

USING FACEBOOK IN ELT: HIGHER SECONDARY TEACHERS' PERSPECTIVE IN BANGLADESH

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ABSTRACT: *Facebook a widely used new media tool for learning English language in Bangladesh. Teachers of government colleges at Higher Secondary level use Facebook and encourage their learners to use Facebook for learning English language. This study explores the perspective of Higher Secondary teachers in using Facebook for learning English language. This is a mixed method action research conducted in 20 urban government colleges in Bangladesh and the data for the study has been collected through a survey questionnaire of 5-Level Likert scale with 100 English teachers and also with six open ended questions. It is found that teachers believe on students' use of FB can help them by: practising reading and writing tasks, building communication in English, helping each other in preparing assignments, sharing resources, learning from teacher student. The questionnaire also reveals English teacher's own use of FB and technical capability of preparing lesson appropriate for FB. The study is concluded with the implication of a future study in the field of flipped teaching of English in Higher Secondary level.*

KEYWORDS: Facebook; ELT; English; Secondary; Teacher; Enhancement

INTRODUCTION

Background and Context

Multimedia has been introduced in Bangladeshi college curriculum in recent years due to national, political and educational need arising from globalization. Though Roblyer et al. (2010) indicates negative tendency of academic institutions as the management often tries to ignore the bond between latest technology and students in academic arena. Variety of digital technologies along with its online version is encroaching into every sphere of our life day by day and education sector cannot stay out of it without incorporating digital technologies in curriculum. One type of online application is getting famous rapidly among young learners because of its availability and unique features of staying connected with peers and it is SNSs (Pempek et al., 2009). Among all SNSs, the Bangladeshi government in collaboration with two giant mobile network providing companies and the international Facebook organisation is giving free browsing facility of FB in Bangladesh since 2014. FB has been created by Mark

Zuckerberg as “an online directory to connect people” (Zuckerberg, 2005, p.1). Recent free access to FB has widened the chances to use Web 2.0 technology in any field of study as citizens of a developing country, very few students get the fulltime online connection support at home from their families. Researchers have noticed my students’ good response towards technology based teaching and availability and the wide usage of cell phone in recent years among young people.

The working place is a boys’ higher secondary state-run institution in Bangladesh which is situated in the capital where we do teach English in grade eleven and twelve. Bangladesh is a country with 156.6 million people with large population (Ahmed et al. 2015). The annual per Capita income is US\$ 1190 and the literacy rate of the population aged 15-16 is 57.7% (“bdnews24.com”, 2014). Bangla (Bengali) is spoken by 98% of the population of Bangladesh (Hamid and Honan, 2012). Basically the education system in Bangladesh is divided in two dimensions: Madrasah and general. In this project I will discuss about general education which is basically divided in three sections: primary, secondary and higher level. In general education, secondary level covers from grade six to twelve which has three layers; grade six to eight is junior secondary, grade nine to ten is secondary and grade eleven to twelve is higher secondary.

Though English is given much importance in our curriculum, the overall English teaching condition around the country and consistently poor outcome of English learning throughout the higher secondary level has compelled the researchers to think on inclusion of technology in ELT (Rahman & Panda, 2012). As English teachers, we know the challenges of ELT in Bangladesh. Most of the problems in ELT in Bangladesh are rooted in improper application of CLT approach which results in less interaction inside classrooms. While looking for an additional space or technique to facilitate more interaction for CLT implementation, the free access to FB in Bangladesh has made the researchers think on using this free space as extra teaching-learning place as ELT approach. In the search of an additional support to existing ELT approach the researchers have chosen FB as an area of interest because of its popularity, free accessibility and potentiality as a space to be used in ELT to ensure spontaneous engagement.

Rationale for the Study

During researchers’ teaching experience for several years, the researchers remain searching reasons of constant fewer outcomes of English in class and poor result in national exams. According to National Education Policy of Bangladesh, only CLT approach is allowed in ELT since 1997. As there certain flaws of CLT approach in Bangladeshi context so the drawbacks need to be mentioned,

- The National Educational Policy declares English as ESL. Whereas to be second language there should be practice of that language in outer community (Ellis, 1996). Similar idea comes from Hamid and Honan (2012) who claim that English cannot be our second language as 98% population is monolingual (speaking only Bengali, other 2% also does not speak English) in Bangladesh. In that case implementation of CLT approach in non-English speaking country Bangladesh could not bring anticipated success.

- There is a gap in between teachers’ understanding of the requirements and practise of CLT in college level. Chowdhury (2003) reveals that Bangladeshi teachers often play traditional authoritative role in their classroom which is a barrier to create interaction in English class

whereas communication is the main characteristics of CLT approach. Scholars have identified one reason behind running non-CLT lessons in Bangladeshi classroom; teachers often think that CLT appropriate lesson preparation would cost much time and money (Sultana and Basu, as cited in Shurovi, 2014).

•NCTB prescribed “English for Today” book is followed in all higher secondary classes. Chowdhury and Ha (2008) claim this series of book appropriate in terms of synchronisation of lessons with local context. It should be noted that CLT class demands supply of other materials excluding books also. In Bangladesh most of the colleges cannot provide it. Research has explored another issue of teaching the same prescribed book with Grammar translation method (Islam, 2011).

•Uncontrolled number of students and less practises of pair and group work inside classroom are another barrier to CLT (Chowdhury, et al. 2014).

Research Question

Viewing the constraints CLT, the researchers realized that use of technology can enhance English learning process. Bangladesh government has already implemented English in Action (EIA) Project aiming to teach English with modern technology (Rahman & Panda, 2012). Seeing this advancement in technology in ELT and the growing interest for educational apps among young internet users the researchers think that using SNSs (Social Networking Sites), especially Facebook can be a better option to create more engagement of students as it can support academic tasks “by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible”(Ajjan & Hartshorne, Mason, & Selwyn as cited in Mazman & Usluel, 2010, p.444; Ahmed, et al. 2015). This view leads to the following research question:

What is the higher secondary teachers’ perspectives on using Facebook in ELT in Bangladesh?

Research Objective

The objective of the study is to figure out teachers’ perspectives on using Facebook in ELT in Bangladesh.

Overview of the study

The scope-for further-research project targets to illuminate how specific Web 2.0 technology, namely FB is bringing positive change in different English learning contexts around the world and what is the view of Bangladeshi ESL teachers in using this newly available technology in higher secondary level to enhance English learning. In this paper firstly, the researchers have introduced their working place along with students, colleagues and their parents, secondly, they have clarified their interest behind introducing Web 2.0 technology in current English teaching method, thirdly, and they have reviewed some literature related to Web 2.0 pedagogy and English teaching with Web 2.0 technology around the world. Afterwards, the researchers have explain the methodology (mixed method action research and the instrument is questionnaire) used in this study as well as the data collection process followed by the findings of the data (filled in answers to the questionnaire by ELT teachers).Thereby, they have analysed the data and at the final stage. The paper is concluded with the limitations and reflections on their own learning from this action research.

REVIEW OF LITERATURE

Contemporary educators have already accepted the overwhelming use of ICT in classroom (McLoughlin & Lee, 2010). It has been investigated that different types Web 2.0 technologies like blog, FB, online discussion boards, YouTube, MySpace etc. can enhance student's language skill through rich learning environment (Wang, 2004). The web 2.0 technology is making its place in pedagogy as an approach, not as an application (Limniou, Downes, & Maskell, 2015) as it helps learners to create and organize their own learning time and place. In this research project, the researchers have chosen FB as English teaching tool only because of its free access facility in Bangladesh and being one of the two mostly used Web 2.0 technologies around the world (Yunus, et al., 2012).

FB as an Alternative to Real Life Classroom

Facebook© defines itself as a “social utility that connects people with friends and others who work, study and live around them” (Facebook, 2008, p. 1). Social media and social software tools encourage learners to “prepare for his/her own learning, take the necessary steps to learn, manage and evaluate the learning and provide self-feedback and judgment, while simultaneously maintaining a high level of motivation” (Biggs, Zimmerman & Schunk, and Simons, as cited in McLoughlin & Lee, 2010). Regular and active participation in FB can help students to share information as well as knowledge which are quite similar to F2F classroom. Guzman (2010) clarifies his preference on FB as it provides equal chance to every student in terms of participation in activities. Seeing the better output of incorporating FB in learning strategy, researchers also suggest pre-service teachers to revise pedagogy to include FB as a regular tool (Yunus, et al., 2012).

FB as English Learning Place

Anyone from anywhere in this world can take part in any features in FB such as online chat, online game and calling over phone in popular languages. As most of the features of FB are by default in English, its users need to have enough knowledge in English to make maximum use of FB. Seeing these multifidous use of FB as English practicing zone, scholars claim that FB can be easily used as English practice place (Kabilan, Ahmad & Abidin, 2010). There is no doubt in considering FB as the hub of communication which happens in many forms including language practicing. FB has the potential to become a valuable resource to support their educational communications and collaborations with faculty (Lee & Ranta, 2014).

FB Can be a Community for English Learners

Many researchers have found that language learners can show their best performance when they feel they are in their comfort zones. FB can be considered as perfect place for English language activity exchange and utilized to discuss their academic tasks when all of them feel that their need, interest and ideas are same. Blattner and Fiori (2009, p.17) have revealed that FB can raise the “sense of community in language classrooms” as FB creates the scope to develop language learners’ “socio-pragmatic competence” while being with peers. They also

point out another unique feature of FB as it can maintain privacy of the activities of language learners from other community member as long as the user does not want to reveal it. Similar result is found in other study where learners achieved “grammatical, functional and linguistic objectives” while learning French language in FB (Mills, as cited in Kabilan, et al., 2010). Mills also claims that the discussion session among peers helped those learners to learn French correctly. Though this study was done on French language, same positive outcome is possible while learning English in collaboration with FB. Madge et al. (2009) characterizes FB as providing the 'social glue' in helping students to settle into outer life. Though this study was done on university students, same result can be expected on higher secondary students who are about to enter university in 1.2 years.

FB in Enhancing Reading Skill

It is captured in study that English learners can raise their competency in reading skill if they get the chance to “discuss assignments, ask and answer questions, post information, and support one another” in FB (Haverback, 2009) excluding the class hour or face to face session. The author found that 75% of her students developed “better understanding of the theoretical principles” to ensure “effective reading” (Haverback, 2009, page 34). Through reciprocal scaffolding which is “a scaffold provided by a student working in a group either face-to-face or online”, FB can facilitate reading skills (Majid, Stapa & Keong, 2015, page 32). Haverback (2009) has pointed out one drawback in FB based reading practice that there should be always at least one person in FB all the time to answer questions otherwise students' questions remain unsolved.

FB in Enhancing Writing Skill

FB can be a replacement for actual classroom while practising writing. Kabilan, et al. (2010) claim that students consider only classroom writing as ‘writing’ and thereby do not feel encouraged to do writing activities in FB as students see FB writing as ‘communication’. Opposite view of students is also discovered by several researches where students have shown their profound interest in FB writing (Majid, et al., 2015; Haverback, 2009). FB can give learners the opportunity to use both scaffolding and schemata as a result of engagement with peers. According to Yang (as cited in Yunus, et al., 2012) students' regular writing as blog or online diary in FB can be granted as their writing activity and by saving these writings teachers can easily measure students' progress in writing skill. Students can share links to tutoring programs or other Internet resources while using FB which also enrich their writing skills (Haverback, 2009).

FB as a Place of Interaction

Guzman (2012) argues that through “posting and chatting” in FB students like to represent their social identity. Researchers have identified FB as a remedy for such group of shy learners as same group shows “no objection to online disclosure” in FB rather feel encouraged to participate there in activities like group projects, discussion on topic and course assignments (Lee and Ranta, 2014, p. 27). Similar idea of being stimulating factor of FB to develop learner's communication skill is found in several studies (Yunus, et al., 2012; Shih, 2011). Hew (2011)

has revealed a negative impact of FB interaction that while using FB students prefer to be in touch with selected one not with anyone present there. FB can be a place of sharing resources like materials, projects and documents as well as ideas and information among students.

Teacher Monitored FB Use

Both bringing students in FB and restricting FB use are necessary. Teachers have to monitor FB use carefully as it is already reported that sometimes students get distracted by the other use of FB and pass through “unplanned or unintentional” incidental learning (Low and Warawudhi, 2015; Pennington, as cited in Kabilan, et al., 2010). On the contrary, Roblyer, McDaniel, Webb, Herman, & Witty (2010) suggest that teacher should count interaction hour as course accomplishment requirement to ensure student’s participation.

RESEARCH METHOD

Research Approach

The researchers have preferred action research for this research project because the objective is to know current teacher’s perspectives on using FB. Researchers thought that teachers are the main agent for any successful implementation of teaching approach. That is why; the researchers tried to get information from practising teachers through action research.

Participants

This study is carried out in ten leading Govt. institutions for higher secondary education in Bangladesh. Both the teacher and students of the institutions are in better position in terms of using technology in education purpose. The ministry of Education has implemented free 24 x 7Wi-Fi facility in institution premises countrywide under a pilot project in 2013. Along with this, as mentioned earlier, free access to FB is in Bangladesh since 2014 has made students and teachers the competent user of FB. 100 teachers of the ten institutions are taken as participants and their views on FB as online English teaching tool and inclusion of FB as English teaching pedagogy would focus on the basic points that are related to higher secondary students’ benefit in using FB as English learning approach.

Instrument

The instrument used in this survey was questionnaire consisting two parts. In Section A, participants’ gender, language ability, teaching experience and usability of FB were collected. And Section B was designed to explore information about teacher’s perspective on FB as an ELT tool with a construct. This construct used some 5-level Likert scales which consist such as ‘Strongly disagree’ to ‘Strongly agree’, ‘All of them’ to ‘Researchers have no idea’ and ‘Advanced level’ to ‘I do not want to disclose’. The items in the construct of teaching English in FB were taken from two sources: i) Blattner and Fioiri (2009) as most of the areas discussed by them are quite similar to Bangladeshi context as for example how to develop language skills, student’s and teacher’s attitude towards ELT, what to do to enhance student’s participation in

learning atmosphere etc. and ii) is researchers own observations as an active FB user. 3 open ended questions were included to define and elaborate the quantitative and qualitative data.

Data Analysis Technique

The data collection process was done in two consequent days. Close ended items were used to know teacher's level of believe or dependency on FB as teaching tool of English. At the same time open ended questions were set to know teachers concern on using FB. The qualitative data were included to make them a help for quantitative data analysis. Another reason for including qualitative data was to make participants feel free while giving their perspectives on using FB as ELT tool. It worked well as all of them brought out other relevant issues while answering one item. Each teacher was coded as participants or teachers. Each of the response from the participants was presented exactly same way they delivered while taking part in survey.

FINDINGS

All data for this research was gathered by questionnaire survey where there were both close ended and open ended questions. All participants were English teachers who were teaching students of higher secondary level for couple of years. It is found that teachers believed on students' use of FB can help them by: practising reading and writing tasks, building communication in English, helping each other in preparing assignments, sharing resources, learning from teacher student. The questionnaire also reveals English teacher's own use of FB and technical capability of preparing lesson appropriate for FB.

All of the participants strongly agreed that FB based English practise can enhance students' communicative competence. All participants agree that while using FB students can practise their English as the medium of communication. A total of 66 percent participants confirmed that their students can use FB whenever they desire because of its fulltime and free accessibility through cell phone. 33 percent of them informed that their students sometimes use FB in laptop at home time. All the teachers took part in this survey disclose that they are frequent user of FB though there is variation in their use of FB. All of them use FB to socialize with friends.

The survey found teachers quite comfortable in using FB in their personal and administrative work but at the same time it is also found that these same teachers are not using social software tools in teaching-learning technique. As all of them showed their interest on using FB in existing teaching method, they wanted to be ensured that the integration of FB with English pedagogical strategies would facilitate students in real life. They even worried about making students participatory at the beginning of FB based learning and ensuring their regular participation in FB. Teachers also showed their concern that sometimes their presence might be unwelcomed in their students' online social networks and communities. Even teachers guessed that few students might feel FB based English practise as extra burden attributed on them and as a result it might produce negative impact on regular F2F class time for those students.

All the participants agreed on the capability of FB in enhancing reading skills of English learners. A total of 33 percent participants observed that “Teachers can create a FB group on reading. The students can read weekly reading and do the exercises given”. Other 67 percent also agreed on the same point. It is found that all three participants thought writing skill can be practised and improved through FB.

Teachers strongly agreed on the use of FB as a regular practice in ELT to complete the syllabus in time. They mentioned the urgency of finishing syllabus because syllabus is covered by the final examination of each grade. 33 percent participant even mentioned the problem of large size class which is the biggest obstacle in managing classroom as they thought. Participants were found with strong believe that use of FB in English practise can make them quite competent before coming class. Participants agreed that teachers should have technical knowledge to prepare tasks for FB use.

Analysis of the Findings

In this study, the data was gathered and accumulated through a questionnaire survey. As it was a questionnaire survey consisting only ten questions on three participants, there was no chance of irrelevant information collection during data combination. With the help of this questionnaire, it is found that the probable academic use of FB in ELT can be multidimensional in Bangladeshi context. After data collation, the researchers tried to analyse them, cross reference them with literature done on relevant studies from other contexts around the world. Results of the data analysis revealed that teachers assume FB blended instruction can bring significant and positive difference in student’s English learning process when compared with the English learning process of students’ regular F-to-F classes. The demographic information shows that among the 100 teachers taken as participants for the study, 48 percent are female and the rest 52 percent are male participants. They all use Facebook every day from minimum one hour to six hours at best. All the participants possess a Master’s degree and few possess M.Phil. and PhD in English language and literature teaching.

In response to the statement *FB can help students to be communicatively competent in English*, all participants are found agreed that students can raise their level of communicative expertise with the help of FB. In this study I specified only reading and writing skill when practising English on FB. There have been numerous debates on the academic use of FB in recent years. The main argument against FB has been generated for its being part of social media. Scholars have classified FB as an entertainment tool which cannot be a part of academic tool because according to them FB creates impediment when attention is requires in academic activities (Selwyn, 2009; Tay & Allen, 2011). Even they claim that FB can never be a part of formal teaching approach. On the other hand, lots of studies have confirmed positive outcome of FB as a formal academic tool, even in ELT field (Blattner& Fiori, 2009; Roblyer et al., 2010). Participants confirmed that they are aware of the use of FB in ELT whereas at the same time they admitted that they are not using FB till date.

In response to the statement-*FB encourages the use of English as a means of social interaction*, all 100 percent of the participants assumed that FB can facilitate students’ English learning and practising as a SNS software. The features of FB come in different languages. It is claimed that

features in FB is available in almost 70 languages to reach people from different parts of the world (Facebook, 2016). And among these languages, English is seen holding first position (Social Times, 2010). The same report identifies that English in FB is being used by non-native English speakers. Language is the only media to get highly engaged in FB. When monolingual students from any corner from Bangladesh log in FB to socialize themselves with their friends or peers they are bound to use FB features. If these students use English version of FB, there is a chance to enhance their English knowledge because of much exposure to English. Even in many cases different levels of “language shift” might occur through much use of SNSs (de Bot & Stoessel as cited in Cunliffe, Morris & Prys, 2013). In that case, teachers can initiative to make it clear to their students that English use in FB should be taken as a chance to improve their English skill not an alternative to their mother tongue. None of the participants had mentioned it during the survey.

In response to the statement *my students have free access to FB*, Findings from collected data show difference supplied by participants. 70 percent of them confirmed that most of their pupils have free access to FB. This finding is quite realistic as statistics delivered from Bangladesh Telecommunication Regulatory Commission shows that over 130.8 million people are using mobile phone in Bangladesh (bdnews24.com, 2015). Another study also picks out that same information along with the fact that “over 65% of the Bangladeshi population is under the age of 35” (Ahmed, et al., 2015, page 7). Here I want to add that almost all of these FB user students are doing log in from their cell phone because I know their capability of having a cell phone. And as Researchers have mentioned the facts about the institution which proves the economic solvency of students’ families. That means these students most likely have access to FB from their home computer. So, this homogenous group of students can use FB in learning English if FB is introduced in their curriculum.

In response to the statement *FB can create a community of English learners inside and outside of educational institutions* it is found that all participants agreed on another point that learners can develop a community through FB. While practising English lessons with peers, students gradually start feeling comfortable in this situation. It is claimed that the features of FB like online gaming, chat and feed insist its users to interact with peers from any part of the world (Kabilan, et al., 2010). And when FB is used in academic learning, most likely it can be taken in granted that students would start feeling comfortable because of the presence of the familiar peers. In such familiar atmosphere, learners can develop their cognitive skill for language learning through engagement with peers. Mills (as cited in Kabilan, et al., 2010) has found that her students’ language learning competency was aided by FB. Because FB provided them authentic language exchange opportunity.

In response to the statement *FB can be a tool to enhance English writing skill* it is found that that participants are basically divided in two types of writing tasks in FB in spite of being agree on same point that FB can be very useful tool to develop students’ writing skills. 30 percent of the teachers liked to divide students in group for writing tasks in FB and teacher guided writing tasks while 70 percent of the teachers preferred individual tasking and mostly independent writing as well. According to 30 percent teachers, teacher may post a story to make comment on it, a picture to be described by students individually, in pair or in group. Though many

studies have identified the academic engagement in FB, Kabilan, et al. (2010) have found different result in their research. They found some students not interested in writing practice on FB because they thought it is not exception of everyday chat on FB. Another 33 percent showed their interest on student's free hand writing on teacher given topics and then they asked for peer-review on each student's text. In this way, scaffolding and schemata is possible as a result of engagement with peers which ultimately can enhance student's writing skill. Yang prefers keeping students' all these FB writing tasks and marking them which will be helpful for both student and teacher (as cited in Yunus, et al., 2012).

Teachers gave differentiated opinions in response to the purpose of the usage of FB. The data highlights variation of time spent on FB by its participants. The ratio of using FB by these participants is one hour eight hours. As now-a-days people of different age and profession are using SNSs, this particular finding shows the FB friendly nature of the participants. Though this survey did not find the exact times when the participants used to log in FB, I assume they would be using FB around the whole day, like most of other FB user surrounding me. The impact of time spent on FB can be seen from different perspectives such as use of working memory, attentional control etc. and these might have direct effect on these English teachers' teaching quality. It has already been proved that different features of FB demands different sorts of skill. Alloway & Alloway (2012, p.1752) claims that "checking friend's status updates in FB was the best predictor of both verbal and visual-spatial working memory". In the same study it is found those human minds usually allocate their attentional control according to their work place load. This can be explained in such way that the more engagement the more scattered the attention is. Though the research did not find out the performance rate of teachers, after this literature review researchers assume that too much use of FB might have negative impact on their professional activities such as ELT practise.

In response to the question *how teachers can use FB to develop student's English reading skills?*, participants' response on this particular question was quite similar. More than 33 percent of the teachers preferred group based reading tasks while others insisted on individual reading. The students can read weekly reading and do the exercises given. Then, they can discuss about the texts, various reading exercises such as information filling, multiple choice question, open ended questions can be given to students". These tasks mentioned by the 33 percent teachers can be very helpful for FB user's advancement in English reading by engaging learners in different micro skills of reading. While practising gap filling, multiple choice question, clues/without clues question and open ended question, students apply or learn to apply skimming, scanning and inference. Importantly 66 percent of the teachers suggested same kind of activities as reading tasks in FB; making comment or post according to the questionnaire attached with the text. Besides this both participants preferred realistic touch in main reading text to make learners feel accustomed and interested at the same time. There are many studies on the appropriate environment and its necessity for scaffolding. Majid, Stapa & Keong (2015) affirm that FB based reading can help learners scaffolding process as a place of support and information provider. Whenever students make comment or post in response to the main post they need to apply their comprehensive skill and in this way reading skills can be generated in FB.

Managing large class size and completing syllabus in time are two most common concerns for teachers in higher secondary level in Bangladesh. In response to the *question whether Can FB be used as regular tool to minimize these problems, teachers preferred that supplementary activities on Facebook can save time for teachers.* The points all the teachers mentioned are,

- Teacher can ask students to engage in classroom activities
- Teacher can ask students to answer the questions on Facebook
- Facebook group discussions
- Students can post their assignments and presentations on Facebook
- Through the post of teacher's own story and asking for students to write their own story and the peer-review, the teacher can get response from lots of students through a single post that will really give huge time to a teacher to give proper feedback to each student. Thus the whole big classroom will attend to a teacher as a single page of a FB.
- FB can provide the opportunity to use the time and space outside the classroom effectively for practising English. Some of the pre/post reading and writing tasks or home tasks for students to do them in their home time.
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Teachers gave their valuable opinions on *using FB as a supplementary space for students to practise English activities to keep pace with Face to Face classroom.* The findings in response to this question are summarized here,

- Group /class discussions
- Online community for improving listening/reading/ writing/speaking
- Team work and Exchanging information
- Sharing the assignments done
- In this era of technology, students are very motivated and excited to learn through technology. Moreover, students in Bangladesh are very nervous to talk in English in front of teacher for which they can easily interact in FB that will really lessen their shyness, anxiety to some extent. On top of these, seeing the participation of other students, the less motivated student will be driven to post his/her own post.
- Many of the classroom activities can be followed up on FB. Teacher may ask students to visit FB page where supplementary text or tasks are given and students can exchange this task with peers.

Almost all the teachers agreed that teachers should have certain level of technical knowledge to prepare English lessons and activities appropriate for FB. In terms of that required knowledge 40 percent of the teachers agreed that they should have advanced level IT skill, 20 percent agreed that they need moderate level of IT skill, 20 percent agreed that they need intermediate level IT skill 10 percent agreed that they need basic level IT skill and the rest of the 10 percent did not make any comment on this issue.

CONCLUSION

Now-a-days SNSs are used in Bangladesh by people from different age, group, academic qualification and social status. Among all genres of SNS, FB is found the most popular one among young learners. Previously it was thought that students would use FB only to make

communication with friends through chat or sharing information and photos. Whereas Researchers have found the students being quite interested in discussing their assignments and preparing themselves for further studies in FB too. Being English teachers Researchers have realized the hidden problems in our ELT approach. Firstly, we are bound to use only CLT as ELT approach and secondly, our class size, teacher quality, teacher's perception and lack of real life materials in class, we cannot practise CLT properly. In that case, it seems almost impossible to make student communicatively competently with such frame work which is leading in consistent low grade in English seen in national examinations in recent years. Seeing the emerging demand and use of digital technology in education arena, researchers assume that technology in ELT might bring positive changes in English teaching-learning in Bangladesh. Researchers have taken an initiative to know teachers' view on using FB in ELT in Bangladesh as I believe that teachers are the main agent to bring any change in present situation. From the survey researchers came to know that contemporary English teachers in Bangladesh are also thinking bringing additional support in ELT and they have shown their opinion for using FB in ELT. Teachers believe that FB can be used as an additional space for practising English. In addition to that, Literature shows that FB has shown its best in ELT in similar context like Bangladeshi higher secondary level.

Limitation

Due to limited time, researchers could not collect much data on task preparation and inclusion in FB. Researchers could not conduct the study in all institutions which uses FB in teaching English to their secondary level students.

Recommendation and Future Implications

The study leaves few important recommendations for the teachers and researchers. First, the teachers need to be educated in ICT sector. Second, teachers need to practice the learnt IT skills. Third, teachers need to incorporate English topics or contents into Facebook. Learners need to utilize Facebook for learning purposes besides entertainment. Finally Facebook can be included as a tool for learning English language at Higher Secondary level.

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Appendix-1 Questionnaire

Please spare a few minutes from your valuable time to answer this questionnaire consisting two sections.

Section A

Name	
Age	
Gender	
Educational Level	
Frequency of FB use	
Length of time being a FB member	
ICT training on classroom activities	

Section B

Items/Statements	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/does n't apply
1. FB can help students to be communicatively competent in English.					
2. FB encourages the use of English as a means of social interaction.					
3. My students have free access to FB.					
4. FB can create a community of English learners inside and outside of educational institutions.					

5. FB can be a tool to enhance English writing skill. If you agree then elaborate your position.

6. I use FB to (Please do number them from 1-5 as 1 represents least use and 5 represents most use).

Socialize with friends Through chat	Visit learning sites	Update myself with ELT community	Do administrative work	I do not want to disclose

7. How teachers can use FB to develop student's English reading skills?

8. Managing large class size and completing syllabus in time are two most common concerns for teachers in higher secondary level in Bangladesh. Can FB be used as regular tool to minimize these problems?

9. Can FB be a supplementary space for students to practise English activities to keep pace with Face to Face classroom?

10. Teachers should have certain level of technical knowledge to prepare English lessons and activities appropriate for FB. In terms of that required knowledge I am in

Advanced level	Moderate level	Intermediate level	Basic level	I do not want to disclose