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Abstract

This article reports an analysis of secondary students' experiences of using social media for learning English. It employed qualitative interpretative research design and taken online semi-structured interviews with the participants and their classes were observed to obtain qualitative information. The findings reveal that how social media helps secondary students for learning English formally inside the classroom and informally out of the classroom providing extra resources of English to improve listening, speaking, reading and writing skills. This study also examines the experiences of secondary teachers of English about using social media in the classroom. It reports on social media empowered the teachers of English by accessing various information on technique of teaching English and course contain. It further shows social media enabled secondary students and teachers to create collaborative learning environment to co-construct the knowledge. However, this study also reports on some of the teachers and students were unable to use social media regularly in their homes due to lack of electricity and internet access and proper devices. This study provides better understanding that use of social media can support learning English effectively in the future.

Introduction

Integration of social media for learning English has been increased in the recent years by providing opportunity of receiving and disseminating information among the learners (Li, 2017). Social media makes it easier for learners to improve four skills of learning English language as listening, speaking, reading and writing by providing enough materials and collaborative environment (Anwas et al., 2020). In the present context students and teachers both adopted various social media inside and outside the classroom of schools and colleges in the process of teaching and learning (Gao, 2019). The main motive of teachers and students' using social media was to improve the quality of their teaching and learning (Puspawati & Juharoh, 2021). Social media helped the students to enhance their quality of learning by connecting and providing access of new updates and materials (Faryadi, 2017). Social media empowered the students to establish learning communities by connecting them each other (Allam & Elyas, 2016). Furthermore, Social media encouraged the students to select appropriate self-learning environment by socializing and decentering traditional narrow context of the classroom (Hoffman, 2009). In the same way, integration of information and communication technology(ICT) in teaching and learning assisted to increase the academic quality, promote creative and critical thinking, and access various information to global

society (Shields, 2011). Use of social media in the higher education has been increased for promoting active learning of the students by enhancing the quality of the instructors (Tess, 2013). Furthermore, implementing social media and online courses in teaching and learning promoted the blended mode of learning by accessing virtual and face-to-face mode of learning at the same time (Zheng et al., 2021).

After the rise of social media in Nepali society, learning English has become easier. I have observed use of Facebook, YouTube, and Twitter have been widely increased in the field of teaching and learning because it assisted the students to create the common platform for learning by connecting them with the global network. Integration of information and communication technology (ICT) in the teaching and learning enabled the students to become creative, critical and to develop problem solving power by receiving online guidance (Pangeni, 2016). Social media such as Facebook, YouTube, blog and ICT/Web tools such as mobile, multimedia, laptop, and projector supported to create student-centered environment in the teaching and learning of English language (Acharya, 2014). After the rise of social media and use of ICT in the classroom, English language teaching has been transformed from traditional grammar translation method to communicative language teaching (Jora, 2019). Thus, government of Nepal has emphasized on integrating ICT on school education. For instances, the National Curriculum Framework for School Education in Nepal 2007 has focused on the use of ICT in Nepali schools education as a means for disseminating administrative information, medium for teaching and learning of other subjects and as a distinct subject in the school curricula to promote the quality of education (MoE, 2007). In the same way The School Sector Reform Plan (SSRP) 2009-2015 emphasized on ICT infrastructure in Nepali schools and trained manpower to implement ICT in school curricula for promoting quality education ((MoE, 2009). Moreover, the School Sector Development Plan (SSDP) 2016-2023 aimed to provide knowledge and skills of information and communication technology (ICT) to school students by managing quality education with the support of ICT well equipped teaching manpower in the schools (MoE, 2016).

However, the study of Rana and Rana (2020) identified that the policy of government of Nepal does not have clear strategy to integrate ICT in Nepali schools particularly about managing ICT trained teachers and infrastructure. Government of Nepal has not provided enough funding for ICT infrastructure and train teachers to implement ICT in teaching and learning (Rana et al., 2020). Furthermore, lack of sufficient technological knowledge in teachers hampered to utilize the technology mediated teaching and learning in Nepali schools (Poudel, 2020).

Moreover, the study of Laudari and Maher (2019) showed that there have been various external barriers such as related to resources, training, and policy to integrate technologies in teaching and learning in Nepali academia. Despite the challenges reported by some of the previous studies about utilizing social media in teaching and learning, I observed some of the government funded and private schools in Nepali urban area have attempted to integrate social media for teaching and learning. In this context, I identified the problems and developed two research questions: How do the secondary students perceive the use of social media for learning English? What are the experiences of secondary teachers of English about using social media in the classroom? This research article aimed to explore the answer of these research questions.

Role of Social Media in Education

Various studies have reported the significance of social media for imparting the education formally and informally in the different context. For example, in the context of Nepali rural school, Rana et al. (2018) reported that use of ICT in the classroom to some extent transformed teaching and learning activities from traditional teacher- centered approach to student- centered modality. Dhital (2018), in his study argued that the numbers of computers and internet access in Nepali government funded schools have been increased after the Master Plan (2013-1017). The previous study of Shrestha (2011) reported that mobile technology could be effective in the process of learning English language in rural area by utilizing its voice call, text messaging, and recording facility. Furthermore, the study of Parajuli (2016) showed that mobile technology assisted formal and informal learning in rural and semi-rural area accessing for online learning materials with the support of mobile data. Previous study of Yadav (2011) revealed that blogging helped English language teachers and learners to enrich their writing skills by creating collaborative learning environment for improving each other. In the context of Thailand, Kitchakarn (2016) argued that social media such as Facebook assisted to improve English writing skills of students by allowing them sharing ideas, passing comments and forming their own learning communities.

Moreover, in the context of Malawi, Chawinga (2017) reported that integrating social media in university education contributed to transform teacher-centered to student-centered learning activities by promoting independent study. The previous study of Sitthirak (2013) revealed that integration of social media in teaching and learning empowered the students by limiting the role of teacher as facilitator in the classroom. In the context of Italian higher education system, Manca and Ranieri (2016) reported that social media could be used to improve the quality of teaching by sharing educational content to motivate the students for learning.

However, the study of Dhakal et al. (2016) revealed that teacher education curricula of many Nepali schools and universities lacked the information about utilizing information and communication technology (ICT) in teaching and learning. The study of Adhikari (2020) reported that it was difficult to implement ICT in government funded schools due to lack of proper resources, adequate government support and ICT trained manpower. In the recent study, Dahal (2021) argued that use of technology in teaching and learning became challenging because of limited access of resources, trained manpower, and due to lack of implementation government of ICT policy. In his study Shakya et al. (2017) argued that in the rural area students were using traditional face to face mode of teaching and learning due to lack of technology, human resources, and cost of managing ICT infrastructure. In the context of Singapore Chen et al. (2015) reported that social media could be used to share wrong information to make message more interesting and eye-catching. In the context of North India, Dhir et al. (2018) argued that overused of social media may lead the users towards anxiety and depression. In the context of Indonesia Rahiem (2020) reported that use of social media for teaching and learning became problematic due to lack of adequate experiences with ICT, unstable internet connection and not having proper devices.

In the context of Italy, Varghese et al. (2021) showed that use of screen based social media particularly Facebook and YouTube caused the sleeping problems to the adolescent. In the context of Spain Suarez-Lledo and Alvarez-Galvez (2021) reported that social media disseminated the misinformation related to the health particularly

regarding the issues of drugs and smoking. In the context of Italy, Gao et al. (2020) reported that social media distributed the fake information to the public regarding COVID-19 pandemic. In the context of Italy, the study of Coyne et al. (2020) reported that there had been relation between the time spent on social media and mental health problems particularly depression and anxiety.

Students' Perception of Social Media for Learning English

Many studies have reflected various perceptions and experiences of students about utilizing social media for learning English. For example, in the context of Nepal, the recent study of Sijali and Laksamba (2020) reported that appropriate use of Facebook assisted students to improve reading skills of English by accessing various English reading materials and allowing them forming their groups for collaborative learning. In the context of America, Churcher (2014) reported that social media encouraged the students for learning without limiting them in the single context of the classroom by allowing receiving information and sharing their learning experiences. Similarly, Mondahl and Razmerita (2014) argued that social media generated new opportunity to interact, engage and collaborate the students by connecting them together to create the common platform for learning. In the context of Malaysia, Yuk et al. (2019) reported that primary school students used social media particularly YouTube for language learning effectively. In the context of Saudi Arabia, Yuk et al. (2019) reported that social media particularly YouTube and Snap chat helped the students to improve their listening and writing. In the context of Germany Pander et al. (2014) argued that social media particularly Facebook helped the students for collaborating, communicating, socializing, to promote their education.

Previous study of Oliver (2002) in the context of Australia argued that use of ICT in the field of teaching and learning brought transformation in the traditional education system by creating student- centered learning environment and providing enough materials both to teachers and students. In the context of Australia Tower et al. (2014) showed that use of social media such as Facebook helped the students for learning to a deeper level by promoting them to create peer and independent learning environment. In the context of South Africa, Wiid et al. (2013) argued that students found the social media networking useful because it encouraged them for learning by supporting to construct collaborative learning environment among the students. In the context of Saudi Arabia, Alsuraihi et al. (2016) found that social media particularly YouTube became popular among the medical students by providing verities of learning audio and video materials. In the context of Malaysia, Arulchelvan et al. (2017) reported that social media became the part of student's life by promoting effective learning environment with fun and entertainment.

However, In the context of Nepal, Jha et al. (2016) argued that students used social media particularly Facebook to keep in touch with relatives and friends rather than utilizing for academic activities. Similarly, in the global context, Latif et al. (2019) argued that social media could distract the students for learning, maintaining privacy and increased the chances of cyber bullying. In the context of Kenya, Bariu (2020) reported that students could not get enough chances of using social media for learning due to lack of proper internet access and ICT infrastructure in their schools. In the context of South Africa, Ramorola (2013) argued that students and teachers faced problem about using social media in their teaching and learning due to lack of trained technical manpower,

appropriate ICT policy of government, and proper ICT infrastructure. In the context of United Arab Emirates, Abaido and Youth (2020) argued that use of social media by the university students increased the cyber bullying including other negative outcomes such as sleeping and eating disorder, depression, anxiety and decreased in academic progress.

National and international literature reported various experiences and perceptions of students and teachers about the uses of social media in teaching and learning. However, there has been limited literature to reflect the experiences and perceptions of teachers and students about the role of social media in teaching and learning of English. Therefore, this study aimed to explore the experiences and perceptions of teachers and students learning English through social media.

Method

This study based on qualitative interpretative research design as suggested by Cohen et al. (2018). To collect qualitative information, it employed online semi-structured interviews with the participants in many occasions and their classes were continuously observed. Suggestion of Denzin and Lincoln (2018) supported for finding appropriate participants and involving them in the study. Two private secondary schools were selected from urban area on the basis of as they reported that they integrated social media in the classroom. Six teachers of English (three from each school) and twelve secondary students (six from each school) were purposively selected on the basis of their voluntary participation to explore their experiences on using social media for learning English. All the participants and schools involved in this study were renamed by pseudonyms to maintain their anonymity.

Methods of Data Collection

A phenomenological approach as suggested by Cohen et al. (2018) was employed to gather lived experiences of participant teachers and students about using social media for learning English. After receiving informed consent letters from the participants, online semi-structured interviews were taken with each participant on many occasions to explore their experiences and perception of using social media for learning English. Interviews with participant teachers were alternatively conducted from both schools in the evening time on the day of their class observation. I managed the time of interview with participant students in the morning (one student in a day alternatively from both schools). I had many informal conversations with participant students and teachers about their experiences and perception of using social media for learning English. Their interviews were recorded with the support of Zoom video conferencing app.

Furthermore, five classes of each secondary teachers of English (alternatively from both schools) were observed as guided by Kothari (2004). Information obtained through class observation helped to strengthen the data collected from interviews. Many archived documents such as theses, books, journal articles, website information, and newspaper were read against the data collected through interviews and class observation. Documentary analysis helped to find out the research gap. All the records obtained through class observation and interviews were recorded on personal laptop.

Data Analysis

The data collected through class observation and interviews with students and teachers were transcribed and coded to find out the recurrent themes. Three themes were created on the basis of similarity of information obtained from data. These themes were analyzed as suggested by Creswell and Creswell (2018) to explore the role of social media for learning English.

Results

This section of findings reports the result based on the data collected from online semi- structured interviews with participants and their class observation. Following three themes were created from analysis of data as: Formal learning of English, informal learning of English, and change in the way of teaching.

Formal Learning of English

Interviews with participants and their class observation reflected that social media helped them for learning English effectively in the classroom by creating collaborative learning environment and connecting them with verities of resources related to English. The majority of teacher participants reported that use of social media in the classroom supported them to create student-centered learning environment by engaging them on various resources. However, they also added that they had single computer in the classroom so that they had to display all information via projector. I found in the class observation that teachers of English were using lap tops, projectors and internet in the classroom and they showed various materials to the students from YouTube, Facebook and Google search. Furthermore, I found some of the students were sharing in the class about their English learning from various YouTube materials. However, some of the students reported that they could not get benefit from social media particularly Facebook and YouTube due to lack of electricity, internet access and devices in their homes. For example, Kalpana, one of the students said:

English teacher asked me to watch some videos from YouTube and to read some materials from the Google as the homework but due to lack of internet and electricity I could not complete them. Some time, I asked my friends to download the materials and I watched and read them later. I used mobile data for Google search and to join in the Facebook group of our class but it was expensive so I could not afford it using for long. In spite of the difficulties I enjoyed learning English using social media.

Her comments indicated that how secondary students showed their interest on social media particularly YouTube, and Facebook to update and upgrade them by sharing and receiving latest information related to English. They learnt to solve their problems collaborating each other and establishing mutual understanding. The majority of teachers of English reported that use of social media particularly YouTube and Facebook information in the classroom helped to establish interactive learning environment by empowering them with various information such as grammar, new vocabulary, and pronunciation of the words so on. For example, Krishna, one of the teachers of English said:

After using of social media particularly YouTube, Blog posts and Facebook information in the classroom, I found many changes in my students. They have been interested in learning English. They would bring themselves new information regarding the English grammar and reading literature. They told me that they watched YouTube tutorial about related topic and shared the information about their homework with the support of Facebook Messenger.

His remarks indicated that use of social media in the classroom supports to develop listening, speaking and writing skills of the students by providing chances for them to select appropriate learning materials and environment. However, some of the teachers of English reported that use of social media in the classroom distracts the students from doing classroom activities. For instance, Shirjana, one of the teachers of English said: "Some of the students directly copied the answer from the Google. They did not pay attention about the lesson rather they focused on extra subjects out of the assigned course such as films, music videos etcetera but most of the students were doing well in the class." Her remarks clearly showed that use of social media accesses the chances for improving English and at the same time reveals the danger of misusing it focusing unrelated materials rather than on going issues of the class room. Her remarks further indicated that social media directly and indirectly supports the students for learning English by providing audio and video materials in the classroom. Furthermore, the majority of the students used social media particularly YouTube, Facebook Messenger and get supported from them to improve their level of confident of English speaking, listening and writing skills as well. For instance, Bhuwan, one of the students said:

I used Facebook a lot at home with the support of mobile data. When teacher would give me homework, I would search in the Google and YouTube. I would listen English songs and sometime, I would watch English movie. I learned speaking English watching movies and listening songs. It developed my level of confidence of speaking English in the classroom.

His remarks reflected that use of social media assists the students learning English in the classroom by providing materials at home so that they could prepare about their classroom activity. It further indicated that use of social media in the classroom supports the students to be connected with varieties of resources so that it would not confine the students within the limited information. Furthermore, in my observation, I found the majority of students from both schools were participating in the classroom activities and teachers of English were using some of the social media in the classroom particularly YouTube, and Facebook Messengers. I observed teachers displayed the videos related to their course with the support of projector in the class. However, some of the students did not pay attention towards it. Later on, outside the classroom, some of the students reported that they would search and watch course related video materials before they attended the class. This reflected that how secondary students would be proactive for learning English by using social media.

Informal Learning of English

Interviews with participants and class observation revealed that social media helped the secondary students learning English informally out of the classroom by connecting and accessing English learning materials. The majority of the student participants reported that they developed their listening, speaking, reading and writing skills with the help of social media. I found the majority of the students had their own smart mobile phone and

some of them had basic computer knowledge and their personal laptop computers at home. The majority of students reported that they had internet access at home. Only few of them reported that they used mobile data provided by Nepal Telecom. The majority of student participants reported that they used social media particularly Facebook and YouTube to receive better information related to English course and upgrade themselves with the latest information. For instance, Bhawana, one of the students said, "I could get support from Facebook and YouTube to develop the answer of English homework. I would watch YouTube tutorials to be clear if I could not understand the lesson in the classroom. We would share the problems related to homework on Facebook Messenger." Her remarks reflected that social media particularly Facebook Messenger and YouTube helped them to collaborate in their group even after formal class of their schools. Her comments further showed that social media connects the students with the global networks without limiting them only classroom and prescribed textbooks' information. The majority of the participants reported that they received extra information and sharing platform from social media to improve their confidence of English speaking. For example, Shiva, one of the students said:

I developed my English word power watching English program on social media particularly on YouTube and Facebook. My father asked me to watch English BBC news on YouTube everyday which helped me to improve listening, speaking and comprehensive power. [...] I enjoyed sharing what I read and watched on social media in the classroom and in our group of Facebook Messenger.

His remarks reflected that how social media broaden the secondary students' competence of English language by connecting them with the global networks. His comments further indicated that social media directly and indirectly helped the students to develop the confidence of using English language in the classroom and their daily lives. In my observation, I found the students who said they used the social media such as Facebook, YouTube had better English language than those said they used less. The majority of the teacher participants from both schools reported that students those used social media had better performance in the class. They made English class interactive by asking questions and responding other friends and teachers. For instance, Arjun, one of the teachers said:

I found the students who used social media at home were very proactive in the classroom activities. They could understand and used English language while talking with other friends. They created their Facebook Messenger group and shared even their homework and updated each other by exchanging new information that they received from social media.

His comments clearly showed that social media helped the students learning English in the classroom and out of the class room by creating the space for collaborating and providing an opportunity to be connected with global network without keeping them in limited space. However, some of the student participants reported that their parents would not allow them to use social media particularly Facebook. For example, Sampada, one of the students said:

My parents did not allow me to use Facebook but I changed my name and I used it. I improved my English sharing and receiving information among friends. I would follow and share interesting English videos and Facebook wall posts.

Her remarks reflected that how secondary students love the social media particularly Facebook to develop listening, speaking, reading and writing skills of English. Her remarks further indicated that some of the secondary students and their parents had gap in understanding about the utilization of social media for improving their academic quality. However, the majority of the student participants reported that their parents let them to use social media particularly Facebook and YouTube easily after the outbreak of COVID-19 pandemic. This reflected that secondary students could get support from their parents about utilizing the social media in appropriate way to receive latest and useful information for improving their confidence and competence of English language.

Change in the Way of Teaching

Interviews with the participants and class observation reflected that integration of social media in teaching and learning helped to change the way of teaching. The majority of the student participants from both schools reported that the methods of teaching after integration of social media in the classroom were completely transformed from teacher-centered to student-centered modality. For instance, Gopal, one of the teachers said: "I simply asked the students to read the text themselves in the beginning of the class and then I would discuss with them. Majority of them would have already received the information from Facebook and YouTube about the text. They would participate in the discussion and would share various ideas about the related text. Finally, I would conclude the whole discussion. They showed great passion for learning English." His remarks clearly indicated that social media empowered both the students and teachers by accessing learning materials and providing collaborative learning environment. I observed there was interaction between teacher and students in the class. I found teacher was not at the center of the class. They co-constructed the meaning through discussion. The majority of the participants from both schools reported that social media transformed the way of teaching in the classroom. For instance, Prakash, one of the students said:

The way of teaching and learning has completely been transformed after the integration of social media in the classroom. We have been learning our English text with fun particularly receiving information about the text from various perspectives. Our teacher of English shows videos from YouTube, sometime, he shares information from Facebook. Our class would be boring during the time when there would not be internet and electricity in our classroom.

His remarks clearly indicated that the way of teaching English in the classroom was transformed after integration of social media in teaching and learning. However, some participants reported that there would be problem to follow the classroom instruction at home due to lack of internet, electricity and ICT devices. For instance, Jamuna, one of the students said: "I have smart mobile phone but we do not have internet broadband connection at home. I charge my mobile by solar battery. Sometime, my teacher of English sends me some links of videos but I cannot afford to search and download them by using mobile data provided by Nepal Telecom." Her remarks clearly reflected that some of the students were facing problems to maintain the standard of their schools due to lack of internet access, electricity supply and ICT devices at home. Furthermore, the majority of the students from both schools reported that they did not enjoy learning English in the classroom without using social media. For example, Nirmala, one of the students said:

I did not like the way of teaching without using social media particularly YouTube and Facebook in the classroom since I started watching YouTube tutorials and extra materials related to the text. We would request to teacher of English to change the way of teaching.

Her comments reflected that social media forced the teachers to review their traditional way of teaching to meet the demand of the students. The majority of the teachers from both schools reported that they updated themselves with the support of social media about the subject matter and the way of teaching in the class. For instance, Umesh, one of the teachers said:

I use to prepare audio video teaching materials from social media. We, teacher of English have Facebook Messenger group where we exchange our teaching materials and share our experiences each other. Sometime, due to lack of internet access and electricity, and devices, I cannot prepare teaching materials well. Some of my students also share similar experiences of not completing their homework.

His remarks indicated that in spite of having problem due to lack of proper internet access, electricity supply and devices at home, some of the teachers of English and the students involved in this study were struggling harder to utilize the social media in their teaching and learning. His remarks further reflected that social media enabled teachers of English and students to have collaboration with other teachers and students with the support of various networking sites. I found the majority of teachers of English sharing their teaching materials and experience each other through social media particularly using Facebook Messenger. It reflected that teachers of English have not been limited only the information given within the prescribed text book rather they searched various materials from social media to make their way of teaching English effective.

Discussion

Findings of this research reported that social media helped the secondary students learning English in the classroom effectively, creating the collaborative and student-centered learning environment and providing varieties of resources for learning English. The majority of secondary students from both schools reported that social media helped them learning English by providing information to update and upgrade them by sharing and receiving latest information related to English. Social media enabled them to solve their problems collaborating each other and accessed the adequate English materials to develop their listening, speaking, reading and writing skills. The majority of the secondary students reported that social media particularly Facebook and YouTube helped them to develop their level of confidence of learning English. These findings of this study have been to some extent similar with the findings of recent study of Noori et al. (2022) in the context of Afghanistan, reported that the majority of lecturers and students utilized social media for teaching and learning in higher level. However, some of the secondary students from both schools reported that they found difficulty while using social media due to lack of electricity, internet access, and devices in their home. They reflected that sometime they could not complete their homework easily that their teachers of English assigned them. However, these findings of this study have not been aligned with the study of Yuk et al. (2019) in the context of Malaysia, which showed that students used social media particularly YouTube easily for learning language effectively. Some of the teacher

participants reported that social media distracted the students from learning English in the classroom, accessing unrelated information and there would be great chance of misusing of social media by the students. These findings of this study are in some extent aligned with the findings of Abaido and Youth (2020) in the context of United Arab Emirates, reported that university students' use of social media decreased their academic progress and increased cyber bullying including other negative outcomes such as sleeping and eating disorder, depression, and anxiety.

Furthermore, social media helped the students learning English informally out of the classroom accessing adequate English learning materials by connecting them with the various networking sites. The majority of student participants reported that social media particularly Facebook Messenger and YouTube assisted them to collaborate with their friends and others even after their formal classes. Social media enabled them to connect with the global network without limiting them only in the classroom and prescribed text books information. These findings are to some extent resonated with the findings of Pander et al. (2014) in the context of Germany, argued that social media particularly Facebook helped the students for collaborating, communicating, socializing to enhance their education. Moreover, social media indirectly helped the students to develop the language skills and confidence of speaking English by connecting them with various resources and providing access for collaborating each other. Findings of this study show that student participants who frequently visited social networking sites had better English language and understanding than those who said less. However, these findings are not aligned with the study of Latif et al. (2019) in the global context, argued that social media could distract the students for learning, maintaining privacy and increased the chances of cyber bullying. Furthermore, some of the student participants reported that their parents did not allow them using social media due to gap in understanding about the utilization of social media for advancing academic quality. However, similar findings have not been found in the national studies of (Parajuli, 2016; Sijali & Laksamba, 2020). Moreover, findings of this study reveal that the majority of the student participants had their own smart mobile phones and only some of them had their own laptops and basic computer skills. The majority had internet access at home and only few of them reported they used mobile data provided by Nepal Telecom.

Moreover, findings of this article revealed that integration of social media particularly YouTube and Facebook Messenger in teaching and learning helped to transform the way of teaching from traditional teacher- centered methods to student- centered methods by empowering teachers and students accessing latest information from various networking sites. The majority of student participants from both schools reported that their teachers' way of teaching in the classroom was completely transformed after they integrated social media in the classroom. Furthermore, findings of this study showed that social media encouraged the students for learning by accessing various materials and providing collaborative learning environment, which compelled their teachers of English to transform the way of teaching to meet the demand of their students. They co-constructed the meanings through discussion in the classroom. The findings of this study have been at some extent paralleled with the findings of Churcher (2014) in the context of America, which reported that social media energized the students for learning without limiting in the single context of the classroom. Moreover, some of the students and teachers of English from both schools were struggling for maintaining the standards of learning environment of their schools at their home due to lack of regular electricity supply, internet access and ICT devices. The findings of this study have

been at some level aligned with the study of Ramorola (2013) in the context of South Africa, argued that both teachers and students faced the problems about integrating social media in teaching and learning due to lack of proper ICT infrastructure, and trained technical manpower.

Conclusion

Discussion has identified that social media assisted for secondary students learning English formally inside the classroom and informally out of the classroom by accessing adequate resources from various networking sites. Student participants involved in this study agreed that social media particularly Facebook and YouTube improved their listening, speaking, reading and writing skills by creating collaborative learning environment. Social media helped the students to develop their level of confidence of English speaking and enabled them to solve their own problems collaborating with peers and updating and upgrading with latest information. Integration of social media in the classroom teaching and learning empowered both the students and teachers accessing various useful information related to teaching techniques and course content. Thus, social media enabled them to adopt student-centered methods utilizing latest information. However, some of the students and teachers involved in this study found difficulty about using social media in their homes due to lack of regular electricity supply, internet access and proper devices. Moreover, this study showed that some of the teachers' experiences of their students' distraction from social media by involving unnecessary information. Indeed, use of social media, with proper supervision, helped them to improve their learning English effectively. Furthermore, use of social media out of the classroom also assisted them to acquire adequate learning materials to improve the quality of their English. However, there was a gap in understanding between some students and their parents about the usefulness of social media for learning English. Although they were restricted using social media at home, they were learning English through social media by using secretly. This study provides better understanding that by using the social media we can promote learning English effectively in the future.

Limitations and Recommendations

The findings of this study were based on the limited numbers of student and teacher participants from private schools located in the urban area of Nepal so that it cannot be generalized for understanding the role of social media for learning English in other private and government funded schools of rural and semi-urban area of Nepal. Furthermore, this study focused on the role of social media particularly Facebook and YouTube on the basis of participants' mostly used for learning English. However, the findings of this study provide the clear directions for future research to explore the role of various other social media for learning English within and outside the schools.

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