

21st Century Social Media Integration in English Language Pedagogy of Teachers in the Municipality of Kitaotao

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Abstract. This study aimed to determine the 21st-century social media integration in the English language pedagogy of teachers. The respondents were the twenty (20) teachers teaching the English language in the Municipality of Kitaotao, Bukidnon, who were universally selected in the academic school year 2018-2019. This study employed a quantitative experimental descriptive-correlation method to investigate the research problem. The findings disclosed the problem of 21st-century social media integration in the English language pedagogy of teachers. The results revealed that the internet concept was always observed, and teachers adjusted to any situation in the teaching and learning process. Current multimedia technologies allow students to interact with information in new ways, change content, and even create visualizations; such interactivity enables the responses to various context access. There were numerous selections of multimedia tools for the English language. It was a significant way to assess technology and define the best fit for their students, classroom, curriculum, and teaching techniques. The impact of technology can be felt in every possible field, and one such field is education technology. This generates knowledge that would utilize tools, create skills, and choose materials to enhance teacher's pedagogy in the English language. Therefore, technology includes using materials, tools, techniques, and power sources to make teaching and learning easier or more pleasant and work in a productive manner.

KEY WORDS

1. 21st-century social media integration. 2. English language . 3. pedagogy.

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1. Introduction

The era of the 21st century is often regarded as an era of technology. Technology today plays a very important role in our life. It is seen as a basis for the growth of an economy, and the respective field of education, which is poor in technology, can never grow in today's scenario. This is because technology makes our work much easier and less time-consuming (Kıyıcı Kabakcı, 2016). The impact of social media integration in teaching can be felt in every possible field. One such field is Education. This refers to a body of knowledge that is employed to generate tools, create skills, and choose materials for human use. It includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive. As asserted by Ludwig (2014), social multimedia can generate productive and stimulating presentations, which in return can lead to greater retention and application to new

learning situations and enhance students' academic performance. The potential pedagogical value and rationale for using classroom media is that it raises the interest level of the students, enhances understanding to boost students' comprehension of complex topics, and thus increases memorability. Education encounters, in modern times, challenges in all aspects of social, economic cultural life, the most important of which are over-population, over-knowledge, education philosophy development the change of teacher's role, the spread of illiteracy, lack of staff the technological development mass media (Aloraini, 2005). According to Dayad, (2000) that effective teachers were expected to demonstrate generic teaching skills that correlated positively with student achievement. The complex nature of teaching needs teaching skills to ensure the high and reasonable output of students, as cited by Alos (2015) mentioned that good teacher is constantly on the alert for methods and instructional materials like a computer that will make learning meaningful. With the wise selection and use of a variety of instructional materials or audio-visual materials, experiences may be provided to develop understanding. Cedeño (2016) mentioned the importance of teaching skills in the performance of the learners. Hence, good teaching skills will have a positive learning performance. As the years go by, the trends have changed a lot. Moreover, communication is impacting our lives in such a manner that the definitions itself have changed and social media has evolved in nature. Human beings, in general, have become specific toward their needs. We now, no more depend on others' suggestions. We are more relying on social media because nowadays it easy to get access in any information just simply using a gadget with internet connection everything would happen,(Cedeño, 2016). Some social media problems arise; it creates excessive drama. This is because positive messages are read as more neutral than they are intended to be. Teens need to learn to be present at the moment. They lose the ability to interact mindfully at the moment. Honestly, even adults do that to each other, and it is quite upsetting. Teens are more aggressive and sexual when they feel anonymous and are communicating electronically. Teens are losing out on the ability to learn about and read social cues, (Dursun Cuhadar, 2009). They cannot learn to read nonverbal behavior properly if most of their interacting go on in the virtual world. But the most serious problem in social media is bullying. Bullying through this platform can include: Posting negative comments on pictures, posting abusive posts on a user's wall, Using images or videos to make fun of another user, Using social media to stalk, and Hacking an account or fraudulently making posts as though another wrote them. Many of the acts of bullying on social media are similar to what they would be in a real-life situation, only in digital form. The impact of the problem is also identical. The study will help researchers with more information on the Influences of social media on the learning pedagogy in the English language. It will be relevant in assisting students in understanding the diversity of social media. Advances in Science, technology, transportation, and communication have been the main driving forces of Globalization. These advancements have resulted in the spread of business ideas, knowledge and information amongst heterogeneous and scattered people located around the globe. Enhanced Learning Opportunities. Middle and high school students are using social media to connect on homework and group projects. For example, Facebook and similar social media programs allow students to gather outside of class to collaborate and exchange ideas about assignments. Some schools successfully use blogs as teaching tools, which reinforce skills in English, written expression, and creativity (O'Keeffe Pearson 2016). The influence of social media on learning and teaching environments is growing more each year.

Social media applications can reinforce class material and positively influence discussions, collaborative work, and authoring. Educators and researchers are constantly experimenting with social media technologies hoping to stimulate critical thinking skills, collaboration, and knowledge construction. The new technologies that are changing the way instructors teach and students learn include the following; first, Weblogs or blogs, as they are known, are easily created and updateable websites that allow authors to publish to the Internet instantly, thus allowing instructors and students to communicate easily; Second, Wikis. A wiki is a collaborative web space where anyone can add or edit content that has already been published; third, Really simple syndication (RSS). RSS allows users to subscribe to news feeds originating either from blogs or more traditional web spaces like newspapers and magazines. The content comes to the reader instead of the reader having to retrieve it. Fourth, Social bookmarking. Bookmarking sites allow users to save and archive entire web pages. This enables users to produce a searchable, personalized Internet. Fifth, online photograph galleries (OPG). OPGs allow the posting of photographs that support the sharing of ideas and experiences. Sixth, Audio/videocasting (AVC). AVC makes it easy to produce digital voice and video files and publish and distribute them over the Internet. It also supports basic, live-streaming television online. Seventh, Twitter. Twitter is a powerful tool for connecting with others and sharing content easily. The last is social networking sites (SNS). In addition to supporting wide-area communication in audio and video formats, SNSs help teach the network literacy required to navigate these new connections (Griesemer, 2014). New media technologies have perhaps been the most powerful tools in creating linkage among people. Mobile telephony, the internet, social networks, tablets, and other new media devices have greatly contributed to cre-

ating a seamless globalized society unlimited by physical distance, significantly altering the concepts of space, time, and location (Saxena, 2005). O’Keeffe and Pearson (2016) stated that a recent poll showed that twenty-two percent of students log on to their favorite social media sites more than ten times a day. Nowadays, seventy percent of teens have cell phones for these usages: twenty-five percent for social media, fifty-four percent for texting, and twenty-four percent for instant messaging since this age bracket is prone to control issues and susceptibility to peer pressure. Furthermore, social media sites have different advertisements, such as banner ads, behavior ads, and demographic-based ads, which are placed strategically to influence one’s buying behavior in particular and perceptions of what is normal in general. According to research by the Pew Research Center, ninety-two percent of American teens go online every day. Social media is one of the most used types of websites by teenagers. Connecting with others can be great, but it also brings many issues. Educating your child or yourself about whom behaviors are considered to be cyberbullying is advisable (Retrieved October 13, 2016) www.nobullying.com. In Davao City, some students are graded with failing marks, and the majority are in the information and computer technology (ICT) subject. This is because of their poor academic performance and achievements. It was found that the said students were entitled to more engagement in social media communication for the English language in teaching-learning process pedagogy. Andreas and Michael (2000) are of the opinion that social media is a group of internet-based applications that builds on the ideological foundation and allows the creation and exchange of user-generated content. Social media has become one of the major channels for chatting through platforms such as Facebook, Twitter, chat, Blogger, and Wiki. There has been an increase in mobile social media, which has created a new

opportunity for browsing, which is useful in the teaching-learning process as a special pedagogy of teachers in integrating into the English language. Kline (2008) noted that the impact on students' comforts, such as acoustics, ventilation, heating, lighting, and other facilities, negatively affects learning outcomes. Some other studies concluded that student achievement increased after renovating or rebuilding the school facilities and computer equipment. Oliver and Reschly (2017) pointed out that teachers' ability to organize classrooms and manage student performance in the English language is critical to achieving positive educational outcomes. One study found that flexibility of space is a feature of a quality teaching and learning environment. This includes the ability to reconfigure the learning space to support different types of teaching and learning processes, especially in social media integration as a pedagogy for teachers to integrate into the English language. Thus, numerous studies have been investigated the direct impact of facility design, equipment, and quality on student engagement and achievement outcomes. Most of these studies agree that inadequate facilities have an adverse effect on student achievement.

1.1. Review of Significant Literature— This chapter reviews relevant literature and studies that explore the role of social media in education, particularly in integrating the English language. Over the years, social media has become a significant influence on students' learning pedagogy due to its vast reach and accessibility.

1.1.1. Social Media and Education— Social media facilitates engagement, creativity, and connections across diverse communities. O'Keeffe and Pearson (2016) identified its benefits, such as fostering individual identity, enhancing creativity, and encouraging community involvement. Baron (2012) emphasized the interactive nature of internet-based platforms, while Paul (2010) described the internet as a global infrastructure connecting networks for

seamless communication.

1.1.2. Features and Effects of the Internet— The internet's technical foundation, governed by protocols like TCP/IP, enables efficient information exchange (Andrew, 2005). It has shifted media consumption patterns, reducing reliance on traditional outlets like television and newspapers (Pew Internet, 2000). Research also highlights its potential for addiction, akin to other compulsive behaviors, with psychologists identifying traits like increased tolerance and loss of control.

1.1.3. Social Media's Role in Society— Kietzmann (2012) highlighted the interactive nature of social media, which encourages content sharing and co-creation. It has revolutionized education and political engagement, as seen in U.S. elections (Green, 2015). Mobile social media, as described by Kaplan (2002), introduces new dynamics, such as location-sensitive interactions, further expanding its impact.

1.1.4. Educational Applications of Multimedia— Multimedia technology enhances learning by integrating sensory engagement. Studies by Ogunbote and Adesoye (2006) and Ubogu (2006) demonstrated its role in improving retention and comprehension. Roschelle (2000) observed that multimedia tools allow learners to interact with and visualize information effectively. These findings are supported by Kumar (2011) and Kannan (2007), who identified multimedia's advantages in teaching grammar and physics, respectively.

1.1.5. Risks and Ethical Considerations— Despite its benefits, social media poses risks, such as cyberbullying, privacy concerns, and inappropriate content. O'Keeffe and Pearson (2016) stressed the importance of educating adolescents about privacy and digital footprints to mitigate these risks. Ramasubbu (2016) highlighted phenomena like Facebook depression and sexting, emphasizing the need for responsible usage.

The reviewed literature underscores social

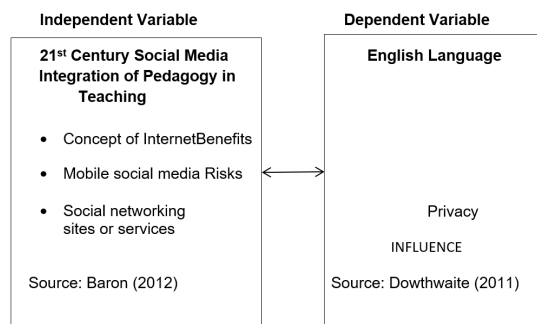


Fig. 1. Theoretical/Conceptual Framework of the Study

media’s transformative role in education and its potential to enhance learning experiences through multimedia tools. However, ethical use and awareness are critical to maximizing its benefits while minimizing risks. This foundation provides a basis for further exploration of multimedia’s integration in modern pedagogy.

1.2. Theoretical/Conceptual Framework— This study has anchored on the constructivist learning theory, which views learning as creating new knowledge and deriving meanings by combining incoming information with what one already knows. Bruner’s (1960) Theory of Construction states that learning is an active process of creating from different experiences. The study is anchored on the Diffusion of Innovation Theory (DOI), which explains how advancements and new ideas spread within a social organization using social media. Diffusion is the process by which an innovation is communicated through specific channels over time among the members of a social media system

Dowthwaite (2011) states that social media is a double-edged sword for crisis communication. On the one hand, it allows issues to be identified, monitored, and managed highly quickly. It also allows for real-time interaction with stakeholders, providing a mechanism through which disinformation can be decimated before getting out of hand. On the flip side, social media has a ripple effect. It allows for news to spread like wildfire. Students learn best by

(Everett Roger, 1961). An Innovation embraced in social media is an idea, practice, or object perceived as new by an individual or another adoption unit. (Rogers,2013). Social networking “is enabled by information and communication technology and heavily depends on continuous user participation” (Veltri Elgarah, 2009). The diffusion of new social media worldwide has different effects on individual cultures but ultimately promotes interconnectedness and understanding among global societies. In relation to new social media, differences in individualistic and collectivistic cultures are apparent in users’ communication and behavioral styles. Describe how people from individualistic cultures focus on meeting new people and being seen by many people rather than maintaining their already existing relationships. On the other hand, people from collectivistic cultures utilize social network sites to ”maintain close relationships with a small number of ties instead of creating new connections with people” (Rosen et al., 2010).

doing something independently with the teacher as their guide or facilitator to help them along the way. It was based on the constructivist learning theory often been discussed in conjunction with student-centered classrooms. This theory has represented the learning process as a dynamic one where students create their internal meanings, Brooks (1999).

*1.3. Statement of the Problem—*The study’s primary purpose aimed to determine the

awareness of the influences of social media on the learning pedagogy in the English language. There is a distraction and divided attention between social media activities and the teaching pedagogy of English teachers in the municipality of Kitaotao, Bukidnon. It was observed that teenagers/students devote more attention to social media, particularly social networking sites such as Facebook, Twitter, YouTube, and 2go, than they do to their studies. Therefore, the questions of this study sought to answer the following;

- (1) What is the level of 21st-century social media integration in terms of;
 - (1) Concept of the Internet;
 - (2) Mobile social media; and

1.4. Hypotheses—The study tested the null hypotheses at a 0.05 level of significant Ho1. There is no significant relationship between 21st-century social media integration and the learning pedagogy of teachers in the English language. Ho2. None of the domains of social media has significantly influenced teachers' learning and teaching pedagogy in the English language. The result of this study has provided teachers and students with a valuable, realistic view of the effect of teaching the English language through social media integration. In 21st-century teaching, the teacher should create a meaningful teaching experience through technology. This study would be significant to the following beneficiaries: Administrators. The study's findings on the effectiveness of using a multimedia approach have provided the administrator with the necessary data that helped them design and implement the curriculum. This study has also aided them in making policies for students' enhancement and teachers about the teaching-learning process. Teachers. The output of this study has provided teachers with a perception of the use of a multimedia approach with insights into the effectiveness of their teaching practices. This has helped in planning, cre-

- (3) Social networking sites or services (features and social impact)?
- (2) What is the level of English language pedagogy of teachers in terms of;
 - (1) Benefits;
 - (2) Risk;
 - (3) Privacy; and
 - (4) Influence?
- (3) Is there a significant relationship between 21st-century social media integration and learning pedagogy?
- (4) What domains of social media have significantly influenced the English language pedagogy of teachers?

ating, and innovating activities with the application of technology that enhanced students' performance. Students. Given the commitment of the administrators and the teachers, the recommendation forwarded in this study significantly improved the teaching and learning process, specifically on the student progress. This study has helped them learn better because abstract ideas were made concretely through appropriate instructional media used by the teacher. Future Researchers. The study's findings provided relevant data to future researchers to conduct another study, and it would create a better chance to understand what social media was all about.

1.5. Definition of Terms—For the purpose of this study, some technical terms were used operationally defined for clarity and better understanding. The terms were the following: Social media was the method the researcher used to determine and analyze the teacher and student perceptions of the effectiveness of using social media. It was the tool used to identify the importance of multimedia in the teaching-learning process. 21st century. In the 21st century, social media has been a game-changing phenomenon in communication. This has been enabled by the number of internet users, which

has grown from its initial moderate low millions to more recently low billions (Shirky, 2011). Today, students and schools remain connected and updated through various social media networks, including Facebook, Twitter, YouTube, blogs, and microblogs, to mention only a few. From a development perspective, it was nowadays easier for individuals as well as groups to create movements and voice themselves, for both the good and the bad, and it was partly our purpose as C4D students to discover ways that social media can be utilized for positive, sustainable, and resourceful communication outcomes. Social media integration has been booming since Google launched its own social network. Social media has now become a part of life, both personal and professional. Every day, we spend a few minutes on social media, commenting and posting. Social media integration spreads the brand across various popular social media platforms. Usually, one creates profiles on Facebook, etc., and never becomes active. Hence, social media marketing has developed a concept of social media integration so that the article posted automatically updated on the social profiles that have given links. Also, while blogging, most sites recommend logging in through Facebook to comment. English Language Pedagogy. English continues to serve as our “window to the world” and function as a language of de-

velopment. This is so because of the access provided to the growing funds of knowledge in Science, Social Sciences, and Humanities. The continuation of English seems important if science and technology, trade, and commerce are to be truly international. As an international link language, English promotes interstate mobility, contributing in some measure to national unity and integration. Learning Pedagogy. Learning by Design pedagogy uses eight ‘Knowledge Processes.’ A Knowledge Process represents a distinct way of making knowledge and learning. Teachers can choose any mix and order of Knowledge Processes as designers of learning environments. Teachers use the Knowledge Processes as prompts to design, document, and deploy their learning programs. We call the mindful and considered use of these Knowledge processes ‘Learning-by-Design.’ In this context, the teacher becomes a reflective designer of learning experiences (teacher-as-designer), and classroom plans become shareable ‘designs-for-learning.’ Mindful and appropriate deployment of the range of Knowledge Processes is intended to foster higher-order thinking skills and deeper learning. Knowledge Process is the kinds of activity or things you do to know: The purpose of indicating the Knowledge Process underlying each activity is to prompt.

2. Methodology

This chapter presents the methods used in the study, which consist of the research design, research respondents, research instrument, data gathering procedure, and data analysis. The purpose of this experimental study was to investigate. The experimental group was taught using a social media approach.

2.1. *Research Design*—Non-experimental quantitative research. According to Calmorin (1995), Descriptive surveys are used when the objective of the study is to seek a specific picture of the population under investigation in terms of their social and eco-

nomic characteristics, opinions, and knowledge about or behavior toward certain phenomena. In this study, the researcher employs quantitative research of the descriptive type using the regression analysis method. Descriptive research is a type of quantitative research that involves

careful descriptions of educational phenomena (Gall Borg, 2017). This research design has limited control over extraneous variables, no manipulation of the independent variable, and is susceptible to threats and internal validity (Polit et al., 2006). Quantitative research is a formal, objective, systematic process using numerical data to obtain information about the world. According to Burns and Grove (2005), the quantitative research method describes variables, examines relationships among variables, and determines cause-and-effect interactions between variables—regression analysis aimed to predict the influence of the predictor variables on the study’s dependent variable. Moreover, according to Valdez (2010), descriptive research is concerned with describing data and characteristics of a population. The goal is the acquisition of factual, accurate, and systematic data that can be used in averages, frequencies, and similar statistical calculations.

2.2. *Research Respondents*—The study’s respondents were the twenty (20) teachers teaching in the English language in the Municipality of Bukidnon, who were universally selected. The sample size of twenty was obtained using the purposive sampling technique. In this technique, the researchers picked out all English teachers universally, who were considered representatives of the overall population of English teachers in the municipality of Kitaotao.

2.3. *Research Instrument*—The researcher utilized an adapted questionnaire from the study of Tosloc (2012) and Mothata (2002), which was modified to suit the present study’s concept, place, situation, and ideas. The draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations. The final copy of the research survey was validated by the panel of experts for approval. The final revision incorporated all the corrections, comments, and suggestions the experts gave before distribution and adminis-

tration. The questionnaire draft was presented and evaluated by some expert validates. A standard evaluation tool was given to them to rate, comment, and suggest improvement and development of the questionnaire. The results of the validation, together with the draft of the research instrument, were submitted to the research adviser for comments and suggestions. The ambiguous items were deleted; the weak items were strengthened and improved. After correction and refinement, the research instrument was returned to the researcher for finalization. The pilot testing was conducted in the Municipality of Kitaotao, Bukidnon, with respondents not included in the research survey. The pilot testing was purposely conducted to establish the reliability and validity of the test instrument. The questionnaire was designed around an integrative framework of 21st Social Media integration and in the English language Pedagogy of teachers. Moreover, the survey instrument for 21st-century Social Media integration in English language pedagogy of teachers in the municipality of Kitaotao, Bukidnon, established reliability with a Cronbach alpha of 0.75, which means reliable since the considered reliable range was between 0.70 and 1.00. This study used a self-constructed questionnaire designed to gather information concerning the level of 21st-century social media integration and its influence on teacher English language pedagogy. Because the instrument must be validated and have comprehensive content, the researchers seek knowledgeable persons for comments and suggestions. The following interpretations of the data are found below. Transmuted Rating Descriptive Rating Interpretation The first part of the questionnaire used the following scale to rate 21st-century social media integration in terms of the following domains: Concept of the Internet, Mobile social media, and social networking sites or services (features and social impact)

Range	Category	Description
4.20 – 5.00	Very High	If the measured describe the 21st century, social media English language pedagogy is always observed/practiced.
3.40 – 4.19	High	If the measure is described in 21st-century social media, English language pedagogy is often observed/practiced.
2.60 – 3.39	Moderate	If the measures described in the 21st century, social media English language pedagogy is sometimes observed/practiced.
1.80 – 2.59	Low	If the measures described in 21st-century social media, English language pedagogy is rarely observed/practiced.
1.00 – 1.79	Very Low	If the measured describe 21st-century social media English language pedagogy, it is not observed/practiced.

The second part of the questionnaire, which was on the English language pedagogy of teachers, was adopted from the study of Baron (2012) with the following components, namely Benefits, Risk, Privacy, and Influence, using the following scale.

Range	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very High	This indicates that the English language pedagogy of teachers is always evident.
3.40 – 4.19	High	This indicates that the English language pedagogy of teachers is often evident.
2.60 – 3.39	Moderate	This indicates that the English language pedagogy of teachers is sometimes evident.
1.80 – 2.59	Low	This indicates that the English language pedagogy of teachers is rarely evident.
1.00 – 1.79	Very Low	This indicates that the English language pedagogy of teachers is not evident.

2.4. Data Gathering Procedure—A letter of permission was submitted to the school principal to seek approval to conduct the survey before administering the research instrument. After getting permission, the survey was conducted. The researchers administered the research instrument personally during a convenient time. The researchers asked the respondents to carefully answer items in the survey questionnaire based on perceptions. After collecting all the questionnaires from the participants, their scores were tallied separately, and the mean rating of each respondent was obtained. Scores for each indicator were obtained,

and the average weighted mean was computed. A Certificate of Appearance was secured from the principal to vouch that the researcher honestly conducted and collected the data from the study participants. The researcher gathered the data from the survey questionnaire rated by the study respondents. The data were tallied, tabulated, analyzed, and interpreted confidentially and accordingly with the help of the statistician. The researcher observed complete ethical standards in the study, following the study protocol assessment and standardized criteria, particularly in managing the population and data, such as voluntary participation. Therefore, after the purpose and the benefit of the study, the right of the respondents to contribute to the body of knowledge was carefully considered and adhered to. Informed consent means a research questionnaire was free of technical terms and can be easily understood by the study's respondents. The research questionnaires were administered with the consent.

3. Results and Discussion

Does this chapter present quantitative research concerning the level of 21st-century social media integration and English language pedagogy of teachers in the aspects of the Internet concept, mobile social media, and Social networking sites or services (features and social impact)?

3.1. Level of 21st-century social media integration in terms of Concept of the Internet—Table 1 shows the data on the level of 21st-century social media integration in terms of the concept of the Internet. The data are presented logically to convey meaning and accuracy. They are as follows: Producing the cold war in learning got a mean rating of 4.38 or High; Transferring a piece of information got a rating of 4.12 or High; Building to protect national security in learning got a rating of 3.89 or High; Leading to integrating and globalization, got a rating of 3.72 or High and Motivating exhilaration that accommodate truly effective got a rating of 3.25 or Moderate. It got an overall

2.5. Data Analysis—The following statistical tools were used, and the null hypothesis was tested at a 0.05 significance level. The data gathered were tallied and treated using statistics. Mean. The weighted arithmetic mean applies to options of different weights (Calmorin, 1998). In this study, the statistical tool was used to measure teachers' levels of 21st-century social media integration and English language pedagogy. Pearson's r . The person product-moment of the correlation coefficient is a linear correlation used to find the degree of the association between two sets of variables (Calmorin, 1998). In this study, this statistical tool was used to determine the significant relationship between 21st-century social media integration and the English language pedagogy of teachers in the Municipality of Kitaotao, Bukidnon. Regression. This tool was used to determine the domain of social media integration and English language pedagogy of teachers that best predicts the students.

rating of 3.87 or higher. This means that the Level of 21st-century social media integration in terms of the Internet concept is often manifested in the workplace. Further, this also means that teachers are people in school who are sensitive to the feelings and needs of the pupils and fellow teachers who exude a flexible personality in dealing with the learners, parents, and other stakeholders. Susikaran (2015) states that Multimedia teaching methods have become increasingly common in learners' English teaching. This has contributed greatly to higher teaching quality. However, chalk and Talk teaching methods are not enough to teach English effectively. We should change our teaching ideas and

recognize their impersonal attribute as one kind of teaching method. Thus, we can utilize modern education technology reasonably to fulfill the target of college English teaching.

Table 1. Concept of Internet

No.	Statements	Mean	Description
1	Producing of the Cold War in learning	4.38	High
2	Transferring an information	4.12	High
3	Building to protect national security in the learning	3.89	High
4	Leading to integration and globalization	3.72	High
5	Motivating exhilaration that accommodates truly effective	3.25	Moderate
Overall Mean		3.87	High

This finding is congruent with the statement of Noveanu (2010), who noted that having access to technology is not the main contributing reason to the enhanced teaching-learning process. Regardless of these numbers, many teachers struggled to integrate the latest technology in their learning atmospheres for countless reasons, such as a shortage of classrooms, time to train students in these skills, and their lack of knowledge and training on the most modern platforms and software. Teachers were asked to inculcate the different tools and incorporate the multimedia approach into their curriculum. They firmly believed that the use of multimedia presentations greatly helped the teachers provide students with real chances to learn. It was essential to transform what teachers did in their classrooms to become the best out of the effort. The totality of this study pointed the way for a study of the effective use of multimedia approach in Science Instruction. The

need for technology incorporated into the curriculum has been recognized for many years. The Standards for Science and Literacy Project has recognized that there was significance for students to improve their understanding and talents in technology (American Association for the Advancement of Science, 1999).

3.2. *Level of 21st-century social media integration in terms of Mobile social media*—Table 2 shows the data on the level of 21st-century social media integration in terms of Mobile social media. The data are presented logically to convey meaning and comprehension. They are as follows: Transmitting efficiently and resembles (4.50) Connecting to the net, an individual can make use of a variety (4.32) Exchanging learning and ideas (4.25) Spending more time on the internet is still in a formative stage. (4.15), and Viewing takes place generally. Got a rating of (3.80) Collectively, it got a mean rating of (4.20)

This means that the Mobile was the tool for teaching-learning and was one way to expose students to this kind of learning. Indeed, as teachers, we have started to understand more

about the conditions in which our students learn best. They have found that “the organization and resources of traditional classrooms” were often insufficient and that ”multimedia when

Table 2. Mobile Social Media

No.	Statements	Mean	Description
1	Transmitting efficiently and resembles	4.50	Very High
2	Connecting to the net, an individual can make use of a variety of tools	4.32	High
3	Exchanging learning and ideas	4.25	High
4	Spending more time on the internet is still in a formative stage.	4.15	High
5	Viewing takes place generally.	3.80	High
Overall Mean		4.20	Very High

used efficiently, can allow means of teaching that are much improved accorded to how children learn” Roschelle (2010). People skills of teachers are always manifested in and outside of the school premises. Further, this means that teachers exert effort in dealing with the diverse learners in their classes. They consider the behavior of every individual to be different from others, and they value the importance of a person more than anything else in school. This finding is in line with Kologrides’s (2012) statement that good skills are an asset in nearly every line of work. In general, good skills are defined as the ability to listen, communicate, and relate to others on a personal or professional level. Good skills also extend to include problem-solving abilities, empathy for others, and a willingness to work together toward the common good. Bryant (2011) noted that good skills in the communications arena include the ability to take in information, clarify comments, and participate in effective verbal and written exchanges. Participating in active listening can develop these skills, such as focusing on the

speaker’s words rather than using the time to formulate your point of view or response. Good communication skills involve choosing your words carefully, issuing clarifying statements, and reiterating complex conversations to verify the information. Communication skills are especially valuable people skills in publishing, advertising, and media roles.

3.3. *Level of 21st-century social media integration in terms Social networking sites or services (features and social impact)*—Table 3 shows the data on 21st-century social media integration regarding social networking sites or services (features and social impact). The data are presented logically to convey meaning and accuracy. They are as follows: (4.58)Focusing on social networks among student who share interest to create a new opportunity for browsing (4.45)Basing website for online discussions/forums to develop potential students (4.02)Messaging online communities are created where a gift of learning pedagogy (3.18) Collectively, it obtained an average mean (3.86)

This means that teachers often manifest practical communication skills. Further, this means that teachers clarify any point that is hazy to learners, parents, and even fellow teach-

ers. They create a friendly atmosphere that encourages all learners to learn better. This finding complements the idea of Ogunbote and Adesoye (2006), who believed that multime-

Table 3. Social Networking Sites or Services (Features and Social Impact)

No.	Statements	Mean	Description
1	Chatting while learning to enhance student communication skills in the universal language	4.58	Very High
2	Focusing on the social network among students who shared interest to create a new opportunity for browsing	4.45	Very High
3	Basing website for online discussions/forum to develop potential students	4.02	High
4	Messaging online communities are created where a gift of learning pedagogy.	3.18	Moderate
5	Reaching the democratic approach of learning pedagogy	3.10	Moderate
Overall Mean		3.86	High

dia technology had enhanced new aspects of the students' learning experiences; concepts were more straightforward to present and understand when the words were complemented with pictures and simulations. It has been recognized that learners retain more when a variety of senses are engaged in imparting knowledge, and the power of the experience helps retention and remembering by engaging the student in social, emotional, and intellectual aspects. The advancement of multimedia has made it very possible for learners to become more involved in their work. With multimedia technologies, they have created multimedia applications as part of their project requirements. This makes them active participants in their personal learning process instead of just passive learners of the educational content. Angle (2003) who said that effective communication in organizations involves a commitment from the top down to communicate effectively. It's as simple—and as complex—like that. Organizations that communicate effectively expect strong communication from managers to employees, provide training and coaching to managers to help build their communication skills, have ample communica-

tion tools for use by managers and employees, and measure the effectiveness of their communication efforts. Isonza (2008) noted that when senior leaders and managers in an organization are held accountable for effective communication, the difference will be measurable. Setting the stage for managers to communicate with employees openly and honestly can make a big difference. Managers who are effective communicators should be recognized and rewarded; those who are not should receive the appropriate feedback and be asked to make improvements.

3.4. *Summary of Level of 21st-century social media integration in terms of Social networking sites or services (features and social impact)*—Presented in Table 4 is the data on the summary of 21st-century social media integration in terms of Social networking sites or services (features and social impact). The data are presented as follows: Concept of the Internet (features of the Internet and social effect of the Internet)(4.20) Mobile social media obtained a (3.87) and Social networking sites or services (features and social impact). Follows closely with (3.86). It got an overall of (3.97)

Table 4. Summary of Level of 21st-Century Social Media Integration

No.	Indicators	Mean	Description
1	Concept of the Internet (features of internet and social effect of the internet)	3.87	High
2	Mobile social media	4.20	Very High
3	Social networking sites or services (features and social impact)	3.86	High
Overall Mean		3.97	High

This means that 21st-century social media integration in terms of Social networking sites or services (features and social impact) is often manifested in the workplace. This also means that the teacher is an individual with a well-rounded personality. They can adjust to any situation and deal with people hospitably. This finding is in conjunction with the study by Ubogu (2006), which supported the observation that multimedia resources help access all human knowledge anytime and everywhere in a social, multi-modal, proficient, and effective way by overcoming problems of distance, language, and philosophy and by using several Internet-connect devices. Mobile was the tool for the teaching-learning process and was one way to expose students to this kind of learning. Indeed, as a teacher, we have started to understand more about the conditions in which our students learn best. They have found that "the organization and resources of traditional classrooms" were often insufficient and that "multimedia, when used efficiently, can allow means of teaching that are much improved according to how children learn. Roschelle (2010) current multimedia technologies allow students to interact with information in new ways, change content, and even create their own visualizations. Such interactivity enables a wide variety of users to access the content. There were numerous selections when it comes to multimedia tools for

science instruction. Significantly, teachers determine how to assess technology and define what best fits their students, classroom, curriculum, and teaching techniques. Kumar, K.S. Kiran (2011) conducted a study on Teaching Grammar through Multimedia to Rural Secondary School Students. Research has shown that the multimedia approach could increase student performance; therefore, it is an innovative approach to the teaching-learning process, boundless exercise, and practice without reprisal, and it directly reacts to the learner's progress. Kannan (2007) conducted a study on the effectiveness of computer technology in teaching physics concepts at the senior secondary level. Computer-assisted teaching is the best method for teaching physics concepts at the senior secondary level. Students do not learn much profitably just by using computer technology to learn the concepts of physics without the teacher's aid or by the traditional method of teaching physics. Singh (2010) conducted a study on the effectiveness of multimedia programs in teaching biology. The study leads to developing multimedia programs for teaching the English language and experiments with a set of students studying in the standard and finding out its effectiveness over the traditional method of instruction. In previous years, many schools, universities, and colleges have been outlaying thousands on computer technology and rushing to get comput-

ers into the classrooms. Teachers were asked to inculcate the different tools and incorporate the multimedia approach into their curriculum. They strongly believed that the use of multimedia presentations greatly helped teachers provide students with real chances to learn. To get the most out of the effort, it was essential to transform what teachers did in their classrooms. The totality of this study pointed the way for a study of effectively using the multimedia approach in Science Instruction. For many years, the need for technology incorporated into the curriculum has been recognized. Succeeding in a complex and uncertain world demands great relationship skills. This tried-and-true program provides a rigorous and challenging learning experience. Experiencing this relationship laboratory means participants leave with greater emotional intelligence, resilience, and behav-

ioral flexibility.

3.5. *The Extent of English Language Pedagogy of Teachers in terms of Benefits*—Table 5 illuminates the data on the extent of English language pedagogy of teachers in public secondary schools in terms of curriculum and instruction; personnel brought forth with mean ratings ranging from having an overall mean (3.14). The data are presented in the following manner: Finding access easily, (3.02) Supporting network for extra learning that is coordinated in all levels, (31.7) Interesting in various topics, (3.14); Requiring parental involvement, (3.11), and; Highlighting easier pedagogical learning, 3.11 or moderate. This means that the extent of English language pedagogy of teachers need materials to be used in their teaching and must be serious in monitoring the progress of school curriculum development.

Table 5. Benefits

No.	Statements	Mean	Description
1	Finding access easily	3.17	Moderate
2	Supporting network for extra learning	3.22	Moderate
3	Interesting in variety topics	3.14	Moderate
4	Requiring parental involvement	3.02	Moderate
5	Highlighting easier pedagogical learning	3.11	Moderate
Overall Mean		3.14	Moderate

This infers that the teachers are severe enough to make themselves available to create a coherent curriculum and instructional strategies coordinated at all levels. They have less initiative to provide learning resources supporting a coherent instructional classroom program. They are not motivated to maximize the time the pupils are engaged with and successful learning outcomes in English. They need materials to be used in their teaching and must be serious in monitoring the progress of school curricu-

lum development. The finding needs to be adjusted with the studies of Kotter (2007), who emphasized the importance of understanding the different dimensions of learning. These are identified as learning to know, understand, do, live together, and be. These underscore the cognitive, constructive, practical, social, and existential dimensions of learning. The program seems to say that all dimensions are present in any learning situation, but learners will have different preferences for strengths in different

dimensions.

3.6. *The Extent of English Language Pedagogy of Teachers in terms of Risk*—Table 6 elucidates the data on the level of English Language Pedagogy of Teachers in terms of Risk school in-charge in terms of teacher development with mean ratings ranging from (2.96 to 2.18) having an overall mean (3.07). The data are presented in the following manner: Developing students indolence(3.18);Demanding students a

great deal of time, exhibiting classic symptoms of depression(3.13);Risking for social isolation, (3.13);Bickering between people often anonymously as pervasive in social network., (2.97) or moderate; and Bickering between people often anonymously as pervasive in social network., (2.96). This means that the English Language Pedagogy of Teachers in terms of Risk is manifested fairly.

Table 6. Risk

No.	Statements	Mean	Description
1	Developing students indolence	3.13	Moderate
2	Demanding students a great deal of time	2.96	Moderate
3	Exhibiting classic symptoms of depression	3.18	Moderate
4	Risking for social isolation	2.97	Moderate
5	Bickering between people often anonymously as pervasive in the social network	3.11	Moderate
Overall Mean		3.07	Moderate

This infers that the teachers should be motivated to accommodate varying teaching assignments to educational innovation. They should promote active learning and build coherence more than traditional learning venues. They should practice acquired teaching approaches with clear goals in mind and use life experiences to make sense of new information. According to Tate (2009), effective professional development for teachers is job-embedded, which makes it both relevant and authentic. Teachers deem this growth relevant when it directly addresses their needs and concerns or when they see a connection between a learning experience and their daily responsibilities. Under the best circumstances, teacher learning is made authentic through seamless integration into each school day. This gesture is within the context of the school, such as coaching, mentoring and study groups, promoting active learning and building

coherence more than traditional learning venues. In other words, job-embedded professional development engages teachers in learning through their daily activities and responsibilities and requires them to consider responsibilities, try out new ideas, and analyze the effectiveness of their actions.

3.7. *The Extent of English Language Pedagogy of Teachers in terms of Privacy*—Table 7 reflects the data on the Extent of English Language Pedagogy of Teachers in terms of Privacy, with mean ratings ranging from (3.18 to 2.87) and an overall mean rating of (2.97). The data are presented in the following manner: Risking from each other if lack of privacy(3.18); Sharing too much information is possible, (3.02); Posting false information unobtainable, (3.03); Collecting, ongoing record of one’s web activity (2.87); and, Making children/students more straightforward issues. , (2.89)

Table 7. Privacy

No.	General Administrative Decision	Mean	Descriptive Equivalent
1	Risking from each other if lack of privacy	3.03	Moderate
2	Sharing too much information is possible	3.18	Moderate
3	Posting false information unobtainable	2.87	Moderate
4	Collecting, ongoing record of one's web activity	2.79	Moderate
5	Making children/students easier issues.	3.02	Moderate
Overall Mean		2.97	Moderate

This means that the English Language Pedagogy of Teachers regarding Privacy is manifested fairly. This infers that the teachers' participation in matters of general administrative decision-making is not fully satisfied since most of them need to take initiative on central issues of learning and teaching school improvement. Susikaran's (2015) Multimedia teaching method has been used in learners' English teaching wider and broader. It has contributed a lot to higher teaching quality. Chalk and Talk teaching method is not enough to teach English effectively. We should change our teaching ideas and recognize their impersonal attributes as one kind of teaching method. Thus, it can reasonably utilize modern education technology to fulfill the college English teaching target. They must allow time to facilitate school advocacy

This means that the extent of English language pedagogy of teachers needs materials to be used in their teaching and must be serious in monitoring the progress of school curriculum development. This infers that Education encounters challenges in all aspects of social, economic, and cultural life in modern times, the most important of which are overpopulation, over knowledge, education philosophy develop-

ment, the change of teacher role, the spread of illiteracy, lack of staff, technological development, and mass media (Aloraini, 2005). The finding needs to be adjusted with the studies of Students who have learned best by doing something on their own with the teacher as their guide or facilitator to help them along the way. This was based on the constructivist learning theory, which has often been discussed in con-

that cultivates a culture of excellence. They have to observe due to prudence in ensuring the school's management supports the implementation of school plans and programs.

3.8. *The Extent of English Language Pedagogy of Teachers in terms of Influence* —Table 8 shows the data on the extent of English language pedagogy of teachers in public secondary schools in terms of Influence, personnel brought forth with mean ratings ranging from having an overall mean (3.14). The data are presented in the following manner: Influencing not only the buying tendencies but views of what is expected (3.02); Operating ads, awareness, and publicity (3.17); Gathering information on the person (3.14); Targeting person profile to influence decisions, (3.11), and; Manipulating issues and advertisements, (3.11).

ment, the change of teacher role, the spread of illiteracy, lack of staff, technological development, and mass media (Aloraini, 2005). The finding needs to be adjusted with the studies of Students who have learned best by doing something on their own with the teacher as their guide or facilitator to help them along the way. This was based on the constructivist learning theory, which has often been discussed in con-

Table 8. Influence

No.	Statements	Mean	Descriptive Equivalent
1	Influencing not only the buying tendencies but views of what is normal	3.17	Moderate
2	Operating ads, awareness and publicity	3.22	Moderate
3	Gathering information on the person	3.14	Moderate
4	Targeting person profile to influence decisions	3.02	Moderate
5	Manipulating issues and advertisements	3.11	Moderate
Overall Mean		3.14	Moderate

junction with student-centered classrooms. This theory has represented the learning process as a dynamic one where students create their own, internal meanings, Brooks (1999). Teachers who have supported this theory engage learners in deep thinking behavior, develop students' critical judgment on certain issues or topics, and generate new ideas based on their understanding. They actively asked questions and sought answers that were the important aspect of the constructivist theory, Alessi (2001).

3.9. *Summary of Ratings on English Language Pedagogy of Teachers*—The summary of ratings on the level of English Language Pedagogy of Teachers is reflected in Table 9. It can be analyzed further that English Language Ped-

gogy of Teachers. The data include the obtained means of the four indicators under this variable. The mean ratings of these indicators are as follows: Benefits (3.09); Risk (3.13) Privacy, (3.97); and Influence (2.97) All these mean ratings resulted in an overall mean of 3.07 or moderate. This means that the English Language Pedagogy of Teachers is manifested fairly. The 21st century is often regarded as an era of technology. Technology today plays a very important role in our lives. It is seen as a basis for the growth of an economy. An economy that is poor in technology can never grow in today's scenario. This is because technology makes our work much easier and less time-consuming.

Table 9. Summary of Ratings on English Language Pedagogy of Teachers

No.	Statement	Mean	Descriptive Equivalent
1	Benefits	3.13	Moderate
2	Risk	3.08	Moderate
3	Privacy	2.97	Moderate
4	Influence	2.97	Moderate
Overall Mean		3.07	Moderate

The impact of technology can be felt in every possible field one such field is Education. Technology is a term that refers to a body of knowledge that is employed to generate tools, create skills, and choose materials for human use. Technology includes the use of materials, tools, techniques, and sources of power to make life easier or more pleasant and work more productive.

3.10. *A significant relationship between 21st-century social media integration in English*—Shown in Table 10 are the data on the significant relationship between 21st-century social media integration in the English language

and the pedagogy of teachers in the municipality of Kitaotao. The R-value obtained is 1.21, which gained a high correlation between the independent and the dependent variables. It created a p-value of 0.385, lower than the 0.05 significance level. There is a significant relationship between 21st-century social media integration in the English language and the pedagogy of teachers in the municipality of Kitaotao. This finding implies that there is a significant relationship between 21st-century Social media integration in the English language and pedagogy of teachers in the municipality of Kitaotao, thus the null hypothesis is rejected.

Table 10. Significant Relationship between 21st-Century Social Media Integration in English Language and Pedagogy of Teachers in the Municipality of Kitaotao

Variables	r-values	Degree of Correlation	P-value	Decision
21st-century social media integration (x)				
English language and pedagogy of teachers (Y)	1.21	High	0.00	Reject Null Hypothesis

Note: Significance when $P < 0.05$.

This finding is in line with Julge’s (2011) statement that 21st-century social media integration in the English language and pedagogy of teachers in the municipality of Kitaotao capability measures the big-picture performance of a school across a broad range of education criteria in terms of different indicators.

3.11. *Significance of 21st-century social media integration influence on the English language and pedagogy of teachers* —Table 11 shows the significant relationship between the 21st-century social media integration significantly influencing the English language and pedagogy of teachers. The significant influence of 21st century social media integration in the English language and pedagogy of teachers. The results show a regression model,

$PS = 0.13 + 0.18SC + 0.12CS - 0.08OA + 2.13S + 2.42G$. The obtained linear regressions were significant at a 0.05 level of significance ($F = 0.6$, $p\text{-value} = 0.60$). The result further implies that 21st-century social media integration significantly influences the English language and pedagogy of teachers. Hence, multimedia can generate productive and stimulating presentations which in return can lead to more excellent retention, application to new learning situations, and enhance students’ academic performance, presenting the potential pedagogical value and rationale for using classroom media, that is, it raises the interest level of the students; enhances understanding to boost students’ comprehension of complex topics, and thus increases memo ability. Thus, the null hypothesis is rejected.

Table 11. Significance of 21st-Century Social Media Integration Significantly Influencing the English Language and Pedagogy of Teachers

Variables	r-values	Degree of Correlation	Computed t-value	P-value	Remarks/Decision
21st-century social media integration (x)					
English language and pedagogy of teachers (Y)	0.83	High	7.31	0.00	Substantial & Significant Rejected

Note: Significance when $P < 0.05$.

4. Conclusions and Recommendations

Presented in this chapter were the summary of findings, conclusion, and recommendations based on the findings of the study. The study is centered on 21st-century social media integration and the English language pedagogy of teachers based on the assessments made by the respondents, composed of twenty (20) teachers teaching in the English language in the Municipality of Bukidnon, who were universally selected. A sample size of twenty was obtained using the purposive sampling technique in this technique. The researchers picked out all English teachers universally, in the academic school year 2018-2019.

4.1. Findings—The findings revealed that 21st-century social media integration and English language pedagogy of teachers was moderate. This explains that the provisions relating to the Internet and mobile social media are moderate. On specific analysis, one item is considered a grey area: social networking sites or services (features and social impact) that contribute to the quality of teaching. English language pedagogy of teachers, namely, Benefits, Risk, Privacy, and Influence, is moderate in the provisions relating to the teachers’ participation in curriculum and instruction. In a specific analysis, one item was considered a grey area: promoting active learning and building coherence more than traditional learning avenues — the study of the effectiveness of multimedia programs in teaching English. The study leads to the development of multimedia programs for teaching English and experiments with a set of students studying in the standard and finding out its effectiveness over the traditional method of instruction. Teacher development, the result explains that the provisions relating to the teachers’ Influence is sometimes observed. The significant relationship between. 21st-century social media integration in the English language and pedagogy of teachers in the municipality of Ki-

taotao, thus the null hypothesis is rejected. One item was considered a grey area in the specific analysis; this was on exercises due to prudence ensuring they were within the tenets of relevant rules and regulations. Hence, the results of this 21st-century social media integration significantly influence the English language pedagogy of teachers. There was a significant relationship between 21st-century social media integration and the English language pedagogy of teachers. Thus, the null hypotheses are rejected.

4.2. Conclusions—Based on the foregoing findings, the following conclusions were drawn: The level of 21st-century social media integration and the extent of English language pedagogy of teachers was moderate. On the other hand, the extent of English language pedagogy of teachers was sometimes observed. One item was considered a grey area; this is a social media integration that contributes to the quality of teaching. On teachers’ 21st-century social media integration is sometimes evident; the extent of English language pedagogy of teachers in the academe yielded an importance rating; this is on equipping with a wide range of instructional strategies, promoting active learning and building coherence more than traditional learning venues. Thus, teachers were individ-

uals with well-rounded personalities who can adjust to any situation with learners embracing globalization teachers in terms of the Concept of the Internet, Mobile social media, and social networking sites or services. Thus, teachers are individuals with well-rounded personality who can make adjustments to any situation with learners learning and in the Benefits; Risks, Privacy; and Influence: 21st-century social media integration significantly influences teachers' English language and pedagogy.

4.3. *Recommendations*—On the strength of the foregoing findings and conclusions, it is recommended that: School administrators should consider that integration in teaching can be felt in every possible field. One such field is Education, which must employ tools, create skills, and choose materials for students' use. This includes the use of materials, tools, techniques, and sources of power to make learning easier or more pleasant and communication more productive. Teachers must generate social multimedia to be productive and stimulating presentations, which can lead to more excellent retention and application to new learning situations and enhance students' academic performance. The potential pedagogical value and rationale for using classroom media is that it raises the students' interest level, enhances understanding to boost students' comprehension of complex topics, and thus increases memorability. Students must be aware that they would encounter, in modern times, challenges in all aspects of social, economic, and cultural life, the most important of which are over-population, over-knowledge, education philosophy development and the change of teacher's role, the spread of illiteracy, lack of the staff the technological development mass media. Teachers must be practical and expected to demonstrate generic teaching skills that correlate positively with student achievement. The complex nature of teaching requires teaching skills to ensure a high and reasonable output of students. As

cited by Alos (2015), a good teacher is constantly alert for methods and instructional materials like a computer that would make learning meaningful. Teachers must wisely select and use a variety of instructional materials or audio-visual materials; experiences may be provided to develop understanding. Cedeño (2016) mentioned the importance of teaching skills in the learners' performance. Hence, good teaching skills result in positive learning performance. As the years go by, the trends have changed a lot. Students and Parents embrace social media, which has evolved in nature. Human beings, in general, have become specific about their needs. They now no longer depend on others' suggestions. They are relying more on social media because nowadays, it is easy to access any information by simply using a gadget with an internet connection. Everything would happen (Cedeño, 2016). The school may know that social media's influence on learning and teaching environments grows yearly. Social media applications can reinforce class material and positively influence discussions, collaborative work, and authoring. Educators and researchers are constantly experimenting with social media technologies, hoping to stimulate critical thinking skills, collaboration, and knowledge construction. It may recommend that the aspect on how the new technologies were changing the way instructors teach and students learn include the following: first, Weblogs or blogs, as they are known, are easily created and updateable websites that allow authors to publish to the Internet instantly, thus allowing instructors and students to communicate easily; Second, Wikis. A wiki was a collaborative web space where anyone could add or edit already published content; third, it was elementary. Change their attitudes towards teachers and the teachers as colleagues and co-managers in running the schools. This study would help future researchers by providing more information on the Influence of social media on learning pedagogy

in English. It was relevant in assisting students in understanding the diversity of social media. Advances in Science, technology, transportation, and communication have been the main driving forces of Globalization. These advancements have resulted in the spread of business ideas, knowledge, and information amongst heterogeneous and scattered people located around the globe. A similar study included other perceived factors of 21st-century social media integration in English language pedagogy of teachers' enhanced Learning Opportunities. Middle and high school students are using social media to connect on homework and group projects. For example, Facebook and similar social media programs allow students to gather outside of class to collaborate and exchange ideas about assignments. Schools successfully use blogs as teaching tools, which reinforce skills in English, written expression, and creativity.

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