

Teaching English during COVID-19 Pandemic Using Facebook Group as an LMS: A Study on Undergraduate Students of a University in Bangladesh

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Abstract

The article investigates the effectiveness and feasibility of teaching 1st year undergraduate students an English language course focusing on listening and speaking skills during Covid-19 pandemic by using a Facebook Group as an LMS. The purpose of this research is to successfully combat one of the greatest crises occurring to global education by utilizing the most available and affordable resources while keeping the students from facing too drastic or difficult changes in their academic activities. While thousands of people are getting infected with coronavirus every day in Bangladesh, students, especially young adults who study at universities cannot bring themselves to readily cope with the renewed classroom etiquettes such as using Google Meet or Zoom for classes, submitting assignments on Google Classroom and so forth. Therefore, the present study examines how a designated Facebook Group can be used for conducting regular classroom activities as well as improving teaching practice of the instructors at a time of crisis such as Covid-19. It also explores whether the Facebook Group can help students build speaking and listening skills and accelerate interactions among students and instructors and ultimately help foster an online learning community. As a whole, the study emphasizes ways of using various features of a Facebook Group to the benefit of teachers and students in conducting a successful language class.

Keywords: Teaching during Covid-19 Pandemic, Facebook as LMS, Speaking and Listening Skills, Bangladeshi Universities

Introduction

According to the UNICEF report published on 20 April 2020, the COVID-19 pandemic is causing more than 1.6 billion children and youth to be out of school in 161 countries, impacting 91% students worldwide (Miks and McIlwaine, 2020). Bangladesh is no exception to this worldwide phenomenon; hence, on March 17, 2020 all educational institutions were closed down to prevent the spread of deadly coronavirus (“Educational Institutions May Remain”, 2020). Educational institutions were compelled to shift education

from classrooms with four walls to the cloud overnight. The University Grants Commission (UGC) of Bangladesh had asked all universities to complete their respective academic activities for the current semester through online classes (Alamgir, April 30, 2020). This shift would have been easier in the Higher Education sector. However, the challenges were too great at times to overcome at a rapid scale. Considering every challenge as an opportunity, our research aimed to use Social Networking Sites (SNSs) to prevent the students from missing a beat in their learning.

Social Networking Sites (SNSs) are virtual spaces where people of similar interest gather to communicate, share photos and discuss ideas with one another (Boyd & Ellison, 2008; Raacke & Bonds-Raacke, 2008). Since students are familiar with SNSs and enjoy accessing them frequently, they are able to maintain connectivity in a language class with less anxiety and a higher level of motivation and self-confidence. Krashen (2009) notes that a reduction in the affective filters, mainly anxiety, and an increase in motivation and self-confidence are keys to nurturing a positive environment which could accelerate foreign language acquisition. Considering these criteria Facebook was chosen as our SNS. In Bangladesh, Facebook is not only one of the most prominent SNSs but it also offers great potentials for teaching and learning as many students use Facebook regularly. According to recent data, about 42.2% of Facebook users in Bangladesh are aged between 18 and 24 (“Facebook Users in Bangladesh”, 2020). This is also the age when most students undergo tertiary education at different universities in Bangladesh. Facebook also offers varieties of apps such as Facebook Lite that ensures connectivity even on low and unstable internet connections.

Facebook has an in-built function which allows its users to create Groups that can be set to “Private” or “Public” depending on needs. We utilized this feature of Facebook to conduct our classes for a language foundation course titled Developing Listening and Speaking Skills (ENG 102) which was taught among 52 First Year Undergraduate students of a renowned Public University in Bangladesh. Facebook has already been used in Bangladesh by online teaching platforms such as Robi 10 Minute School. Since our students already spend a considerable amount of time on Facebook nonetheless, it was assumed that a Facebook Group could be effectively incorporated into their daily lives without the monotony of an institutional Learning Management System (LMS) which students often seem to regard as a burden. Due to Covid-19 pandemic students were quarantined at home indefinitely and this effort had given them purpose and control over their own learning at a time when studying for exams was far from the general concerns.

Research Context and Justification

In the present context of shutdown of all educational institutes and lockdown of cities and villages, the entire education sector of the country is going through one of the toughest times in history and facing multifaceted problems and challenges. In fact, the Covid-19 pandemic has put education at risk along with all other aspects of life. The challenge on

education is particularly sensitive since students spend a considerable amount of time at schools, colleges and universities, in their respective dorms, which now is impossible to continue. Moreover, students' academic activities have been shifted to the cloud overnight for which neither the teachers, nor the students were prepared. Besides, curriculum and the syllabi were not prepared for teaching in online mode. The suggested softwares such as Zoom, Google Meet and so on for conducting online classes are either too new to the population, or in some contexts impractical to operate. Besides, the student attendance in the online classes conducted by several Bangladeshi universities through Zoom and Google Meet is not at a satisfactory level (Mahmud, personal communication, June 23, 2020). Another aspect to be taken into consideration is the role of affective filter (Krashen, 1982). The students, especially the ones staying in remote villages and facing financial troubles are not motivated enough to attend classes in this dire situation, let alone train themselves to use new technologies or tools for class activities. A recent online survey through a Facebook Teachers' Group on teachers of a Public University showed teachers' opinions regarding online classes during lockdown where they mentioned students' reluctance to join online classes. Most teachers have pointed out that the students who are residing in remote areas during lockdown are not able to afford laptop or computer and high price internet data (JKKNIU-TEACHERS, May 5, 2020). This reluctance and incapability can be solved through using Facebook Group as a platform for teaching since students find it affordable and enjoyable. One of the teachers pointed out that 1 gigabyte internet package can serve a student for a month and sometimes mobile operators offer free Facebook facilities, as well (JKKNIU-TEACHERS, May 5, 2020). Therefore, we are hopeful that our interactive teaching and learning activities on Facebook Group as a new LMS can mitigate the challenges successfully since it is affordable, easy to use and resourceful.

Objectives and Research Questions

The purpose of this research is to successfully combat one of the greatest crises in our lifetime on global education by utilizing our nearest and most affordable resources while keeping the students from facing too drastic or difficult changes in their academic activities. While thousands of people are getting infected with coronavirus every day in the country, students, especially young adults who study at universities cannot bring themselves to readily cope with the renewed classroom etiquettes such as using Google Meet or Zoom for classes, submitting assignments on Google Classroom and so forth. While these apps can serve as appropriate Learning Management Systems (LMS), they might not always be the most practical for every context. Facebook audience size in our country mostly comprises young people aged from 18 to 34. ("Facebook Users in Bangladesh", 2020). According to recent statistics ("Leading Countries Based on Facebook", 2020) as of April 24, 2020, there are about 37 million active Facebook users in Bangladesh alone.

With these considerations in mind our research objectives are:

1. To use a designated Facebook Group for conducting regular classroom activities.
2. To improve teaching practice at a time of crisis such as Covid-19.

The research questions are:

1. Can we help students build speaking and listening skills using a Facebook Group?
2. Can interactions on the Facebook Group help foster an online learning community?

Literature Review

LMS and SNS

The concepts of SNS and LMS need to be elaborated briefly at the onset of our discussion. Today technology provides new ways for interaction and communication. Emerging modes of communication which are known as “new media” include the social media which refer to a number of Social Networking Sites (SNSs) such as Facebook, YouTube, Instagram, LinkedIn, Twitter and so on. Merchant (2012) in this regard maintains that the concepts of “new media” or “digital literacies” suggest a significant change and demand fresh thinking about formal educational settings. Language Management System or LMS on the other hand, is a learning platform that offers several standard features which enhance the experience of online teaching and learning. It is designed for teachers to post files, conduct multiple courses, and observe learners’ progress. However, an LMS often has a central nature and does not stimulate student engagement or facilitate learner-created contents to be shared on the platform (Gabarre et al., 2013). Using a social networking site such as Facebook as a LMS could minimize and to some extent solve the aforementioned challenges since it is more enjoyable to use than an institutionalized LMS. As our research was done at a time of crisis, keeping students motivated to study was a crucial consideration. Hence, using Facebook for conducting course activities was considered.

Facebook as LMS

In this regard, EKOÇ (2014) (as cited in Shraim, 2014) has pointed out that the proliferation of Facebook use among students and teachers has created a new learning culture by providing innovative ways for teachers to enable learners to engage themselves actively in different activities. Recent studies point to the possible use of Facebook (FB) as a substitute or supplement to commercial LMSs (Mazman & Usluel, 2013; Wang et al., 2012) in order to encourage social interactions on the site (Mazman & Usluel, 2013). Of particular interest is the group function of Facebook. Vitak (2013) defined it as the merging of various audiences into one single network page since the members of a group do not always connect directly to one another’s personal profile. Facebook Groups have functions that allow its members to post photos, albums, files, videos and presentations, share discussions, start a Watch Party with any content available on Facebook, make announcements, pin any specific post, and start Live sessions among the group members without having to make it public. Utilized properly, a Facebook Group can offer great learning opportunities. In the same vein, Mazer et al. (2007) and Wang et al. (2012) maintain that for students, the utilization of FB has resulted in increased learner motivation and satisfaction, improved class atmosphere, and strengthened faculty–student relationships. EKOÇ (2014) also comments, “Facebook group pages are one

of those electronically-mediated communication spaces. These are changing rhetorical spaces, in which students make repeated verbal and visual choices.” (p. 20). A study conducted on secondary school teachers from different cities in Brazil suggest that the teachers’ use of Facebook groups for different purposes “led to an improvement in communication between teachers and students —online and in-classroom— and in students’ engagement in the classrooms.” (Cunha Jr. et al., 2016, p. 228).

Rationale

Facebook Groups allow students to take charge of their learning. Ellis (2000) talks about task-based learning which is actively at play on Facebook Groups opened for language classes. Gabarre et al. (2013) mention in their study that a task-based approach enables the students to put in practice the communicative skills which they learn during the course. The students can upload their verbal speech productions on the Facebook Group where their peers are invited to provide written feedbacks using the comment feature. The discussions have to be conducted in the target language, in this case, English to ensure its practice. The rationale behind using a Facebook Group to conduct online class activities also include practical considerations. Since students find Facebook enjoyable and use it in a novel fashion, it works in motivating them by reducing affective filters such as anxiety, and enhancing motivation and self-confidence (Krashen, 2009). Besides, indirect interactions between students and teachers take place on Facebook; therefore, students are supposed to feel less anxious while they communicate with their teachers by “likes” and comments. As a result, shy and introvert students “who might otherwise not speak up can contribute on Facebook where they may be more comfortable.” (Barseghian, 2011). A study by Srirat (2014) shows that “students felt more confident performing activities using English [on Facebook]. Further to that, it enhanced students’ interest and language learning motivation.” (p. 5). The result is also consistent with Aubry (2013) who found that “participants assigned to the Facebook group experienced a significant shift in motivation type that research has determined as being beneficial for language learning.” (as cited in Dweikat, 2016, p. 2293).

We can also relate using Facebook in English language classroom to the connectivist learning theory. Connectivism is “a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal and individualistic activity. How people work and function is altered when new tools are utilized.” (Siemens, 2005, p. 6). Through using Facebook Groups for learning, students not only learn using a different, more advanced tool, but also take charge of their own learning. Students are able to engage more in the learning process as active learners. Social media interactions can embody symmetry between the students and the teacher as the students are also active in shaping topics (Heritage, 2004, p. 237). Shraim (2014) also reveals in his study that “learning via Facebook provides students with more opportunities to engage personally, communicate and work collaboratively, develop the 21st century skills for life, and learn through social interaction.” (as cited in Dweikat, 2016, p. 2304). Teachers can act as facilitators while students play central roles in contributing to and participating with one another (Rachtam, Kaewkitipong, & Firpo, 2012).

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Other practical considerations will include the financial affordance of Facebook. Facebook can be installed in any kind of mobile phone with internet connection. Mobile operators frequently offer lucrative internet packages and free data that also make Facebook an easy and affordable commodity. The statistics mentioned above already show how Bangladeshi youths have proved to be avid users of this app. New apps are being built every day to make Facebook easier and more affordable to use, as well.

Finding the Gap

Information and Communication Technology (ICT) has been playing a vital role in fostering the education sector of a developing country like Bangladesh. The National Education Policy-2010 of the country emphasizes an increase in the use of ICT as a teaching-learning tool (Zafari, 2019). Along with the conventional ICT tools, social media tools such as Facebook is currently used by both teachers and students of elementary, secondary and tertiary levels for social and academic purposes. However, no significant research has been done so far, considering Facebook a language learning tool in Bangladesh context. Hasan and Labonya (2016) in their study explore the perspectives of Higher Secondary teachers in using Facebook for learning English language, covering 20 urban government colleges in Bangladesh. Besides, a number of educators and researchers are getting interested in investigating the effects of using Facebook on education. However, past researchers have not explored how Facebook Groups can be utilized in teaching English speaking and listening skills. They also have not considered a unique situation such as lockdown of cities and countries during a virus outbreak, e. g. Covid-19 Pandemic and its implications on education. The need further exists to examine Facebook as a cheap alternative for conducting daily classroom activities on a regular basis and whether the app can prove beneficial if put to test extensively. By exploring these ideas, the research can evaluate the effectiveness and feasibility of Facebook as an LMS and give teachers and educators a much-needed insight into this tool which can save time and energy.

Methodology

Study Design: Action Research

A Practical Action Research method was followed to conduct the present study. This particular research design was adopted since the study aimed to reflect on educators' own practices, in this case, the practice of conducting online classes and contributing to the teachers' professional development (Allen & Calhoun, 1998). The study also promotes a process of testing new ideas which Mills (2011) mentions as one of the attributes of an action research. Adhering to a practical action research design, here also the teachers themselves work as researchers to study an educational practice as part of their ongoing professional development. Using a systematic approach, the teacher-researchers reflect on their practice and ultimately develop an action plan.

Participants

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The action research was done on the undergraduate students of the Department of English Language and Literature of a renowned public university located in a small town of Bangladesh. The study was conducted among 52 undergraduate students from 1st year who are currently studying the course ENG 102 titled Developing English Listening and Speaking Skills as part of their academic syllabus in the department. The participants are aged between 18 and 21. Among the participants 33 were female students and 19 were male students.

Instruments

Instruments consisted of videos promoting the development of listening and speaking skills. Since listening is a receptive skill, tricks and tips for improving listening skills were shared with a focus on context, speakers' pronunciation, body language, fluency and accuracy. Contents regarding development of speaking skill included situational speaking, speaking to express and analyse, and speaking with fluency and accuracy. The students were given tasks to complete on a regular basis. However, to prove our research questions and evaluate students' progress in speaking and listening, two live sessions were arranged in the Group. The first live was conducted by one of the instructors on listening skill where an IELTS Listening Test CD was played and students had to write their answers as comments while the live was ongoing. There were in total 10 questions to answer after listening to two sections of the audio played live. The second live was to be done by the students themselves. This was arranged to assess students' speaking skill; each student came live on the Facebook Group at an assigned time for 5 minutes. In this time, they were asked 3 questions: an introductory question, an explanation question, and an analytical question. Adhering to the IELTS curriculum, an oral communication skill rubric was used to score the participants' speaking skill.

Data Collection

In order to answer both research questions, the students underwent a series of instruction posts and activities. The instruments were selected from various YouTube channels which proved to be helpful due to their informative and educative contents. The channels were: TED-Ed, TED-Ex, TED-Talk, IELTS Listening Cambridge, BBC Learning English, and Learn English with TV Series. Within a span of 16 weeks a collection of activities were uploaded on the Facebook Group and tasks were assigned to students. The peers and teachers commented their feedback on the works submitted as uploads on the Group by the students.

Data Analysis

Both quantitative and qualitative methods of data analysis were used in the study. The data generated from the Facebook lives were analysed using Microsoft Office Excel and thematic coding.

Results

The objectives of this study were to use a designated Facebook Group for conducting regular classroom activities and to improve teaching practice at a time of crisis such as Covid-19 pandemic. Within a span of 16 weeks, 15 activities had been posted on the Facebook Group named “Developing Listening and Speaking (Eng-102)”. The group had 52 members out of which there were about 40 active members; the other members were not as frequently active and would visit the group from time to time. Out of the 15 activities, 6 activities were on listening skill and 6 were on speaking skill development. The three other activities did not directly link with either listening or speaking; they were motivational speeches or Textbook files uploaded as warm-up activities for the students.

Can we help students build speaking and listening skills using the Facebook Group?

To answer our first Research question, we will observe how the Group was used in order to facilitate students’ listening and speaking skills. After the period of instructions ended, a listening live was taken to assess students’ participation in a real time listening activity like the IELTS. The audio was taken from the YouTube channel on IELTS Listening Cambridge and had 10 questions in total divided into two sections. After each section was played, students were given one minute to compose the answers and submit them in one comment on the comment thread of the live. So each student had to comment twice with their two sections of answers.

Table 1: Listening Live

| First Section Questions 1-6 | Second Section Questions 7-10 |
|--|--|
| Students Participated: 44 | Students participated: 36 |
| Students who answered the questions: 38 | Students who answered the questions: 30 |
| Percentage of students who answered: 86% | Percentage of students who answered: 83% |

Table 1 shows the results from listening live. As there were on an average nearly 40 students out of 52 who regularly interacted in the group activities, the listening live shows an increased amount of student participation. The first section shows while 44 students were watching the live, 38 managed to answer the questions on time and in the second section while 36 students were watching the live at that time, 30 of them managed to comment their answers on live. Later on some of them reported that they were trying their best to be connected to the live session but could not answer the questions due to poor network connectivity in their present locations.

Table 2: Speaking Live

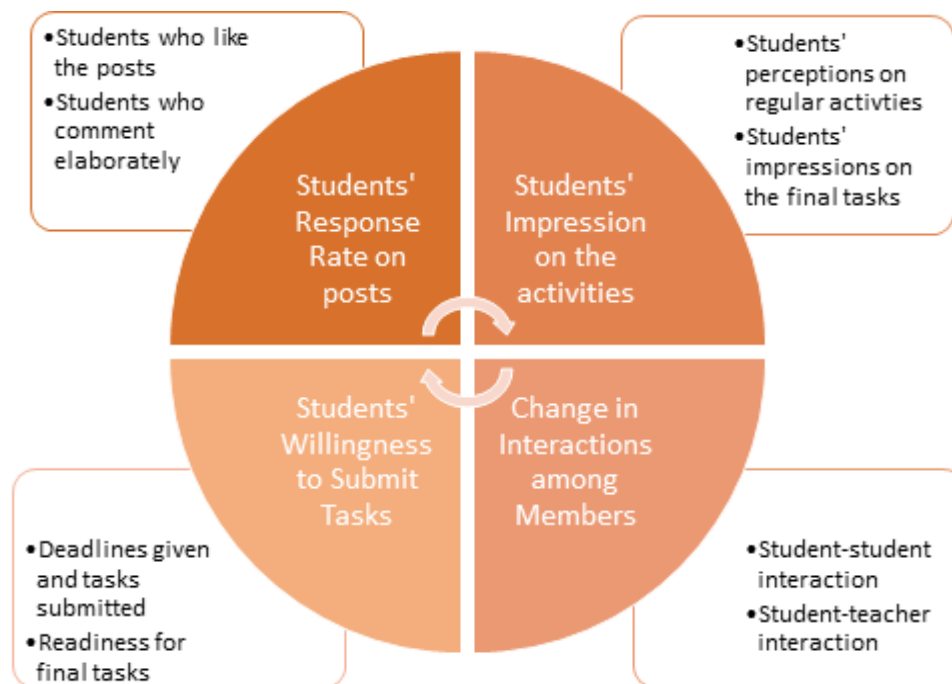
| Student Participation in Speaking Test | Students' Average Score in Pronunciation (Out of 5) | Students' Average Score in Fluency (Out of 5) | Students' Average Score in Vocabulary (Out of 5) | Students' Average Score in Grammatical Accuracy (Out of 5) | Students' Average Score in Body Language (Out of 5) | Average Score of 39 Students (out of 5×5=25) |
|--|---|---|--|--|---|--|
| 39 | 3.3 | 3.4 | 3.4 | 3.6 | 3.7 | 17.52 |

Table 2 shows (see Appendix-1 for details) the rubric for the speaking test where students' pronunciation, fluency, use of vocabulary, grammatical accuracy and body language were assessed. Furthermore, the table shows that 39 students came live for their speaking tests, which surpass the number of people who actively participate in the group on a regular basis as shown above. However, apart from these 39, a few more students also tried several times to come live on the group as observed by the instructors but failed as their current localities were not supported by 3G/4G network coverage. From the table we can notice the average marks obtained by the students in each category. The students on an average, show better performance in Grammatical Accuracy and Body Language, scoring 3.6 and 3.7 respectively.

Can interactions on Facebook Group help foster an online learning community?

To prove the 2nd research question, we analysed themes on how interactions on Facebook Group help foster an online learning community.

Table 3: Themes on Interaction on Facebook Group that foster language learning



Students' Response Rate on Posts

On Facebook Groups we can check responses in a few ways. We can check how many people have seen a post; we can see how many have 'liked' or 'reacted' on the post; we can even see who have commented and to what extent covered the relevant themes of the post. From our observation it was apparent that not all who saw a post liked the post or commented on the post. On an average, the students reacted to and commented on the posts which urged them to engage; for example, if it was a listening activity, they were usually required to listen to a video and comment on what listening skill components were covered in the video. In that case, the students commented. Otherwise, if it was an instruction post, students usually saw the posts and acknowledged it by liking the post. Among students who comment on the posts, there were those who commented extensively and there were a few who briefly commented their responses. For example, while one student commented, "It's really a great speech, especially, I liked the ending lines" (Student 1), another student commented on the same video saying, "I loved the way he used his body gestures and facial expressions along with his intonation to deliver the speech more accurately. Also the topic was very interesting. We often take things personally and make ourselves bothered of something which has nothing to do with us. To avoid taking things personally, all we have to do is keep our value no matter what others do or say. I discovered myself engaged throughout the video. Thank you for sharing this didactic and motivating video with us." (Student 2).

Students' Impression on the Activities

Since the age group in question is between 18 and 21, the students usually show more willingness to participate when the activity is relatable, less prescriptive and more enjoyable. For example, they were given a video from BBC Learning English on "What Makes You

Angry” where people from a similar age group talked about what they found infuriating. The students were given the task of making a video clip of them speaking about what made them angry. They were highly motivated to do this activity and participated in it fully. This speaking activity also allowed them to speak spontaneously on a topic they felt passionate about. After the final live assessments were taken, a note regarding the satisfactory results they scored was posted on the group to which the students shared their opinions about the test. One student wrote, “It was really great fun! We experienced something new! We were on live for 5-10 minutes but you both (the instructors) were there for 2 to 3 hours. And all this for our betterment. Now we are eagerly waiting for something new.” (Student 1)

Students’ willingness to Submit Tasks

A deadline was given after every task was assigned to the students. It was observed that many students would still wait for the last day to post their contents. However, depending on how interesting or easy the tasks were, the students were seen to post their contents earlier, as well. It was also noticed that once one or two students started submitting their tasks, more students would follow regardless of when the deadline would be. If the deadlines for the tasks were not specified, some students would still comment their feedback. On every task that was assigned, at least 25 assignments were always submitted out of 40 plus active members of the group. Since we posted new tasks every week, the students were still very engaged and willing to submit their tasks on time. As shown in Table 1, in the final live student participation was particularly great in number since it was something new and interesting; it challenged them.

Change in Interaction Style among Students and Teachers

Unlike physical classrooms, students cannot interact with other students face to face on Facebook. Teachers also may feel distant from the students at times on online platforms. However, these challenges were minimized on the Facebook Group to some extent over time. Students were frequently asked to submit their speaking tasks in a video format and upload them in the Group. While around 30 students were uploading their contents around the same time, the rest of the group members still managed to have a look at their classmate’s posts and reacted to them. During the final assignments when each student went live at a designated time and only the instructors had to be there to assess their lives, as many as 20 students watched the lives and a few of them commented on their peers’ lives to keep them motivated. They would exchange greetings, inquire about each other and implore each other to stay safe during Covid-19 pandemic. The same positive change was noticed in terms of student-teacher interactions, as well. Students shared their own contents with the group and those added to their teachers on Facebook would share their teachers’ motivational or creative posts with the group for others to see and encourage their teachers. In the final assignment during the speaking live sessions, the students freely conversed with their teachers and asked them about their whereabouts and their interests, as well.

Discussion

Table 1 shows that in each section of the listening test, 6 students had seen the lives but failed to comment their answers. This was due to internet failures in their localities which they later explained. However, the number was very small, and they would be able to play the listening tapes any time later from the group and retake the tests at their convenient time.

Table 1 also shows the higher number of student participation in the listening live than any other post on the Group so far. It not only proves that students were highly motivated to sit for the test, which is unusual but also shows that testing listening via a live session from a Facebook Group is possible.

In Table 2 (see the Appendix-1 for detailed scores) a rubric for scoring speaking is shown. From the results we can comment on the students' overall speaking skills. Students show a similar prowess in this skill, as well. Even though the highest average mark obtained by the students in any category is 3.7, we have to keep in mind here that the assessment was taken after only a few months of instructions. Moreover, most of the students are from remote areas of the country and could not realize or afford the need for professional help for the betterment of their English skills. On the other hand, it can be observed that the students scored satisfactorily in their use of body language (see Appendix-1). This can be attributed to their regular exposure to educational and graphic YouTube videos posted on the Group which showcase the speakers talking spontaneously with good body language. Furthermore, the total average score calculated is 17.52 out of 25 which sheds light on the students' overall speaking competence after instructions. Therefore, our first research question which inquires whether we can facilitate the learning of speaking and listening skills via a Facebook group has been proven.

To answer our second research question, we followed a qualitative method to thematically analyse the activities on the group from our observation. The four themes were categorized into sub-themes and later analysed. The first analysis shows how differently each student responded to a single post. From the results regarding students' participation it is apparent that their response rate, though high, needed to be increased. Secondly, the students were found highly motivated by the posts and activities on the Group. Their enthusiastic responses to the live sessions of both speaking and listening prove their involvement. Similarly, students' willingness to submit their assignments on time proves their eagerness and involvement regarding the tasks. It also points to the fact that students wanted to stay productive and keep themselves busy during quarantine by doing something interesting and beneficial. Lastly, students' interaction style had changed dramatically during the implementation of Facebook Group classes. The results show a shift in student-student, especially in student-teacher relationship and a friendlier learning environment emerging. Moreover, Chen and Brown (2012) have identified positive effects of authentic audience on increased motivation for ESL learners in achieving task-based learning in the contexts of Computer-Mediated Communications (CMC). Other researchers such as Chun (1994) and Warschauer (1996) also maintain that CMC benefits shy and introverted students, whereby

they interact more with each other and rely less on their mother tongue. Students who usually felt shy or were intimidated by teachers were able to overcome their fear and as a result more participation and student-teacher interactions increased as it was noticed in our observations.

Limitations

The study was conducted at a time of global crisis. Physical classrooms had to be shifted to virtual classrooms overnight to ensure the students their education. Therefore, neither the students, nor the teachers were equipped to ensure all the aspects of an ideal classroom environment. Moreover, even though Facebook is a very user-friendly app which costs less internet, connection errors and slow internet were recurrent problems. Many of the students were from remote areas of the country; some of whom lacked proper support or awareness from families to participate in online classes or spend too much time on Facebook. Since it is an online platform, teachers could not also ensure students' participation despite having their intention. Furthermore, running classroom activities via Facebook is time-consuming and requires a skilled approach from both the learners and the instructors.

Recommendation and Conclusion

Without getting any technical or logistic support, we initiated our online class with the help of a rather informal LMS such as a Facebook Group. We recommend that the participation of all the students registered in a particular course be ensured during this type of global crisis such as Covid-19 pandemic. The students who are residing in remote areas and are not able to afford laptop or computer or smart phone and high price internet data must be provided with financial and logistic support by the respective department or the university. Short and effective courses may immediately be introduced to train teachers teaching online courses and using SNS and LMS as teaching tools. A great care must be taken by the university authority concerned to introduce online testing software, ensure web security and provide the teachers with other technical/ technological and logistic supports.

Since Social Media plays an important role in the daily lives of college or university students, our study and experience of using Facebook Group as a Learning Management System (LMS) can yield new insights to the teachers of English as a Foreign or Second Language. The study has emphasized ways of using various features of Facebook Groups to the benefit of teachers and students in conducting a successful language class.

As ensuring a continuously friendly group environment that fosters learning needs immense care, time, and skill on the instructor's part, the more skilled, open and friendly the instructors are with the students, the more responsive students will become. In future, action research can be done on this topic with a larger sample size and skilled teachers to design a sustainable action plan that will truly benefit the students.

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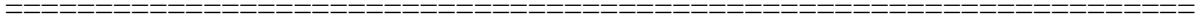
Appendix-1



Detailed Score of Speaking Test (conducted through live sessions of the participants)

| Speake r No. | Pronunciatio n (Out of 5) | Fluency /Coheren ce (Out of 5) | Vocabula ry (Out of 5) | Grammatic al Accuracy (Out of 5) | Body language(O ut of 5) | Tota l 25 | Average Score of 39 Participan ts |
|-----------------|---------------------------------|---|------------------------------|---|--------------------------------|-----------------|---|
| 1. | 3.5 | 3 | 3 | 4 | 4 | 17.5 | |
| 2. | 3.5 | 3 | 3.5 | 4 | 4 | 18 | |
| 3. | 3.5 | 3.5 | 3 | 4 | 4 | 18 | |
| 4. | 3.5 | 3 | 3.5 | 4 | 4 | 18 | |
| 5. | 3.5 | 3.5 | 3 | 4 | 4 | 18 | |
| 6. | 3.5 | 3 | 3.5 | 4 | 4 | 18 | |
| 7. | 3.5 | 3 | 3 | 4 | 3.5 | 17 | |
| 8. | 3.5 | 3 | 3 | 3 | 3.5 | 16 | |
| 9. | 3 | 3 | 3 | 3.5 | 3.5 | 16 | |
| 10. | 3.5 | 3.5 | 3.5 | 4 | 4 | 18.5 | |
| 11. | 4 | 4 | 4 | 4 | 4 | 20 | |
| 12. | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 17.5 | |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|------|--------------|
| 13. | 3 | 3.5 | 3.5 | 3.5 | 3.5 | 17 | |
| 14. | 3 | 3.5 | 3.5 | 3.5 | 3.5 | 17 | |
| 15. | 3.5 | 3.5 | 4 | 4 | 4 | 19 | |
| 16. | 3.5 | 3.5 | 4 | 4 | 3.5 | 18.5 | |
| 17. | 3 | 3.5 | 4 | 4 | 3.5 | 18 | |
| 18. | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 17.5 | |
| 19. | 3.5 | 3.5 | 3.5 | 4 | 4 | 18.5 | |
| 20. | 3.5 | 4 | 3.5 | 4 | 4 | 19 | 17.52 |
| 21. | 3.5 | 3.5 | 3.5 | 3.5 | 4 | 18 | |
| 22. | 3.5 | 4 | 3.5 | 4 | 3.5 | 18.5 | |
| 23. | 3.5 | 3.5 | 3.5 | 3.5 | 3 | 17 | |
| 24. | 3 | 3 | 3 | 3 | 3.5 | 15.5 | |
| 25. | 3.5 | 3.5 | 3.5 | 3.5 | 3.5 | 17.5 | |
| 26. | 3 | 3.5 | 3 | 3 | 3.5 | 16 | |
| 27. | 3.5 | 3.5 | 3 | 3.5 | 4 | 17.5 | |
| 28. | 3.5 | 3.5 | 3.5 | 3.5 | 4 | 18 | |
| 29. | 3 | 3 | 3 | 3 | 3 | 15 | |
| 30. | 3.5 | 3.5 | 4 | 3.5 | 3.5 | 18 | |
| 31. | 3.5 | 4 | 3.5 | 4 | 4 | 19 | |

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|------|--|
| 32. | 3.5 | 3.5 | 4 | 4 | 4 | 19 | |
| 33. | 3 | 3 | 3 | 3 | 3.5 | 15.5 | |
| 34. | 3 | 3 | 3 | 3 | 3 | 15 | |
| 35. | 3 | 3 | 3.5 | 3.5 | 3.5 | 16.5 | |
| 36. | 3.5 | 3.5 | 3 | 3.5 | 4 | 17.5 | |
| 37. | 3.5 | 4 | 3.5 | 4 | 4 | 19 | |
| 38. | 3 | 3.5 | 3 | 3.5 | 4 | 17 | |
| 39. | 3.5 | 3 | 3 | 3.5 | 4 | 17 | |



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