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## BENEFITS OF USING FACEBOOK IN TEACHING AND LEARNING ENGLISH

**Leila Diasamidze**  
**PhD in Philology, Assistant Professor**  
**Batumi Shota Rustaveli State University**  
**(Batumi, Georgia)**

e-mail: [leila.diasamidze@bsu.edu.ge](mailto:leila.diasamidze@bsu.edu.ge)

**Abstract.** The main goal of this paper is to highlight the effectiveness of learning English with the help of the social network Facebook and Facebook accounts. This social network can be used as a means of communication strategy, developing the necessary qualities in students: analysis, synthesis, abstraction, identification and comparison. Many researchers note the rich resource of the social network Facebook for teaching and learning, at the same time, existing literature on the specific use of Facebook in classes is insufficient. The work emphasizes that the social networks are not able to completely replace traditional teaching, with all their effectiveness, but they provide new opportunities for immersive language learning. The resource, improving the understanding of spoken English not only introduces students to intercultural specifics but also enhances their vocabulary. Facebook opens up opportunities to join discussions on current topics.

**Key words:** Facebook network, learning tool, cultural contest, English language, authentic materials.

## ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ FACEBOOK ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

**Лейла Диасамидзе**  
**PhD, ассистент профессора**  
**Батумский государственный университет**  
**имени Шота Руставели**  
**(Батуми, Грузия)**  
e-mail: [leila.diasamidze@bsu.edu.ge](mailto:leila.diasamidze@bsu.edu.ge)

**Аннотация.** Основная цель работы - показать эффективность изучения английского языка с помощью социальной сети Facebook онлайн и с помощью Facebook-аккаунтов. Указанная социальная сеть используется, как средство стратегии коммуникативности, развивающая необходимые качества обучаемых: анализ и синтез, абстрагирование и идентификацию, сравнение и сопоставление. Многими исследователями отмечается богатый ресурс социальной сети Facebook для преподавания и обучения, в то же время, специальной литературы по вопросу конкретного применения Фейсбука на занятиях, наработано недостаточно. В работе подчеркивается, что используемые устройства не способны полностью заменить традиционное обучение при всей их эффективности, однако они предоставляют новые возможности для обучения в условиях. Ресурс улучшая понимание разговорного английского языка, знакомит студентов с межкультурной

спецификой и пополняет словарный запас. Facebook открывает возможности присоединяться к обсуждениям, участвуя в дискуссиях на актуальную тематику.

**Ключевые слова:** сеть Facebook, средство обучения, культурный контекст, английский язык, аутентичные материалы.

**INTRODUCTION.** At present priority areas are the development of communication skills, interactivity and authenticity of communication among students as well as the study of language in a cultural context, autonomy and humanization of learning. All these requirements are met by the social network Facebook, as a means of communication strategy, developing the social and psychological qualities of students: analysis and synthesis, abstraction, identification and comparison. To get acquainted with the best Facebook English groups, we devoted a separate article (Diasamidze, 2021:58-63). In this paper we will discuss why it is effective to learn English via Facebook.

**LITERATURE REVIEW AND RESEARCH METHODS.** Special literature on the specific use of Facebook in classes as a type of linguodidactics is insufficient, since this type of linguodidactics is relatively new. However, the practitioners and authors of certain channels emphasize the effectiveness of its application. So, the main characteristics of mobile training, as a potential for the training process, are their personification, spontaneity, informality and ubiquity (Emelyanov, <https://swsu.ru/sbornik-statey/ispolzovanie-mobilnykh-telefonov-v-izuchenii-angliyskogo-yazyka.php>). While learning with mobile phones can take longer than computers, students feel more free regarding time and space to learn a second language at their own pace.

In a short period of distance learning in education, users of various mobile devices have come to the realization that they are a very effective tool in education. Thus, many researchers tried to make mobile devices and social networks as a rich resource for teaching and learning. This was essentially a complex undertaking to cover mobile phone training tasks (Kukulaska-Hulme, <https://dl.acm.org/doi/10.5555/1520084.1520087>). Facebook is an unobservable field of activity for educational experiments. This is an excellent opportunity to expand the audience or motivate the environment to engage in English. Facebook is a huge international community, and a teacher can make it an ideal place to learn English.

Mobile devices cannot completely replace traditional learning and existing learning devices, but they expand learning opportunities in a new environment with new capabilities; it should be recognized that not all training content and activities are suitable for mobile devices (Gay, Stefanone, 2001: 257-276). The benefits of Facebook as a learning platform and as a videodidactic resource are obvious. First of all, as noted by researchers, the inclusion of social networks in the educational process is one of the ways to transfer the teaching of a foreign language to the atmosphere of another country, as well as one of the ways to ignite students interest (Eremeeva et al., 2018: 180-181).

As a study of application of Facebook social network, we used a communicative method of learning a foreign language (communicative approach), paying special attention to the practice of communication and overcoming the language barrier. In addition, we also applied a lexical approach (lexical approach), which is largely based on the communicative methodology and task-based learning methods (task-based learning), as a variation of the communicative application.

**RESULTS AND DISCUSSION.** Facebook as a resource for studying English improves the understanding of spoken English and motivates students, introducing them to cultural and intercultural specifics. It helps to replenish vocabulary and fosters reading and writing skills. Moreover, Facebook allows to join the discussions, becoming a participant in current or simply interesting topics. By subscribing to the pages and joining the topic groups, students can join the discussions; at the same time, trainees may not worry about their pronunciation. Live meetings of interest groups are also a great occasion for conversation practice. At a minimum, students can open topics and answer other people's questions. For example, all students have favorite singers, actors, athletes, politicians or top professionals in their area of interest. Almost all students

studying in my groups are subscribed to the pages of their favorite celebrities, brands and media. This allows them to exchange relevant and interesting information during classes and discussions and to immerse themselves in the target language.

Students feel more confident and comfortable online, as they always have time for inventing a capacious answer and choosing words, checking grammar and spelling, before posting an entry in the comments. By changing the account on Facebook to English, subscribing to the news, students get an additional opportunity not only to practice in the language being studied, but also to read the news feed of the page in English, communicate with people in the language of study, receiving training posts and vocabulary - grammatical explanations. This will mark the beginning of addiction to everyday life in English. For full communication in English, it is necessary to pay special attention to the perception and understanding of the language by ear. Therefore, as leisure activities, it is useful to watch and listen to English-language news, especially to introduce into the habit of learning every morning what is happening in the world.

Using Facebook allows to put knowledge into practice if students periodically write short posts and statuses in English, subscribe to pages on topics of interest and read articles and watch videos. Students should not start with giant posts, their volume develops as their skill develops. Many students began with small descriptions to their photos, gradually moving to longer texts; friends with a higher level of English sometimes checked publications as mutual assistance. On Facebook, students can also always find people who know English on about the same level and correspond with them or try audio or video calls.

Another great way to use Facebook effectively is to report, using the environment and observing a lot of things and events. Students are given the task of describing the brightest event of the day or the week in the form of a breaking news report from the scene. You can, for example, walk in the evening, talk about what is happening around, describing passers-by and places of your walks. These reports can be done everywhere: on transport, at work and study. Such exercises improve speaking skills and make them more familiar, making Facebook essentially the easiest and most effective way to learn English. For example, regularly, on Tuesdays, students of my group are given the task of preparing a two or three-minute report on the interesting event of the past week: birthdays, trips, a review book or film which they read or watched. Finally, at the end of the term, a competition is held for the most successful presentation/report.

**CONCLUSION.** Thus, the social network Facebook is fully consistent with the priority areas for developing the necessary skills in students to communicate in an authentic way and learn the language in a cultural context, which ultimately contributes to the humanization of learning. The use of Facebook involves a gradual increase in the volume of posts and statuses in English as skills develop. Reading the news feed in English opens up additional opportunities for practicing the target language, as well as communication and receiving educational posts with lexico-grammatical explanations. All of the above uses of the social network Facebook allow us to consider it an ideal solution for learning a language without barriers in the form of time and place of English-speaking communication.

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**Information about the author:**

**Diasamidze, L.Ia.** – PhD in Philology, Assistant professor, Batumi Shota Rustaveli State University, Batumi, Georgia.  
e-mail: [leila.diasamidze@bsu.edu.ge](mailto:leila.diasamidze@bsu.edu.ge)

**Сведения об авторе:**

**Диасамидзе Лейла Яковлевна** – доктор филологии, ассистент профессора, Батумский государственный университет имени Шота Руставели, Батуми, Грузия.  
e-mail: [leila.diasamidze@bsu.edu.ge](mailto:leila.diasamidze@bsu.edu.ge)

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