Impacts of social media on the students of secondary school in their learning and

pronunciation of the second language

By

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A thesis submitted to the Department of English & Humanities in partial fulfillment of

the requirements for the degree of Bachelor of Arts in English

Department of English & Humanities

Brac University

April 2020

Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at BRAC University.

2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.

3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.

4. I have acknowledged all main sources of help.

Student's Full Name &

Signature

    _____

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Approval

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Abstract

The age of Social media is now as more and more people are getting into it and with that   more and more students are also diving into it from a very early stage. This Social media offers plethora of services that students can take advantage of in order to enrich their development of English language. Through Social media students can easily enrich their English in both grammar and pronunciation. This research is aimed to find out the influence of Social media on the secondary school students in their learning and pronunciation of the English language. Likert scale was used when collecting data and analyzing it. Findings showed that students are very much interested in integrated classroom and Social media does indeed have positive outcome in

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Chapter 1

1.1 Influence of the social media

               In the present time where people have slowly advanced in almost every sphere of their life which also includes the aspect of social media and its influence in almost every sector of life. The present world is the world of Facebook, Twitter, Myspace, Google, Yahoo, I-pods, I- pads. The usage of gadgets are quite high even in a developing country like Bangladesh (e.g. cell phones, tablet, desktop) and so technology is integrated into every part of our lives, in fact, "technology is no longer a tool to create an alternative environment- it is theenvironment" (cited in Ivy, Gupta, 2010. More and more young people are being influenced by social media in almost every integral part of their lives. The rapid growth of social media, mainly due to technological factors such as increased availabilities of broadband, the improvement of software tools, and development of more powerful computers and mobiledevices, has been phenomenal (Faizi, Afia&Chiheb, 2015). The use of Facebook, Instagram, Tiktok and snapchat usages are now seeing an increased rate of usage. We usually operate these applications in English language thus enforcing the requirement knowledge of the language. Still few of those applications have Bengali language integrated with their recent updates as well. Through popular demand people are slowly making themselves familiar to various

English vocabularies which is a good sign in the English language dominated society we live in.Irfan, M. Ayaz & M. Faheem (2016) explain that the role of the social media is a very important and progressive role due to the ample opportunities it provides in terms of writing, reading and speaking for the English language learners.

Language is not only a medium of communication; it also reflects the identity, ideology and culture of a community (Shanta, 2017). Therefore, bearing the economic interest in mind, improvement in Englishlanguage teaching and learning has become the prior concern. Although numerous measures have been taken in recent years to standardize English language teaching (ELT) in the country, the outcomes are depressing (cited in Rahman, Islam et al., Ali & Walker, 2014). As the use of social network sites rise in popularity, the youth spends large amounts of their time browsing the Internet and interacting via social network sites (Faruq, Reza, Rahman & Alam, 2017). It has almost become an essentiality part in our day to day lifestyle and effectively made our lives a bit easier than it was without social media (Boateng & Amankwaa, 2016), They also mentioned how technology has brought about the change in the interaction between people and has offered plethora of ways to stay connected to each other making the world a global village.

Nowadays, technology is an important resource used in many classrooms with the purpose of enhancing instruction (Espinosa, 2015). Since the process of learning a second language (additional languages in general) is highly time consuming and requires large

amounts of input and interaction (Blake, 2008), incorporating digitaltechnologies in language teaching and learning is necessary and even essential (cited in Xodabande, Blake 2008). In the monolingual country of Bangladesh, the teachingand learning English has created an interesting linguistic situation that has given English an unusual position within the country's native language (Shanta, 2017). This is where social media can be of great use as it has a wider-range popularity and is quite easy to use and integrate. Social media provides multiple dimensions for developing creative learning strategies that allow students to connect formal and informal learning settings. Students can find like-minded people and organize informal exchange of knowledge for educational purposes (cited in Wang & Chen, Wodzicki,Schwämmlein & Moskaliuk, 2012). This paper will aim at weighing the impacts of social media on the secondary school students in their learning of the English language and pronunciation.

1.2 Problem Statement:

The passage of social media has seen a lot of success with the increased use it in people varying from all ages. With the age of digitization information and such are now very much accessible to us at ease. It is quite visible that the people of Gen z and Millennials are very much tech-dependent and implements it in most of their life. The current school and colleges present in the country are either not implementing the use of technology or social media even though it is within their reach. The way English is taught in academic settings in our country makes us struggling communicators. Neither do we use English for a meaningful purpose in our daily lives nor do we have a social or

academic system, which demands that we speak English practically. The scenario is sad and endemic, as a matter of fact (Shanta, 2017). Social media can be very good platforms for the student to further enhance the knowledge of the second language through repetition and constant usage of it. Usually after their classes they do not apply or use it in their day to day life as to them it is just a subject they must overcome. Thus, they only acquire few rules through memorization without practical usage. Though English is given much importance in our curriculum, the overall English teachingcondition around the country and consistently poor outcome of English learning throughout thehigher secondary level has compelled the researchers to think on inclusion of technology in ELT (cited in Hasan & Labonya, Rahman & Panda, 2012).Furthermore, this lacking usually affects them in the further phrases of life since unable to speak in the second language may result in succumbing to mental fear which then hampers the natural learning process the universities provide. This topic has low amount of research done upon it since the usage of social media is increasing among the students of college and schools and it is in fact an object of interest to them. This should be implemented to greatly increase the quality of learning of the second language that the country is lacking.

1.3 Purpose of Study:

There are three mediums of schools that are present in our country, one is Bengali medium, English medium and the Madrasa. If looking from a language learning/teaching perspective we can fathom that English medium has much more

superior influence of English around their premises while the other has significantly lower. According to Rah et al (2019), "Urban students often go to English medium schools and receive their education in English. Thus, the level of their proficiency is higher compared to the Bangla medium students who study in public and private schools" (p.5). Which further proves that the quality of English that is taught at the Bengali medium is not sufficient to be able to use in the present era. Implementation of social media can alleviate that and ensure a platform for the students to put their learning to use and also see and hear various native speakers and their speech patterns.

1.4 Significance of Study:

The study is intended to see the potential benefit that we can offer to the students in such a way in which might prove to be very effective and efficient. The suggestion this study provides might prove useful in increasing the quality of teaching of the second language in Bangladesh. This study offers an enjoyable and new method of integrating social media in both teaching and learning which might bear successful results in the future. This will allow the students to have their English learned and practiced both on the inside and outside of the classroom, as the usage of social media is on the rise. Making use of such spike should provide positive results.

Chapter 2- Literature Review

Competency in English is seen as an opportunity provider forhigher education and it is a requirement for better employment (cited in Shams, Sarwar, 2005). (English Language) it is considered in Bangladesh as a stair of prosperity, a tool of acquiring knowledge, and a sign of sophistication (Hossain,2013). Social media offers plethora of networking sites that are used by millions of people and English is the most used language among them. It follows that the possibilities offered by social media nowadays could also be linguistically rewarding for users, be they students or educators, as these media interactions are bound to take place either within the same linguistic communities or across different ones (Slim & Hafedh). The driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality, and flexibility of social technologies (Rahmi & Othman). This part will try to analyze the present available articles that are available on social media and it's impacts on English language learning and will also try to seek more refined papers based on our country to better understand and suit the topic at hand.

2.1 Social Media

Social media are computer mediated tool that allow people to create, share or exchange information, ideas, and pictures/videos with other friends or relatives (Saqib Khan, Muhammad & Ayaz, Muhammad & Khan, Saqib & Khan, Muhammad, 2016). According to Miller et al (2016) "It is the *content* rather than the platform that is most significant when it comes to why social media matters" (p. 1). This basically means the ever-evolving stages of social media and the content it delivers with each of its shifts. Miller et al (2016) gives further examples such as moving from Orkut to Facebook and from BBM to Twitter etc. (p.1). It shows how through the passage of time we switch to different platforms due to convenience or trend. The main factor is that it gives us the opportunity to interact with various other people and to able further extend the out of class communication in the second language that the students direly need.

2.2 The Facilities of Social Media

Bryer & Zavattaro stated that (cited in Kimetto, Julia & Felicity, 2018) Social-media includes all technology that facilitates social interaction, make possible collaboration, and enable deliberations across stakeholders, Social-media includes such tools as electronic blogs, audio/video tools (YouTube), Internet chat rooms, cellular and computer texting, and social networking sites. Social Media plays a pivotal role not only in one singleskill or competency of English language but plays a great role in the four basic skills of language i.e. Listening, Speaking, Reading, and Writing and also develops the vocabulary and grammar competency of English language in a very proper way (Saqib Khan, Muhammad & Ayaz, Muhammad & Khan, Saqib & Khan, Muhammad,

2016) . Social media provides multiple dimensions for developing creative learning strategies that allow students to connect formal and informal learning settings. Students can find like-minded people and organize informal knowledge exchange for educational purposes (Cited in Wang Chang-hwa & Chen Cheng-ping, Wodzicki, Schwämmlein & Moskaliuk, 2012). We are witnessing not just the convergence of various new media/information technologies (video, cable, satellite, videotext. Personal computers), but also, and more importantly, the convergence and integration of broader, and hitherto discrete, sectors of electronics industry (particularly data processing and telecommunications) (Scholte, J 2005).

There are online blogs which are available on world wide web and thus the English learners may get help form it while sharing information (Irfan, M. Ayaz& M. Faheem, 2016). The energetic learners want to enhance meaningful learning while using new strategies and then relate it their real lives experiences for example various social media sources like Facebook, Twitter, Flicker, LinkedIn, WhatsApp, and Skype because it facilitates Collaboration, team work, peer assessment and provide practical environment of sharing information with their class-fellows and friends in the easiest possible way (Cited in Saqib Khan, Muhammad & Ayaz, Muhammad & Khan, Saqib & Khan, Muhammad. Williams, 1992) With the growing passage of a childs growth social media becomes more of a necessity for them.The reason with young people associated with these emerging technologies is also associated with the autonomous nature of social media allowing students an increased control over the nature and form of what they do, as well as where, when and how they do it (Raymond & Afua, 2016). Social media consist of several activities: communication with friends; watching news; sharing photos, videos;

involvement in public topic discussion; adding instant message with real-time web chat; and playing games (Sobia et al, 2016). Romero stated that (cited in Sobia et al, 2016) Social media have the potential to improve student learning, facilitate educator student and student to student interactions, development of skills and level of satisfaction with new mobile learning involvements. Many researchers have discussed the broadbenefits of social media in higher education. These include itsvaluable use in connectedness, conversation, community andimproving student life satisfaction, trust and participation; student motivation and effective learning; student involvement enhancing student learning and teaching engagement; and offering self-study course materials; students' personal, emotional support and self-confidence (cited in Sobia et al, 2016)

2.3 Social Media in ELT

Teaching and learning styles are evolving, and the tools to accommodate these new practices are changing (Evriklea & Gregory, 2014). EFL learners' skills can be greatlyimproved with the integration of social media technologies in English Language Learning (Madawi & Tariq, 2016). Over the past few years there has been an increasing interest in the new generation of social media, meaning integrating various (Top 2011). Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content posting, coping, sharing and search ability by easily using online search tools (Raymond &Afua, 2016). Now students is the largest user of social media which influencing them to change their daily life, behaviors, community approaches, public life and the bodily events (Shilpi & Arun, 2019). 73% Facebook user

in Bangladesh is within the age rangeof 13 to 25 while rest is over 25 as per BTRC report (Shilpi & Arun, 2019). Social media plays a dominant role in English language learning because it provides opportunities to the English language learners to improve their writing, reading, and similarly, to read new text and phrases to improve their vocabulary (Irfan, M. Ayan & M.Faheem, 2016). Language learning through socialization is more than an exchange of meaningful and grammatically-sound conversations in community-based sites (Lino, 2018). Social media provides an opportunity for students toexpand their learning environment, explore the new resources, and be used as a tool tofacilitate the learning communities by encouraging collaboration and communication (Anankulladetch, 2017). Specifically, online social media can facilitate students' academic experience by supporting environment for academic discussions, which helps improve learning motivation (Anankulladetch, 2017). Social media are infiltrating the educationalarena. The online social networks are increasingly being used not only by college students, but also by instructors for different reasons (Cited in Chen, B., &Bryer, T, Mazer, Murphy, & Simonds, 2007; 2009). So, Social media has a lot of tools it offers to further ease or enhance the quality of teaching English language. Uses of social media as learning tools could possibly connect informal learning to the formallearning environment. For instance, third-party social media tools, such as WordPress, Wikipedia, and LinkedIn, can include members outside the class beyond the one-semester time duration and connect learners with communities (Chen, B., &Bryer, T, 2012)

2.4 Facebook

Facebook is the largest social network that boasts more than 100 million members, and it is one of the fastest-growing and best-known sites on the Internet (Wang Chang-hwa& Chen Cheng-ping, 2013). The researchers carried out an Internet search and found many websites that demonstrate and guide teachers on how to use FB for classroom teaching and learning purposes (Kabilan, Ahmad &Abidin, 2010). Facebook, MySpace and Twitter, for instance, can serve as backchannels for communication among students and between teachers and students within or between classes. Instructors can answer students' questions via a Facebook page or Twitter feed, post homework assignments and lesson plans, extend in-class discussions, send messages and updates, schedule or announce forthcoming events, and inform learners about special lectures, panel discussions or guest speakers (Faizi, Afia et al., 2013). the possibilities offered by social media nowadays could also belinguistically rewarding for users, be they students or educators, as these media interactionsare bound to take place either within the same linguistic communities or across different ones (Slim &Hafedh, 2019). In English language teaching, the use of social media has evolved over the years (Li, 2017). Facebook is a social networking site and online communication tool that allows users to construct a public or private profile in order to connect and interact with people who are part of their extended social network. Facebook is the largest social networking site, with nearly a billion members, that allows people to make connections, share interests, and join groups (cited in Espinosa, Lantz-Andersson, Vigmo& Bowen, 2013). According to Espinosa (2015), the number of students that use and integrate with Facebook that it should taken advantage of by the teachers which in result can prove studies made easier and effective.

2.5 Facebook in Language Learning

With the increasing popularity of computers and interactive multimedia learning tools, teacher-centered learning should inevitably give way to a more meaningful and enjoyable learning environment. Teachers should also employ technology-intervened teaching methods in the classroom in order to provide opportunities for their students with different learning styles to perform well. Technologically-assisted social media, in fact, paves the way for more exciting and meaningful learning settings (Qais, 2017). Educators keep on trying to use social networking technology as an effective learning tool. Most social networking sites, and Facebook, in particular, are powerful digital tools with the real potential to positively affect students' learning (cited in Purnamasari, Cook et al., 2008).Purnamasari (2019) also mentioned that, through the usage of Facebook students can be more pro-active in wanting to learn and solve problems which in term will make the teachers job much easier and more efficient. Utilized as a communicative tool in the language classroom, Facebook can also serve to promote collaboration through target

language discussions, status updates, comments, and questions (Terantino& Graf, 2009). Language learners can keep in touch with people specially, with their family, friends and even their teachers whenever they want to. Second language learners can also learn various kind of knowledge, and be familiar with the laws of different cultures (Derakhshan&Hasanabbasi, 2015). Derakhshan&Hasanabbasi (2015) also found that

Facebook enables removal of limitations of communication between learners helping them through reliable learning environments to further increase student participation. Facebook has multiple functions of communications, information sharing, and collaborative construction and modification (cited in Wang & Chen, Mclougjlin & Lee 2008).student who hardly ever participates inclass may get actively engaged in co-constructing hislearning experience with his teachers, collaborating withhis fellow colleagues, and may feel more comfortable toexpress himself and to share his resources and ideas on Facebook(Faizi, Afia & Chiheb, 2013).Worldwide technology and social networking are changing the way people interact, communicate, work and learn, and it is about time for second and foreign language instructors to take advantage of the value of this tool to add it to their classes (Rios & Campos, 2015). Facebook has three types of educational functions: communication, collaboration and resource/material sharing (cited in Wang & Chen, Mazman and Usluel, 2010). Suthiwartnarueput & Wasanasomsithi (2012) suggests that through the utilization of Facebooks profile creation and receiving comments or suggestions regarding study can relieve them of anxiety that can be commonly noticed in the classroom.

2.6 Drawbacks Faced When Using Facebook/Social Media as a Learning/ Educational Tool

The most common bad effect of social media is addiction – the continuously checking of Facebook, Twitter, or other social media updates status (Faruq, Reza,

Rahman & Alam, 2017). Raut & Patil (2016) also stated that, the prime bad effect of social media is addiction. Constantly checking Facebook, Twitter, LinkedIn othersocial media updates. This addiction could negatively affectother valued activities like concentrating on studies, takingactive part in sports, real life communication and ignoringground realities. They also further mentioned about how social media can sometimes result in cyber bullying. Kaya & Bicen (2016). Another major issue that Shanta (2017) has pointed out is that how the heavy influence of social media is resulting in Code switching, code mixing and code borrowing. This results in the intermixing of Bengali with English and completely changing the structures.Yunus & M. Salehi (2012) explained how even after social media offers so much potential but it still lacks the authenticity of being present in person when getting a comment on anything, meaning that getting commented in person rather than on the social media will bear better and enhanced understanding of the comment or the topic. Ivy points out an interesting perspective from the teachers view on social media and technology that, at the present times academic institutions residing in Bangladesh are not overloaded with technology and usually there are no training of sorts that would show the proper integration of it in language teaching. That knowledge is to be expected from the teachers but due to teachers being lifelong learners and adapting through the passage of time these training courses are somewhat abundant.

From the above concepts, it can be understood that the social media has its ups and downs with the upside being the most prominent and the downside can be the deviation from the topic. Communication is now easier than ever and with the passage of

time teachers are implementing social media more and more. At the present time our country the presence of technology can be felt in every sphere of our lives. Young people are more interested in the social media and its facilities which can be utilized in an effort to reduce the troubles that students face regarding the English language and also the teachers can utilize the social media to make their teachings much more effective and efficient. The literature review was done in context with the with the English learners and teachers around the world. The researcher would have liked to be limited within our country but due to the lack of paper the area had to be expanded. Lastly, the researcher will be unbiased and see whether the social media is helping the students of secondary school students or harming them and along with that whether social media blended learning can prove effective or not.

2.7 Central Research Questions:

The main objective of the research is to find out the answers to the following questions:

-

1.   What benefits can the social media can offer in terms of both learning the second language and also in pronouncing the words itself?

2.   Will the integration of social media in teaching be enough to be able to improve the quality of study in the present times?

3.   What are the disadvantages of the integration of Social media classroom?

Chapter 3: Methodology

This chapter will discuss the methodology that is used in this research paper. It will also discuss more about the research design, settings and theoretical framework along with the survey and also the challenges faced while conducting these. Through this survey the researcher will try to find the impact that Facebook has on the pronunciation of the students of secondary school. Another thing to mention is that we are currently ongoing a very tragic state of time and some disease has stopped the world on its track and people are trying their hardest to recover. The reason this was mentioned was because due to this disease the methodology of this research was affected.

3.1 Research Design:

Due to recent troubling times the research had to be conducted in a quantitative manner and data was collected accordingly though a questionnaire where Likert scale was used. The questions were based on the usage of Facebook and its benefits in their

education purposes. Due to limitations Qualitative data cannot be collected thus quantitative data must suffice. So, the research is comprised of quantitative data.

3.2 Sampling

Social media is very commonly used thing for the current generation of students. Almost majority of the students generally use Social media regarding of mediums (English & Bengali). This survey was done on both two categories of students, English medium and Bengali medium.

3.3 Setting:

The survey was conducted among secondary to higher school students. They were given a link which was generated from Google form that would take them to a Survey page consisting two parts where one part asked general questions and the other had statements that Likert scale used.

3.4 Instructions:

As mentioned earlier that a Likert scale was used to collect quantitative data through questionnaire. There were two parts in the questionnaire. One was word based such as once a week, daily, yes or no etc. while the other section consisted of Likert scale such as strongly agree, neutral, disagree and strongly disagree which had 18 questions.

The participants had to tick the option which suited their choice. The question consists on their usage of social media and how it impacted them in their learning of the English language. It also asked their thoughts on integrating social media in classrooms.

Questions were asked based on the influence of social media in their usage of English language and asking if it could be integrated in their regular classes. The questions were made out in two portions, one is basic then which it progressed towards in-depth questions. The first five questions were based on how active they were in Social media. The second portion of the questions contains how is social media is working for them as an educational tool. It also asked questions if Social media was having a positive effect on their use of English language and their writing ability. It also asked whether if they thought that integration of Social media in their classes was good or not. Question number 16 consisted of a question whether they thought if social media was distracting element for them which will reveal whether they think that social media is actually a hinderance to their study.

The questions were formed using Google form due to the ongoing issue that has halted the country and its activities. It was sent out to various students through peers. The survey consisted statements that could not be answered in any biased way but only expressed whether the participants agreed or disagreed or was not sure (neutral). Due to limitations no further research method other than Google form could not be conducted at this current state of country.

For analysis, all the information is converted into mathematical figures. First their answers from the form was taken into an excel sheet, which then turned into percentage and bar chart according to the statement's response.

3.5 Data Collection Procedure:

The data which was collected from students varying from different school and colleges. Due to the pandemic Google form was used to collect data through questionnaire. The link was then sent to the students individually using Social media and was asked to share with people in the same educational level as them. The participants filled out the form according to their own ease as the country is in lockdown thus this is the only plausible method.

3.6 Data Analysis Procedure:

The data that was collected from the survey was analyzed by Google and it presented those data in a table and percentage form. The table and percentages were formed by Google form. It visualized the data's collected in order to easily understand the position of a question. Quantitative procedure was used to collect data and produce result.

3.7 Challenges Encountered

For the purpose of this research the researcher had to conduct survey online on students. Due to the global crisis cause by Covid-19, most countries including ours have gone into lockdown meaning all of the educational institutions have shut down. This has severely limited the data collection process and the only plausible way left to collect data was online form preferably Google form. Another issue that faced was the limited participation that was seen from the students. The participants were urged to fill out the form and among the 85 people the link was sent to only 50 participated.

Chapter 4- Findings

4.1 Research Findings

This chapter will discuss about the quantitative data that was collected. The questionnaire containing the Likert scale will be counted as quantitative data. The results of the data based on the central research questions will be discussed here. The statements on the questionnaire will be analyzed and discussed here.

4.2 Quantitative Responses from Students' Survey:

Students survey was divided into two sections, Section A and B. Section A is questions that talks about the use of Social media and their level of connection with it. Section B is elaborated statements which is related to Social media and it's influence along with a proposition of a social media integrated classroom.

4.3 Students' Response in Multiple Questions:

The responses are categorized through percentages as per Google form:

First Question: I am usually on social media-

Options	Responses
Every 3-4 hours	14.3%
Once a day	12.2%
Frequently within an hour	24.5%
Whenever I am free	48.9%

Table 1: Frequency of being on Social media

From the first questions result it is clear that they are students attached to Social media. 48.9% people said that they are on social media whenever they are free and 24.5%

uses it frequently within an hour. While 12.2% people uses it once a day. Lastly, 12.2% people uses it once a day. It shows that the students are most of the time on social media.

Second Question: I use social media for:

Options	Responses
Research & educational purpose	4%
To pass time	26%
Entertainment purpose	36%
Communicating with friends & family	34%

Table 2: Frequency of being using Social media

36% of the students uses social media for entertainment purpose while 34% uses it to communicate with friends & family. 26% students use it to pass their time while a staggering 4% actually uses it for research & educational purpose. From this it is clear that the students use social media for keeping in touch with their friends & family and for their own entertainment.

Third question: I began to use Social media from

Options	Responses
In between class five to nine	56%

After SSC/ O-Levels	26%
During HSC/ A-Levels	18%

Table 3: Frequency on starting Social media from

From this it seems that the majority of the students started using social media in between class five to nine, almost more than half (56%). While 26% started after SSC/ O-levels while 18% during HSC/ A-Levels. It shows that the influence of social media starts on early as class five. Usually parents used to give phones to students after SSC/ O-Levels but now judging from the chart they get their hands-on social media in between class five to nine.

Fourth question: The text language I use to communicate in social media

Options	Responses
English	20%
Bengali	2%
Bengali in English font	14%
Both English and Bengali	64%

Table 4: Frequency of used text language

The fourth questions ask what is the language that they used communicate in social media. 20% people said they communicated in English while 2% communicated in

Bengali. 14% people said they used Bengali in English font (Banglish) while 64% said they used both the language communicate in Social media.

Fifth question: I post on Social media

Options	Responses
Several times a day	22%
Occasionally	62%
Once a day	8%
Never	8%

Table 5: Frequency of posts on Social media

From the fifth question we can understand how much people usually post in social media. 22% posts several times a day while 62% occasionally posts. While both 8% people either posts once a day or they never post anything.

4.4 Graphical Representation of the Collected Data (Section B):

The questionnaire was based on three research questions. The first question was:

- What benefits can the social media can offer in terms of both learning the second language and also in pronouncing the words itself?

The graphical representations of the statements which are based on this central question are:

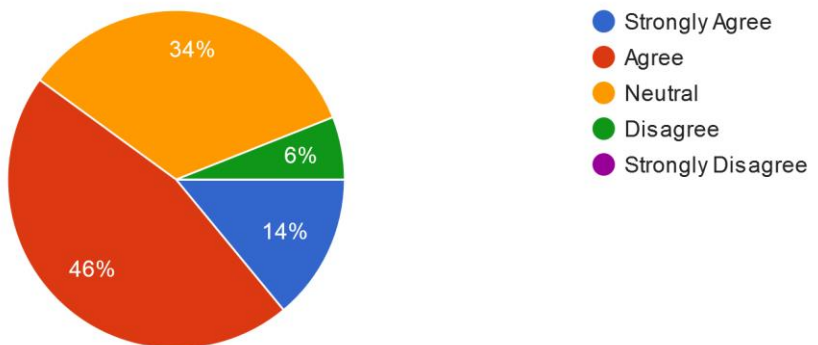Social media helps me to better understand English language
50 responses

Figure 1: Students attitude towards Social media in understanding English

14% strongly agrees that social media helps them to understand the English language while 46% agrees that it does. 34% are neutral on this statement and only 6% disagrees with it. The answers are quite positive and students believe that it does indeed help them better understand English Language.

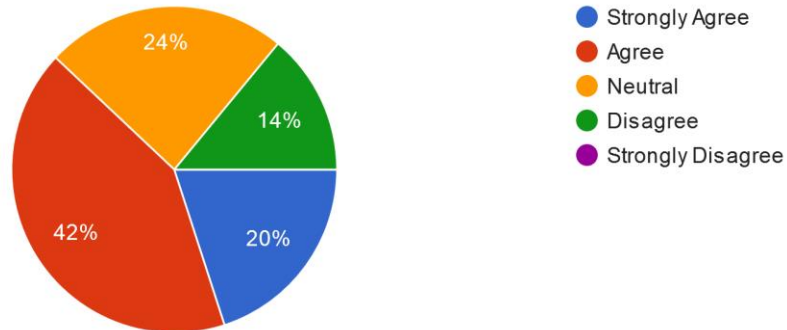Social Media encourages me to write/post in English language
50 responses

Figure 2: Frequency of encouragement from Social media

Here, 20% strongly agrees that Social media encourages them to write/post in English language while 42% agrees that it does. 24% is neutral on the statement while 14% disagrees with it. Majority of the people agrees that social media encourages them to post/write in English.

Social media motivates me to use English language more
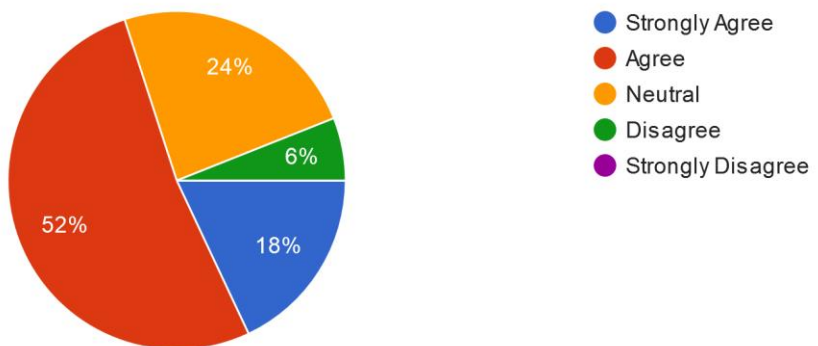50 responses

Figure 3: Frequency of motivation students get from Social media

18% strongly agrees that Social media motivates them to use English language more while 52% agrees social media motivates them to use English language more. 24% was neutral on the statement and 6% people disagreed.

Social media encourages me to learn or broaden my knowledge of English
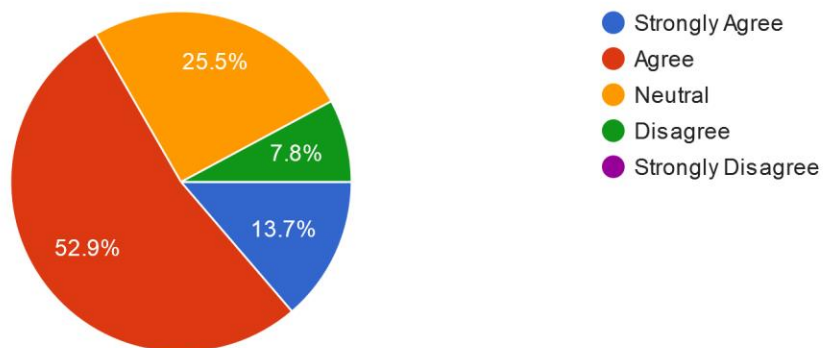50 responses

Figure 4: Students attitude on Social media broadening knowledge of English

13.7% strongly agrees that social media encourages them to learn or broaden their knowledge of English. 52.9% agrees that Social media helps them increase their knowledge on the English language. 25.5% felt neutral on this statement while 7.8% disagreed with it. That is still a lot of positive results on enriching the knowledge of English from Social media.

Various English videos from Social media teaches me many things on English Language
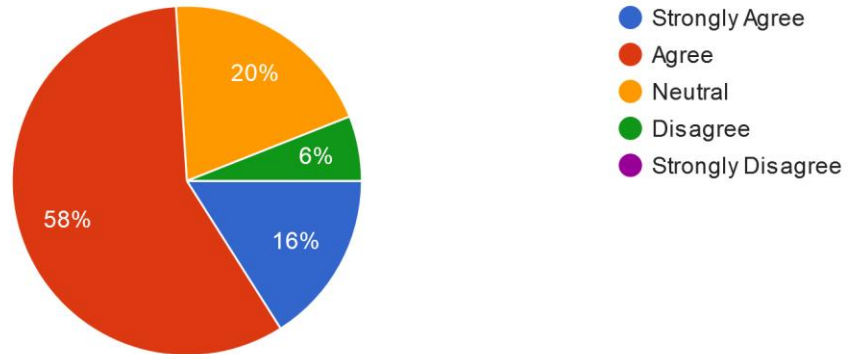50 responses

Figure 5: Students attitude towards English videos on Social media

16% people strongly agrees that English videos from social media teaches them many things on English language (including vocabulary, grammar etc.). 58% people agreed on the state while 20% felt neutral. 6% people disagreed with the statement.

Social media encourages me to speak English language like a native speaker
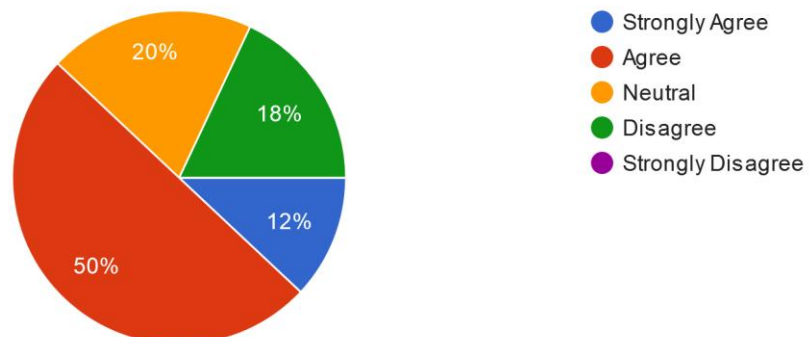50 responses

Figure 6: Students attitude towards Social media encouragement for speaking English

Here 12% people strongly agreed that through social media they were encouraged to speak English like a native speaker. 50% agreed with the statement while 20% felt neutral with it. Lastly, 18% disagreed with the statement.

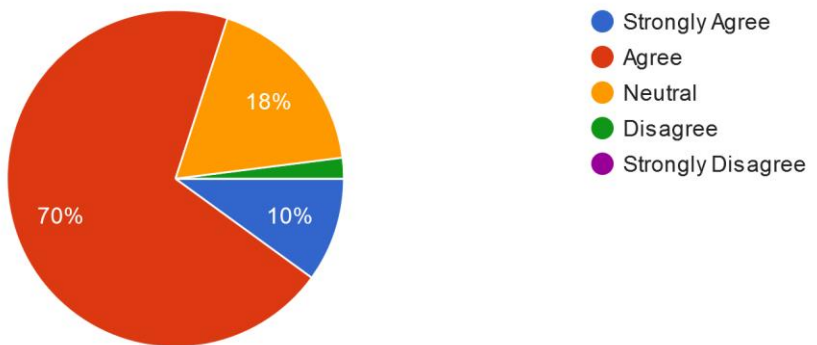Social media encourages me to speak/text people in English
50 responses

Figure 7: Students attitude towards Social media encouragement for speaking in L2

10% strongly agreed with the statement while 70% agreed with it. 18% felt neutral with it while 2% disagreed with it. It clearly shows the positive effect on people in speaking or texting people in English due to Social media.

Reading others' post/writings and videos in English can be beneficial in learning/speaking English
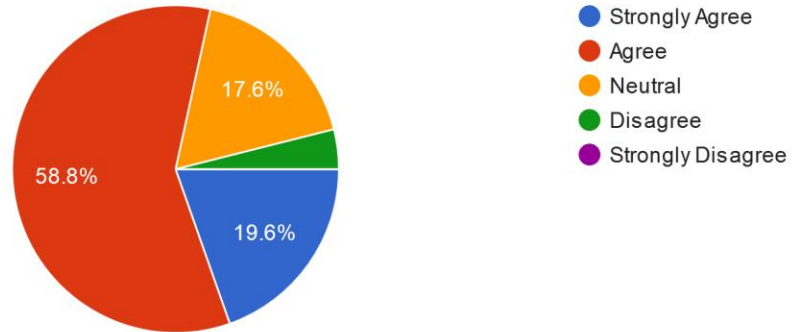
50 responses

Figure 8: Students attitude towards reading/writing posts in Social media

Here 19.6% people strongly agreed that reading others post/writing does help them in their learning/speaking while 58.8% agreed with it. 17.6% was neutral on it and 3.9% disagreed with it. It shows that social media does indeed have some influence in learning/speaking English.

Watching videos of other native English speakers can help to develop/improve a student's pronunciation skill

50 responses
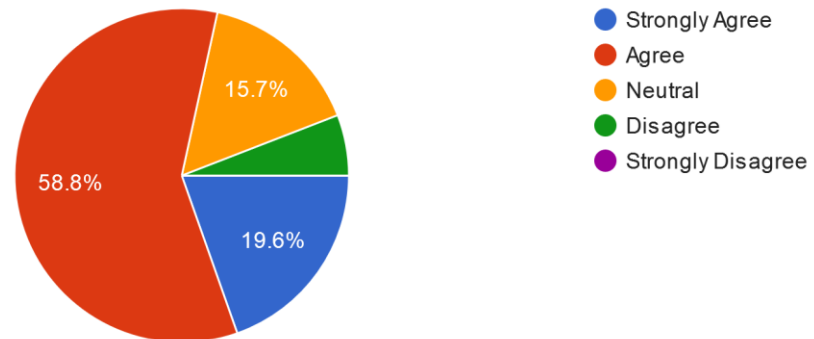
Figure 9: Students attitude towards watching videos in social media

Here, 19.6% strongly agrees with the statement while 58.8% agrees with it. 15.7% felt neutral while 5.9% disagreed. The results are in for the positive side of Social media as watching videos of other native English speakers does indeed develop/improve their pronunciation skill.

Social media can be quite helpful in building speaking/grammatical accuracy
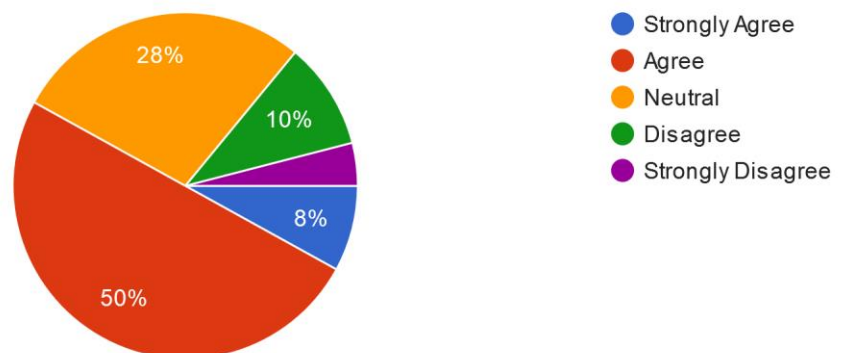
50 responses

Figure 10: Students attitude towards building grammatical accuracy from Social media

8% strongly agreed and 50% agreed that Social media indeed can be quite helpful in building speaking / grammatical accuracy. 28% felt neutral on the statement while 10% disagreed and 4% strongly disagreed with it.

Social media Improves vocal skill and confidence
50 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
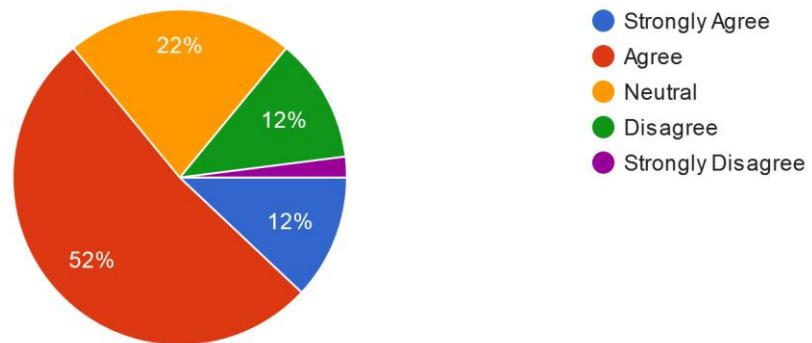
Figure 11: Students attitude on Social media improving vocal skill and confidence

12% students strongly agreed and 52% agreed that Social media improves vocal skill and confidence. 22% was neutral and 12% disagreed with 2% strongly disagreed. This shows that Social media have improved the student's vocal skill and confidence.

So far all of the statements saw positive outcomes from the students regarding Social media and its influence on their language. It seems that Social media does indeed have positive influence on the students in learning and using English in both Social media and in practical life. The connections that social media creates that reduces the distance

that we have among each other plays a big role in learning English. Students now can watch native English speakers that easily learn their vocabulary and pronunciations. There are various social media sources students can easily find and discover various elements such as videos, texts, journals etc. which can greatly enhance their pronunciation and grammar skill which is evident from the stats above. Social media opens up lots of portals that students can use to learn a lot of interesting things spoken in English language that can easily help them strengthen their vocabulary and pronunciation. Almost majority of the students agreed that Social media does indeed bring positive outcome such building grammar accuracy, improving vocal skill etc. It shows that Social media does indeed have a positive impact in their English language learning.

The second research question is:

- Will the integration of social media in teaching be enough to be able to improve the quality of study in the present times?

If assignments were given on Facebook I would be encouraged to do/learn English
50 responses
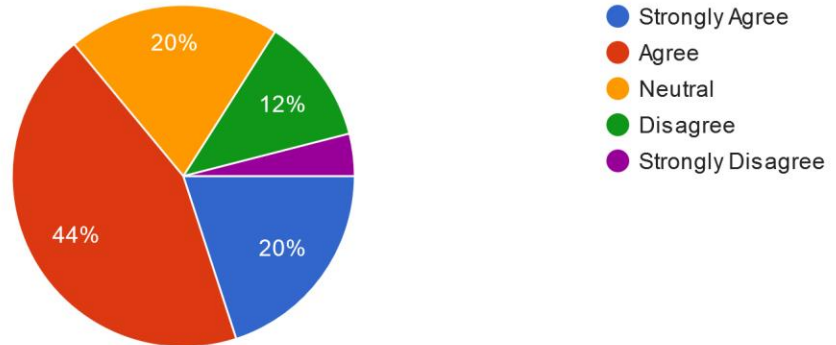
Figure 12: Students attitude towards assignments online

Here 20% strongly agreed while 44% agreed if Facebook was implanted when giving assignments they would be encouraged to do/learn English. 20% felt neutral on the statement while 12% disagreed and 4% Strongly disagreed.

Integration of Facebook in English language learning can be helpful
50 responses
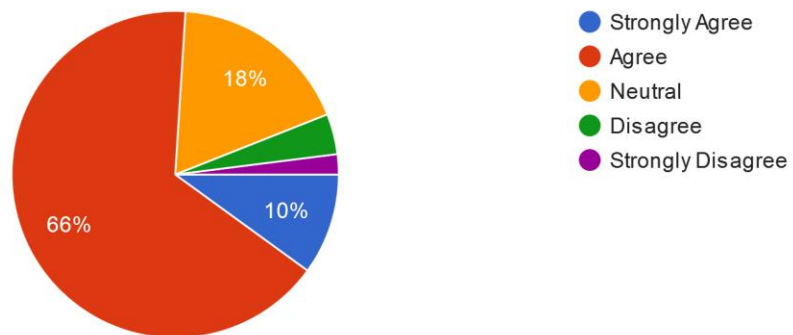
Figure 13: Students attitude towards Integration of Facebook

10% students strongly agreed and 66% people agreed that integration of Facebook (one of the sources of social media) in English language learning can be helpful. 18% people felt neutral on the statement. 4% students disagreed and 2% strongly disagreed.

Group discussions on social media can prove quite useful in learning English
50 responses
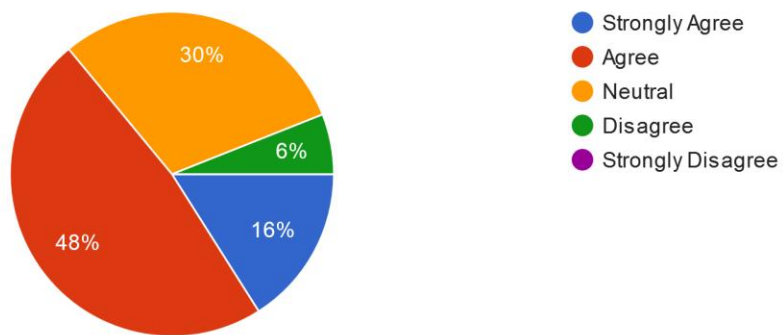
Figure 14: Students attitude towards group discussions

16% students strongly agreed that group discussions on Social media can prove useful in learning English while 48% agreed on it. 30% students felt neutral and 6% disagreed with it.

Social media integrated class can prove more effective than traditional class
50 responses
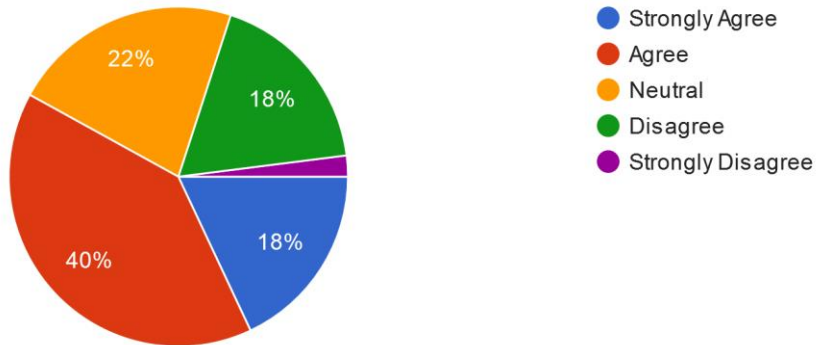
Figure 15: Students attitude towards integrated classroom over traditional class

18% people strongly agreed and 40% agreed that Social media class can prove more effective than traditional class. 22% felt neutral while 18% disagreed and 2% strongly disagreed.

It is clear that integration of Social media in classroom teaching is well accepted and welcomed by the students. Majority of them agreed that integrated classroom can prove effective in them learning English language and it indeed opens up much more paths of teaching for the teachers as well. This is an important element if Social media teaching is ever implemented. Integrated classroom can enable students learn with more encouragement and vigor. If implemented well various elements from Social media can be implemented into a very interesting and different class atmosphere which the students will appreciate very much. Traditional classes can get boring and teacher dominated and if this is implemented then every classes will be interesting not only to the students but also the teachers as well. The whole implementation survey was very well taken by the

students as majority of them agreed with the implementation of Social media in teaching rather than their traditional teaching.

The third research question is:

- What disadvantages will be faced in learning English from Social media?
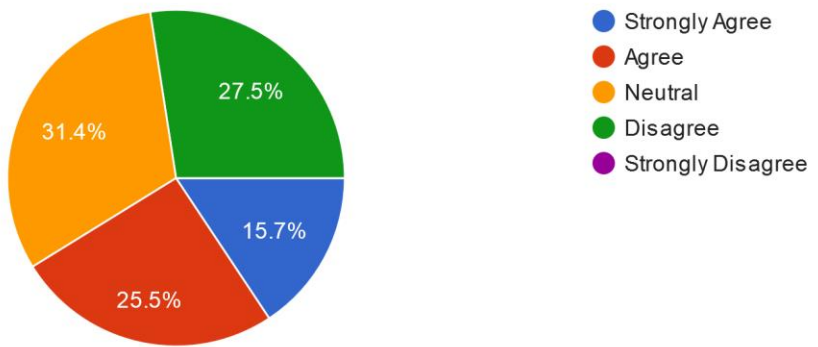
Figure 16: Students attitude towards Social media as a distraction

Here 15.7% strongly agreed while 22.5% agreed to the statement. 31.4% felt neutral and 27.5% disagreed that Social media is distracting for them.

Through social media my opinions are more valued
50 responses
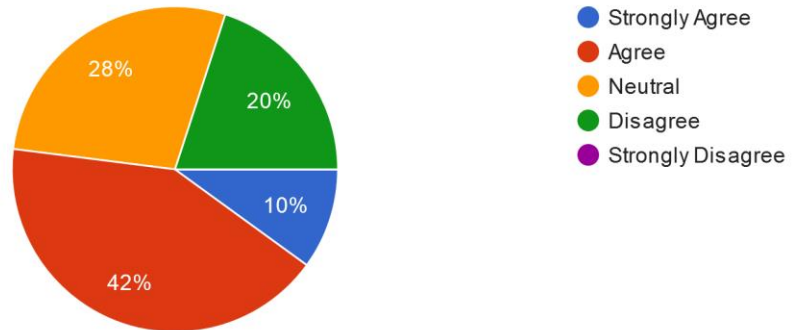
Figure 17: Students attitude on value of opinion in Social media

10% people strongly agree and 42% agreed that their opinions were valued. 28% felt neutral while 20% disagreed with the statement.

Social media helps me learn from my mistakes through correction from friends or family
50 responses
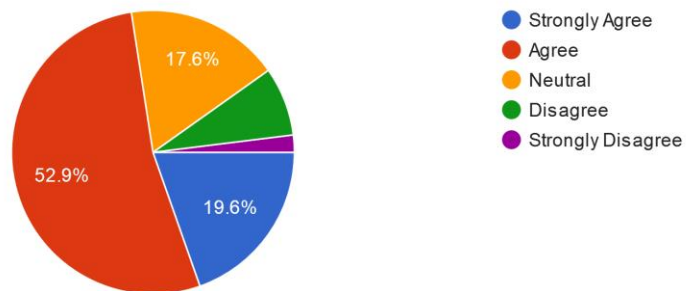
Figure 18: Students attitude towards their mistakes on Social media

19.6% people strongly agreed and 52.9% agreed that they learned from their mistakes which was corrected by their friends and family. 17.6% felt neutral on it while 7.8% disagreed and 2% strongly disagreed. It shows that through correction and proper communication people can easily learn from their mistakes. It shows that the students are growing up in a good online society where everyone is helpful.

The setbacks from Social media faced are usually bullying and its distractive nature of it. Social media can be an effective tool in learning English if used properly as it offers plethora of ways to interact with the information available. From the above charts we can see that the students do see it as a distraction but still most of them disagreed. Also, majority of them felt neutral meaning they are unsure about the stance of social media in their lives. Bullying is indeed a major factor and can happen to anytime. The question was based on that but was kept subtle by asking whether their opinions were valued in Social media to which most of the students agreed on which shows that the amount of bullying they face is low (not zero). These are the disadvantages that are faced while learning English from Social media.

Chapter 5: Discussions

This consists the discussions of the central research questions and the data which was collected based on those questions. The central questions were based on the influence of Social media on the pronunciation of English language among secondary school students. This section will broadly explain the survey results that was done.

5.1 In Response to Central Research Question 1

The first central research question wanted to find out on the usefulness of Social media among the students. Whether it helped them learn the language or get better at in both grammatically and pronunciation wise. In the survey statements were organized in such a way that it covers from how much they are in touch with it to how it is influencing them.

From question 1-6 from Section A reveals that the students are very much in touch with Social media and generally uses communicating with friends, passing time and for entertainment purpose. Also, more than half of the students started using Social media within class five to nine which shows they are acquainted with Social media from an early age. The students use both English and Bengali language when communicating through Social media and more than half 62% to be exact occasionally posted in Social media. This shows that the students are aware on the element of Social media and how it works and what it offers.

This shows that getting access to Social media in our country is quite easy for students. This can prove to be beneficial for the students in their English language even though they generally use it for entertainment purpose or communicating with family or friends which can help in learning English through the plethora of services it can give.

From questions 1 to 11 there were various questions regarding how Social media influenced them in making their English enriched. Some questions such as question 2

(Social media encourages me to write/post in English language), 3 (Social media motivates me to use English language more) and 9 (Watching videos of other native English speakers can help to develop/improve a students' pronunciation skill) wee some of the core questions which was positive received by the students meaning that they all had positive effect on them whether it encouraged them or made them learn/pronounce the language better. These were the core questions for research question 1 but the others questions were added to ensure that the core questions were accurately answered which was the case as all of them were received positively but it seems all of the questions had neutral selected as their choice. Other than that, from the overall survey it was quite clear that the students were indeed benefiting from Social media and it further encouraged them to speak like the native speakers and post and comment on Social media. This shows the positive effect that Social media has on the students in learning English grammar and pronunciation.

Also, from the survey it can be said that they have active participation in Social media which is a good way to maintain good relation among peers and teachers and native speakers of English. Just going through various posts, vlogs, tutorials, walkthroughs etc. can help them learn new words, grammar and pronunciation. Social media offers various platforms for students to interact with people around the world such as Facebook, Twitter, Reddit, YouTube are some of the major sources where one can easily have fun and also improve their English. If they are a bit focused on what they should take from Social media it can go a long way in not only learning English but also even pronouncing them like the native speakers.

5.2 In Response to Central Research Question 2:

The second question focused on the integration whether integration Social media in English teaching classrooms can be beneficial in the present time. Question 12-15 was designed keeping the research question in mind.

The questions were kept as simple as possible to make it easier for the students to understand and grasp the point of view the researcher is trying to see. The questions that were mainly asked was the integration of Facebook (Social media element) and whether Social media integrated class can perform better or be more effective than the traditional class. As usual other statements were made in such a manner that it acts as a shadow for the core questions. All of the statements met positive remarks with students agreeing to all of them. Which tells us that the students are indeed interested in the change it might bring about and they think that it will help them acquire or learn the language much more effectively than they do in traditional classes. It is in fact can be quite beneficial if Social media can be implemented as it is something that the young students are quite interested. If implemented correctly it can bring the necessary change the students need to better learn about the English language and its pronunciation.

The traditional classroom usually bears very few variety or methods when students are taught and usually is a teacher dominated classroom. Students can easily get bored and drift away rather than learning it. These creates a sense of frustration of getting

over with the class as soon as possible. If the integration is made then a lot of students will be encouraged to try out the new thing and due to it nature of variety and plethora of sources students will always be engaged to it and thus be more eager to learn it.

Also, the most important thing that the integration will bring is the connection it will create among students and the teachers. The students can create groups where one can be teacher student and another only student and they can discuss among themselves if any problem arises regarding the language and such. A class representative can be created in order keep track of things. Usually students tend to be shy about asking questions or such in classroom or even be afraid to do so. This integration can greatly reduce this to bare minimum so students can easily get help among themselves and even ask the teachers if necessary. There various ways teachers can implement things that can encourage the students to participate and also learn in the process. In this troubling time, we can see the integration of Social media classroom in various universities. If it can be done in the time of crisis then it can be done anywhere if the right tactics are used, thus showing that indeed Social media integrated classrooms can be more effective than the traditional one.

5.3 In Response to Central Research Question 3:

The third central research question deals with the disadvantages that will be faced due to the integration of Social media. With every positive thing there will always be negative. Statements 16-18 from survey were made from the third central

research question. Three of them were core questions with no deviations. The first statement received mixed results as there were similar numbers of agree and disagree on it. The statement was whether Social media was distracting or not. Then two more statements were given, one was on whether Social media helped them learn from mistakes that was corrected by family or friends and another statement was that their opinion was valued on Social media. Both of the statements refer to Cyber-Bullying in a mild manner. Both of the statements received positive outcome but there were still neutral and disagree options chosen by few people. Even though Social media may seem like a blessing but it all depends on the uses using it. Cyber- Bullying is a very serious thing and must taken care of immediately.

Another thing to mention is that students can or might make group chat personal and it can prove a bit problematic the teacher and the class representative through being aware and taking action against it can fix this issue with ease. Bullying must be seen in a strict manner and must be dealt with discretion.

Proper training must be given before integrating this Social media classroom takes place as it is a new method and has a lot of differentiation than the traditional class. However, if the methods can be properly adapted and implemented then English teaching will become much more efficient and more effective for both the students and the teachers.

Chapter 6 Conclusion

The chapter consists of the summary of the data that were collected and the findings based on the central research questions, practical implication of the research, recommendation and further studies.

6.1 Summary of the Findings:

The findings of the research were very positive as the students agreed with almost all of the statements, which shows that the students are learning a lot from Social media from grammar to pronunciation. Social media offer plethora of sources where students can watch various news, views, vlogs, walkthroughs, tutorials etc. and various other native speakers from which they can significantly improve their grammar and pronunciation. Implementing Social media in classroom can also help in teaching English much more effectively. There are various article and videos which the teacher can easily use in his/her classroom to improve the quality of teaching. Social media can be of great value but it depends on the user itself, it can be a distraction for the students due to the entertainment it provides. Also, there might be cases of Cyber-Bullying which can be fixed with proper awareness and quick actions. Social media has various elements such as Facebook, Twitter, YouTube etc. which can play a vital part in developing a language in both grammatically and pronunciation wise. With the help of Social media, we can easily overcome this issue. Also, Social media integrated classroom can prove very effective if implemented properly. Social media also offers various articles, journals, digital newspaper etc. from which students can both improve their reading and writing skills.

6.2 Practical Implication:

This research will help the readers to know about the positive and negative effects of using Social media in teaching students on grammar and pronunciation. This may prove useful for the English language teachers as well. Teachers will get the idea of implementing Social media in their teachings thus slowly implementing new methods to make the classroom more enjoyable and interactive. This might also interest new language learners who can find effective and enjoyable way of learning the language. The whole paper might give them the notion of Social media and its positive offerings.

6.3 Recommendations:

After considering all the results found from the survey and considering the disadvantages of Social media it can be said that Social media indeed can prove quite useful for the students learning English in their effort to learn the language properly in both grammatically and pronunciation wise. Learning through Social media can trigger subconscious learning which will help significantly. The researcher can provide some suggestions based on the findings:

- Teachers can make use of the group chat feature and share relevant material and various articles which students can watch and read and design some activity to ensure student participation. Activities should be marked.

- Various materials that are available throughout social media should be implemented in a form activity for a fun and encouraging classroom. So, students will be very much interested.

- Proper speaking from the students should be encouraged meaning designing activities that require speeches so that students will more confident in being vocal thus building confidence. Though this confidence and pronunciation can be fixed through practice.

- English teachers should be trained properly at first before implementing this method. If they are trained then they will able to tackle any kind of trouble whether it arises or not.

6.4 Further Studies:

This research is containing the quantitative research results from the student's perspective. For further studies the horizon can be increased to teachers and their perspective which can open up various paths. Analyzing the results of the survey leads to this that the Social media is appreciated by the students and its implementation is acceptable.

6.5 Conclusion:

The world is constantly evolving alongside with technology with the passage of time. We are also adapting but at a slow pace. People are now more technology oriented and are reaping the benefits of it. Our education should also adapt these changes and further improve the quality of education. The aim of this research was to find out the effect of Social media has on the higher education students on their pronunciation but this paper also sidetracked a bit to English grammar and the integration of Social media in classroom as well. After all the data that is found it is safe to say that the Social media indeed helps the students to develop a good pronunciation and a good grasp at English language.

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Appendix

Set 1

Questionnaire:

Multiple Choice Questions

Section A

1. I am usually on social media-

    - Every 3-4 hours

    - Once a day

    - Frequently within an hour

    - Whenever I am free

2. I use social media for-

    - Research & Educational purpose

    - To pass time

    - Entertainment purpose

    - Communicating with friends & family

3. I began to use Social media from-

- In between class five to nine

- After SSC/ O- Levels

- During HSC/ A- Levels

4. The text language I use to communicate in social media -

- English

- Bengali

- Both English & Bengali

- Bengali in English font

5. I post on Social media

- Several times a day

- Occasionally

- Once a day

- Never

Section B

Instructions: Each of the statements have 4 options (Strongly agree, Agree, Neutral, Disagree and Strongly Disagree) participants had to choose one among the them.

1. Social media helps me to better understand English language	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. Social Media encourages me to write/post in English/Banglish language	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. Social media motivates to use English language more	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
4. Social media encourages me to learn or broaden my knowledge of English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. Various English videos from Social media teaches me many things on English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Language					
6. Social media encourages me to speak English language like a native speaker	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. Social media encourages me to speak/text people in English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8. Reading others' post/writings and videos in English can be beneficial in learning/speaking English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Watching videos of other native English speakers can help to develop/improve	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

a student's pronunciation skill					
10. Social media can be quite helpful in building speaking/gramma tical accuracy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Social media Improves vocal skill and confidence	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. If assignments were given on Facebook I would be encouraged to do/learn English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. Integration of Facebook in English language learning can be helpful	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

14. Group discussions on social media can prove quite useful in learning English	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. Social media integrated class can prove more effective than traditional class	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. Social media is distracting for me	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Social media helps me learn from my mistakes through correction from friends or family	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. Through social media my opinions are more valued	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree