Effectiveness of *Facebook*-integrated Instructional Method in Improving Learners'
English Listening Proficiency in Schools in Nepal

Keshab Kumar Sijali, M.Phil. Scholar
Faculty of Social Sciences and Education
Nepal Open University, Manbhawan, Lalitpur, Nepal
keshu_sijali@yahoo.com

Dr. Chandra Kumar Laksamba, Ph.D.
Faculty of Social Sciences and Education
Nepal Open University, Manbhawan, Lalitpur, Nepal
claksamba@gmail.com
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Abstract

    Facebook is a popular social media and researchers are striving in search of its potentiality in the context of English Language Teaching (ELT). This experimental research study aims at finding out the effectiveness of *Facebook*-integrated instructional method in improving learners' listening proficiency in English. The study consists of sixty participants from a secondary level government school of Nepal. Equal number of participants were randomly assigned into experimental and control group on the basis of their pre-test performance. The instrument of pre-test was used to find out the current level of listening proficiency of participants. The experimental group was instructed through *Facebook* while control group was that of traditionally. After the intervention, post-test was administered to them to assess the efficacy of treatment. Obtained data were compared using descriptive and inferential statistics. The result revealed the positive impact of *Facebook*-integrated instructional method on the improvement of listening proficiency because experimental group (M = 4.53, SD = 2.34) outperformed its counterpart (M = 2.26, SD = 3.82) with significant difference t (58) = -2.76, p = .008. Therefore, ELT practitioners are recommended to integrate it in teaching listening skill.

Keywords: *Facebook*-integrated Instructional Method, Listening Proficiency, Elements of Listening

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1. Introduction

Facebook is a social networking site which was officially launched by Mark Zuckerberg in 2004. It has been a popular means for online communication among its users. Its role of connecting people of the world in a virtual community cannot be overemphasized. Its users can use it for multiple purposes such as uploading and sharing photos and videos, posting and commenting on them. Besides virtual communication, teacher practitioners are also found to be using it for teaching purpose. For example, the research carried out by Li (2017) in the context of the USA revealed that 41% percent use of *Facebook* was found in teaching. Integration of such popular social media in ELT context may be fruitful if its potentiality is examined. Therefore, this study has been carried out aiming at investigating its effectiveness in improving learners' English listening proficiency at secondary level in Nepal.

2. Statement of the Problem

There is no sufficient research carried out in the use of *Facebook* in ELT context (Aydin, 2012). However, some of the researchers such as Ping and Maniam (2015), Faryadi (2017) and Özdemir (2017) have contributed in search of potentiality of *Facebook* in promoting learners' learning. But no research has been carried out to find out the effectiveness of *Facebook* in improving learners' English listening proficiency yet. Therefore, this study will be one to fill in the gap in existing literature.

3. Literatures
3.1 *Facebook* in ELT Context

Facebook is one of the popular social media. Its users use it for multiple purposes such as uploading and sharing photos and videos, posting and commenting on it and interacting virtually. Such multiple features of this social media can be used in the cotext of ELT. For example, it can be used for posting contents, reviewing it and providing comments which support learners to interact and share knowledge (Srirat, 2014). Easy process of uploading and posting video clips, audio text, reading and writing text in English supports learers to have access to authentic materials.

Facebook possesses features and applications such as profiles, page, group and these can be used in terms of teaching learning activities. For example, learners can be brought into a virtual community by creating a group. After creating the group, they can be engaged in performing a number of activities in order to promote learners' langauge learning.

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3.2 Enhancing Listening Proficiency through *Facebook*

Individual's ability to understand the speech produced by speaker is known as listening proficiency. A proficient listener deserves the capability of understanding speaker's pronunciation, grammar, and meaning (Sharma, 2010). In this sense, teaching listening means to prepare a proficient listener in the second language particularly English in this context. Therefore, while teaching listening skill, the primary focus is to be given on the enhancement of listening comprehension. To achieve this objective, Harmer (2006) suggests cultivating learners' micro listening skills such as discrimination of sounds, word recognition, and identification of general and main information. These micro-skills of listening can be promoted through the exposure of authentic text and constant practice of listening to it.

Facebook can be used as a taching learning tool for the enhancement of learners' listening proficiency.To achieve this objective, teacher can upload authentic text such as video clips or audio text in the *Facebook* group. After uploading such materials, learners can be encouraged to perform different activities listening to the audio text. The activities may be vocabulary exercise, fill in the gaps, matching, true/false, short question answer. Further, learners can be encouraged to listen to the text for general information or for detail comprehension. After performing the assigned task, they can be encouraged to post their answer. Other members in the groups can also be encouraged to comment on it. Posting, commenting, reviewing, revising and re-posting may be the cycle that can be followed while practising listening skill in the *Facebook* group.

3.3 Research on the Use of *Facebook* in ELT Context

Although it lacks sufficient research on the use of *Facebook* in ELT context, some of the researchers have contributed in investigating its potentiality in the field of English language teaching. For example, the study of Wichadee (2013) revealed that peer feedback through the use of *Facebook* is supportive in improving writing skill. This finding is consistent with the study carried out by Budiardi and Anggraeni (2013) because participants in their study perceived significant improvement in their writing skill.

In their study, Dogoriti and Pange (2014) revealed the positive impact of *Facebook* in promoting learners' communication skills. This study supports the study carried out by Omar, Embi and Yunus (2012) because *Facebook* was found supportive in enhancing learners' communicative skills through interaction in the group.

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Similarly, the research carried out by Montoneri (2015) found the effectiveness of *Facebook*-integrated class in enhancing learners' reading skill. But, the case study carried out in a different context by Monica-Ariana and Anamaria-Mirabela (2014) didn't show its positive effect on the improvement of learners' vocabulary. However, they have accepted that it might be an alternative learning tool for teaching vocabulary.

Aforementioned studies show the potentiality of *Facebook* in ELT context in order to promote learners' learning. However, the objectives of their studies were based on other skills and aspects. In this context, this study will be unique in finding its impact on the improvement of listening proficiency.

3.4 Challenges in the Use of *Facebook* in ELT Class

Although the studies carried out on *Facebook* in ELT context revealed its potentiality, there are challenges that are to be confronted to bring it in the practice of English language teaching. The first challenge is that it is an ICT tool and therefore, teacher and learners both are to be digitally literate to handle *Facebook*-integrated class. Second, it is difficult to conduct *Facebook*-integrated class where there is no access of internet. Third, where there is negative attitude towards the use of this social media, it is problematic to integrate it in teaching English. Fourth, there is no uniform method of teaching with the integration of this social media. Fifth, there might be a risk of misusing it. Finally, it is not appropriate for junior level of learners because one should be at least 13 years old to be a registered member of this social media.

4. Research Methodology
4.1 The Objective of the Study

The specific objective of this study is:

- To find out the effectiveness of *Facebook*-integrated instructional method in improving learners' English listening proficiency.

4.2 Research Questions

The following research question was formulated in order to facilitate the objective:

- To what extent does *Facebook*-integrated instructional method improve learners' English listening proficiency?

4.3 Hypothesis

Based on the literature review and the theories established in the relevant studies carried out by Budiardi and Anggraeni (2013), Dogoriti and Pange (2014), and Monica-

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Ariana and Anamaria-Mirabela (2014), the researcher came to draw following hypothesis:

- **H_o**: There is no significant difference between traditional and *Facebook*-integrated instructional method in improving learners' English listening proficiency.

  H_a: There is significant difference between traditional and *Facebook*-integrated instructional method in improving learners' English listening proficiency.

4.4 Participantss

The study consisted of 60 participants from grade eleven of Shree Gauri Shankar Secondary School located at Nijgadh-8, Bara, Nepal. The participants were selected randomly following a rule of thumb as suggested by Borg and Gall (1996) and Julious (2005). Among the sampled participants, equal number of participants were grouped into experimental and control group with random assignment.

4.5 Formation of Groups

On the basis of their pre-test scores, participants were grouped into thirty pairs ensuring each pair possessed similar marks and then from each of the pairs, one participant was randomly selected for experimental and other for control group.

4.6 Ethical Consideration

Written permission was taken from the principal and the chairperson of the institution in order to conduct the study. Similarly, informed consent was taken from the participants and their guardians. They were well informed about the purpose of the study. The researcher ensured regarding the confidentiality of their data.

4.7 Treatment

Experimental group was instructed through *Facebook*. Before the intervention, the researcher created a *Facebook* group and the participants of experimental group were invited to join it. Main focus was given on teaching listening skill. For example, video clips and audio texts were uploaded followed by activities to be performed for practicing listening skills. Activities were vocabulary exercises, multiple choices, matching, fill in the blanks, short question answer, and detail comprehension. Participants were encouraged to discuss, post their answer, and comment in the comment box. While instructing, the researcher used video call.

Control group was instructed through traditional method.

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Instructional activities were conducted for a month. One hour period of teaching hour was allocated everyday for teaching learning activities.

The researcher used the same teaching materials, same time frame and period of teaching hour to instruct both groups in order to control extraneous variables. The researcher presented himself as an instructor. However, an ELT teacher engaged in teaching at secondary level was recruited in order to examine their pre-test and post-test performance to reduce the research bias.

4.8 Instrument
The researcher used following instruments to collect data:

4.8.1 Pre-Test
The researcher used the instrument of listening test available in the website of www.qposter.com for pre-test to diagnose participants' current level of listening proficiency. Pre-test was administered before the intervention in order to elicit the data of listening proficiency from the sampled participants.

4.8.2 Post-Test
The intervention programme was introduced for a month period and the same listening test was administered to both groups as post test in order to find out the efficacy of implemented instructional method.

4.9 Validity and Reliability
The instrument covers essential elements of listening skill that ensures content validity. Reliability of the instrument was assessed conducting a pilot test among 15 students who were excluded in the study. They were assigned a listening test but they were not given any feedback. After two weeks, the same instrument was administered to the same group. The obtained data were analyzed using coefficient correlation to assess its reliability. The correlation ($r = .781$) was found significant at .01 level ($p < .01$).

4.10 Data Analysis Approach
The researcher used both descriptive and inferential statistics for analyzing data. Descriptive statistics such as mean and standard deviation were used in order to compare the scores obtained by experimental and control group.

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The scores of the participants were not significantly different from normality because skewness and kurtosis z-values of experimental and control group in their pre- and post-test were found within ± 1.96. Further, homogeneity of sample variance was assessed using Levene's test and found that significant value in pre-test (p = .848) and post-test (p = .812) is above .05 (p > .05). Besides, the pre-test and post-test scores are in ratio scale. Because of these reasons, parametric test was used in the study. Two t-tests such as independent samples t-test and paired samples t-test were used in order to test the hypothesis at 95% confidence level.

4.11 Result

Table 1 compares the pre-test scores of participants in experimental and control group and the result shows that experimental group (M = 9.13, SD = 3.02) was not significantly different from control group (M = 9.23, SD = 3.16), t (58) =.125, p = .901. It ensures the equal background of these groups. And it is postulated that achievement they gain after intervention could be due to applied instructional methods.

Table 1
Two Groups' Pre-Test Scores related to Listening Skills

	Groups						
	Experimental (n=30)		Control (n=30)				
Elements	**M**	**SD**	**M**	**SD**	*t*	*df*	*Sig.*
Pre-Test Score	9.13	3.02	9.23	3.16	.125	58	.901

Table 2 compares pre-test performance of both groups in terms of listening elements and the result shows that there is no significant difference between these groups in any of the listening elements because p-value is greater than .05 in each of the elements of listening.

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Table2

Comparison of Pre-Test Score in Terms of Elements of Listening Skills

| Elements | Groups | | | | | | |
| | Experimental (n=30) | | Control (n=30) | | | | |
	M	SD	M	SD	t	df	Sig.
Word Identification	2.20	1.09	2.23	.935	.127	58	.900
Understanding General Information	1.20	.761	1.03	.964	-.743	58	.460
Understanding Specific Information	1.80	.550	1.80	.484	.000	58	1.00
Understanding Main Idea	1.10	.758	1.16	.874	.315	58	.754
Understanding Supportive Idea	1.10	.758	1.16	.874	.315	58	.754
Accuracy in Answer	1.73	.449	1.83	.461	.850	58	.399

Table 3 compares pre-test and post-test performance of experimental and control group. The result shows the significant improvement of both groups in their post-test. For example, the performance of experimental group in post-test (M = 13.6, SD = 2.36) was significantly better than pre-test (M = 9.13, SD = 3.02) because p-value is less than .001. The post-test performance of control group (M = 11.5, SD = 2.78) was also significantly better than pre-test (M = 9.23, SD = 3.16) because p-value is less than .05.

Table3

Two Groups' Pre and Post Test Scores related to Listening Skills

| Groups | Tests | | | | | | |
| | Pre | | Post | | | | |
	M	SD	M	SD	t	df	Sig.
Experimental	9.13	3.02	13.6	2.36	-10.5	29	.000
Control	9.23	3.16	11.5	2.78	-3.24	29	.003

Table 4 compares pre-test and post-test performance of experimental and control group in terms of each listening elements. The result shows that mean score of experimental group ranged from 1.10 to 2.20 in pre-test whereas the mean scores in their post test ranged from 1.80 to 3.10. This group significantly improved in all listening elements (p < .05) except understanding specific information (p > .05).

Similarly, average score of control group in pre-test ranged from 1.03 to 2.23 whereas in post-test it ranged from1.43 to 2.66. Control group performed significantly

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better in three listening elements viz. understanding main idea, understanding supportive idea, and accuracy in their answer (p <.05). But significant improvement was not seen in rest of the listening elements (p > .05).

Table 4

Comparison of the Two Groups' Pre and Post Test Scores related to Listening Elements

| | | Tests | | | | | | |
| | | Pre | | Post | | | | |
Elements	Groups	M	SD	M	SD	*t*	*df*	*Sig.*
Word Identification	Experimental	2.20	1.09	3.10	.758	-5.34	29	.000
	Control	2.23	.935	2.66	.884	-1.71	29	.097
Understanding General Information	Experimental	1.20	.761	1.80	.761	-3.39	29	.002
	Control	1.03	.964	1.43	.935	-1.98	29	.056
Understanding Specific Information	Experimental	1.80	.550	1.96	.556	-1.40	29	.169
	Control	1.80	.484	1.86	.345	-.701	29	.489
Understanding Main Idea	Experimental	1.10	.758	2.16	.530	-7.89	29	.000
	Control	1.16	.874	1.73	.907	-2.73	29	.011
Understanding Supportive Idea	Experimental	1.10	.758	2.16	.530	-7.89	29	.000
	Control	1.16	.874	1.73	.907	-2.73	29	.011
Accuracy in Answer	Experimental	1.73	.449	2.46	.507	-8.93	29	.000
	Control	1.83	.461	2.06	.449	-2.53	29	.017

Table 5 compares experimental and control groups in terms of their achievement in listening elements. The result shows that experimental group outperformed control group in terms of understanding main idea, understanding supportive idea, and accuracy in answer (p < .05). But, no significant difference was seen between these groups in other listening elements such as word identification, understanding general information, getting specific information (p > .05).

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Table5

Comparison of Achievement Score Related to Elements of Listening Skill

| Elements | Groups | | | | | | |
| | Experimental (n=30) | | Control (n=30) | | | | |
	M	SD	M	SD	t	df	Sig.
Word Identification	.900	.922	.433	1.38	-1.53	58	.129
Understanding General Information	.600	.968	.400	1.10	-.747	58	.458
Understanding Specific Information	.166	.647	.066	.520	-.659	58	.513
Understanding Main Idea	1.06	.739	.566	1.13	-2.02	58	.048
Understanding Supportive Idea	1.06	.739	.566	1.13	-2.02	58	.048
Accuracy in Answer	.733	.449	.233	.504	-4.05	58	.000

Table 6 compares both groups in terms of overall achievement of listening proficiency and the result shows that experimental group (M = 4.53, SD = 2.34) outperformed its counterpart (M = 2.26, SD = 3.82) with significant difference $t(58) = -2.76$, $p = .008$ which rejects the null hypothesis mentioned above. It shows that *Facebook*-integrated instructional method is much more effective than traditional method in improving learners' listening proficiency.

Table 6

Comparison of Overall Achievement of Listening Proficiency

| Elements | Groups | | | | | | |
| | Experimental (n=30) | | Control (n=30) | | | | |
	M	SD	M	SD	t	df	Sig.
Achievement Score	4.53	2.34	2.26	3.82	-2.76	58	.008

4.12 Findings and Discussion

The objective of this study was to find out the effectiveness of *Facebook*-integrated instructional method in improving learners' listening proficiency in English and the result revealed the positive impact of this instructional method because experimental group outperformed its counterpart with statistically significant difference. This finding is consistent with the study carried out by previous researchers such as

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Budiardi and Anggraeni (2013), Dogoriti and Pange (2014), Montoneri (2015), Omar, Embi, and Yunus (2012), and Wichadee (2013). In this sense, this instructional method may be alternative method in teaching listening skill because it provides a virtual platform through which authentic materials can be shared and learners can have their easy access to these materials that support them for the constant practice of listening skill.

4.13 Limitations of the Study

This study is confined to secondary level students. Further, it consists of relatively small sample size and there might be question regarding its external validity because its effectiveness could not be examined beyond the study due to constraints of time frame. However, consistent result with the previous researchers supports to state that it can be generalized in other context for teaching listening skill.

4.14 Future Research

Present study is based on finding out the effect of *Facebook*-integrated instructional method on the improvement of listening proficiency of secondary level learners. Therefore, future research can be carried out in finding out its effect in other levels. Similarly, its effectiveness can be examined in improving other language skills and aspects too.

4.15 Conclusion

This study aimed at finding out the effectiveness of *Facebook*-integrated instructional method in improving learners' listening proficiency. Sixty participants from secondary level were randomly assigned into experimental and control group. The experimental group received the treatment for a month while control group did not. The instrument of pre-test was used to find out the current listening proficiency of participants and post-test was administered to them to assess the efficacy of treatment. Obtained data were analyzed using descriptive and inferential statistics. The result revealed the positive impact of *Facebook*-integrated instructional method on the improvement of listening proficiency. Therefore, ELT teachers are suggested to implement it as an alternative instructional method for teaching listening. Further, suggestion is made for curriculum designers to develop curriculum that gives space this social media as an alternative tool for teaching listening skill.

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