

Facebook as a Communication Tool on Language Learning Proficiency of College Students

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Abstract— Many students use popular social networking sites such as Facebook and Messenger on a regular basis as a learning partnership. The objective of this study was to identify the effects of Facebook utilization on the language learning proficiency of college students. Further, the study used qualitative research design, more specifically, a phenomenological approach, to learn the experiences of the college students about the said problem to arrive at a description of the nature of the phenomenon. There were ten (10) participants who were highly involved in this research: five (5) for in-depth interviews and five (5) for focus group discussion. Results showed the following essential themes gathered during the interview as effects of using Facebook in relation to their language learning proficiency: new communication vocabulary, knowledge abundance, internet dependence, and grammar and spelling issues. When it comes to dealing with the effects of Facebook utilization on language learning proficiency, the following themes were generated: adapting to the new learning environment; asking for feedback from peers and teachers; and assessing the validity of the information. Lastly, the viewpoints of college students on the effects of using Facebook on their language learning process were the following: awareness of the effects of Facebook; a platform of learning and confusion; and Facebook as a learning aid. With these results being collected and evaluated, the researcher encourages students, teachers, and administrators to be extra careful in using social media. It should not be the sole learning environment to be used in a classroom as part of an asynchronous session but should be an aid to learning and communication.

Keywords— Facebook, group chat, language learning, messenger, new normal setting, pandemic

I. INTRODUCTION

Many students use popular social networking sites such as Facebook and Messenger on a regular basis as a learning partnership (Kirschner & Karpinski, 2010; O'Brien, 2011; Ophus & Abbitt, 2009). Because they enhance interaction between students and teachers, these offer higher potential for the teaching learning process as a learning management system (Wang et al., 2011; Lonn & Teasley, 2009; West et al., 2007). Facebook may be used to exchange learning materials such as movies, photographs, PowerPoint presentations, audio clips, files, and websites; it can also be used to follow individuals or get daily news that supports collaborative learning; and it can be used to ask and answer questions (Gülbahar et al., 2010). They promote collaborative learning, resource sharing, the development of critical thinking and communicative skills, the development of writing skills, active participation, and a positive attitude toward learning (Ajjan & Harsthone, 2008;

Bosch, 2009; Zmen et al., 2011; Ractham & Firpo, 2011; Yuen & Yuen, 2008; Bobrov, 2018).

There is a lot to say regarding the use of Facebook for educational purposes, particularly in higher education (Dennen & Burner, 2017; Manca & Ranieri, 2013; Roblyer, McDaniel, Webb, Herman, & Witty, 2010). With 2,167 million active members in January 2018, Facebook has grown from its inception in 2004 to become one of the world's most popular and beloved social media networks (Statista, 2018). Nonetheless, Selwyn (2007) points out that Facebook has become quite popular among higher education institutions behind the scenes in their learning process.

With capabilities such as email bulletin boards, instant messaging, video, chat, the simplicity of sharing photographs or videos, and interaction with other third-party applications, Facebook can easily be converted to an educational setting. According to Alhazmi, Rahman, Computing, and Johor (2013), social networking sites (SNSs) such as Facebook "provide a variety of opportunities to facilitate student learning, allowing them to interact, communicate, collaborate, and share content for educational purposes", which is also echoed by Alexander (2005). Furthermore, Facebook caters to and supports educational objectives as well as on-the-spot communication, online collaboration, and the ability to scribble notes (Menon, 2012).

In learning environments, social networks play a key role in integrating what society is already doing in their daily lives, particularly among undergraduate students who have access to a variety of devices and spend a significant amount of time web surfing and having conversations on these networks (Cerdà & Planas, 2011; Moore-Russo, Radosta, Martin, & Hamilton, 2017). According to McDougald (2013), using social networking sites in the classroom allows students to communicate in a more natural and comfortable atmosphere while also supporting the learning process. It's time to start building educational networks, or, better yet, to establish a presence in academic network systems. However, because learning must adapt to circumstances that occur in the real world, where learning primarily works with knowledge, this information abounds in social networks, allowing the education system to be an active agent in these network systems with the responsibility of filtering information, thereby allowing the educational community to exploit the communication

potential for academic purposes within the classroom but with a worldwide impact (Vidal, Martnez, Fortuo, & Cervera, 2011).

In a global setting, for a secondary Chinese language lesson, Ooi and Loh (2010) used a Facebook community. They discovered that Facebook was an ideal platform for sharing educational content and receiving feedback. It also made it easier for the teacher to schedule learning activities. When using the said social media, however, pupils must feel comfortable, secure, and at ease (Karahasanovic et al., 2009). This ensures the usefulness of social media as educational platforms, especially during times of crisis, because students use them extensively for socialization, communication, and resource sharing with other students. In addition, Moran et al. (2011) found that students were more comfortable utilizing Facebook for educational reasons than teachers since they preferred to use traditional communication technology like email, phone calls, or text messages.

In the Philippines, in the aftermath of the global pandemic, when education delivery shifted to distance learning, it's better to use the students' preferred social media to deliver learning materials than to look for a website or learning management system that requires a stable internet connection and a good digital device. Even in an isolated environment, Facebook as a pedagogical tool for online learning promotes communication and increases interactive learning. Using Facebook and Messenger groups in the context of printed modular distant learning, where students do not have a good internet connection, provides a better opportunity to contact and assist students in coping with the obstacles of distance learning. Teachers, on the other hand, should be very sympathetic and lenient to students' conditions when using Facebook and Messenger as platforms, as each student comes from a diverse family background with varying technological capabilities. It is preferable if the teacher solicits comments from students on their experiences with learning materials posted in a Facebook or Messenger group, as well as suggestions on how to improve the learning materials and make the most use of the social media for learning delivery (Insorio & Olivarez, 2021; Farhan, 2019).

Facebook has been used as a learning medium for college students in Tagum City. When delivering a message, however, different linguistic forms are used. Even though learners have used it in their daily lives, there may be a communication possibility. Their writing style and language acquisition would not be the same as the effect of spending too much time on Facebook as time goes on. College students who use Facebook as a communication tool may automatically apply it in their academic careers (and, if not prohibited, in their civic lives) and make too many mistakes in their written outputs given by their teachers (Allen, 2012; Gonzales, 2019).

Previous research has focused mostly on the effects of Facebook on students' academic performance. However, I have yet to come across a study that examines the effects of Facebook on language acquisition, particularly in my locality. Furthermore, I am really interested in making sure

that this research study offers more particular and relevant notions that would be valuable to the academic community and have a significant impact on students' language acquisition and development.

In addition, the study is anchored on the Behaviorist theory that denies the human mind exists as a distinguishing property in man and animal. Man, according to behaviorists, is like a machine; he can be turned on and off, and he has no choice but to adapt to his surroundings. The behaviorism idea is, in fact, a basic theory with a profound message: animals, like humans, learn. According to behaviorists, humans learn because we follow certain universally accepted rules of behavior and discipline: "A child's foolishness is wrapped up in his heart; the rod of discipline will drive it out."

Also, the study is supported on the idea that language is dynamic and is constantly changing, that their sounds, syntax, and meaning, and are mostly not noticed by speakers of such language. Learning is a form of mental development. Learning, according to constructivists, is the result of an active process rather than passively receiving it. The goal of learning is for each student to construct their own meanings. Piaget (1936), a notable constructivist educational psychologist, emphasized that learners generate knowledge through a reasonable combination of internal problems aided by external influences. These internal problems are mirrored in the environment, which encourages us to learn and grow. Humans, according to Piaget, are always in a condition of continual evolution. We learn something new with the help of our prior information, and we discover new knowledge in the process.

Furthermore, the use of SNS in learning situations is frequently emphasized in educational research for its conformity with constructivist learning theories (Kimmerle, Moskaliuk, Oeberst, & Cress, 2015). Because knowledge is shared and negotiated between students and teachers rather than being communicated only from the teacher to the student, interaction and collaboration between students are crucial in this sort of learning environment. Communication between individuals is considered as aiding cognitive processes and, as a result, improving learning in constructivist learning scenarios.

Tananuraksakul (2018) looked at Facebook Messenger as a way for professors to communicate with students about academic matters. He concluded that students had a positive view regarding Facebook Messenger as a medium for academic conversation that benefits the body and mind by increasing confidence, reducing travel time, and saving money. Furthermore, because the students are digital natives, he noted that Facebook Messenger may be employed as a medium of academic learning. This backs up the conclusion made in the study that Facebook Messenger is the most convenient way to communicate with students.

Before the epidemic, related studies on the use of Facebook and social networks in relation to students' academic performance (Wang et al., 2011; Choi, 2013) were conducted. Students' accomplishment and engagement have been observed to improve while using

Facebook as a platform for delivering lessons (Akbari et al., 2016; Kaleliolu, 2017; Samani & Noordin, 2020). As a result, platforms for online education that encourage active learning are needed to examine (Anggoro & Rueangrong, 2020). However, in the new normal circumstance where face-to-face classrooms are not permitted, no study has been undertaken on using Facebook and Messenger groups to deliver mathematics treatments for students under a modular distance learning modality (Gangneux, 2020).

With this, the main aim of the study was to identify the effects of Facebook messaging in the language learning of college students. More specifically, this study sought answers to the following questions:

1. What effect does Facebook have on college students' language learning proficiency?
2. How do students deal with these effects on their language learning process?
3. What are the viewpoints of college students on the effects of using Facebook on their language learning process?

II. MATERIALS AND METHODS

Qualitative research design was the approach used of this study. Further, a phenomenological approach was highly utilized specifically in knowing the experiences of the college students when it comes to the problem being raised on this study. It is a study that depicts the importance of portraying what all members have in like manner as they encounter such phenomenon. Thus, the intent of this phenomenological study was to know the effects of Facebook as a communication tool on the language learning proficiency of the college students.

Qualitative research is a form of scientific inquiry which necessitates the following: to seek answers to the questions, to systematically use a predefined set of procedures to answer the questions, to collect evidence and produce findings that were not predetermined, and to produce findings that are applicable beyond the immediate boundaries of the study. Also, this qualitative research aims to understand a given research problem from the perspective of the local population involved (Mack, et al., 2005).

Phenomenology is a qualitative research method that focuses on the shared characteristics of a group's lived experiences. The approach's main purpose is to arrive at a description of the nature of the occurrence in question (Creswell, 2013). Interviews are usually conducted with a group of people who have firsthand knowledge of a topic, event, or experience. The interview(s) tries to answer two basic questions (Moustakas, 1994): What have you seen or heard about the phenomenon? What kinds of situations or contexts have changed your perceptions of the phenomenon? Documents, observations, and art may also be used as data sources. The data is then examined and reread in search of similar phrases and themes, which are

subsequently aggregated to produce meaning clusters (Creswell, 2012). The researcher can use this method to deduce the event's, situation's, or experiences' universal meaning and gain a deeper understanding of the phenomenon. With origins in philosophy, psychology, and education, phenomenology seeks to extract the most pure, unspoiled facts possible. In certain interpretations of the approach, the researcher uses bracketing to record personal interactions with the subject in order to separate himself or herself from the process (Maxwell, 2013).

The study utilized the Facebook and Messenger groups as platforms in determining its effects on the language learning proficiency of the college students. Moreover, this study was delimited for it just focuses on ten (10) college students each from different programs in the University of Mindanao Tagum College. The participants of the study were precisely chosen but do not speak to the whole population of the university.

Participants

The investigation was divided into two groups: five (5) people for the in-depth interview (IDI) and five (5) people for the focus group discussion (FGD). In order to reach the study's parameters, a purposive sampling of a specific number of participants was used. The intended participants had been invited virtually, and the information sought was based on their own experiences. The virtual meeting session on Google Meet finished with a greeting for accepting the interview, and I assured them that everything would be for educational purposes, and that the data and personal information would be kept private.

TABLE I
PARTICIPANT'S INFORMATION

Presumed Name	Gender	Course	Study Group
Aries	Male	Criminology	IDI
Taurus	Male	Engineering	IDI
Gemini	Female	Tourism	IDI
Libra	Female	Accountancy	IDI
Scorpio	Male	Education	IDI
Mercury	Male	Criminology	FGD
Venus	Female	Engineering	FGD
Mars	Female	Tourism	FGD
Jupiter	Male	Accountancy	FGD
Saturn	Female	Education	FGD

Data Collection and Analysis

The data collection approach in this study was modelled after Corder's (2007) analytical process. It is critical that I completely know the nature of this event and the reasons for conducting this research to make the entire procedure as simple and accurate as possible. Because the informants are the only ones who contributed to this research, they were notified about it and requested for their consent to participate.

During the interview, they were encouraged to say what needed to be stated for the study to be completed, and they were made to feel comfortable enough to answer the questions without feeling pressured.

III. FINDINGS

Key Informants. In this study, there were 10 key informants. All of them are college students in University of Mindanao Tagum College. Thus, they were selected based on their insights and experiences on the said study. During the interview, I explained the study's principal goal to the informants. I let them talk and explain freely so that they could effectively communicate their thoughts and ideas. I gave each of them time to consider their answers without putting any pressure on me to collect the necessary information.

Research Question No. 1: What effect does Facebook have on college students' language learning proficiency?

During the in-depth interviews and focus group discussion, the following four (4) major themes emerged from the data gathered as presented in Table 2. The four major themes are the following: new communication vocabulary, knowledge abundance, internet dependence, and grammar and spelling issues.

New Communication Vocabulary

Most of the key informants expressed their thoughts on how Facebook becomes beneficial in developing their vocabulary skills. Facebook has been a helpful platform one should practice for their word processing and development.

Aries mention that Facebook gives him new vocabulary to use not just on daily conversation but also inside the classroom.

“For me, Facebook helps me a lot every time I need to have more words to use since I have a lot of friends who are good in using the language. I gain more words because of Facebook. It is indeed a blessing for me.” (IDI_1Q1)

TABLE II
ESSENTIAL THEMES AND CORE IDEAS ON THE EFFECTS OF FACEBOOK TO THE LANGUAGE LEARNING PROFICIENCY OF THE COLLEGE STUDENTS

Essential Themes	Core Ideas
New Communication Vocabulary	<ul style="list-style-type: none"> • Facebook improves my vocabulary. • Facebook gives me new vocabulary to use for my conversation with friends. • Facebook has led me to new words I haven't learned in school.

Knowledge Abundance	<ul style="list-style-type: none"> • Facebook has been a good place of learning and a wealth of knowledge. • Facebooks helps me lessen my language mistakes. • Facebook has become my source of information to everything.
Internet Dependence	<ul style="list-style-type: none"> • I become reliant to the internet communication. • I have become increasingly dependent on the Internet for things I need in my studies. • I have excessive internet use to make my student life easy.
Grammar and Spelling Issues	<ul style="list-style-type: none"> • Facebook leads me to making mistakes in my grammar and spelling. • Facebook leads me to confusion with my communication in written and spoken. • Facebook leads me to misinterpretation of the standard grammar, spelling and meaning of the word.

Also, Venus also revealed how Facebook affected her life positively.

“On my point of view, it affects me positively not only for my entertainment purposes but also it improves my vocabulary so much. I have so much to gain when I browse my phone and read lots of statuses on my feed.” (FGD_BQ1)

Knowledge Abundance

The next theme being produced is knowledge abundance. Some participants and key informants mentioned during the interview that Facebook is a wealth of knowledge. On this platform whether on statuses, comments, and chats Facebook has become a source of information to students and somehow helps them lessen their mistakes in using the target language.

Scorpio proudly stated how Facebook turned into a place of information.

“Facebook, not just my hobby when I got bored but highly a place where you can get more vocabulary, information, and news that I needed in school. Since, nowadays, it has become a boon to every user, I might as well use it on my end.” (IDI_5Q1)

Furthermore, Mars mentioned that Facebook is a good place of learning to lessen our mistakes in using the target language.

“For me, Facebook is a good place for us to learn new things and ultimately a helpful tool in learning the language more fully. I have been using Facebook for so many times and this has been a good experience so far in helping me cope with the trends and to learning process as well.” (FGD_CQ1)

Internet Dependence

Another theme being made during the interview is internet dependence. To some, Facebook can be a bane to students. According to the key informants, because Facebook becomes a trend in getting information, some students are too dependent of how Facebook was being utilized and how this platform worked.

According to Taurus, some students are good at relying to Facebook capability in producing information and that their student life has become easy in just one tick.

“I have observed many times that some students and especially my classmates have become reliant to Facebook updates and information. In just one comment or asking answers to group chats or messenger, it has become an easy task for them more specifically if we have activities to do in our class. Facebook can be good but take note also that it can be bad if not properly used.” (IDI_2Q1)

Saturn also supported the idea presented by Taurus that some students have excessive internet usage when it comes to browsing information to Facebook.

“Based on my observation, Facebook makes our life easy, but makes us lazy at the same time. It is truly a good communication too, no doubts about it, however, too much usage can be a disadvantage as to the side of the students. I believe it is not learning the language anymore but saving ourselves to getting low scores in the activity our teacher assigned as to do.” (FGD_EQ1)

Grammar and Spelling Issues

It is with no doubts that Facebook can also be a place of confusion and misinterpretation. Thus, the formulation of another generated theme based on the interviews. According to the key informants, Facebook leads to grammar and spelling issues.

Jupiter strongly revealed that Facebook causes issues when checking students' output as he had observed with his classmates for, they tend to follow some colloquial and informal ways of structuring and writing the words into sentences and paragraphs.

“As I have observed not only on my part as a student, some of my classmates are also fun of

using styles of Facebook statuses into their own output inside the class. That is why, it leads to making mistakes in grammar and spelling.” (FGD_DQ1)

Also, Libra mentioned on her part that Facebook leads her to confusion with her written and spoken communication when it comes to English language.

“On my end as a student learning the English language, it makes me so confused regarding about the correct spelling, structure, meaning and grammar when I have to use the language or words. I feel like I committed errors when it comes to my written and verbal communication because this leads me to feel not confident in using the language. I have seen so many different interpretations and structures of the same word and this makes me so bewildered when using this word if this is correct or not.” (IDI_4Q1)

Research Question No. 2: How do students deal with these effects on their language learning process?

Table 3 shows the essential themes and core ideas in dealing with the effects of Facebook utilization to the language learning proficiency of the college students. During the IDI and FGD, these three (3) major themes generated: adapting to the new learning environment; asking for feedback from peers and teachers; and assessing the validity of information.

TABLE III

ESSENTIAL THEMES AND CORE IDEAS IN DEALING WITH THE EFFECTS OF FACEBOOK TO THE LANGUAGE LEARNING PROFICIENCY OF THE COLLEGE STUDENTS

Essential Themes	Core Ideas
Adapting to the New Learning Environment	<ul style="list-style-type: none"> We need to immerse ourselves to new learning environment. We should be adaptive to the changing environment.
Asking for Feedback from Peers and Teachers	<ul style="list-style-type: none"> We must not be shy to ask for feedback to our peers and teachers in Facebook and Messenger Group. We must consult to our teachers so that we know what went wrong and needed to improve.
Assessing the Validity of Information	<ul style="list-style-type: none"> We must assess the news and information first before believing it. We should recognise the basis of the

information and verify whether it is reliable, valid, and credible.

Adapting to the New Learning Environment

Adapting to the new learning environment is great strategy in the language learning process. Dealing with the effects of Facebook as a communication tool used by the students on their language learning proficiency can be of their advantage in advancing themselves to be competent to the said target language. Adaptation is one of the things students must do especially as we are currently facing pandemic and good process of embracing changes.

Mercury shared his idea regarding adapting to a changing environment we are facing nowadays under the new normal setting.

"In this pandemic, I strongly believe that we students must engage ourselves to new learning environment like Facebook as we are not currently in a face-to-face session. Adapting to these changes and embracing new ways of learning with or without the presence of a teacher are a good decision one should make in dealing with the problem. The effects of Facebook can be a bane or a boon to someone if not properly used in a meaningful way. Facebook as a new learning platform can be beneficial to us students if we know how to adapt properly to these changes." (FGD_AQ2)

Moreover, Scorpio mentioned as to how the effects of Facebook can be students' advantage in achieving a good language learning proficiency.

"Nowadays, teachers used Facebook as an aid in giving instructions once the synchronous session was done. Teachers sent Powerpoint presentations, materials, worksheets, and links to the Facebook group chat so that students are aware about the following tasks and activities the teachers instructed students to comply. With that, I believe students should take this as an advantage in perceiving this Facebook effect on his or her own benefits to achieve proficiency to the target language as this truly benefited us more especially in this digital age that we are experiencing these days." (IDI_5Q2)

Asking for Feedback from Peers and Teachers

The next thing on the other hand is asking for feedback from peers and teachers. We cannot deny the fact that using Facebook can be a useful tool to ask feedbacks from our teachers more than ever to peers. In just one comment or chat away, students can now deliver his or her message to the receiver. Thus, this theme has been produced based on the interview gathered during in-depth and focus group discussion.

Libra said that in dealing with the effects of using Facebook, more specifically to the language learning

proficiency of a student, asking for feedback from peers and teachers can be a good decision to make.

"We must not be shy and hesitant to ask for help and feedback from our peers and teachers if there is something that is confusing and difficult to comprehend. In my opinion, it is not bad to ask particularly to our teachers for they know best more than anyone. Thus, when something went wrong, I immediately ask for feedback and help to my teachers. Also, when there is a task to submit, I also ask my friends on Facebook to read my output before submitting it to my teacher to ask for their thoughts and opinions regarding with my answer." (IDI_4Q2)

In addition, Gemini highlighted the importance of feedback coming from their peers and teachers as an effective strategy in dealing with the effects of Facebook on their language learning proficiency under the new normal setting.

"Feedback for me is essential on my learning process. With Facebook as an emerging platform for learning, I used it as a tool for asking feedbacks to people that I know that is willing to give their criticism whether good or bad. I know sometimes, Facebook can be a troublesome because of different interpretations thereby impeding my learning process, I have always asked for clarification to my peers and even to my teachers when I was confused about the topic. Thus, for me, there is nothing wrong with it." (IDI_3Q2)

Assessing the Validity of Information

Assessing the validity of information is the next generated themes during the interview. Facebook can be a place of "fake news" that can lead to misconception of the information. As Facebook gives power to the user to share what they want, it also gives way to misleading information. Thus, according to the key informants of the study, information came from Facebook should be assessed its validity first before believing the said news and information.

When it comes to the language learning proficiency, assessing the validity of the information should also be in consideration and taken into accounts. Saturn strongly condemns that we should recognize the basis of the information and verify whether it is reliable, valid, and credible before believing or trusting the said information.

"For me, we should not easily believe to the information and/or the words being presented on Facebook as facts without knowing the source first as valid or invalid. Credibility, notably in the language learning proficiency, should be taken seriously to avoid misapprehension of ideas. For I believe, once perceived as true even if it is not valid can turn as a habit formation of a student in his or her journey to learning." (FGD_EQ2)

Additionally, Venus supported the notion of Saturn on the importance of assessing the validity of the information of Facebook.

“It is with paramount importance to assess and evaluate first the information before perceiving it as valid for it can truly lead to misunderstanding the concept of a word, meaning of the context and the totality of the message it conveys. One should be knowledge enough to assess if the information or the message is valid or not. Thus, we users and students must carefully examine the context intensively.” (FGD_BQ2)

Research Question No. 3: What are the viewpoints of college students on the effects of using Facebook on their language learning process?

With the information being gathered and analyzed, these three (3) major themes are formed as shown in Table 4. These are the following: awareness to the effects of Facebook, a platform of learning and confusion, and Facebook as a learning aid.

TABLE IV

ESSENTIAL THEMES AND CORE IDEAS ON THE VIEWPOINTS OF COLLEGE STUDENTS ON THE EFFECTS OF USING FACEBOOK ON THEIR LANGUAGE LEARNING PROCESS

Essential Themes	Core Ideas
Awareness to the Effects of Facebook	<ul style="list-style-type: none"> College students must be aware of the long-term effects of Facebook – the good and bad. College students must recognize the advantages and disadvantages of excessive utilization of Facebook.
A Platform of Learning and Confusion	<ul style="list-style-type: none"> Facebook can be a place of learning at the same time can lead to misinterpretation when not use properly and accordingly. Facebook as an educational material or a source of fake news as well if not assess carefully.
Facebook as a Learning Aid	<ul style="list-style-type: none"> College students can perform independent cooperative learning. College students should use Facebook as a communication tool to improve their language competency and accuracy.

Awareness to the Effects of Facebook

As shown in the table 4, the first emerging theme is awareness to the effects of Facebook. As Facebook becomes a mainstream platform for students, information has been globalized as well. Nowadays, one can communicate with people easily in just one click away of a finger. But it should also be noted that the users of Facebook should have certain awareness of what Facebook can do in everyone’s lives.

Aries suggested that students and users of Facebook should be aware of the effects of Facebook in their lives as it can do both ways depending on how they used it for their own consumption.

“I would like to suggest to all students especially college students who are fan of using Facebook that we should always be careful about trusting the information without knowing if it is valid. College students must be aware of the long-term effects of Facebook that can either be good or bad ripple effects to us. Having awareness to the language particularly in spelling, grammar and choice of words can be a helpful guide in our studies.” (IDI_1Q3)

It has been supported by the notion stated by Mars that students must analytically recognize the advantages and disadvantages of the Facebook effects before deciding to trust the information.

“I have learned not to be too dependent on Facebook as it can cause me too much confusion on my behalf as a believer of what I have seen and heard. Thus, I recommend to every student that we must be mindful all the time of these effects for own sake in learning the language and the totality of what we can get from browsing the net. Think first before believing it.” (FGD_CQ3)

A Platform of Learning and Confusion

The next theme being created based on the interview is Facebook as a platform of learning and confusion. Indeed, Facebook can be do both ways. We can learn just by browsing there, but at the same time it leads you to confusion especially if there are so many different interpretations of the target language which nowadays can be misleading. Informal language on Facebook has been widely used by the users as it has become the trends these days under the new normal setting.

Mercury confirmed that Facebook can be a learning space at the same time a danger zone leading to “fake news” and misconception if college students and other users of the platform are not cautious of its effect.

“Based on my personal experience as an avid user of Facebook, the platform has been a defence mechanism of students every time there is a need to consult about the things that is very confusing. We can just ask our friends, teachers, or any other users just by commenting or asking them through

chats and then the facts and information can easily be received and perceived. I am very grateful for this platform for making it possible and making our lives easier. However, if not properly utilized, this can also be a drawback for us all. Thus, I suggest to carefully examine first the idea before using it and applying it in our studies.” (FGD_1Q3)

Saturn added that Facebook helps her in her studies especially if she needs to consult her classmates about the tasks and those instructions that are not clear for her.

“I am happy that there is this platform like Facebook mainly this pandemic as it is so helpful for me and to other students when there are assignments or tasks to consult in our GC. But I also think that we should not abuse it. We students must also do our part in this learning process. We are the one learning here, not the platform.” (FGD_EQ3)

Facebook as a Learning Aid

Lastly, Facebook as a learning aid is the last theme being generated during the interview. We cannot deny the fact that Facebook serves as an aid to our learning. It is a good communication tool when we transfer information digitally. Thus, it makes our lives easier to express our thoughts without the need to verbally transmit the message to the receiver.

Gemini shared how Facebook becomes an effective tool for her in her learning process.

“For me, college students like me should use Facebook for it is beneficial to improve our language competency and accuracy. Because of Facebook, I have become more aware of those words I haven’t know before. I am confident in speaking and writing for I have gained so much knowledge when I am browsing the platform. Hence, an effective tool for my learning process. I am so grateful.” (IDI_3Q3)

Venus also shared how beneficial Facebook is in her journey to learning. According to her, Facebook becomes the modern newspaper of information and thus students can perform independent cooperative learning.

“Facebook is a good invention for me because it supports me a lot on my learnings. In my opinion, it becomes the modern newspaper of information for it has become open to the masses everywhere if you have connection. With this, students can perform well independently and collaboratively.” (FGD_BQ3)

In general, using Facebook has been equally valuable and a drawback to any user of the platform. In this era, students, teachers, and/or any other users regardless of their age use Facebook in multiple occasions and purposes. Because of the platform, we can learn, relearn, and unlearn

the language, express our ideas easily through written text or video messaging to any receiver of the message. But it should always be noted that it has certain effects if not properly use by us in a meaningful and pleasurable learning experience. We must be aware of it before we are consumed by these effects.

IV. DISCUSSIONS AND CONCLUSION

This study examined the effects of Facebook as a communication tool on the language learning proficiency of the college students. To achieve this, the researcher established the following questions:

1. What effect does Facebook have on college students' language learning proficiency?
2. How do students deal with these effects on their language learning process?
3. What are the viewpoints of college students on the effects of using Facebook on their language learning process?

Based on the results of this study, college students stated the effects of Facebook on their language learning proficiency. During the interview, the following essential themes were formulated: new communication vocabulary, knowledge abundance, internet dependence, and grammar and spelling issues.

Integrating social media platforms such as Facebook with language learning programs can assist and provide a cost-effective and authentic setting for L2 communication practice. Facebook for Language Learning (FBLL) encourages constructivist approaches such as knowledge scaffolding and learning communities (Kimmerle, Moskaliuk, Oeberst, & Cress, 2015). Facebook and other social networking sites (SNS) are strong digital tools with the potential to improve learning (Cook et al., 2008), particularly in language programs where students are encouraged to be active members of the learning community (Alm, 2006). In fact, using SNS in L2 teaching has been demonstrated to increase students' enthusiasm in learning the language (Jones & Shao, 2011; Shih, 2011).

Further, students can express themselves more clearly in their writing on platforms like Facebook than they could on more challenging writing projects (e.g., narrative, descriptive, or technical writing). As expected, Facebook contributions were more accurate than compositions done in class, which may be due to the lack of time constraints when posting. When using FBLL, students can choose to increase their syntactic complexity, lexical diversity, and use of sophisticated language, but they can also avoid the more cognitively demanding tasks by creating simpler writing compositions (i.e., short words and short sentences) that can be supplemented with multimedia (e.g., photos, videos, and news links) (Wang, 2012).

Taking into consideration the advantages described thus far, it could be said that a new educational circumstance mediated by digital social networks has been created, one that has been decisive and innovative in the way it has transformed interactions and forms of communication with the various actors that make up the scene (Jang, 2012). This, on the other hand, has increased humans' ability to adapt, share, and comprehend information, allowing them to generate new knowledge through networked communities in an ever-changing and omnipresent world. Today's knowledge generation and acquisition processes are based on massification and visibility. Since the process is viewed as a social phenomenon that immediately come to mind but deliberately from any device and location, thanks to the Internet and the platforms that the network provides, as a natural means of communication that people have absorbed into their daily lives (Tello, 2007). According to Puerta-Cortés & Carbonell (2013), in a networked society, it is usual for most people to carry out activities such as sending messages, watching movies and images, playing music, sharing places, playing online, and conversing using these platforms.

However, it should be highlighted that even if there are positive effects of using Facebook, we, user of the platform should consider the negative effects of it. Aside from the positives of Facebook use, there have been reports of negative consequences, such as poor academic performance, health issues, personal relationship issues, and societal disorder. Several studies, for example, have documented the negative effects of Facebook use on students' life. Facebook may appear to be an exciting and fun website at first glance, but the addictions that can result from excessive use have been linked to fatal consequences in adapting the language used on the platform (Dennen & Burner, 2017).

Furthermore, Paul, Baker, and Cochran (2012) published an essay titled "The Effect of Online Social Networking on Student Academic Performance." According to the findings, there is a statistically significant negative association between students' time spent on OSN and their academic achievement. It has been proven that time spent on OSN has a negative impact on academic performance. Students' scholastic performance appears to decline as time spent on social networking sites grows. This is consistent with the findings of Kirschner and Karpinski (2010), who found that students' excessive involvement or fixation with social networking can negatively affect their academic performance.

With this, websites like Facebook's Social Network Services (SNS) allow users to communicate and contribute to a virtual community. Users may access digital information, create, and interact with material, and join online communities thanks to the collaborative nature of social media sites (Kaplan & Haenlein, 2010). As a result, social networking programs have been incorporated not just into personal communication practices, but also into constructivist pedagogies utilized in higher education in many countries (Tess, 2013). Integrating social media

platforms such as Facebook with language learning programs can assist provide a cost-effective and authentic setting for L2 communication practice.

On the other hand, when it comes to how students deal with these effects on their language learning process, the following essentials themes were formed: adapting to the new learning environment; asking for feedback from peers and teachers; and assessing the validity of information.

The results have been supported by Anggoro and Rueangrong (2020) who also did a study in the COVID19 epidemic about using Facebook as an alternate learning medium for online learning. They concluded that this platform may be used as a trustworthy learning management system for sharing and storing various files, synchronous and asynchronous interaction, monitoring student outputs, and providing feedback. This platform encourages students to engage in active learning (Akbari et al., 2016; Kabilan et al., 2010). It implies that Facebook can be used for educational purposes in order to facilitate effective remote teaching (Allen, 2012; Kent & Leaver, 2014; Towner & Munoz, 2011; Anggoro & Rueangrong, 2020). It offers a closed group function that makes file sharing and communication secure and private, with only members being able to see the content and other members of the group. However, if Facebook is used in meaningful ways, its educational potential may be enhanced (Celik et al., 2015; Mazman & Usluel, 2010). It indicates that Facebook should only be used for educational purposes, benefiting both teachers and learners.

Many studies have shown that social media facilitates educational activities by facilitating collaboration, engagement, active involvement, critical thinking, and the sharing of learning content (Choi, 2013; Thoms & Eryilmaz, 2014). According to Niu (2017), Facebook as a social media platform might be used as a learning management system (LMS); nevertheless, the impact of Facebook as an LMS has been understudied, even though many experts have advocated for its usage in teaching and learning. It is preferable to analyze the impact of Facebook as an LMS to discover the full extent of its benefits beyond entertainment and conversation. Facebook's informal and formal communication activities promote learning and keep students interested (Dohn & Dohn, 2017). The preceding assertions support the research gap about the impact of Facebook as a platform for reaching out to and teaching faraway students. These circumstances highlight the need for research to determine whether Facebook can be used as a learning management system.

Furthermore, according to Ellison et al (2011), students are more likely to engage in such internet activities while doing their homework, which may have a negative impact on their academic performance by diverting their attention away from the learning process. As a result, it is becoming increasingly impossible to dismiss the possibility that there is a clear link between Facebook usage and student academic achievement at schools and universities. And the popularity of Facebook platforms has risen so quickly that

it has piqued the interest of university students, who have become so absorbed in the sites that they have almost totally forgotten about their studies. University students are the most common victims of social networking sites, as they have a negative impact on their academic achievement (Pasek & Hargittai, 2009). When looking for study materials online, students are readily lured to use numerous social media platforms. In most situations, students waste practically all their time on social media and forget about the course materials they were looking for in the first place.

Finally, when the participants were asked about the viewpoints of college students on the effects of using Facebook on their language learning process, the following themes were generated: awareness to the effects of Facebook, a platform of learning and confusion, and Facebook as a learning aid.

In the aftermath of the global pandemic, when education delivery shifted to distance learning, it's better to use the students' preferred social media to deliver learning materials than to look for a website or learning management system that requires a stable internet connection and a good digital device. Even in an isolated environment, Facebook as a pedagogical tool for online learning promotes communication and increases interactive learning (Giannikas, 2020). Using Facebook and Messenger groups in the context of printed modular distant learning, where students do not have a good internet connection, provides a better opportunity to contact and assist students in coping with the obstacles of distance learning.

Students were able to understand mathematics lectures independently and accomplish learning activities with minimal support from teachers after receiving interventions via Facebook and Messenger groups. Students can go back to the learning materials to clarify their thoughts and correct misconceptions about the lessons now that they've been posted. Academic consultation and learning can be facilitated using Facebook and Messenger groups (Tananuraksakul, 2018). These were also useful tools for independent study and communication with students about their educational requirements. Teachers, on the other hand, must retain students' willingness to use the platforms by constantly publishing learning materials and regularly contacting them to motivate them to work or complete the learning tasks assigned.

Teachers, on the other hand, should be very sympathetic and sympathetic to students' conditions when using Facebook and Messenger as platforms, as each student comes from a diverse family history with varying technical prowess. It is preferable if the teacher solicits comments from students on their experiences with educational material posted in a Facebook or Messenger group, as well as suggestions on how to improve the learning materials and how to best utilize the abovementioned social media for learning delivery.

With this, the researcher can conclude that despite the benefits of Facebook to the students, we must not forget the corresponding effects of it. Abusing the platform can serve as a total drawback to the user and learning the language will be affected since we rely too much on the platform's capabilities. It should be noted that Facebook and other social media platforms nowadays are only tools in helping us, not an alternative to the ways that we normally do in the learning process inside the classroom virtually or face-to-face.

From the findings, we can conclude that Facebook utilization should not be tolerated. Learning does not only occur intensively in the realms of online information but also occur inside the class if students listen attentively to the discussion of the teachers. Facebook, as a social networking platform, encourages students to engage in self-paced, student-centered learning activities in which they can express themselves through typing comments (Samani & Noordin, 2020). Students' language learning proficiency, communication with the teacher and peers, and learning engagement in the distant environment can improved meaningfully and deeply by using Facebook and Messenger groups if we use it accordingly and properly. The equilibrium between the classroom discussion and social media platforms as a tool in learning and communication must be in consideration.

Suggestions

The study only included ten students from each course program at a single institution. Given the findings of this study, it is highly encouraged and urged that school-wide adaptations and implementations be made to improve learning outcomes while using Facebook as a learning partner, especially in the new normal environment. Furthermore, any study connected to Facebook usage or the school's LMS should have a longer implementation time in the next cycle of research to observe how to sustain the interventions and action plans and thereby to find the gaps in the teacher's practices to the students' needs in this approach. To reach and serve many students, a school-wide implementation of interventions in different subjects via Facebook should be implemented. Furthermore, similar research from other schools may be undertaken to confirm the study's conclusions. Future academics and researchers may perform a study that goes beyond the scope of this study to investigate other elements of Facebook usage.

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