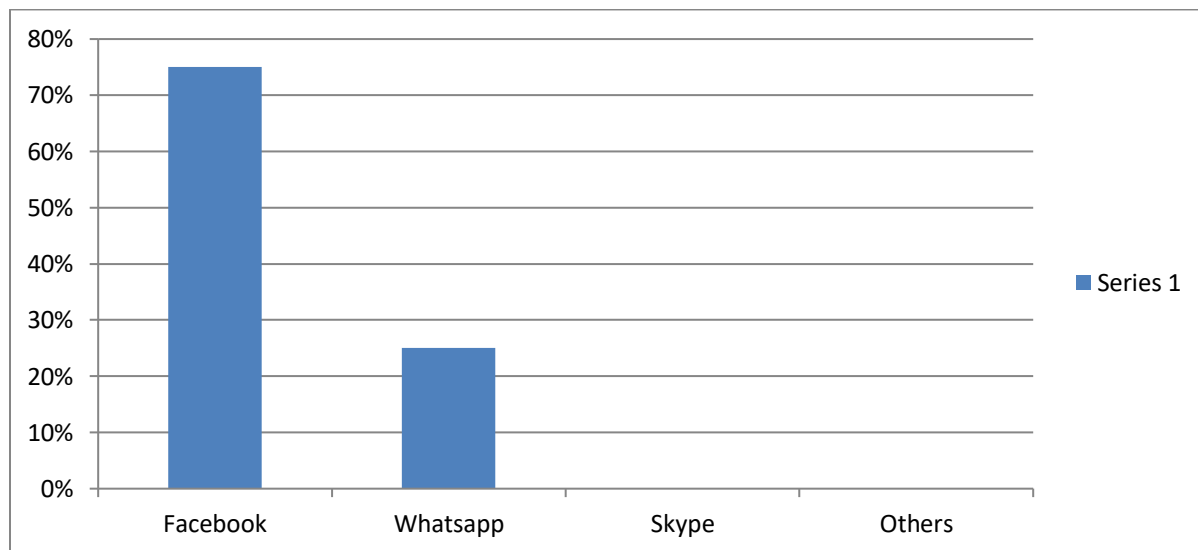
4.1 Introduction

This chapter presents and analyses the findings collected from the questionnaire survey on the teachers and students of private and public universities regarding the influence and usage of social media in English language classrooms at tertiary level students.

4.2 Findings of the teacher survey

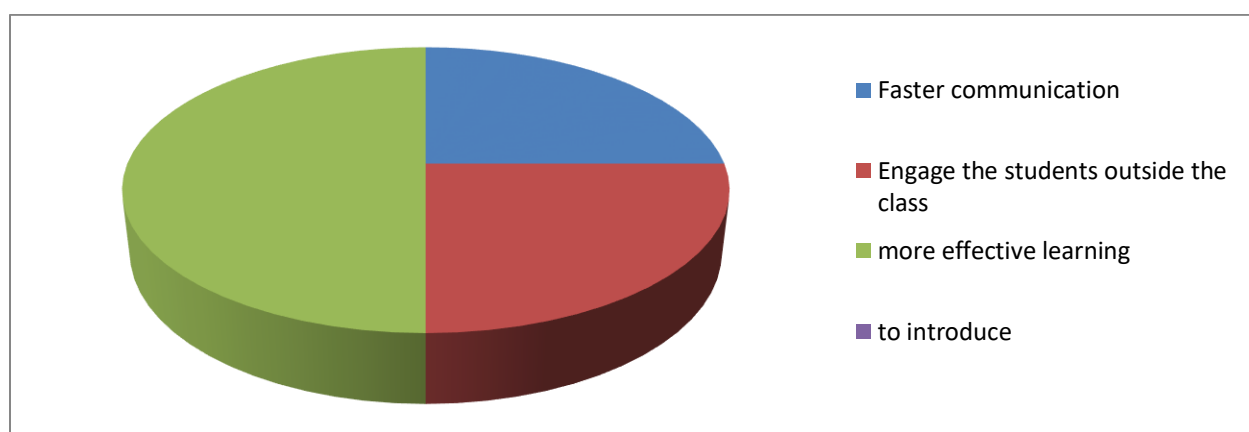
4.2.1 The types of social media teachers use as a teaching tool for their students

The findings show that three of the four teachers use Facebook as a teaching tool in their classrooms. The ratio is higher compared to other social media. They use it to give assignments and to do short activities with the students—as well as staying connected with the students. One teacher uses WhatsApp to stay connected. However, none of the teachers chose other options.



4.2.2 Teachers' main purpose behind using these media

In this question, two teachers said that their purpose had been to foster more effective learning. One teacher said that he wanted to engage his students outside the class so that they could always be aware of the need for staying updated with academic lessons as well as develop language skills naturally. One teacher said this was a faster and an easier means of communication. However, despite their mixed reactions, they maintained that imparting lessons more effectively and engaging students in the positive aspects of social media was primarily their goals. It is evident that they are using it for more effective learning or outcome.

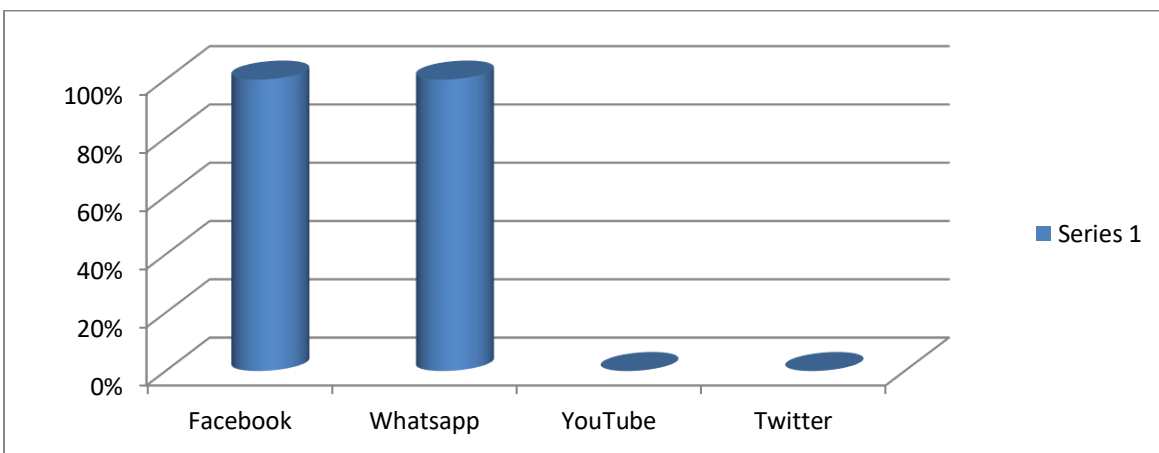


4.2.3 Whether or not teachers face stress since they had been dealing with technology-savvy students

In this century students are really technology oriented. The students of tertiary level have embraced this new way in their daily life. As the teachers are using this in their classroom so my query was to know that does the teachers feel stress when they use this things as the students are very much social media oriented. 1 out of 4 teachers said sometimes they get some problem. I have asked them personally that what kind of problem they faced. They said all the students are not very much skilled enough to use the tools properly and sometimes they divert themselves to other entertainment sides. Another interesting thing is 3 out of 4 teachers think that it is not something which is stressful for them. They think that it is actually helping them to facilitate their teaching process because they think that they are seeing the change in interest when they use social media in education.

4.2.4 The types of social media teachers find effective as teaching tool

In this question, three teachers replied in favor of Facebook which they had found to be more useful compared to others; not only because as it is very popular but also very user-friendly for teaching. One teacher said that he uses WhatsApp. However, all of them mentioned one point that in cases of emergency, they use both adjusting with the situations that arise. One issue is noticeable: no one expressed their fondness for YouTube or Twitter as they are much less suitable for regular communication.



4.2.5 Teachers feeling regarding their achievement of goals through social media

A mixed reaction was evident. They thought that it depended on the situation and learners' receptive abilities which actually decide whether the goal would be achieved or not. Two teachers said that their goal had been achieved partially while the other two teachers responded in full affirmation. None of the teachers denied the impact of social media regardless of the extent of their success as a teaching tool. Teachers were unanimous in their responses that social media made teaching easier and faster though the achievement of goals depends on other external reasons that are beyond control. They maintained that they could use social media with further conscious planning and effort—as well as institutional support could be fully achieved.

4.2.6 Whether teachers would recommend their other colleagues to use social media

In this question, three teachers said that they would not recommend other teachers to use it regularly, because that might reduce students' habit of reading books. Doing works only on social media will destroy students interest on books. One teacher said he would recommend it. However, they maintained that using social media in the classrooms had not been a widely appreciated practice among the teachers. The reasons are twofold: not every teacher is skilled enough to use it and not every teacher is willing to use it frequently for other social reasons.

4.2.7 The types of academic activities teachers conduct through social media

Teachers shared their mix thoughts in this issue. They gave examples of varieties of activities that they conduct for students using social media depending on the demand of the topics or subject matters. Teachers gave writing blogs, sharing thoughts, making projects, commenting on a particular topic and some other assignments as well. Two teachers said they use it to give group project or making projects, one teacher uses it as a platform for students' sharing of ideas and plans on particular topics; sometimes they do this as assignments, sometimes they do this to verify their knowledge or enhance participation outside the classroom. One teacher uses it where students can write blogs but it depends which class they are teaching in. Basically advance learners do writing blogs. From this finding I got to know that teachers are using different ways to develop students' English skill. It also shows their interest to invent more new ways to conduct the class.

4.2.8 Whether students enjoy working in this approach

Two teachers mentioned the students enjoyed working in this approach. They thought it reduced their monotonousness and they enjoyed because it is something which they had been familiar with. Using social media breaks the traditional way of teaching and learning, and thus they enjoy. Two teachers thought that students enjoy sometimes; in fact, they prefer a balance between these two. No teacher chose 'never' as an answer. One of the fourth teacher said it depends on the type of work they are doing. One teacher said that they always enjoy. Moreover the students are different and came from different states. Everyone has different

perceptions, so it is not possible to expect that every student will feel the same. There will be different thoughts which we are seeing in this finding. However, this is true that working in this way has emerged a new way in educational sector.

4.2.9 Whether it is effective to make students work in pairs/groups in social media

Two teachers said that they had found it effective when students work individually. But such could not be said about group and pair work. However, the effectiveness depends on the type of work. Two teachers said that working in pairs or groups in social media seemed effective while one teacher responded in disagreement. One of the fourth teachers said sometimes it is effective and no one choose 'never'. By and large, all teachers thought that it is actually the concerned teacher's responsibility to divide the activities as individual work, pair work and group work by meticulous judgment on the basis of his/her goals.

4.3 Analyses of teachers' responses

From the responses of teachers it is evident that judging social networking sites as a key element of digital literacy has become a necessity as it yields added value in the teaching and learning of English. The reality is such that social networking sites are playing inevitable roles in founding a bridge between teachers and their students which enable teachers to maintain academic communication and disseminate knowledge much easily. As the world is changing and developing so the technologies are, social media is playing vital role to make bridge between educators and students. Teachers feel more comfortable when they use because nowadays social media is something which everyone aware about. Communication is rapidly changing, so the ways of teaching. Now the educators and the students communicate instant through social networking sites. Students can get solution instantly by communicating with their teachers. From my personal analysis I have seen how much easy and time friendly it is to contact or communicate or doing any activity in social media. It is saving the time of the teachers and it is giving them new ways to facilitate the teaching learning process. The time has changed so it is important to think out of the box. Social media is emerging new ways to do that. Teachers are getting chance to try new ways of teaching which is very effective and

time convenient. They think students are learning faster as they are available in social media most of the time.

4.4 Syntheses of teachers' responses to the open-ended questions

4.4.1 Social media will be used deliberately after 5 years

The impact of social media as an inseparable part of human life can never be denied; people would be using it all the time. Sooner or later the use of social media in educational sector will rise high. However, teachers are not still using it because of their lack of knowledge about its usage. But if social media can be used in a systematic and well-balanced manner by teachers, it is bound to create highly effective impact on teaching and learning process—both in and outside the classrooms. Five years from now, teachers will be more knowledgeable and creative about digital literacy. Since they would be using social media for entertainment purpose also, they would automatically find better efficient ways to use this for academic purposes in classroom settings. But the fact also remains that teachers should get proper guidance from experts about using it in and outside the classroom. If possible, this should be included in teacher training manuals.

4.4.2 Impact of social media

Ten years back, no one had thought that social media would be this much viral and popular like today. Now that it has become an inseparable element in our lives, it is better to use its power in the educational sector to facilitate learning. The use of social media in academia has been creating highly positive impact. Teachers and students have been getting chance to communicate instantly. Students are doing assignments and sharing thoughts due to digital literacy. However, there should also be a boundary of using it as a teaching tool. Excessive usage of social media can be disruptive and thus diminish students' attention from books. Teachers should know how to use it within a boundary and facilitate an English classroom by using it properly.

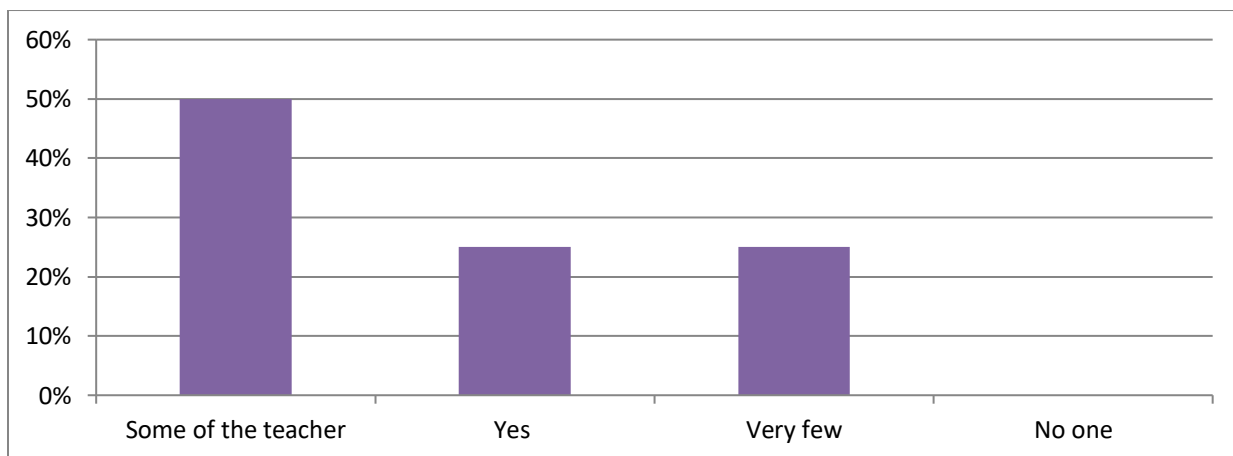
4.4.3: Skills of teachers and relevance of other social media

Teachers are more or less capable of handling digital literacy but they should attain more skills to foster their own creativity. Only being skilled enough to use it in the classroom actually will not matter; they need to know more useable points or things to facilitate learning outside classrooms. At the same time, the relevance of other social media should not be undermined. There are more social media options which can be used in educational sector as people are using those all the time too. Classroom teaching and learning will have yield better outcome.

4.5 Findings of the student survey

4.5.1 Whether all English teachers use social media as teaching tool

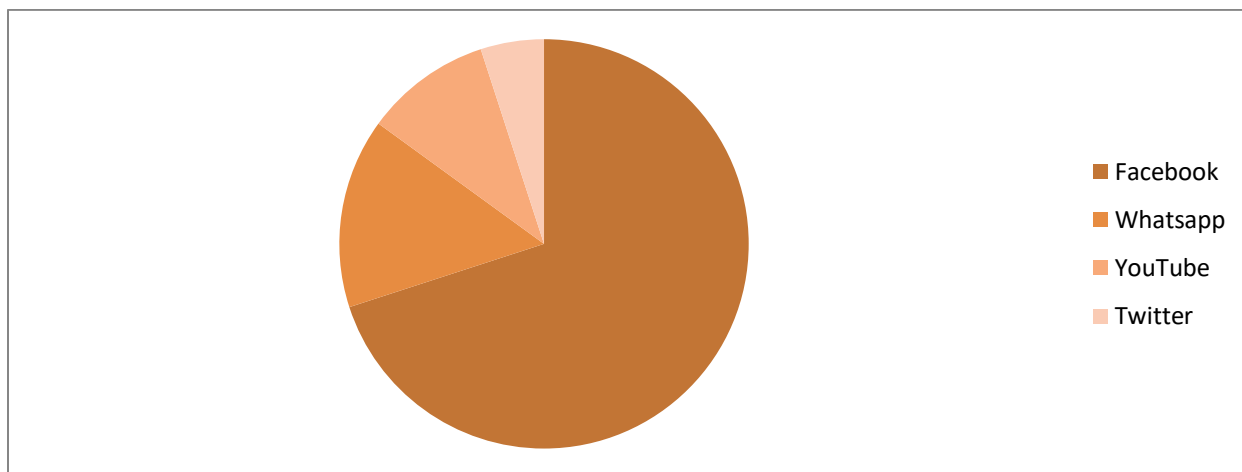
In this question, 50% of the students said that some of the teachers used social media; 25% of the students said that very few teachers used it while the remaining 25% students said teachers did. Overall, they wanted to say that the use of social media was not frequent but teachers' used those to a very lesser degree in the teaching process.



4.5.2 The types of social media students have been using

In this question answer, the students wanted to select more than one options but they made their choices based on their priority of using these. 70% students said that they used Facebook

most but they used other media as well. 10% used YouTube, 15% used whatsapp and 5% student used twitter. Those 70% students have done most of the work in Facebook like pair, individual or group works. They think that Facebook has more options than other medias.



4.5.3 The types of academic work students do in social media

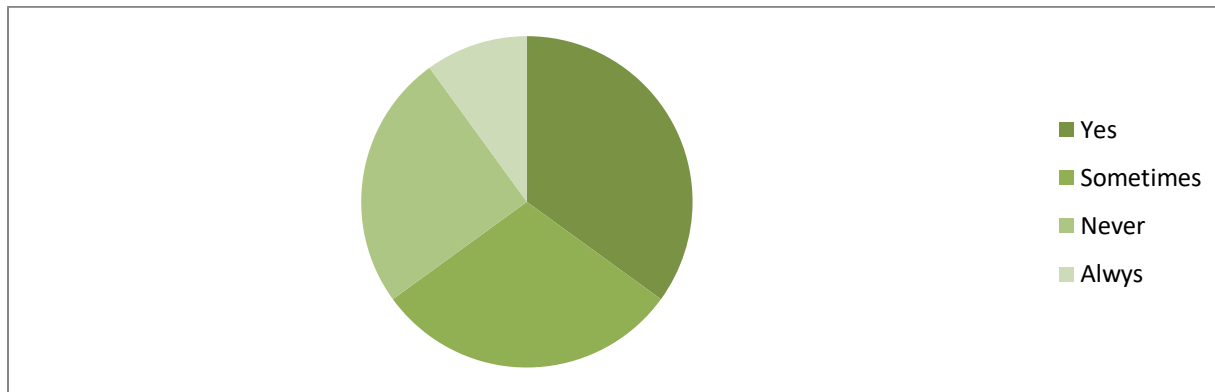
This question was asked to know the types of academic work they usually did through social media. Their responses in other way reflect the types of activities teachers conducted via social media. 60% students said that they used these to do project work like, survey-based group projects, issue-based solo projects etc. 20% students said that they used it to share some thoughts on some particular topics. Sometimes their teachers judged them based on the comment they posted on some education-related topic. 10% students said that they used it to comment on some particular topics that had been decided and posted by the teachers. Rest of the students said that they used it for writing blogs. The students said that the usage depended on the type of work their teacher gave.

4.5.4 Whether students enjoy working in this approach

In this question, 50% students said that they enjoyed using social media in their learning process in the language classroom while 15% students said they didn't. 30% students enjoyed sometimes while 5% never did. Though the result is somewhat mixed, the majority responded favorably which proves that most of the students enjoyed this in learning process.

4.5.5 Whether teachers assign pair or group work through social media

Pair work and group work are usual practices in English language classrooms which teachers conduct to facilitate learning. 35% students said that teachers gave pair and group assignments. 30% students said that teachers gave very often, 25% students said that teachers never gave any pair and group work. Rest of the 10% students said that the teacher always gave pair and group work.



4.5.6 Whether students get chance to work in pairs in social media

In this question 55% students said that they got good chances to work in pairs; in fact they could do work equally. 10% students said that they didn't get chance to work while 25% students said they often got chance to work but that depended on the type of work teachers gave. 10% students said never that it is not effective and they don't get equal chance to work.

4.5.7 Whether it is effective to work in pairs/groups in social media

This question indicates whether the pair work is really helpful or not when teachers give in the social media. In this question, 40% students felt these had positive impact and thus were very effective. They told that pair work enabled collaboration between students. 20% students said that it was not effective. 30% students said it worked sometimes. They also shared that proper learning depended on what type of work they did in the social media. 10% of the students did not think it at all worked and this had little impact.

4.5.8. The most comfortable social media

This is one of the questions where some students took a bit more time before giving the answer. 80% students said Facebook was more comfortable for them as they were more familiar with it. When teachers used Facebook to teach or give any work there, they felt it much more comfortable than other tools. 15% people selected YouTube because they thought they learnt more in this way. 5% people said that WhatsApp was more comfortable as it has more privacy and was user-friendly with faster communication and fewer options

4.5.9. Whether using social media in classroom helps to improve English skills

35% students said that it helped to improve their English language skills as they communicate in English most of the time. By reading, watching, hearing from several videos it helped them to improve their language skill. Moreover it actually emerged the interest towards the language. 20% people said no; they thought that using short form of writings in social media weakens their level of writing skill. They did it several times on the paper. Educators had deducted their marks for that reason. 40% people said slightly it developed their English language speaking skill, as they could communicate in English outside the classroom. It developed their interest to learn English because here they got a chance to see, use English language. 5% people thought that it might have helped their English language skills; they sounded confused. They showed mix reaction in this question.

4.5.10 Students' preference between learning through social media and traditional approach

In this question, 70% students said that they enjoyed working in both ways as it balanced their levels of interest. They did not feel monotonous or bored. They got a chance to combine both approaches. Between these two different approaches, they favored social media more as they felt they got new opportunities to learn in more diversified ways. However, they expressed their desire to learn in a combination of both approaches as they had been habituated following the traditional way. 10% students thought that social media was more enjoyable for them because they found themselves learning faster in this way than the traditional way. It was also familiar as they spent a big portion of time there. 20% students said that they liked

the work in papers because working in social media meant not working in a particular way; the multiple options distracted them from their main focus of work which they did not feel when they worked in papers. It distracted them many ways. It distracted their focus from the main work.

4.5.11 Whether social media makes learning easy or tough

In this item 50% students said that it made their learning process easy as they got chance to work outside of the class, communicated with their teachers whenever they needed. If they felt confusion about anything, they got the solution faster. 15% students said that it was tough. They thought sometimes their teachers gave or did some activities which were very hard and confusing. They did not feel such while doing regular paper work as they were already habituated with this process. 25% students chose both and showed interest in both things. They thought that it was neither easy nor tough. It actually depended on the work they are doing. Rest of the 10% students said none of this. They thought it neither easy nor tough. They were ok with both the approaches.

4.5.12 Whether teachers are skilled enough to deal with social media as a teaching tool

In this question, students showed mixed feelings. 55% students thought that teachers were skilled enough to use it. They judged their teachers skilled enough to use it in their learning. They learnt a lot and still they were learning. Teachers used many innovative ways with them which they found very interesting. The students shared that some works were so interesting and learnable that no one could teach it without proper skills or knowledge. 25% students thought that the teachers should get more training regarding how to use the social media more in the educational sector, even though they learnt a lot. They thought that the teachers should get more training to innovate new ways to facilitate their learning more. 20% students thought that very few teachers were skilled enough. Again, not every teacher used it where there was a lot of chance to use it. These students said that there were some topics where the teachers could use social media to make the learning process more interesting but they did not use. The students said they did not know whether the teachers did not use for the lack of proper

training or not but they thought if the teachers got proper training, it would motivate them to use in some big and complicated topics.

4.6 Analyses

Social networking sites are influential media by which people get connected with each other. Mainly the youths are very much attached with it. The educators and researchers thought that why not to use it as tool in educational sector. The teachers invented many ways and strategies to conduct the class, to make the study more interesting and to be connected with the students all the time. The findings showed that majority of them use Facebook as their favorite and most of the students usually spend a big portion of time on social networking sites. Students use SNS for academic purposes. The tertiary level students are connected with the teachers in the social media and they can formulate group discussions where they can exchange their ideas, thoughts, experience, and opinions and can share course related materials, information and the teacher can give assignments. In this way teachers want to develop the English language skill of the students. Even out of the class, the students will be in a practice session. Whenever students write anything in a social media or chat or converse with anyone, they get more conscious about their writing. It helps them to improve their writing.

In addition, social media helps students to improve their writing and speaking. For example, the students are able to learn new words/idioms/phrases from their friends or some writing in social media and later they use those in their formal writing like assignment, exam scripts etc. It also effects their speaking as well. Overall we can say that digital social media have influenced the tertiary level students in every way. As the uses are many, teachers are using social networking sites into their teaching methods. Nowadays teacher of different universities share course related materials with their students; they give instant feedback and communicate regarding their coursework's, assignments or any upcoming works or events outside the class.

4.7. Focus Group Discussion:

In my questionnaire, students were asked about their overall feelings as regards the usage of social media. In this section I got various types of responses and I got to know many types of

information. Students overall feelings were mixed. They think as social media is really a powerful area nowadays so they liked the use of it in an educational sector. They want to do more things in it but on the other hand students don't want to get ditched fully with the book. They think both ways are important to enhance their English language skill. They do support to learning in a traditional way because they think that depending fully on social media will distract them from their main work as it has multiple options.

Students think the teacher should invent more interesting ways to teach them in a social media and some teachers should get proper training on it. Without the proper skill and knowledge it is not possible to deliver authentic work. As drawback students shared that sometimes they faced problems in their writing. As an example the students use social media for entertaining purpose too, so it makes a barrier or problem for them to write in a full form as they are habituated to write in a short form. They think that sometimes they do it in their writing in assignments, exam script. However, they think doing assignments, projects in a social media enhance their writing ability because they try to write in proper grammar structure, correct spelling and appropriate sentence structure and therefore it motivates them to improve their English language as well. Students also shared that use of social media helped them to boost their motivation when they saw others were doing assignments, projects perfectly. They also shared one of the big benefits of having social media in their life. It is communication. They told that it minimized the gap between them and their teachers. They can communicate whenever they need. They can get instant feedback.

Impact in learning:

According to the students they feel it is making their life smooth. The learning process is now faster than before. They are getting a chance to collaborate not only in but also outside the classroom. By typing in English, they think it is enabling the interest into them and they are getting chance to develop English language in and outside the classroom. Their overall feeling is teachers should know more about it. They should know how to facilitate the English language classroom more, how to engage them more in the social media by doing various types of work and how to balance in both ways. The students want the teachers to use social media more for big and complicated topics so that they will understand will be clearer.

CHAPTER 5

5.1 Conclusion

Social media has been becoming popular not only among the young generation but also all type of people but it's true that the use of social media among young generation is really high. Not only the young youths but also the educators are connected in the SNS. SNS (Social networking site) are playing a vital role to connect the people all over the world where they can communicate easily with each other. The aim of this study was to investigate the influence, usage of digital social media in tertiary level in and outside the classroom in English language learning and how it motivates students to improve their English, in what extend it is useful for the learner, how and to what extant teacher are using it.

The findings show that most of the students use Facebook as their favorite tool to communicate with others. It shows that students are using it not for nonacademic purpose only but for academic as well. Students like it when teachers are using to facilitate teaching learning process. They don't feel monotonous. They think that it is making their life easier day by day. They can reach their teacher easily. They can do assignments not only in the classroom but also outside the classroom. They can share thoughts, feelings through a comment. For the teachers it is little different. Most of the teachers want proper training is very important to use it in the educational sector. They think it can be more used if the teacher will know more use for academic purpose. The teachers think that the use should be limited. Excessive use is bad in anything.

There are of course some drawbacks in learning process when a student uses social media. Due to their dependence on social media, they learn to write in short forms which actually affect their writing process. They come up with wrong spellings while wiring.

However digital social media motivate tertiary level students to improve their English as the findings show that the students are very conscious when they do any assignment, project or share thoughts on social media.

The students can take advantage to improve their productive skill if they use it in proper way. Teachers should know more about the use of social media for academic purpose. They should introduce the appropriate usage to the students. And for this, teachers should get proper training. The teachers should open more options to the students where students will feel more interest to use social media in their academic development. Excessive use should be avoided because it reduces students' interest toward books.

Digital social networking sites have played a crucial role in founding bridges among the people which enable them to communicate on a common platform. Social networking sites are a great way to stay in touch with large groups of people. Youths are highly involved in this platform. And since teachers already use this platform to facilitate students' learning process, patterns of academic communication is changing rapidly. Now that educators and students communicate through social networking sites, it is important to emphasis on how the educators can help their students to utilize the benefits of social networking sites to improve their productive skill. Therefore this research study suggests that if the teachers and the students utilize the digital social media in proper way it will be beneficial for them to enhance their English language.

5.2 Recommendations

The influence of SNS in every area of teaching and learning is pervasive. Thus, there will be potential improvement in students' performance if the teachers as well as the students motivate themselves precisely.

Teachers can be very innovative while using social media for teaching purpose. They can innovate new ways which will actually help to facilitate teaching learning process.

Teachers can make their lessons interesting by using social media. Nowadays, there are lots of tools and apps which are really effective in teaching learning process.

The teacher can give a topic and can ask students to share their thoughts under the comment section. The teacher can also open a discussion board where the teacher and the student can post different articles, share their thoughts and opinions, and can discuss in different issues as well. In these kinds of actives, the teacher can set a circle where every student will be asked to use proper sentence structure, correct vocabulary, grammar and sentence in a proper sequence. Based on these, teachers can conduct elaborate discussion sessions in the class. The teachers can do role play sessions in the class based on the topic they had discussed in the social media. It will save the time as well.

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Appendix

Questionnaire for Teachers:

Years of teaching:

Close ended:

1. What type of social media you use to teach your students?

- a) WhatsApp
- b) Facebook
- c) Skype
- d) Others

In case of other social media please mention the name _____ .

e) Why are you using these?

- a) Faster communication
- b) Engage the students outside the class
- c) More effective learning
- d) To introduce

f) Do you face stress since you had been dealing with technology-savvy students

- a) Sometimes
- b) Not stressful
- c) Stressful
- d) Full of stressful

g) What types of social media you found effective as teaching tool?

- a) Facebook
- b) Whatsapp
- c) Youtube
- d) Twitter

5. Do you think you have achieved your goals through social media?

- a) Achieved partially
- b) Achieved fully
- c) Not achieved
- d) Depends

In case of other options _____ .

6. Would recommend your other colleagues to use social media?

- a) Regularly
- b) Regularly
- c) Yes
- d) No

7. What type of academic activities you do to conduct through social media?

- a) Group project or making project
- b) Sharing ideas
- c) Blogs
- d) Commenting on a topic

8. Do students enjoy working in this approach?

- a) Always enjoy
- b) Sometimes
- c) Never
- d) Depends on the type of work.

9. Is it effective to make students work in pairs/groups in social media?

- a) Effective
- b) Ineffective
- c) Sometimes effective

d) Never

Open ended questions:

1. After five years, where you see the usage of social media in education?
2. In what extent you think it is giving positive impact?
3. Do you think you are skilled enough to use it?

Questions for Students:

Age:

Close ended

1. Do every teachers use social media for educational purpose?

- a) Yes
- b) No one
- c) Some of the teachers
- d) Very few

2. What types of social media have you used till now?

- a) Facebook
- b) You tube
- c) Twitter
- d) WhatsApp

In case of other option please write the name_____ .

3. What types of academic work you do in social media?

- a) Writing blogs
- b) Sharing thoughts
- c) Making projects
- d) Commenting on a particular topic

4. Do you enjoy working in this way?

- a) Yes
- b) No
- c) Never
- d) Sometimes

5. Do teachers give any pair/group work here?

- a) Yes
- b) Sometimes
- c) Never
- d) Always

- 6. Do you get chance to work in pairs when you do work in social media?**
- a) Yes
 - b) No
 - c) Often
 - d) Never
- 7. Is it effective to work in pairs/groups when you work in social media?**
- a) Always
 - b) No
 - c) Sometimes
 - d) Not that much
- 8. Which one you feel more comfortable and effective?**
- a) Facebook
 - b) Whatsapp
 - c) You tube
 - d) Twitter

In case of other option please write the name _____ .

- 9. Do you think it helps to improve your English?**
- a) Yes
 - b) No
 - c) Slightly
 - d) May be
- 10. Do you enjoy working in social media or doing work in a traditional way like working in papers?**
- a) Social media
 - b) In papers
 - c) Both
 - d) No one

11. Is using of social media making your learning easy or tough?

- a) Making easy
- b) Making tough
- c) Both
- d) None of this

12. Do you think teachers are skilled enough to use it?

- a) Yes
- b) No
- c) Very few
- d) Everyone

Open ended questions for students:

1. What do you think that how may it influence or impact your learning?

FGD question:

Share your overall opinion/feelings regarding the impact of social media in long learning.
(You are free to express any kind of thoughts).