

**PERCEPTIONS ON SELECTED SOCIAL MEDIA
PLATFORMS AND ENGLISH LANGUAGE INSTRUCTION
IN PUBLIC SECONDARY SCHOOLS IN MUTHAMBI SUB
COUNTY, THARAKA NITHI COUNTY, KENYA**

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DECLARATION AND RECOMMENDATION


Declaration


This Thesis is my original work and has not been submitted for the award of a diploma or conferment of a degree in any other institution.

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Recommendations

This thesis has been examined, passed and submitted with our approval as the University Supervisors.

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DEDICATION

I dedicate this Thesis to my friends and family for their moral, spiritual and financial support through the entire period of this course. Special dedication to my friend and partner, Josphat Kirimi, for his immense financial and moral support throughout this course. I also dedicate this Thesis to my daughter Glory and my son Gilan for their endless support and motivation. Thank you and May God bless you profusely.

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ABSTRACT

In the twenty first century, We can't imagine life without social media. As a source of both entertainment and information, social media platforms are indispensable. Most people think that students use social media as a way to distract themselves from schoolwork. Social media is becoming the preferred environment for communication, collaboration, and sharing information, especially among the young population. Social media platforms such as WhatsApp, YouTube and Tik Tok are handy, simpler to deploy, free or not expensive, and ready to be used in different contexts. Information Communication Technology integration and use have been singled out to be the best strategies among many to use in teaching and learning in schools across the globe. However, use of specific social media platforms in classroom teaching and learning of various subjects in Kenyan schools has not been widely researched thus creating a gap in knowledge that this study filled. This study examined perceptions of selected social media platforms and English language instruction in public secondary schools in Muthambi Sub County, Tharaka Nithi County, Kenya. Three objectives guided the study; to determine the frequency of use of social media platforms on English language instruction in public secondary schools in Muthambi Sub-County, Tharaka Nithi county Kenya, to examine the relevance of use of social media platforms on English language instruction in public secondary schools in Muthambi Sub-County, Tharaka Nithi county Kenya and to explore the influence of use of social media platforms on English language instruction in public secondary schools in Muthambi Sub-County, Tharaka Nithi county Kenya. The theory of Technology Acceptance Model and constructivism theory were used to guide the study. A descriptive research design was adopted for this study. The target population for this study was 1091 comprising 1040 students, 30 teachers and 5 school principals. A sample size comprising 290 from three students, 30 teachers and 5 school principals were selected for this study. Questionnaires were sent to educators and pupils, and administrators were interviewed according to prearranged timetables. Two schools were chosen at random to participate in the study's pilot in Maara Sub County. The instruments were determined to be trustworthy for the research when Cronbach's Alpha was used to verify their reliability. With the use of Statistical Package for the Social Sciences version 26.0, descriptive statistics like mean, mode, and standard deviation, as well as inferential statistics like chi square, were employed to analyse the data. At the 0.05 threshold of significance, the hypothesis was tested. This research found a statistically significant correlation between how people felt about ESL classes and their opinions on certain social media sites. Researchers found that instructors' use of WhatsApp, TikTok, and YouTube—three social media platforms—would have a favourable effect on English language instruction if teachers used them more often. It is believed that the Kenya Institute of Curriculum Development would benefit from this study's results by learning how to adapt their English language curricula to include ICT. The value and benefits of investing in digital content technologies for increased performance in English subjects may also be learnt by secondary school administrators. If kids pay more attention and actively participate in class, they may learn more and teachers might reap the benefits. This study provides a great starting point for academics and researchers interested in the topic of technology-assisted language learning and instruction.