Facebook as Complementary Teaching Material: Reconceptualizing the Context Boundaries of Formal and Informal Learning in EFL Higher Education

Iman Al-Khalidi
The University of Technology and Applied Linguistics, Oman
✉ **Corresponding Author**: Iman Al-Khalidi, **E-mail**: imanabbas846@gmail.com

ARTICLE INFORMATION	ABSTRACT
	This article is a case study that aims to understand and explore a teacher's perspective about integrating Facebook as an informal social platform into the EFL classroom in a higher education context in Oman. The study further aims to identify the attitudes and perspectives of a group of students belonging to the same context. Research data came from semi-structured interviews with a teacher participant and a survey questionnaire with student participants. The study provides a set of findings based on interview data analysis and questionnaire survey analysis. The study's findings revealed the teacher and students' positive attitudes and perspectives towards the role of Facebook in boosting pedagogical practices and increasing English language skills learning. This study contributes to knowledge by providing insights on the integration of Facebook as an informal platform into the formal curriculum-based learning in TESOL. The insights and findings are of value to the teachers and instructors in EFL higher education contexts. Pedagogical implications for ESL (English as a second language) and EFL (English as a foreign language) and researchers are offered in the light of these results.

1. Introduction

In the era of digital progression, social media have become a popular phenomenon in higher education which is due to their affordances of engaging users in activities such as posting, reflection, communication, collaboration, sharing knowledge, among others (Kasuma, 2017; Jenkins et al., 2015; Davis et al., 2015). As new generation learners who have grown up with digital technologies, university and college students tend to seek new learning styles (Brown and Lee, 2014; Puentedura, 2012; 2009, Park, 2014). Undeniably, the technology revolution has changed the education system across all levels, and higher education is no exception to grow and adapt to suit the needs of the digital generation of learners. This paradigm shift in education has consequently urged teachers and instructors to utilise alternative instructional strategies to facilitate and maximize student learning in higher education institutions. Additionally, the new media could transform conventional teaching and learning practices into more personalized and connected (Jenkins et al., 2015, 2009).

Many teachers and educators worldwide have become aware that relying solely on traditional teaching and lectures may not lead to deep and practical learning unless it is blended by other sources such as digital tools and social media platforms (Greenhow, and Lewin, 2016). Given this, it is essential that teachers and curriculum developers in higher academic settings need to take advantage of the potential of social media platforms (SMPs) or social networks sites (SNS) to meet better the needs of the students (Davis et al., 2015).

In the area of teaching English to speakers of other languages (TESOL), SMPs are considered as valuable tools in language learning because of their community-centered design that encourages meaningful interaction beyond the classroom setting, in addition to its potential in providing authentic language (Faizi, and Chiheb, 2014; Shafie et al., 2016; Yunus et al., 2019). However, in higher education institutions (such as the context where the current study takes place), the reality shows that only a few teachers and

instructors utilize them for educational purposes. Some teachers argue that they are against the idea of social media integration into formal teaching because they show a lack of formality in education. They also argue that only a few students use social media in professional ways that suit academic contexts (Eynon and Malmberg, 2011). Accordingly, they prefer only to follow the standard learning in curriculum, syllabus, assessment, and formal methodology. Critically, this may contradict the needs and expectations of the digital native students' who are highly interested in online recreational activities such as games, videos, networking, and the like (Halverson et al., 2016). This discrepancy between teachers' and students' perspectives may lead to a gap in meeting the learner's needs, negatively affecting teaching effectiveness.

Reviewing the literature, the researchers have found out that there are a few empirical studies that have examined the issue of blending formal literacy in higher institutions with informal literacy of social media that is based on students' learning interests and needs (Jenkins et al., 2015; Manca & Ranieri, 2013). Presumably, this gap in the literature results in a lack of available resources that guide teachers and instructors to implement such platforms and methods into their classrooms (Chen and Bryer, 2012). This, in turn, results in a lack of developing models and frameworks for shaping and theorizing social media to take a space informal learning environment.

In this case study, the author draws on relevant theories, previous studies, and practical views collected from a teacher in a particular EFL context in Oman to problematize integrating informal learning through Facebook into formal learning. The rationale behind this problematization is to contribute to knowledge in TESOL in higher education contexts through providing a set of findings and pedagogical implications based on practical views and experiences. The study explores a college teacher's and her students' views and perspectives regarding using Facebook posts for pedagogical and language proficiency improvement purposes.

Most studies have focused on exploring students' beliefs on using social media. This study, however, attempts to fulfill this gap by focusing on exploring how a teacher in a particular context integrates Facebook into her pedagogical practices and instructions. Besides, it aims to understand how the teacher constructed a learning community mixed with formal and informal strategies.

1.1 Research Question
The study is guided by these central research questions:

1. How does a teacher in a particular higher education context utilize Facebook in teaching EFL/EAP skills and competencies?
2. What are students' attitudes and perspectives towards using Facebook in English language learning?

1.2 Purpose of study
This study aims to:

1. understand and explore how an EFL teacher integrates Facebook into college-level English lessons in a particular EFL context.
2. identify and analyze students' perceptions about integrating Facebook in EFL lessons for language learning purposes.

2. Literature Review
Reviewing the literature on social media in education, particularly Facebook, it has been found out that a good number of research studies (e.g., Baniyassen, 2020; Barrett, 2018; Fithriani et al., 2019; Mabuan and Ebron, 2017; Hew, 2011; Low and Warawudhi, 2016; Blattner and Fiori, 2009; Kasuma, 2017; Cain and Policastri, 2011; Cetinkaya, and Sütçü, 2018; Derakhshan and Hasanabbasi, 2015; Dhanya, 2016) have been conducted to explore and understand the role of social media in education, and particularly in the area of TESOL. This study aims to understand and explore, from the perspectives of a teacher and her students in a particular context, the role of Facebook in the EFL context and how it can be integrated into the teaching and learning process to achieve pedagogical purposes. Based on this purpose, the researcher endeavors to review the literature and prior studies whose focuses align with the aims and questions of this study.

2.1 The Role of Facebook in Education
Facebook is one of the fastest growing and best-known sites of social media. Generally, research on social media has suggested its affordances for collaboration, interaction, and sharing information (Kasuma & Wray, 2015; Valenzuela et al., 2009; Manca & Ranieri, 2013).

Ajjan and Hartshorne (2008) referred to its potential of increasing critical thinking and student engagement in learning tasks and participation. Mbodila et al. (2014) further elaborated that social media platforms can significantly increase students' collaboration. Selwyn (2007) pointed out that Facebook has quickly become the social network site favored by college students and an integral part of the "behind the scenes" college experience.

Facebook is distinguished by its interactive features that students can use, such as creating profiles, uploading photos and videos, posting quotes and information, sharing information, and others (Greenhow, 2016). Selwyn (2007) reported that Facebook is one of the fastest social networking sites among the college student community and an integral part of the "behind the scenes" college experience. On the other hand, Thompson (2007) referred to the adoption rates of Facebook, i.e., about 85 % of college and university students use it for educational and social purposes. Likewise, Pempek (2009) argued that Facebook assists teachers in achieving educational purposes. Hew (2011) also referred to the potential of Facebook in affording teachers to practice a special pedagogy to excite and motivate students.

Among the most common and important pedagogical benefits of social media and Facebook, in particular, is student engagement, which is considered a key factor in teaching and learning in higher education (Junco, 2012). Based on the student engagement theory (Astin, 1984), the engaged student is defined as the "one who devotes more effort to studying, frequently interacts with faculty and colleagues, spends more time on campus, and actively participates in student activities" (cited in Koranteng et al., 2019, p.5). Existing research supports the relationship between student engagement and academic performance and outcome achievement. In the era of technology, an array of empirical research and case studies have attempted to explore the relationship between social media and student engagement (George, 2017). Most of the research supported the evidence that social media have positive impacts on student engagement and learning. This is due to the potential of social media in providing affordances for users to share information and experiences and providing social network settings (Boyd and Ellison, 2007). The most important advantage of social media is their affordances in supporting the social networking settings where students can do activities such as texting messages, blogging, content sharing, and others (Lim & Richardson, 2016).

2.2 Role of Facebook in EFL Learning
Many studies within the TESOL context (e.g., Akhiar et al., 2017; Baniyassen, 2020; Kasuma, 2017; Cetinkaya, L., & Sütçü, 2018; Asoodar et al., 2014) have addressed the issue of integrating Facebook in the EFL classroom. However, the studies differ in their own focus and goals. While some studies focus on investigating the pedagogical impacts of Facebook on EFL learning, other studies focus on the impacts of Facebook on boosting English language skills. Another category of studies, however, only focused on examining teachers' and students' attitudes and perspectives towards social media in general and Fakebook in particular.

Facebook offers foreign language teachers and students opportunities such as the possibility to exchange limitless numbers of text messages, images, and videos. Such opportunities assist students in practicing written texts and learn vocabulary and new idioms. For teachers, Selwyn (in Slim and Hafedh, 2019, p.95) stated that:

> Facebook can be used as a platform to post different kinds of materials (texts, images, graphs, and video), to be worked upon, edited, added to and shared among their students to attain intended objectives. Hence, the teaching experience can be more accessible and centered around students, as more room is given to learners to collaborate, and an atmosphere of conviviality and creativity is enhanced among them.

With regard to addressing the pedagogical effects of Facebook in the process of English language teaching, many studies (e.g., Selwyn, 2007; Stewart, 2008; Madge et al., 2009; Schroeder & Greenbowe, 2009; Yunus & Salehi, 2012; Shih, 2013; Ghani, 2015; Low & Warawudhi, 2016) confirmed the role of Facebook in providing teachers and instructors with new options of pedagogical practices. Most of these studies draw on the rationale that Facebook is a good tool in supporting pedagogical practices in EFL the classroom, such as interaction, engagement, and collaboration. Fithriani et al. (2017) conducted a case study to investigate whether Facebook, as the most popular social media in Indonesia, would be an effective learning tool in EFL classrooms for teaching writing. The findings of the study revealed that "most students find the use of Facebook in writing class effective in boosting their confidence in using English as communicative means, encouraging their participation in class discussion, and improving their English language proficiency, particularly the writing skill" (p. 634).

As to the effects of Facebook on boosting EFL students' language skills and competencies, the existing research (Ahmed, 2016; Shukor and Noordin, 2014) confirmed the positive relationship between Facebook and promoting their English language skills. Ahmed (2016) conducted an experimental study in an EFL Saudi context to investigate the effect of Facebook on grammar discussion and writing skills. The study focused on two groups, experimental and controlled groups. The experimental group was taught using Facebook, while the control group was taught using the traditional method. The study came up with the results that "the experimental group outperformed the control group in the post-test of EFL grammar and writing. This difference can be attributed to using Facebook" (p. 932). In almost a similar context- EFL Jordanian context, Bani-Hani, Al-Sobh, and Abu-Melhim (2014) carried out a survey study to explore the students' perceptions on the role of Facebook in enhancing their writing performance. The findings showed that Facebook could assist them in enhancing their writing skills and vocabulary.

Likewise, Shih (2011) carried out an experimental study to examine the impacts of incorporating a blended learning approach with Facebook and peer assessment for a college writing class with 23 studying English at a technological university in Taiwan. A

triangulation method was used for collecting data through pretest and post-test of English writing skills, student surveys, and student interviews. The results revealed that integrating Facebook and peer assessment with blended learning can be interesting and effective for enhancing students' writing skills at a college level, both in-class meetings and virtual cooperative learning environments.

Suthiwartnarueput and Wasanasomsithi (2014) conducted a study to investigate student participants' views on using Facebook as an effective tool for boosting their grammar knowledge and writing skills. The data collected via interviews showed their positive attitudes towards using Facebook for promoting their English grammar and writing.

2.3 Integrating Facebook-Based Informal Learning into Formal Learning

This study aims to problematize the issue of integrating informal learning with formal learning that is mostly traditional and probably does not meet the needs and interests of the current generation. In the field of education, Facebook has exhibited a paradigm shift-digital transformation of education (Greenhow, 2016; Cain and Policastri,2011; Davis et al., 2015; Chen and Bryer, 2012). Some authors and educators (Greenhow and Robeli, 2009b; Jenkins et al., 2009; Lewin and McNicol, 2014; Blattner and Fiori, 2009; Chen & Bryer, 2012; Chen & Bryer, 2012) referred to this shift in terms of integration of informal social media learning into formal classroom learning.

In this respect, the research draws on two persuasive arguments to support the idea of blending informal learning via social media into formal learning. The first argument draws on the rationale of the Theory of Information Technology (TIC) and the Framework of TPACK by Koehler & Mishra (2009), both suggesting that the advancement of technology development has urged most teachers and educators to take action in considering the integration of technology in their pedagogy (Al-Khalidi, 2021a, 2021b; Aliva, 2019, Chapelle, 2013).

The second argument draws on theories of constructivism, communicative approach, and student-centred approach (Brown and Lee, 2014). Rationally, the supporting research of social media (Gao, Luo and Zhang 2012; Greenhow, Burton and Robelia 2011; Greenhow and Robelia 2009a, 2009b; Pimmer, Linxen and Grohbiel 2012; Ranieri, Manca and Fini 2012) suggest that integrating social media in learning and teaching contexts may exhibit new forms of knowledge, communication, interaction, and overall, it has positive cognitive, social, and emotional. For instance, research on Facebook has suggested its affordances for creating interaction, collaboration, and communication that all support the communicative and learner-centered approaches in ELT (Adi Kasuma & Wray, 2015; Lai, 2013; Tang Yu, 2014; Slim and Hafted, 2019). Furthermore, Al-Rahmi et al. (in Adi Kasuma, 2017, p.156) "found that collaborative learning mediates social media and academic performance in higher institutions; which is related to Connectivism that sees learning as a process of making connections, exploration, creation, discovery and evaluation."

3. Research Methodology

The first primary goal of this study is to understand better how an EFL teacher in a particular context integrated Facebook posts in her classroom and online lessons. For this purpose, the case study has been chosen as a research strategy to provide a framework for data collection and analysis (Bryman, 2011; Chapelle and Duff, 2003). Besides, a case study approach allows researchers to examine a situation analytically and holistically (Stake, 2000). This has motivated me as a teacher and researcher to take advantage of other's experiences, particularly those involved in the phenomenon under investigation. I have taken advantage of a colleague's experience who had incorporated Facebook posts in her EFL lessons for teaching Speaking, Reading, and Writing skills with the main focus on learning vocabulary and communication skills.

The second goal of the entire study is to understand students' perspectives and attitudes towards integrating Facebook posts into their EFL lessons for pedagogical purposes and language learning purposes. For this goal, a questionnaire survey using the quantitative approach was utilized to collect data from the students enrolled in the teacher's class.

3.1 Data Collection Tools

This study is based on a mixed-method approach. The main source of data collection for this study is the semi-structured interviews with the teacher (MS Sara, pseudonym) to understand her opinion regarding the integration of Facebook in her EFL lessons and to explore in-depth most of the important, relevant information. The interviews depend on open-ended questions set up within an interview guide (Kvale, 2006). The author followed a professional protocol, including procedures of "thematizing" and "designing" the questions to be asked by the main research questions and purpose of study (Dorny, 2011, p. 173). Table 1 below includes the open-ended questions that have been designed according to the main research questions.

The second method of data collection was a questionnaire survey. The researcher used a self-made questionnaire as a research instrument for the collection of data. The questionnaire survey included 17 items organized in two sections. The first section includes items (1-9) relating to students' opinions on Facebook use for pedagogical purposes. On the other hand, the second

section includes items (1-8) relating to their opinions about Facebook use for language learning purposes. The items in the survey part have been gathered and adapted from previous survey studies (e.g., Lim & Richardson, 2016) the Social Networking Use Survey (Lim & Richardson, 2016). The questionnaires were sent to students online to be completed conveniently and returned to the researcher.

To ensure the questionnaire's validity, reliability, and accuracy, the survey items were sent to three experts in TESOL who teach English in three colleges. They provided feedback and comments on the statement and organization of the items. The questionnaire was then modified based on their feedback. The quantitative and qualitative data were triangulated to corroborate and support the findings and address the research questions of this study.

3.2 Participants
Based on the research objectives and questions, the participants of this study were two samples, the teacher sample and the student sample. Based on the purpose of gaining an in-depth understanding of an EFL teacher's experience of using Facebook for teaching a language course to a foundation group Level 4, the purposeful sampling was adopted (Dorny, 2011; Ritchie et al., 2014; Cohen et al., 2000; Punch, 2009; Miles and Huberman, 1994; Denzin and Lincoln, 2008; 1994). I set up several interview sessions with the teacher to share her teaching experience and learning background with me. The teacher holds a Masters' degree and PhD in TESOL with 17 years of experience teaching English in the Arab world. The teacher was an expert in the course and material design as her PhD was in course design, for the purpose of anonymity and confidentiality, a pseudonym-Dr. Sara was used.

With regard to the student sample, around 70 undergraduate students enrolled in Level 4 in the Foundation program and were taught by the same teacher. The student sample has been involved in this case study due to their experience using social media at the personal (informal) and the formal levels. Thus, investigating the utilization of social media in EFL classes from the perspective of students can reveal significant insights into the effectiveness of the experience (Creswell, 2007; Dorney, 2011).

Before they answered the questionnaire survey, the teacher explained the purpose of the study and elaborated on the items to make it clear for them. They were told that giving their views and perspectives would contribute to developing and updating the material selection and teaching methods.

3.3 Data Analysis
3.4 Interview
The data gathered through the interviews with the teacher about the integration of Facebook posts in her EFL lessons were initially analyzed inductively, relying on Miles and Huberman's model (1994). The data were first transformed into written texts with a focus on meaningful segments and quotes. Second, the written texts and segments were categorized according to the main research questions into two categories. The third step was then coding the data. In this study, the process of coding begins with reviewing the transcribed data word by word and line by line within each particular answer of each interview. With regard to the questionnaire survey measures, the researcher used the frequency Table-percent.

4. Findings and Discussions
The findings obtained from the two data collection methods are presented in two main parts according to the two research questions, A and B. The first section presents qualitative findings based on the teacher's perspectives, while the second part deals with the findings that emerged from the questionnaire survey analysis.

Part A: Findings Based on the Teacher Participant Perspectives: Answers to research question 1
Q.1 How does the teacher integrate Facebook as an informal learning tool into formal learning lessons?
In order to grasp the teacher's perspectives on integrating Facebook as an effective social media platform, I had set up several semi-structured interviews with Ms. Sara to share her experience in this regard. Each interview included a few open-ended questions to get in-depth information (Cresswell, 2007; Donnyei, 2011). The interview transcripts were carefully analyzed to look for meaningful themes based on Miles and Huberman's model (1994, 2013). Accordingly, two major themes emerged related to how the teacher integrated Facebook into her lessons, as stated below.
Theme 1: Designing Facebook activities

Theme 2: Using Facebook posts as a supplementary material

The following sections outline and discuss in turn the two themes of using Facebook in the EFL/EAP lessons from the teacher's experience.

Figure 1: Facebook integration in EFL Learning lessons
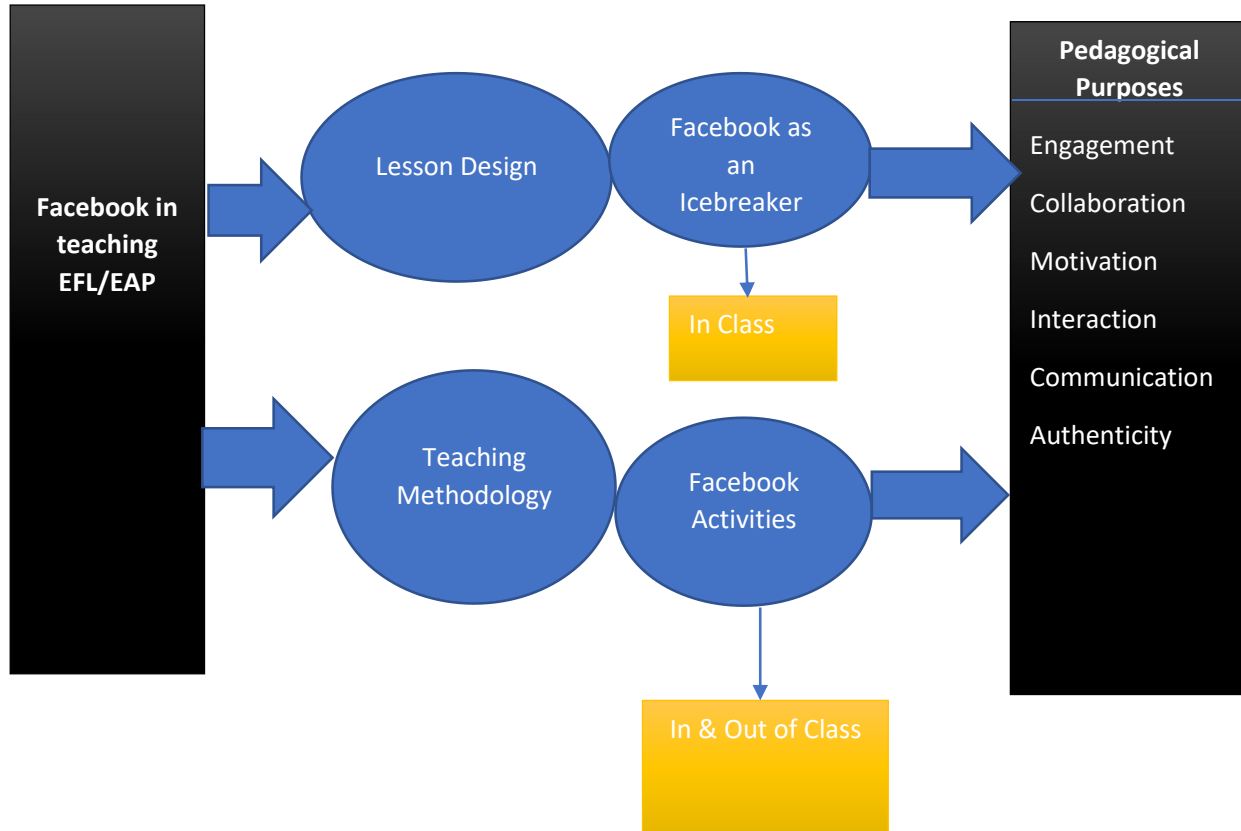
Theme One: Designing Facebook Activities
Ms. Sara reported that she integrated Facebook in her EFL/EAL lessons by designing Facebook activities for teaching writing, reading, and speaking with the focus on enhancing vocabulary. She justified her argument stating that:

> It is a well-known fact that the new generation of our students are big fans of social media, especially Facebook and Instagram as effective mediums of improving their reading skills, especially vocabulary acquisition.

With regard to how she designed Facebook activities, Ms. Sara said that:

> First, I created a private Facebook group that is only created for one class. It is important to name the group as EAP Group and upload a classroom photo for professional purposes. For teaching reading comprehension skills, for example, I chose a specific topic for Level4. The topic for this week is about "Friendship". One of the language goals of this topic is to learn English quotes and vocabulary. The teacher is recommended to share with students a few quotes and photos on the EAP Group page. Below is a brief description of the activity.

A Facebook Activity: Read the quotes posted on the Facebook group page on the topic of "Ambition & Success" for the Speaking skill. After reading the quotes, answer the questions in the box next to the quote in the comments box.

Below is a sample of the posted quote and the questions, as shown in Figure 2.

Figure 2: A Facebook Activity
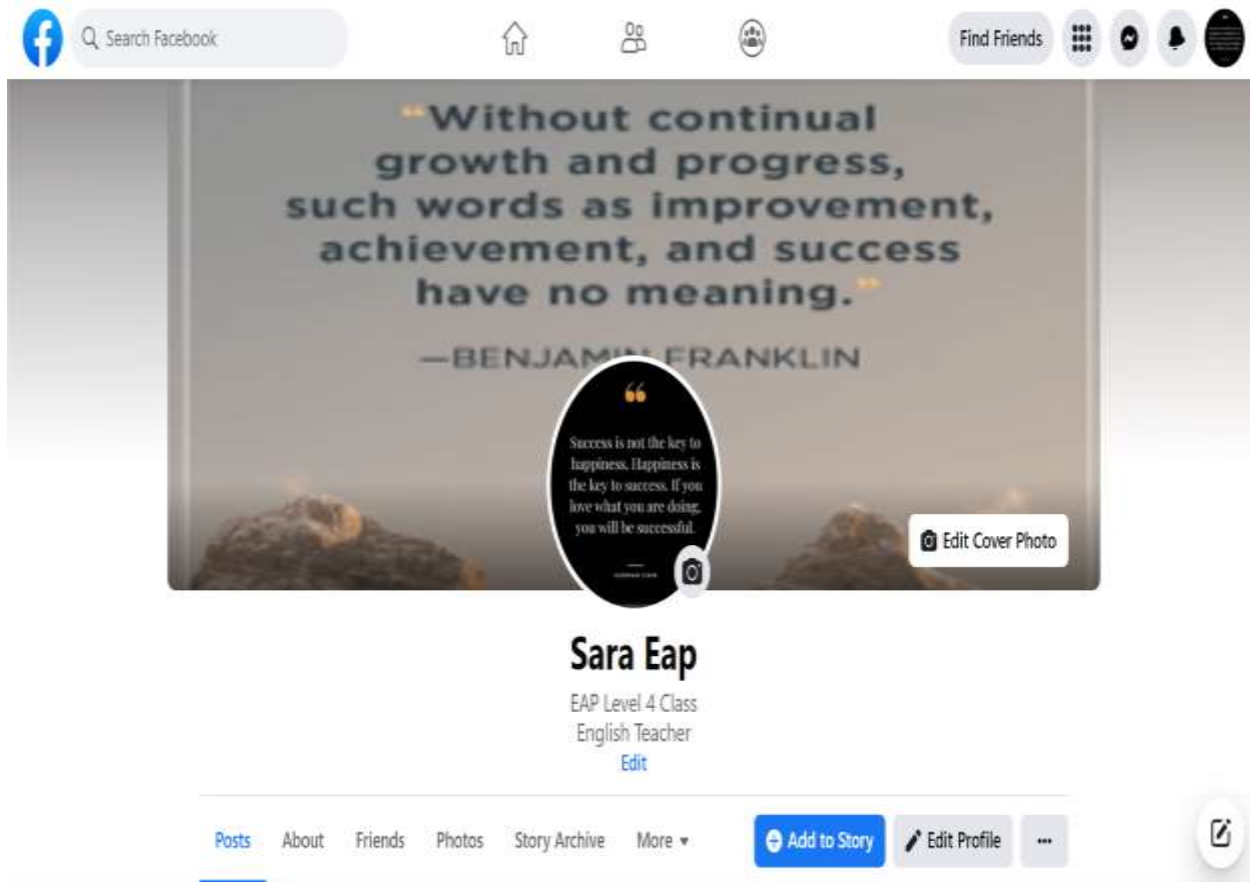
Ms. Sara based her argument with Facebook adoption on the rationale that Facebook is considered a constructivist tool that can help learners build learning through collaboration and interaction with other people (Kabilan et al., 2010). Furthermore, Ms. Sara reported that Facebook is an innovative, communicative tool for language teaching as it helps students gain critical knowledge, vocabulary, and word choice (Blake, 2016). The teacher's main focus was on boosting vocabulary, pointing out that "Facebook is used as an instructional tool for vocabulary acquisition and expanding students' input as it helps students build confidence through frequent exposure to posts, comments, and blogs."

Theme two: Using Facebook posts as Icebreakers
Considering the importance of the warming up or icebreaker activities, Ms. Sara said that she began her lesson with some Facebook posts, quotes, comments, pictures, and videos. She did that to warm up upcoming class activities. For this purpose, she took advantage of Facebook as an updated mode of digital media that brings authenticity, informality, and motivation alongside various topics for class discussion. Below is an illustrative quote from her comments:

> For every lesson, I select an interesting post or quote that mostly related to the topic of the lesson. For the speaking lesson, for example, I select posts from "Horse Mafia Facebook". I found out that it is a very useful Facebook page as it presents everyday very interesting quotes related to different topics in our life such as sports, education, friendship, etc. I also share with my students the comments that native speakers provide. I believe this is the best way to expose the EFL students to the authentic language. Besides, it is a good strategy to help students learn idioms and phrasal verbs.

Figure 3: Facebook as an Icebreaker: Adapted from The Horse Mafia

Facebook
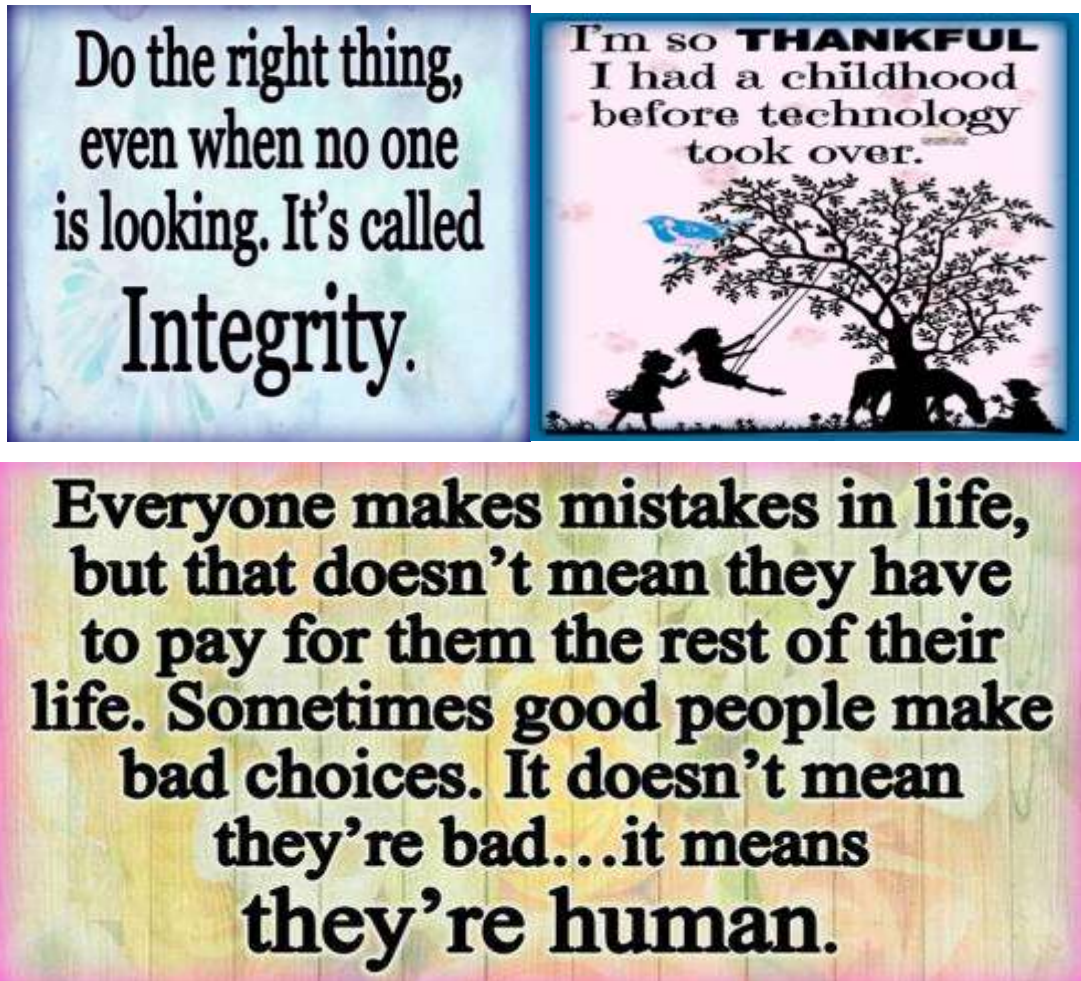
In addition to warming up students, Ms. Sara further justified the use of Facebook for the purpose of interaction, engagement, and dynamism, reporting that:

> keeping students pay attention for ninety minutes is too hard. Students need breaks during lesson time. Sometimes, I give a break initially, and sometimes in the mid of the lesson. Thus, I found out that one of the motivating strategies is to integrate some supplementary materials from social media such as Facebook and Instagram.

> The content of each language skill includes a variety of topics that imply different perspectives. I used some posts and quotes from Facebook that align with the topic provided in the course syllabus of the course...I realized that that many students quickly responded to the posts, and they also shared useful information.

Part B: Findings from the Questionnaire Based on Students' Perspectives
How do students perceive Facebook as an English language learning platform?
This section presents the questionnaire results regarding students' perspectives to answer the second question in this study "What are students' attitudes and perspectives towards using Facebook in English language learning?" Overall, the results indicated that the students have positive perceptions and views towards using Facebook for improving their English language learning. Based on the two scales of the questionnaire survey, the findings are categorized into two sections and in terms of two themes—theme One concerns. Students' opinions regarding Facebook use for educational purposes while Theme Two concerns. Students' opinions

regarding Facebook use for boosting English language skills. The findings for this question are further elaborated in the discussion below.

Theme One: Students' opinions towards Facebook use for educational purposes
According to the first scale of the student survey, the students held the positive opinion that Facebook is an important tool that can be used for pedagogical purposes. In EFL learning, the important pedagogical purposes are based on student-centered learning characterized by collaboration, communication, interaction, building rapport with peers, and engagement. Table 1 shows how these features are ranked and rated by the students in this case study. Overall, the table shows that the respondents held positive opinions on the use of Facebook as a useful tool for supporting pedagogical purposes. Beginning with the highest score items, Facebook can be seen as an educational platform that could promote better rapport with peers (95%). Facebook was also ranked highly (92 %) to be a useful tool to motivate students and communicate with others (85 %).

With regard to the impacts of Facebook on expanding students' knowledge, the result was positive, though to some extent, about (77 %). However, the students highly rated Facebook (71 %) as a useful tool to help students understand the target culture and expose them to the authentic language (82 %). In fact, these findings reveal that students believed that Facebook could be a useful supplementary learning tool in aiding formal learning by supporting the EFL communicative teaching. As another notable finding, the participants believed that it could be a useful learning tool to be exposed to the authentic language and culture.

Table 1: Students' opinions regarding Facebook use for educational purposes

Item	N (Freq)	%
Using Facebook for educational purposes would be convenient.	62	88.6%
Using Facebook for class could enhance motivation to learn.	65	92.8%
Using Facebook could be an effective way to communicate with peers	60	85.7%
Using Facebook could be an effective way to collaborate with peers	63	90%
Using Facebook as an educational platform could promote better rapport with peers	67	95.7
Using Facebook expands students' knowledge along with learning materials	54	77.14
Sharing Facebook posts is a good warming up activity.	64	91.4
Facebook posts can be used as authentic material.	58	82.8
Facebook helps EFL students to understand the English language culture.	50	71.4

Theme Two: Effects of Facebook on improving English language skills and competencies
Overall, the results revealed the respondents' positive attitudes and perspectives towards Facebook to improve their English language skills and competencies. Rates and frequencies are presented in table 2 below.

Table 2: Effects of Facebook on improving English language skills and competencies

Skill/component	Frequency	Percent %
Listening	16	25.8%
Speaking	15	24.2%
Reading	12	19.4%
Writing	6	9.7%
Vocabulary	6	9.7%
Grammar	2	3.2%
Pronunciation	5	8.1%

Table 2 shows that the respondents' perceptions towards the effects of Facebook on improving learning English language skills. In general, the participants had positive attitudes and perceptions towards the use of Facebook for improving English language skills, though with different rates. Listening skills were rated the highest percentage (25 %) followed by speaking skills with a percentage of (24 %). The third-rated skill is reading about (19 %). However, the writing skill rated the lowest one about (9 %) compared to the listening and speaking skills. In contrast, when it comes to the language components, such as vocabulary, grammar, and pronunciation, the results showed that they were rated lower than the language skills (9 %, 3 %, 8 %, respectively). This shows that the students do not believe in the effects of Facebook on language competencies.

The findings in this section could thus be seen about previous studies (e.g., Akhiar et al., 2017; Koranteng, et al., 2019; Baniyassen, 2020) that have been conducted to examine students' attitudes and perceptions towards the effects of social media on boosting English language learning.

5. Discussion of Results and Implications

The entire study is guided by two main research questions that two data sources have answered, the teacher and students. Accordingly, two sets of findings emerged, providing a set of implications and conclusions.

The teacher data raised two important issues concerning Facebook integration into her formal lessons that can be summarized in terms of when (time of Facebook integration) and how (manner of Facebook integration). Regarding the time of integration, the teacher suggested that the best time is the beginning of the lesson through the warming up or preactivation phase. Her rationale was to capture students' motivation and elicitation by engaging them in activities where they could share their information and knowledge with the lesson topic. This implies that social media, and Facebook in particular as the main concern of this study, can be employed as a visual aid technique with sources such as pictures, posts, videos, and others in the preactivation stage to encourage students to participate verbally and actively during the lesson (Brown and Lee, 2012). Another relevant implication is that starting the lesson with Facebook posts and pictures to introduce the vocabulary, idioms, and quotes in relation to the topic of the lesson is a useful technique for boosting students' knowledge of vocabulary.

With regard to the manner of Facebook integration, The teacher suggested that the best way of integration is in the form of activity. She designed Facebook activities for teaching language skills. This further implies that in addition to its linguistic knowledge advantage, Facebook can be incorporated into the teaching methodology as an activity component. In terms of students' engagement, Facebook has proved to be a very effective tool (Akhiar et al., 2017; Greenhow, 2011; Greenow and Lewin, 2016) in creating a dynamic classroom characterized by communicative features such as interaction, participation, and stimulation (Brown and Lee, 2014; Nunan, 2015).   The teacher's manner in integrating Facebook into her formal lessons aligns with the principles of the digital pedagogy frameworks such as TPAK by (Mishra and Kohler, 2006) and the SAMR Model (Puentedura, 2014; 2012). Facebook is considered a modern technology digital tool that can be used to "substitute, augment, modify, and redefine" (Puentedura, 2014) classroom practices to "enhance and transform" students' learning experience.

The student data, in turn, revealed that the overall perceptions and attitudes of the participants towards the integration of Facebook as a useful learning tool into formal learning were mostly positive. The study explored their positive attitudes towards two types of Facebook advantages, pedagogical advantages and enhancing language skills advantages. The high rates given to pedagogical features such as motivation, collaboration, communication, interaction, and building up a good rapport with peers confirm the Facebook educational advantages. This aligns with previous studies (e.g., Greenhow and Robeli, 2009b; Ghani, 2015; Hew, 2011; Fithriani et al., 2019; Selwyn, 2007). that recommended Facebook integration in formal classroom learning.

Student data analysis revealed that the students are interested in the technique of Facebook integration as it assists them in communicating, interacting, working as a group, share knowledge, and engage with peers in doing tasks and activities. This finding further implies that Facebook can offer the chance of creating an accessible socially-connected community of learners characterized by communication, interaction, collaboration, group work, among others. Creating this learning community in the EFL classroom helps teachers adopt the principles and goals of the communicative approach (Richards, 2014; Brown and Lee, 2014) and the learner-centered approach (Weimer, 2002).

Accessibility is another important advantage offered by Facebook due to its post, comment, upload, download, and share features. These features afford the teacher and students to access the Facebook files easily and quickly.

6. Conclusion

This study attempted to answer the question: What was the experience of an English language teacher regarding the integration of Facebook as an informal learning tool into formal learning lessons? Based on the participant's data analysis, teacher and students, three important themes emerged, each with several implications. The identified themes and persecutes in the study have provided us with a lens to understand how the teacher used Facebook as a learning platform and encouraged her students to boost their Facebook participation.

Overall, the study shed light on the teacher's perspective on the value and mechanism of integrating Facebook in her classrooms, describing how she designed class tasks based on students' needs and the communicative approach. Taking learner needs into consideration, the teacher took advantage of Facebook affordance to connect between formal (inside the classroom) and informal (outside classroom) to create more updated language use opportunities.

The study took advantage of the mixed approach in collecting data from two methods, interview and questionnaire survey. The triangulation of methods helped the researcher develop in-depth and comprehensive information that will hopefully be of great value for teachers and educators in the field of TESOL in higher education.

This study may raise two important questions. The first question is how academic institutions and colleges will blend social media sites or platforms as innovative technologies into their formal academic curriculum and courses. The second question is how teachers of EFL/ESL can harmoniously blend their instructional pedagogies with the emerging models of teaching and learning. In light of these questions, further research is required to address formally blending social media into the context of TESOL.

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