THE ROLE OF UTILIZING SOCIAL MEDIA IN TEACHING THE ENGLISH LANGUAGE TO YOUNG LEARNERS. TEACHERS' VIEWS

(A CASE STUDY OF UPPER PRIMARY SCHOOLS 2019-2020)

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Abstract: This study reviews the role of utilizing social media in teaching the English language to young learners. Focusing on the teachers' views, a case study has been conducted in one of the Omani upper primary schools. The study aims to assist students and teachers by offering modern ideas that can be implemented on social media for learning the English language. It also aims in identifying the role of social media in reducing the gap between learners and educators. Moreover, it aims to investigate the perception of upper primary school teachers on the supportive hand of social media for students to learn English and other modern languages.

The study is quantitative in its design. It based on the numeric data set gathered with the help of a questionnaire. It follows a deductive approach while random sampling technique is used. Furthermore, the study follows positivism philosophy and also used statistical tool including SPSS to analyze the results accurately.

The study found that almost all the teachers are engaged with the social media and interlinked with students irrelevant to their level. Teachers are trying to let students learn the English language online with the support of social media. The majority of respondents agreed on the pivotal and significant role of social media in the learning process, especially for teaching and learning English as a foreign language.

For further research, I suggest students and their parents should take an interest in the social media learning program offered by the primary teachers at schools in Oman to enhance students' capabilities and abilities. Also, Students should be punctual on decided time without any excuse to get what their teachers demand for. And finally, extra marks should be assigned for online social media classes for students, which weighted on the final exams.

1. INTRODUCTION

1.1 BACKGROUND

In the modern era, advanced technologies have been playing their indispensable role in spreading awareness, learning and education. The active users of social media have been exceeded from billions of counts and tremendously spread with time. For aligning to the role of social media in the creation of educated societies and spread knowledge, the students are also actively participated. Some networks, groups and channels are actively engaging with academic activities and enabled students to learn more while surfing social platforms. In some schools, social media and internet activities considerably become an essential part of curriculum activities. Teachers are having modern thoughts belief that students can learn rapidly with entertainment and modern devices comparatively faster.

In Oman, where the young generations are more focusing on foreign language, moreover, English is also considered as a foreign language to communicate and get competitive advantages from different sources of social media; they cannot engage with their teachers in social media but also striving to interact with international communities, which enhances their mental capacities to learn English. The connection and bridge which social media creates between teachers and students do beneficial to interact with teachers outside the school boundaries. Social media reduces the burgeoning of gaps that support students to communicate directly with their teachers and learn a language without any hesitation.

The particular research identifies the role of social media in providing comfort zone to students to learn languages more quickly and enhances the direct links to concern teachers. The research is a particular design for Oman's students studying in upper primary schools to understand the perceptions of schoolteachers about the role of social media. In this context, social media is the media to communicate and incline the perception or notion of students in control to penetrate knowledge of the English language in their minds easily. Listening, writing, reading, and speaking powers can be targeted by using social media, which are essential and mandatory for students to learn the English language. Moreover, thousands of other channels and platforms are available that provide detailed and comprehensive knowledge about modern ways to learn English. If student practices what he gets from social media, then surely enhance his language skills.

1.2 STATEMENT OF THE PROBLEM:

Students nowadays are too much engaged with social media and become active surfers (Tess, 2013). However, most students do not have the right direction to utilize social media for education purpose. This is the core responsibility of primary school teachers in Oman to give proper guidelines to students about using social media and keep check and balance on their activities. This would also play a role in letting students enhance their communication skills and let them learn the English language quicker and effectively (Faizi, Afia & Chiheb, 2014). It is problematic for teachers to engage with students and make a bridge outside of school premises.

1.3 OBJECTIVES OF THE STUDY:

- To assist students and teachers by offering modern ideas that can be implemented on social media for learning the English language.
- To identify the role of social media in reducing the gap between learners and educators.
- To investigate the perception of upper primary school teachers on the supportive hand of social media for students to learn English and other modern languages.

1.4 QUESTIONS OF THE STUDY:

RQ1: what is the role of social media for letting students learn the English language in the view of Oman's upper primary schools' teachers?

RQ2: How can social media engage students to enhance their communication skills and how it supports learning modern languages?

RQ3: How social media become the real mediator between learners and teachers for learning their desired skills?

1.5 HYPOTHESES OF THE STUDY:

$H1_a$: Social media plays a positive role in letting students learn the English Language.

$H1_0$: Social media does not play a positive role in letting students learn the English Language.

$H2_a$: Social media engages students and assists them to enhance their communication skills and learn them modern languages.

$H2_0$: Social media does not engage students and assist them to enhance their communication skills and learn them modern languages.

$H3_a$: Social media is the real mediator between learners and teachers for learning their skills.

$H3_0$: Social media is not the real mediator between learners and teachers for learning their skills.

1.6 SIGNIFICANCE OF THE STUDY:

The study opens the gate of opportunities to new researchers for conducting more detailed research for tracing the role of social media in the learning process. It also gives ideas to teachers associated with upper primary schools in Oman to motivate students to join such platforms to enhance their communication skills and learn the English language. The research gives directions to teachers, parents and students to utilize social media in the right way to get something positive. This study would be beneficial for the students and teacher for developing professional and personal skills.

1.7 THE METHODOLOGY OF THE STUDY:

The study is quantitative in its design, which is based on the numeric data set gathered with the help of a questionnaire. Furthermore, the study follows a deductive approach while random sampling technique is used. Moreover, the study follows positivism philosophy and also used statistical tool including SPSS to analyse the results accurately.

1.8 SCOPE OF THE STUDY:

The study is conducted in closed premises of ABM in the year 2020. The study is completed in 2 months in different stages.

2. LITERATURE REVIEW

2.1 INTRODUCTION

The literature review is one of the foremost chapters, which reflects the different opinion of authors related to studies. The literature review is a fundamental part of the study that provides the data from archival studies and existing journal articles (Chen & Bryer, 2012). Literature review drives research towards specification by providing the perceptions of authors and different researchers about the topic. There are several sources by which one can get information. However, the social media is considered as the fastest sharing source (Ahlquist, 2014). Social media shares content comprised of billions of words in a day. Social media is the modern and most recent technology which overcomes the gap and enhances the globalization process where all users are connected irrespective of their boundaries, cultures, ethnicity and casts (Gee & Hayes, 2011). Teachers and students are also using social media to enhance their academic information and fabricate their skills effectively. This is the real mean of education which can be used in a formal manner (Vanwynsberghe & Verdegem, 2013).

Nowadays, where the users of social media are used to share the personal feeling and experiences on the same hand, it is a great source of information (Ariana & Mirabela, 2014). Both students and professionals are using social media to enhance their skills and educational knowledge. Teachers are making classes in the form of groups in social media, especially on WhatsApp and Facebook, to engage students beyond the school premises (Serrano & Yambao, 2015). Now it becomes easier to approach teachers and seek their assistance without any hesitation. It is also essential for the students to involve and participate in such activities to get extra knowledge and feel free to ask anything related to the course (Vanwynsberghe & Verdegem, 2013). The upper primary schools in Oman give permission to authorized teachers to engage students and enhance their skills with the help of social media (Zheng, et al., 2016). As social media is an attractive path that catches the attention of young learners, and teachers of Oman utilize this platform to enhance the English learning skills of students (Ahlquist, 2014).

2.2 TYPE OF MEDIA AND HOW SOCIAL MEDIA IS THE MOST POWERFUL:

DeAndrea, Ellison, LaRose, Steinfield, and Fiore in the year 2012 have written the journal with the title of Serious Social Media: On the use of social media for improving students' adjustment to college. The concerned topic has been taken out from Page 15-23. The study conducted at Michigan State University, the United States in which researcher have done the face-to-face interaction with students and observed that during their first semester, the social media networking usage enhance the students' perceptions. The data of the study collected by making direct interaction with students and evaluating their capabilities and comparing them with students not using social media. Overall, 265 participants have participated in a survey in which 70% were female. This also shows that research was quantitative in its design. The most important recommendation of DeAndrea, et al (2012) is that students should use the advanced social media networking tools to enhance their perceptions and to gain advanced information.

Media is related to the mass media communication industry, which considered a reliable tool to share the information. Media is the communication outlet and a tool that delivers the information and store the data. There are multiple media exist, including print media, broadcast media, publications, social media, and the internet. These are further bifurcated into subcategories. Newspapers, publications, journals, books, and magazines are the print media. The media, which is in physical form and print on paper, is well-known as print media (DeAndrea, et al., 2012). The media television advertising, radio, and broadcast information, which appeals broader and targets the large audience have come under the category of broadcasting media. Outdoor advertising, transit advertising, and cinema and video advertising have come under the category of support media. Website, classified ads, banners, and emails are common types of internet media. While social media where people are interacting with each other by recording, sharing, and promoting data sets. The basic feature of social media is engagement and interaction. This drives all generations, especially young people, to attract and share what they think. Social media is in users' control where the user can watch, share, and record the information, thoughts, and feelings.

Comments:

Apart from the classification of media, the modern era of technology has introduced the media, which is easy to access and available for all users. Social media is the latest technology that offers a suitable mode and user-friendly interface to all users for sharing their information, their feelings, and thoughts. Social media is ample powerful in today's world to acquire the perception of users and become the major contributor to influence on the decisions and opinions of a large population (Ariana & Mirabela, 2014). Almost 1/3 of the world's population are the users of social media, which become the pressure group to change the minds of each other and influence the political, social, and economic situation of any nation (DeAndrea, et al., 2012). However, social media is also an essential tool to enhance one's skills in an effective manner and brilliantly. The social media is now the major medium that can make surveillance on students and their activities (Faizi, Afia & Chiheb, 2014). The teachers in Oman are striving to engage with their students through social media to make an exceptional relationship with them beyond the premises of the school. However, the teachers are effectively engaged with the students and also let their skills developed in learning English languages.

It is difficult to engage all the students with the same intensity and interest level. However, this depends on the capabilities of teachers (DeAndrea, et al., 2012). The teachers at that time need to implement some modern techniques to enhance the motivation of students and catch their attention in real-time on social media. Hence, it is the foremost medium to enhance the English learning skills of students after classroom activities. There are various features of social media that are beneficial to learn the

skills mentioned in the following paragraphs. But according to the study of The social media is a major helping hand for teachers to overcome the gap in relationship with students.

2.3 ROLE OF SOCIAL MEDIA FOR LEARNING THE ENGLISH LANGUAGE IN UPPER PRIMARY SCHOOLS IN OMAN:

Nguyen, Yu, Melewar, and Chen has conducted the study in the year 2015 by taking various ventures into consideration. The content has been gathered from page 11 to 25 of the particular study. The study is quantitative in its design, where the 200 respondents from LinkedIn, 200 respondents from Weibo China, 450 respondents from WeChat, and 150 respondents from other social networks, including Facebook and Twitter, have participated. The study is conducted by the students of Middlesex University London. With the title Brand Innovation and Social Media: Knowledge Acquisition from Social Media, Market orientation, and the Moderating Role of Social Media Strategic Capability. The journal category was industrial Marketing Management. The fundamental analysis divulges that social media is an effective tool for acquiring knowledge and an abundance of information. Moreover, authors are suggested to utilize social media extensively for branding, marketing, learning, and acquiring capabilities.

According to the study of Nguyen and et al. (2015), it is proven that the effective role of social media enhances the performance of learners and support in acquiring the abundance information. Therefore, social media is the most influential tool for marketing, innovation, and learning. The information provided by social media would also stick longer due to its user interference and usability. The broader role and scope of the social media system allows the learners to acquire the most useful and suitable information and reject all irrelevant knowledge. It is also the major challenge of social media that these platforms are overloaded with information. Therefore, this information is essential to use for innovation and learning and making the bridge for overcoming gaps.

Comments:

Social media is, on the one hand, become the unbridle platform where one can share what they want without any restriction (Tess, 2013). While on the other hand, it is the most influencing media that can alter the human perception associated with another country miles away (Gee & Hayes, 2011). There are no boundaries in social media, neither the boundaries of limitation nor political boundaries. Therefore, it highly impacts the minds (Faizi, Afia & Chiheb, 2014). Same as this, it can alter the perception of students and let them learn the English language easily (Dunn, 2013). The Omani primary schools' students are often engaged with teachers to enhance their skills. Sometimes it would be necessary for students to take the online classes for extra curriculum activities (Serrano & Yambao, 2015). However, the teachers are providing interesting content on social media and use all modern techniques to acquire the interest of students on these platforms (Zheng, et al., 2016). Facebook and WhatsApp are the foremost media platforms that are excessively used in the learning process by the primary school teachers of Oman.

These media groups are administrated by teaches where they monitor the performance and activities of students (Chen & Bryer, 2012). They guided them online, accompanying the provision of extra material and notes to assist them in a time of need (Gee & Hayes, 2011). The trained teachers at upper primary schools in Oman are responsible for meeting deadlines and complete the English learning language course to students within a promising time frame. Moreover, the teachers are also responsible for taking attendance and give extra attention to those who interested and want to get their skills fabricated with the help of social media platforms (Vanwynsberghe & Verdegem, 2013). The online exams, quiz questions, and logical reasoning tests relevant to the English language have also been conducted to gauge the performance of students. Moreover, the speech contests, vocabulary test, sentence structure text, written and spoken skills with listening and writing capabilities are also taken into account by teachers of upper primary schools in Oman (Neier & Zayer, 2015).

2.4 ISSUES AND CHALLENGES IN EDUCATIONAL USES OF SOCIAL SOFTWARE:

Dron and Anderson, in the year 2014, have published the book with the title of Teaching Crowds: Learning and Social Media. The book is published with the press of Athabasca University. From pages 275 to 280, different challenges have been taken, which can be faced by the students and teachers in the learning process through social media. The basic finding of Dron and Anderson in the particular chapter is to define that social media is playing a pivotal role in connecting students with teachers and enhance the language learning process. Moreover, the basic recommendation is that teachers should select the right social media path to engage with students where the facial expression can also be communicated. The design is descriptive, and the desktop approach and qualitative data have been proven to conduct to achieve the research question, which is challenges in learning through social media. The ardent aim and interest of the authors are to provide information about trending and most emerging challenges that can be faced while using social media as a learning channel.

According to the stud of Dron and Anderson (2014), there are multiple challenges that have been facing by the teachers and students while encountering social media networks for the learning process. These challenges are privacy threats, contextual ambiguity, institutional cross-cutting cleavages, disruption and change, issues in accessibility and usability, and overload information that lets the students refrain from acquiring the right information at the right time. The issues must be the handle for effective learning of the English language through social media. This would be the most appropriate way to enhance the capabilities in the language learning process. Therefore, there are major elements that need to be resolved while using social media in favour of both students and teachers. The social and cultural constraints are also refrained students and teachers to make an effective bridge.

Comments:

With the support of parents, the students are also compelled to focus on the social media learning process introduced by the upper primary schools in Oman (Davis, et al., 2015). Therefore, the teachers are also connected with parents. The classes are distributed in different activities depending on the nature of the class, its size, the level of course, and the time limit. It is believed that students are capturing exceptionally and mitigates the challenges with the immediate support of teachers in the online social media class activities (Ahlquist, 2014). Teachers must be select the right path of social media to mitigate different kinds of challenges. Moreover, the difficulty of understanding the nature of social engagement in social media. The culture of online learning should also be developed in Oman to make the right bridge and establish an effective channel between students and teachers.

2.5 ROLE OF SOCIAL MEDIA IN ACADEMIC EDUCATION:

Serrano and Yambao, in the year 2015, published the study in the ASEAN Journal of Open Distance Learning with the title of Social Media as a Venue for Online Class Collaboration. The content of the study from page 17 to 26 has been useful for the particular study. The research is quantitative in nature, where almost 43 students of Environment Advocacy have participated. The overall research was suggested that social media should be used carefully by effective planning and integration in the instructional design of the course. The ardent interest of the study is to disclose social media as an effective learning medium. The study shows different challenges, including communication gap, absence of internet connectivity, possession of account, lack of integration, and difficulty in coordination. Moreover, the study analyzed that social media, especially Facebook, is the backbone for learning and arranging classes online for spreading knowledge and engaging students effectively.

The study of (Serrano & Yambao, 2015) clearly stated that social media is playing a crucial and pivotal role in developing skills and sharing education knowledge with students. It is the best instrument to overcome the gap with institutional professionals and get advanced knowledge from them might be extra, which is not included in the coursework syllabus. The study of Zheng, Yim, and Warschauer (2018) identify social media as a powerful tool to incline the students' perceptions and equip them with advanced knowledge and reasoning. Therefore, social media utilization is sometimes necessary for the students for limited time and purpose (Davis, et al., 2015). The role of modern media is also important to harmonize the relationship between teachers and students (Başöz, 2016). Teachers can easily with the pictorial support achieve to get the perceptions and interests of students and can motivate them for learning the skills and desired information (DeAndrea, et al., 2012).

Comments:

Besides, the study of Reyes, Rosso, and Buscaldi (2012) mentions that students who are in a progressive stage must understand the modern mean of learning. Hence the social media give them an opportunity to learn something extra beyond their curriculum. It does not only let the students understand what their teachers wanted to convey, but from the general sharing, the available set of data, and existing information, they can get advanced skills and knowledge (Tess, 2013). In this context, the study of Kukulska-Hulme (2012) also clearly suggests that students should always consider authentic information sources to enhance their skills consummately. On the implementation of modern techniques, the study of Vanwynsberghe & Verdegem (2013) clearly identifies the skills and interests of teachers. The role of teachers and scholars on social media is pivotal and indispensable (Gee & Hayes, 2011). They are the playing steering role, especially to share reliable data and to focus on the engagement of students. The study of Faizi, Afia, and Chiheb (2014) mentions that proper interference, engagement, and interest of a student can achieve the milestone and can properly utilize social media. Social media is the most powerful tool in the digital era, which reflects modern technologies for serving the educational purpose (Serrano & Yambao, 2015). Hence the social media can be better utilized for learning the English language, according to Chen and Bryer (2012). Moreover, foreign language learning skills can be fabricated with the support of the online interaction of teachers and trainers.

2.6 ROLE OF SOCIAL MEDIA IN MASSIVE OPEN ONLINE COURSES (MOOC):

Zheng, Han, Rosson & Carroll in the year 2016 has published a study with the title the role of social media in Massive Open Online Courses (MOOC): How to use social media to enhance student retention. The useful data for the particular study starts from page 419 and ends to 428. The study is qualitative in its design, where the thematic analyses have been used for producing results. The built-in forum of Coursera and Facebook are used as tools for the study. Moreover, the descriptive approach has been used. The major objective of the study is to disclose the effectiveness of social media in an online course. The effectiveness of the online system has been introduced throughout the research. Besides, the utilization of social media by the MOOC learners has also been traced out. The entire study is conducted at Pennsylvania State University, in which authors have suggested relying on suitable studies and information getting from different social media channels for effective acquisition.

According to the study of Zheng, et al. (2016), it is mandatory for teachers to use the modern tricks, tactics, and strategies for getting the students' interest in learning English through social media. Learning English as a foreign language is sometimes difficult for students who do not have an English background. Therefore, teachers should also be known about how to teach a foreign language with modern techniques. According to the study of Zheng and et al. (2016), the task-based approach and natural approach are the best methods that can potentially allow students to learn English by using social media platforms.

Comments:

Social media is an influential instrument to mitigate the challenges and impact on consumers' behavior. Thus, the study of Faizi, Afia, and Chiheb (2014) divulges that students are get assisted by the online lectures and tutorial videos available on social media sites. Besides, multiple channels are initiated to serve students in enhancing their key skills, which would be beneficial for them in their real-time (Başöz, 2016). Multi-talented scholars, teachers, associated professors, and certified trainers and celebrities are available on social media platforms (Faizi, Afia & Chiheb, 2014). These persons bring modern material and latest content before students to enhance their capabilities and educational skills (Vanwynsberghe & Verdegem, 2013). Social media is effectively used by the students and teachers to enhance their academic knowledge and explore the advanced understanding of any particular topic.

2.7 CONCLUSION:

The chapter provides great assistance by exploring archival studies with the nexus of social media and English language teaching (Ahlquist, 2014). The chapter provides a high range of archival studies related to theories of social media as an important communication tool between teachers and students (DeAndrea, et al., 2012). The chapter offers great assistance to students and teachers of upper primary schools of Oman to interact with each other effectively and let the students learn the English language by using social media platforms. Hence the social media can be better utilized for learning the English language, according to Chen and Bryer (2012). Moreover, foreign language learning skills can be fabricated with the support of the online interaction of teachers and trainers.

3. RESEARCH METHODOLOGY

3.1 INTRODUCTION:

The methodology is one of the foremost chapters in the research study which divulges the entire phenomenon and conducting the research process (Saunders, Lewis & Thornhill, 2016). The methodology defines the key methods, techniques, and procedures applied by the researcher to offers the proper and exact direction to the readers.

3.2 METHOD:

The research is quantitative in its design. Therefore, the overall research is explanatory in form and does reflect the numeric calculation for getting the results. However, the stimulated tool has been used for obtaining the results (MacDonald, 2012). The analytical tool analysis excels in obtaining the right and accurate calculation for the results and approved the hypotheses and research questions.

3.3 POPULATION:

Overall, 45 respondents have been taken into account for gathering the primary data throughout the research. The population has taken from the relevant field. The overall population was associated with the teaching field.

3.4 SAMPLING:

The random sampling technique would be used to select the right participants for the research without any bias or discrimination. Therefore, almost 35 participants have been selected after sampling from population.

3.5 SURVEY:

Almost 10 close-ended questions have been prepared in order to gather the participants' perceptions. The question is distributed through online link due to COVID-19 situation. the survey requires the gender, qualification level, designation and age group of respondents.

3.6 SUBJECTS:

The research is about the role of social media in teaching the English Language to young students in upper primary schools in Oman. In this research, the role of social media, teachers, and learners have been evaluated to make their connections, particularly while teaching the English language to young students by using the social media platform (Chen & Bryer, 2012).

3.7 THE TOOL OF DATA COLLECTION:

There are multiple ways to gather research material from both primary and secondary sources (Saunders, Lewis & Thornhill, 2016). The primary sources are the first-hand source never used in any research contact, while the secondary sources are the second hand-data which already has been used in any other research paper. In the primary source of data, the researcher has used survey by disseminated questionnaire via Online due to COVID 19 and Corona Virus Situation, while the archival journals, existing studies, books, and online websites have been taken as the secondary source of data.

3.7.1 VALIDITY:

The most recent primary and secondary data have been gathered from authentic sources for ensuring its validity (Saunders, Lewis & Thornhill, 2016). The studies and existing journals have taken for a particular study were validate and certified from different universities. The majority of studies have been taken from Google Scholar Library, which is validated and standard research. The survey has been conducted from people of relevant field and distributed the link to known person to ensure the validity of the data.

3.7.2 RELIABILITY:

The gathered data has been double-checked for its reliability. The data which have collected was reliable to justify the hypothesis and research questions (MacDonald, 2012). The primary data is based on survey which has conducted without any biased approach, while different authors have been taken into account to sustain the reliability in the gathering of content from online sources. The Statistical Package for Social Sciences (SPSS) analytical tool have been used to evaluate calculate and assess the numerical data. Thus, the results which would be generated are reliable and authentic.

3.8 PROCEDURE:

The research starts from the general discussion and closes to a particular topic, from broader to narrowing down the topic (Rubin & Rubin, 2005). The data has been conducted by using different sources, including primary and secondary sources. The study of different authors was involved in research for supporting the collection of primary data. The various structure of the data has been gathered to mitigate the problem discussed in the problem formulation section in chapter 1. For meeting the research question and hypotheses, the analyses of results have been done in chapter 4.

4 CHAPTER 4: DATA ANALYSES:

4.1 Introduction:

Data analysis is the foremost chapter which directs towards the formulation of results and satisfaction of research questions. This chapter assists in proving the hypothesis with the help of the technique utilized (Chen & Bryer, 2012). The chapter reflects the detailed analyses of the results and demonstrates the opinions of respondents regarding the topic, which ultimately leads to finalizing any results. The chapter is based on the numerical data, which is being analyzed with the help of SPSS to get accurate results with the support of tables and graphs.

4.2 The Sample and Administration of Questionnaire:

The questionnaire has disseminated to associated members related to the teaching field at different levels. Due to the COVID-19 situation, the questionnaire is distributed through the online link of Google Forms. Moreover, the 35 members are selected for analyzing part with the help of a random sampling technique. The questionnaire is bifurcated into two major parts reflects the variables, one is using social media, and another is its role in the teaching of the English language.

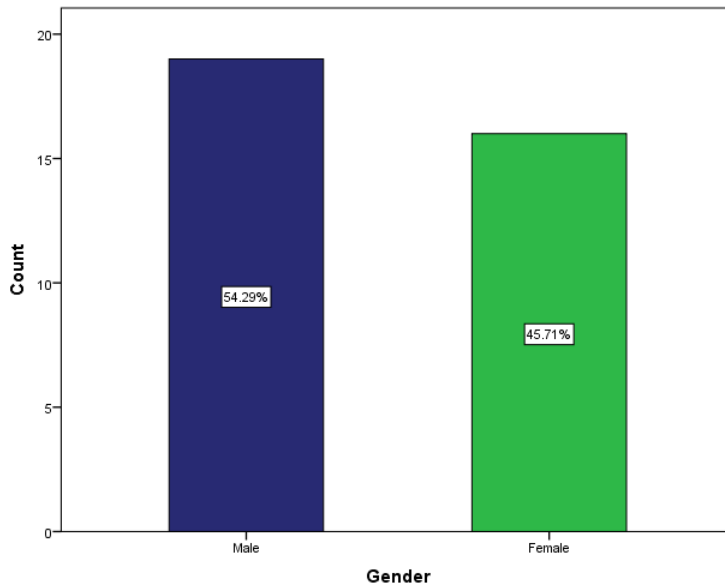**4.3 Description of Questionnaire:**

4.3.1 Frequency Distribution by Gender:

Figure 1 Frequency Distribution by Gender

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	54.3	54.3	54.3
	Female	16	45.7	45.7	100.0
	Total	35	100.0	100.0	

Table 1 Frequency Distribution by Gender

The overall 19 participants among 35 were males, with a serving percentage of 54.3%, while the other 16 respondents were females with a serving percentage of 45.7%.
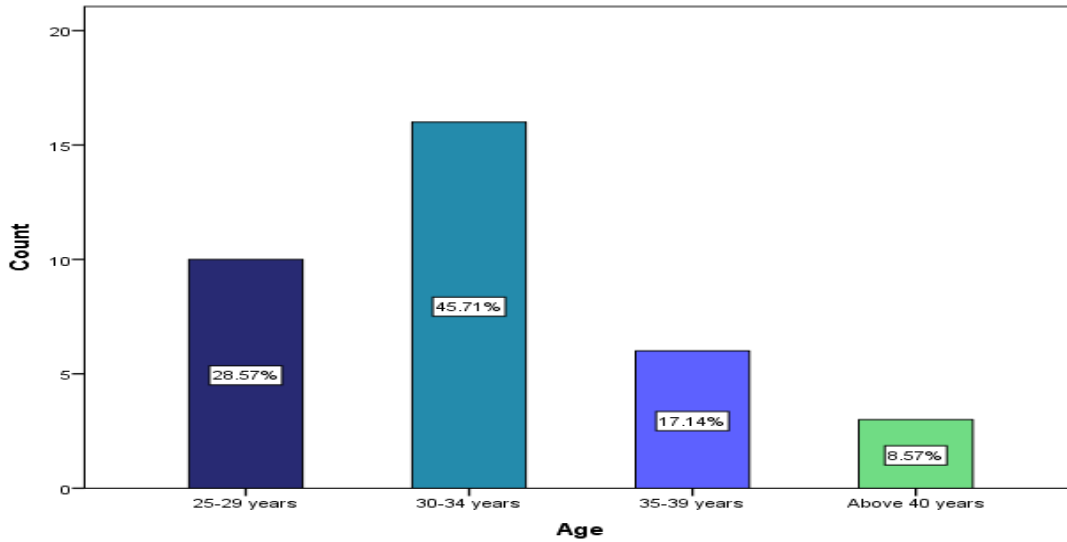
4.3.2 Frequency Distributed by Age-Group:

Figure 2 Frequency Distributed by Age-Group

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29 years	10	28.6	28.6	28.6
	30-34 years	16	45.7	45.7	74.3
	35-39 years	6	17.1	17.1	91.4
	Above 40 years	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Table 2 Frequency Distributed by Age-Group

Among all participants, 10 participants with a serving percentage of 28.6% were having 25-29 years age group, while 16 participants with a serving percentage of 45.7% were having 30-34 years age group. Besides, 6 participants with a serving percentage of 17.1% had 35-39 years age-group, and 3 participants with a serving percentage of 8.6% were above 40 years.

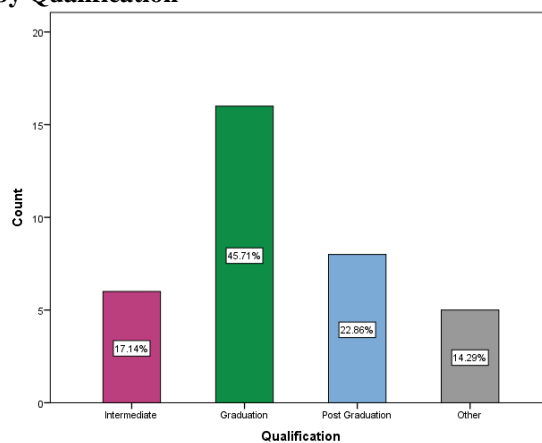**4.3.3 Frequency Distributed by Qualification**

Figure 3 Frequency Distributed by Qualification

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Intermediate	6	17.1	17.1	17.1
	Graduation	16	45.7	45.7	62.9
	Post-Graduation	8	22.9	22.9	85.7
	Other	5	14.3	14.3	100.0
	Total	35	100.0	100.0	

Table 3 Frequency Distributed by Qualification

Among all participants, 6 participants with a percentage of 17.1% were holding intermediate degrees, while 16 participants with a percentage of 45.7% were graduates. Moreover, 8 participants with a percentage of 22.9% were post-graduates, and 5 participants, with a percentage of 14.3%, were holding other qualifications.
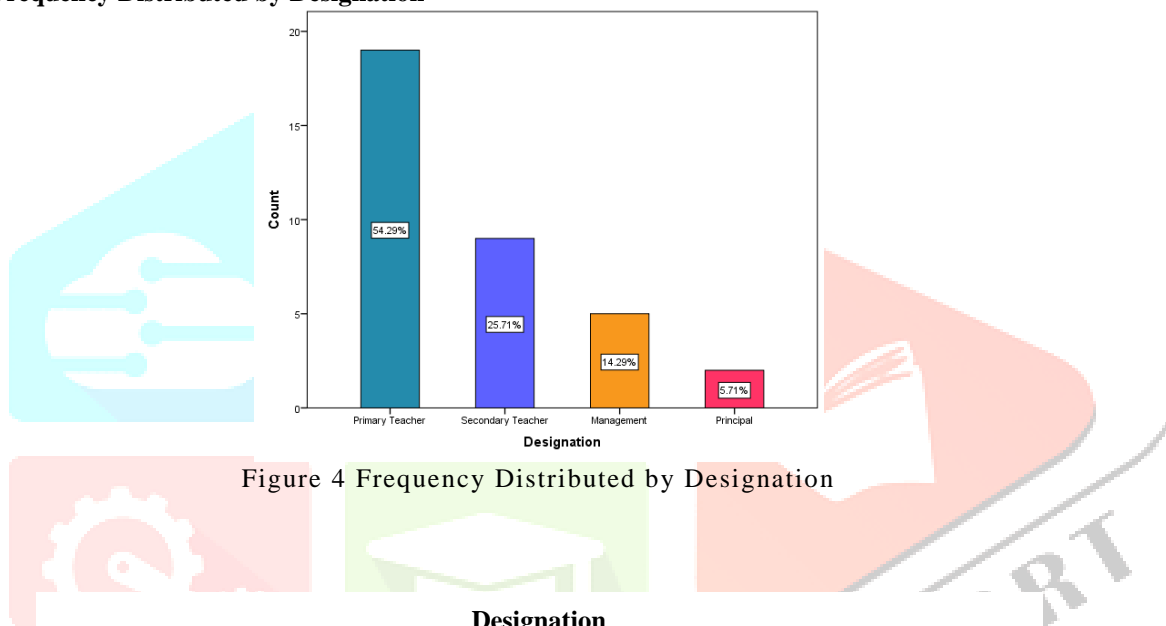
4.3.4 Frequency Distributed by Designation

Figure 4 Frequency Distributed by Designation

Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Teacher	19	54.3	54.3	54.3
	Secondary Teacher	9	25.7	25.7	80.0
	Management	5	14.3	14.3	94.3
	Principal	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 4 Frequency Distributed by Designation

Among all participants, 54.3% were primary teachers, while 25.7% were secondary teachers. Besides, 14.3% were engaged with the management of schools, and 5.7% were principals.
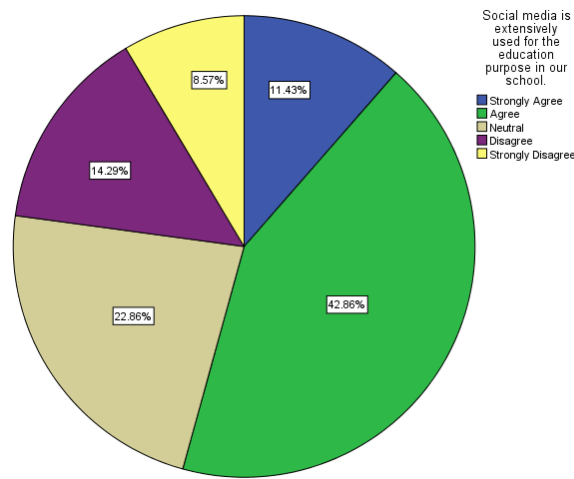
Social media is extensively used for educational purposes in our school.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	11.4	11.4	11.4
	Agree	15	42.9	42.9	54.3
	Neutral	8	22.9	22.9	77.1
	Disagree	5	14.3	14.3	91.4
	Strongly Disagree	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Figure 5 Utilization of Social Media in Schools

Table 5 Frequency of Utilization of Social Media in Schools

To what extent social media is used in schools, for tracing the utilization of social media researcher has raised this question. For this context, almost 11.4% of respondents were strongly agreed, while 8.6% of respondents were strongly disagreed. 22.9% of respondents were denied the statement, while 22.9% were not sure about the particular statement and taken either side. 42.9% of respondents were agreed. This shows that the majority of schools and teachers are paying attention to the utilization of social media for education and learning purposes.
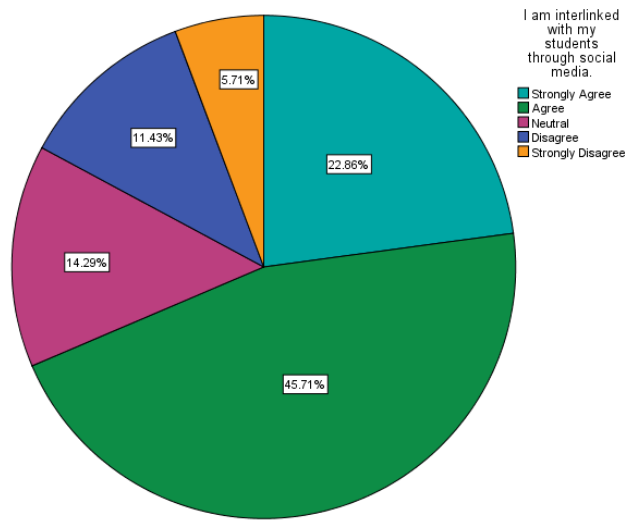
Figure 6 Social media as the tool to interlinked with Students

I am interlinked with my students through social media.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	22.9	22.9	22.9
	Agree	16	45.7	45.7	68.6
	Neutral	5	14.3	14.3	82.9
	Disagree	4	11.4	11.4	94.3
	Strongly Disagree	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 6 Frequency of teacher interlinked with students via social media

To what extent teachers are giving priorities to using social media for making the bridge with students. To evaluate the role of social media with relationship to students researcher has raised this question in which almost 5.7% of respondents were strongly disagreed, and 11.4% have disagreed with the statement. 14.3% were taken a neutral side, while 22.9% of respondents were strongly agreed on the role of social media. Moreover, 45.7% of respondents were agreed. The majority of respondents were agreed that shows that teachers for making relationships with students are using social media so they can be interlinked with students and make them learn.
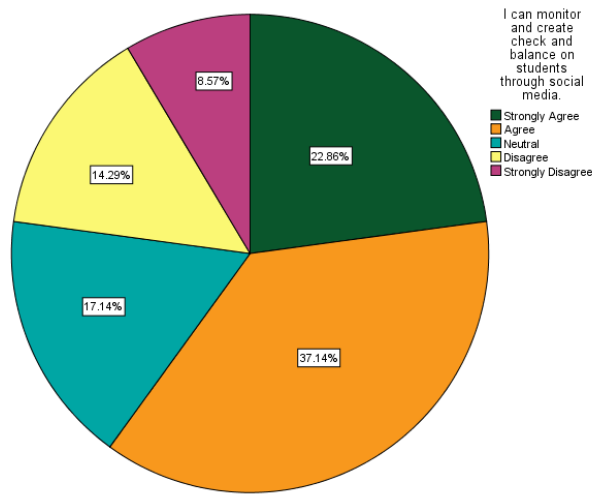
Figure 7 Check and Balance through Social Media

I can monitor and create checks and balances on students through social media.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	22.9	22.9	22.9
	Agree	13	37.1	37.1	60.0
	Neutral	6	17.1	17.1	77.1
	Disagree	5	14.3	14.3	91.4
	Strongly Disagree	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Table 7 Frequency of Accountability via Social Media

Whether social media plays a role in creating check and balance on students or not? For tracing this fact, the researcher has raised this particular question. In which almost 22.9% of respondents were strongly agreed, and 8.6% of respondents were strongly denied the statement. At the same time, almost 14.3% of respondents have disagreed with the fact. Thus, 17.1% of respondents were neutral in this context, while the majority of respondents with a serving percentage of 37.1% were agreed with the statement. This shows that social media is creating proper checks and balances on the students by their teachers.
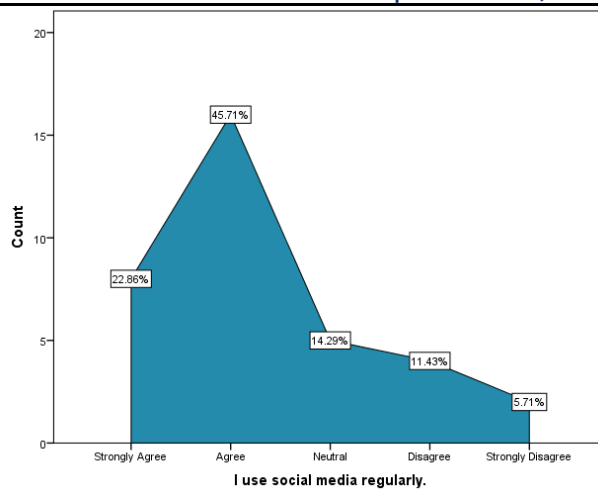
Figure 8 Regularly Utilisation of Social Media

I use social media regularly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	22.9	22.9	22.9
	Agree	16	45.7	45.7	68.6
	Neutral	5	14.3	14.3	82.9
	Disagree	4	11.4	11.4	94.3
	Strongly Disagree	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 8 Frequency of Regularly Utilisation of Social Media

Whether teachers of primary schools are using social media regularly or not? For tracing this fact, the question has been included in the questionnaire. Almost 22.8% of respondents were strongly agreed, while 5.7% of respondents were strongly disagreed. 14.3% of respondents were taken a neutral side, while 11.4% of respondents were denied the fact. Overall, 45.7% of respondents were agreed. The majority of respondents were agreed to use social media regularly.
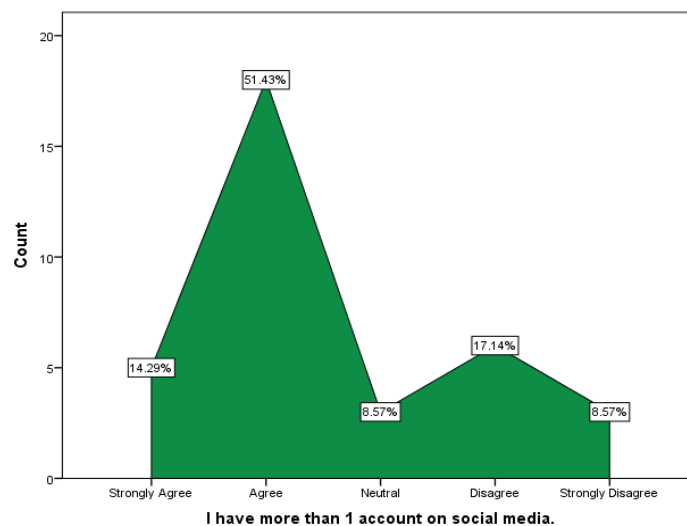

Figure 9 Account Status on Social Media

I have more than one account on social media.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	5	14.3	14.3	14.3
	Agree	18	51.4	51.4	65.7
	Neutral	3	8.6	8.6	74.3
	Disagree	6	17.1	17.1	91.4
	Strongly Disagree	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Table 9 Frequency of Account Status on Social Media

The more accounts on social media show, the more interest of teachers; therefore, this question has been raised. Almost 14.3% were strongly agreed, while 8.6% of respondents were strongly disagreed. The overall 8.6% of respondents were taken the neutral side, while 17.1% of respondents were not agreed with the statement. The majority of respondents with a serving percentage of 51.4% were agreed with the statement. This shows that majority of participants had multiple accounts on social media, which also reflects their level of activity and interest.

Figure 10 Social Media Interference on Teaching the English Language
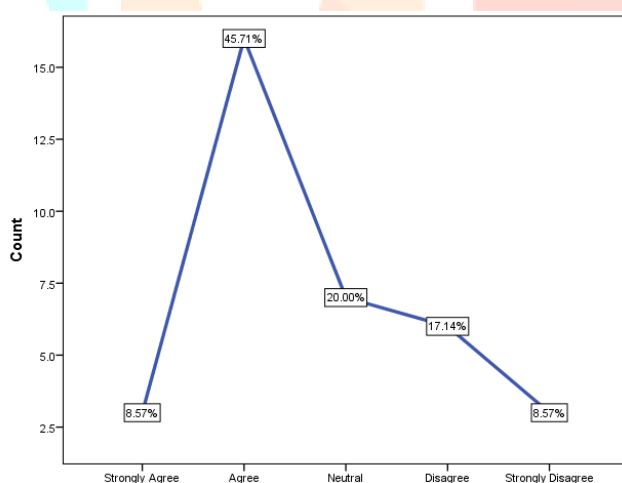
I teach the English language to students through social media interference.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	8.6	8.6	8.6
	Agree	16	45.7	45.7	54.3
	Neutral	7	20.0	20.0	74.3
	Disagree	6	17.1	17.1	91.4
	Strongly Disagree	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Table 10 Frequency of Social Media Interference on Teaching English Language

With the usage of social media, whether teachers are involved in teaching the English language to students? In this context, the overall 8.6% of respondents were strongly agreed, while 45.7% of respondents were agreed. The 8.6% of respondents were strongly disagreed, and 17.1% of respondents disagreed. 20.0% of the respondents were neutral and could not select either side. Moreover, the majority of respondents show that social media plays a pivotal role in teaching and learning the English language.
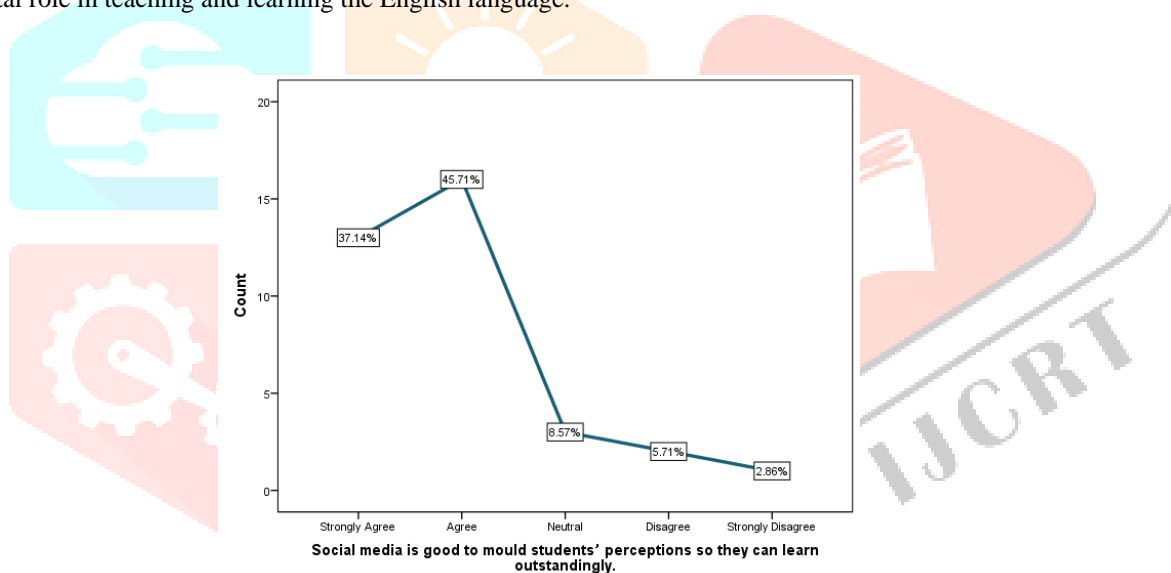

Figure 11 Changing of Students' perception through Social Media

Social media is good to mould students' perceptions so they can learn outstandingly.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	37.1	37.1	37.1
	Agree	16	45.7	45.7	82.9
	Neutral	3	8.6	8.6	91.4
	Disagree	2	5.7	5.7	97.1
	Strongly Disagree	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Table 11 Frequency of Changing of Students' perception through Social Media

For learning languages, teachers must acquire the perception of students in their favour. Social media is playing an important and significant role in gaining students' perceptions according to the respondents, which helps teachers to learn the language in an effective manner. 37.1% of respondents were strongly agreed, while 45.7% of respondents were agreed. The 8.36% of respondents were taken a neutral side, while 2.9% of respondents were firmly, and 5.7% of respondents have disagreed with this role of social media.
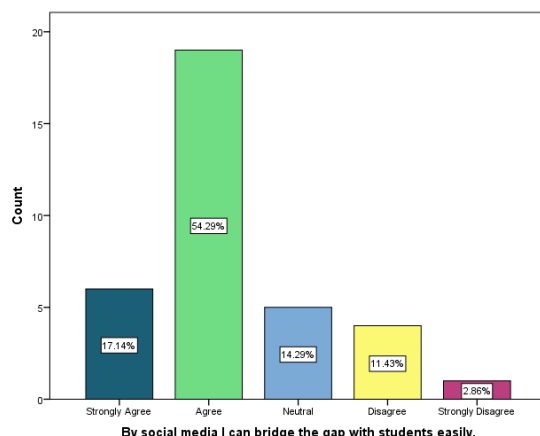

Figure 12 Overcoming Gap with Students through Social Media

By social media, I can bridge the gap with students easily.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	17.1	17.1	17.1
	Agree	19	54.3	54.3	71.4
	Neutral	5	14.3	14.3	85.7
	Disagree	4	11.4	11.4	97.1
	Strongly Disagree	1	2.9	2.9	100.0
	Total	35	100.0	100.0	

Table 12 Overcoming Gap with Students through Social Media

Whether teachers can overcome the gap with students with the support of social media? For tracking this opinion, the researcher has raised this question. Because bridging of cleavages between students and teachers would highly beneficial in the learning process. In this context, the overall 2.9% of respondents were strongly, and 11.4% of respondents moderately disagreed with the statement. While the total 17.1% of respondents were firmly, and 54.3% of respondents were reasonably agreed with the statement. Overall, 14.3% of respondents were taken on the neutral side. This shows that almost the majority of participants were agreed on the role of social media to overcome the gap between students and teachers, which ensures the effective way of language learning.
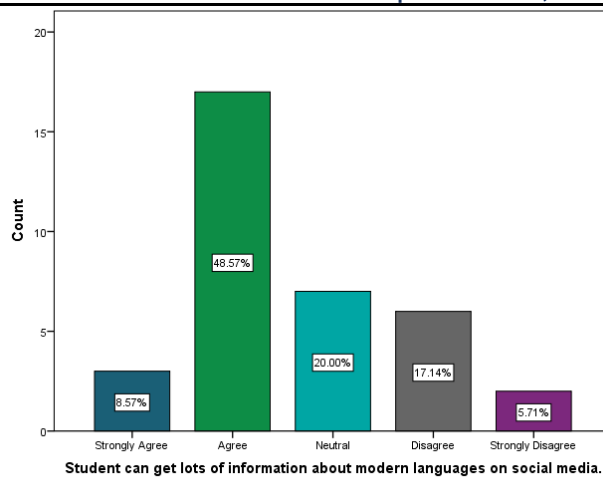
Figure 13 Acquisition of Modern Language through Social Media

Students can get lots of information about modern languages on social media.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	8.6	8.6	8.6
	Agree	17	48.6	48.6	57.1
	Neutral	7	20.0	20.0	77.1
	Disagree	6	17.1	17.1	94.3
	Strongly Disagree	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 13 Frequency of Acquisition of Modern Language through Social Media

Whether social media is an authentic and reliable source to get information about modern languages? For tracing this context, almost 5.7% of respondents were firmly disagreed, while 17.1% of respondents have opposed the statement. The majority of respondents with a serving percentage of 48.6% were agreed, while 8.6% of respondents were strongly agreed with the statement. 20.0% of the respondents were neutral while answering this question. This shows that social media is becoming the primary tool to acquire information about modern languages.
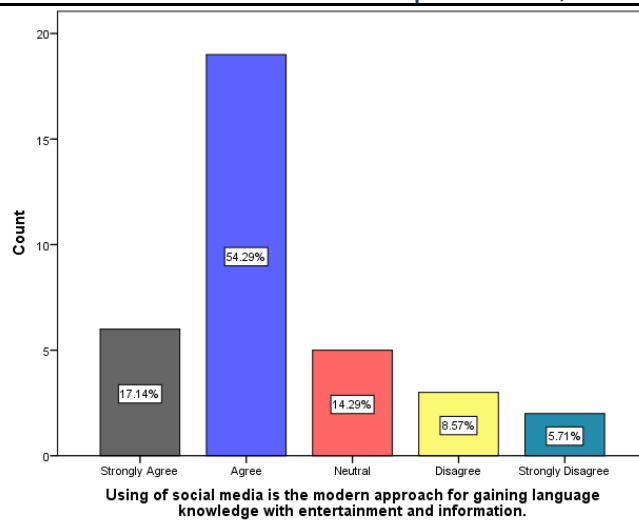
Figure 14 Modern Way to Acquire Knowledge about Language through Social Media

Using social media is the modern approach to gaining language knowledge with entertainment and information.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	17.1	17.1	17.1
	Agree	19	54.3	54.3	71.4
	Neutral	5	14.3	14.3	85.7
	Disagree	3	8.6	8.6	94.3
	Strongly Disagree	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Table 14 Frequency of Modern Way to Acquire Knowledge about Language through Social Media

For investigating the role of social media in gaining the information about language, this question has been raised in which 17.1% of respondents were strongly agreed, while 14.3% of respondents were neutral. Almost 5.7% of respondents were vehemently denied the information, and 8.6% of respondents have disagreed. The majority of respondents with a serving percentage of 54.3% were agreed. This shows that social media is a supporting agent to acquire language knowledge with entertainment and other informative content.

4.4   Conclusion:

Chapter 4 "Data Analyses" reflects three major elements, including questionnaire strategy and its sampling technique, the original form of a questionnaire which supposed to be disseminated with online methods and description of respondents' opinions with the help of tables and graphs. The description shows that the overall majority of respondents were agreed with all of the statements mentioned in the questionnaire paper.

5 CHAPTER 5: SUMMARY OF THE RESEARCH:

5.1 Introduction:

This chapter discloses the summary of the entire research and its procedure in detail. The chapter drives to understand the basic knowledge about the research and produces the pedagogical recommendations for further endeavours (Başöz, 2016). In the era of digital technologies teachers are tried to transform learning process and experience new online ways. The social media is offered the best way to make bridge between teachers and students. Therefore, for enhancing the English language learning skills teachers of primary schools actively working on this platform. This is considerably the best way to introduce revolutionary way to approach students and allow them to enhance their skills outside from schools.

5.2 Findings:

1) Teachers of primary schools in Oman always strive to produce some innovative ways for enhancing the students' capabilities.

2) For achieving these milestones, the quality of education has been ensured by the school teachers and administrative departments (Ariana & Mirabela, 2014).

3) Social media is also using in this context to enhance the students' engagement and interest. Social media has been using by teachers and students, so they consume more time to learn skills and languages (Dunn, 2013).

4) The English language skills are trying to develop by social media. It is considered as the supportive hand as it additionally gives a new flavor to students amid their learning process. Thus, hypothesis 1 is proven that *social media plays a positive role in letting students learn the English Language.*

5) Social media is the foremost tool in the digital era, which considered as the source of information.

6) Teachers of primary schools in Oman are using social media extensively to engage students and enhance their potential capabilities (Vanwynsberghe & Verdegem, 2013).

7) Moreover, social media is considered the best means to make a bridge with students and let them ready to grasp knowledge and information about modern languages.

8) Teachers of primary schools in Oman is using this channel to teach the English language to their students. However, this is an emerging trend and not fully implemented in all units.

9) According to the study of Gee and Hayes (2011), social media with the entertainment offers extensive and abundant knowledge to students to learn more engagement and with a pace of interest. Hence hypothesis 2 has proved that *social media is creating a proper communication network between students and teachers and let the students learn the English language effectively.*

10) Why social media is so important to learn skills and develop personal and professional capabilities, the suitable response is that it creates the proper communication channel and performs as an arbitrator (Davis, et al., 2015).

11) With entertainment, it offers reliable information that can easily penetrate users' minds for future usage.

12) The respondents and studies of authors, both emphasize on the role of social media in the learning process which proven the hypothesis 3 that s*ocial media is the real mediator between learners and teachers for learning their skills.*

5.3 Summary of Findings from the Questionnaire:

It is observed from the respondents of participants that almost all the teachers are engaged with the social media and interlinked with students irrelevant to their level. At the same time, it is harder to connect with primary students on social media than with secondary students (Zheng, Yim & Warschauer, 2018). Teachers are trying to let students teach the English language online with the support of social media. The majority of respondents agreed on the pivotal and significant role of social media in the learning process, especially for teaching and learning English as a foreign language.

5.4 General Discussion of Results and Findings:

Social media is considered the best means and instrument to acquire the latest information in the fastest manner. However, to get the authentic information through this channel is another significant challenge for users (Ahlquist, 2014). The basic advantage of social media in the educational sector is to make the connection between students and teachers. This collaborative attribute of social media lets the primary students of Oman interlinked with their teachers and learn the English language in the easiest way outside of school (Serrano & Yambao, 2015). The teachers, in this context, can make the proper engagement and bridge the gap for students in the English language learning process.

5.5 Pedagogical Recommendations:

- The schools' managements should make some interesting curriculum amid learning through social media to acquire the highest interest and motivational levels from the side of students.

- School administrations should offer interesting ways for approaching students properly and guide them about using social media efficiently to systematically meet the milestones.

- The management should make, submit, and manage the report of their social media activities as related to teaching the English language to primary students.

- The tests and proper student integration should be established to check the potential capabilities of students for evaluating the previous and later performance of students.

5.6 Suggestions:

- Students and their parents should take an interest in the social media learning program offered by the primary teachers of schools in Oman to enhance students' capabilities and abilities (Ahlquist, 2014).

- Students should be punctual on decided time without any excuse to get what their teachers demand for (Faizi, Afia & Chiheb, 2014).

- Extra marks should be assigned for online social media classes for students, which weighted on the final exams (DeAndrea, et al., 2012).

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