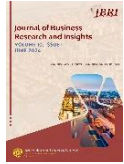




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Journal of Business Research and Insights

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Article

Exploring Perceived Usefulness and Ease of Use of Facebook as a Tool for Continuous Assessment in a Sri Lankan State University

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To link to this article: <https://doi.org/10.31357/jbri.v10i1.7551>

ARTICLE INFO

Article History:

Received 12 October 2023

Revised 03 December 2023

Accepted 06 December 2023

Keyword

Continuous assessment, Facebook, Perceived usefulness, Perceived ease of use, Second language development

To cite this article: Mufeeda Irshad (2024) Exploring Perceived Usefulness and Ease of Use of Facebook as a Tool for Continuous Assessment in a Sri Lankan State University, 10-01, 47-62, DOI:10.31357/jbri.v10i1.7551

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ABSTRACT

This study aimed to explore how a group of English as a second language students (ESL) of a Management Faculty at a state university in Sri Lanka perceived the usefulness and ease of use of Facebook (FB) as a tool for Continuous Assessment (CA). It was imperative to assess students' perceptions regarding the implementation of FB for CA, as it represents a novel concept within the institute where this study took place. The study involved 257 participants, 191 females and 66 males. Data were collected through two open-ended questions, and the measurement scales developed and validated by Davis (1989) were used to analyze the usefulness and ease of use of FB. Findings indicate that most of the participants perceive FB as a useful tool for CA. As for its ease of use, only a few participants commented. The study's conclusion suggests that while FB has potential as a tool for CA, improvements are necessary regarding its ease of use. This study contributes to the current debate on the use of social media platforms as tools for CA, in higher educational contexts.

Introduction

Facilitating tertiary-level students who have previously studied in a medium of instruction other than English the space to think and write in English is a useful part of second language development. This article reports on a study that delved into the perspectives of English as a second language (ESL) students of a Management Faculty at a state university in Sri Lanka, whose native language and medium of instruction at school is either Sinhala or Tamil, on using a social media platform for continuous assessment with the goal of developing their language skills, specifically writing. However, more than two decades of teaching experience have revealed that students are often hesitant when it comes to writing, most likely due to the inherently complex and iterative nature of the writing process.

Students' reluctance to engage in writing despite its importance raises a crucial question: How can language educators motivate students to participate in writing activities? In response to this question, it was decided to try out an alternative approach to develop students' writing skills by taking advantage of students' interest in technology. Of the social networking sites, for language learning, research indicates that Facebook emerges as the predominant social networking site of choice, followed by YouTube, WhatsApp, Twitter, Telegram, and Edmodo (Tan & Yunus, 2023). Thus, Facebook (FB) was selected as a platform (see below as to why FB was selected) to conduct one of the continuous assessments (CA). The primary goal of conducting a CA over homework, classwork, or any other assignment was to align with the exam-oriented mindset of the students.

The tasks were designed to foster a holistic approach to writing (details of which are given below), and marks were awarded as an incentive for the process and not just the final outcome.

The Use of FB for Language Learning

Although FB is primarily known as a social networking platform, it is steadily gaining recognition as a credible e-learning platform (Kasperski & Blau, 2020). Devi et al (2019) argue that FB facilitates the improvement of human interaction and communication in a real context using asynchronous and synchronous methods. Awidi et al's (2019) findings endorse further the potential of FB as a technology enriched learning environment that promotes collaborative learning among students extending beyond traditional classrooms. Integrating FB in educational and instructional contexts hold promise as it also fosters student engagement and provides students with a meaningful learning experience (Qassrawi & Al Karasneh, 2023).

Research has also revealed that FB can be used as an alternative to learning management systems (LMS) offered by universities in language teaching (Ulla & Perales, 2021). It is reported that, unlike traditional LMS, FB's pedagogical affordances are easily accessed and facilitate collaborative learning and engagement among students and faculty (Al-Rahmi, Othman, & Yusuf, 2015; Chugh & Ruhi, 2018). FB can also be used as an extension of classroom interaction to attract and encourage introverted students to participate in learning activities (Al-Rahmi et al., 2015)

This study contributes to the evolving

landscape of technology enhanced ESL learning in Sri Lanka and aims to enhance students' ESL skills, specifically writing skills by leveraging their interest in FB, providing an alternative to traditional assessment methods and aligning with their exam-oriented mindset. The use of FB for CA represents a new approach within the scope of this study. This study introduces an innovative pedagogical approach for continuous assessment. This unconventional use of FB for continuous assessment contributes to the existing scholarship on incorporating technology to address the challenges in ESL.

Research Questions

This study set out to find out the perceived usefulness and ease of use of this unconventional approach shedding light on the use of FB for continuous assessment within the Sri Lankan ESL classroom of a state university in Sri Lanka. The following research questions were addressed:

1. Do ESL students perceive the adoption of FB as a useful tool for CA?
2. Do ESL students perceive the adoption of FB for CA as easy to use (free of mental and physical efforts)?

The sections that follow will cover the review of relevant literature, the method employed to collect and analyze data, the results obtained, a discussion of the results, and conclusions drawn with implications.

Literature Review

Methods Used to Teach ESL at the Tertiary Level

With the increasing demand for graduates proficient in the English language due to new job opportunities created as a result of the open market policy embraced by the government of Sri Lanka (Perera, 2001), the communicative language teaching approach (CLT) was adopted to address this need and align with the global trends, in the late 1980s (Mosback, 1990; National Institute of Education, 1999; cf. Perera, 2001). CLT continues to form the basis of English as a foreign/second language education in Sri Lanka and many other countries worldwide.

Even though the extensive use of the Internet and the advent of Web 2.0 technologies have significantly changed the field of education, with educators increasingly incorporating them into their teaching and learning methodologies (Yucedal, 2023), in the context of this study, technology is still being used as a mode of delivery, only. Studies have shown that Web 2.0 applications provide opportunities for active, collaborative, and participatory learning experiences that can enhance students' critical thinking, knowledge sharing, and engagement, leading to more effective and meaningful learning outcomes (Schulz et al., 2015). However, these technologies are yet to be integrated into English language classrooms.

Continuous Assessment in ESL

Assessment is an indispensable component of the educational process that is vital to promote learning and is a measurement of learning outcomes. The typical assessment test items that are being

used in the field of ESL are traditional discrete test items, such as true/false, short answer questions, short composition, fill in the blanks with the given clues, letter writing, and rearranging words to make sentences, and fill in forms with information (Shiksha, [2020](#)). Generally, both traditional pen and paper and online modes are used to administer the assessments. Even the International English Language Testing System (IELTS) uses discrete test items to test the skills of reading, writing, and listening. This has been the practice over the years.

Integrating FB for Continuous Assessment

In the context of this study, discrete point tests were administered to test the progress of the students prior to the technological era. With Generation Z entering the university, the strategies of learning and assessing had to be changed. One such change was the introduction of FB for CA. Research shows that students exhibit a high level of engagement when utilizing FB virtual learning communities (Yilmaz & Yilmaz, 2023). Additionally, researchers have identified that FB can be important in aiding students to prepare for assessments (Pickering & Bickerdike, 2017). Using FB as a host site to incorporate assessment has also been reported to have positive student feedback (McCarthy, 2013). Manca and Ranieri (2016) have reported the affordances of using FB as an online learning platform and an assessment tool. Research also indicates that the formal integration of FB in courses has enhanced communication between peers on tasks and assignments (Baran, 2010). These findings establish that FB could serve as a robust pedagogical approach for 21st-century

higher education (Selwyn, 2009). Thus, FB for CA was introduced to promote ESL learning, specifically writing in a holistic manner in the context of this study.

This approach was grounded in the core principle of language learning, the Complex Dynamic Systems Theory (CDST), which suggests that motivated and engaged students are more likely to actively participate in the learning process (see *The Theoretical Principles That Informed the Intervention for more on CDST*).

The FB for CA intervention was designed on the principles of CDST. CDST stipulates that cognitive and environmental factors play a vital role in language development and recognizes the non-linear trajectories of this process over time (Godwin-Jones, 2018). According to this theory, language learning is a dynamic and progressive experience that occurs through meaningful interactions, allowing students to create meaning for themselves. As Larsen-Freeman (2018) suggests, language emerges dynamically as students notice and adapt to frequently occurring patterns in regular contexts of use. This process is described as “repetition, reuse, and re-purposing of language chunks” (Ellis, 2017; cf. Godwin-Jones, 2018, p. 11).

The theory also emphasizes the importance of considering the complexity of individual students and the language development process when interpreting language development results (Dörnyei, 2017). It is worth noting that the principles of CDST and its applications indicate that findings from one language learning context or individual students may not necessarily apply to other contexts or students. The underlying assumption was

that by incorporating FB for CA and utilizing the features of FB, such as authentic language use, interactive communication, collaborative learning, multimodal learning, and technology integration, students would be motivated to indulge in ESL writing.

One of the rationales for adopting FB for CA is rooted in the significant influence of the Internet and Web 2.0 technology on today's students. With its vast reach and user-friendly interface, FB has become a vital part of generation Z (Low & Wong, 2023) who spend a great deal of time on online platforms. In Sri Lanka too, in March 2023, there were approximately eight million FB users in the country, representing a substantial 37.5% of the total population. Among these users, 26.2% were between 18 to 24 years old (napoleancat.com), aligning with the age group of students in the context of this study. This underscores the prevalence of FB engagement among young individuals, making the adoption of innovative approaches such as FB for CA relevant for ESL development.

Moreover, students exhibit diverse learning preferences, including visual, auditory, read-and-write, and kinaesthetic (Fleming & Mills, 1992). Approximately 50-70 % of students have multiple learning styles or multimodal preferences. Being able to access materials that are in their preferred modality alone is not sufficient to achieve the learning outcomes. Successful learning depends on being motivated to learn. Thus, by using FB for CA, it is hoped that diverse learning styles could also be accommodated. FB for CA was also aimed at familiarizing students with the potential of using social networking strategies by introducing them

to simple information-sharing and categorizing techniques, as most corporate communication strategies currently follow various social networking systems to streamline their activities (e.g.: WhatsApp, Facebook, Twitter, and Viber). Such strategies are used in a multitude of business communications-related tasks such as team planning, marketing and advertising, and CSR projects.

Finally, FB was chosen over other platforms because of the familiarity of the ESL teachers in the context of this study, who predominantly use FB over other social networking sites (most of them don't even have an Instagram or Twitter accounts). Since it is the teachers who have to implement the assessments, opting for a platform they are most familiar with was considered practical.

Research Gap

While previous research has extensively examined FB's potential as a language learning tool (Barrot, 2018), research has not yet provided much insight into students' perspectives on the integration of FB for CA, not only within the Sri Lankan context but also in language learning contexts worldwide. The focus of this study is therefore to gain a comprehensive understanding of how tertiary-level students perceive the integration of FB for CA. Do they perceive it as a useful tool? Do they perceive it as easy to use? These inquiries are essential for the development of pedagogically meaningful CA activities using the FB platform. It is hoped that this research will contribute to the expanding body of knowledge on the use of FB for CA in higher educational contexts.

Perceived Usefulness (PU) and Perceived Ease of Use (PEoU) of Facebook for Continuous Assessment

Research has also shown that institutional authorities have conflicting opinions on the use of technology in academic and professional settings (Tour, 2015). Studies (Roblyer, McDaniel, Webb, Herman, & Witty, 2010) have found that educators are reluctant to incorporate FB into their teaching, which could be due to inexperience with social media platforms and apprehension about integrating their professional and personal lives when using them for pedagogical reasons (Anderson & Williams, 2011). With authorities and educators showing apprehension, students may also have questions about the pedagogical relevance of using social media platforms for learning and assessment. They may be unsure about the educational benefits of incorporating FB or may be concerned about the potential distractions or lack of academic rigour associated with these platforms. Thus, it was considered vital to explore the students' perspective with regard to the usefulness and ease of use of FB for CA.

According to Davis's (1989) Model of Technology Acceptance (TAM), PU and PEoU are key factors in determining users' acceptance of technology. PU is defined as "the degree to which an individual believes that using a particular system would enhance his/ her job performance" (Davis, 1989, p. 320) while PEoU refers to "the degree to which an individual believes that using a particular system would be free of physical and mental efforts" (Davis, 1989, p. 320). This study defines PU as "the degree to which a student believes using FB for CA". PEoU

is defined as the "degree to which a student believes that using FB for CA would be easy (free of physical and mental efforts)."

Methods

This study sought to examine the views of a group of tertiary-level students on the perceived usefulness (PU) and perceived ease of use (PEoU) of FB for CA.

The Intervention Process, Challenges Encountered, and Action Taken

The intervention involved the setting up of a Social Media Group Page that was accessible to all students. This was done using the Social Media site, FB, and the name given to the FB group page was MARC English. The coordinator of the ESL course (in the context of this study) functioned as the page administrator. The students were given the URL to MARC English and asked to join. Once the students joined MARC English, they were given three tasks in the form of short assignments and asked to upload their answers in no more than 50 to 75 words on the group page as a status update. Detailed guidance for completing the assignments appeared on the MARC English group wall. The students were also given instructions to start each submission with the (hashtag)#BCUActivity*#G** and #CPM*** (*Activity number, **student's group number, ***Student's CPM number. Each student was also asked to search for four of their classmates' submissions using the classmates' designated Hashtags and to comment on them in no more than 20 words with the (hashtag) #G** and #RN*** (*student's group number, *** Student's Registration Number). Commenting on submissions was mandatory. Students were instructed

not to leave any space between the words or numbers after each '#'(hashtag) when submitting their task and commenting on their classmates' submissions.

The teachers in charge gave feedback to the students of their respective groups by searching within the group page using the above hashtags. Marks were awarded for each student's submission as well as for the four comments made on the submissions of her/his classmates based on an evaluation criterion developed by the course coordinator.

During the implementation of FB for CA, several challenges were encountered, including the presence of fake profiles, students not adhering to instructions, and copying of others' answers. To address the issue of fake profiles, strict participant verification guidelines were implemented, profiles were monitored, and suspected fake accounts were removed. To address the issue of students not adhering to instructions, the importance of following instructions was clearly communicated to the students, reminders were given by the coordinator and the teacher, and the consequences for non-compliance were established. To prevent copying of others' answers, separate groups/pages were created, guidelines were enforced, and appropriate measures were taken.

Data Collection

At the conclusion of the intervention, students' perceptions of PU and PEoU of FB for CA were assessed using two open-ended questions. The questions asked were 'Do you perceive FB for CA as a useful tool?' and 'Is FB easy to use for CA?' Students were also asked to provide reasons for their answers. These questions aimed to gather qualitative data regarding

students' perceptions of the usefulness and ease of use of Facebook for continuous assessment.

The two questions and instructions for students were translated into Sinhala and Tamil to enable them to respond in their preferred language. This was done to encourage the participants to provide the most comprehensive responses possible. Participants were given the assurance that their data would only be used for research purposes (Huba & Freed, 2000). Data were collected through a Google Form. The link to the google form was emailed to all the first year management students at the respective state university. However, only a total of 257 students (191 females, 66 males) between the ages of 20 and 22 responded. *The answers written by respondents are reported as it is, without any changes, to keep the original flavour of the responses.*

The Analytical Technique Adopted

The data obtained from the two open-ended questions were analysed using descriptive statistics and content analysis to identify the patterns that emerged. For quantitative analysis, using SPSS 16.0, the written responses that the participants had submitted were first converted into a matrix where the rows were units of analysis (the participants who were assigned numbers 1, 2, 3.....) and the columns were the variables (the responses that emerged), and the cells were the values for each unit of analysis on each variable (Bernard, 1996, p. 10). The absence of a response was assigned a "0" and the presence of a response was assigned the code "1".

The content analysis of the texts involved

a multiple-stage process. The 257 written texts obtained from the participants were first quantified. Before quantifying the data, the parts of the response that were written in Sinhala and Tamil were translated into English by the researcher. The participants' responses were then transcribed exactly as they had written them using double spacing with a wide margin and given identification numbers. The data were analyzed using the measurement scale devised and verified by Davis (1989) to determine the students' PU and PEOU. The data gathered were analyzed in light of the research questions based on these two definitions. Thirty-nine respondent items were created after carefully assessing the semantic content for each construct.

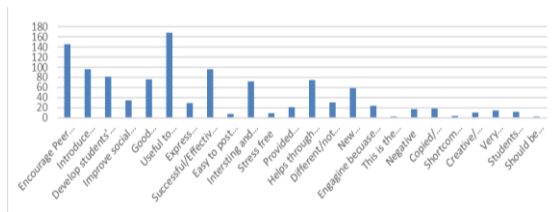


Figure 1: Students' Responses

Source: Author

On further analysis, those responses that best matched the definitions of the two constructs were retained, resulting in Eleven (PU-Positive), two (PU-negative), one (PU-Neither Positive nor Negative), and three (PEoU) items.

Results and Discussion

Results

This study's finding reveal that students' perceived FB to be a useful tool for CA. Specifically, the perceived usefulness (PU) of FB had the highest frequency of

mentions, with a mean of 50.2% (SD=.501), while perceived ease of use (PEoU) had a mean of 5.4% (SD=.227).

Within the PU responses, the most frequently mentioned variable was **the ability to develop English language skills** accounting for 76.3 % of responses (Mean = .76, SD = 0.426). On the contrary, **improving of technology skills** was the least mentioned (7.8%, Mean= .08, SD=.27). As for perceived ease of use (PEoU) of Facebook for continuous assessment, **the ability to use Facebook at one's own pace** had the highest frequency of mentions at 5.4% (Mean =.05, SD = .227). In comparison, responses such as **ease of use** (4.7%, Mean= .05, SD=.211) and **the ability to use the platform without stress** (3.5%, Mean = .04, SD =.184), had lower frequencies of mentions. Table 1 below presents the frequency, percentage, means, and standard deviation of the positive comments of perceived usefulness and perceived ease of use of Facebook for continuous assessment.

A small percentage of participants negatively perceived the usefulness of FB for CA. The most frequently mentioned negative response was that **the task should be done more professionally** (0.8%, Mean = .01, SD = .88). The mean rating for this response was very low, indicating that it was not a significant concern for most students. An issue raised by 8.9% of students pertained to plagiarism (Mean = .09, SD 0.286). Specifically, 23 students mentioned instances of copying from the Internet or their peers, reflecting a comparatively higher level of concern.

A small percentage of students (1.6%) did not express a negative or positive stance

on the perceived usefulness of FB for CA.

Positive Comments					
Perceived Usefulness (PU)	Themes	Frequency	Percent	Means	SD
	Helped improve technology skills	20	7.8	.08	.268
	Could express ideas creatively	38	14.8	.15	.356
	Engage with interesting content	64	24.9	.25	.433
	Different/Not traditional/New experience	82	31.9	.32	.467
	Interactive/Engaging	101	39.3	.39	.489
	The task introduced students to social networking as a learning tool	104	40.5	.40	.492
	Successful/Effective method	129	50.2	.50	.501
	Students read, check, and give their opinions about what their peers have written	148	57.6	.58	.495
	Useful to develop English language skills	196	76.3	.76	.426
Perceived Ease of Use (PEoU)	Themes	Frequency	Percent	Means	SD
	Stress-free	9	3.5	.04	.184
	Easy to use	12	4.7	.05	.211
	Can do at own pace	14	5.4	.05	.227

Table 1: Frequency, percentage, means, and standard deviation for PU (positive comments) and PEoU (Positive Comments) of FB for CA

Source: Author

However, these students stated that whatever shortcomings of Facebook as a learning tool could be rectified, suggesting that there may be potential to address these

challenges and improve the effectiveness of using FB for CA. The mean rating for this theme was 0.02 (SD= .124), indicating that these comments were not strongly held. Table 2 below presents the frequency, percentage, means, and standard deviation of the negative and neither negative nor positive comments of perceived usefulness of use of Facebook for continuous assessment.

Table 2: Frequency, percentage, mean, and standard deviation for PU of FB for CA (negative comments and neither negative nor positive comments)

Perceived Usefulness (PU) (Negative Comments)	Themes	Frequency	Percentage	Means	SD
	Should be done in a more professional way	2	.8	.01	.088
	Students copied from the internet and their peers	23	8.9	.09	.286
	Shortcomings can be rectified	4	1.6	.02	.124
PU (Neither Positive nor Negative)	Themes	Frequency	Percentage	Means	SD

Source: Author

Discussion

This study attempted to find answers to two questions with the aim of exploring the potential of FB for CA in the context of this study. The first question was if students perceive the adoption of FB as useful for CA. The participants generally expressed positive opinions about the usefulness of FB for CA.

The participants appreciated the flexibility and convenience FB offered. How it

enabled them to work on assignments anytime and anywhere before the deadline. They also said that it reduced stress and motivated them to improve their work. The opportunity to read their peers' answers and comments was also seen as beneficial in developing their ESL skills and social knowledge. Previous research has similarly highlighted the usefulness of FB as an assessment tool (Pickering & Bickerdike, 2017; Manca & Ranieri, 2016). The positive perceptions of FB as an effective and engaging tool for CA align with the growing tendency to incorporate technology into the formal learning process (Yilmaz & Yilmaz, 2023). Researchers Chugh & Ruhi (2018) have observed that Facebook can be an engaging and interactive platform that can motivate students and facilitate practical language learning. The findings of this study also show that FB can support student interaction, collaboration, and engagement and facilitate communication and information sharing.

Some of the negative comments raised were that some students copied answers from the internet or their peers, leading to duplication of ideas. There were also comments about the possibility of users handing over their accounts and passwords to third parties to complete the assignments, leading to questions about academic integrity. The low percentage of negative comments indicates that FB may still have potential as a tool for CA. However, it is important to address the issues raised and implement measures to ensure that the task is conducted more professionally. Additionally, addressing the issue of students copying from the internet and their peers will help to ensure that the learning process is fair and

effective.

The findings highlight the importance of considering both the advantages and potential drawbacks of using social media platforms, in general, and FB, in particular, for CA. As for participants' perceived ease of use of FB for CA, the results indicate that although they appreciated the convenience and flexibility of using it, they still had to exert mental and physical effort to complete their assignments. FB, used as a tool for CA, requires students to read, comprehend, analyze and create responses. Nonetheless, students reported that using FB as a tool was less stressful than traditional classroom-based assignments. Previous studies have also noted that using social media as a pedagogical tool requires student effort. Al-Rahmi et al. (2015) stated that even though students perceived FB as a useful tool, they still had to invest mental effort in reading and comprehending the content. The results also indicate that there were no significant gender differences in the perceptions of the participants. Even though more males than females felt that FB was useful for developing their ESL skills, the difference is not significant. This indicates that both female and male students perceive FB for CA as useful. In addition, it is an indication that the students in this context of study use social media regardless of their gender.

Conclusion

The results of the study provide valuable insights into the perceptions of participants towards the adoption of FB for CA. This study reiterates the findings of Selwyn (2009) and Chugh & Ruhi (2018) that FB could be considered useful for ESL development, especially writing

skills and continuous assessment. The study concludes that while FB has potential as a tool for CA, improvements are necessary regarding its ease of use.

The findings have implications for educators and policymakers. Educators should not hesitate to use FB for CA, as FB can provide a new and engaging experience for students. It can also help improve their writing and technology skills and equip them with essential skills for thriving in the digital era. Educators should consider redesigning continuous assessments that align with students' technological preferences. This could include technology integrated collaborative assessment, continuous feedback loops, and interactive assessment formats. Educators should also explore social media platforms such as FB to promote a shift towards technology enhanced language learning and assessment and incorporate them into the ESL curriculum. FB also promotes student engagement and motivation. Educators could leverage social media platforms such as FB for the creation of inclusive learning environment and assessments which cater to students with different learning styles. As for policymakers, they should consider endorsing FB as a valuable tool in ESL education by acknowledging its potential for ESL learning by taking steps to conduct professional development programs to enhance educators' digital literacy and knowledge of various social media tools since some educators are not very familiar with certain social media platforms.

However, it is also important to address the concerns raised by a small percentage of participants that the FB tasks assigned to the students should have been done in a

more professional way. To address this, guidelines and best practices can be provided to ensure that the use of FB for CA is perceived as more professional. Another concern raised by some participants was that students may have copied from the internet or their peers. To address this, plagiarism detection software can be incorporated, or clear guidelines on the importance of creating original work be given. Some participants expressed concerns about the ease of use of FB for CA. To address this, the assessments should be simple (not complicated), practical, and stress-free. This will encourage increased utilization of social media platforms such as FB for educational purposes, especially by those who may be hesitant due to concerns about the ease of use. Even though a small percentage of the participants raised concerns with regard to FB for CA, the majority of the participants perceived FB for CA to be useful. Therefore, it is recommended to continue using social platforms such as FB for continuous assessment and as a learning tool despite the concerns raised by a small percentage of participants.

The study has several limitations. The limitations of this study include the sample size and the fact that the study was conducted in one institution only, which may limit the generalizability of the findings. Additionally, the study was conducted during a specific period, and the findings may not be applicable to different time periods or contexts. The study is also limited to PU and PEOU of FB as a tool for CA and did not evaluate its effectiveness in improving learning outcomes.

Future research should focus on investigating the efficacy of as a language

learning tool and its long-term impact on ESL development. In addition, future studies should examine the potential of FB to facilitate language development in populations with limited access to technology and educational resources. Moreover, studies with larger sample sizes and different populations should be carried out to validate the findings of this study.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and publication of this article.

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Appendix:

Comments Made by ESL Students

Examples of positive comments

- According to my view, I think this is a very best way to do our assignment without more stress. When I was doing bcu assignments, it provided me some motivation to do it better rather than doing traditional written assignments. Therefore, I think English communication unit achieved their objectives through our improvement of English language and social media skills.
- I think this facebook assignments are very useful to develop our language skills and we also improved our social knowledge.
- I recommend Mark English as a good English improving method. We can develop our English knowledge. We can see our friends' assignments also. I think it's really interesting.
- I think it is a good way of doing assignments. It is very flexible since we can complete it anytime (before the deadline), any place with our convenience. We could read our peer answers and comments letting us to learn different viewpoints. I really enjoyed those Facebook assignments.
- Yes. I do agree with that. We were able to read others answers and to learn the language. And also Marc English's comments helped us a lot to identify our defects. Therefore, I thoroughly agree with that Marc English has been able to achieve its objectives.

Examples of negative comments

- It is not wrong to use facebook for learning the way you are.
- But this has to do with facebook accounts that have never been used by facebook users. It can be somehow a burden to them and can hinder their education.
- I don't see facebook as a suitable platform to submit assignments. People with privacy concerns are forced to open a Facebook account to do these assignments.
- And also, because the answers of other students are visible. It is very much difficult for those who upload their assignments late, we have to make sure that our answers are not similar.
- There are possibilities for users to handover their accounts and passwords to third parties and get their work done.
- Being able to work on social media is very important these days, I believe that was the motive of this assignment and it has been somewhat achieved.

Some comments made were both positive and negative

- Yes. This method is very attractive way to do assignments. students can do assignments without getting stress. Fb is effective way for this type of assignments and we can do them freely and this is a new experience for all of us...we enjoy this method a lot. I think we improve our english knowledge through this assignments...this is the change that we need to have with the support of

technology..Of course marc english achieved the goal..But some students got others ideas to do their assignments...on the other hand students read their friends' posts and improve their english skills too. There are some failures in this method. But I think marc english can solve these issues and develop in the future..Finally I should say that I enjoy this method a lot.well done.

- According to my point of view it's not a very fruitful program hence mostly members used to duplicate the same idea which was given by prier students therefor it's not an effective way to evaluate performance of the students but it helps to improve our typing skills and make us more familiar with the social media since it's a new concept for us and also it helps to build good fellowship via social media and really helps to find new friends.