

**FACEBOOK AS A LEARNING PLATFORM: (UNHEARD)
VOICE OF BANGLADESH**

By

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**A thesis submitted to the Department of Brac Institute of Languages in partial
fulfillment of the requirements for the degree of
Master of Arts in TESOL**

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Brac University
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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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List of Acronyms

FGD Focused Group Discussion

Abstract

The research aims to find out the role of Facebook in case of English language learning from both teachers' and students' perspectives in Bangladeshi Context. The focus is on how Facebook is blended with our learning platforms in classrooms at a tertiary level. The paper will include the perspectives of both learners and instructors towards learning English through Facebook. For this, the research design will be of completely qualitative method. The researcher of this paper will include research findings by taking interviews with instructors and conducting group discussions with learners from tertiary level. The purpose of this is to bring out the (unheard) thoughts about the role of Facebook. Finally, some recommendations will be given along with conclusive remarks based on both the benefits and challenges of Facebook found from its' users.

Keywords: Facebook; English; teaching; learning; online

Chapter 1

Introduction

1.1 Introduction of the Chapter

Facebook, these days, is a part of our daily life, which acts as a tool and helps us in most aspects of our personal, professional and academic life. Till now, this (Facebook) has been one of the most active social networking sites where the number of users continually rises. It is also used as a tool for communication amongst people. As a result, it can be said that Facebook has brought drastic changes in our lives.

In fact, for many users, Facebook has become a necessity and demand. Access to this site gives one the ability to use the platform in productive ways. This can be more visible in case of English Language users. Facebook includes the option for choosing one's preferred language. Fortunately, this adds to the list of opportunity of users who want to practice a language in real life. For example, English is the second language in Bangladesh. People need it to learn it anyhow. With the setting "language" option in Facebook, they are able to post a status in English Language. Since people will be viewing the status, the person (who posted something) will be conscious enough to present what s/he means.

Again, to post something, here, one can use the vocabulary s/he just learnt. This can be a good way of using the learned words to convey messages to people in Facebook. Moreover, a word used in Facebook will be easy to remember just the way we remember anything apart from our academic lessons.

1.2 Background of the Study

Almost everyone, at the present era, owns a Facebook account. This might be a reason why Facebook always contains a mass number of active audiences. This turns up to be a benefit to

teachers in most educational institutions, especially, at tertiary level, such as universities, where teachers, through Facebook, can convey any instruction to his or her students at any time, with just a single post. Previously, these sorts of posts were usually shared from tutors' Facebook profile. Now, with time, the strategy has changed too. To make it more professional, online groups are formed consisting of teacher and students of that particular subject. For instance, students enrolled in course ENG 101 have opened a Facebook group and added their peers and instructor.

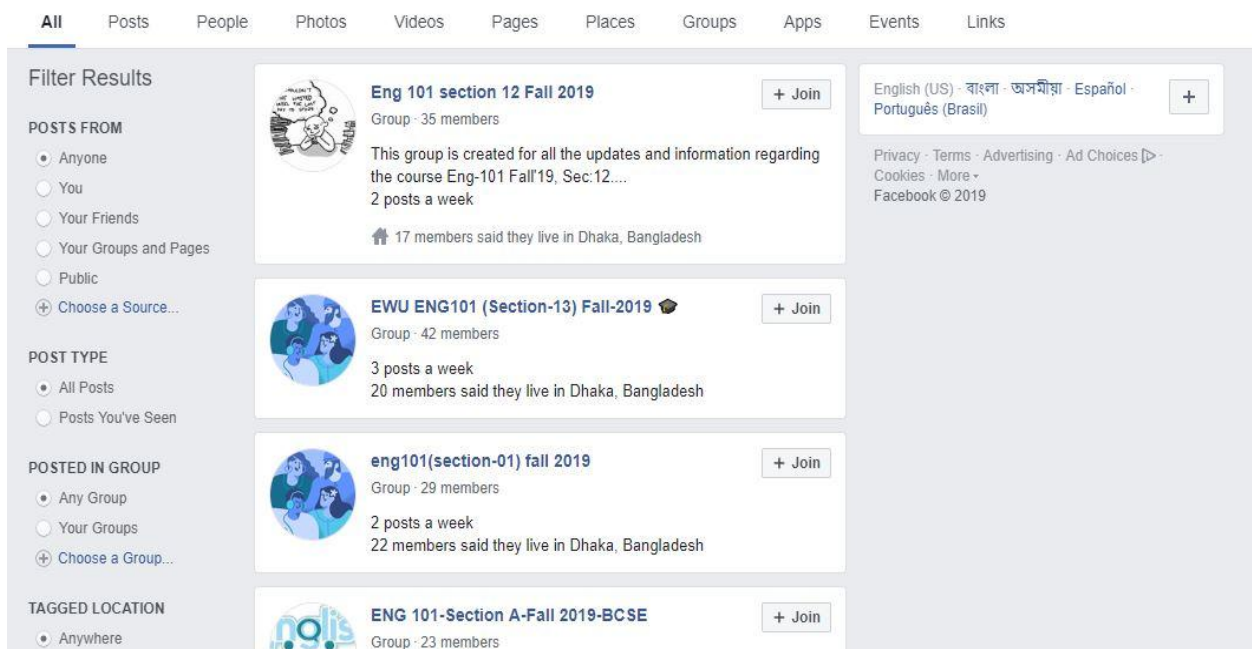


Figure 1.1 Some academic groups in Facebook

Through these groups, when students are outside classroom, they can still be connected together. When one posts about a problem, everyone will be able to view it and also see the solution that teacher or peers give. Again, a teacher can also keep students engaged with tasks such as commenting their opinions on a quotation or video shared, carrying out a discussion etc.

Apart from posting and commenting, Facebook is also a platform to provide live classes to students. Such an online learning community is Robi 10-minute school, founded by a teacher named Ayman Sadik, who also happens to be an Entrepreneur and Youtuber. Facebook Live is a gushing component on Facebook that enables you to communicate a live video out to your crowd through your organization page or individual profile.

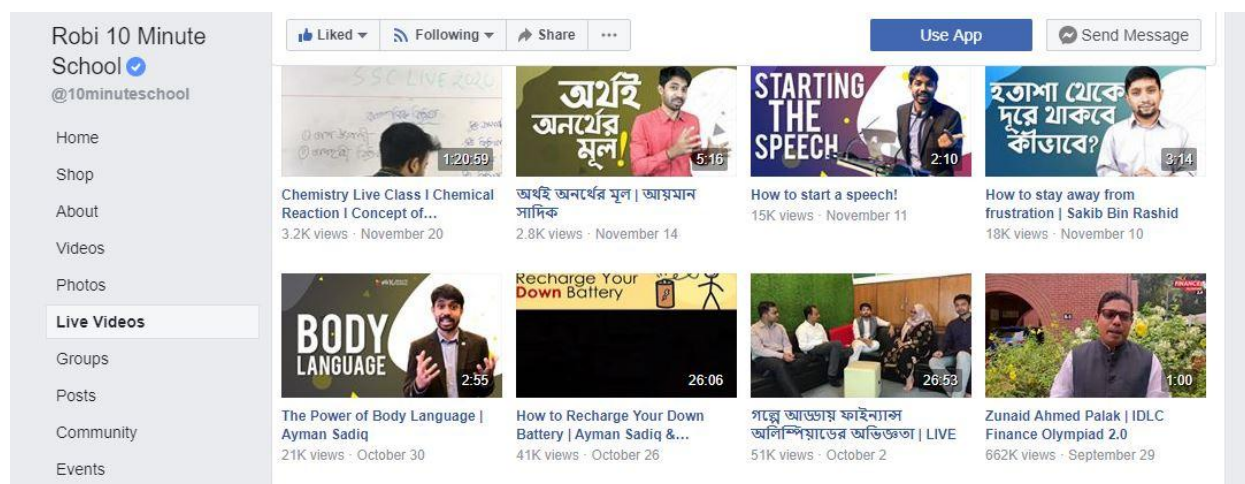


Figure 1.2 Picture of Facebook Live Classes

Facebook Live was discharged in April of 2016, and since then, it has been a wonderful opportunity for teachers to convey lectures to the mass learners worldwide. Bangladesh, in its academic context, have witnessed the magic of live classes through 10 minute school, which is only and completely online. Here, “online” is the classroom setting, “live video” is the instructor itself, “comment” section encourages queries and the number of viewers is the number of learners. In other word, when audience becomes students from anywhere around the world, Facebook can be the media classroom accommodating leader's comments, views, feedbacks etc. which reveal their overwhelming responses for the lectures. The mass population of Bangladesh, specifically Dhaka city, is already exposed to Facebook. However, they recognize it as a source of entertainment only. Facebook users access the site, scroll newsfeed, send messages through inbox, posts status, comments, views, post photos

etc., when they are bored. Most of them are too busy with these practices to understand the academic role and necessity of Facebook in teaching and learning. This is because these users (can also be regarded as ‘learners’) are not taught to view it for education. In fact, in institutions too, instructors are not encouraged to use Facebook as a teaching tool. Thus, it is no wonder that learners are not taught and encouraged to use Facebook as a learning platform. In Bangladesh, the education is mostly conventional classroom-based study. Students usually go to class, attend lectures, give exams, and forget about it immediately.

As a result, it is believed that, at this point of time, Facebook can be one of the media platforms which contributes and boosts the education sector, especially in case of English language learning.

1.3 Problem Statement

Bangladeshi people, generally, do not view Facebook as an educational tool. The researcher did not yet find much research that explores the perspectives of Bangladeshi learners and instructors towards Facebook as a learning platform in Bangladeshi Context. The researcher, thus, intends to find out how Bangladeshi learners and instructors feel about learning English through Facebook.

1.4 Purpose of the study

Past investigations or research papers are mainly conducted on western setting. Those global setting-based papers investigated how learners are privileged or distracted by Facebook. Be that as it may, there is a deficiency of research in Bangladeshi context. This examination intends to fill this void by investigating through qualitative discussion with instructors and learners.

1.5 Significance of the study

The significance of this research topic is based on the fact that the paper will explore an angle that has not been much studied yet. From Bangladeshi Setting, this study will be a paper which will actually present how Bangladeshi learners and instructors view Facebook in case of English Language Learning and Teaching. To do so, the researcher will dig into both the positive and drawbacks experienced by learners and instructors. Thus, this researcher paper will be significant since it will expose the perspective of both instructors and learners.

1.6 Research Questions

The objective of this research paper is to get an understanding of how Facebook plays its' role in learning platform for English Language Learners. Here, the researcher intends to investigate and find out answers to the following questions.

Central Research Questions:

- What are the perspectives of Bangladeshi learners towards learning English language on Facebook?
- What are the perspectives of Bangladeshi instructors towards English Language Learning and Teaching in Facebook?

1.7 Rationale behind the Research

English, at the same time, is a subject and a language in Bangladesh. Even in regular life, people need English both in institutions and at offices. Similarly, Facebook is a platform in real life. The researcher thought about these two terms distinctly and then came up with the idea of merging these to one clause which is "Learn English through Facebook". The

rationale is based on the fact that Facebook can be used as an English Language Learning Platform.

1.8 Research Limitation

In Facebook, not everything exposed is authentic or real. As a result, it is difficult to decide which information is real and which is fake. At first glimpse, the topic seems very simple and easy. However, in reality, it is difficult to eject true opinions from people. At the same time, time constrain has always been there. The researcher had a strict time limitation to finish writing this paper. Meanwhile, since there has been hardly much research on role of Facebook in Bangladeshi education contexts, the researcher faced continual complications in gathering the data. If there were more researches in Bangladeshi setting, and more time, the researcher would have been able to take more interviews. In this case, the researcher has been fortunate enough to be able to collect data by interviewing 20 students and 10 teachers.

1.9 Outline of the Dissertation

This dissertation paper is composed of the following chapters:

Chapter 1 provides the background and context of the subject that is being researched upon, the purpose for which the research is being done. The significance of the research as well as the research questions that are being asked to gather data for the study. This chapter also includes the limitation of the study.

Chapter 2 discusses the literature review on the use and influence of English language learning through Facebook.

Chapter 3 talks about the methods that were used to collect the data for the research paper. The qualitative method for data collection had been applied in the form of interviews and Focus Group Discussion (FGD) was used to gather information for the research.

Chapter 4 incorporates the data collected through qualitative method and analyses of the outcome from the feedback received.

Chapter 5 compiles the results of the data collected and provides suggestion for future academics on ways to improve the teaching and learning of the English language in Facebook.

Chapter 2

Literature Review

2.1 Introduction

This chapter will present what other scholars said regarding the research topic. The researcher has surfed onto Google scholar and BRAC IR. Whenever she found something interesting that relates to the research topic, she has summarized the literature and presented those in this section.

There are many social sites available for learners such as Facebook, whatsapp, viber, imo etc., though not specifically designed for education, yet can be used for education as tool. Amongst those, Facebook is the most popular site with which people are comfortable to use and in fact, majority owns a Facebook account. To be more specific, Facebook is now useful not only inside the classroom but also outside too. The chapter will present the literature that tells how Facebook is related to teaching and learning.

2.2 What is Facebook?

In this era, it is certainly difficult for one to restrain him or her from checking notifications in Facebook every now and then. After all, this tool is what keeps people connected despite the long distances amongst them. According to Zuckerberg (2004), Facebook is enabling individuals to stay connected amongst one another and to make the world more progressive.

As indicated by Hayashi (2011), the fame of web-based social networking has significantly expanded all over the world. Facebook is one of such networking sites which are used by the mass populations including housewives, students, teachers etc. Facebook as most people know is a social networking site. It keeps increasing in popularity and is used mostly for

connecting with friends and family. Currently, it (Facebook) is also being used as a learning platform in Universities and Educational Discussion groups. Pappas (2015) pointed, despite the fact that Facebook was not made as an instructive device (tool), in case of making e-Learning gatherings, sharing e-Learning content, and taking an interest in e-Learning course-related online talks on Facebook have become a successful way for many e-Learning experts. That is, Facebook initially was not made to use it for any academic purpose. Yet, it has proven to be effective in many cases such as : creating online learning group in Facebook, sharing materials (videos, posts, document files) through the group, engaging students to read, observe, and comment about their opinions. In other word, it is effective not only for sharing materials but also for ensuring students' participation in the online learning groups. Therefore, it can be said that Facebook has transformed into much more than just a socializing platform and has in fact, become a place where information can be sent, received and used as a learning platform.

As per Anankulladetch (2017), it has turned into a very common innovation-based learning tool for the learners of this generation. This is because learners usually depend via web-based networking media to receive updates about society, national and natural issues globally.

As per Salehi and Yunus (2012), Facebook is essentially a modified profile where clients have the entire authority over its substance. It is additionally the most popular online networking application. Teachers can benefit from Facebook when used as a teaching platform since they have the freedom to post any information at any time with a simple copy pasting of website links or maybe directly upload the document file they want their students to view and study. These links can contain information in all kinds of format, be it in a word written post or a video presentation. Similarly as Straumshein (2017) expressed, Facebook is trying out new highlights or functions in its own administration community that could let

anybody on Facebook to continue teaching online courses to the viewers. As a result of this, teachers will be able to provide entire book for particular courses, which students will get to read from Facebook instead of going out and spending both time and money in book palaces.

2.3 Facebook as a platform to learn a Language

In some cases, it can be interpreted that Facebook could actually be better at times than classroom learning. Facebook, at any time, can be accessed from anywhere in the world, provided that internet connection is available. In other word, Facebook is now available to anyone with an internet connection. As indicated by Hocoy (2013), Saybrook University propelled a trial set of online alumni courses that utilized Facebook as the learning the executives framework. He referenced that considering all individual differences, it is found that all had their faces pointing close to personal or home gadget (such as mobile, laptop) and about 50% of them were on Facebook. Here, their presence in Facebook is to be noted. This presence can be utilized in a good way to make web based adapting progressively applicable and intuitive for mass learners and make internet learning more interesting. Along these lines, utilizing Facebook as a stage for learning would assist learners with knowing more and get more contribution from the platform. This is because, as they surf at Facebook, at some point, throughout the day, they will come across and see their study material. Thorough Facebook, it would be much more convenient for them since it can be accessed easily.

Mills (2011) coordinated an assessment focusing on the possibility of students' inclusion, data getting, and relationship improvement in on the web. Students, there, have used the Facebook as an enhancement to ordinary class setting and as a device to interface where they could impart their very own insights and carry on exchanges those are continuation of regular class. She saw that learners, regular users of Facebook, are occupied with significant learning encounters. According to Gogos (2017), “Facebook makes it easy to network and interact

with other virtual students, and because most people know how to use Facebook they don't need to become familiar with a new platform." Thus, Facebook utilized as a stage for learning may not be viewed as a troublesome idea since clients (users, learners) will consistently be available because of its accommodation as far as its ease of use and its fame among all ages from adolescence to adulthood.

What is most observable is the use of this platform (Facebook) as time passes by. Beforehand, internet based life was utilized for amusement and fun purposes whereas now alongside those it is also utilized for different sorts of exercises, one of which is education based (Top, 2012). With characteristics such as sharing url or links, posting any write-up (status), sharing pictures, sending messages through inbox, individuals can talk about any sorts of data (information) without any hesitation (Shih, 2011).

Numerous ages of users find that Facebook is anything but difficult to utilize. With its ease of access, instructors will be able to utilize Facebook almost like a whiteboard of information for students since almost everyone if not all the students here in Bangladesh has an account. As per Lempe, Ellison, and Steinfield (2006), an enormous number of students from Universities are dynamic clients of Facebook and they sign into the Facebook stage regularly.

2.4 Benefits of Facebook in a Language Learning Platform

At present, almost everybody has a Facebook account. As a result, it is more convenient for instructors to give a certain guideline regarding lessons and provide instructions for all the learners, no matter what the time is. This enables students to share their problems with their instructor whenever necessary, no matter how much the physical distance is. In other word, it can be said that, with Facebook, students are always connected with their instructors and thus

they are able to sort out any lessons at any time. This, additionally, motivates students to remain active even if they are not in classroom.

Roblyer (2010) found that University learners are available to the plausibility of utilizing Facebook and comparative advances to get help in classroom activities. There's flexibility in Facebook too in terms of fluidity and steady provision of information. Teachers can give lectures online by posting videos that are better than classroom lectures as it has the option to edit any mistakes or overuse of fillers which makes the lecture a bit more polished. Feedbacks can be given as well through the commenting section of Facebook. Students can ask anything regarding a topic and Teachers could give a personalized feedback to each individual. According to Froilan (2015), Facebook nowadays has teachers who create groups where they make their students gather and pool all their class resources and make that group a quasi-LMS(Learning Management System).

As indicated by Wenger (1998), the social hypothesis of learning requires dynamic interest in social networks; and for this situation, Facebook goes about as an instrument to encourage and build up an online network. Learning doesn't require methods to remain constantly the same. The benefits of social media have made learning more convenient for both students and teachers alike in that students become more engaged as they can read the material in their own time, ask any question and receive feedback from the Teacher without having the feeling that they are wrong or being scolded. By having students associate study with their already habitual hobby past time in social media, it becomes easier to capture their attention thus making learning more interactive even without the face-to-face method of teaching where students have to go in campus and witness the lecture themselves physically in real time. This idea is meant to encourage students to improve their wit, creativity and time management. Seeing as Bangladesh Universities and Colleges have already started the trend of group

discussions, video posts, and book links, it will not be long until we see them implement a system where the students can create and share their own projects and reports since it has been said to be helpful and favorable for them. Students will be more concentrated in working for an instructor and prove his or her capability to the instructor.

Since the learners need to be able to read and write to speak with their companions in Facebook, their certainty levels may have expanded just on the grounds that, they composed and read more in FB (O'Hanion, 2007). This boosts their level of confidence in utilizing English. In any case, it is a matter of concern that at this point these learners' aim is not to learn and improve their language; rather the aim is to mingle in the Facebook community. Their essential exercises in Facebook incorporate sharing day by day and individual posts which they share in newsfeed, sharing pictures, playing internet games and scanning for lost companions.

It is believed that Facebook helps instructors in teaching field. According to Moolenaar (2012), the presumption regarding the perspectives of social connection is that, amongst teachers, it (social connection) provides an important framework for analyzing to what extent the collaboration amongst instructors takes place. (p.8).

2.5 Challenges Students May Face while learning in Facebook

There are disadvantages of using Facebook as well. Hughes (2017) firmly admits that he sees Facebook not having the chance to backfire if used as a learning platform for anyone to use it as a group that creates its own online courses being that Facebook is considered as a brand that has made itself to become something with unsoiled credibility. Consequently, it would make sense that Bangladeshis become aware of Facebook more than any other platform that is used for information sharing and socializing. In Universities, here, for example, the Instructors

give their students a topic question wherein they will have to share their opinions and answers on the created group of that course and it will be discussed later in class by everyone. This is a great way to share not just answers from the book but from different types of ideas and experiences that come from each student.

2.6 Facebook as the Medium of Language Teaching and Learning

So in order to be more specific, under the more extensive umbrella of e-learning, the researcher has simply concentrated on Facebook by treating it as a mechanism of e-learning, by connecting this to language educating and learning in settings where English is treated as an unknown (foreign) dialect. Facebook is the most prevalent and most informal site with 2.13 billion dynamic clients (Facebook, 2017).

Mark Zuckerberg, a Harvard understudy, was its pioneer. Alongside a couple of cohorts, he structured Facebook in 2003, and it was propelled in 2004 (Stone, 2006). Moir (2010) distinguishes Facebook as a prevalent instrument since it makes an intelligent stage for all independent of their individual differences.

Facebook turns into the vehicle for bestowing instruction in different English as a Foreign Language (EFL) and English as Second Language (ESL) settings (Kabilan, Ahmad and Abidin, 2010). It makes another measurement concerning e-learning (Pimmer, Linxen and Gröhbiel, 2012). One of the surprising highlights of Facebook is the 'live' choice that regularly interests language educators to direct live classes.

Facebook communication helps tutor and learners by getting their inquiries replied, which frequently educator neglects to address in the conventional class due to time deficit. It is prominent that Facebook is helpful to encourage continuation of study in English Language Teaching (ELT) in EFL and ESL settings.

Boonkit (2011) additionally makes sense of the scarcity of research exposed to the adjustment of educating and learning on Facebook in EFL and ESL settings. Albeit very few, the examinations led so far demonstrate positive result as to Facebook classes. For example, Simpson (2017) completes an investigation concerning the impact of Facebook composing classes on understudies' composing aptitude advancement. The examination uncovers that understudies experience improvement in their composing aptitudes because of the Facebook classes. Boonkit's (2011) study additionally delineates that Facebook empowers understudies to apply English to achieve day by day common undertakings. Be that as it may, the present examination attempts the examination concerning the structure and introduction of the learning materials of 10 Minute School, a language class led on Facebook live, in connection to Cognitive Load Theory (CLT) and its suggestion to e-learning.

Chapter 3

Overall research approach

This section exhibits the methods pursued for planning the examination and gathering and breaking down information to serve the exploration inquiries with true answers. In subtleties, it displays the systems for examine configuration, inspecting approaches, strategies to information assortment and procedures used to investigate information. My ways to deal with information assortment utilized in this exploration were: interviews and Focus Group Discussion (FGD).

In other word, this chapter depicts the way this research will be conducted. Here, the researcher will expose and discuss her design of this research. In addition, she will also expose her data collection strategies and analyzing techniques. To clarify more about this, the researcher will divide the chapter into the following segments: research design, Sampling of Participants, interview, the data collection procedure, analyzing techniques. In this paper, by analyzing the interviews the researcher will try to find out how Facebook helps in English Language Learning in Bangladesh.

3.1 Research design

This section includes: choosing a methodology for collecting information, filtering the necessary ones, respondent and population size; and also portraying the examining techniques.

This research will be qualitative. Here, interviews are taken and from there, information will be collected. The positive side of taking interviews is that there is no strict time frame for one to give answer in a word. Also, the researcher has made participant feel comfortable and behaved in a friendly manner so that they feel free to express what they believe on the research topic. In other word, participants are encouraged to give their honest opinion and, in

this way, the researcher attempts to make the examination as accurate as possible. The interviewees got lots of time to think, say, and also suggest to the researcher. To direct this research, Qualitative method has been utilized to gather information (recorded discussion from interviews) for this paper. Dornyei (2007) states that this strategy was first presented through an examination by the Chicago School, nearly toward the finish of the principal (first) decade of twentieth century. Even though the center of twentieth century was controlled and overwhelmed by quantitative research (p:36), later qualitative method returned to the track of the exploration field once more. This is on the grounds that it just enables us to alter data during the work yet in addition empowers us to be benefitted by those and produce an exact result (Dornyei, 2007, p.40). From the outset, the researcher has recorded discussions, and afterward she has likewise deciphered those. According to the prerequisite, so as to quantify the length of articulations, she at that point numbers or highlights the important lines. With respect to information gathering, consideration has been given to moral issues of security and classification. The specialist (researcher) had acquired the assent of the members before recording the private discussions and has changed the names to ensure that the identity of speakers is not exposed.

3.2 Sampling Participants

In this era, it is natural to have a Facebook account. Since the research is all about learning English language through Facebook, the researcher interviewed both University teachers and University. The background of these students is not same; many are from Bengali medium, many from English version, some from English medium etc. A common ground for all is that they use Facebook as a platform for their personal language development. The researcher collected data from 20 students and 10 teachers.

3.3 Research Instruments

Information assortment technique was absolutely enlightening and qualitative since this has required interviews and focused group discussions while researcher collected notes and gathered necessary information.

3.4 Research Questions

The objective of this research paper is to get an understanding of how Facebook plays its' role in learning platform for English Language Learners. Here, the researcher intends to investigate and find out answers to the following questions:

- What are the perspectives of Bangladeshi learners towards English Language Learning and Teaching in Facebook?
- What are the perspectives of Bangladeshi instructors towards English Language Learning and Teaching in Facebook?

3.5 Interview

Interview was necessary to ensure that all participants use Facebook and they utilize it for their improvement in English Language. Also, the teachers were interviewed separately since it was not possible to gather them together in a particular location.

3.6 Focused Group Discussion (FGD)

Not all answers are authentic during interviews. In order to understand more about one's idea and logic, focused group discussion plays a vital role. There, one can express himself or herself comfortably without any hesitation. As students led the discussions, the researcher too sat with them and noted down their responses.

3.7 Procedure and timeline

The researcher made questionnaires for interviews and collected data from participants accordingly. The total time frame for data collection was a week. Within this time frame, the researcher collected answers of the necessary questions in order to meet the research objective.

3.8 Analyses

The outcome that was framed dependent on separating and narrowing down to the necessary information found through meetings (interviews), and focused group discussions.

3.9 Consent, access and participants' confidentiality

All the individual data of the members who participated in this examination were kept carefully private. In this manner, no referencing of the members names, sexual orientation or age can be found in this investigation. All the vital measures were taken to keep up morals while leading my examination. The examination was completed with authorization from the necessary staff. As per investigate morals, the names of the instructive organizations where I had directed my exploration have not been uncovered at any place in my proposal.

Chapter 4

Findings and Analyses

4.1 Introduction

This chapter presents all information gathered from the interviews and focused group discussions. At first, the researcher prepared some questions which require answer from the participants or interviewees. Then, the interviews were taken and followed by focused group discussions. In focused group discussions, the researcher-initiated discussions and gave the floor to the students. The researcher listened to the responses and discussions, and took notes. Similarly, while taking interviews, the researcher took notes based on the responses. Later on, the researcher filters out the data, narrows down the notes to only necessary information. Finally, those data are analyzed, evaluated and presented in this section. In other word, all information regarding the usage of Facebook as a learning platform are provided here in detail.

The data are presented here in two parts:

- Focused group discussions
- Interviews

4.2 Findings of the focused group discussions

There were total 20 participants in FGD, who were divided into two groups: *first year students *final year students. Both groups had 10 members in number.

4.2.1 Whether learners had exposure to Facebook for learning English class before coming to the university.

Among the participants of the focused group discussions, all learners (100%) responded that before coming to University, they had access to Facebook. However, it was only for

entertainment purpose, even though they were already involved in several online English learning groups. Participant A said “I had opened a Facebook account because it is a trend. After coming to University, I had to join English foundation course group. Our faculty said we need to be active in that group”. Rest of the participants agreed with participant A since they are from same course. The researcher asked them if they were exposed to this type of group before coming to University. The responses were affirmative. 12 participants said they always followed videos and post updates of BBC Janala. Again, amongst all participants, the same number of participants followed “Robi 10 minute school”. 4 participants said, “English Learning Park”, while 8 learners pointed out that they had been exposed to “Easy English Learning Centre”.

Name of Facebook Pages	Number of Participants
BBC Janala	12
Robi 10 minute school	12
English Learning Park	4
Easy English Learning Centre	8

Figure 4.1 Number of Participants in FGD who were exposed to certain Facebook pages for learning English.

4.2.2 How they have started using Facebook in University classes

The participants are University second semester students. All of them have a common course: ENG 091 (Foundation to English). Their tutor, on the first day of the class, asked if they all have Facebook account. Since the responses were affirmative, she wrote down a group name in the board and told students to get themselves added there. She further added, “All information regarding courses, including materials, will be added in the group. If you have any queries, you can ask there too. That is a part of your participation too”. This is how the students, for the first time, was added to an English Language group. Later on, while doing

the course, they came across many other English language learning groups in Facebook and added themselves up and their friends too, randomly, out of curiosity. From their experience, they always felt they are ‘together’ in Facebook. Since they are new to the idea of blended their English language learning in Facebook, they have enjoyed it. This is how learners, after coming to University, started using Facebook for English Language Learning.

4.2.3 Whether using Facebook has increased students’ eagerness to learn English

According to Participant E, “I have learnt many vocabularies from English Learning Park (a Facebook group). There, I communicate with other users in English. When I am wrong, someone corrects me. Again, when my friend or someone else in that page is wrong, and if I understand it, I tell it and provide the right word or sentences. It is fun and interesting. We all make mistakes there, but no one laughs”. Another participant H added, “We never feel boring in Facebook. Rather we learn new things from many posts and videos. When we like it so much, we even share it with our Facebook friends, they too get to know”. The other participants too feel that Facebook indeed is a source of motivation. This is because, in Facebook, they do not have to be formal and nervous or worry about anyone will see them and judge. In fact, according to them, using Facebook is fun, and as a result, learning English through Facebook is always motivating. During the discussions, they explained it further as a source of group discussion on a certain topic. That is, they are able to share their ideas, see other ideas, compliment or criticize as they feel and also come to a conclusion. Here, it always benefits to learning English. They compose everything in English the whole time.

4.2.4 Whether students needed Facebook for doing any sorts of assignment

To this question, participant J mentioned, “No. We have not used Facebook for doing assignment. But we have gotten posts where our faculty has uploaded assignment questions”. Participant K added to it that “I was absent for two back to back classes. In Facebook, I saw

that assignment is due in next class. I took help from my other classmate through Facebook messenger and completed my assignment. It carried 5 marks". The other learners said that they do not need Facebook for doing assignments. Mainly, they use Facebook not only for communicating with friends but also for getting scholastic contents. They feel, with Facebook, multitasking increases day by day. Also, the academic groups often remind them of the homework instructions those are uploaded by instructors in the Facebook group. In other word, it reminds them of the pending homework but it does not help in doing so.

4.2.5 Whether students faced any challenges being exposed to Facebook for learning English

It was already mentioned that the focused group discussion also included some final year students. They pointed out that Facebook distracts them from doing scholastic works at a stretch, unless the task involves posting any comment and participation. The first year students, meanwhile, confirmed that they faced no barrier or challenge in Facebook for learning English.

4.2.6 What Facebook provides to English language learners for learning English in Bangladeshi Context?

From the focused group discussions, the responses are such that:

- Facebook helps learners to remain connected to English language learning groups all the time. In other word, Facebook keeps them linked to study materials or lectures in online.
- Responding to any formal Facebook post given by instructor requires commenting from learners. This comment has to be written in English. Learners always remain aware that their composing will be seen by both instructors and peers. As a result, they try to write in a more formal way, properly. Here, learners are exposed to a

platform which boosts their writing skill. The first-year group responded that any comment written in wrong grammar or with wrong content is either corrected by instructor or peers. Meanwhile, the final year students at University said from first year, they have been typing in English, as a result, their composition skill has improved and, in this stage, their comments do not include as many feedbacks it used to receive in their first year.

- English language learning groups in Facebook provides learners information about the usage of proper English words in a certain context.

4.3 Analyses of the students' responses

All participants agree that Facebook is helpful for academic purpose, even though it is not recognized as an academic tool officially by the educational institutes in Bangladesh. Facebook, in their words, is a perfect platform for learners to collaborate together at online and share their resources with one another.

Learning a language is difficult, especially in a non-communicative situation or in a lecture-based context. Facebook, in this case, can connect one with both native and non-native speakers.

However, there are also learners who do not feel comfortable in Facebook because of his/her peers and instructors viewing his activities in academic group. This is because they feel they will be judged based on grammar mistakes or wrong words in the comment they post.

4.4 Findings from the interview of teachers

4.4.1 Facebook can be used to conduct English language classes

In the interview, teachers responded that Facebook can be an alternative to real conventional English Language Classrooms. A live class in Facebook is always convenient for both

learners and instructors; none has to travel long distances from home to institute. Also, it is discovered that instructors feel students' usage of Facebook can improve their writing skill, increase concentration on reading, getting proper instruction about homework, clearing out their queries, sharing class activities and giving update to the absent students. However, 4 of them are against conducting classes on Facebook. In their words, a class needs students' attention and formal environment, which are missing in Facebook. They also added that without these, there will be no discipline and learners will neither attend classes seriously nor will they understand the importance of a class.

4.4.2 What activities can facilitate English classes on Facebook?

Teachers responded to this question by uttering out a list of activities which can be given as homework. For instance, teachers can post a task on a group where students will comment their responses on it. Such as, writing what they understood, posting class projects, expressing their ideas on a certain chapter, sharing their personal experience related to the topic.

4.4.3 Whether using Facebook increased learners' interest to learn English

It is a matter of fact that all instructors feel Facebook can motivate students with its' customization features. Students can set a profile and set "English" as their communication language, and easily enhance their skill in English Language. When asked how, teachers said, every day, a student might be learning a new vocabulary. If the learner posts something by using this learning (e.g. using the vocabulary, s/he will always remember it. In this way, the learning will be at practice and it will motivate students to use Facebook as a learning platform. One of the faculties, however, mentioned, "Facebook might increase my learners' interest, but it can never be me and teach them the way I do, with properly designed materials and assigning tasks inside classroom".

4.4.4 Whether students required Facebook while doing assignments and projects

Teachers responded that learners are not usually assigned with tasks that require Facebook specifically. However, they always encourage students to take help from online (such as google scholar) and post in Facebook group if they have any queries to the instructor. One of the participants have been blunt, saying “Facebook is a social site; it is not a College, school, or University”.

4.4.5 Whether instructors faced challenges for which Facebook should be avoided.

In response to this question, teachers replied straight “YES”. The challenges are numerous. Firstly, in Facebook, students see others writing in shortcuts and are picking up the habit. Secondly, students are not used to treat Facebook as an academic necessity, thus, they do not take the lessons seriously. Thirdly, not all students own a Facebook account. Even if they own, while discussing something in consultation, it is found out that very few gets clear instruction or actually understands their tasks. Furthermore, Facebook is not stated as an academic tool by institutes. As a result, teachers get no incentive for providing service in Facebook.

4.4.6 Whether instructors are satisfied with the support received through Facebook for English language classroom

Here, instructors replied that they are satisfied with the present scenario of Facebook usage for assistance in English Language Learning. However, they also mentioned that they have more expectation from students to be serious about online learning. One of the participants replied, “Through Facebook, the contents we share, no doubt, reaches learners. But there is no way to ensure whether students utilize their time and our assistance in Facebook”. Another participant said, “I often post in Facebook about class cancellation, exam suggestions. Also,

sometimes, I post videos which they might find interesting. I upload those, and instruct my learners to share their reflections in the comment section”.

4.4.7 Whether teachers feel Facebook is necessary for English Language Learners

In response to this question, all teachers feel Facebook is necessary for English language purpose. However, it is necessary only for practicing their skills, and enhancing their communication, not solely for learning purpose. Most participants, during the interview pointed out that if it were possible to learn a language through Facebook, by now there would be millions of polyglots existing around the world and the institutes of languages would not be necessary any longer.

4.5 Analyses of teachers’ responses from interview

The teachers who took part in the interview views Facebook as a tool of assistance that can be used to enhance learners’ English skills. They believe, through Facebook, students’ autonomy can be achieved. This is because, through Facebook, these learners will also have to work on themselves. Also, since it is completely online, learners do not have to undergo the stress of continuous back to back classes or urgency of replying to a post right at the moment.

These instructors (teachers) agree that Facebook is the ongoing popular trend that is now blended with peoples’ life, be it personal, professional and academic. Therefore, it is no wonder that learners of this generation are accustomed to using Facebook for both learning and being entertained. Also, students prefer using Facebook no matter how much necessary it is. As a result, Facebook and conventional class can be blended and together be brought as the most wonderful learning platform.

Nonetheless, instructors also mentioned that even though Facebook increases eagerness to learners, it distracts them too. Thus, the usage of Facebook, over time, should also be

monitored and controlled since too much usage of this platform can hamper in learners' studies. If proper time management is monitored, it will be possible for students to utilize Facebook for English Language Learning and enhance their skill through this platform.

4.6 DISCUSSION

4.6.1 Central Research Question 1 - What is the perspective of Bangladeshi learners towards English Language Learning and Teaching on Facebook?

Through Facebook, learners mainly get writing activities and discussion activities since, for instructors, it is easier to evaluate. These tasks are mainly given as homework. In Facebook, teachers post a task on the specific language learning group. Such as, book review, summary writing, sharing personal experiences, journal writing ideas etc.

Bangladeshi learners view Facebook as a place where communication with their instructors, classmates, and peers is possible at any time, from anywhere. This platform makes learner feel less stressed and less worried about what assignments to do, how to carry out projects etc. Also, it makes learning more fun and interesting, engaging too.

These learners confessed that before coming to University, these learners did not even guess that Facebook can be a requirement ever in academic field. However, as they started joining their required groups on Facebook as per teachers' instructors, they eventually realized that they have learnt a lot from Facebook, which has improved their knowledge in English. When asked how, they have opened their Facebook app and showed some pages of Facebook to the researcher instantly. Those pages and groups demonstrate why and how they feel about learning English on Facebook. Some are presented below.

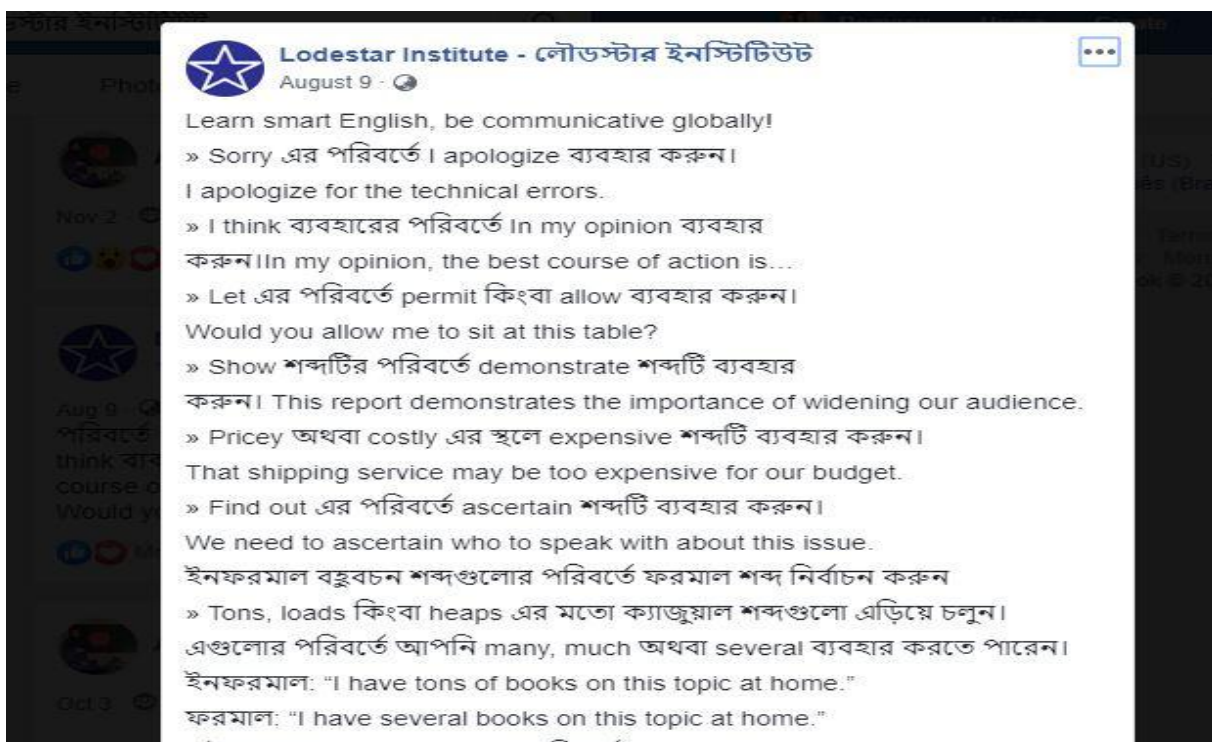


Figure 4.2 Screenshot of a Facebook Page that shows users how to use smart English and be communicative.

Figure 4.2 shows a post from an institute which includes some formal and informal utterances. Learners, in the focused group discussions, showed researcher this page and said that they have learnt this from Facebook. The researcher asked if they have not read such ideas in any English books. The learners (participants) replied that they might have read the alternative words in textbooks, but those cannot be remembered. The reason is Facebook makes any attractive, less formal, and more fun. As a result, whatever students see in Facebook, they eventually remember it.



Figure 4.3 A public Facebook group that is created to teach English to learners.

This figure (4.3) is a picture of an English Learning Page on Facebook. Learners pointed out that these pages are accessible to anyone availing a Facebook account. It is revealed in the focused group discussion that this page deals with their grammatical problems where a professional English Teacher is available online. This instructor is always online and s/he continuously attends to learners' queries when a student posts about any problem. Apart from this, here, the instructor regularly uploads a lecture and tells learners to read. Since the group and page is customized to the setting "public", anyone, from any part of the world can access it at free of cost.

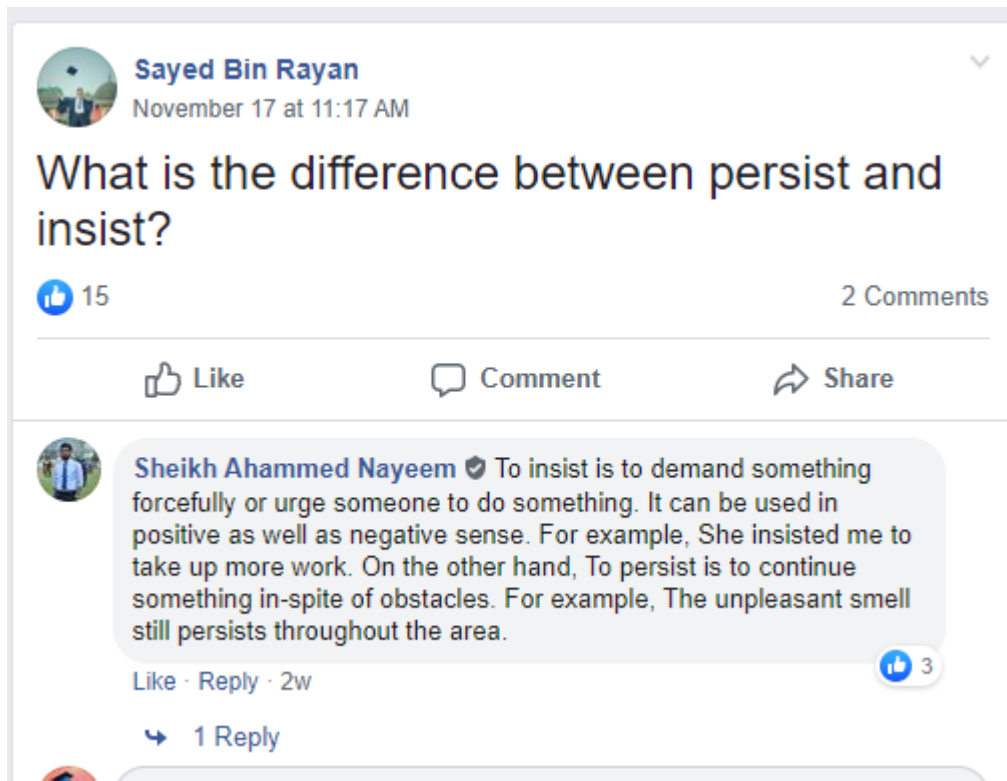


Figure 4.4 Picture of a Facebook group where learners are interacting with one another regarding the difference between two words in English.

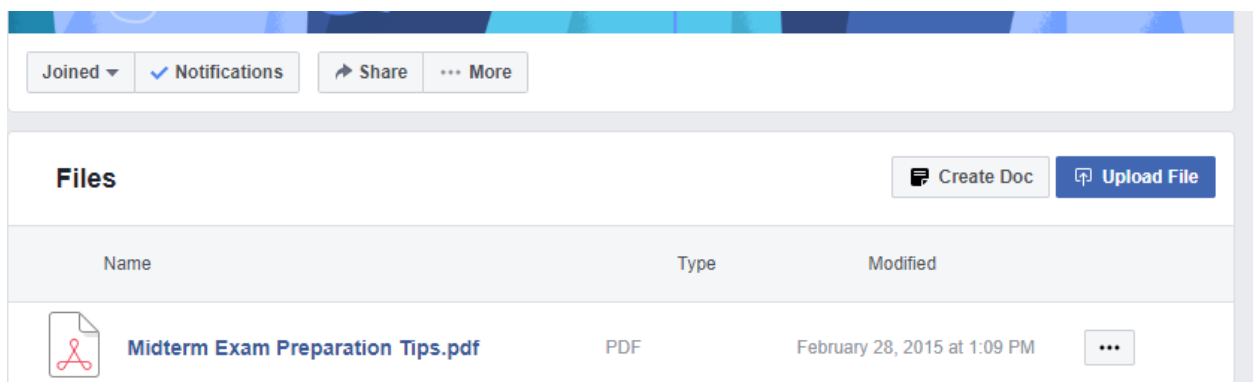


Figure 4.5 Picture of a Facebook group where a file named midterm exam preparation tips is uploaded by a faculty.



English Language Learners Group

Private group · 47401 Members

Your membership is pending approval. Answer these questions from the group admins to help them review your membership. Only the admins and moderators will see your answers.

What do you want to improve about your English? ...

grammar
composition
speaking

Group Rules From the Admins

Group members agree to follow these rules:

- 1 Be kind and courteous
We're all in this together to create a welcoming environment. Let's treat everyone with respect. Healthy debates are natural, but kindness is required.
- 2 No hate speech or bullying
Make sure everyone feels safe. Bullying of any kind isn't allowed, and degrading comments about things such as race, religion, culture, sexual orientation, gender or identity will not be tolerated.

Figure 4.6 Picture of a English Learning Facebook group where a learner was writing what s/he needs to improve in English.

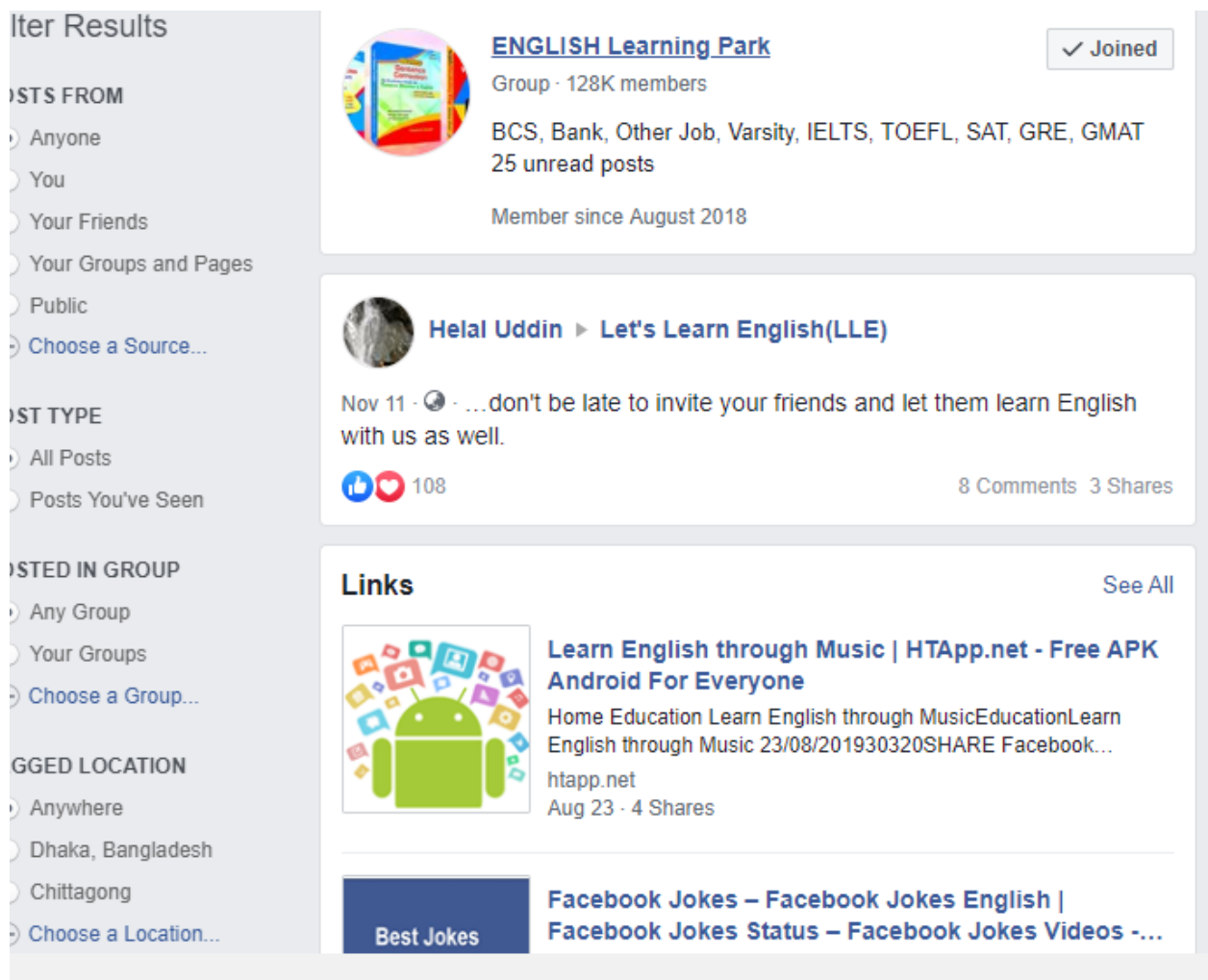


Figure 4.7 Picture of different names of English language learning groups in Facebook.

Even though most learners were happy with what English groups on Facebook teach them, many pointed out that Facebook distracts them from doing scholastic works at a stretch, unless the task involves posting any comment and participation. In fact, many confessed that if their phone is away from them, their academic works are usually finished quickly. The first year students, however, confirmed that they faced no barrier or challenge in Facebook for learning English.

Overall, it is clear that if learners participate and utilize what they see in the learning posts, blogs, they can eventually experience an improvement in their English grammar. In fact, their writing skill will be improved too. Again, another feature of Facebook named as “messenger

group chat” is a platform to let learners share their problems too. That is, the fact that Facebook is a networking site also helps in learners’ academic sectors. The messenger group chat, in this case, is different from Facebook groups. In Facebook groups, everyone see ones’ post while in messenger group, shy learners may get some privacy; they will not feel judged. On top of that, if the language setting in Facebook is “English”, learners will be practicing it while scrolling, and chatting. This will add to the list of their improvement in English Language.

4.6.2 Central Research Question 2 - What is the perspective of Bangladeshi instructors towards English Language Learning and Teaching on Facebook?

Scholars such as Salehi and Yunus (2012) defined Facebook as a platform where users can have their entire authority, however, they never implied that Facebook can be a medium to learn English Language. In reality too, Facebook is known to be the most popular online networking sites. As a result, teachers too are supposed to benefit from this platform since they have the freedom to post any information at any time with a simple copy pasting of website links or maybe directly upload the document file they want their students to view and study. However, the reality turns out to be way too much different. Even though some teachers said that Facebook could be an alternative to real life English Language Classrooms, most completely turns down the idea of conducting a class through Facebook. In Bangladeshi Context, Facebook cannot play the role of an instructor. An instructor designs his/her class plan based on the level of students; Facebook cannot do it. Again, an instructor interacts in a class and initiates discussion; in case of Facebook, it is completely preplanned what to write in the comment section. Furthermore, learning can happen through fun in Facebook, but implementation of learning cannot be ensured on Facebook.

Gogos (2017), on the other hand, stated “Facebook makes it easy to network and interact with other virtual students, and because most people know how to use Facebook they don’t need to become familiar with a new platform”. The teachers who took part in the interview, too, feel the same. They agree with Gogos that Facebook is easy to network and thus they view this platform as a tool for assistance to communicate, convey any message urgently. Some teachers said that it can be used to enhance learners’ English skills. They believe, through Facebook, students’ autonomy can be achieved. This is because, through Facebook, some learners are actually work on their basic grammar ideas and vocabularies.

Another scholar Roblyer (2010) found that University learners are available to the plausibility of utilizing Facebook and comparative advances to get help in classroom activities. This has matched with the findings of this paper. All participants were learners from University, and they were already exposed to the idea of learning through Facebook. Teachers, during the interview, mentioned a list of activities that can be given to students as their tasks to do at home, by using Facebook. Such as, writing what they understood, posting class projects, expressing their ideas on a certain chapter, sharing their personal experience related to the topic. Unfortunately, not all of them supports these activities. Students pick up the bad habit of writing in shortcuts, which is completely wrong and informal. As a matter of fact, teachers mentioned their concern about this issue. Most of them states it as “misuse of language”.

Some teachers’ statements contradicts the view too. According to them, they can engage students in tasks by providing students more support as they do in conventional classrooms. Group discussions in Facebook can be an alternate of conventional classroom discussions. Meanwhile, subject wise, teachers can build an online community for improving all four skills of language: reading, writing, listening, and speaking. Furthermore, teachers can engage students with more group works, from which students will be more motivated to studies and they will be eager to learn through Facebook. Furthermore, there are learners who

are not comfortable to interact in front of their instructor. For those students, if teachers give tasks through Facebook, with their comfort zone, it is evident that they will be able to overcome their shyness and language barrier. Lastly, classroom activities too can be continued through Facebook. There, supplementary exercise sheets can be uploaded and let students practice more, with the help of their peers, if required.

Chapter 5

Conclusion

5.1 Introduction

The chapter portrays the summary of the overall research paper.

5.2 Summary of the findings

Students indeed get advantage as they use Facebook to enhance their skills of English Language. Both the interview and focused group discussions reveal the good and bad part of using Facebook. From the interviews, it is clear that instructors are not satisfied with the progress, and yet they are neither unhappy with it, since Facebook plays a vital role in conveying a message to all within a glimpse.

The senior students too, during the focused group discussion, compared their write ups in Facebook in first year and final year and emphasized on how less mistakes they make. However. Teachers also pointed out that using Facebook, at times, distracts their learners.

To be more specific, it can be said that, Facebook helps students to get guidance of faculty members online all the time. In the meantime, faculties pointed out that proper monitoring in students' Facebook usage is necessary, with which any sort of misconducts can be avoided.

5.3 Pedagogical Implications and Suggestions

Even after considering all drawbacks of learning English through Facebook, it can be said that the site can be useful for student autonomy. In other word, the site is useful for learners of English Language in their daily life by giving them exposure and helping with regular grammar and vocabularies. However, in terms of Pedagogical Implication, it is still a way to be considered by instructors. Whether Facebook can function as an alternate to class teachers

in learners' need is an area yet to be explored. For now, it is helping learners only with some subconscious leanings. In this case, the researcher of this paper can suggest the following.

The English instructors should open a Facebook learning group for their learners' course wise. In that group, the instructor must be active and always upload any materials related to the course. To make the learners serious about reading those resources, instructors can allocate some marks for learners' participation, which can be added in the final grade of the course.

In order to implement the suggestions, institutions have roles to play too. Training teacher is the utmost priority. In order to blend Facebook with conventional English classes, teachers themselves have to make new plans to grab learners' attention. The more instructors will be trained, the more they will be able to guide their learners to the right track. For this, institutions need to be more active in appointing teachers and provide them incentives for providing their services on Facebook beyond class timing.

Parents or guardians, meanwhile, should take responsibility to monitor how learners' utilize their time in Facebook. With proper monitoring, learners will not misuse their time in unnecessary activities on Facebook.

5.4 Conclusions

To coordinate and progress with the advanced world, Bangladesh is already attempting to improve its instructive techniques. As referenced in section one the fundamental point of this exploration was to discover the perspectives of learners and instructors towards learning English Language with the help of Facebook and voice their words in this paper. After doing so, the research shows that Facebook is assisting learners to promote learning through fun.

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