

Facebook in Learning English by Libyan High School Students – A Quantitative Study

Nwal Mohamed Asayh¹, Research Scholar, Dept of English, Sam Higginbottom University of Agriculture, Technology and Sciences, Allahabad

Immanuvel Premkumar P², Assistant Professor, Dept of English, Sam Higginbottom University of Agriculture, Technology and Sciences, Allahabad

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Abstract

In language teaching, especially where language is learned as a second language, every language teacher has various choices for integrating social media into his/her class. In recent days, numerous social network sites are used for educational purposes like Twitter, Whatsapp, Instagram, Facebook, etc. Facebook is a popular website for students' communication and teamwork learning. So, this study aimed to find out the benefits of using Facebook in English language learning in the classroom among Libyan high schools. The researcher used the questionnaire as a quantitative instrument to collect the study's data. The Libyan High School students were involved in this quantitative study by taking a survey. The findings of the study revealed that Facebook had helped students to understand English, motivating them to learn English, increasing the opportunity to use English, making students realize the aim of the lessons, enhancing their interaction with other students, relating with teachers, sharing educational material, getting involved in teamwork with other students, making students comfortable during

discussion of the lesson and easing the learning process. Though the students faced some technical and Internet issues, the study brings out the benefits of Facebook in learning English for Libyan High School students.

Keywords: Facebook, Libyan Classroom, Benefits, and Language learning.

Introduction

In recent years, the rapid advances in technology have resulted in an extensive search for possible uses of technology in educational settings. Many educators worldwide, including English language teachers, are now taking innovative steps to integrate social media into their teaching environment. In language teaching, language teachers have a wide variety of choices for integrating social media into their classes. There are hundreds of these social media on the Internet, making it difficult for language teachers to determine the useful ones for language education.

In comparison with other disciplines in social sciences, language teaching requires

more use of technology. The use of social media in educational settings has certain benefits. It "can increase motivation, decrease anxiety, foster more student-centered activities, provide students with authentic materials and audiences." In other words, educational technology can enrich learning in teaching environments. (Başal & Aytan, 2016). Teachers have a wide variety of choices for integrating social media into their classes. One of these choices of social media is Facebook. Suppose the teacher appropriately uses Facebook in line with the objectives of the language lesson after careful planning. In that case, it may support the students' language learning process. Also, teachers can create a more engaging, interactive, and motivating learning environment in their lessons. Therefore, it is essential to determine appropriate ones for use in language teaching.

According to the previous study by Sabitha S. R. (2015) stated that learning the English language for Libyan students through traditional methods became boring for a new generation as technology became a part of their lives. Also, most Libyan schools lack the facilities that make teaching English effectively, exciting and dynamic. In addition to that, many students have Facebook accounts, and they use them for many purposes. On the other hand, teachers, especially Libyan language teachers, are becoming increasingly interested in and enthusiastic about integrating social media into their teaching environments. Facebook is one of the social media tools that both teachers could utilize

as a medium of instruction in ELT and students as a medium of interaction with their peer(s) and teacher(s) inside and outside the classroom. Learning activities via Facebook allow students to discuss, comment, question, and respond to shared photographs, projects, videos, songs, texts, etc. This study aimed to explore the benefits of using Facebook in the classroom in learning English in Libyan high schools.

Research Methodology

The method that assessed the benefits of using Facebook in the Libyan High School classroom to learn the English language is quantitative research done through a survey. In this survey, a questionnaire was distributed to the students after the teacher taught English activities using Facebook. Fifty students were chosen randomly from third-year high school students, male and female, aged between 17 and 18. The questionnaire consisted of two sections with eleven items. While section one includes the benefits of using Facebook in English Language Learning, section two includes some difficulties that faced students when using Facebook for English Language Learning. The questionnaire was given to five university teachers to ensure validity to rate it. The analyzed data is data obtained from the questionnaire given to students of English Education and continued by analyzing the answers given. A descriptive analysis of students' responses reflects the benefits of using Facebook in teaching English.

Results and discussion this study aimed to find out the benefits of using Facebook in learning the English language in the classroom at a Libyan high school. The result was based on 11 items. Based on the results, it was possible to use Facebook as a learning tool because it could be used to

practice reading and write English, improve interaction ability in English, and learn new words. According to students' responses in Libyan high school, Facebook is a beneficial tool in learning English. These benefits were arranged in the questionnaire as the following:

S. No	Statements	Number of students			Percentage (%)		
		Yes	No	Sometimes	Yes	No	Sometimes
1	Facebook improves my understanding of English	48	0	2	96%	0	4%
2	FB motivates me to learn more English	49	0	1	98%	0	2%
3	FB increases the chance to use English	40	1	7	92%	0	8%
4	FB helps me to realize the aim of lesson clearly	39	2	9	78%	4%	18%
5	Activities on Facebook enhance my the communication with other students	49	0	1	98%	0	2%
6	Activities on Facebook enhance the relationship with teacher	45	1	4	90%	2%	4%
7	Facebook is an effective tool for sharing educational Materials	48	0	2	96%	0	4%
8	Facebook is highly useful in getting students involved in teamwork	42	3	5	84%	6%	10%

9	FB makes me comfortable during the discussion of the lesson	47	0	3	94%	0	6%
10	Facebook eases the learning process	50	0	0	100%	0	0

11- While using Facebook for educational purposes, I encountered some problems. If yes, please specify the problem..... most answers were (weak internet connection)

Improves Understanding English

The results of this research showed that 96% of respondents were able to understand English better via activities on Facebook. In comparison, only 4% of respondents occasionally had some difficulties in understanding English. FB provides a favorable environment for understanding the English language. The variety of Facebook features, such as wall posting, downloading pictures and videos...etc., helped students understand English easier and better. The findings found that FB has enhanced learners' understanding of English language learning. As such, this investigation has shown that social media, when incorporated into advanced technologies, as shown on FB, helps students understand their learning of English.

Motivates Learning English

The analysis showed that 98% of respondents had more desire to learn more English, whereas only one had not this desire. FB motivated students to study and continue to learn English. Learners were very pleased with FB and gained confidence as English-speaking learners.

Students who are FB users are motivated to apply new information to the real world that actions on FB apply to their daily events. This is consistent with results that social media like FB is an excellent way to transfer knowledge.

Increase the chance to use English

92% of respondents were able to use English with their peers. On the other hand, 8% of students sometimes had an opportunity to use English. FB environment was comfortable and high attentive to the social aspects of communication. A community means that the students, primarily those who are shy by low confidence, and lack proficiency in a language, would be able to learn the linguistic features in the community of preparation quite positively without feeling uneasy, without pressure, but with inspiration and self-confidence.

It helps realize the aim of the lesson.

About 78% of students understood English lessons, whereas 4% of them were not. Due to the various activities via Facebook, this understanding helped students achieve the goal of the lesson. Students firmly trust that they can share

their thoughts regarding their understanding level of the course. It designates that students have the confidence to communicate their understanding level of the course concept to others. Likewise, students assume that other students also understand the course concept. Students tend to know their level of understanding of the course concept after reflection, whether it is positive or negative. When this happens, students are eager to share their learning skills, and they seem to need the care of other people who can support them to maintain their confident feelings about their studies.

Enhances the interaction with other students

The number of students who were able to interact with other students was 98%, whereas only 2% were able to interact in some posts. Tools and platforms like FB are valuable to progress interaction, interaction with humans, and learning of language. Students' observations of FB efficiency and the attitude to its use were also creative and hopeful. FB is a part of the living life in everyday life, and they exposed the love of using FB for learning as it was appropriate to share thoughts, update, and comment on education activities, especially for afraid and silent students; FB was turned into an efficient tool as in the slow learning contributors of this study. The slow learners could not survey the fast-paced class discussion but favored online activities, which they observed to be much easier to understand.

Enhances the relationship with the teacher

About 95% of respondents were able to interact with their teacher, whereas 2% of them were not, and 8% interacted with the teacher in some conversations. Communicating between the teacher and students in the FB atmosphere formed a learner's community. It improved the students' inspiration levels and self-confidence to communicate, discuss, interact, and exchange thoughts, opinions, and ideas. The environment of FB, which is comfortable and attentive, focuses more on the social structure of communication. They would be able to learn verbal characteristics within the community of practice quite positively without uncomfortable themselves, without burden but with inspiration and self-confidence.

Helps in sharing education materials

The sharing of educational materials through Facebook was noted. There were 96% of students who could share materials with other students. Whereas there were only 4% of them sometimes shared their material. Share feature played an essential role in Facebook activities to help students share information. FB can enhance the education system and use new educational tools like technology and digital tools to promote a more effective method for learning the English language ability.

Getting involved in teamwork with other students

84% of students found that Facebook allows them to collaborate in group work inside and outside the classroom. It helps them do the assignment, share notes, and

discuss course content. FB is a powerful instrument to use as a group workspace. Group work with students can contribute to the sharing of knowledge. They communicate, share information, converse with one another, and support each other to fix errors. They exchanged their information and desired to learn. Students had chances to practice when they had more outstanding communication. Frequent and repeated practice encouraged the growth of learning English qualities and had an effect primarily on educating their English language ability.

Making students comfortable during the conversation of the lesson

94% of students felt more comfortable during discussion lessons on Facebook, whereas 6% felt like shying in the discussion. Facebook can allow the students to discuss course contents at any time and place they need. Also, students can post any questions and discuss with peers when facing any difficulties during the preparation of lesson materials.

Eases the learning process

Based on the results, 100% of students enjoyed the learning process on Facebook. The Facebook platform provided many features that helped students learn a language fun way. It includes a wall for posting comments, galleries for images, videos, and massaging facilities. Also, the news feed on the main page allows students to see the latest activity from other friends. This can be useful for exchanging information, collaboration, and enhancing learning opportunities between students in the classroom.

On the other hand, although there are many benefits of using Facebook, this study revealed that some students faced some difficulties using Facebook in learning English. It was acted that most of the students faced a problem with the internet connection. The students faced problems downloading the materials that were on Facebook. According to the Ministry of Communications, this problem will be solved soon.

Improves Understanding English



Motivates Learning English



Increases the chance to use English



It helps realize the aim of the lesson clearly



Enhances the interaction with other students



Enhances the relationship with the teacher

- Helps in sharing education materials
- Getting involved in teamwork with other students
- Making students comfortable during the conversation of the lesson
- Eases the learning process

Conclusion

The researcher investigated that Facebook improves student linguistic skills: reading, writing, listening, and oral communication in Libyan high school students. Based on the results, almost all students found that Facebook helped them develop their language. In addition, students developed these skills while enjoying new learning experiences that gave them a sense of freedom of time and place. On the other hand, students' respondents (no sometimes) may be due to having no access to such type of learning on Facebook. Although there are many benefits of using Facebook, this study revealed that students faced some difficulties using Facebook in learning English. It was acted that most of the students faced problems with the internet connection. The students faced problems downloading the materials that were on Facebook. According to the Ministry of Communications, this problem will be solved soon. To conclude, using Facebook could be an effective tool for L2 learners to learn productively and efficiently. The study suggests that Language teachers in Libya can integrate the tool Facebook into their teaching and witness remarkable student progress.

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