Understanding Students' Perception on the use of Facebook for Second Language Learning

Tasmia Nawrin[1], & Nurun Nahar Moon[2]

ABSTRACT

The study approaches to explore tertiary level students' perceptions of Using Facebook for Language Learning. Social networking sites are believed to be good aid for learning language projecting content and language skills and there has been a number of studies on this issue. Like other social networking sites Facebook can be a platform for learning English. Earlier several studies have discovered that students of tertiary level do not have good command in using English even though, this population spent much time on Facebook interacting with friends, sharing and expressing their ideas, opinion, photos and so on. While using Facebook the tertiary level students, to great extent, use English and thus, this population might have thoughts about what certainty and what problems they face on Facebook using English. The study was conducted with a quantitative approach where data has been collected through a cross sectional survey from purposively selected 100 tertiary level students with a structured questionnaire used as a tool. The findings of the study presents that the students are positive to think Facebook as a language learning platform even though they addressed some language and technological challenges. Although the area of the study is small, the result of the t-test shows that the total population might have the same opinion as the sample group.

Keywords: *Facebook, Second Language Learning, Perception, Social Networking,*

Introduction

Apparently, there is hardly unyielding academic connection between *English as a Second Language* (ESL) and *Information and Communication Technology* (ICT), as they belong to two distinct faculty of human knowledge. However, deep proliferation of ICT into every sphere of life along with trends of interdisciplinary knowledge has created profound interconnectivity between ESL and ICT. ICT was integrated in ESL at its early stage of innovation and evolved with new developments (Omachonu and Akanya, 2019). Manufacturing companies are coming often with more sophisticated features which can be effactually used to access the recent language-based information and activities. with colossal emergence of Internet and

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[1] Institute of Education and Research, University of Dhaka

[2] EdTech, Agami Inc.Dhaka

its intense proliferation have influenced every discipline, perhaps mostly language learning (Kabilan, Ahmad and Jafre,2010). It combined learning process in a single activity, offered new interaction strategy compliant with social situations and community culture and overcome time constrains and geographical boundaries. Apart from speaking and listening, which was focused on earlier approaches, Internet appended features to nurture reading and writing skills as well. Synchronous and asynchronous communication created opportunities to include internal and external links, sounds, video strips, slides, pictures, audible emoticons or even colorful backgrounds within texts. Learners became co-authors of digital texts in collaboration with other authors online and publish on the Web. characteristics of learners have evolved as well accordingly. They tend to use technology not less than face-to-face communication, if not more to pass leisure time in their e-society. Since technology is changing rapidly and learners' characteristics have evolved accordingly, understanding contemporary trend of using ICT in ESL context is imperative as it can help selecting suitable methods of teaching learning.

Literature Review
Language and Internet

Internet has brought a revolution from specialized, futuristic systems to the network that most significantly structuring the engagement of daily life with the world. Consequently, language acquisition does not require extensive use of conscious grammatical rules or tedious drills but the meaningful interactions in the target language in which speakers are concerned about the message that they are conveying and understanding. Particularly an e-society allow individuals to construct a public or semi-public profile within a bounded system; articulate a list of other users with whom they share a connection; and view and traverse their list of connections and those made by others within the system (Gitelman & Pingree, 2003). Krashen (2004) states that Free Voluntary Reading (FVR) might be the most powerful educational tool in language education. Moreover, he said that sustained silent reading is helpful to develop those students' writing, writing fluency, spelling, vocabulary and grammar who use English as a second language (p. 2) In e-society FVR is the only task that users are doing unconsciously. Therefore, as Jones (2005) argues that e-society for language learning provides the opportunity, previously unavailable, for learners to practice oral skills with Native speakers. By that, learners can learn the language more accurately.

Facebook

Facebook is leading social networking site with more than 2.9b people who are connected with friends and family, to discover what's going on in the world, and to share and express what matters to them which was initially launched in a dorm of Harvard University by Mark Zuckerberg. According to Cooley (2020), it is such a SNS where people can go on and read wall posts to get a sense of the reputation of a person. People consider it as an integral part of life that

allows them to communicate and build online communities, facilitate syndication by sharing and reusing, capitalize others knowledge and help to learn easily in their busy life. Heiberger and Harper (2008) explained the relation between Facebook use and student engagement that it is happening for two general reasons: 1) today's college students use Facebook at high rates, as illustrated by the statistics presented in the introduction and 2) Facebook intends to be an engaging platform going as far as to measure their success in terms of user engagement.

Facebook and language

According to Selwyn (2009), Facebook has appeared to provide a ready space where the 'role conflict' that students often experience in their relationships with university work, teaching staff, academic conventions and expectations can be worked through in a relatively closed 'backstage' area. So, Facebook can be used like a platform to serve pedagogical purposes.

English is the prime language of Facebook among 70plus languages that are available on Facebook which are varied by the user of the community. Terminologies of facebook: Like, share, post, comment, update, status, follow, online, wall, profile, page, event, group etc, these are the ways users express their feelings. It is very often people are acquiring knowledge without conscious learning. Anyone can translate language using a translating application which might not provide any knowledge of language to the user. The research of Blattner and Lomica (2012) discovered that students generally liked the use of Facebook for two main themes: a) facilitating communication among faculty and b) language and cultural exchange.

The study

After the war of independence in 1971, yet Bangladesh did not have any proper Language Education Policy which configure the English language situation in the country of that time, and this caused a disarray situation in Language Education (Saha, 2014). In a study of English in Action Shaheen, Hassan and Poil (2013) stated that almost all the sectors of Bangladesh require English Speakers. Based on the Language situation of Bangladesh the three branches of education are Bangla medium, English medium, and Madrassa based and where English is a compulsory language subject like Bangla (Education policy, 2010), but Saha (2014) claimed that after receiving 12 years of English language Education students fail to show their performance in English and this spills a chaotic issue in the testing and evaluation of language learning materials and its appropriateness. Thus a social problem arises where the English language learners are being targeted for immediate solution in coaching centers and crash programs, some locally produced English language learning guide books (ELLGs) where the language methods are also applied to learn English, but this is not enough for the students. Learning language is not just to acquire knowledge but also to use in practical life. Students are more likely to use a mixed Language of Bangla and English in informal situations.

Ronald Gray (2007) said that each country has a special English need to stay on the forefront of technological, scientific advances, as well as international business practice in addition to general translation requirements. So, the need for English can be rectified using SNS in higher Education. In a discussion about Facebook McBride (2009) said that they have the potential to transform language learning by offering synchronous and asynchronous interaction and speaking, writing and listening activities at a time and place of learners.

A study on Facebook and language learning strategy found that Facebook notes has the potential to be used as an LLS (language learning Strategy) training tool aligned with the current trend (Alias, Manan et al,2011). Simultaneously, Facebook might perform as a learning medium of Language. Again, McGloughlin and Lee (2010) said that self-directed learning is encouraged by enabling students to create, share and comment on others' contributions and by allowing them to choose from multiple forms of support. In 2010 a study of ECAR (EDUCAUSE center for Applied research) of Undergraduates students and information technology revealed that the students' use of social media has steadily increased. As the use Of SNSs is expanding undoubtedly Facebook will also be a part of this expansion. Then, Facebook can help to learn the target topics. As early noted, that Bangladeshi students have a lack of skills in English, here Facebook can be a platform to accomplish the need. The purpose of the study is to explore the situation of English language skills on Facebook.

Research Questions:

1. How do the students perceive FB as language learning tool?
2. What challenges do the students face while using FB for Language learning?

Method

Cross-sectional survey method was followed in this study as it can examine current attitudes, beliefs, opinions and practices (Cresswell (2012:377).

Purposively selected one hundred students who were using FACEBOOK were the sample for this study. The study took the students 1st year to 4th year of honors level from the five streams (Language Education, Special Education, Social science Education, Physical science and biological science) of Institute of Education & Research (IER, the single-most prominent higher education institution in Bangladesh which deals with the pedagogical practices) as the population of the study.

A structured questionnaire was prepared to collect the required quantitative data using Likert scale, close-ended and one open-ended question. Tool was designed for this study which was piloted and modified by the researcher. The questionnaire was designed in four sections namely (1) Demography, (2) Practice in Facebook, (3) English in Facebook and (4) Opinion on using English Facebook.

Demography section collected information about Gender, student' stream, semester and perceived language skill; "Practice in Facebook" section looked into the information about time period as a member of Facebook, duration of usages, used language in Facebook and other Internet tools; "English in Facebook" was designed focusing on how Facebook is helping to learn English; and the last section asked participants Opinion on using English in Facebook. Respondent sample completed their survey in their class.

To analyze the questionnaire result SPSS was used. Mean scores, percentage and frequency were used to describe the students' demographic information, Practice of Facebook and English in Facebook. One Sample t-test and frequencies has been used to analyze the data of 5-point Likert scale.

Findings

This section consists of findings of the study and analyzing data that are put into research quantitative analysis. Data, from findings and analyzing, presented here to describe the focus and aspects of the study.

Demographic Data:

FB is an immensely popular SNS where a large number of people from various age groups are in involve in social networking. In terms of gender, the respondents of this study comprise 59% male and 41% female respondents. 100 samples have taken for the study. This finding shows that male respondents are more than female respondents.

Figure 1: frequency of student educational level
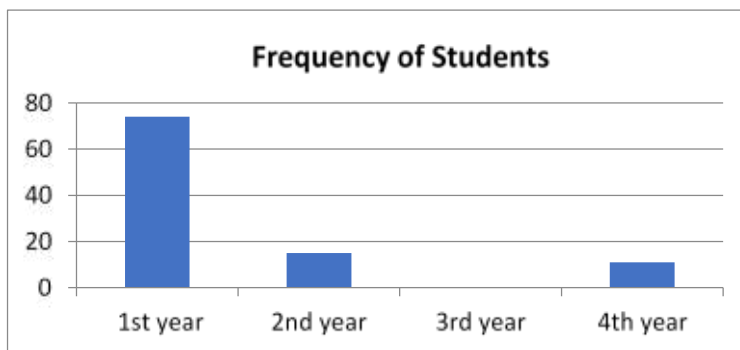
In figure 1, it analyses that the users of FB according to semester were, 1st year =74%, 2nd year = 15%, 3rd year = 0%, 4th year = 11%

A scale is used to measure students' personal rating for four Language skills. Mean difference score of students' language skills shows that students' reading mean difference score is 2.69 that in between 2.5 to 3. Here, reading skill is good. Writing, speaking and listening skills scored in between 1.5 to 2.5 that is moderate.

Table 1: Statistics of Language proficiency

	Reading (%)	Writing (%)	Speaking (%)	Listening (%)
Poor=1	4	8	27	17
Moderate=2	23	53	55	52
Good=3	73	34	18	31
Mean difference numbers	2.69	2.26	1.91	2.14

Table 2, given bellow, is about the time they spent on FB per day. Table shows that 41% students spent 1-3 hours per day on FB which is the highest. Only 7% students spent more than 5 hours.

Table 2: Time spent on Facebook

Time Spent on Facebook	Less than 1 hours	1-3 hours	3-5 hours	More than 5 hours	Total
Percentage	38	41	14	7	100

Table 3 is analyzing the respondents' language that they use in FB. Significantly, 83% respondent use both Bangla and English which is significantly high. Beside this only 2% use only Bangla and 15% use only English. None of these respondents use other language in Facebook.

Table 3: Language, that use on Facebook

Language use in Facebook	Bangla	English	Bangle & English	Others	total
percentage	2	15	83	0	100

Study tried to figure out the use of other social networking sites (SNS) of the sample size.

Figure 2: Use of other SNS
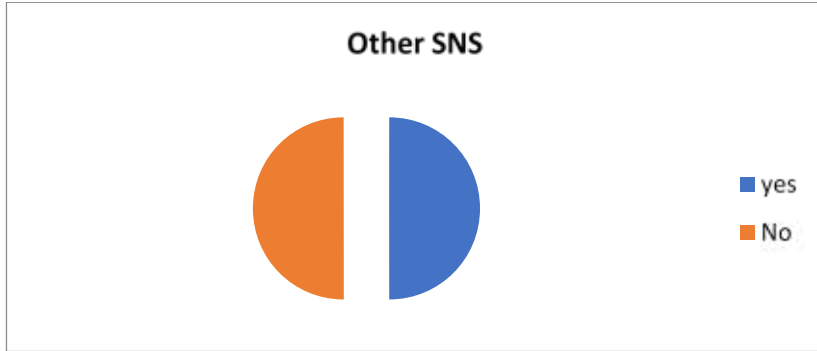
This pie chart given above is analyzing whether the respondents use any other SNSs and it says 50 respondent use and 50 do not.

Analysis of "English in FB" Data

From this section respondents responded to the questions related to their activities and practice in FB. This section was divided in item 10 and 11.

Table 4: Activities that users do on Facebook

Activities In percentage	Share Idea	Share Personal Status	Ask for Information	Comments on others sharing	Read other status	Read others shared posts	Listen to music	Watch videos	Chat
Do	59	62	55	67	77	72	23	31	76
Don't	39	38	45	33	23	22	77	69	14
Total	100	100	100	100	100	100	100	100	100

Item no. 10 (survey question) was about respondents' English Language based activities on Facebook. Nine activities have been selected from the activities of Facebook (Facebook.com)

Analysis says respondents' activities namely: reading others status (77%), reading others shared posts (72%), commenting on sharing (67%) and chatting (76%) in FB were significantly higher rather than the other activities. These activities mostly refer to reading and writing skill using language.

Listening to music (23%) and watching videos (31%) are low in pre pandemic time (before covid19). So, before covid 19, listening practices is lower than reading and writing activities.

Table 5, Item 11, opinion on Facebook is helpful to learn English.

Table 5: T-test result of samples' opinion on- Facebook is helpful to learn English.

	One-Sample Test 1					
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean difference	95% Confidence Interval of the Difference	
					Lower	Upper
i. Reading shared status	13.015	99	.000	.940	.80	1.08
ii. Reading News articles	14.925	99	.000	1.200	1.04	1.36
iii. Write comments on other statuses	9.565	99	.000	.820	.65	.99
iv. Write comments on shared posts, notes or other items	9.176	99	.000	.770	.60	.94
v. Write comments on shared News, Articles	8.776	99	.000	.760	.59	.93
vi. Learning unfamiliar words	14.065	99	.000	1.230	1.06	1.40
vii. Using unfamiliar words	10.621	99	.000	1.050	.85	1.25
viii. Learning new sentence structures	4.012	98	.000	.455	.23	.68
ix. Using new sentence structures	6.748	99	.000	.640	.45	.83
x. Lessening mistakes while using the language	5.789	99	.000	.620	.41	.83
xi. Getting motivation to read English materials	11.238	99	.000	.950	.78	1.12
xii. Getting motivation to write more in English	9.080	99	.000	.850	.66	1.04
xiii. Getting criticism directly if there are any kind of mistakes	1.658	99	.101	.170	-.03	.37

Item no. 11 is presenting 5-point Likert Scale where the findings are about how respondents find it helpful to learn English since they have begun to use Facebook. The limit of 5 points Likert scale is strongly disagreed to strongly agree that indicates the opinion of respondents 13 query. Here, the test value is Zero (0).

Since the respondents began to use FB, they've found it helpful to learn English by practicing English FB activities.

Reading shared status: frequency table shows that 60 respondents among 100 agreed that. The t-test also shows that the mean difference is .904 and the p-value is .000. So, population might have positive response on that reading shared status.

Reading News Article: 49 respondents agreed, and 38 respondents strongly agreed on that. T-test table shows that the mean difference score is 1.200 and p-value is.000. So, it can be assumed that total population also might have positive response that reading news article is helpful.

Writing Comments on other status: 50 respondents have agreed, and 20 respondents strongly agreed on that. T-test mean difference is .820 which is not neutral but close to agrees. And the p-value is .000. So, total population might have positive response on that.

Writing comments on Shared Posts, notes, or shared items: 44 respondents have agreed and 34 are neutral. T-test mean difference is .770 which says respondents' opinions are in between Agree and Neutral. P-value is .000 that indicates that total population might have the same response as the respondents.

Writing comments on Shared news, articles: t-test mean difference is .760 that says respondents' opinions are between agree and neutral. P-value .000 says total population might have the same response as respondents about that.

Learning unfamiliar words: t-test mean difference score is 1.230 that says respondents are agreeing that Facebook is helping to learn unfamiliar words. As the p-value is .000 so there might not be any difference between sample and the total population.

Using unfamiliar words: T-test mean difference is 1.050 that indicates samples are agreeing that using Facebook is helping to use new words. As the p-value is .000 so there might not be any difference between sample and the total population.

Learning new sentence structure: t-test value is .455 that indicates samples are neither agreed nor neutral. Their opinions' about learning new sentence structure are closer to neutral. P-value is .000 that indicates total population might also have the same response as samples.

Using new sentence structure: t-test mean difference is .640 that indicates that samples responses are neither agree nor neutral. Their opinions about using new sentence structure are

closer to agree. As the p-value is .000 so there might not be any difference between the response of samples and the total population.

Lessening mistakes while using the language: t-test mean difference is .620 that indicates that samples responses are neither agree nor neutral. Their opinions about lessening mistakes while using the language are closer to agree. As the p-value is .000 so there might not be any difference between samples and the total population.

Getting motivated to read English materials: The t-test is showing that the mean difference is .950 that indicates that samples responses mostly agree on using Facebook helps to get motivation to read English materials. And as the p-value is .000. So, population might have positive response as the samples.

Getting motivated to write more in English: t-test mean difference is .850 that indicates that samples' responses mostly agree. Their opinions' about getting motivated to write more n English are closer to agree. As the p-value is .000 so there might not be any difference between the response of samples and the total population.

Getting the criticism directly if there is any kind of mistakes: t-test value is .170 that says samples' responses are neutral about getting the criticism directly if there is any kind of mistakes. Here, the p-value is .101 which means differences for this study cannot say anything about the total population.

Analyzing the Likert scale with t-tests and frequencies study have found that samples agree that since they began to use Facebook, they found it helpful to learn English by -Reading Shared statuses, Reading News Articles, learning unfamiliar words, using unfamiliar words, getting motivated to read English materials, getting motivated to write more in English.

Samples are mostly neutral about writing comments on others shared statuses, writing comments on- shared posts, notes, news, articles, learning new sentence structure, using new sentence structure, lessening mistakes while using the language.

Study found that though samples are neutral about getting the criticism directly if there is any kind of mistakes but for total population study cannot assume anything.

Analyzing "Opinion on using English in Facebook"

This section is divided into items. Item no. 12 contains twelve sub-items and items 13 contains 6 sub-items. These two items are 5-point Likert scale which will be analyzing with t-test to have view of respondents' opinions. Item no. 14 is an open-ended question.

Table 6: opinion on – why Facebook can be a platform to learn English (t-test)

	One-Sample Test 2					
	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean difference	95% Confidence Interval of the Difference	
					Lower	Upper
i. Creates Self learning Environment	9.845	99	.000	.870	.69	1.05
ii. Might give a quick Feedback for any kinds of mistakes	5.064	99	.000	.480	.29	.67
iii. Builds up confidence to communicate through English	13.179	98	.000	1.010	.86	1.16
iv. Give access to international community of English speaker	10.607	99	.000	1.000	.81	1.19
v. Motivates to communicate with the real-world people using English.	10.373	99	.000	.910	.74	1.08
vi. Helps to learn unfamiliar words	14.750	98	.000	1.192	1.03	1.35
vii. Helps to learn fresh writing style	10.653	99	.000	1.010	.82	1.20
viii. Enhance students' English communication skills.	9.462	98	.000	.939	.74	1.14
ix. Sometimes force to use English language	5.761	99	.000	.580	.38	.78
x. Creates conscious to use accurate English	5.642	99	.000	.620	.40	.84
xi. Creates an urge to follow or read one's profile who uses slandered English language.	5.633	99	.000	.470	.30	.64
xii. Inculcates a more positive attitude towards English as English Language.	10.352	99	.000	.850	.69	1.01

It is analyzing students' opinion whether using Facebook can be a platform to learn English Language. This item has developed with 12 queries. 5 level Likert scale has been used to analyze the responses of students where the limit is strongly disagreed to strongly agree, and the test value is 0(zero).

Creates Self learning Environment: T-test mean difference is .870 which says samples are close to agree that Facebook can be a platform to learn English as it creates self-learning environment. And the p-value is .000. So, total population might have same response as the samples.

Might give a quick Feedback for any kinds of mistakes: t-test value is .480 that indicates samples are neither agreed nor neutral. Their opinions about Facebook might give quick feedback for any kinds of mistakes are closer to neutral. P-value is .000 that indicates total population might also have the same response as samples.

Builds up confidence to communicate through English: T-test mean difference is 1.010 that indicates samples are agreeing that using Facebook builds up confidence to communicate through English. As the p-value is .000, there might not be any difference between sample and the total population.

Give access to international community of English speaker: T-test mean difference is 1.000 that indicates samples are agreeing that using Facebook gives access to international community of English speaker. As the p-value is .000, there might not be any difference between sample and the total population.

Motivates to communicate with the real-world people using English: From the t-test table is seen that the mean difference value is .910 which indicates samples are closer to agree that Facebook motivates to communicate with the real-world people using English. The p-value is .000. So, population might have the same opinion as the samples.

Helps to learn unfamiliar words: T-test mean difference is 1.192 that indicates samples are agreeing that using Facebook helps to learn new words. As the p-value is .000 so there might not be any difference between sample and the total population.

Helps to learn fresh writing style: T-test mean difference is 1.010 that indicates samples are agreeing that using Facebook helps to learn new writing style. As the p-value is .000 so there might not be any difference between sample and the total population.

Enhance students' English communication skills: The t-test table is showing the mean difference value is .939 and that indicates samples are closer to agree that Facebook enhances students' English communication skills. The p-value is .000. So, population might have the same opinion as the samples.

Sometimes force to use English language: t-test mean difference value .500 indicates that samples are neither agreed nor neutral. Their opinions about Facebook might force to use

English can also be a platform for learning English are closer to neutral. P-value is .000 that indicates total population might also have the same response as samples.

Creates consciousness to use accurate English: t-test mean difference is .620 which indicates that samples' responses are neither agree nor neutral. Their opinion about using Facebook creates consciousness to use accurate English is closer to agree. As the p-value is .000 so there might not be any difference between the response of samples and the total population.

Creates an urge to follow or read one's profile who uses standard English language: t-test mean difference value .470 indicates that samples are neither agree nor neutral. Their opinion is closer to neutral that Facebook creates an urge to follow or read one's profile who use Standard English. P-value is .000 that indicates total population might also have the same response as samples.

Inculcates a more positive attitude towards English as English Language: T-test mean difference is .850 which says samples are close to agree that Facebook can be a platform to inculcates a more positive attitude towards English as English Language. And the p-value is .000 that says total population might have same response as the samples.

Findings from the Likert scale with t-tests and frequencies study have found that Samples agree with the opinion that using Facebook can be a platform as it builds up confidence to communicate through English, gives access to international community of English speaker, helps to learn unfamiliar words, helps to learn fresh writing styles and enhances students' English communications skills. In addition to that the response is closer to agree that Facebook can also be a platform as it creates self-learning environment, motivates to communicate with real world people using English, creates consciousness to use accurate English and inculcates a more positive attitude towards English as a language.

Samples are mostly neutral about using Facebook might give quick feedback for any kind of mistakes, sometimes it forces to use English language, creates urge to follow or read one's profile who uses standard English. Study found that samples responses might represent the total population response about using Facebook.

Here, Item 13, opinion on "challenges of using Facebook in learning English" is given.

Table 7: t-test of Facebook in learning English

	Test Value = 0				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean difference	Lower	Upper
i. Mix of two or more languages creates problem learning desired language	8.918	99	.000	.920	.72	1.12
ii. Force to use other language which interrupts learning English	-.749	99	.456	-.070	-.26	.12
iii. Using FB for entertainment is more interesting than learning English	7.049	98	.000	.818	.59	1.05
iv. Not getting enough device access for using Facebook.	.501	99	.618	.050	-.15	.25
v. Not Getting internet access which also might interrupt Learning English by FB	.094	99	.925	.010	-.20	.22
vi. Lack of conscious learning environment	4.364	99	.000	.440	.24	.64

It is analyzing students' opinion on learning English is sometime challenging in FB. This item has been developed with 6 sub-items. 5 level Likert scale is used to analysis the response of students where the limit is "strongly disagree" to "strongly agree" and the test value is 0(zero).

Mixure of two or more languages creates problem learning desired language: t-test mean difference is .920 which says samples are close to agree that sometime using Facebook is challenging to learn English because it mixes two or more languages that creates problem learning desired language. Moreover, the p-value is .000. So, total population might have same response as the samples.

Force to use other language which interrupts learning English: The t-test value is -.070 and that says samples' response disagree that learning English is challenging due to the tendency of using other language. According to the response of the samples, force of using other language for instance the first language or any other languages do not have much to do with interrupting

learning English. However, the p-value is .456 which means this study cannot say anything surely about the total population.

Using FB for entertainment is more interesting than learning English: t-test mean difference is .818 which says samples are close to agree that sometime using FB for entertainment is more interesting than learning English. Since the p-value is .000., total population are expected to have same response as the samples.

Not getting enough device access for using Facebook: t-test value is .050 that says samples disagreed on using Facebook is challenging to learn English not for getting enough device access. Here, the p-value is .618 which mean differences the study cannot say anything about the total population.

Not Getting internet access which also might interrupts Learning English by FB: t-test value is .010 which says samples disagreed on using Facebook is challenging to learn English not for getting internet access which also might interrupt learning English by Facebook. Here, the p-value is .925 which means the study cannot say anything about the total population.

Lack of conscious learning environment: t-test mean difference value .440 indicates that samples neither agree nor are neutral. Their opinion is closer to neutral that learning English is challenging due to lack of conscious learning environment. P-value is .000 that indicates total population might also have the same response as samples.

Analyzing the Likert scale with t-tests and frequencies the study has found that samples agreed on mixing of two or more languages creates problems in learning desired language. Another challenge found notably is that Facebook is used more for entertainment than being used as a language learning platform.

Furthermore, samples are mostly neutral about lack of conscious learning environment is challenging for English learning, not for getting enough device access and not for getting internet access which also might interrupt learning English.

In addition to that, a significant finding is that samples disagreed that there is forces of using other language which interrupts learning English. However, more significantly the p-value is .456 and thus, the study cannot assume about total population.

Discussion

Demographic analysis presented that among 100 samples male were 59% and 74% of the respondents are 1st year students. So, the data that have been used in this study are from the first-year students of tertiary level. These students rated their language skills. In Reading the respondents are good and in other three skills namely: writing, listening and speaking their mean score has shown that they are moderate. However, Saha (2014) claimed that after receiving 12

years of English language Education students fail to show their performance in English. As this study did not use any test to measure respondents' language skills, so using respondents' language skills rate this study cannot say that these samples have good command in English.

Though mean of the respondents show that their language skill is good and moderate but while it is about Facebook language 83% sample says that they use both Bangla and English. Only 15% of them says that their medium of language in Facebook is English and this is significantly low. May be respondents are not good enough to use English publicly in Facebook.

Fifty percentage of the respondents said that they use other SNS besides Facebook. According to Godwin Jones (2005), SNSs for Language learning provide the opportunity for learners to practice oral skills with native speakers which was not available before the emergence of SNS. So, using other SNSs may have a significant impact on student's English language learning.

The questionnaire suggested 9 options of activities that users do in the Facebook. Frequency shows that most respondents read others status and read others shared posts. Their writing activities are less than reading.

Respondents agreed that using Facebook is helpful to learn English Language by- Reading Shared statuses, Reading News Articles, learning unfamiliar words, using unfamiliar words, getting motivated to read English materials, getting motivated to write more in English. They gave opinion about writing comments on others' shared statuses, writing comments on- shared posts, notes, news, articles, learning new sentence structure, using new sentence structure, lessening mistakes while using the language are neutral. Thus, the users get the exposure to use and learn the language by using and rectifying the mistakes made by himself or others.

T-test analysis showed that as the p-value is .000 so the sample and total population might have the same response about these. Though respondents are neutral about- getting the criticism directly if there are any kind of mistakes, but as p-value is not .000 so study cannot assume anything about total population.

Respondents' opinion about- using Facebook can be a platform to learn English language are mostly agreeing. They agreed that using Facebook builds up confidence to communicate through English, gives access to international community of English speaker, helps to learn unfamiliar words, helps to learn fresh writing styles and enhances students' English communications skills can be a platform to learn English Language. Werry (1996) said that communicators have developed short cuts for expressing words, phrase and emotions as well as textual and graphical pragmatic devices. Their use of Facebook helps to develop shortcut words and phrases which refers to learn and use unfamiliar words and sentences. Besides these Godwin Jones (2005) said that social networks help to learn language through native speaker. As a result, it can be said that the study reveals the positive use of Facebook, a very popular SNS, which is supported by the former studies and the scholars.

Respondents also closer to agree that is also can be a platform as it creates self-learning environment, motivates to communicate with real world people using English, creates consciousness to use accurate English and inculcates a more positive attitude towards English as a language. McGloughlin and lee (2010) stated that learning in the social media has highly self-motivated, autonomous and informal as well as an integral part of the college experience. Thus, SNSs can create a self-learning environment and conscious for the students of any age to learn Language and the current study has similar understanding .

Lastly, the study tried to find out the challenges for English language learning through Facebook.

Analysis of the Likert scale with t-tests and frequencies study have found that samples agree that mix of two or more languages creates problems in learning a desired language and using Facebook is more used for entertainment than for learning English. This issue is very challenging for learning English in the platform of a SNS.

Samples are mostly neutral about lack of conscious learning environment is challenging for English learning, not for getting enough device access and not for getting internet access which also might interrupt learning English. David parry (2011) argued about mobile- The unwired learning space is about to substantially alter the landscape of teaching with and through technology. However, the samples are neutral about electronic devices which the study was assuming that might be challenging for learning English.

Furthermore, one of the significant finding is that samples disagreed on the issue that forces of using other language interrupts their English language learning on Facebook platform.

Recommendation

This study has explored only students' perception, a very minute area, about English Language Learning through Facebook. The findings and analysis suggest further studies in this sector. However, based on this small scope study the researcher would not like to recommend any suggestion. It is important to keep in mind that the behavior described in the study may very well only be characteristic of the group that is being studied, university students. Most of these students, who were active Facebook users, ranged from the ages of 18 to 25. It may be inferred that during the first year, students, especially around this age group, are most likely to surround themselves by social activities that involve a lot of short-term entertainment. Henderson (2008) discussed about writing in SNS The growth of social networks and the Internet from an outpouring of expression that feels more like "talking" than writing: blog posts, comments, homemade videos, and lately epigrammatic one-liners broadcast using services like Facebook status updates. Thus it can be stated that the SNSs are more likely to enlighten the speaking listening than that of the reading writing skills.

Theoretically, social networking platforms (SNP) should be useful in ESL contexts. But before jumping into it, a number of issues must be considered. For example, from *EthnoComputing*

point of view, "technological systems are socially produced, and social production is culturally informed. So, it must be relevant to the local users" (Mattiet al, 2006. p.128), but SNP associated ideas are shaped by the creators' values, appreciations, ideologies, beliefs, or aesthetics which may vary between cultures.

Hence, a question can be raised: how can the SNP influence a country's cultural change? Besides, are ESL teachers prepared to allow SNP in their language teaching? Is it possible for a language teacher who feels more comfortable with books or face-to-face interaction to continuously cope with the frequent change of technologies? Since the Internet makes plagiarism easy, how will it be addressed if online-based initiatives like SNP are encouraged? How can it be used inclusively since society is still digitally divided? Indeed, these are inconclusive issues and sufficient understanding is imperative to grasp the advantages of SNP.

Language learning has significantly evolved with ICT within past decades and Internet is increasingly influencing ESL contexts. A growing concern is manifested that Internet is assistive for ESL learners. In such circumstances, the question is what would be the best strategy in future? Undoubtedly, there will be an expansion of Internet as it is the fastest-growing technology. Websites have increased from 150 in 1993 to one billion in 2000 (iwsun4. infoworld.com); 29.7 billion pages in February 2007 and *Google Blog* has indexed 1 trillion web pages in 2008, although they have not covered all (www.pandia.com).

Conclusion

McKay (2002) said about language to be international that the language has developed to where it is no longer linked to single culture or nation but serves both global and local needs as a language of wider communication. (p.24) Facebook is such communication medium where people mix their culture, share and express to the whole world.

The Findings of the study show that Facebook users are thinking about their scopes of learning Language through using Facebook. Student perceiving English more often and they find it useful. Students have a positive perception about Facebook that it can be a platform of learning English Language. In Bangladesh English is recognized as foreign language but used at every social class. So, people need more easy and more active learning area. Facebook can be such a medium to help learning English not only the tertiary students but also each user who use it.

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