The Discourse Analysis of *Facebook* and its impact on Language Learning: A Study

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Declaration

I hereby declare that this dissertation is the presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly with proper and due references and acknowledgement. This thesis paper has not been submitted anywhere, either in a part or a whole, for a degree or an award, in this or any other university.

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Dedication

This paper is dedicated to my parents, husband and in-laws who have always supported and encouraged me through thick and thin and in every possible way. I am always grateful to them for their support, cooperation, and affection. Thank you for your immense patience, precious advice, and kind consideration and I will always be indebted to you.

Acknowledgement

Abstract

This study attempts to find out the role of *Facebook* on language learning. Therefore it includes analyzing the discourse of different apps that are popular in use on *Facebook*. Different components of discourse analysis have been used to identify and explore the impairment, and how they affect one's language practice. For the empirical data, a survey was conducted with the use of quantitative method. This paper concluded with some recommendations on what steps should be taken to overcome the limitations which were found during the research.

Keywords: DA (Discourse analysis), FB (Facebook), SNA (social network analysis), CALL (Computer Assisted Language Learning), ALIVE (Authenticity, Literacy, Interaction, Vitality and Empowerment), VR (Virtual Reality), Face-booking, Web 2.0 tool, Synchronous-Asynchronous learning, Teacher Collaboration.

Table of Content

Chapter1: Introduction

1.1. Introduction:

Nowadays we cannot pass a single day without posting any kind of status, sharing memories, selfies or emoticons or group discussion on different social networks. Things happening at the remotest corner of the world get shared within a blink of an eye through Mark Zuckerberg's great invention *Facebook*! It is a matter of great fact that the starting of virtual media was not so prominent like it feels at present; neither the use of social networks was considered to be a part of language practice. However, the situation had changed a lot in recent years since sharing the first post on *Facebook.* Today this social site is considered as one's basic need as some of us cannot even begin our days without seeing the last notification!

Though different social blogs were introduced mainly for communication purpose, today they are considered as an important tool for language learning and acquisition. The World Wide Web provides different sources that can be used as authentic materials. Moreover, chatting, emailing, group chat, video conference, group consultation and other media direct to synchronous and asynchronous language learning through these social networks. Some believe that social networks work like a great help for novice teachers. As Moolenaar (2012) said that,

> The assumption underlying a social network perspective is that the patterns of social relationships among teachers (i.e., their social networks) offer a valuable framework for examining whether and to what degree teacher collaboration takes place (p.8).

As a result, the role of social networks like *Facebook* on language learning caught different researchers' attention more often than any other time in history. However, some teachers believe that these social networks pose a problem for language learning rather than helping. On contrast, some others believe that social network paves a new way for language development since every participant can play the role of facilitators here (McDonough, Shaw & Masuhara, 2013, p.99-101). Today's *Facebook* just play a very important role to manipulate these hypothesizes. Different studies have shown that young generations are the main user of *Facebook* who experience both benefits and demerits of it. Cavalli et al. (2011) did a survey with Italian Undergraduate students where they mentioned, "in 2008, 71% of 20-24 years old were Internet users, in 2010, after "the Facebook boom", they increased and reach the peak of 82%" (p.2). They also published their survey result that draws a clear hint for rapid preference for *Facebook* among the young generation, "59% of them were also using it on a regular basis" (Cavalli et al., 2011, p.1). Even the scenario of Bangladesh supports *Facebook*'s influence on today's young generation.

> According to ITU, Bangladesh has 617300 internet users till July, 2010. Facebook user rate is higher than the internet user rate in Bangladesh. The total Facebook user in Bangladesh is 1,020,560, which is 165% higher than the internet user (Sazib, 2015).

However, most research findings said that the use of such social networks is working as reformulating language acquisition or practice in a wrong way. These are the reasons why the author of this paper chooses this particular topic to see the impact of such networks on language learning. In this paper, the author discusses the history of

social networks & *Facebook*, analyses the discourse of it, and its role in language acquisition too.

1.2. Research Questions:

a) What is the role of social networks (e.g. *Facebook*) on language learning?

b) Does the written discourse (e.g. chat, mailing, emoticons and so on) of social networkings (e.g. *Facebook*) pose any threat for standard variety of the language?

c) What is the scenario for the local community (For Bangladesh)?

1.3. Objective of the study:

The study aimed at analyzing the discourse of *Facebook* on language learning at the academic level. This study also tries to find out either the discourse of *Facebook* Conversation poses any threat on standard variety; if yes then what could be the solution to solve the problem.

1.4. Significance of the study:

In our context, there have not been many pieces of research on social networks or on *Facebook* and its impact on language learning. Some of the prominent articles were dealt with this issue but all were mostly written from development or social point of view. That is the reason why this study tries to look at the problem from a linguistic point of view. So, all the concerns regarding writing this paper focuses on the impact of the discourse of *Facebook* on language learning. Mostly it is concerned with second language learning and tries to find out either the lingual characteristics of standard variety getting influenced by the discourse of *Facebook* Conversation. The study also provides a background for future researchers and academicians to work on this issue at the later period of time.

Chapter2: Literature Review

2.1. History of Social Networks & *Facebook*:

The beginning of social networking sites had never dreamt to reach today's demand. However, there are many definitions that could be used to define social sites; but the most appropriate one could be this,

> Social networking is a form of social media, used for either interactive, educational, informational or entertaining purposes. Social media comes in many forms, but all of them are related: blogs, forums, podcasts, photo sharing, social bookmarking, widgets, video, just to name a few. (History of Social Network, 2016, para. 3)

According to this definition today social media are opening a new world for people where they can be aware of the latest news, create their profile, upload photos & videos, make friends, give status and share their memories with one's near and dear ones (History, 2016, para.7; Didelot, 2013). So it can be said that today's social networkings are the replacement of previous mailing or communicating system. By the way, the first social networking emerged in 1971 where two computers were placed next to each other and the first message said: "qwertyuiop" (History, 2016, para.8; Didelot, 2013). The first social networking site was Geocities that provided users to create their own cities based on their group of connections and content (History, 2016, para.11). Since then social networking has created a new journey in the world of Internet and World Wide Web. Today, the most popular social networking sites are- *Facebook, Twitter, Viber*, *WhatsApp* and so others. Nonetheless, *Facebook* is considered as the most prominent and popular website among

all these. Therefore now teachers are planning to use these networks for recreating changes in foreign language practice and teaching (McBride, 2009).

Figure 2.1.1: Source Google Image

The demand for making own group of friends and connection got high priority among users of different social networking sites that paved the arrival of *Facebook*. *Facebook* was launched in 2004, with the primary intention to connect US college students. It first began with Mark Zuckerberg's alma mater Harvard University. At first, it was exclusive, and one could only join if he/she had been invited by a member of *Facebook* (History, para. 19). Gradually it became the most dominant social media with a huge number of users of today- "one-seventh of the world's population" (*The Rise of Facebook: Path to World Domination,* History, 2016, para. 96)**,** who use it for personal or business reasons.

2.2. *Facebook-* Present Status & Aim for Tomorrow:

Today *Facebook* is considered as the ruler of the internet (*"The Rise of Facebook: Path to World Domination,* "History", 2016). More than a billion people worldwide are

using this social media as a regular basis for personal and business purposes (Didelot 2013; Blattner & Lomicka 2012). It is considered as a useful networking system that can be used for sharing news within seconds. In this way, it contributes to academic life as well (Cavalli et al., 2011; N.Sen, Personal Communication, 2014-16). However, the role of *Facebook* in academic life does not fulfill the want as it was expected to. In a survey (Cavalli et al., 2011) on Italian students it has shown that though the students were using *Facebook* for academic purposes, they were using it mostly as a communication tool. Most of them even were not aware of what was web 2.0 tool. As it was mentioned in Cavalli et al. (2011),

> …it was interesting to observe that high levels of daily Internet use do not correspond to high levels of digital literacy. Furthermore, students declared their perceived lack of confidence in the use of ICT and software applications…the great majority of students did not know about the existence of sites such as Twitter (72.8%), Friendfeed (81.5%), LinkedIn (77.3%), SlideShare (77.3%), Delicious (82.3%) and Flickr (70.2%) in 2009. (p. 3-4)

This result has shown us how the young generations get influenced by *Facebook*. It makes them technologically biased to only one site. Apart from this, there is always a fear for maintaining privacy in *Facebook*. The fear is increasing gradually with the modernization of world hacking system. So in many cases, people are pointing to the negative side of *Facebook* (Cavalli et al, 2011; Deway, Belnap & Hillstrom, 2013.) rather than appreciating it.

Moreover, it is now being used as a "depression machine" where people can write whatever they want. As it is pointed out in *Facebook: Path to World Domination,* "*Facebook* depression is something true and easy to notice. People with more friends tend to write longer updates, talk less about their families and are less emotional overall" ("History", 2016, para.119). Consequently, nowadays many people name it as an "antisocial" network. This happens because today people spend a long time in *Facebook* without engaging in any productive work. It is being used as a tool for leisure to many and students are greatly affected by this in a negative way.
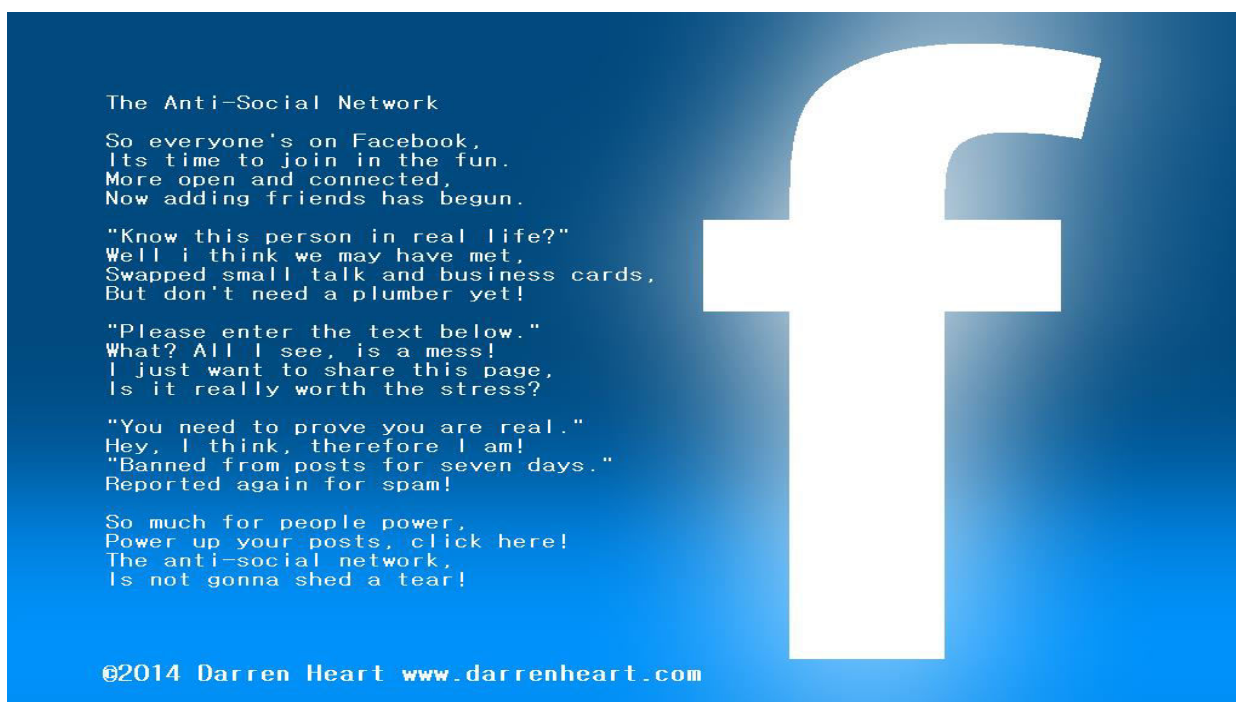
Figure: 2.2.1: Source Google Image

Besides, on 12th April, 2016, the MIT Technology Review revealed Zuckerberg's new plan for upgrading *Facebook* in the next 10 years. Some of the facilities that the regular users will achieve are (5 *Things You Need to Know about Facebook's Next 10 years*, 2016):

Use of 'bot': *Facebook* is allowing companies to build automated "bots" on its *Facebook Messenger* mobile app that users can interact with to do things like get the weather or news or buy things like flowers or burgers. In this way, users can also chat with robo-avatar as like they are doing for years.

Live Video: Sharing and commenting on live video became so popular on *Facebook* nowadays. So the team is now planning to enhance this facility more than ever.

What is in Photos and videos: The *Facebook* team is working on designing a website by using the *Facebook* algorithm to make the search engine easier for users. As an example: if one just type 'mountain' then it will show the pictures of the trip to last summer vacation.

Being social through VR in virtual space: *Facebook* has two virtual reality headsets on the market: the Oculus Rift and the Gear VR (developed with Samsung). However, headset technology is still in its early stages; there is only a limited selection of games and movies to experience. As Zuckerberg wants virtual reality to be something everyone uses to socialize, a key way to get people to stick with VR over time, now on they are planning to do something different to be more fun and melt the distance among users.

Rewire the Internet: *Facebook* team unveiled two new projects aimed at upgrading the Internet. One is a system that uses high-speed wireless technology to wire urban areas with Internet access, as an alternative to laying new fiber-optic cables. Another is a way to pack more data into wireless connections used to link cell towers back to their operators and the Internet.

Facebook now intends to give away the designs for these new technologies for free and expects telecommunication companies will adopt it. It might be useful for teaching and language development as well if it can be operated in a right way.

2.3. Discourse Analysis:

Discourse analysis (DA), or **discourse studies**, is a general term for a number of approaches to analyzing written, spoken, signed language use or any significant semiotic event (Wikipedia, para.1).

According to mentioned statement discourse analysis refers to all semiotic and pragmatic practices for conveying a communication. In a way it is the attempt to study the relationship between language and the context in which it is used, the org. of language above the sentence level therefore to study the larger linguistic units (e.g. conversational exchanges or written texts) (Michael & McCarthy, 1991; M. Stubbs,1983) . Therefore, DA (Discourse Analysis) observes the ways one can communicate with others in a society and the factors that influence that communication. Consequently, it considers the varieties of studying written and spoken discourse as well. There are three very important characteristics of discourse that it:

a) Concerned with language use beyond the boundaries of a sentence utterance

b) Concerned with the interrelationships between language & society

c) Concerned with the interactive or dialogue properties of everyday communication.(S. Ziauddin, personal Communication, Summer-15)

 So the meaning of a sentence in use, the context of using it, what the speaker really means and how they say it, users' personality all need to be considered in analyzing discourse (Cutting, 2008; Oshima, Oshima & Matsuzawa, 2012).

2.4. Study points of Discourse Analysis:

As it is mentioned in earlier point that DA symbolizes all the ways and attempts to communicate with others, it has some points to be focused on while studying DA. The most common points to be considered while analyzing discourse are:

a) **Context:** According to Stilwell Peccei, 1999 & Yule 1996, both Pragmatics and DA study the meaning of words in context, analyzing the parts of meaning that can be explained by knowledge of the physical and social world, and the socio—psychological factors influencing communication, as well as the knowledge of the time and place in which the words are uttered or written (as cited in Cutting, 2008, p.2). Therefore, the situation, place, time, environment, participants, participants' believe, religion, age, metalinguistic features and personality all need to be analyzed while analyzing any particular conversation or write-up. Generally, Context includes four more terms to be considered. They are :

Reference: "The act of using language to refer to entities in the context is known as reference: an act in which a speaker uses linguistic forms to enable the hearer to identify something" (Cutting, 2008, p.7). Naturally, it is used in conversation by using **deixis** (point to person {you, me, I, him} / place {there, here, near, Dhaka}/ time {today, tomorrow etc.}). Moreover**,** Reference is usually used in two ways in conversation (Cutting, 2008, p. 7-10):

　　i.　**Exophoric Reference:**　When a reference used for the first time in context, therefore no previous mentioning of that particular word, information or chunk of that lingual element. As an Example: **I** went to market with **Pradipta** and **Naushin**. Here the speaker 'I' is exophoric

because   the referent is the person speaking; the nouns 'Pradipta' and 'Naushin' are used as an exophoric reference as well as they point to people who are in the cultural context but not referred to previously in the text.

ii.   **Endophoric Reference:** When a referring expression links with another referring expression within the co-text; it refers to how the co-texts hang together (p.8). In an easy way, it is referring within conversation. This is usually done in two ways:

a.   **Anaphoric   Reference:**   Reference   used   from   past experience/conversation; 'that went before in the preceding text' (p.9). As an example: A conversation between two best friends:

X: What happened to you **yesterday?**

Y: What happened?

X: I have **never** seen you in so **grumpy mood** like **yesterday.**

b.   **Cataphoric Reference:** a reference use to refer any future action, command or order to perform; 'a referent in the text that follows' (p.9). As an example:

Y: I **will not disclose** my secrets to anyone anymore, not even to you my dear **X**.

X: Ok, but promise me that you **won't cry** anymore too.

Presupposition: This is defined in terms of assumptions the speaker makes about what the hearer is likely to accept without challenge (S.Ziauddin, Personal Communication, 2015). Therefore in this case speakers assume that whatever they

are going to say or talk about is already get known by the receiver. As an example:

A: I'm going to Tasnuva's place for pajama party.

B: Stay there at night; I will pick you up around 10 am tomorrow.

A: No need, she will drop me to my school tomorrow.

In this situation the presuppositions are:

- ➢ Both A & B know Tasnuva.

- ➢ Both A & B know that B has to be picked up tomorrow's morning by 10 am.

- ➢ Both A & Tasnuva have vehicles to give lift to B.

Inference: Sometimes the receiver of the discourse has no direct access to the speaker's intended meaning in producing the utterance. Therefore the receiver has to rely on the process of inferencing to arrive at an interpretation of the utterance or for the connections between utterances (S. Ziauddin, Personal Communication, 2015). This could be done mainly in two ways:

i. **Logical Inference:** When one can draw a conclusion from a specific premise. For example- Man and Gorilla both have many similar characteristics; therefore both of these two are characterized in the similar family.

ii. **Interactional Inference:** When one can draw a conclusion through interactions. In this case the message, even the point of view of a conversation might get changed. For example:

X: I'm not well.

The receiver might infer that the speaker is not physically well.

X: I had a fight with my parents last night.

After this sentence, the receiver will be able to infer that X is talking about his/her mental condition.

Implicature: This is the idea what the speaker can imply, suggest or mean, as distinct from what the speaker literally says. For example:

A: How's your married life going?

B: Better than my expectation. **I haven't got divorced yet neither killed my husband.**

This is implication involved from which A can deduce the extra information.

b) **Maxims/Cooperative Principle:** There are some rules and regulations that human being tends to follow while engaging in conversation. They are known as **Conversational Maxim or Cooperative Principle of Conversation.** The Cooperative Principle implies decision in four major areas (Cutting, p.34-35):

Relation: The speakers are assumed to be saying something that is relevant to what has been said before.

Quality: The speakers are expected to be sincere, to be saying something related to reality, to not be saying something that they believe to be false or lack of adequate evidence.

Quantity: The speakers should be as informative as it required, do not say more or less than the requirement.

Manner: The response should be brief and orderly, avoid obscurity of expression.

c) Conversation Analysis: Conversation Analysis is considered as a very important point of DA because no utterance can stand alone in a conversation; rather they are linked to other utterances through their function and in this way they make whole chunks of conversation related to the surroundings (Cutting, p. 22). Some common points for analyzing Conversation are (Cutting, p.27-31) :

   i. **Turn-Taking:** Cooperation between the participants always managed by using turn-taking in conversation. Generally, in every culture only one person speaks at a time, speakers take turns and then another. Mostly in every culture, it is decided how long a speaker should hold the floor, when speakers give any pause, when a new speaker can start, whether the new speaker overlap or interrupt. "A point in a conversation where a change of turn is possible called a **Transition Relevance Place or TRP** (p.28)". When a new speaker cannot wait till the TRP it is called an **Interruption.** When a new speaker assumes that the TRP is about to be completed and interrupts then it is called an **Overlap**.

   ii. **Adjacency Pairs:** It refers to utterances that occur in patterns in Conversation. As an example: Question-answer, greetings to each other, offers-deny and so on. There are two types of adjacency, frequently occur in conversation on the basis of response; when each first part creating an expectation of a particular second part and get so then it is called a **Preferred Response.** When the responses tend to be refusals or disagreement or something in different function then it is called **Dispreferred Response.** The pairs might be endless, for example:

A: How are you?

B: I am fine, what about you? (Preferred response)

B: I got hijacked yesterday! (Dispreferred response)

iii.   **Sequences:** Conversation analysts claim that as speakers are mutually constructing and negotiating in conversation, therefore, certain sequences of utterance of turns may occur during conversations. This sequence can occur in three ways:

Pre-sequences: Prepare the ground for a further sequence. As an example: a Pre- invitation like this:

A: You watched *Minion,* don't you?

B: Is it still on at Bashundhara?

A: Yeah, let's go with me.

Insertion sequences: Occur within the adjacency pair which acts as macro-sequences, the rest of the conversation can stand theoretically without it.

A. You watched *Minion,* **don't you**?

B: Is it still on at Bashundhara?

A: Yeah.

B: **What is your free time?**

A: Today at 4p.m, and 'm planning to go after then. Let's go with me.

B: Sure, see you at 4.

Opening & Closing structure: Opening structure always contains the starting of a conversation like greetings; on the other hand, closing paves

it way by preparing a pre-closing sequence rather than just ending with a farewell. These two always occur simultaneously in chatroom, email, and blogs.

d) **Politeness:** This refers to the choices that are made in language use, the linguistic expressions that give people space and show a friendly attitude to them while engaging in conversation**.** Therefore, it provides a chance to save one's face from being threatened. It generally occurs in two ways**:**

Off- Record: when speakers say something in an indirect speech and left an open space for the receiver's further action and comment. As an example: Instead of saying "Shut-Up" one can say, "Why people can't keep silent?"

On-Record: This type of politeness occurs in two ways:

Positive Politeness: Saying something in a polite way, boldly. As an example: Would you like to have some more coffee?

Negative politeness: Disagreeing with someone in a polite manner that might be flouted in impoliteness in an extreme case but not be ending similarly always. As an example: You aren't deaf I guess. Will you mind to be quiet?

All in all politeness strategies are used in conversation to draw a line between genuine politeness and being rude. The diagram will be something like:

Politenesss_____NegativePoliteness_____Rude

Figure 2.4.1: Politeness Strategy

There are some other facts like- corpora and communities, culture and Language learning. However, these points are skipped here as this paper is not focusing on them. Some of the above-mentioned points will be further discussed in next point in light of analyzing discourse of *Facebook*.

2.5. Characteristics of Analyzing discourse of *Facebook*:

According to the demand of present use of *Facebook*, its discourse became a point to be considered in recent research of Linguistics and Sociology. Mostly it is referred to analyze the conversation of chatting, status and video conferencing of *Facebook* as these are mainly connected to influence one's reading and writing skills. These uses of social networks also persuade peoples' synchronous and asynchronous learning (Chung & Paredes, 2015; Clark & Gruba, 2010; Dalton, 2011). As a result, there are some particular points that need to be focused on during analyzing discourse of *Facebook* (N.Sen, Personal Communication, 2015-16). They are:

a) **Context:** It is mentioned earlier that situation, place, time, environment, participants, participants' belief, religion, age, metalinguistic features and personality all are included in the context of analyzing discourse. It is also true for analyzing *Facebook* Discourse. Moreover, user's fear for maintaining privacy in account, implicature behind a certain status and inferences that the receiver makes are included here to be considered as well.

b) **Maxims/Cooperative Principle:** The way the participants are engaged in conversation, either they maintain or violate the cooperative principles, are included in studying discourse analysis of *Facebook*.

c) **Conversational Analysis:** The way of processing a conversation became the study point of analyzing *Facebook* discourse.

d) **Politeness Strategy:** The way the maintenance of politeness occurs in sharing posts, chatroom, or in status is a part of analyzing *Facebook* discourse.

e) **Culture:** Culture is one of the prominent factors to be analyzed in *Facebook* discourse because the way of formal and informal sharing, conversations have lots of varieties to study.

2.6. Research findings on Social networks, *Facebook* and Language practice:

There are both negative and positive findings in using social networking sites and *Facebook* in language practice. At present, the use of internet in class or for language purpose is not new at all because of worldwide acceptance of CALL (Computer Assisted Language Learning).Consequently, many people believe that today's teachers can get most of the beneficiaries through using internet access in or outside of the classroom. It is the place of 'finding answer for any kind of question' (Sudartini, 2010, p.2).Warschauer, Shetzer and Meloni proposed five main reasons to use the Internet for English teaching called ALIVE. It stands for Authenticity, Literacy, Interaction, Vitality and Empowerment (as cited in Sudartini, 2010, p.2). In this way, social networking came to be used in the learning system.

Moolenaar (2012) said that the use of social networking becomes a pioneer for teacher collaboration in learning. He also exclaimed that in some cases social networks also make a bridge between learners' learning and teachers' teaching. As the popularity of CALL increasing gradually the use of social networking makes a new way in this issue

by changing the way of communicating with teacher, participants, peers, and colleagues (Moolenaar, 2012; Salami, 1991; Cummings, Heeks & Huysman 2006). *Facebook* is another addition of technology in this case. As Blattner and Lomicka (2012) mentioned,

> *FB* offers a wide array of technological affordances supporting a diverse range of interests and practices which integrate several modes of Computer Mediated Communication (CMC) such as self-presentation, and one-to-one or one-to-many written exchanges (para.4)

Moreover, particularly social networking is now used for saving the particular language from language death. As Sallabank (2010, p.184-205) brings out a case study of Guernsey which is an island in the English Channel that is situated in between nearest British and French port. Consequently, the use of English and French for daily communication is very popular among the inhabitants. There is another dialect which is very popular in use from traditional time is 'Guernesiais'; and most people of the island use it for communication. However, it is found that as the growth of social media and social demand today's young generation of Guernsey is becoming interested in learning English. The popularity of Guernesiais is becoming faded in this way. However, the social site *Facebook* appeared as a savior in this case. People now make their own circle to communicate in Guernesiais through *Facebook*. In this way, the writer pointed out the good side of *Facebook* that saved a language from being lost. As Sallabank exclaimed that, "There is thus very little practical difference between "ethnicity/"culture," and "identity," and all may be seen as related to social networks" (*The Role of Social*

Networks in Endangered Language Maintenance and Revitalization: The Case of Guernesiais in the Channel Islands, 2010, p.7).

Even having such beneficiaries of social networks it is not free from its negative outcome on language. Sallabank (2010) pointed out the real life problems of social networks (*Facebook*) related with use of informal language while conducting a conversation, bringing off-topic, frequent code-switching between English and Guernesiais, and absence of interest for engaging in conversation for lack of knowledge of phonology. Again, Chung and Paredes (2015) conducted a research to show the effectiveness of social networks in online learning & Performance, where they mentioned,

> Analysis of data collected from an e-learning environment shows that rather than performance, social learning correlates with properties of social networks: (i) structure (density, inter-group and intra-network communication) and (ii) position (efficiency), and (iii) relationship (tie strength)" (P.2).

The hypothetical model designed by the authors of this paper was tested within an e-learning domain in a Group of Eight (Go8) university in Australia. The authors went through several pre-learning and tried to come up with the good sights of social networks. However, at the end of the paper, they exclaimed that though there were lots of good sights most of the students only took social networks as the way of communication. There were only a few students who really were aware of the beneficiaries of social networks. It was mostly viewed that these students were also experienced in technology. The rest were mainly concerned with the communication but that communications got

valued when there was proper 'content richness' which was viewed to be absent in most cases (Chung & Paredes,2015,p.240-253) .

Figure 2.5.1: Source Google Image

Furthermore, in a survey report- *Facebook influence on university students' media habits: qualitative results from a field research,* the survey result told us that most of the Italian undergraduate students did not have any clue about any kind of web 2.0 materials apart from *Facebook*. Moreover, most of the students did not know why and how to use even *Facebook* in time of registering. Though the preference for *Facebook* increased to 59% from 2008 to 2009 it was viewed that most of the students were using it for easy communicative purpose only. On the other hand, it was viewed that many students were concerned with the negativity of *Facebook* as it paved the way of fake relationship, too much 'exhibitionism and curiosity', privacy issue etc (Cavalli et al.,2011).

Despite these, J.Oshima, R.Oshima, and Matsuzawa (2012) exclaimed in their paper that the available research, theories were not sufficient for analyzing the discourse of social network on knowledge building perspective. They found different results of the same problem from different university students. As it was mentioned in J.Oshima,

R.Oshima and Matsuzawa (2012), "… their usage of conceptual words during conversational turns was considerably different" (p.14). The problem solving took place through synchronous chatting system of internet among students. Here the focus was on knowledge building discourse exploration but the results showed that students most often get engaged in a side or off-topic conversation rather focusing on knowledge building on a certain concept. The ratio of such results became different as well. Some students used lots of turn-taking during chatting. However, besides getting different point of view from different background the author conclude the paper with a hopeful voice by saying that , "…we hope that discourse analysts can easily extend their analyses by integrating SNA of discourse data into their current approaches" (p.18).

After above discussions, it can be said that a continuous debate always going on among theorists, linguists, and users of *Facebook* to establish that it is creating an influence on language practice. Some say there is a good influence where some others say it creates language distortion. Similarly, some people also say that such social networks are the place of "motivation, frustration and demotivation" (Clark & Gruba, 2010, p.1-10).

Chapter 3: Research Methodology

3.1. Participants of the Study:

a. Students: In the research **19** students from different Universities took part to fill up the questionnaire. Among these participants, 5 students were interviewed later by the researcher in both face to face and over phone. The age range of the students was from 20 to 30. The researcher clarified the problems or confusions of the participants in both face to face and through online chatting of *Facebook*. The levels of the students were Intermediate to Advanced Intermediate (as both BA and MA students took part in the survey).

b. Teachers: The questionnaire was filled up by 7 Teachers from two different levels. Six of them from primary level and one is a new lecturer in a University. Four teachers filled the questionnaire in pen and paper others did so through *Facebook*. Among these participants, three teachers were interviewed later by the researcher (two from primary and one from tertiary). Apart from them, two other teachers of both levels (one primary, another tertiary) were also interviewed who did not take part in the questionnaire survey. The researcher also clarified the confusions of certain points whenever faced by the participants in both face to face and through online chatting of *Facebook*.

c. Service Holders: The questionnaire was open to be filled up for all occupations. Therefore 16 participants of different professions took part in the survey. There were four doctors, one optometrist, two engineers, one advocate and seven job holders (English, BBA & MBA) from different media (online-print and ad agency) and organizations (bank

& private companies, and IT people) took part in the questionnaire survey. The doctors, the optometrist, one IT person and the advocate only filled-up the questionnaire in pen and paper while others filled-up it through *Facebook*. The age range of all participants was in between 24 to 35**.** The researcher clarified certain confusions whenever faced by the participants in both face to face and through *Facebook* chatting.

3.2. Instruments of the Study:

a. Questionnaire for all participants: Questionnaires were distributed among 42 participants. Among them, 20 participants filled-up it in pen and paper where others did so through *Facebook.* There were 20 questions in the questionnaire with multiple options such as: Strongly Agree, Agree, Disagree and Strongly Disagree; or Yes, Sometimes, Not particularly and Never. There was one open-ended question in number 18. Even after these, most questions had varieties in options to tick like- Friends and family, Teachers and Mentors, Colleagues and All of them; or, Chatting, Video Calling, Posting Status and commenting on Others and Blogging, etc. The participants had to tick on the answers that they thought appropriate for the question. The participants were free to skip any question if they thought there was no right answer in options. In the questions where the options were like Strongly Agree, Agree, Disagree and Strongly Disagree, there Agree and Disagree were used to refer to respectively Positive and Negative attitudes where Strongly Agree and Strongly Disagree were used to refer to one's particular stand. In addition, the researcher also brought changes in the questionnaire in print and online according to participants' demand. She used to clarify the confusions of the participants as well whenever they faced any problem.

b. Interview of the selective participants (student and teacher): An Interview was conducted for 10 people only. 5 students and 5 teachers took part in the interview. The interview questions for students were different than the interview questions for teachers. There were five questions to be briefly explained in both cases. Interviewees were all allowed to bring their own example, sharing experience while answering questions. There was no influence of the interviewer (the researcher) on interviewees but sometimes she narrated some points (e.g. condition, example) in both Bangla and English for interviewees' better understanding.

3.3. Method of Analysis:

Quantitative and mixed methods were used to find out about analyzing the discourse and the impact of *Facebook* on language practice. Questionnaire and Interview were done for the research. Teachers and University Students took part in the questionnaire survey; a few of them later took part in the interview. Participants from other professions only participated in the questionnaire survey. The responses to the questionnaire were converted into percentage and the pie charts were made by using Microsoft Excel 2007 to represent the percentage. The questions those were not possible to answer with multiple-choices were incorporated in the interview.

3.4. Settings of the study:

The researcher had to sit with 10 participants for the questionnaire survey. The researcher along with the participants had to sit together and the answer. These meetings mainly took place in different participants' home. Apart from that, the researcher had to

access internet and *Facebook* chatting for conducting the online survey. As a result, both virtual and face to face sittings were held during conducting the questionnaire survey. There was no external pressure because everyone answered whatever they thought to be correct without being influenced by other's response.

For the interview, the researcher mostly contact with the participants over phone. No participant had any idea about who would be the other participants or what others said. Therefore no external or pair influence on the interview as well.

3.5. Limitations of the Study:

- Many participants were not co-operative with the researcher. Many of them were reluctant for taking part in the online questionnaire survey. Therefore, participants' negative responses towards *Facebook* also influenced the purpose of the survey.

- There are only a few sufficient sources for creating and conducting online survey. Moreover, some of these online questionnaires stop working after a certain period of time.

- Teachers were not always available to take part in interview.

- An observation period should be included for analyzing the discourse of *Facebook* for academic or teaching purpose that was not possible for time limitation and participants' disinterest for sharing their virtual history.

Chapter 4: Research Findings and Discussion

4.1. Analysis of questionnaire:

There were 20 questions in the questionnaire and 42 participants from different professions took part to fill up the questionnaire. The questions were categorized into two units- **General Questions** and **Discourse Analysis of *Facebook***. The first seven questions were in general questions category, the rest were included to analyze the discourse of *Facebook*. Participants filled-up the questions under the second category on basis of their virtual experience.

General Questions:

Q.1: What is the most popular social networking site that you visit regularly?

Table 1:

Answer Type	No of Participant	Percentage
Facebook	38	90.48%
Twitter	0	0%
Second life	0	0%
Viber/What's App	3	7.14%
All of them	1	2.38%

About 90% of the total participants agreed that they use *Facebook* regularly. Only four people said that they use both *Viber* and *Facebook* for regular social networking. This signifies the popularity of *Facebook* among users for various reasons.
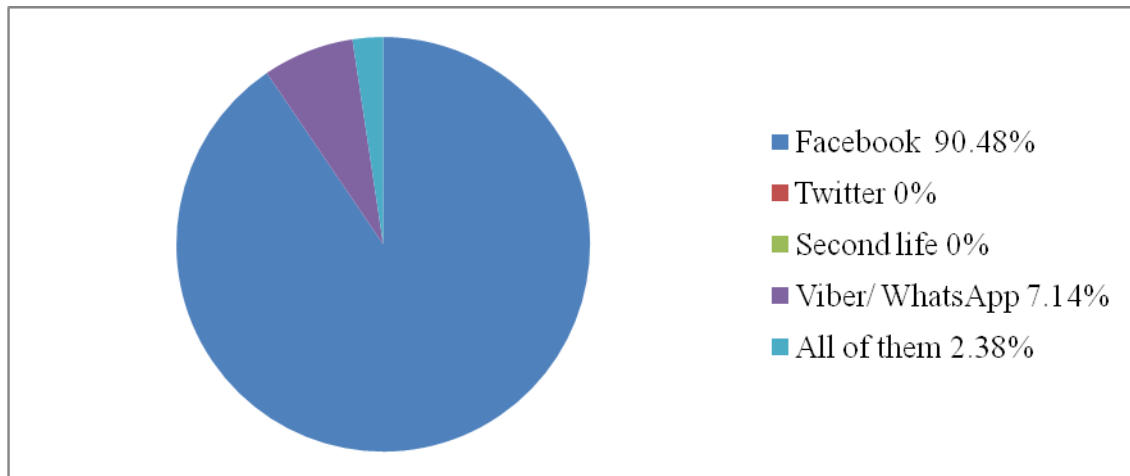
Figure 4.1.1: Users of social networking site

Cavalli et al. (2011), and Blattner and Lomicka (2012) also mentioned about the popularity of *Facebook* among worldwide users of different social networking sites.

Q.2: What is the main purpose for your regular browsing?

Table 2:

Answer Type	No. of Participants	Percentage
Communication	37	88.09%
Study Program	2	4.76%
Fun & Gaming	1	2.38%
None	2	4.76%

Figure 4.1.2: Purpose for regular browsing

While answering this question, 31 participants answered that they use *Facebook* only for communication. Only seven people said that they use it for study program. Even five among these seven people said that they usually use *Facebook* for study and communication. Four participants said that they were attracted to the fun and gaming apps. Two of the participants said that they use *Facebook* for no reason. Chung and Paredes (2015), and Cavalli et al. (2011) also mentioned that most of the users use *Facebook* for communication purpose only.

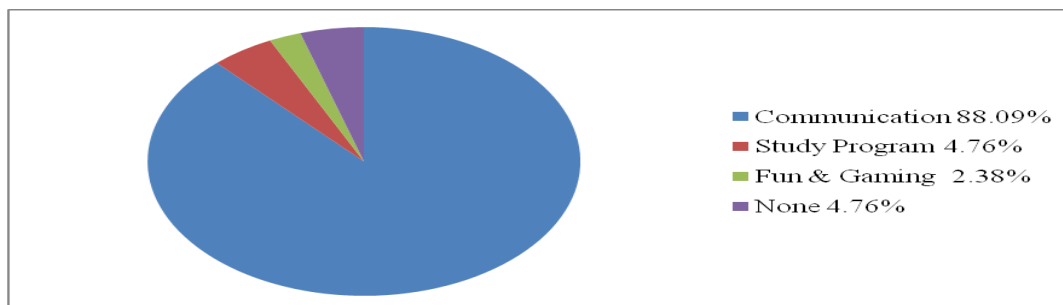**Q.3: "Social networks could be a useful tool for Language Acquisition" – do you agree with this statement?**

Table 3:

Answer type	No. of Participants	Percentage
Strongly Agree	5	11.90%
Agree	32	76.19%
Disagree	5	11.90%
Strongly Disagree	0	0%

Among all, 32 participants agreed with the statement where 5 participants said that they strongly agree with this.5 other participants disagreed with the statement as they never experienced this in life. Therefore, most participants believed that social networkings could be useful for language practice.
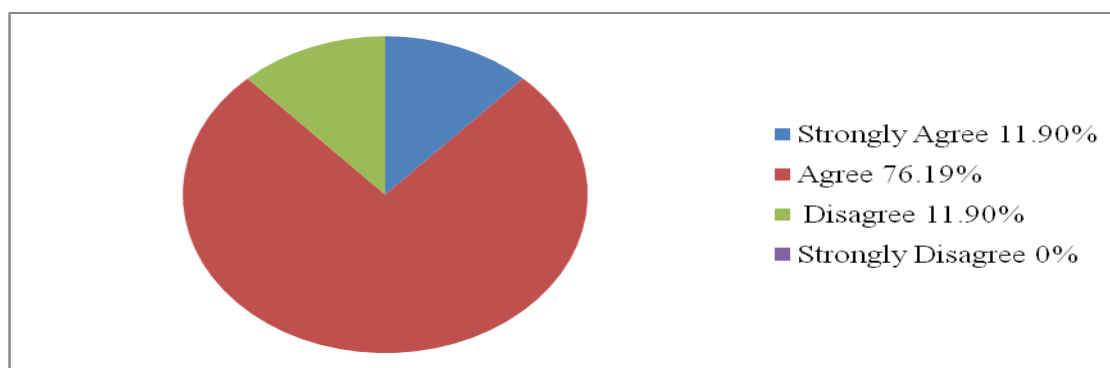
Figure 4.1.3: Users perceptions about using social network as useful tool for

Language Acquisition

McBride (2009) also exclaimed how different social networks were used to recreate changes in foreign language teaching.

Q.4: How many times you spend in social networking sites?

Table 4:

Answer Type	No. of Participants	Percentage
2-3 hrs daily	14	33.33%
More than 3 hrs daily	13	30.95%
Less than an hr daily	14	33.33%
2-3 times weekly	1	2.38%

Maximum participants picked either 2-3 hrs or less than an hr as answers. Only one person said that he checked social sites weekly once. It also mentioned by Chung and Paredes (2015) that maximum users of social network maintain a regular browsing for communicating with others.

Q.5: What is the preferable way of communication with others in social networking sites?

Table 5:

Answer Type	No. of Participants	Percentage
Chatting	32	76.19%
Video Calling	4	9.52%
Postings status and Commenting on others	6	14.28%
Blogging	0	0%

Among all, 32 participants picked Chatting is the preferable way of communication in *Facebook*. Only four answered that they prefer video calling while other six people said they liked to communicate through posting status and commenting on others. No participants were interested in blogging.
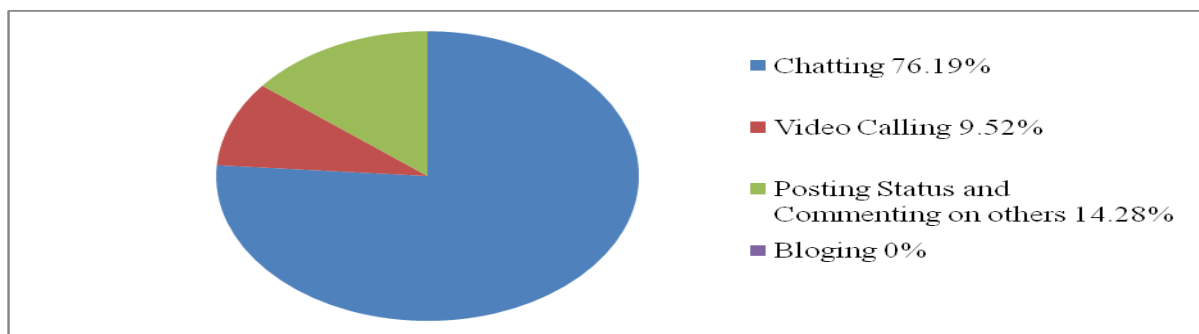
Figure 4.1.4: Users' preferable way of Communication

It is mentioned in Clark and Gruba (2010), and Cavalli et al. (2011) that most of the users of *Facebook* prefer texting through *Facebook* messenger or chatroom. It is mentioned in Cavalli et al. (2011) that many of these users were not interested or never attempt to write a blog post or contribute in wiki.

Q.6: Which language do you use most frequently while communicating with others?

Table 6:

Answer type	No. of Participants	Percentage
Bangla	2	4.76%
English	7	16.67%
Banglish* (*is a term used for combining Bangla and English together or representing one by using other to form a language to communicate easily. As an Example: Amar aj Tuition ache, so I better should not go out for movie.)	15	35.71%
Depends on relationship and context	18	42.86%

This question yields mixed responses from participants. Only two people said that they use Bangla mostly and seven said they use English while 15 people exclaimed that they always mix these two languages and also the colloquial languages together while chatting. 18 participants respond that they use language/s depending on the relationship and context.
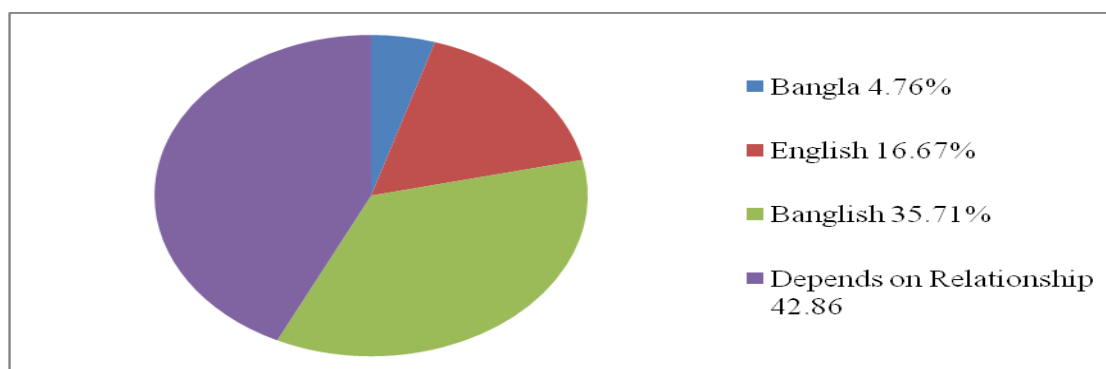
Figure 4.1.5: Language that frequently in use

Sallabank (2010) also pointed out this problem of *Facebook* while analyzing its discourse that users often code-switch between two languages while chatting or communicating with others. Sometimes users use informal language, language shifts and slangs as well (Sallabank, 2010, p.17).

Q.7: With whom you communicate most through social networking sites?

Table 7:

Answer type	No. of Participants	Percentage
Friends and Family members	30	71.43%
Teacher, student and mentor	0	0%
Colleagues	1	2.38%
All of them	11	26.19%

About 71.43% of the participants said that they use to communicate with friends and family members through *Facebook*. None but one person only respond to communicate with teachers and mentors along with friends and family members. Deway, Belnap and Hillstrom (2013) mentioned that "62% of the students' social network consisted of "Friends" and 38% "Acquaintances"" (p.11). Thus the answers to this question support the theory as well.

<u>Discourse Analysis of *Facebook*</u>:

Q.8: How often do you browse *Facebook*?

Table 8:

Answer type	No. of Participants	Percentage
Very often	7	16.67%
Often	7	16.67%
Daily	25	59.52%
Weekly/Once in a month	3	7.14%

Seven of the participants answered that they browse *Facebook* very often while seven more said they use it often. 25 participants exclaimed that they browse Facebook daily. Only 3 participants responded that they check Facebook weekly/once in a month.
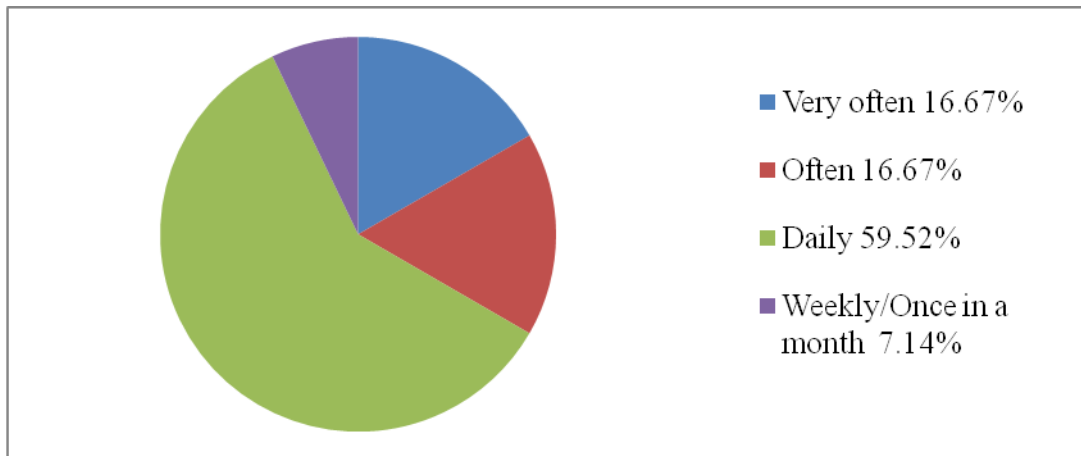
Figure 4.1.6: Facebook in use

This again supports Cavalli et al. (2011) that most of the undergraduate students pass their time on *Facebook* for hours but some of them just check it as a routine check.

Q.9: Do you think Facebook is helpful for developing any particular skill practice?

Table 9:

Answer type	No. of Participants	Percentage
Yes	3	7.14%
Sometimes	26	61.90%
Not particularly	12	28.57%
Never	1	2.38%

Most of the participants (3+26) believed that *Facebook* is helpful for developing a particular skill. Only 13 people believed and one strongly believed that it is not helpful for skill practice. Deway, Belnap, and Hillstrom (2013) said that the knowledge of people regarding ELP, who engaged in browsing internet and social networking were less than

the people who do not practice reading or writing on internet. So, this time, the findings

of this research do not support the theory.
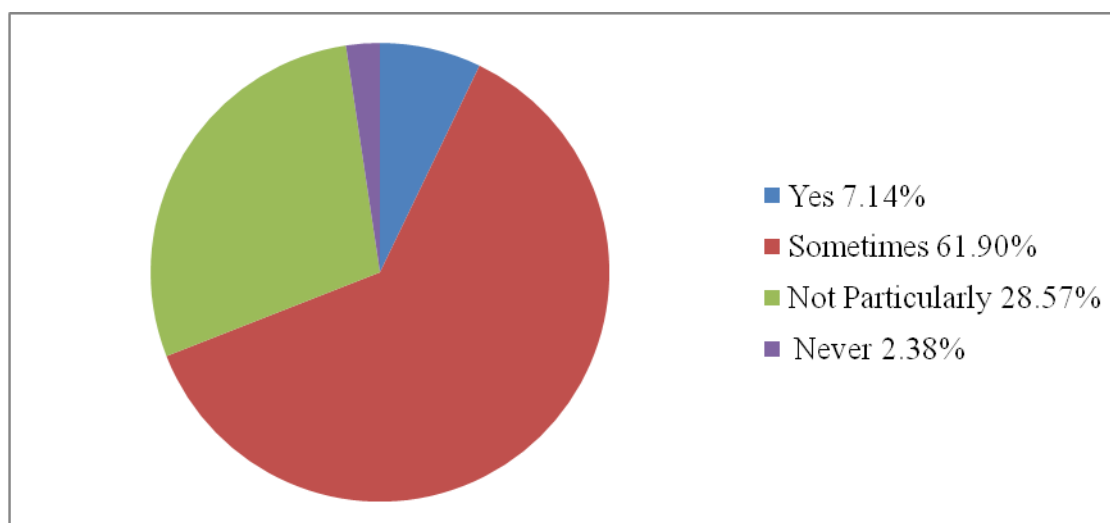
Figure 4.1.7: Facebook's role in skill practice

Q.10: Name two skills that you think to get developed through 'Facebooking'.

Table 10:

Answer type	No. of Participants	Percentage
Reading and Writing	23	54.76%
Reading and Speaking	2	4.76%
Writing only	13	30.95%
Speaking and Writing	4	9.52%

Most of the participants (23) believed that reading and writing skills are mainly

practiced through *Facebook*. Only two believed that reading and speaking skills usually

got practiced. 4 opined that speaking and writing skills got practiced and rest believed

none but writing skills only got practiced. These responses once again disagree with the

findings of Deway, Belnap and Hillstrom (2013), and Cavalli et al. (2011). However,

Sallabank (2010) considered *Facebook* as a reliable platform for practicing both writing

and speaking skills.
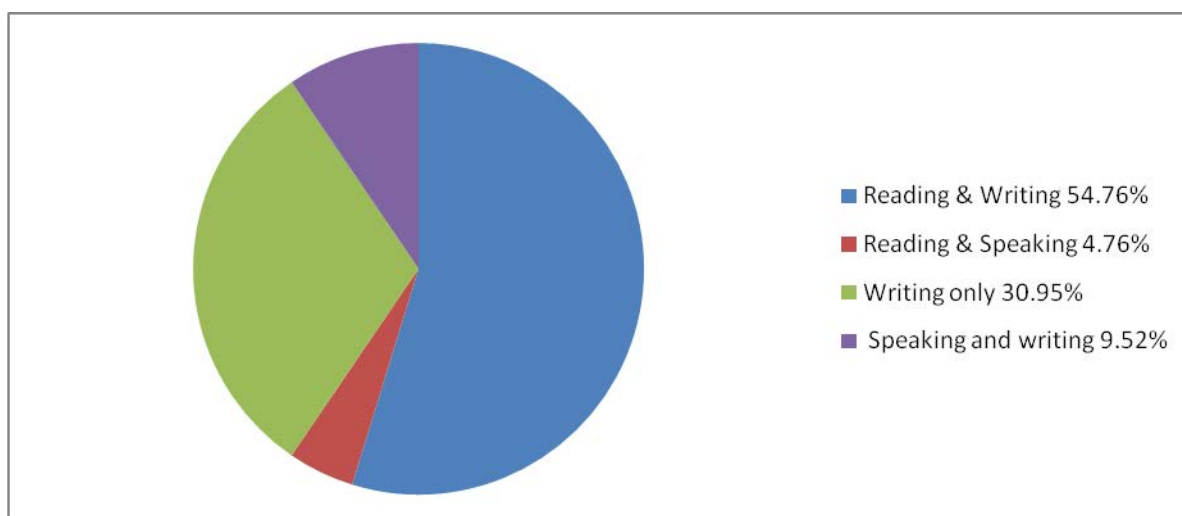
Figure 4.1.8: Skill practice through Facebooking

Q.11: "Facebook is killing our time, our energy and most importantly it kills one's writing habit" – do you agree with this statement?

Table 11:

Answer type	No. of Participants	Percentage
Strongly Agree	8	19.05%
Agree	18	42.86%
Disagree	16	38.09%
Strongly Disagree	0	0%

While answering these questions participants yield mixed responses. More than half of the participants (19.05% + 42.86%) exclaimed that *Facebook* is affecting one's writing habit while rests (38.09%) disagreed with the statement.

Strongly Agree 19.05%
Agree 42.86
Disagree 38.09%
Strongly Disagree 0%
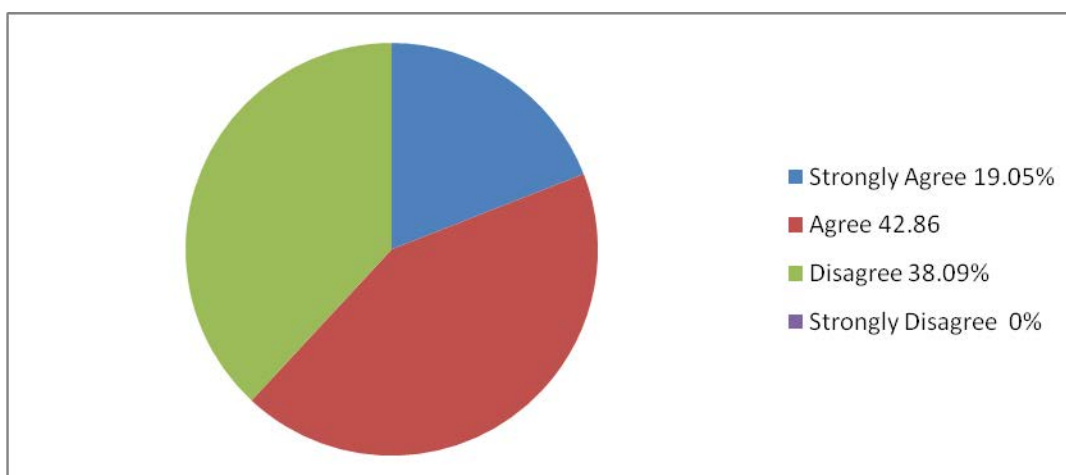
Figure 4.1.9: Users' Perception about Facebook

Sallabank (2010) said that *Facebook* saves the language Guernesiais form language lost through the way of continuous chatting, sharing blog post and so others. On the contrary Cavalli et al. (2011) mentioned that the informal way of texting hampers students' writing habits. The mixed findings of this question also support the dualism of hypothesizes.

Q.12: Did the way of writing for online blogging or chatting ever affect your writing habit for academic paper or exam-script?

Table 12:

Answer type	No. of Participants	Percentage
Yes, Frequently	3	7.14%
Happened often	18	42.86%
Not so often	15	35.71%
Never noticed/ get complained	6	14.29%

This question also got mixed responses. Half of the participants (7.14% + 42.86%) said that they got affected by *Facebook* discourse in practical life where other half (35.71% + 14.29%) said they avoid that situation frequently. Once again these

findings support the duality between the findings of Sallabank (2010) and Cavalli et al. (2011). This also supports the idea of Oshima, Oshima and Matsuzawa (2012) where the authors mentioned that researches had varieties in findings for having variety in purpose, participants, content and context.
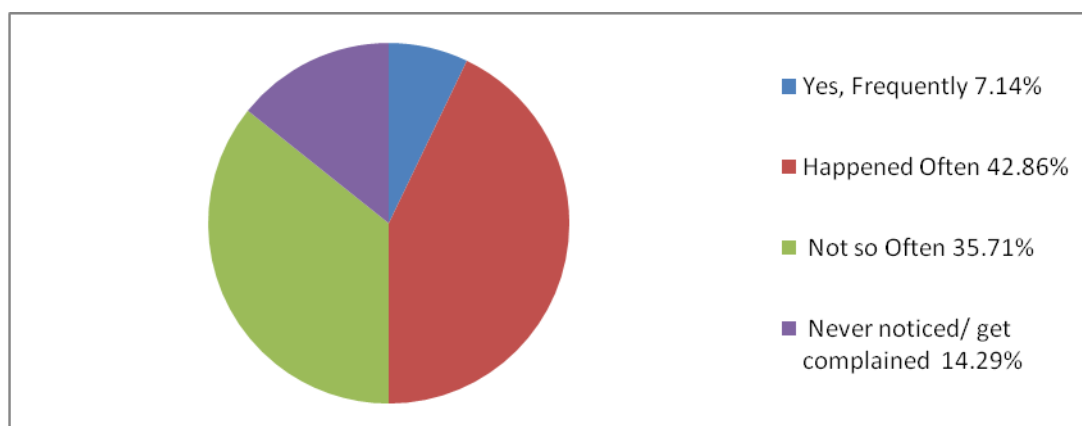
Figure 4.1.10: Influence of Chatting or online blogging in academic writing

Q.13: "Facebook is a place where people are talking to wall" – Do you believe this statement?

Table 13:

Answer type	No. of Participants	Percentage
Strongly Agree	5	11.90%
Agree	21	50%
Disagree	15	35.71%
Strongly Disagree	1	2.38%

Almost 62% of the participants agreed with this statement while rests around 31% disagreed with it. This signifies the negative attitude among users that was mentioned by Cavalli et al. (2011); and in *History of Social Networking: How it all began!* (2016).

Q.14: Have you ever experienced online discussion, video conference with others through *Facebook* for discussing academic paper or certain topic?

Table 14:

Answer type	No. of Participants	Percentage
Never	7	16.67%
2-3 times only	18	42.86%
Throughout academic and professional life	17	40.48%
Only once	0	0%

7 among 42 participants said they never experienced such practices through *Facebook*. However, 18 participants experienced this for 2-3 times. 17 participants experienced this throughout their academic and professional life. These findings signify the positivity of social networks that were also mentioned in Chung & Paredes (2015), Clark & Gruba (2010), and Dalton (2011).
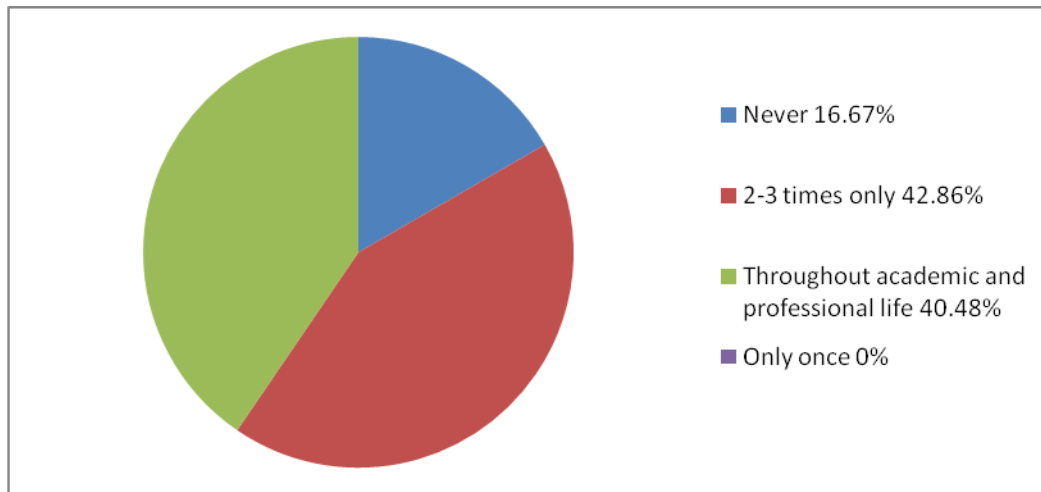
Figure.4.1.11: Use of Facebook for academic purpose

Q.15: How comfortable are you with the terms and regulation & the facilities provided by Facebook?

Table 15:

Answer type	No. of Participants	Percentage
Very comfortable	2	4.76%
Comfortable	30	71.43%
Not so comfortable	5	11.90%
Uncomfortable, have privacy issue	5	11.90%

Most of the participants (32) said they were comfortable with the facilities provided by *Facebook* where only five mentioned that they were seriously concerned about maintaining privacy. Cavalli et al. (2011) found the privacy issue among the undergraduate students regarding using *Facebook*. However, the research finding does not support the authors' idea very much.

Q.16: Do you think the way that you are communicating, sharing information or discussing subject materials affect your second language (e.g. English) practice?

Table 16:

Answer type	No. of Participants	Percentage
Yes, it is	10	23.81%
It might be	23	54.77%
Not at all	8	19.05%
Never think in that way	1	2.38%

This question again got mixed responses from participants. 23 people were confused either Face-booking affected their ELP or not. 10 people were very sure that it was effective. 8 people believed that this was not frequent and one never thought about language concern. Oshima et al. (2012) mentioned that use of social network is a 'new methodology that integrates two prevailing metaphors of learning (acquisition and participation)' (p.1). The collected responses for this question signify a variety for the statement of Oshima et al. (2012).
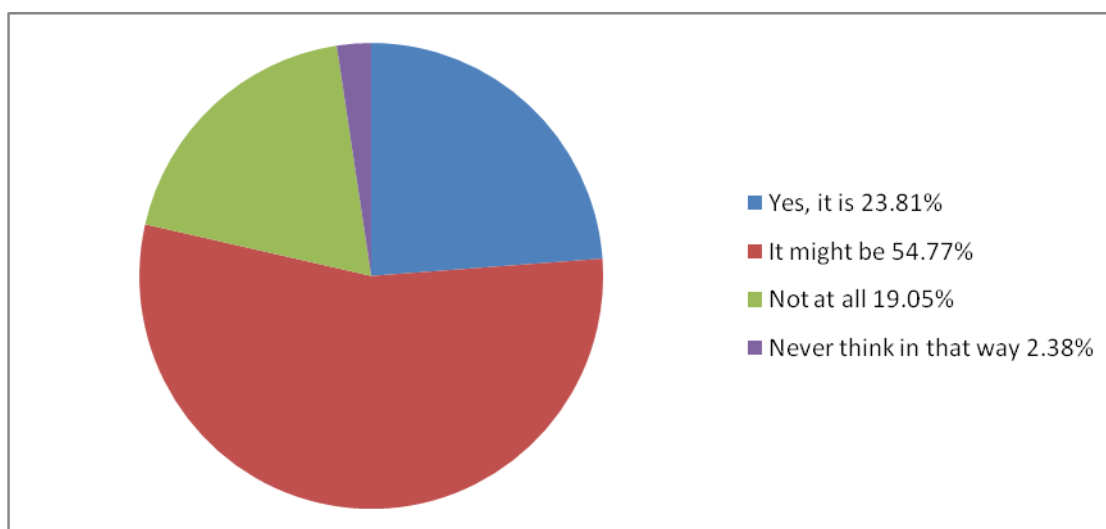
Figure 4.1.12: Facebook's influence on ELP

Q.17: Suppose English is your second language and you use it mostly while communicating with others on *Facebook*. So, do you ever bring reference of any kind, or make comments in a way by hurting someone (Politeness Strategy), or presuppose anything before the other person's response?

Table 17:

Answer type	No. of Participants	Percentage
Most Frequently	1	2.38%
Frequently	7	16.67%
Not so often	17	40.48%
I prefer to listen to others and accept whatever they are saying or writing mostly while communicating in English.	17	40.48%

Only a few participants (2.38% + 16.67%) aware of using reference or politeness strategies while communicating with others through *Facebook*. 40.38% of total participants exclaimed that they used those discourse elements but not so often. The rests were not sure about what they were using.
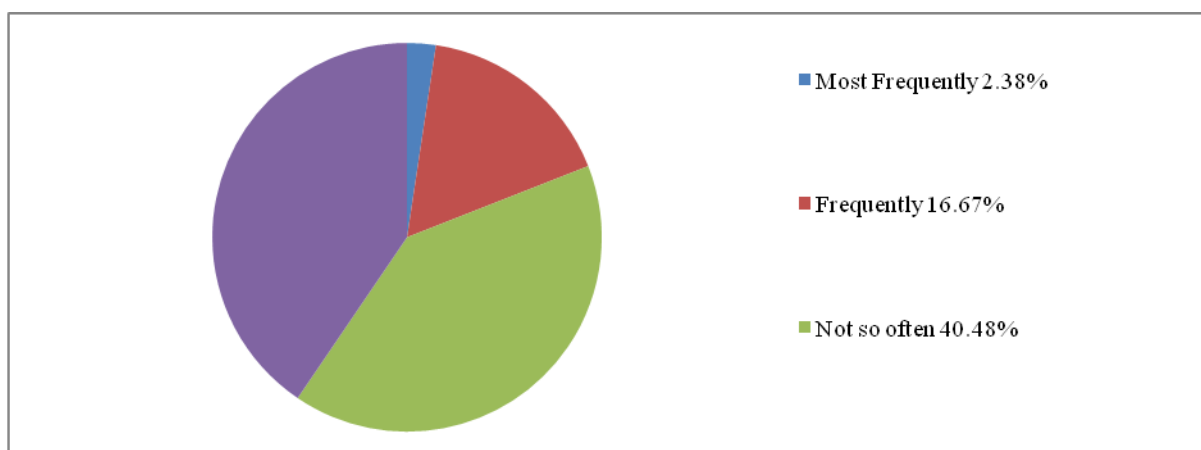
Figure.4.1.13: Use of discourse element in chatting/conversation

These findings support the findings of Sallabank (2010), Oshima et al. (2012) and Cavalli et al. (2011). All these three articles pointed out that participants always outburst their emotions, feelings regarding certain incidents, their rage while communicating or chatting with others through social networks and *Facebook*.

Q.18: If your answer to question 17 is yes then please explain your experience in three sentences (within 90 words).

Table 18:

Answer Type	No. of Participants	Percentage
Open question, participants were free to answer or skip this question.	3	7.14%

Only 3 participants among 42 answered this question. The responses were:

A: I usually write about my feelings as a status update. I did comment once on someone's post just to make that person more aware about certain things, but of course in good intention.

B: I ALWAYS WANT TO LISTEN TO PEOPLE'S OUT LOOK, WANT TO INTERACT WITH THEM.IF THEY ARE BORING, I AVOID THEM.

C: We always give reference of previous events. Sometimes people become impolite because there is no speaking conversation during the time spent in FB.

These findings partially support the findings of Sallabank (2010), Oshima et al. (2012) and Cavalli et al. (2011) as well.

Q.19: While engaging in a conversation (in English) on Facebook did you ever use turn-taking*(Cooperation of participants while engaging in conversation, giving pause for others to speak, relevance with previous speech), using fillers, hedges and cushions, commissives (commitment), expressive, directives (direct hearers to perform an action) or any adjacency pair (conversation in pair like question-answer)?

Table 19:

Answer Type	No. of Participants	Percentage
Most of the time	5	11.90%
Many times	11	26.19%
Sometimes	18	42.86%
Never noticed but yes I might use them.	8	19.05%

Most of the participants agreed with using different discourse elements while communicating with others in FB but only 19.05% were confused about it. Oshima et al. (2012) also mentioned that students use lots of turn-taking while chatting. Sallabank (2010) mentioned the use of informal language, off-topic conversation, and language shift among users while communicating with others through Facebook.
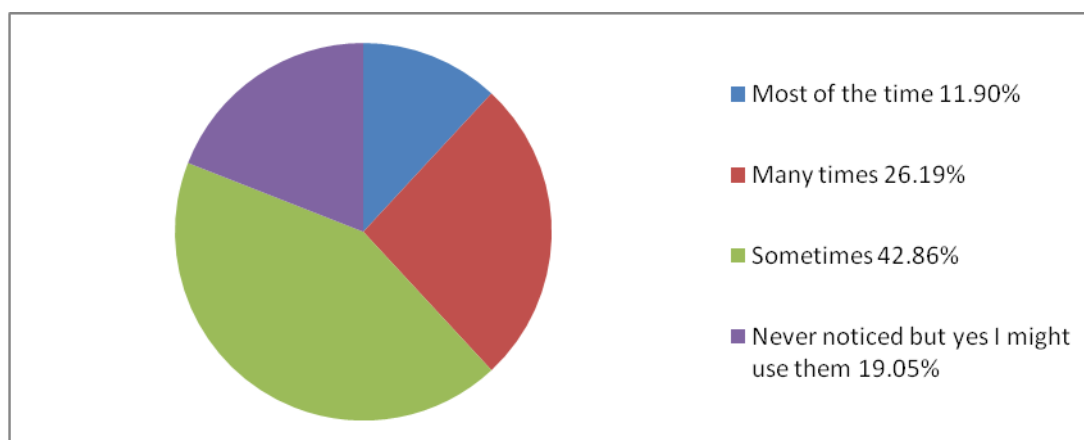
Figure.4.1.14: Use of discourse element in *Facebook* Chatting

Q.20: Chatting is a good way for sequencing previous conversations – Do you support this statement?

Table 20:

Answer type	No. of Participants	Percentage
Strongly Agree	6	14.29%
Agree	29	69.05%
Disagree	6	14.29%
Strongly Disagree	1	2.38%

Almost 83% of total participants agreed with the statement. Only seven people disagreed and 1 person among them strongly disagreed with given statement.
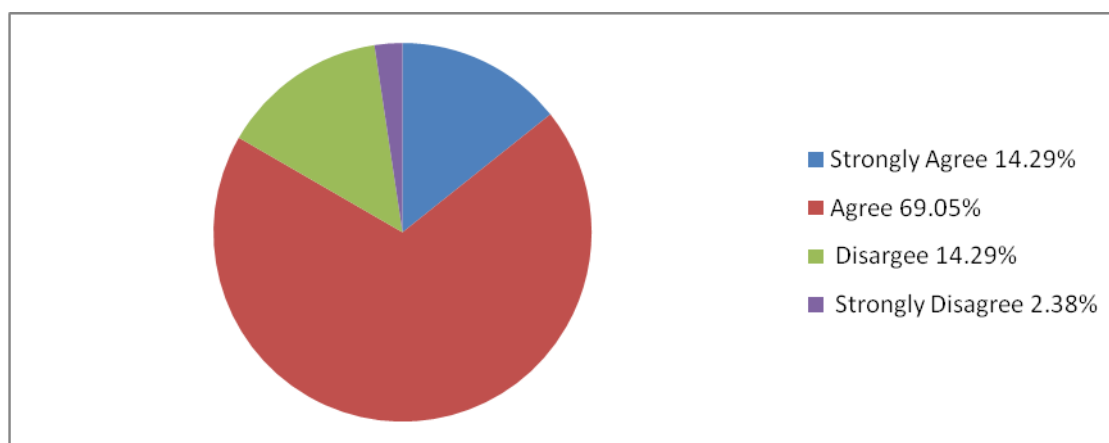
Figure 4.1.15: Chatting is the best way for sequencing information

Once again the findings support the findings of Cavalli et al. (2011) and Sallabank (2010) where the authors mentioned the preference of chatting among users for maintaining synchronous information of conversations.

4.2. Analysis of interviews:

a. Interview of Students: Five students of different universities took part in the interview.

Q.1: How can a student use *Facebook* as an educational tool (e.g. for group discussion, checking class schedule or planning and so on) in his/her academic life? Please explain your experience and suggestions in brief.

Student 1: *Facebook* reduces one's time from individual e-mailing others as there are particular groups that can be formed with particular group members. It is easy to access files, important notices within a single page. It works like a platform, a media where all participants of one particular area got connected together and access information from one another**.**

Student 2: *Facebook* can be used as a very useful educational tool for one's academic life. Students may use *Facebook* every now and then for group discussion, sharing important notices. Sometimes they can ask for the class schedule because in this way all the participants can communicate with others easily and equally. It takes a very short time to exchange information by using *Facebook* because in this way one can easily leave a message even when the other people were in offline mode.

Student 3: Students can use *Facebook* for getting information related to important academic notices. Users can use it for discussing particular points of particular subjects. Some may use it for doing group studies by creating own group and choosing among friends**.**

Student 4: Different books, links of important articles and information can be shared through *Facebook*. Sometimes people may download e-book form here. Students might check the class schedule as well through browsing *Facebook*.

Student 5: Many Universities nowadays insist their students, teachers, and stuffs to use *Facebook* for updating important notices or discussing over subject materials. Teachers can provide any kind of information regarding courses in *Facebook*. Students may use it for discussing different points, problems with their fellow classmates along with teacher. In these ways, *Facebook* is now considered as an important educational tool in 21st century's academic life.

Cavalli et al. (2011) pointed out how students mostly used *Facebook* for communication rather than for academic reasons. However, the research findings mostly disagree with given assumption.

Q.2: How do you communicate with others in *Facebook* generally? Please explain the reason why you mostly communicate with others in such way.

Student 1: Messaging is the best way because it maintains privacy. If it is too urgent then one can try the direct posting on others' walls. Apart from this, communicating through

Facebook is easier because you can see either the person is in online or not. It is easy to track the person's activities too**.**

Student 2: Chatting is the best way of communication in *Facebook*. Sometimes commenting on different peoples' statuses also paves the way of easy communication. Both of these two practices took place mostly as they are easy to write on. Participants can communicate easily by sharing emoticons, pictures, short forms instead of writing long paragraphs or letters**.**

Student 3: Chatting is mostly used for communicating with others. One can also maintain his/ her privacy in this way.

Student 4: Sharing posts on homepage and Personal chatting is mostly used for communicating with other members of *Facebook*. It is easy for maintaining privacy. Again, exact information could be achieved in this way.

Student 5: Messaging is easier and mostly used. This is because one can get exact information from teacher or classmates in this way. It saves call costs too. Again, one can create a group of selective participants for performing online group discussion.

Sallabank (2010) and Cavalli et al. (2011) both exclaimed about the popularity of chatting among users and the findings of this question also support them.

Q.3: Do you think that use of *Facebook* for academic life could be useful for students?

Student 1: Definitely, at present students are not like addicted but depended on *Facebook*. This is because most of the university students are connected through different groups of *Facebook*. The importance of *Facebook* was felt when the govt. banned *Facebook* for a while. Everyone downloaded different apps to use it not for only chatting but getting the important updates related class, examinations and notices**.**

Student 2: Sometimes, students can get educational materials or links in *Facebook*. Sometimes they use it for extensive reading**.** Moreover, students who use Facebook for talking to foreign friends in target language by video calling or chatting become more efficient practitioner of speaking and writing skills.

Student 3: Sometimes using *Facebook* might help students for academic purpose. By the way, most of the time young students got distracted by fun loving sight of *Facebook*. This is a point that should be kept in mind while using it for academic purpose.

Student 4: Obviously, students can get any information related to academic purpose through *Facebook*. They can also access this popular social network for personal & professional development.

Student 5: *Facebook* has option to create particular groups with particular members in messenger as well as creating particular group page. Thus student can use it for particular subject as well. They can get any information regarding class schedule or next class's work plan too by teachers' post on *Facebook*.

Once again the findings are similar as it was mentioned in Cavalli et al. (2011). It was mentioned that *Facebook* is a useful place for academic purpose but not free from creating distraction among users.

Q.4: Many people believe that Facebooking is influencing users' writing habit. How does *Facebook* discourse influence one's writing habit or English Language Practice?

Student 1: It happens in two ways. Firstly, it increases one's typing speed. This is the positive effect of *Facebook*. On the other hand, many users use short forms while chatting that sometimes appear in exam scripts or formal chatting with faculties. It is a major problem of *Facebook*.

Student 2: Users can use chatting as a writing platform. However, using short forms, emoticons sometimes hamper one's writing habit. Chatting with native speaker of English might help more than chatting with local friends**.**

Student 3: *Facebook* does not influence one's writing habit directly but ELP. Only a few users use English for sharing posts or messaging others. However, many people use short forms while chatting or in posts that might influence academic writings.

Student 4: Users always use their emotions, feelings while writing or sharing any post or comment in *Facebook*. Most of the time, these people were not fully aware of grammatical mistakes or politeness strategies that they make while writing or sharing such things. These types of practices might influence one's writing habit. It might influence learners' ELP as well.

Student 5: Generally *Facebook* users always make shortcuts like "BRB" to mean "Be right back", "LOL" to mean "Laugh(ing) out Loud", "ROFL" to mean "Rolling on floor laughing" and so others while chatting or sharing posts on *Facebook* page. Sometimes such practices affect users writing for academic or professional papers. This is not actually a fault but thus the standard variety of writing English might get influenced.

The findings are mostly goes with ideas provided by Oshima et al. (2012), and Sallabank (2010). Participants always bring off-topic, informal language, turn-taking while conversing others. Thus it influences one's writing practice.

Q.5: Do you have any suggestions for students like you on how to best use *Facebook* for academic or lingual purpose?

Student 1: The matter of fact is 88% of students do not know how to use *Facebook* for academic purpose. People use it indirectly for academic purpose. So users have to understand this at first.

Student 2: In case of writing, users should use correct English. They have to conscious about spelling as well. Using short forms, non-lingual features should have limited access**.**

Student 3: We should take *Facebook* more seriously and consciously for educational purpose. We should share links or extensive readings that might be helpful for learners rather than providing something for entertainment.

Student 4: Students may share their experience regarding reading a good book in English in place of posting statuses. They can use *Facebook* for discussing subject material, their

problems and solutions like an online discussion blog. They should not be biased towards *Facebook* only for gaming and fun. In these ways, students might use *Facebook* in the best way.

Student 5: Students should be aware of using proper language either Bangla or English for writing and speaking while communicating through *Facebook*. They should know the good reasons to use it for academic and developmental purpose.

Deway et al. (2013), Oshima et al. (2012), and Clark and Gruba (2010) also pointed out the facts that the use of informality should have limited access while communicating through social networks and *Facebook*.

b. Interview of Teachers: Five teachers (three from primary and two from tertiary level) took part in this interview. All the data were collected over phone except one that was conducted by face to face interviewing.

Q.1: Do you think that *Facebook* has any effect on Learners' English Language practice? How much feasible each skill of ELT is it?

Teacher 1: *Facebook* has very effective role in both positive and negative ways on learners' English Language Practice. *Facebook* users can share their feelings with their near and dear ones, colleagues and with others through chatting. They also use it for discussing particular subject material. Apart from that reading notification, status or newsfeed also influence one's reading skill. On the other hand, auto-correction of spelling does not help much in case of learners' learning. In this way, users never get

aware of their common mistakes as well. Thus, practicing of four skills gets influenced by using *Facebook*.

Teacher 2: *Facebook* plays a very important role in English Language Practice. Learners can practice their reading skills through the way of checking notification, reading status and messages. Sometimes people can try inferencing, skimming while chatting or reading others' texts or statuses. Users can practice both listening and speaking skill through video calling. They have to write on status, comment or message box that enhance one's writing practice too. Teachers can use these advantages of *Facebook* panel for practicing ELT. Therefore, all skills of ELT are feasible by "Face-booking"**.**

Teacher 3: It is a matter of fact that most of the *Facebook* users use to write Bangla by using English letters. Therefore, *Facebook* users are not actually practicing English while communicating with others in *Facebook*. However, sometimes users use English while chatting or sharing status; thus the writing, listening and reading skills got practiced. Even so, usually writing skill gets more practices than any other skills through the way of chatting and giving status or commenting on others in English.

Teacher 4: *Facebook* is influencing learners' English language practice in both good and bad ways. Learners can use it as a platform for practice writing but most of the time they use short forms while writing. This influences their writing practice as well while writing academic paper. In this way, it is not very feasible at all.

Teacher 5: *Facebook* has a vital role to play on learning English for young learners. Learners can form conversation club by creating groups in *Facebook* that they have to

use for English Language Practice. Learners can share both writing and reading experience in this way. Some of the activities on reading and writing skills can be provided through *Facebook* as well.

Clark and Gruba (2010) summarized in their articles that different social networks used for Language practice imposed motivation, frustration and demotivation in learners' learning way. Cavalli et al. (2011) also conclude that students were not using *Facebook* for academic purpose all the time. However, our research findings mostly disagree with them.

Q.2: Do you think that *Facebook* has to add more facilities for enhancing English Language practice?

Teacher 1: Effective applications need to be included; such as-connecting *Facebook* with language or vocabulary practice program. Again, different games can be programmed on skill practices and introduced in *Facebook*. It is mostly viewed in users that they use either informal or Banglish language at the time of formal discussion while chatting with others. This practice should have limited access**.**

Teacher 2: This is not a must but *Facebook* may add some apps focusing on language practice. There are different virtual games already introduced by *Facebook* and became popularized by many users over time. Similarly some language based games (e.g. - hangman, spelling bee, etc.) can be introduced. Moreover, there could be a program as it is in Microsoft office to check error-correction after writing whole sentence or paragraph rather than creating auto-correction for each word in time of chatting or posting status.

Teacher 3: *Facebook* has already provided many facilities that are useful for language practice. However, the problem is in local context. The people of Bangladesh still do not know how to adapt this for language purpose. *Facebook* does not require adding more options but local people need to learn how to adapt *Facebook* for academic reasons.

Teacher 4: There is no need to add any more app. Some introduced apps might help but since there are varieties in users it might not be very effective always.

Teacher 5: New applications might get included focusing on ELP. However, *Facebook* was created in the first place for communicating people with one another rather than focusing on language. So, it is mainly dependent on the creator of *Facebook* to move the attention from communication to language practice. Most of the time it seems impossible because all of the members of *Facebook* team are either the first or second speakers of English or thus the language distortion gets less attention**.**

The findings got mixed responses from the teachers. However, all of them agreed in one point that still *Facebook* has no sufficient use for language practice. It supports the facts shared by Cavalli et al. (2011), Oshima et al. (2012) and Sallabank (2010) that participants prefer *Facebook* for communicating with others than practicing language.

Q.3: How could a student use Facebook as an important web 2.0 (websites, internet links that are used for certain academic or professional purpose) tool? Should there be any role played by the teacher for motivating students to use Facebook for academic purpose?

Teacher 1: Students can take *Facebook* as an important web 2.0 tool as it lessens the cost of one to one call. More than two people can be engaged in a group discussion on important subject topics by using *Facebook* even at home. Moreover, it also provides a chance for students to engage in conversation with teachers along with fellow classmates. However, teachers have to motivate students for using *Facebook* in these effective ways. They (Teachers) also need to mention about the target language practice while communicating in a group or certain forum**.**

Teacher 2: Teachers play a vital role in using *Facebook* for academic purpose. Beginner learners cannot obtain *Facebook* for academic reasons for the first time. This is effective for intermediate and advanced learners mostly. However, there need to be motivation and support from teachers or academic institutions for this.

Teacher3: Teachers have to motivate the students first. A student cannot ever take *Facebook* as an educational tool by his/her own at the very beginning of using it. Teachers have to play the role of facilitators here. Self-motivation might not work in students at the very first place.

Teacher 4: Students cannot use *Facebook* for educational purpose by their own. If there is a special app for language practice then they might use it. The teachers need to make them aware of the facts to use *Facebook* for academic purpose.

Teacher 5: Teachers should play the role behind motivating students to use *Facebook* for academic purpose. Teachers have to use *Facebook* as a reading tool where they provide reading materials for students and make them read it. They can appoint tasks for students

to write 20-50 words of review in either text or comment box. Again, students should be advised by the teachers to write either English or Bangla but no Banglish or code-switching should be included while writing on comments. Students might be the efficient users of *Facebook* for academic purpose if only these steps are taken by teachers.

Moolenaar (2012) mentioned that social networks work like a bridge between teachers and students for exchanging class schedule, activity or giving feedback. The findings of this question on *Facebook* also support that idea mostly.

Q.4: How could a teacher use *Facebook* as an important web 2.00 tool? Is there any role of the society or institutional authority behind teachers' action for using *Facebook*?

Teacher 1: Teacher's acceptance of *Facebook* in case of ELT or ELP is mainly conducted by the influence of institutes. If the institutional authority makes it must use *Facebook* for ELT then the teachers have to do so. Apart from that our society also plays an important role to let teachers decide how they bring changes in language practice (e.g. nowadays CLT and CALL became popular to motivate teachers to think about reforming activities in class).

Teacher 2: Most of the teachers of local contexts have a negative attitude towards using *Facebook* for teaching or learning purpose. Mainly, society makes them forming such attitude towards building changes in teaching system. If the educational authorities now form positive outlooks to bring technologies in teaching and inspire teachers to use it then *Facebook* could be the first option to choose for its popularity among users. Teachers can

easily get connected with worldwide colleagues, journal forum by this technology. Thus they can share their ideas, exchange feedback with one to many. They can also provide feedback to students or have personal counseling with students by online calling or chatting. In these ways, Teachers can use *Facebook* as an important web 2.00 tool for teaching.

Teacher 3: It could be answered in two ways regarding using *Facebook* as a web 2.00 tool. One is teacher's personal interest and other is the role of institutional authority behind this adaptation. Teachers could personally link-up with other teachers or educational group through *Facebook* and share important materials regarding particular points of ELT or Journals. On the other hand, the University authority can provide facilities to use *Facebook* and motivates their teachers to use it. As an example, in IBA all the class schedule get published through *Facebook*. The notice of canceling classes also gets posted here even in the last hour.

Teacher 4: There is no fixed idea how a teacher could use *Facebook* as an important web 2.00 tool. However, teachers can link up with educational groups and other teachers worldwide through *Facebook*. Sometimes the society and institutional authority play a role behind using *Facebook*. If the institutional authority makes it mandatory to post important notices on *Facebook* for teachers then obviously the teachers have to take part in it.

Teacher 5: Teachers may use *Facebook* as a reading tool where they provide reading materials for students and make them read it. They can appoint tasks for students to write 20-50 words of review in either text or comment box. Sometimes they can add extensive

reading or writing activities as well. Generally, society has not much effect on adopting *Facebook* but the Institute has a vital role to play for teachers actions regarding practicing ELP (English Language Practice). If the teachers are not permitted to use *Facebook* in class then the teachers can use it personally. If the Institute insists then the teachers also make sure that students get in touch with it every now and then.

Moolenaar (2012) said that the use of social networking becomes a pioneer for teacher collaboration in learning. He also exclaimed that in some cases social networks also make a bridge between learners' learning and teachers' teaching. The findings that are derived from the teachers on using *Facebook* in this case also support Moolenaar (2012).

Q.5: Do you have any suggestions for improving skill practices through "Face-booking"? If no, then please mention the reason why you think *Facebook* cannot be that useful web 2.00 tool.

Teacher 1: Activities should be designed by focusing on skill practices. The auto-correction should have limited access. *Facebook* should design some apps that make the learners be aware of their mistakes while writing.

Teacher 2: The way of writing should be reformed in new ways. The participants of a formal conversation should have to use limited access of short forms or emoticons. Writing a proper sentence in a standard form of target language should be practiced as well**.**

Teacher 3: Today *Facebook* became very popular as a social networking site. Therefore, no one will be interested to take it as an educational media if there is no hard and fast rule imposed on them. It should remain as it is but, if there are proper rules and regulations to follow and use this media for education then it might be useful.

Teacher 4: Some special applications might be helpful like connecting *Facebook* with Duolingo (Free online language learning app) or Memrise (Android apps on Google play which is used for learning languages free**).** Otherwise, only "Facebooking" might not be helpful for improving skill practices.

Teacher 5: At the beginning, *Facebook* was introduced for chatting. Teachers should motivate students to use social blogs rather than *Facebook*. However, providing extensive reading, writing activity or different tasks on *Facebook* might be helpful for intermediate learners for improving skill practices.

Chung and Paredes (2015) mentioned that there should be content richness in virtual conversations. Sallabank (2010) ended paper by saying that social networks (*Facebook*) can provide options from saving a language from language death. Moolenaar (2012) said that teachers had to put down their negative attitudes towards social networks. All these together mean that people have to change their outlook towards social networks. The participants of this question also yield the same.

Chapter 5: Conclusion and Recommendations

5.1. Conclusion:

From the above discussions, it can be concluded that *Facebook* is creating both development and distortion in language practice. Mostly the writing practice of English among young generation is influenced by *Facebook* chatting. Using long sentences in status, conversing properly with local and foreign friends; exchanging different information regarding academic purpose develops one's English language practices. Teachers can also use this as a platform where they can easily communicate with worldwide teachers and teaching associations (Moolenaar, 2012, p.7-39). On the other hand, using short forms, emoticons, informal and fragment sentences while chatting or posting status, spelling mistakes, mispronunciation might hamper one's language development or might create distortion in many cases (Dalton, 2012). Moreover, *Facebook* also plays a role in academic life. Students get both benefits and detriments by using *Facebook*. Cavalli et al. (2011), Blattner and Lomicka (2012), Oshima et al. (2012) also pointed out these double facing qualities of social networks especially of *Facebook*. However, the problem is not directly linked with *Facebook* as it was created by first speakers of English for communication purpose only. Nowadays, its users take this to use for different important reasons like academic and business purposes. Therefore, the users mainly face both merits and demerits of the *Facebook* as the way they are using it. The situation of Bangladesh is similar to this as well. So, first, people need to be conscious of the harmful effect of the internet, social networks, and *Facebook*; second, they need to consider the positivity of social networks and the positive ways of using these. Only then

they can use *Facebook* for academic reasons and it may help learners' for language practice, acquisition, and development.

5.2: Recommendations:

- Mass people should be aware of the use of social networks (especially *Facebook*) for academic purpose.

- Teachers should give up their negative attitudes towards technology and social networks in use of academic purpose. They can take help of social networks for breaking monotonous environment of the traditional classroom.

- It is a matter of fact that in our country most young learners have no idea about how to use *Facebook* for educative reasons. By organizing different educative forums on using social networks, CALL, their role in language development and distortion and so others will help to make students aware of the good use of different social media rather than wasting time on it.

- Social networks like *Facebook* can be added as a study point of CALL. Therefore, social network analysis will be done on basis of discourse analysis.

- The students, teachers and institutional authorities should be cooperative with the researchers. Further studies and researches will help to find out the necessary steps which are required for including social networks like *Facebook* as a tool for language practice.

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Appendix 1:

Questionnaire

Discourse Analysis of Social Networking Site (Facebook) and Its Impact on

Language Acquisition.

Name: **Age:**

Occupation: **Institute:**

General Question:

1. What is the most popular social networking site that you visit regularly?
    a) Facebook   b) Twitter   c) Second life d) Viber/WhatsApp e) All of them
2. What is the main purpose for your regular browsing?
    a) Communication   b) Study Program   c) Fun & Gaming   d) None
3. "Social networks could be a useful tool for Language Acquisition" – Do you agree with this statement?
    a) Strongly agree   b) Agree   c) Disagree   d) Strongly Disagree
4. How many times you spend in social networking sites?
    a) 2-3 hrs daily b) More than 3 hrs Daily c) Less than a hr daily d) 2-3 times weekly
5. What is the preferable way of communication with others in social networking sites?
    a) Chatting b) Video calling c) Posting status and commenting on others d) Blogging
6. Which language do you use most frequently while communicating with others?
    a) Bangla mostly b) English mostly c) Banglish* And SMS typed d) Depends on relationship and context

*Banglish is the term used for combining Bangla and English together or representing one by using other to form a language to communicate easily. Example: Amar aj Tuition ache, so I better should not go out for movie.

7. With whom you communicate most through social networking sites?

    a) Friends and Family b) Teachers and Mentors c) Colleagues d) All of them

Discourse Analysis of Facebook:

8. How often do you browse Facebook?

    a) Very often   b) Often   c) Daily d) Weekly/ Once in a month.

9. Do you think Facebook is helpful for developing any particular skill practice?

    a) Yes   b) Sometimes   c) Not particularly   d) Never

10. Name two skills that you think get developed through 'Facebooking'.

    a) Reading and Writing b) Reading and speaking c) Writing only d) Speaking and Writing

11. "Facebook is killing our time, our energy and most importantly it kills one's writing habit" – do you agree with this statement?

    a) Strongly agree   b) Agree   c) Disagree   d) Strongly Disagree

12. Did the way of writing for online blogging or chatting ever affect your writing habit for academic paper or exam-script?

    a) Yes, Frequently b) Happened Often c) Not so often d) Never noticed/get complained

13. "Facebook is a place where people are talking to wall" – Do you believe this statement?

    a) Strongly agree   b) Agree   c) Disagree   d) Strongly Disagree

14. Have you ever experienced online discussion, video conference with others through Facebook for discussing academic paper or certain topic?

    a) Never   b) 2-3 times only c) Throughout academic and professional life d) Only once

15. How comfortable are you with the terms and regulation & the facilities provided by Facebook?

   a) Very comfortable b) Comfortable c) Not so Comfortable d) Uncomfortable, have privacy issue.

16. Do you think the way that you are communicating, sharing information or discussing subject materials affect your second language (e.g. English) practice?

   a) Yes, it is   b) It might be   c) Not at all   d) Never think in that way

17. Suppose English is your second language and you use it mostly while communicating with others on Facebook. So, do you ever bring reference of any kind, or make comments in a way by hurting someone (Politeness Strategy), or presuppose anything before the other person's response?

   a) Most Frequently b) Frequently c) Not so often d) I prefer to listen to others and accept whatever they are saying or writing mostly while communicating in English.

18. If your answer for question 17 is yes then please explain your experience in three sentences (within 90 words).

   Ans:

19. While engaging in a conversation (in English) in Facebook did you ever use turn-taking*(Cooperation of participants while engaging in conversation, giving pause for others to speak, relevance with previous speech), using fillers, hedges and cushions, commissives (commitment), expressive, directives (direct hearers to perform an action) or any adjacency pair (conversation in pair like question-answer)?

   a) Most of the time b) Many times c) Sometimes d) Never noticed but yes I might use them

20. Chatting is a good way for sequencing previous conversations – Do you support this statement?

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

Thank You for Your Valuable Time ☺

Appendix 2

<u>Questions for Students</u>

1. How can a student use *Facebook* as an educational tool (e.g. for group discussion, checking class schedule or planning and so on) in his/her academic life? Please explain your experience and suggestions in brief.

2. How do you communicate with others in *Facebook* generally? Please explain the reason why you mostly communicate with others in such way.

3. Do you think that use of *Facebook* for academic life could be useful for students?

4. Many people believe that 'Facebooking' is influencing users' writing habit**.** How does *Facebook* discourse influence one's writing habits or English Language Practice?

5. Do you have any suggestions for students like you on how to best use *Facebook* for academic or lingual purpose?

Appendix 3

<u>Questions for teacher</u>

1. Do you think that *Facebook* has any effect in learners' English language practice? How much feasible each skill of ELT is it?

2. Do you think that *Facebook* has to add more facilities for enhancing English Language practice?

3. How could a student use Facebook as an important web 2.0 (websites, internet links that are used for certain academic or professional purpose) tool? Should there be any role played by the teacher for motivating students to use Facebook for academic purpose?

4. How could a teacher use *Facebook* as an important web 2.00 tool? Is there any role of the society or institutional authority behind teachers' action for using *Facebook*?

5. Do you have any suggestions for improving skill practices through "Face-booking"? If no, then please mention the reason why you think *Facebook* cannot be that useful web 2.00 tool.