

Investigating the Impact of Facebook on Developing English Language Proficiency at the Tertiary Level Students in Bangladesh

By

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Declaration

I, Maliha Rahman, certify that this dissertation is based on my own research to the best of my knowledge and interest. Other sources and their information that has been used in this research are acknowledged by mentioning their required references. I, hereby declare that this paper has not been published, or submitted either in a whole or part, in this university or any other institutions.

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Approval

The thesis titled “Investigating the Impact of Facebook on Developing English Language Proficiency at the Tertiary Level Students in Bangladesh” submitted by Maliha Rahman of Spring, 2019 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Bachelors of Arts in English on April 25, 2019.

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ABSTRACT

It has been a very controversial topic in today's world that, whether Facebook is helping or hampering in students' education. It is mostly affecting the students who tend to learn ESL with the assistance of social media. This research paper specifically focused on how Facebook is affecting Bangladeshi tertiary level ESL learners. Furthermore how students are getting affected unconsciously or subconsciously by it. In Bangladesh using Facebook as an educational tool has still yet to become a common matter. But students are still getting affected by it subconsciously. For collecting the data mixed method was applied. So the research consist both quantitative and qualitative data. For research the survey was conducted among 51 students from different departments of a reputed university and interviews were also taken from same university's senior students majoring in ELT. The research suggested, Facebook has become quite beneficial for the Bangladeshi students. It is helping them to stay connected with their studies. With proper guidance from the facilitators, it can be used as a very productive educational tool. Although it is not possible to turn the whole language learning system based only on Facebook, but blending Facebook with traditional teaching style can be very effective and helpful for both the students and facilitators. From saving time to creating a good relation among everyone, it can make a huge difference in learning method. If the disadvantages of this can be controlled properly, this blending method can be a turning point for the students of Bangladesh who are learning English as a second language.

Dedication

*I would like to dedicate my work to my mother **Ismot Ara Begum**. Without her guidance and blessing it would have been impossible for me to conduct my thesis.*

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First I would like to thank the Almighty Allah for giving me the opportunity and patience to complete this dissertation. Secondly, I am grateful to my mother for always giving me the support and motivation whenever I lost hope. Initially I was very scared to do thesis, only because of her encouragement and support I dared to pursue this thesis. Furthermore I am very thankful to my supervisor, Md Al- Amin for always guiding me and helping me in every possible way. I would also like to show my gratitude to my first supervisor Dr. Asifa Sultana who guided me to choose my topic and develop my writing. Also I am very thankful to my faculty Lubaba Sanjana who is always an inspiration to me. For her I took Applied Linguistics and ELT as my major. Lastly I would like to thank my best friend, Md. Ifaz Ishtiaq for helping me out whenever I needed him. He always pushed me and motivated me to work for it. Doing this thesis would not have been possible without his emotional and intellectual support at times of need.

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**Impact of Facebook on Developing English Language Proficiency at the Tertiary
Level Students in Bangladesh**

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Chapter 1

Introduction

Facebook has become a common term in almost all the sectors in recent years. Not to mention it has become a very popular term in educational sector as well. Like every other country Bangladesh's education system and students have also been affected by this. Bangladeshi second language learners' especially tertiary level students are having a huge impact on their learning because of social media. According to Hayashi (2011), the popularity of social media has dramatically increased globally. Especially Facebook and MySpace are used by the highest number of people. Bangladesh is also a part of it. Although most of the students use it for entertainment purpose, it can also be used as an educational tool.

All language learners tend to learn second language with the basic knowledge of their first language after a certain age (Lightbown & Spada, 2013). So it can be an advantage for the students as they can take help from various places for their learning. In that case social media has exposed adult students to a wide scope of learning English as a second language (ESL). Although all the countries around the world are utilizing these opportunities for their ESL learners, Bangladeshi student are lagging behind in this case. In this research the researcher focused on how the tertiary level students of Bangladesh use Facebook in their study and particularly in learning English. This research is also exploring whether Facebook is really helping Bangladeshi tertiary level students to develop their language skills. Both qualitative and quantitative data were collected for this research. While the quantitative data provides an overall trend, the qualitative data helps to understand the phenomena in detail. The result of the research showed how they are affected by this blended method. It also showed how students are using this method while their learning inside and outside of the classroom. This study

is set to investigate the role and impact of Facebook on students' language learning in Bangladesh context. While there are advantages of using Facebook in language learning, there are many drawbacks as well. For example young learners can be easily distracted and addicted to many others things in the social media. Further discussion about Facebook impacting on Bangladeshi students will be on the next chapters.

1.1. Problem Statement:

Although Bangladeshi students are aware of operating social media and other web based sites, they are not properly guided to use them as their educational tool. Even the facilitators are not properly trained to use social networking sites as a part of their teaching. Hence students don't find any motivation to collaborate it with their learning. Furthermore, in case of language learning students must have minimum amount of interest for learning. In Bangladesh's context as it is mostly theoretical and examination based learning, students tend to learn it without any kind of enthusiasm. So students mostly forget it after getting done with their courses. So minority of the students who are proficient in ESL, most of them developed it subconsciously in various ways. Facebook is one of them but it has negative sides as well. Despite a thorough research I could not locate any study that focus specifically on the impact of social media like Facebook in Bangladesh students' language learning. Thus this is an area unexplored and required details study.

1.2. Purpose of the study:

Second language learners are comparatively older than first language learners, so they find it pretty stressful and embarrassing while expressing opinion in front of their all the classmates in classroom (Lightbown and Spada, 2013). Here Facebook can work as an opportunity for them. Moreover collaboration of social media with traditional learning can also open a door for the ESL learners. Previous

studies were mostly in western context explored how students are getting benefitted or hampered by social media or Facebook. However there is a shortage of research in Bangladeshi context and this research aims to fill this void by exploring through both quantitative and qualitative data.

1.3. Central Research Questions:

The main objective of this research was to find out the answers of these following questions:

- What benefits do Facebook bring in terms of English language learning at the tertiary level in Bangladesh?
- Is Facebook blended style more productive than traditional teaching style while learning English at the tertiary level in Bangladesh?
- What are the possible disadvantages of Facebook blended teaching at the tertiary level in Bangladesh?

1.4. Significance of the Study:

This study will explore new phenomena in Bangladesh context which was not explored before. While in favor and against Facebook as language learning platform discussed widely in Bangladesh, there is no systematic research conducted so far in Bangladesh context. Thus it is significant to explore this phenomenon. Furthermore it will give an important direction for the tertiary education provider and teachers to take informed decision about the use of Facebook as language learning platform. The study paper will give all the learners a broad idea about how Facebook is affecting students while learning English inside and outside of the classroom.

1.5. Limitations:

Initially the topic can be seen as a very common one. But for primary research, the researcher couldn't find any papers or dissertations based on Bangladeshi students as ESL learners. So the researcher had to try to connect the situations with the students outside of Bangladesh who are learning ESL. Also previously the researcher wanted to interview the ESL teachers from Bangladesh but it became pretty hard to get an access on that. Furthermore the researcher faced complications in finding senior students who are doing major in Applied Linguistics and has developed their ESL by taking help from Facebook along with other social networking sites. However, later on the researcher was successful enough to conduct the interview on 10 senior students.

Chapter 2

Literature Review

This chapter will review existing literature related to this study. I have searched related literature using the google scholar and when I am convinced that something is very relevant to the study, I included in this section. I have also emphasized on including recent literature related to this study. Recently various kinds of applications are used for students' education and it is affecting their education both positively and negatively. It is helpful in both inside and outside the classroom, specifically how Facebook is related to students' education now days. Also it will discuss how Facebook is different from other social networking sites. Moreover it will elaborate its connection with student engagement. This chapter will also include literature to highlight how Facebook is contributing in students' learning achievement especially in learning English as a second language. Lastly it will analyze some possible challenges for using Facebook as an educational tool.

2.1. What is Social Media?

Evans (cited in Anankulladetch, 2017) stated that, "the internet based technology which is used to create and share online information and also helps to facilitate media and information sharing, collaboration and most importantly encourages participation of the user to proceed is termed as social media". It is a type of Computer Mediated Communication (CMC) that utilizes the internet (Lee & Ranta, 2014). Social media was made to make people's lives easier. Here people of all age can communicate with each other with some basic knowledge of it while sitting at home. It is broadly helping to communicate with the people all around the world in various ways. According to Anankulladetch (2017), it has become a regular technology-supported learning tool for the students of this era. Students rely on social media to stay updated with any news regarding society, national and environmental issues of the world. Moreover it

increases their inter-personal communication (Blattner & Fiori, 2009). For staying connected with every kind of news from the smallest corner of the world, they use several kinds of applications and all of them are versatile and carry some uniqueness in their own ways. Social media applications like LinkedIn, Whatsapp, Instagram, Twitter, have a great impact on the students' education as these platforms give them the opportunity to think, make and share their knowledge in broader way (Gaytan, 2013). As the usage of social media is rising with the passing time, the dependency of education is growing with that.

2.1.1. Uses of Various Social Networking Sites

Technology has become an integral part of our everyday life. And as a part of it social media with its increasing popularity and facilities is also creating a huge impact in our daily life (Promnitz-Hayashi, 2011). With the rising number of new social media applications people are inventing different kinds of advantages of Social media. According to Shih (2011), social networking sites like blogs, online discussion boards, YouTube, Facebook, Flickr, My Space, Twitter, Instagram, LinkedIn, Snapchat have increased popularity in current years. Each of them has their own usage and advantages. Twitter as micro blogging helps to develop communication and writing skill of a student along with that it allows to give feedback immediately from the instructor (Anankullahdetch, 2017). Twitter encourages students to write in more concise language as there is a limit of 160 words. Other social media applications like Instagram have this same restriction. In Instagram caption users have to finish their caption within 2200 characters also LinkedIn have text limit of 120 words. So Promnitz-Hayashi (2011) cited that, it helps them to put their thinking in words more precisely. In addition to that, Instagram helps to improve learner's grammatical accuracy and coherence while learning second language (Kelly, 2015). This works for all other social networking sites as well. As they are expressing themselves in front of a lot of readers in their friend list through writing with the restriction of words, it is bound to improve their grammatical accuracy

and coherence for practicing it every day for the sake of staying active in social media. Not only their writing and analytical skills but also their speaking skills are getting improved by social media. Furthermore video sharing social networking sites like Facebook, Snapchat can be successful as greatly as face to face interaction (Yanguas, 2010). YouTube a video sharing website now has become a social networking site where now people can share private messages. Also it has included other features to stay in touch with peers, which is helping them to share a whole tutorial to each other and learn from that (McBride, 2009). Lastly platforms like Facebook, Instagram, and Twitter are very big platforms with a huge number of users, so it helps to learn in broader way (Kelly, 2015). As there are various kinds of people from different backgrounds, they will write or interact in various ways so these differences will help the learners to learn in better way. Students' learning will be influenced by the people from different backgrounds.

2.1.2. Uses of Social Media in ELT

Previously social media was only used for entertainment and fun purposes but now along with those it is used for various kinds of activities and education is one of them (Top, 2012). Social media is now being helpful in both inside and outside the classrooms in numerous ways. Students willingly play more active role on social media in their learning process (Kelly, 2015). As social media is a matter of interest for today's students, it can have great potentials for being a fruitful educational tool. In addition, accessibility of inexpensive applications in app stores is giving potential future opportunities to the academic world (Anankulladetch, 2017, p.2). For the availability of these cheap apps, the education for students in present time is becoming easier. If the students are interested to learn anything, it is just a step away from them. Lau (as cited in Anankulladetch, 2017) cited that, students using social media can develop their knowledge on the basis of large-scale communication and also from the shared knowledge in

social networking sites. Social media is like a get together of people from different regions with various backgrounds. Only by interacting with a person and going through the newsfeed can be enough to gather any kind of knowledge. In case of language learning it is more useful for a learner. According to Kelly (2015), the posts given by native speakers of the target language in social media helps to improve the reading and writing skills of the second language learners. Moreover, textbooks given in class offer limited amount of information, on the other hand social media is a vast source of knowledge (J.Bonk & Liang, 2009).

After the collaboration of modern teaching style with traditional teaching style, some drawbacks of traditional teaching styles are noticed. For instance, traditional feedback style by teachers is proven unsuccessful, so peer feedback through social media is motivated for the betterment of the students. It can be more specific and useful, along with that both writer and commentator will be benefited by correcting each other's mistakes Rollinson(as cited in Wichadee, 2013). Moreover social media is really helpful for students on the context that they can immediately get the feedback in spite of distance gap (VanDoorn & Eklund, 2013). Also they can get a deeper and better understanding of a text, as sometimes in class teachers fail to make students understand elaborately for the lack of time (Chen & Bryer, 2012).

2.2. Facebook

Among all other social networking sites Facebook is the most desired among the users because it is easier to use, there are no complications or restrictions while creating the account or using it. According to Salehi & Yunus (2012), Facebook is basically a customized profile where users have the whole control over its substance. It is also the most used social media application. Facebook is the most widely accessed social networking site and also known as the trendiest part of today's communication (Rodliyah, 2016). Facebook is easily accessible by anyone from anywhere even if the students who do

not have a computer at home; they can still use it from their mobile phone (Promnitz-Hayashi, 2011). In addition to that, Facebook influences a wider range of participation from the students by sharing their work with their peers and teachers more openly (Suthiwartnarueput & Wasanasomsithi, 2012). In today's world almost everyone has at least one Facebook account, so any information given there can be spread faster than any other media. So now the teachers also prefer to motivate their students to participate in Facebook discussions or groups. So it can be said that Facebook is creating a positive effect on today's education, it is trying to make sure that there is no stones unturned to assure a successful future for the students.

2.2.1. Facebook in Language Learning

Zuckerberg (2004) states, Facebook is giving people the power to share and making the world more open and connected. Through the features like sharing links, status, photos people are able to discuss any kinds of information here freely (Shih, 2011). The independence of sharing anything anytime is helping to give an optimistic feeling for education. Web-based learning like Facebook has created a learner friendly environment where they can access, share knowledge and resources with each other (Wang, 2010). Furthermore, Suthiwartnarueput & Wasanasomsithi (2012) focused on a fact that students' accessing to teacher's websites which contains personal information helps to make them feel closer to their teacher that makes a positive effect in their learning. This helps them to be motivated in independent learning (Shih, 2011). They will be more influenced to work for that teacher and will try to prove himself/herself in front of the teacher. Not only about working independently but also any assignments given or based on Facebook or any other social media can motivate them to participate and study. Now a day's students spend most of their time on Facebook, so for completing any tasks given on Facebook they don't have to open books and sit separately, they can just work on the assignment while browsing Facebook casually, so

students will find the motivation to participate willingly. According to McBride & Wildner-Bassett (as cited in McBride, 2009), students will be enthusiastic about a class's language and culture projects if that is computer-mediated communication and they are properly trained for it. Along with students, Facebook is also helpful for the facilitators, as basic obstacles like language barriers in class and social inhibitions are easing. As students communicate with each other through Facebook groups, they can be comfortable while doing any peer work inside the classroom and the facilitator do not have to give any extra effort on that (McCarthy, 2010). In tertiary level classes students from various backgrounds come which can make it challenging for the facilitator to teach and to make a connection and bonding in the classroom in such limited amount of time. In such a situation, by using the popularity of Facebook the facilitator can grab the attention of the students. If he/she makes a Facebook group, it may be useful for both students and teachers to create a bonding among each other, along with saving their time.

2.2.2 Facebook and Student Engagement

Students who use social networking sites like Facebook are not only highly active and engaged in their studies but also they achieve higher ranks in general education (Anankulladetch, 2017, p.3). Initially people thought that using Facebook would distract students from studying but now it is noticed that it also motivates to stay connected with their studies. (Lee & Woods, 2010) cited that, Web based technology enhanced learning helps to boost up the learning outcomes also updates the learning process of the students. However, it is not necessary that every student will learn following the same process. Adapting language depends on students' personality, learning style and most importantly on their confidence (Kelly, 2015).

There are various ways that promote student engagement through Facebook while learning. Online discussion and chat rooms promote learner-instructor and learner-learner interaction (Shih, 2011).

Furthermore, Facebook is a popular platform for learning and practice opportunities for learners via informal learning and it is also said that informal learning are seen as the bridge between social media and academic content (Salehi & Yunus, 2012, p.88). It is a great advantage for the students of recent times that their academic studies are related with an activity of their interest. As it is an essential part for any learners in today's age, any direction given on this platform is likely to be an advantage for their instructive and social experience (Blattner & Fiori, 2009). As everyone has a Facebook account in recent times it is easier for teachers to give instructions for all the students at the same time. Students also feel privileged as they can share their problem with their teachers or peers at any time. This encourages the students and keeps them active on Facebook. As a result students' writing skills are developed, as they are aware that their writings will be judged by everyone (Rodliyah, 2016). According to Rahman (as cited in Rodliyah, 2016), Electronic dialogue writing journals on Facebook groups have made students improve their writing skill amazingly as well by improving their grammatical accuracy and syntactic complexity. Also on Facebook student can have some time of brainstorming and thinking before giving the reply, whereas in traditional classroom they are forced to answer instantly in front of everyone (McCarthy, 2010). Teachers, in traditional classrooms, mostly want to follow the impromptu style for students but this actually makes them nervous. On the contrary in Facebook discussion board they will have some time to give words to their thinking. So this can be more productive for the students than traditional teaching style. Finally, Facebook can be seen as a platform where student can value and acknowledge the usefulness of collaborative learning which is difficult in individual learning (Salehi & Yunus, 2012). In other words the things they can learn from a collaborative study can never be learnt when a student is learning alone at home and Facebook is motivating this communal study among the students.

2.2.3. Facebook and Student Learning Achievements as ESL Students

Educause Learning Initiative (as cited in Suthiwartnarueput & Wasanasomsithi, 2012) cited that, Students who are using Facebook as an educational tool, like when they are browsing, meeting new people and making connections by utilizing the English language, have more prominent chances to learn the target language in faster time. This means if students have the intention and willing to use Facebook as a learning tool, they will improve in learning English language faster than the usual time. Along with that, social networking sites like Facebook help to increase students' motivation and language output (Hayashi, 2011).

In addition to that, Facebook also encourages for bringing out meaningful interaction with speakers of different languages (J.Bonk & Liang, 2009). On Facebook there are users from different regions which allow the ESL learners to directly learn from the native speakers. This also promotes authenticity. Along with that native teachers are helping to form an educational network through video call where students from both countries can socialize and develop their listening and speaking skills (Hiew, 2012). In addition to speaking and listening, writing skills are also developed through Facebook. Facebook inspires self-authorship activity, i.e. writing about themselves in their profiles which help them to express or portray themselves in front of the world. Facebook blended learning with traditional learning can be very effective for ESL students (Suthiwartnarueput & Wasanasomsithi, 2012). Shih (2011) stated that, the learning which supports both face to face interaction and online engagement can be very helpful to develop learner's motivation and confidence. Without even being aware of it students' daily participation on Facebook is helping to develop their language. Hence Facebook is creating a positive environment by motivating them to develop an optimistic attitude for learning English as a second language.

2.3. Challenges for Using Facebook as an Educational Tool

According to Al-Rahmi & Othman (2013,) Social media has some negative impacts too. For instance- while using social networking sites for studies students may spend more time in entertainment purposes as a result a distraction is created (Wood, 2014). A major drawback of using social media for language teaching and learning is in social networking sites users often use simplified language and shortcuts which may affect their grammar and writing skills (Vie, 2007). Lastly people do not want to read anything seriously online, they just skim and try to get the idea or infer from the given picture. So people's writing does not get enough appreciation that can be disheartening for a learner (McBride, 2009). Sometimes the competition for this appreciation on Facebook can lead to depression. According to Salehi & Yunus(2012), it can also be difficult for teachers to convey complicated ideas or opinions through Facebook, students can be misguided or get wrong idea about something. Furthermore on Facebook as there is no face to face communication, facilitators cannot see their students' expressions and cannot give them immediate feedback which sometimes can also demotivate the students (Salehi & Yunus, 2012). Arnold & Paulus(2010) suggested that, even though teachers want students to use Facebook or any other social networking sites for educational purposes, students may get engaged in non-academic activities and their intention definitely is not the same as that of the course instructor's. It is also quite hard for a teacher to supervise all the activities of each student. Finally, as Facebook is a public platform, and everyone can see the student's ability as well as flaws, students sometimes may get paranoid and not participate in any educational activities (McBride, 2009). This can be a major drawback for using social media as an educational tool.

Some researchers have given some possible solutions to lessen some of these problems, Bugeja (as cited in Rodliyah, 2016) suggested that, guardians or teachers should not directly stop the students from

using Facebook or any kind of social media; instead they should try to make them understand the difference between the appropriate and the inappropriate contents. He also pointed out that for this teachers' technology literacy is very important. At first the teachers should have a good idea about the use of technology and social media before teaching the students.

From the above mentioned concepts, it can be said that social media along with its negative sides it has now become a great help to the English language learners. Students can now take help whenever they want without any hesitance. Furthermore Facebook group is also helping students to stay connected with their study and developing their relationship with peers and facilitator. This literature review was done on the basis of English language learners all over the world. So in this research the researcher will try to find if Facebook is being helpful or harmful specifically in Bangladeshi classrooms. Moreover the researcher will also try to focus how Facebook is helping or harming them inside and outside the classroom separately. Lastly the researcher will try to compare between traditional teaching and Facebook blended teaching style and try to find the possible disadvantages of this blended teaching style.

Chapter 3

Methodology

This chapter will discuss the methodology that has been used for the research of this paper. Furthermore this chapter will also discuss this study's research design, theoretical framework, setting used for the survey and interview conduction, the procedure for the survey and interview, and the challenges faced while conducting the survey and interview for the research. Through these interview and survey the researcher tried to find, how much Facebook has affected on English Language Learning in Bangladesh on recent days.

3.1. Research Design:

This is a mix method research where both quantitative and qualitative data were collected. Quantitative data were collected through a questionnaire where Likert scale was used. In Likert scale survey, there were questions based on students' using Facebook for their educational purpose. In addition to the quantitative data, qualitative data were collected through interviews. Both types of data helps researcher to understand the phenomena in more comprehensive way. The interviewees also had the opportunity to suggest and they didn't have any time boundaries. So they had the time to think before sharing their opinion. So the research had both the mixture of qualitative and quantitative data.

3.2. Sampling:

Facebook is a very common word in the ears of today's students. The researcher did the survey on different kinds of students. A part of survey was done on the students who are from English and Humanities department and another part was done one the students who are from different departments but still use Facebook for their personal language development. There were 30 students who were from one department and 21 students were from other departments. And the cumulative total was 51. The

second part of the research was interview, which was taken of the students who were doing their major on Applied Linguistics & ELT. The researcher took the interview of total 10 senior students.

Department	Students
English And Humanities	30
Computer Science Engineering	6
Business Studies	10
Pharmacy	5
Total	51

3.3. Setting:

The survey was conducted among tertiary level students. Students were approached in their classroom, but permission was taken first from the respective faculty members and then students were asked to sign a consent form. For the interviews the researcher approached students from different department and those who agreed were interviewed in their convenient time. However because of the time limitation I have limited my study only to one university.

3.4. Instrumentation:

As mentioned earlier a Likert scale questionnaire was used to collect quantitative data. There were two parts in the questionnaire. One was word based (once a day, after three-four hours, after every hours, whenever I'm free) it had five questions and another one was Likert scale based (Strongly agree, agree, neutral, disagree, strongly disagree) which had 19 questions. The students ticked the option of their choice. On those questions there were statements on the basis using Facebook, and how it has

impact on students' learning English language. Furthermore it also discussed about how it was being helpful inside and outside the classroom.

Some questions were taken from authentic articles named, "Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning" (Shih, 2010). And "The Impact of Social Media on ESL Students Learning Performance" (Anankulladetch, 2017) and others were taken on the basis of researcher's personal experience and based on the literature review. All the survey questionnaire and interview questions are based on research.

The questions went from basic to in-depth questions. First question from 1-5 were based on how much the student is connected with Facebook, and then on the next stages of questionnaire it started from how facilitators are applying different methods for using Facebook as an educational tool, Furthermore it also consisted of how different background students are using Facebook for learning ESL and lastly the statements were about Facebook blending method with traditional teaching style. The questions were like statements. The questions were designed in such a way, where students cannot give any bias answer. It had the combination of both positive and negative statements. For instance- from 6-10 it was all positive statements about Facebook but on 11th number question it was a negative statement about Facebook. For this type of arrangement of questions the researcher actually could check whether the participants were answering by reading the statements properly or not.

For the qualitative research interview were taken of senior students. There were a total of 15 interview questions. The interviewees were given the question at first and interviewer gave them some time to go through the questions and think about it. First four questions were very brief questions. These questions were basically warm up questions to make the interviewee comfortable. Furthermore it also

helped to know about how much they are connected with Facebook. Eventually the questions were elaborative and the interviewee had to answer descriptively. On the last part of the interview students were asked to give some suggestions and also their opinion about the whole Facebook blended teaching method.

All the survey questions were validated and checked by 20 students doing Masters in ELT from a renowned University and also by an experienced faculty to establish its content validity. Every mistakes caught by them were corrected and checked. Also the interview questions were also validated by the assistant professor of a renowned university.

For analysis, all the information was converted into mathematical figures. For instance- first they were taken into an excel sheet, where all the participants information were shown and from that it was taken into percentage and bar chart according to each of the statement's response. The higher valued number indicated stronger agreement and the lower valued number indicated to disagreement of the statement which was focused on Facebook affecting students while learning ESL. Interview information was recorded and the researcher took note of the important information

3.5. Data Collection Procedure:

The data were collected from the students of a very well reputed university. To be more precise 60% survey data were collected from Applied Linguistics & ELT classroom students. The researcher took permission from the course instructor and took last 20 minutes of the class to complete the survey. All the students did the survey on a formal setting of the classroom. And the 40% data were collected from same university students but from different departments. On this case the survey was done in a seminar room with the equal amount of time. The interviews were done on senior students who are majoring in Applied Linguistics & ELT. The researcher owes them for giving time from their busy

schedule. The interviews were taken individually of the interviewees in different times and recorded all the information.

3.6. Data Analysis Procedure:

The data which were collected from survey were analyzed through SPSS software and presented in table and chart like bar chart and percentage form. The table and the charts are generated using the SPSS software. Those are the visual form of all the information the researcher got through this research. These forms give the overall view of the whole research. And the qualitative data were recorded and analyzed to better understand what was found from the interviews of the students.

3.7. Challenges Encountered:

For the purpose of this research the researcher had to conduct survey and interview on students. As the interviews were taken of the senior students, the researcher had to face problem for setting up the time. The researcher had to convince them repeatedly for giving time. However the researcher was successful to persuade the senior students to give interview for 20 minutes. Time management problem was also faced while conducting the survey on students from other departments. But eventually everything was done before time

Chapter 4

Research Findings

This chapter will discuss about the collected qualitative and quantitative data. Firstly the Likert scale (Strongly agree, agree, neutral, disagree, and strongly disagree) survey among the students will be counted as quantitative data. Also there are a few multiple questions for the students to answer. The results of data based on the central research questions will be discussed here. Along with that the interviews which were taken of the senior students will also be discussed here for qualitative research. The data collection procedure was divided into two parts.

- Students' survey
- Students' interview

4.1. Quantitative Responses from Students' Survey

Students' survey was described in two different ways. First one was multiple choice questions where the questions were about how students' use Facebook and how much they are connected with it. These were initial questions. And the second one was more elaborated statements which were related to Facebook blended teaching method along with its positive and negative sides.

4.1.1. Students' Response in Multiple Questions:

Here response were categorized by

- Most (Highest response above 50%)
- Some (Medium response 40-50%)
- Less (Lower medium response 20-39%)

- Very Less (Lowest response 0-19%)

First question: I use Facebook

Options	Responses
After every 3-4 hours	Less
Once a day	Very Less
After every hours	Some
Whenever I am free	Most

Second question: I use Facebook mostly for

Options	Responses
Research & educational purpose	Very Less
Entertainment	Less
Passing time	Most
For communication	Some

Third question: I started using Facebook

Options	Responses
In between class 5-9	Less
After SSC/ O levels	Some
After HSC/ A levels	Most

I still do not have any account	Very Less (0%)
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Fourth question: In Facebook for communication I mostly use-

Options	Responses
English Language	Some
Bengali Language	Very Less
English & Bengali both	Most
Bengali in English font (Banglish)	Less

Fifth question: I post on Facebook-

Options	Responses
Several times a day	Less
Once a day	Very Less
Occasionally	Most
Never	Some

From the responses of the first question it can be seen that, the tertiary level students now days are extremely attached with Facebook. So whenever they get any leisure time or break time, they pass that time on Social media applications like Facebook. Majority of the students responded on “Whenever I am free” option. Then some of the students responded on “after every hours” option. Very less students said once a day.

In response to the second question maximum students responded on the option passing time. It decreases their boredom. Again some of the students responded that, they use Facebook for communication or to stay connected with the world. As it is free so students can communicate with their friends, peer on free of cost. Minimal amount of students chose the option "Entertainment". Lastly the least amount of students mentioned that they use Facebook for research and educational purposes.

Third question was about the beginning of them using Facebook. According to the response of this question most of the students opened Facebook after completing their HSC or A-levels. In Bangladeshi context majority of the parents don't give mobile phone or access to the internet before a certain age. However second highest response was "after SSC or O-levels". A very few number of students had account before their SSC/ O-levels. Lastly there wasn't any student found who doesn't have a Facebook account.

Based on the responses of the Fourth question, a large number of students use both English & Bengali language for communicating on Facebook. Apart from that there were also some students who only use English language to communicate or express themselves on Facebook. And some use "Banglish (Bengali in English font)" to communicate informally on Facebook. The least number of tertiary level students use Bengali for communication.

According to the last questions' response larger number of students prefer to post occasionally on Facebook. Some students also mentioned that they don't like post at all and never posted anything earlier. On the other hand there were also some minimal amounts of students were found who liked to post several times a day. They liked express about their day, opinion frequently. There wasn't any student found who liked to post once in a day.

4.1.2. Students' response in Likert Scale:

Here the students' response will be in percentage form, where all the responses will be showed in one table. Furthermore it will also show the final viewpoints of the statements.

4.1.2.1. Percentage finding from the students' questionnaire:

A mathematical representation of the responses of students has been given below through percentage form. (Check Appendix 1)

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Viewpoint
Question 1	15.7%	47.1%	21.6%	9.8%	5.9%	Agree
Question 2	11.8%	54.9%	23.5%	5.9%	3.9%	Agree
Question 3	13.7%	47.1%	25.5%	11.8%	2.0%	Agree
Question 4	19.6%	45.1%	23.5%	7.8%	3.9%	Agree
Question 5	19.6%	45.1%	13.7%	13.7%	7.8%	Agree
Question 6	64.7%	19.6%	3.9%	5.9%	5.9%	Agree
Question 7	9.8%	64.7%	15.7%	7.8%	2.0%	Agree
Question 8	19.6%	47.1%	21.6%	9.8%	2.0%	Agree
Question 9	17.6%	51.0%	19.6%	7.8%	3.9%	Agree
Question 10	7.8%	35.3%	31.4%	17.6%	7.8%	Agree
Question 11	21.6%	54.9%	15.7%	5.9%	2.0%	Agree
Question 12	9.8%	70.6%	17.6%	0.0	2.0%	Agree
Question 13	11.8%	56.9%	21.6%	5.9%	3.9%	Agree

Question 14	13.7%	29.4%	21.6%	33.3%	2.0%	Agree
Question 15	31.4%	51.0%	13.7%	2.0%	2.0%	Agree
Question 16	47.1%	39.2%	11.8%	2.0%	0.0	Agree
Question 17	45.1%	23.5%	17.6%	5.9%	7.8%	Agree
Question 18	5.9%	19.6%	25.5%	33.3%	15.7%	Disagree
Question 19	7.8%	11.8%	13.7%	47.1%	19.6%	Disagree

From the above table it can be seen that most of the students agreed with the statements.

4.1.2.2. Graphical Representation of the collected data

Here the whole Likert scale survey was based on three central research questions. The first question was

- What benefits do Facebook bring in terms of English language learning at the tertiary level in Bangladesh?

The graphical representations of the questions which are based on this central question are given below.

1= Strongly Agree

2= Agree

3= Neutral

4= Disagree

5= Strongly Disagree

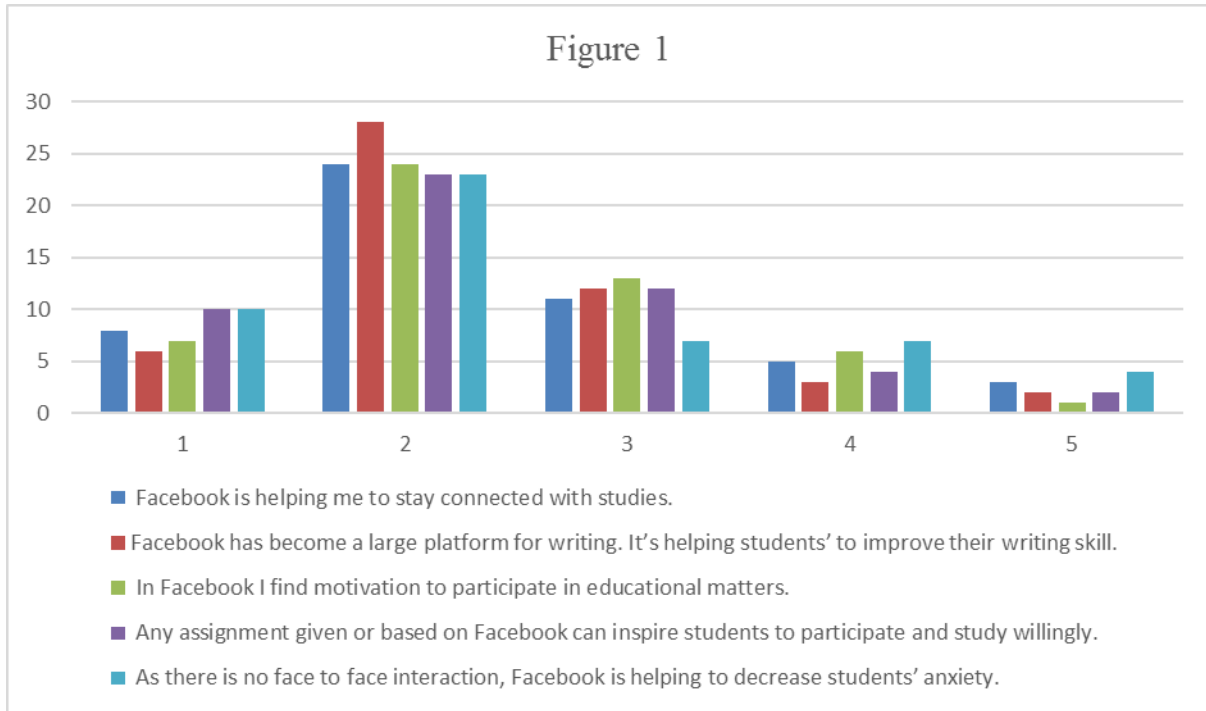


Figure 1 shows the participation and the connection of students with Facebook.

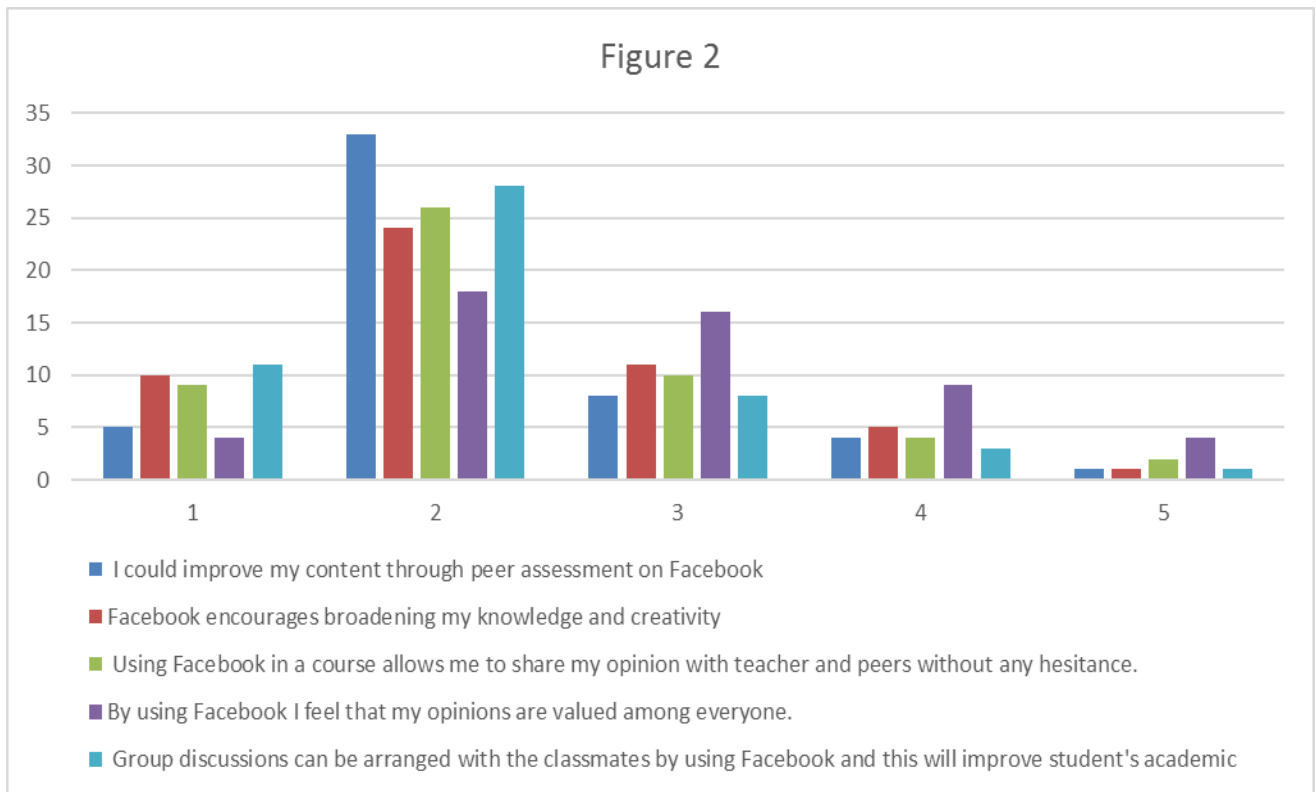


Figure 2 shows how students are using Facebook for their language learning.

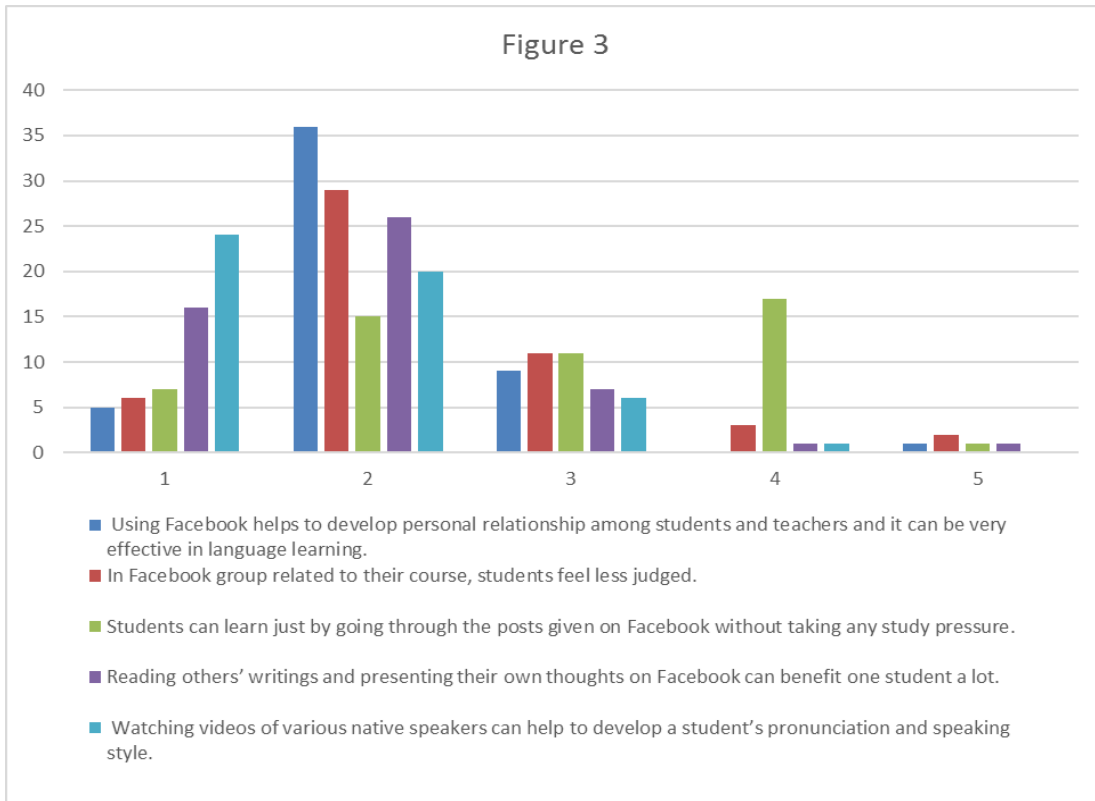


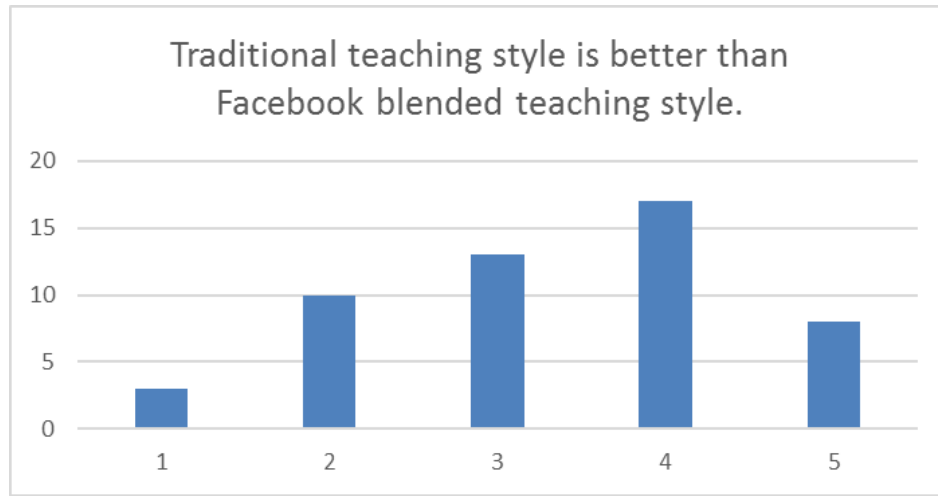
Figure 3 showed how much students are getting affected with this teaching style.

Second research question was

- Is Facebook blended style more productive than traditional teaching style while learning English at the tertiary level in Bangladesh?

So on basis of this question the graph given below was made

Figure 4:



The last central research question was

- What are the possible disadvantages of Facebook blended teaching at the tertiary level in Bangladesh?

The survey questions on basis of this central research question were-

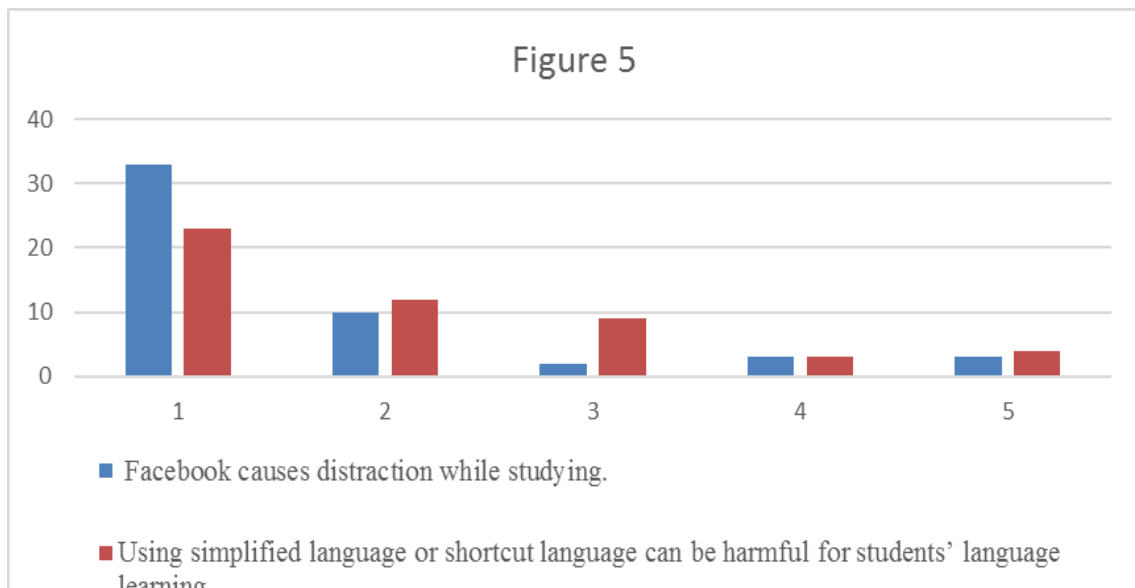


Figure 5 represented the negative sides of Facebook blended method.

4.2. Qualitative responses from the students' interview:

The interview questionnaire will provide the opinions and suggestions of the participants. There were open ended questions for them to get qualitative data for the research. It contained total 15 questions. On the questionnaire first few questions were very brief warm up questions. The findings from the interviews will be discussed in following sections.

4.2.1. Responses of Initial Questions:

All the interviewees replied yes about using Facebook. Furthermore all of them said that more or less everyone was connected and regular in terms of using Facebook. All the users were comfortable in using Facebook through their mobile phone.

4.2.2. The Responses about Expressing Yourself on Facebook:

A group of interviewees said, "Yes I do feel comfortable expressing myself on Facebook". Because it is like a platform for me where I can express or criticize my opinions and get to know others' opinions as well. Because I don't like to communicate with people face to face due to my anxiety. I feel more encouraged expressing myself on Facebook. Whatever I want to say I just write it on my message or put it in my status. Another interviewee added, I feel very comfortable because I share a lot of music on Facebook which help people to understand me sometimes. I can't really go up to people and say this song's lyrics are nice it defines me so Facebook is my only way to express myself. Lastly one interviewee said, I do not pretend anything or do something which does not go with my personality over Facebook. My Facebook friends know quite a lot about me. I do not have any bitter experience where I shared something and got bullied or anyone made fun of me. Hence, it has become a comfortable zone for expressing.

On the contrary another group of interviewees replied, they don't feel that comfortable expressing themselves on Facebook anymore. It's been a long time since they posted any status on their personal profile. At a younger age it was quite exciting but soon it felt like maybe people are motivated to express a lot on Facebook because of the likes they get. So if a person gets less 'likes' he might not feel motivated to post anything. Two interviewees added, I do not feel more comfortable in expressing myself in Facebook as I feel it is a large stage for judgment and criticism. This puts me in a position of doubt about my perspective. Moreover there are trust issues. It's not secured enough to let the public know about my personal life.

4.2.3. Facebook's Benefits Other than Entertainment Purposes:

All the interviewees agreed that Facebook has benefits other than entertainment purposes. One said, Facebook can be of great help to others if it was not only used for entertainment purposes. The high potential of Facebook being a constant source of information provides users to be updated about necessary events all around the world. Online newspapers are very helpful in this case. Interaction between different people in Facebook also gives rise to brain storming which may result in solution about current world problems. Moreover in public groups on Facebook users can get reviews on a particular subject from their friends as long as strangers. One of the interviewees said, statuses, and posts promote language learning. The educational posts given by someone are very helpful for a student. It develops his/her language skill. Two interviewees said, Facebook helped to stay in touch with their course mates and even with the faculty. Sometimes by seeing other peoples' posts I used Google to check the meaning of words and learned something new. This still helps to enrich my vocabulary. Two interviewees mentioned, about getting job openings and get to know about a lot of unknown news. Basically job opening offers are available from a lot of Facebook groups. Like- Desperately seeking

Dhaka, Vacancy announcement, Can you please? Also groups like 10 minutes school, online coaching are really helping students like us.

4.2.4. Facebook Affecting Students' in Educational Purposes (Helping or Hampering?):

It can be understood that Facebook being what it is today would be more of a hamper than help for students but this is only due to the intention of the students themselves. It is a platform that connects a large number of people simultaneously thus if the gathering group has one intention of joking and spend time with entertainment then this would most definitely hamper the studies of students. One interviewee said, "I spend a lot of time on Facebook mostly for entertainment purposes and it has made me procrastinate quite often. I get a lot of work done when my phone is not with me".

On the other hand this could be taken as a great opportunity for group discussion and interaction among students to amplify their current level of knowledge and consider others' perspective. This gives them a larger scope about particular topics and can make understanding of any topic much easier. Furthermore, nowadays teachers use Facebook as an educational platform. Sometimes they share or ask different questions on Facebook and want to know students' opinion. Students can discuss if they find any problem in their studies and people can also create group chat where they can discuss problems easily, which tend to make studies quite easier. Teachers also maintain private message room with their students by which students can get notified about cancelled classes, upcoming quizzes, this was very troublesome back in the day when students didn't have these facilities. But some students only use the entertainment part of Facebook in the name of education in class. Also instead of talking about educational thing, they do random chats. Basically, if you are connected with groups or liking the pages that are helpful for your study or your designated job it can be really beneficial.

To sum up with last interviewee's quote, "Facebook is helpful towards matured students who are conscious about their study. They will know when to divide their time for entertainment and when to study. For teenage students they can get indulged in entertainment purposes rather than educational purposes. So it actually varies from person to person".

4.2.5. Facebook Motivating to Learn English Language:

Most of the interviewees responded that, this social media platform has been functioning in English as standard language since its birth; all its commands are in English. So the exposure to English whenever accessing Facebook, gives students the opportunity to learn the language even better. The number of people using Facebook is increasing with time meaning that this social media has attracted a lot of users who would be exposed to it in large percentage of time in their everyday life. This means they would be engaging or at least listen to English thus improving their language skills in terms of learning English. Three interviewees said, whenever I am chatting or giving status on Facebook I tend to use English that's how it's improving my English. Most of the posts like- blogs, poems, stories on Facebook are in English. So if a person wants to understand any content or status which is written in English without the use of code switching, he/she needs to refer to dictionary to know the meaning of the particular words. Thus, he/she will learn the meaning of English words. The interviewees suggested that- if the learners have the minimum amount of interest to learn and spare 30 minutes to learn from Facebook it will definitely develop their English including- pronunciation, accent, sentence structure, vocabulary, and grammatical structure. It personally helped me a lot to inspire me to learn. Although now there are languages too but still to keep their reputation people in social media, at least try to use English. People like to show class by using English; as a result most of their statuses and photo caption are in English. So to maintain a class in the "Facebook society" I think they are subconsciously

developing their English. Besides, if you are communicating with people from different country English is a must. So it is motivating the learners.

On the contrary, one interviewee said, I remember I used to write on Facebook in extreme short forms but slowly that changed and I began using proper words and sentences. It's not that I didn't know my English well, at that time abbreviations were cool. I don't think Facebook positively motivates people to learn English. Rather, I think I started to feel embarrassed of using abbreviations at one point by seeing that some other people were using English properly and some would also subtly mock those who used abbreviations too much. I would say this was a kind of motivation, but sort of a negative one.

4.2.6. Is it Opening a New Door for Practice? Is it Reducing Language Barriers?

Most interviewee responded that, by giving the opportunity of interaction in English gives a great chance in practicing. Before giving a post they take extra care of being correct in grammar, sentence structure, and spelling and for that they take help from dictionary and other ways. This makes the writing correct which prompts them to practice for the language. As more people practice in English the language barrier is reduced, thus making communication with others easier. This enhances the position of English as an international language which can be used as a medium of communication all around the world. Furthermore, it can be helpful for the people, who feel anxious in face to face conversations using English language. Facebook is opening a door for people like them as they can express themselves just by sitting at the corner of the home. It can be a great opportunity for the introverts.

One interviewee said, Blogging is the biggest medium for practice. There are writers who create pages where they share their piece of writings, poetry and get peoples' appreciation. It works as their motivation.

Three interviewees said, through Facebook we get to know people who live on the other side of the world. It is helping to reduce language barriers. If the person have friend from other countries he must have to use English language to communicate with them, but if he or she belongs from the same country then most of the people would choose their mother tongue to communicate. So it might not be helpful. And they can use other languages too instead English.

Lastly another interviewee responded, I do think Facebook helps with vocabulary and grammar practice quite a bit. There's no saying whether correct forms are followed. But since you could connect to almost anyone, you need English as we can refer to it as a Global Lingua Franca. You could possibly communicate with anyone with English and when communication is done, practice is happening.

4.2.7. Influencing Students' Creativity:

First interviewee said Facebook most definitely influences the creativity of a student. It exposes the student to come across ideas and then develop them or think in a new way. The interaction in groups makes it possible for individuals to consider and know different perspective thus evaluates on their own thoughts and be more imaginative. The exposure to different innovations appeals them in thinking in more innovative ways.

Two of the interviewee responded that, to get more likes you need to brain storm and come up with new ideas. So, creativity is a must. By seeing writing of renowned people, motivational speakers, different websites, professional people and influencers; from them you can get ideas to create new contents. You can also get inspiration from them.

Three interviewees said that, through status writing or blogging it improves ones writing skill. People become more creative to express their emotion through writing. One interviewee mentioned that,

“I have a blog in Facebook; I know my writing will be judged and seen by a lot of people so I always stay very conscious and try to add spice on my every writing. For that my creativity is increasing”.

On the other hand, two interviewees said that, they were not so sure about how Facebook would increase their creativity. In language learning it's not pretty helpful. If anything, it's easy to plagiarize on Facebook.

4.2.8. Other social media Applications v/s Facebook:

Most of the interviewees said that, other social networking applications that they use apart from Facebook include WhatsApp, Instagram, YouTube and Snapchat which are not even close to being as useful as Facebook. Most of them are based on communication only but Snapchat is somewhat close to Facebook. The concept of video chatting and video posting does put more impact in the users mind but writing is barely present. This puts Facebook in the forefront of being a very useful media of practicing good English. Youtube is also helpful in showing famous university faculties' lectures, talks. This is impossible for a student to attend their lectures in person but Youtube has made this possible for students like us who cannot attend lectures in person.

4.2.9. Facebook and Students' Language Learning:

Four of the interviewees said that, Facebook could help with language learning not only through communication but also from reading other people's thoughts that they share. But of course there's no guarantee of the language they'll use, they could use Bengali too if they prefer it more in spontaneous communication. So if the students are conscious and avoid using Banglish language, they can boost up their English language learning. If the students motivate each other to use English language while communicating that can be helpful for them. Recently after introducing local languages on Facebook,

those who have bare minimum knowledge of English would not use English in the application rather use their own local language which would not expose them to learning English in Facebook. Thus to effectively increase competency in English and learn it as a second language students or any other individual should use Facebook in the standard English language and get to learn about the language and use it in their everyday lives.

Two interviewees said, when students form a habit of writing over Facebook, this can develop their writing skill. It can also be effective for developing reading skill. Also they can learn many vocabularies which have a positive effect on student's language learning.

Two interviewees said, Facebook can create a platform for the students where they can be comfortable with the teachers. If the personal relation with the teacher can be good the students will be less hesitant to share about their problems. They will try to be more interactive in classroom.

Another interviewee mentioned that Facebook groups and pages can be very helpful for learners. Also it's free so there won't be any money issue. If there could be farm that would monitor and pay these group admins to teach students then it would be more helpful for the learners.

4.2.10. Facebook Affecting in Traditional Language Learning Classroom:

Five of the interviewees said, in our traditional learning classroom, students often do not get the chance to express their opinions. But, over Facebook teachers can ask questions to students which are mandatory for them to answer. This will save class time. Communication with teacher along with peers will be encouraged through this. Now in our traditional classrooms faculties use Facebook groups, where students are asked to response and participate in group discussions. These activities help them to develop their language skills and decrease their anxiety, exposure to different ideas and innovation

which broadens the mind of students. Thus group interaction and sharing of ideas is not only restricted to class time. Students can also use it as a platform to communicate with teachers. Often at times it might not be possible to call teacher for any minor problem. By using these Facebook groups they can share or ask any question related to their study.

Three interviewees said, if the teachers give assignment submission on Facebook, students can be motivated to participate. And when the students will see their peers are submitting, it is very common that it will create a pressure on them to finish it faster. And if these educational institutions add grading system to it students will be more encouraged to work on it. Teachers can also upload their writing as an appreciation this can be very motivational for them in terms of language learning. Also if one student has any problem and he posts it, other students also can be benefitted by that post. Even the teachers don't have to write or make the students understand same thing again and again. So it is helpful for the teachers as well.

One interviewee said, A Traditional language learning classroom can have its own problems. On Facebook, students can do their own learning and the learning is not necessary to happen consciously. Through Facebook, they could be upgrading their vocabulary and grammar skills via talking to their friends through random conversations or participating in any study related discussion. This will eventually be very helpful in their classroom.

4.2.11. Blending Facebook with Traditional Teaching Style:

Most of the interviewee supported the blending method saying that, the fusion of Facebook and traditional teaching style is a better option in learning a language. This is because the traditional teaching style in classroom do not provide enough time and opportunity to practice the new language and engage in enough activities but gives a thorough explanation and guideline to how to learn the

language at initial stage whereas Facebook provides the platform to regularly practice and keep in touch the new language thus improving the competency of the students. Hence it provides an overall positive structure in learning languages for students. It also has peer collaboration. Along with teachers, peers can also help here. And not having time boundaries will lessen their pressure.

This is a generation of Facebook. People will always be using Facebook. I think even if Facebook is not incorporated directly in a classroom along with traditional teaching styles, it will still have an effect on students. That affect can be positive or negative depending on the type of group a learner is around. It also depends on how the usage of Facebook would be introduced to them, and also their accessibility. Maybe in the future, Facebook's positivity can be researched and used in a classroom, such as authentic texts as reading materials.

4.2.12. A Language Teacher's Role while Guiding ESL Learners Using Facebook:

The role of the teacher after their initial work inside the traditional classroom would be to guide the students in using those parts of Facebook that would have a positive impact in their language learning skills. This means the use of possible Banglish words and broken English should be forbidden for the students. Teachers should also encourage students to communicate in English rather than using code switching or short forms. The use of full form of words is a must. Avoid using words like gdn8 instead of good night, u instead of you. Moreover they must be aware that their posts and writings are being thoroughly seen by the mass society who also judges their capability in English language. It is the teachers' duty to make sure the students put effort in learning the new language better by engaging in Facebook activities that positively impacts their language skill as well as themselves. The teachers can silently observe their activities on Facebook and can suggest them the sectors where they can improve.

Another interviewee suggested that, a teacher might not be able to regulate the use of Facebook for so many students. The most s/he could do is act as a motivator, guiding students how to achieve positive results from their use of Facebook, for example, through reading more texts in English rather only in Bengali, and trying to communicate with friends more in English to practice authentic communication

Chapter 5

Discussions

This chapter consists of the discussion and analysis of the data which were collected from the research based on the topic, "Facebook affecting students while developing their ESL". The central questions were based on this topic. The perspective about Facebook in our country varies from person to person; it was clearly reflected on the research. The discussion will discuss about the opinion and suggestions which were found from the interviews of senior students and the survey result of the tertiary level students.

5.1. In response to central research question 1:

The first central research question wanted to find out about how Facebook was being helpful for the tertiary level students. In the survey questionnaire the statements were organized first how much they are connected with it, second how they are utilizing it in and out of the classroom, third how much their actions are affected by it.

From question number 3 & 4, most of students agreed with the statements. It means Facebook is actually helping them to stay connected with their studies. At least by seeing others responding, they find the motivation to respond. This motivation to respond is helping them subconsciously to develop their writing skill. Furthermore as there is no one seeing them directly responding, they feel less pressurized hence it decreases students' anxiety.

Getting access of Facebook is very easy but how they are using it for their education that depends on a good facilitator. In traditional classrooms students are always evaluated by the teacher. But in Facebook blended method as mentioned in question 7, peer assessment through Facebook can be very productive. Most of the students agreed that it encourages broadening their creativity and knowledge.

On interviews students also mentioned that, Facebook discussion board related to their course helped them a lot to share their thoughts without any hesitance. But for that a good instruction and guidance is also needed. Additionally while uploading any comment or post on Facebook, the user knows that his writing will be seen by everyone, so that motivates them to write correctly, as a result it improves their grammar, vocabulary.

Active participation in Facebook groups helps to develop a good relation among peers also with the teacher. Just by going through others post, blogs, writing they can learn new words and improve their grammar. Group chats in Facebook helps the students to share and discuss their problems with their peers. It can make them confident about expressing themselves in public without feeling judged. Also as in Facebook all the commands are in English, so a little sincerity can help the student learn a lot if he has interest on ESL.

5.2. In Response to Central Research Question 2:

This question is focused about the comparison between traditional teaching style and Facebook blended method. Almost 85% of the students chose Facebook blended method. First reason for that was class time limitation. In traditional classrooms, all the learning is restricted in the four walls of a classroom. Students tend to forget what they learnt after getting out from the class. Language learning is all about practice. The more you practice the more you can be fluent on it. In Facebook blended method students can still practice their learning on Facebook discussion groups; if they face any problems they can ask their peers or facilitators. For these groups they can reach out to them in a very short time.

Second reason is being monotonous. In traditional classroom there are very few methods which are followed and dominated only by the teacher. So students can get bored very easily. Hence they will be less interested to learn language. On the contrary, in Facebook blended method students can also do each

other's assessment. They can also start a discussion board and the teacher can be moderator of that group. If the pressure is equally divided inside and outside the classroom through Facebook, students can feel less pressurized.

Third and the last reason is communication. It is not possible for a teacher to communicate, give attention and evaluate each of his/her students in a traditional classroom individually. Even students cannot communicate with their peers properly, which can be a big barrier for practicing, hence language learning can be affected. In Facebook blended method students can see others who are there in the group so they can communicate with their peers. Also by their comment on discussion board teacher can also see their name and correct each of the students' mistakes individually in the reply section. The relationship of teacher student and among peers can be developed like this.

5.3. In Response to Central Research Question 3:

The third research question deals with the possible disadvantages of Facebook blended method. With every positive side there will always be some negative sides. First and the most common disadvantage of Facebook is that, it causes distraction while studying. Question number 6, on this statement 84.3% of the students agreed. One of the interviewees also mentioned that, if she sits for studying without her phone, she gets less distracted. Sometimes just to get rid of the boredom user logs into Facebook and turns out he/she has been a big portion of his/her time. So it can be said that, this app is very addictive.

Secondly, to save time or to text faster users use various kinds of simplified language or shortcuts. Like- gd nyt- good night, f9- fine, wbu- What about you? These forms are ruining students' language skill. It can be very confusing and contradictory for the new ESL learners. They can easily mix these

words with formal language, which can be very harmful for them. So the mixture of informal language with formal language can affect their learning.

Thirdly, it can be extra pressurizing for the teachers. As it is a new method teachers have to design new syllabus, new evaluation style for the students, maintain right ratio between face to face classroom and Facebook activities. So they might have to overwork for this.

However, if once they get the idea and adapt to it. The whole method can be very effective and helpful for the ESL students.

Chapter 6

Conclusion

This chapter consists of summary of the findings which were based on the central research questions, practical implication of the research, recommendation and further studies.

6.1. Summary of the Findings:

The findings of the research viewed that, most of the students are getting benefitted from Facebook while ESL learning. From the interview questionnaire the senior students also said it had been really helpful for them for their education. However they also mentioned that Facebook can be work as a distraction as well. Most of the students agreed on this point that if they study by keeping the phone away from their sight that can be more productive for them. Because using Facebook is like an addiction. Students also mentioned that with proper guidance from the facilitators they can utilize Facebook for language learning in better ways. Furthermore almost all the students said that, peer assessment, and group discussions in Facebook are very productive. Sometimes time can be a big barrier in a language learning classroom. With the help of Facebook, students can also continue their learning after class time. They can take help from their facilitators and peers whenever they want through Facebook. It also helps to develop their personal relationship. Through Facebook students can also learn subconsciously just by going through others' writings or watching educational videos.

6.2. Practical Implication:

This research will help the readers to know about the advantages and disadvantages of using Facebook inside or outside the classroom. This will be particularly very helpful for the English language teachers and students as well. Teachers will get to know about new techniques they can apply in their

classrooms. Furthermore here on qualitative findings part students have shared their various kinds of strategies while language learning and which were more effective for them. This will be very helpful for new language learners. They can take tips or learn new ways to develop their ESL. The whole paper will work as a motivation for them.

6.3. Recommendations:

After seeing the result of the whole survey and interview, considering few disadvantages of Facebook it can be said that Facebook can be really helpful for ESL learning. Students will have subconscious learning which will lessen their study pressure automatically. Here the researcher can provide some suggestions on the basis of the findings which are

- Language teachers should make a mandatory active Facebook group for each course, where all the interesting material related to the course should be shared, and every student's participation should be mandatory for each activity. Lastly the teacher should fix a grade for those activities.
- With course books, authentic materials about Facebook should be shared among the students, so that they can have a positive impression about Facebook. In this way they might lose track less.
- Finally the facilitators should be properly trained at first before teaching the students with this blending method. If they are properly trained, they can guide the students in more effective way.

6.4. Further Studies:

This research contained all kinds of information from the students' perspective. For further studies language teachers' opinion can be taken. For instance how their role can help the students from their perspective. Also for further studies, the activities on Facebook can be narrowed down and can conduct

individual surveys on those. By these surveys it can be found that, which activities are mostly accepted and popular among the students.

6.5. Conclusion:

To match footstep with the modern world, Bangladesh is also trying to improve its educational methods. As mentioned in chapter one the main aim of this research was to find out that, how tertiary students' are getting affected by Facebook while language learning. And after all the research it can be said that Facebook is helping students to develop ESL.

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Appendix A

Set 1

Questionnaire:

Multiple Choice Questions

1. I use Facebook-
 - After every 3-4 hours
 - Once a day
 - After every hours
 - Whenever I am free
2. I use Facebook mostly for-
 - Research & educational purpose
 - Entertainment
 - Passing time
 - For communication
3. I started using Facebook-
 - In between class 5-9
 - After my SSC/O- levels
 - After my HSC/A-levels
 - I still do not have any account
4. In Facebook for communication I mostly use-
 - English language
 - Bengali language
 - English & Bengali both
 - Bengali in English font (Banglish)
5. I post on Facebook-
 - Several times a day
 - Once a day
 - Occasionally
 - Never

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Facebook is helping me to stay connected with studies.					
2. Facebook has become a large platform for writing. It's helping students to improve their writing skill.					
3. In Facebook I find motivation to participate in educational matters.					
4. Any assignment given or based on Facebook can inspire students to participate and study willingly.					
5. As there is no face to face interaction, Facebook is helping to decrease students' anxiety.					
6. Facebook causes distraction while studying.					
7. I could improve my content through peer assessment on Facebook					
8. Facebook encourages broadening my knowledge and creativity					
9. Using Facebook in a course allows me to share my opinion with teacher and peers without any hesitance.					

10. By using Facebook I feel that my opinions are valued among everyone.					
11. Group discussions can be arranged with the classmates by using Facebook and this will improve student's academic performance.					
12. Using Facebook helps to develop personal relationship among students and teachers and it can be very effective in language learning.					
13. In Facebook group related to their course, students feel less judged.					
14. Students can learn just by going through the posts given on Facebook without taking any study pressure.					
15. Reading others' writings and presenting their own thoughts on Facebook can benefit one student a lot.					
16. Watching videos of various native speakers can help to develop a student's pronunciation and speaking style.					
17. Using simplified language or					

shortcut language can be harmful for students' language learning.					
18. Traditional teaching style is better than Facebook blended teaching style.					
19. Facebook cannot be helpful in developing grammatical accuracy.					

Appendix B

Interview questions

1. Do you use Facebook?
2. How often do you use Facebook?
3. From where do you think using Facebook is more comfortable? PC or Phone?
4. For which purpose you use Facebook the most?
5. Do you feel more comfortable expressing yourself on Facebook? Why?
6. Do you think it can be helpful other than entertainment purposes?
7. What is your opinion in Facebook affecting students in educational purposes? Is it helping or hampering in their education?
8. How is Facebook motivating in learning English language?
9. In which ways it is opening a new door for practicing? Is it helping to reduce language barriers?
10. Do you think its influencing their creativity?
11. What other applications you use other than Facebook? Do you think they are more useful than Facebook?
12. How can Facebook be more effective for students' language learning?
13. How can Facebook create an impact in our traditional language learning classroom?
14. Do you think blending Facebook with traditional teaching style can be better option while language learning?
15. What should be a language teacher's role while guiding ESL learners using Facebook?

Appendix C

Graphical representation of survey data

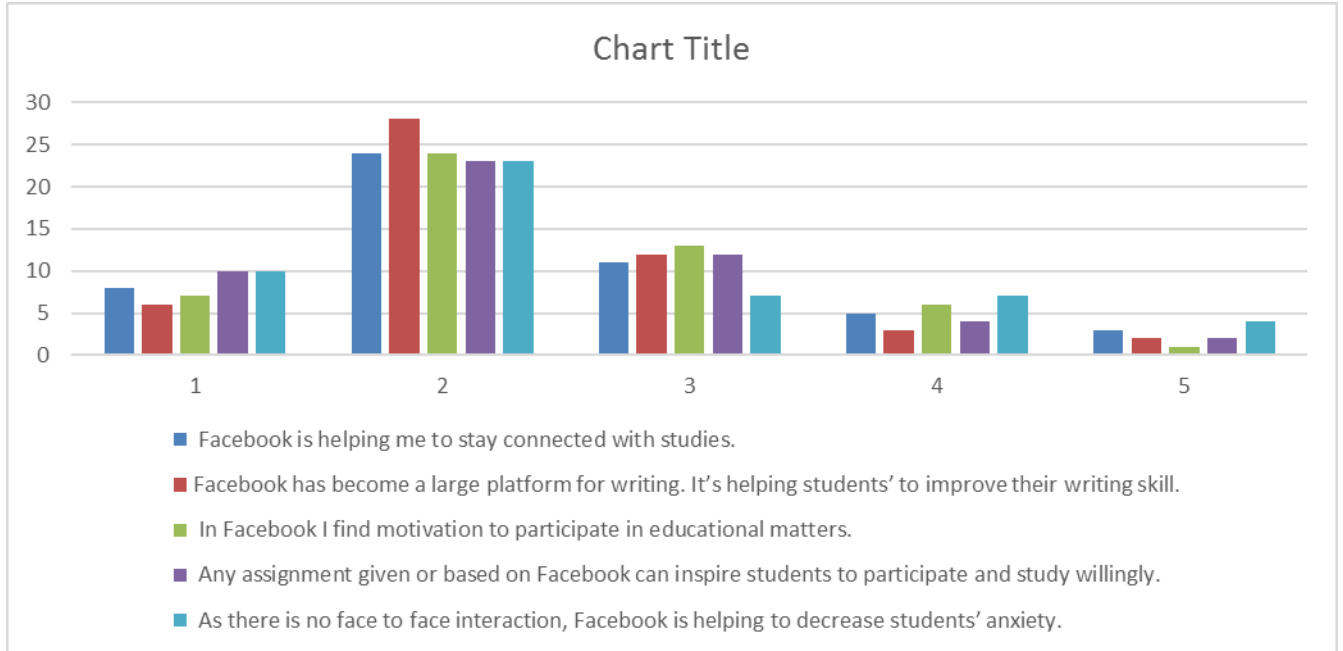


Figure 1

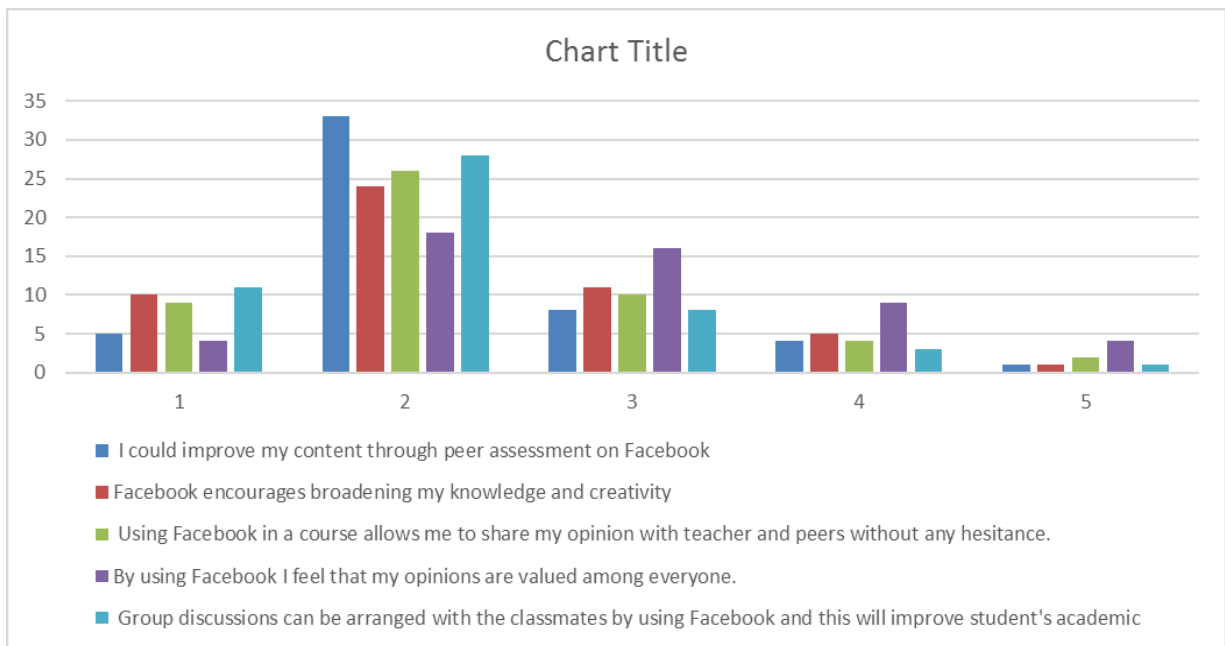


Figure 2

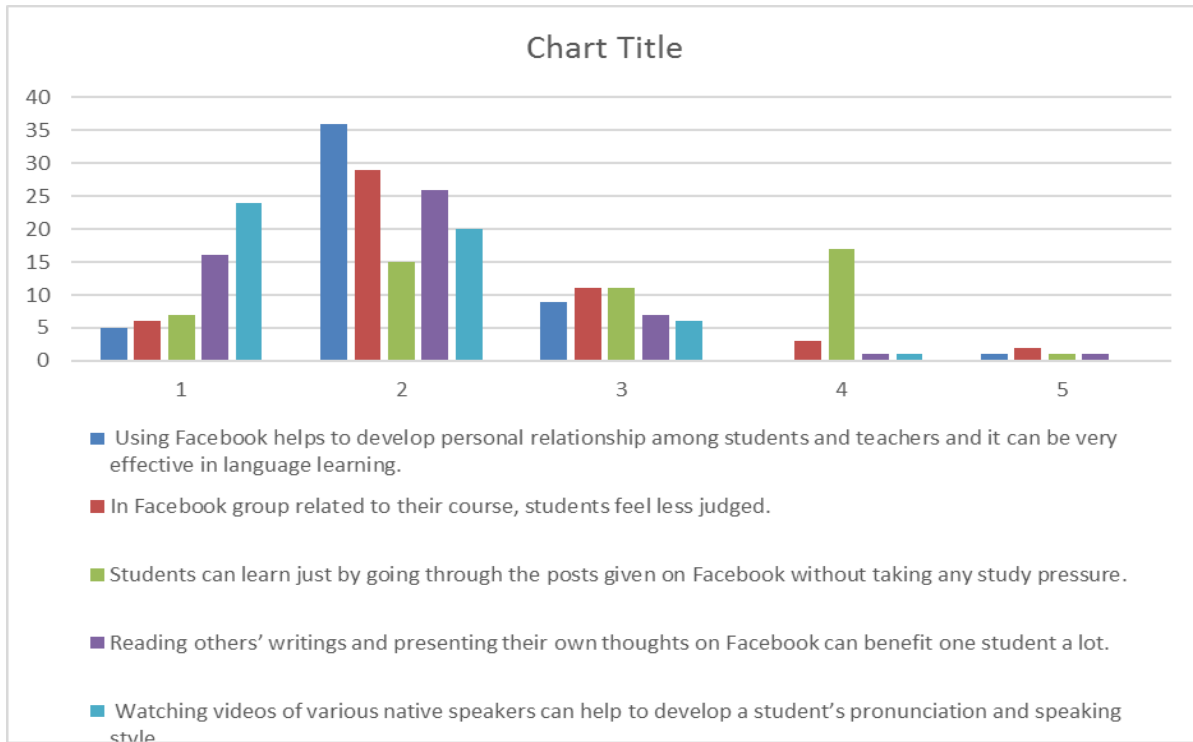


Figure 3

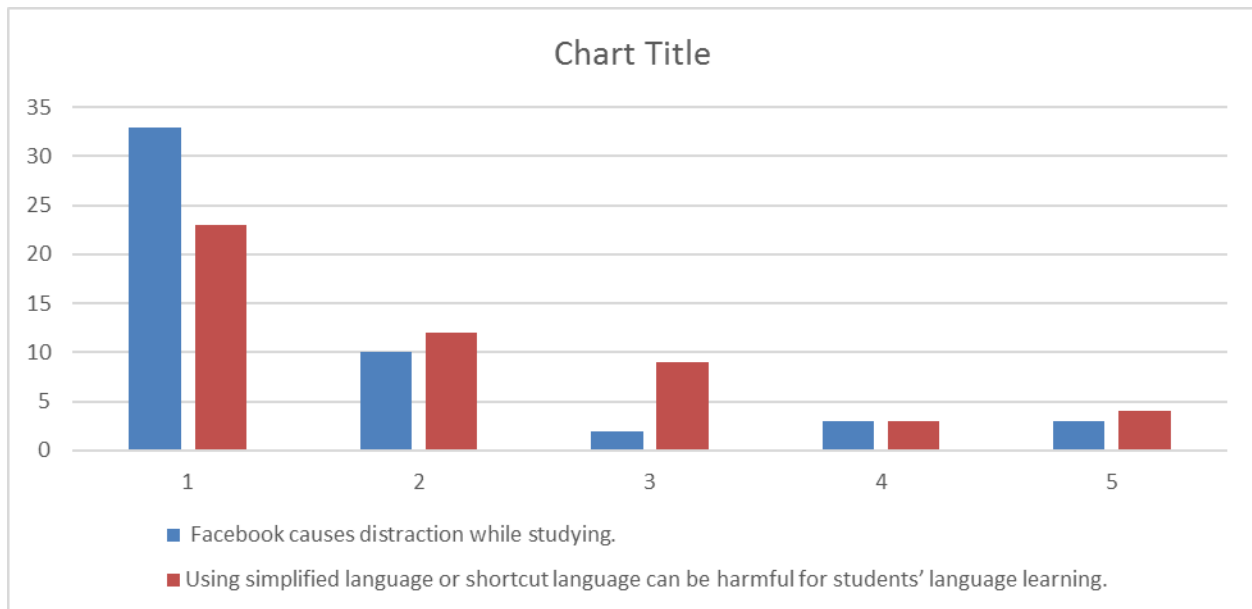


Figure 4

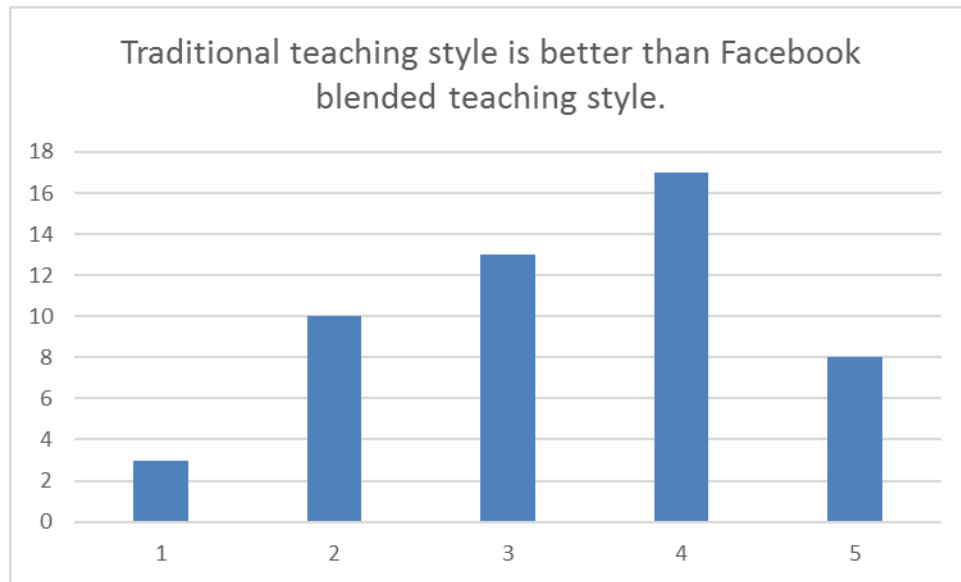


Figure 5