

DOI: <https://doi.org/10.33739/2587-5434-2021-6-1-58-63>

USING FACEBOOK IN ENGLISH TEACHING AND LEARNING

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Abstract. The main goal of this paper is to identify the effectiveness of using Facebook network in learning modern languages in general and English, in particular, and to emphasize the possibilities of using it independently and in the classroom, studying the students' attitude towards the use of social networking site as a means of teaching tool. The purpose of this work is also to show the possibilities of learning a language online using Facebook accounts. An improvement in the assimilation of educational material, an increase in motivation and interaction of students, an increase in concentration of attention and involvement in the learning process are noted. Subscription pages are also provided for the better learning methods and the improvement of English language skills.

Keywords: Facebook, teaching tool, video content, English, authentic materials.

ПРИМЕНЕНИЕ FACEBOOK В ИЗУЧЕНИИ И ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. Основная цель работы - выявить эффективность использования сети Facebook в изучении иностранных языков вообще и английского языка, в частности и подчеркнуть возможности её применения самостоятельно и на занятиях, изучая отношение обучающихся к использованию этого аутентичного аудио-визуального средства обучения. Цель настоящей работы также показать возможности обучения языку онлайн с помощью Facebook-аккаунтов. Отмечается улучшение усвоения учебного материала, усиление мотивации и взаимодействия учащихся, усиление концентрации внимания и роста интереса к процессу обучения. Приводятся страницы, подписка на которые предоставляет массу возможностей для лучших приемов обучения и совершенствования знаний английского языка.

Ключевые слова: сеть Facebook, средство обучения, видеоконтент, английский язык, аутентичные материалы.

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The main goal of this paper is to identify the effectiveness of using Facebook network in learning modern languages and English, in particular, to emphasize the possibilities of using it independently and in the classroom, studying the students' attitude towards the use of social networking site as a means of teaching tool. The purpose of this work is also to show the possibilities of learning a language online using Facebook accounts. An improvement in the assimilation of educational material, an increase in motivation and interaction of students, an increase in concentration of attention and involvement in the learning process are noted. Subscription pages are also provided for the better learning methods and the improvement of the English language skills.

INTRODUCTION REVIEW OF LITERATURE AND VIDEO RESOURCES

Students of modern languages have the opportunity to realize their knowledge of a foreign language through various communication options of the 21st century, primarily, the World Wide Web: Skype, Instagram, Facebook, Twitter and many others. The speed of information dissemination between Internet users is impressive today and it is the English language that is the main link connecting people from different parts of the world. If earlier Facebook could be considered as an entertainment social network, now it has become an effective platform for learning. In fact, Facebook seems to be one the easiest and most productive ways to learn English, as immersion in a language environment is the most effective way to learn a foreign language.

Facebook has what it takes to be used as one of the learning tools: it perfectly matches the slogan "inspirational learning", adopted by the methodology long before the era of the newest educational technologies. Currently, the English language video content provided by Facebook on social media is a resource that provides students with direct access to authentic material. If educational audio-visual teaching aids include methodically processed, special material intentionally used to master the language and solve specific language problems, then non-educational, authentic audio-visual aids include materials that are not initially considered for educational purposes and are created for native speakers, but may be used as instructional. Natural media and social networks can also be involved in language classes (Azimov, Shchukin 2009: 291). This teaching tool, along with traditional ones, has great advantages, acquainting students also with the socio-cultural characteristics of Anglophone countries. A large number of researchers note the positive contribution of video content to the linguodidactic process. Researchers note an improvement in the assimilation of educational material, an increase in motivation and interaction of students, higher concentration and interest. A sense of anticipation sparkles the imagination, enhances memorization of content, increases the level of understanding, stimulates creativity, encourages a deeper understanding of the material, mediates in collaboration, inspires and motivates learners, makes learning fun, sets appropriate mood, relieves tension in relation to complex topics, creates memorable visual images, etc. (Blattner, G., et Lomicka: 2012; Berk 2009: 1-21; Kareva 2014: 3-4; Kamarul Kabilan 2010: 179-187; Woottipong 2014: 200-212; 44. Mayer 2009: 320; Gilmore 2007: 97-118; Azimov, Shchukin 2009: 291 and others).

Social networks have long penetrated our lives and are now the most popular space for communication, allowing to connect with people from all over the world. Facebook is a huge international community that can also be the perfect place to learn English. This is a great opportunity to practice the language and a great way to learn. The purpose of this work is to show the possibilities of learning a language online using Facebook accounts. On Facebook, you can join conversations with just a few words. Students can also participate in engaging discussions, spending as much time as convenient, coming up with a succinct answer and choosing words. It is always possible to check and double-check grammar and spelling before posting a comment or status. First of all, for this purpose, it is necessary to change the language of the account, which will allow to deal with the language of study on a daily basis and greatly facilitate the memorization of

foreign words. Next step is to find pages and groups that are devoted to the study of the language and are delivered accordingly in English. After joining the group, it will be possible to read the news feed of the page in English, receiving instructional posts and explanations on vocabulary and grammar. It should be noted, however, that grammar is not always perfect in the comments on Facebook posts, but this is what makes them real. Frequently noticed recurring words or phrases can be easily remembered thus, facilitating expanding vocabulary. Whenever students read a post or article that someone has shared, they can leave a comment below it. Whoever shares a post, appreciates the feedback it is a good possibility to start a real dialogue in English. The great thing about Facebook is that it is possible to ask anyone to be your "friend." In addition to becoming friends with native English speakers, one can also find a learning partner on Facebook. On many of the pages listed below, it is possible to find people looking for a partner for language practice.

The next step is to subscribe to pages and join groups on topics of interest. By subscribing to pages on different topics, students can go and read some of the articles and watch videos. Students can practice English by updating statuses on personal Facebook pages. This can be a description of what they are doing right now, some thoughts or feedback about an interesting article they have just read.

There is a wide variety of Facebook pages that you can subscribe to for better learning experiences and improving your English. Here are just a few of the great pages and groups you can use to learn English. **The Australian Learn English** Facebook account, for example, is distributing great articles and videos about the English language. It contains explanations of common everyday phrases, frequently confused word pairs, and descriptions of pronunciation difficulties. There are many comments for each post, allowing to practice reading and joining the discussion.

The public television / radio company BBC Learning English broadcasts British programs and series. It contains a collection of online tools for learning English. On the page of this resource on Facebook, users will find interesting questions, where you can leave your opinion about current events in the form of comments.

VOA Learning English is a Voice of America news page is similar to the BBC's English learning page, but uses American English. In general, the page is intended for the same purpose: learning English by reading articles and discussing the events that are happening in the world. On the VOA page, there are interesting videos about grammar, tips for learning English, new vocabulary and more.

Learn English — British Council - contains short stories and popular TV shows on the British Embassy page.

Learn English Online Community is a community for those who wish to learn English with a teacher, but do not attend a language school. On this page, posts about teachers teaching English in a variety of ways are shared. So, for example, Fluency MC, a teacher who raps about English grammar.

Practice English Everyday provides an excellent opportunity to find a partner in language practice. This is a very friendly group where users ask each other questions about the English language and share great lessons they found online. In this community, they practice together and test each other's knowledge.

Dictionary.com is an online dictionary with many interesting word entries collected on its Facebook page. On this page can be found such rare items of lexis 'oology'. The history of the emergence of these English words can be found as well as their change over time. This page is great for those who not only want to learn new words, but also their etymology.

Some posts of the **ESL Team** simply lay out questions, which invite users to answer in the comments. The ESL team also joins the discussion by asking their questions and responding to other comments, turning it into a real conversation. This is a small page now, so it is a great place to have discussions with a small group of people (including the "presenter").

Many of the mentioned groups explain different concepts of the English language through text. Visual learners will appreciate English Vocabulary Facebook page. Various images and task lists are laid out there that will allow to see what the different words and phrases in the English language mean. Everything is

organized and presented in the form of images, with the level ranging from basic vocabulary to complex topics.

On their Facebook page, **the FluentU** team posts links to great blog articles with tips on how to learn English in fun ways. For example, this is a huge list of useful English proverbs or a guide on how to learn English with audiobooks.

English Idioms: This Facebook page explains the meaning of various idioms and provides examples from news articles and publications in major publications such as CNN.

On the English Quotes page, sayings are laid out along with images, they can be shared with friends on Facebook. Understanding these quotes, enhances not only learning new words but also new ideas and insights of people and life.

Grammar Girl: This page is for native English speakers, but there are such clear explanations and interesting discussions about grammar and vocabulary that anyone learning English should be subscribed to.

The Grammarly website contains many examples of wordplay, that is, a literary technique in which different meanings of one word are played out. Usually the second meaning is pretty funny. The discussions held are usually at a more advanced level of English proficiency, as users like to discuss English in general or talk about their favorite English-speaking poets.

English as a Second Language: The creators of this page truly understand the challenges faced by anyone learning English as a foreign language. This page is powered by About.com, which links to blog posts on this website. A lot of useful information on a variety of topics can be found: grammar, sayings and speech habits of native English speakers.

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NOVELTY OF THE LINGUODIDACTIC APPLICATION TECHNIQUE

Special literature on the specific usage of Facebook as an educational resource in the classroom as one of the types of linguodidactics has not yet been developed due to its relative novelty. There are mostly separate recommendations from practitioners and authors of certain channels. Nevertheless, the effectiveness of this relatively new means of linguodidactics is emphasized. For instance, an example of using Facebook in the classroom was done by Joe Terantino, Karen Graf. Students were asked to register on a social network, posing as native speakers of the target language. In the created group, students and teachers participated in discussions, asked questions and exchanged opinions. They argued as if they really were in another country. A sense of unity and common purpose was supported by discussions, messages and comments in a foreign language, enriching students with a linguistic and cultural experience in a Facebook environment (Terantino and Graf 2011: 44 – 47).

A similar study was conducted by the researchers Sobah Abbas, Petersen and Monica Divitini. The authors invited students who are in the country of the target language to share their impressions with classmates at home on Facebook - that is, create their own materials at the request of their friends and their needs. Students decide what they want and share it on Facebook (Petersen and Divitini 2005, <https://www.computer.org/esdl/proceedings/wmte/2005/2385/00/23850169.pdf>).

We conducted an experiment on the use of the social network Facebook in online English classes. It involved 22 students. One of them was in the United States on a student exchange program. All students were registered on Facebook, where a separate group was created to unite students and a teacher. On the group page, my students took part in discussions of the topics raised in the English classes for non-English major students. In particular, one of the topics covered was business and the specifics of organizing one's own business. Via Facebook social network the popular types of businesses in the USA and Georgia were compared, their strengths and weaknesses in each country were discussed. For the best development of communication skills in English, students were required to write on one of the given topics; the main stages of organizing business: determining target market, business plan, marketing strategy. The requirements for the discussion was the obligatory use of a certain lexical minimum of business vocabulary. Students who used additional vocabulary received bonus points. The students were offered the idea to go through a virtual business startup. First, students voted with 'likes' for the best startup ideas. When one business idea was selected according to the highest number of 'likes', the students were divided into groups according to the stages of the startup. Each student's suggestions were included in the description of each stage of starting a business, and the number of 'likes' on the suggestions was counted in the form of comments from each of the participants. Another activity delivered via Facebook was an exchange student's sharing video and photo information on his stay in the USA. The information was selected in accordance with the course and the interests of the rest of the group members. They were given the task not only of discussing the added comments on the group page, but also to independently answer in the comments, chats and write essays. The highest score could be obtained by writing at least 40 words and for answering the notes of other students, additional points were given. The purposes of using Facebook were to develop language skills and exchange views on the aspects of the cultural life of another country. After experimenting with the use of Facebook in online English classes, we received positive results that showed a positive perception of this new learning experience.

CONCLUSION

The advantages of Facebook as a learning platform and one of the video didactic resources for further developing and improving the language skills of students are obvious. The named resources improve understanding of spoken English, create motivation for students, introduce them to cultural and intercultural specifics. The inclusion of social networks in the educational process is one of the possible ways to bring the atmosphere of another country into the teaching of a foreign language, thereby arousing the students' interest in the learning process. There are many ways to use Facebook in extracurricular and independent work, from simple newsletters to creating your own educational materials and discussions on related topics. This work shows that with the help of the social network Facebook, it is possible to create an environment in an English-speaking country both inside and outside the classroom, and such a learning experience is assessed positively by the trainees

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For citation:

Diasamidze, L. (2021) USING FACEBOOK IN ENGLISH TEACHING AND LEARNING // International Scientific-Pedagogical Organization of Philologists “ WEST-EAST ” (ISPOP). Scientific Journal “WEST-EAST” Vol. 6 , N 1 (October, 2021). pp. 58-63 <https://doi.org/10.33739/2587-5434-2021-6-1-58-63>

Для цитирования:

Диасамидзе, Л. (2021) ПРИМЕНЕНИЕ FACEBOOK В ИЗУЧЕНИИ И ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА // International Scientific-Pedagogical Organization of Philologists “ WEST-EAST ”(ISPOP). Scientific Journal “WEST-EAST” Vol. 6, N1 (October, 2021) С. 58-63. <https://doi.org/10.33739/2587-5434-2021-6-1-58-63>

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Manuscript received: 08/14/2021

Accepted for publication: 09 /14/2021

Рукопись получена: 08/14/2021

Принята к печати: 09/14/2021

International Scientific-Pedagogical Organization of Philologists “West-East” ISPOP

SCIENTIFIC JOURNAL “ WEST-EAST ”

ISSN (print) - 2587-5434 ISSN (online) – 2587-5523

Index in SIS ID:7515

