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Facebooking in the Classroom: Using Fb Vocabulary and Discourse Structure in L2 Teaching in the Philippines

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Abstract. In this study we explored Facebooking as a novel strategy in language teaching that utilizes Facebook vocabulary and discourse structure. Grounded in the Interaction Hypothesis of Second Language Acquisition and drawing on Vygotsky's Social Constructivist Theory (Vygotski, 1986), we employed a qualitative design to examine the effectiveness of this strategy. In the study, we used a questionnaire and observations to get the necessary data and employed interviews to validate the data from the teacher-participant and student-respondents. The results unveiled that incorporating Facebook vocabulary, including "post," "comment," "share," "tag," "wall," "timeline," "poke," "administrator," "offline," "online," and "loading", led to a notable increase at student participation level and facilitated the development of their spoken discourse. The familiarity and enjoyment associated with using Facebook contributed to students' active engagement in the classroom. The Facebook discourse structure can be applied effectively in language teaching, aligning it with the instructional components provided by the Department of Education. The recommendation of this study is that L2 teachers and material developers incorporate familiar and enjoyable aspects of Facebook in their teaching to create a dynamic and engaging classroom environment that promotes active student involvement. While this study acknowledges its limitations, future research should explore other age groups and different topics within the English classroom. Additionally, incorporating a quantitative design can further validate the findings presented in this study. Overall, integrating Facebook vocabulary and discourse structure offers a fresh perspective in the field of language teaching.

Keywords: Facebook vocabulary; discourse structure; language teaching; discourse competence

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1. Introduction

One of the continuing problems in the educational system, specifically in second language (L2) teaching, is improving discourse competence while promoting active participation among students using the target language. This is the case in the English classrooms in the Philippines. On this note, the internet has been one of the instruments language professionals tried to utilize in addressing the problem. It has been an essential resource for second language (L2) teaching, supporting and enhancing learning (Kanellopoulou & Giannakouloulus, 2021). It is believed to be the medium of a new and fourth revolution in human communication and cognition. The internet has brought forth various computer applications, programmes, and sites. Among these technology-inspired creations are social networking sites (SNS), particularly Facebook (Fb), hence the birth of Facebooking.

Facebook and Facebooking in the classrooms. With almost three billion monthly active users (Dixon, 2023), Fb has become ubiquitous and inevitable, and has been found most popular among students (Malig, 2021; Cheung et al., 2011; O'Brien, 2008), influencing various domains of humanity, including L2 instruction. Mazer et al. (2009) and O'Brien (2008) pointed out that the Facebook network is increasingly being used by teachers and students alike. The proliferating use of SNS by young adults has not only brought an increased demand for incorporating these (SNSs) into educational endeavours (Abdullah & Wong, 2018), but also calls for updated pedagogies, as well as significant changes in student learning styles (Gamble & Wilkins, 2014). SNSs are employed by students for peer interaction, in manners that are determined by the students themselves (Sirkemaa & Varpelaide, 2018), and they use them significantly (Asanga et al., 2023).

Notably, administrators, academics and language professionals are seeking means and ways to harness this technological trend and translate it into a useful device for obtaining pedagogical implications in language teaching and consequently improving language learning. Among educators, Facebook groups are used for their professional development, offering valuable insights into content knowledge, knowledge of curriculum, and knowledge of educational settings (Arfiandhani, 2020). ESL educators adopt effective approaches, like Facebook, for teaching language skills, to address the challenges in the field of education (Jayarathna, 2021).

Utilizing Facebook for educational purposes has been recognized widely, namely for enhanced communication between teachers and students, as well as among students themselves, for improved academic outcomes, the ease of learning, and heightened engagement (Chugh & Ruhi, 2018). Blachowicz and Fisher (2006, in Chugh & Ruhi, 2018) found that using Facebook in learning vocabulary offers an alternative method of teaching and learning in today's globalized society. Students' vocabulary knowledge has improved because of the engagement in group-work activities, and the welcoming and user-friendly learning environment for the students (Mukhlif & Challob, 2021). Students socialize, interact, and learn independently under the guidance of their teacher. Also, Fb serves as a valuable tool for language acquisition (Kelly, 2018) and for teaching grammar effectively, facilitating enhanced student learning by promoting

problem-solving skills and fostering a more proactive learning approach (Muslimin, 2018). It is also a great tool for enhancing students' writing skills, particularly in the brainstorming of ideas before writing (Yunus & Salehi, 2012) and in increasing confidence in their writing abilities (Podder & Begum, 2018; Alberth, 2019). Employing Facebook as a technology-driven platform in the English writing classroom enriches the discourse and engagement in teaching and learning endeavours. This social media tool offers students an enhanced learning experience by providing access to a range of multimedia resources. These resources, in turn, foster autonomous learning strategies and lead to improved English writing proficiency (Putri, 2018; Fithriani et al., 2019).

Other notable explorations on Fb include investigating the connections and plausible intersections between Fb and the social generation in language learning (Blattner & Lomicka, 2012), learning science in social networks with a focus on chemical interactions on Fb (Rap & Blonder, 2014), teaching and learning second language through Fb (Karthiga, 2013), finding the relationship between Fb use and academic performance (Junco, 2012), determining new literacies and Web 2.0 practices (Lankshear & Knobel, 2007), studying the effects of teacher self-disclosure on student motivation and learning (Mazer et al., 2009), and using Fb to facilitate course-related discussions between students and faculty members (DiVall & Kirwin, 2012).

The current literature on Fb leans on its integration as a tool in language learning environments as it explores students' attitudes, achievements, and student-teacher relationships (O'Sullivan et al., 2004; Mazer et al., 2009; Junco, 2012; DiVall & Kirwin, 2012; Wang et al., 2012; Hershkovitz & Forkosh-Baruch, 2013; O'Bannon et al., 2013; Prescott et al., 2013; O'Brien, 2008).

The results of these studies collectively suggest that Facebook can increase student engagement in the classroom. Lane and Lewis (2013) and Rap and Blonder (2014) emphasize that Fb can serve as a platform to support meaningful learning and it fosters a new understanding of academic concepts.

Fundamentally, Facebook has been studied in light of using it as a medium where teaching and learning processes can occur. However, only a few academic research articles could be found on the use of Facebook vocabulary and discourse structure as a language teaching strategy, and its impact on students' discourse competence and classroom participation (Prichard, 2013).

Discourse structure in L2 learning using interaction hypothesis of SLA. This paper posits, as reflected in Figure 1, that students' discourse competence and class participation are reinforced through the use of familiar and comprehensible language input, as well as the teachers' association with the language used by the students. In this study, these shared inputs are the use of Fb vocabulary and discourse structure. The theoretical underpinnings of the study draw upon the Interaction Hypothesis of Second Language Acquisition, which recognizes the necessity of meaningful and comprehensible input for learners and the collaborative construction of discourse between learners and their interlocutors. The *Interaction Hypothesis* was developed by Long (1981) as the foundation for integrating conversational interaction into language instruction and learning.

Interaction hypothesis emphasizes the importance of understandable material, opportunities for language output, and feedback acquired through dialogues for language learners. It argues that throughout the interaction, learners participate in negotiating *meaning*, focusing on both the form and content of the linguistic input. Thus, interactions between non-native and native speakers, or among non-native speakers, foster a collaborative meaning-making environment in second/foreign language acquisition.

Moreover, the interaction hypothesis asserts that interactive strategies such as language input adjustment, structural adjustment, and request for clarification can help learners to understand and facilitate inputs (Liu, 2022). The process of acquiring language is much improved when learners actively participate in meaningful exchanges aimed at negotiating meaning (Gass & Varonis, 1985). These understandings involve both the structure and substance of verbal input. Learners engage in proactive efforts to obtain explanation, request repetition, and resolve misconceptions when engaging in encounters with those who possess native or advanced language proficiency. By means of these communication procedures, learners are able to enhance not only their linguistic precision but also their understanding of the language within a given situation.

The utilization of Facebook as a pedagogical instrument inside the language learning environment is in accordance with the tenets of the Interaction Hypothesis. Social media platforms, such as Facebook, offer language learners an opportunity to participate in genuine and dynamic contact with others who are native speakers or possess significant competence in the language. Learners can negotiate meaning, request clarification, and fully engage with language production through written or multimedia conversations. Furthermore, the non-synchronous nature of online interactions on Facebook provides learners with the opportunity to engage in a thorough analysis and reflection of their interactions, thereby strengthening the learning process (Blake, 2013). In relation to the Facebook corpus, Sonkaew (2018) indicates that the diverse language choice and the multimodal features offered by Facebook can contribute to the advancement of current research on global English varieties and linguistic patterns within Computer-Mediated Communication (CMC).

Second language (L2) learning in Vygotsky's social constructivist theory. Additionally, this study is grounded in Vygotsky's social constructivist theory, which views learning as both socially based and integrated. This theory posits that social forces shape an individual's cognitive ability rather than the other way around. Meanings that promote social communication across multiple settings should be considered to achieve a comprehensive and unbiased understanding of the meaning (Vygotsky, 1987). While both animals and children communicate using affirmative gestures, these gestures do not convey generally recognized information because they lack objective meanings that transcend contextual variances.

The study further defines classroom language and literacy learning as follows: (a) Learning is a social activity, where interpersonal behaviours form the basis for new conceptual understandings; (b) Learning is integrated, with strong interrelationships between oral and written language learning; (c) Learning

requires student interaction and engagement in classroom activities, as engaged students are motivated to learn and have the best chance of achieving full communicative competence across the broad spectrum of language and literacy skills; and, (d) learning occurs within particular social contexts.

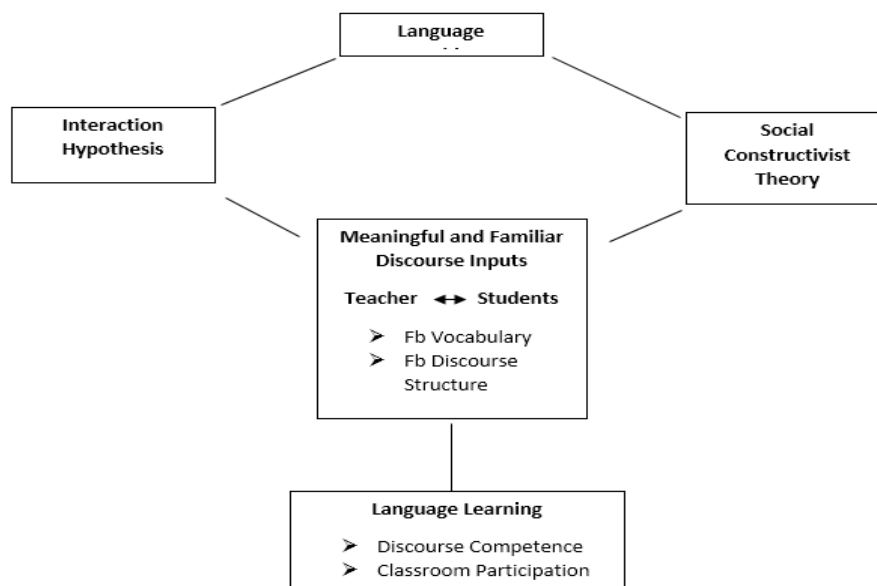


Figure 1: Conceptual framework of the study

Due to the extensive use of social media application among the students, it is empirical to look at how Facebook can be converted into a tool within the classroom context among L2 learners.

This researcher addresses the need for conducting an academic investigation to determine the effects of using Facebook vocabulary and discourse structure as a teaching strategy aimed at students' participation and discourse competence in L2 learning. It aims at providing insights into the pedagogical value of Facebook vocabulary and discourse structure in language learning and contribute to the existing literature on the usability of Fb for teaching and learning.

The study explores the possibility of strategizing English teaching through Facebook vocabulary and discourse structure to improve students' participation and discourse competence. Specifically, it sought to answer the following research questions: (a) What are the basic Facebook vocabulary and discourse structures used in language teaching? (b) What are the functions of Facebook vocabulary and discourse structure used in language teaching? (c) What are the effects of using Facebook vocabulary and discourse structure as a strategy in language teaching?

2. Methodology

The study was designed descriptively and it utilized a questionnaire, an interview, and a classroom observation as sources of primary data. The questionnaire consisted of 10 questions. The first three determined the participants' frequency and purpose of their use of Fb, and served as a pre-survey

to ensure that they were familiar with the platform. The second set of three questions were pre-observation questions to check whether they used Fb discourse in the classroom, and the last four questions were the post-observation questions. They were asked during the group interview to validate the observed behaviour of the students. Regarding classroom observation, it was used to obtain information, particularly on the interaction of the participants while using Fb discourse structure and vocabulary. The participants in this study were 54 high school students whose ages ranged from 14-15, and one (1) L2 teacher in Nueva Ecija, Region III, Philippines. These participants were purposely chosen, belonging to an English class recommended by the department head of the school with a non-conflicting schedule with the researchers. All were asked for their consent to take part in the study. The teacher-participant was a master's degree holder in English. She had been teaching for 13 years and she had been using Facebook for more than 10 years. Meanwhile, out of the 54 student-respondents, only six were not using Facebook. The majority of the class logged in for more than five hours per week. All these student-respondents, including the six who were not users, were familiar with Facebook.

The study followed the steps illustrated in the figure below.

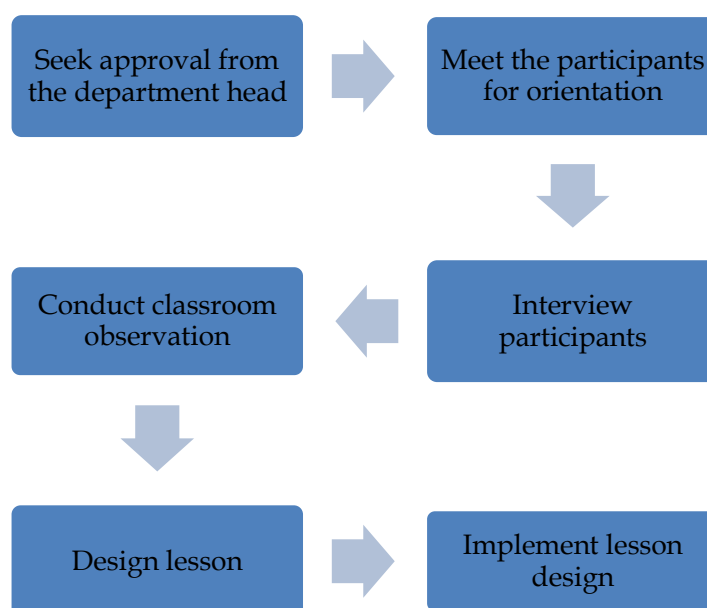


Figure 2: Research flow

The researchers requested permission from the teacher-participant to meet the students for one session to interview them, using the questionnaire as a guide, regarding the frequency of their use of Facebook and their attitude towards its use in the classroom. This meeting was arranged to also make them feel comfortable with the researchers. Additionally, the teacher was interviewed to describe the nature and level of participation of her students in the classroom. Subsequently, an observation of the teacher's class took place while the researchers took down notes. The observation focused on the interaction and degree of participation of the students in the class. During the observation, the researchers who strategically

occupied different seats in the classroom to hear the conversations of the students, roamed silently during the activity part while taking down notes.

Following the initial observation, the researchers designed a lesson plan for the next lesson to be taught by the teacher using Facebook vocabulary and discourse structure. The delivery of the lesson was done by the teacher as the researchers observed, as agreed. The lesson was centred on a short story, "The Lady or the Tiger."

To assess the level of participation of the students, the following criteria were designed:

Table 1: Criteria for students' level of participation

Active Participation	Moderately Active Participation	Inactive Participation
a. At least 70% of the class participates. b. Students voluntarily answer the question. c. More than half of the class interact with each other. d. Comments advance the flow of the discussion.	a. Some 11% to 69 % of the class participate. b. Less than half of the class voluntarily answer. c. There is limited interaction with peers. d. Comments are relevant.	a. Only 10% or less of the class participates, or the students do not participate in the class discussion at all. b. Teachers call upon the students to participate. c. There is no peer interaction. d. Comments are vague.

3. Results and Discussion

The results and discussion section of this paper carries the crucial part of giving light to Facebook's complex role in language instruction. The study's findings and implications are discussed in four interrelated subsections. These subsections explore Fb's impact on language teaching: the Fb vocabulary and discourse structure used in language teaching, their functions in language teaching, and their effects as a strategy in language teaching.

3.1 The Fb vocabulary and discourse structure used in language teaching

Considering Hockenson's (2012) listing of Fb vocabulary, the study found that the vocabulary (terms) used in the classroom were *post, comment, tag, share, online, offline, log in, poor connection, like, poke, timeline, administrator, member, wall, application, Facebook page, and loading*. They were utilized as deemed suited to the progression of the teaching. This in a way allows the teacher to deviate from the traditional flow of teaching.

In actual use, Facebook includes vocabulary such as what Hockenson's (2012) shared: (a) "Friend" refers to a group of people with whom a user is allowed to freely transfer and broadcast information. It can be used as both a noun and a verb; (b) "Wall," or timeline for others, is where you can communicate with your friends by writing on their walls, sharing photos, and videos, which others can comment on; (c) "Status" is a public update on anything that comes to mind at any given point in time; (d) The "feed" is the home base of Facebook, also known as

the CNN-style breaking news ticker. It updates users about the happenings of their friends' statuses at various points in time; (e) "Like" is a universal expression of approval; (f) "Poke" allows one user to interact with another user simply and playfully, such as getting someone's attention; (g) "Tag" refers to the action of labelling or identifying someone in a post, photo, comment, or status update; and (h) "Share" means broadcasting information as a status.

Additionally, there is the term "post," which refers to any content that users share on their timelines or in a group. A post can include text, photos, videos, links, and other multimedia elements. Another term is "comment," which enables users to respond to a post on Facebook. Communication on Facebook starts with users posting or sharing content on their walls. Others can then comment, like, or share the post. Other terms commonly used by Fb users include "log in" for signing in, and its opposite, "log out", "poor connection", when the internet access is slow, "administrator" or the person in charge of a particular group, and "online" to indicate someone is logged in.

Facebook can be regarded as an additional learning environment, learning platform, or learning tool; with meaningful and relevant content activities that encourage students to interact, network, and function as a community of learners through its vocabulary; and a practice which is especially important for introverted students with poor competence levels and low self-esteem (Kabilan & Zahar, 2016). Using it as a learning tool enhances learners' writing and speaking skills in EFL courses (Yen-Chen et al., 2015).

More importantly, students do not merely gain a linguistic understanding of a word, but also knowledge of how to use the term correctly in a given situation by learning words in context. Simply put, Facebook has aided in incidental vocabulary learning, which has been proven to be more motivating and engaging for learners (Northcote & Kendle, 2001). This was confirmed in the study of Listyowati (2018), who found that the group of students who had access to the Facebook group had experienced a more notable increase in vocabulary. For effective learning to rectify language and acquire new vocabulary, utilizing the Facebook environment needs to critically analyse authentic language use and materials, which could be achieved by engaging with competent users of the language (Kabilan & Zahar, 2016).

Figure 3 illustrates the FB discourse structure used in language teaching.

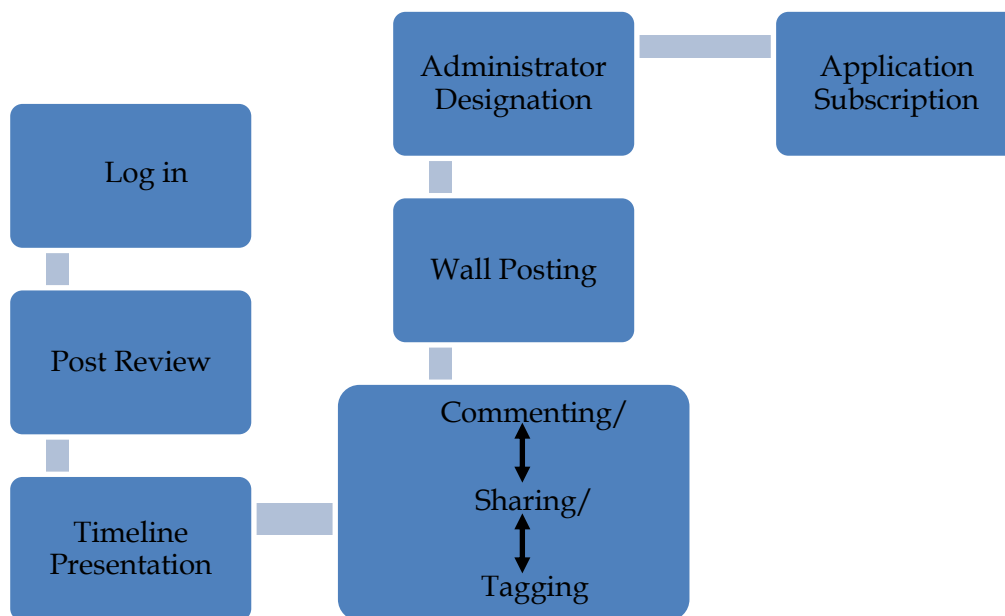


Figure 3: Fb discourse structure used in language teaching

Regarding the schematic global structure, also called discourse structure, or discourse outline, construction, or order (van Dijk, 1980), it has been observed that Facebook follows the following structure: post/share - comment/share - tag - like - comment. It is worth noting that discourse is limited to the conversation flow.

3.2. Functions of Fb vocabulary used in language teaching

- a. Post - is the teacher's input, spoken or written, that guides students towards the realization of the objectives and the students' final comment on/generalization of the lesson. It could be a sentence, question, or picture. Posts should be short and striking.
- b. Comment - refers to the answer of the students, which is either spoken or written.
- c. Tag - is the term used to state the sameness of the students' answers to the other students' answers. On this note, the student answers by saying, "I want to tag his/her answer."
- d. Share - is the term used when the students want to express ideas, insights, or thoughts beyond the answer to the teacher's question. It could be an individual "share" or a summary of ideas when grouped.
- e. Online - is the term used to refer to students who are present and actively participating.
- f. Offline - is the opposite of online.
- g. Log in - refers to the process of checking attendance.
- h. Poor connection - is used when the students are inactive or do not respond.
- i. Like - functions as a motivating gesture given to students for their correct, relevant, and thoughtful answers.
- j. Poke - is used as an attention-getting gesture when a student wants to be recognized or called upon. It can be done by both the teacher and the students.
- k. Timeline - refers to the flow of the lesson and the objectives to be accomplished during the day's lesson.

- l. Administrator - is the student leader assigned to facilitate and lead the discussion.
- m. Member - refers to students who belong to a particular group.
- n. Wall - refers to the teacher's board and ideas, as well as the students' space and ideas.
- o. Application/apps - refers to the activity or assignment given by the teacher.
- p. Facebook page - refers to the specific section dedicated to the students.
- q. Loading - is the time given to the students to think about or process the information provided.

3.3. Functions of Fb discourse structure in language teaching

The functions of the Fb discourse structure are specified as follows:

- a. Log in: The function of the "Log in" part is to check the attendance and ensure the active participation of students in the classroom, allowing them to engage in the lesson.
- b. Reviewing Posts: The function of "Reviewing Posts" is to revisit previous teacher posts or student comments, facilitating a collective understanding of the content and promoting further discussion or reflection.
- c. Timeline Presentation: This presents the sequence of activities, objectives, or topics that will be covered during the lesson, providing a clear structure and direction for the students' learning experience.
- d. Administrator Designation: Its main function is to assign a student leader or facilitator responsible for summarizing and sharing group discussions or answers, ensuring effective communication and coordination among the members.
- e. Wall Posting: This is the part that serves as a platform for the teacher to share instructional content, guidance, prompts, or questions related to the lesson. It allows the teacher to provide direction, set the tone for the discussion, and guide students' thinking and participation. Additionally, the teacher's wall posting encourages students to actively interact, comment, share their thoughts, and engage in meaningful discussions, creating a collaborative and interactive learning experience.
- f. Commenting/Sharing/Tagging: This functions as a means for active engagement and knowledge sharing between and among the teacher and students. It facilitates a dynamic exchange of ideas, encourages interaction, and enhances the overall learning experience for all participants. It also allows students to provide additional comments, share relevant information, and tag responses to establish connections or build on previous discussions.
- g. Application Subscription: Its function is to follow the assignment or post-task given by the teacher.

Looking closely at the discourse structure, the parts follow the typical teaching-learning structure from class routines to assignments as indicated in DepEd Order No. 42, s. 2016, specifically (a) before the lesson (attendance, review, statement of objectives). This specific part covers log in, reviewing posts, timeline presentation, and administrator designation; (b) lesson proper, or the part where the teacher presents, and explains the new material where the interaction transpires. This corresponds to the wall posting and commenting/sharing/tagging parts. Interestingly, this part of the discourse structure exhibits a discursive pattern where a student can tag first, then comments follow, or the other way around. It also highlights the wall-posting part as the most essential component. It may cover any prompt, including motivation, generalization, application, and assessment; (c) after the lesson (post-lesson), or the wrap-up part. This equates an application subscription.

It was observed that with the timeline presentation, the students are guided on what to achieve because the timeline (objectives and flow of the lesson) is presented at the start of the class. This part seems required because compared to the real Fb experience, the timeline outlines the status of the user which may initiate a communication process to occur. The commenting/sharing/tagging part induces participation of the group. This is clear in the premise of social constructivism (Vygotsky, 1968) which proclaims that learning occurs through social interaction and the help of others, often in a group. As Fb users, they know that "sharing" reflects the ideas that they like, thus it increases motivation. Similarly, the students' "liking" their classmates' comments, shows appreciation for their classmates' answers. This is the actual grounding of the proposition of the Interaction Hypothesis of Second Language Acquisition theory, stating that one of the most effective methods of learning a new language is through personal and direct interaction. In the study of Aharul (2023), it is indicated that digital communication trends on social media platforms are commonly reflected in students' daily language use. Within this context, certain words and phrases take on significant meanings, with a noticeable distinction between learners' conventional definitions and the connotations they acquire through social media. As students enhance their vocabulary skills through social media such as Facebook, it underscores Vygotsky's emphasis on the role of a "more knowledgeable other" in facilitating language acquisition, production, and overall development (Aharul,2023).

At the onset, the teacher-participant distributes a "like" sign to the students. Students' posts reflect their understanding of the lesson. Consequently, the teacher then can assess the learning of the students. This corresponds with the two hypotheses ingrained in the interaction hypothesis, namely Input hypothesis and Output hypothesis. Combining the two, interaction is not only a means for learners to study the language, but also a way for the learners to practise what they have learned.

3.4. Effects of Facebook vocabulary and discourse structure as a strategy on language teaching

The strategy shows an increased participation from the side of the students which is characterized as active participation. This illustrates what Long (1981) exemplifies in his Interaction Hypothesis that the value of the input is experienced in the output produced. Methodology wise, the students were grouped and each of the members was required to comment on the teacher's post on the wall and share their status. Just like the real Fb wall, as defined by Hockenson (2012), it is the members' communication platform, on which others can "comment," which basically means tacking onto the original wall post with a new input of varying media and stating anything that pops into mind at any given point.

Social constructivism holds that learning is significant when learners through active participation construct or create basic knowledge by themselves through inquiry and discovery (Vygotsky, 1968). For Vygotsky (1978), learning culminates in the independence of the learners. He believes that learning should not be limited to the context of its original construction, rather it can be translated into something new where applicable. The teacher then, being at the front line of delivering the lesson, has to find ways by which the material (learning) can be novel, yet encouraging in nature; however, it may be anticipated that students may vary in their responses. In this respect, Weimer (2021) states that active participation increases when it is required or when participation is graded.

During the group discussion, the researchers observed that each of the members interacted with each other and shared their views about the post, thereby embracing the foci of social constructivism (Vygotsky, 1978), namely that interaction, collaboration, and group work facilitate effective learning. Further, this shows that the degree of interaction met the criteria set for active participation, namely at least 70% of the class members participated and more than half of the class interacted with each other. Interaction among the group was intensified by the members' varying viewpoints. One of the researchers heard this conversation during their observation:

"No, that's not fair. what if it would be a different case?"
"But it's fair. Better to be married than to die. "

Another group's comment was heard:

"Yes, that's correct. What do you think?"
"For me, yes too."

The samples of conversation showed that in a given post, students' comments may be different from those of the rest of the members. These varying views made them interact more, trying to defend their responses. As Rahmat (2020) puts forth, conflicting ideas lead to the generation of more ideas. Additionally, these varying viewpoints encourage members to interact and think critically for their ideas to be accepted or understood by the other members (Horton & Clark, 2006 as cited in Rahmat, 2020).

Post 1: Is surprise always a pleasant thing?

Post 3: The king's way of giving punishment is a very fair deal.

Post 4: The punishment scheme is not a win-win solution.

Post 5: The tiger came out of the opened door.

The posts used were in one-sentence structure. This adheres to what Sibirtseva (2022) and Zaiger (2012) suggest, namely that posts should be short and simple. As observed in the class, this format resulted in active participation. Since there were no cues given by the teacher and no further elaboration was made, the students were obliged to discuss among themselves whether the statement given was correct or not, and they themselves determined the events that happened before and after a particular statement had been given. As Sibirtseva (2022) puts it, posts must be engaging and require guessing for the conversation to flow such as in the following interaction:

(reaction to post 5): *"Is it true that the tiger came out?"*

"Not the lady?"

"What do you think?"

"Perhaps the lady."

(reaction to post 3): *"Of course not. If I were that, over my dead body"*

"Better to die than to be with someone else I don't love"

"Eh, even if you'll be dead?"

It shows that when the input is limited, the students would be obliged to find further details in evaluating the essence of the statement. Questioning one another made the conversation flow and this in turn reflects increased participation. Judgement or answers of the students could be presumed based on their prior experience and knowledge of the topic. This agrees with what Weimer (2021) believes, namely that when ideas and experience are incorporated into the discussion, student participation is more productive, relevant, and engaging. Evidently, active participation was observed because more than 70% of the class participated in the discussion and their comments advanced the flow of the discussion.

The use of questions in post-triggered participation: In post 1, most students seem to have answers that they wanted to share. This style increased participation because as the checklist describes, active participation is when more than half of the students voluntarily answer the teacher's question.

In addition, the idea of assigning a group administrator warranted participation because someone was overseeing the discussion. An administrator or leader is expected to lead and facilitate the small-group discussion (Culp, 2020). On the other hand, small-group discussions resulted in more productive and engaged interaction because the students associated it with enjoyment (Boyd et al., 2015).

Students had been allowed time to load the information before they were asked to share and post their comments. Parallel to what Weimer (2021) claims, one way to get the students to participate more in class is to give them an assignment that they have to come prepared to speak about. This action led to active participation.

The way students share their comments and post their generalizations inspired participation. Additionally, they negated or backed up a group's statement.

The designed strategy was seen as effective in promoting active participation in the class. Based on the interview with the subject teacher, when the traditional strategies, namely question and answer, and lecture-discussion were used, only four or five students actively participated in the class discussion. The teacher shared that sometimes, few from the class members participated when called upon and obliged to do so. In general, the teacher described the participation performance of her students as not sufficient or totally inactive at times.

With the use of Fb vocabulary and discourse structure, the criteria provided for a class to be characterized to have active participation were met: (a) At least 70% of the class participated. In this respect, almost all the members wanted to write something on their wall/comment. In 12 groups formed, three groups had one member each who hesitated to participate. They appeared to be shy though they had been engaged in the discussion). (b) Students voluntarily answered the question. During the small-group discussion, the group administrator did not compel the students to share and in the class discussion, only five administrators voluntarily post their answers. The researchers noticed though that the rest of the groups also were prepared. This could be attributed to the first-meeting feeling-reaction, since this was the researchers' first time engaging with the class. (c) More than half of the class interacted with each other. (d) Comments advanced the flow of the discussion. To illustrate, in post 3, Group 3 commented that there was no positive option. In response, Groups 7, 8, 9,10, 11, and 12 tagged the answer and the flow advanced to the next post.

In support of the observed level of participation of the students, it must be mentioned that in the interview held with the students, the majority expressed wanting their teachers to use Fb vocabulary in their classroom even in their other subjects. They articulated that they could actively participate in the discussion if the same scenario was given to them in other subjects. Also, with the group post-interview in the classroom conducted by researchers, 46 (85%) students answered that they were willing to work collaboratively with the group with an increased motivation, 34 (62%) said that this strategy increased participation, 42 (77%) students said that this strategy enabled them to participate easily, and 28 (51%) said that they could relate to the flow. The students' comments made them learn more. They participated because they really thought that the teacher would not be the one to answer. They found the task easier. It facilitated more discussion within the group and less talk from the teacher. English teachers are currently encouraging their adult students to use technology. These students are far too self-motivated to use social media platforms to improve their English language skills (Yadav, 2021).

Finally, since the terms and the concept of Facebooking are familiar to them, and even a word of comment did matter, the students' discourse competence was challenged and developed:

(Reaction to post 5): *"Is it true that the tiger came out?"*

"Not the lady?"

"What do you think?"

"Perhaps the lady."

(Reaction to post 3): *"Of course not. If I were that, over my dead body"*

"Better to die than to be with someone I don't love"

"Eh, even if you'll be dead?"

(Other comments): *Oh, is that true?*

Why? Do you have (a) boyfriend?

...I also agree ... maybe the king has a point...

...but if he really loves....

...but remember his characteristics!!!

The conversation showed that the students were able to link their ideas with one another and with the other groups' ideas. One comment led to another comment that assisted in the progress of the conversation. They were also able to express themselves using one-word utterances or phrases and incomplete sentences. This self-expression started the flow of conversation, and then others followed to keep the conversation flowing in a comprehensible direction. A post was a signal for a conversation to take place. A comment became the guide of or the direction of the conversation; hence, the communication process proceeded in a manner that was familiar to the participants - something of which they could have ownership as they possessed the know-how on making it happen. This consequently reflects how they viewed Facebook as a platform of expression.

4. Conclusions

The study suggests that using Facebook vocabulary such as "post," "comment," "share," "tag," "wall," "timeline," "poke," "administrator," "offline," "online," and "loading," facilitates language teaching. The inclusion of Facebook vocabulary enhances students' participation, because they are familiar with the terms and functions of the words they use. Moreover, considering that students actively use Facebook, it is reasonable to infer that they enjoy using the words as they would appreciate seeing that the platform can be translated into their language learning. By incorporating the language and the concepts that students are familiar with and fond of, teachers can anticipate the unfolding of the lesson and the students' participation in the teaching-learning process. Henceforth, familiarity and enjoyment become factors that lead to students' active participation in class. The Facebook discourse structure can be applied in language teaching, mirroring the parts of instructional delivery provided by the Department of Education. Each part represents the parts in the entirety of the teaching-learning environment, encompassing the very process from beginning routines to the end goal of the application.

Similar to what they do on Facebook, where users are expected to comment or engage with posts on their wall, language learning with the use of a discourse structure that involves posting, commenting, sharing, tagging, and utilizing

Facebook vocabulary, such as wall, post, comment, like, and log in, appears to be another way of turning students into active learners. Incorporating Facebook vocabulary and discourse structure offers a fresh perspective in the landscape of language teaching. Active participation of students, their independence, and interdependence with one another as a community of learners while achieving discourse competence, are warranted. The researchers recommend that language teachers and material developers incorporate familiar and enjoyable aspects of Facebook in teaching to create a dynamic and engaging classroom environment that would promote active student involvement. Recognizing the limitations of this study, such as observing only one class group in only two sessions; in a literature topic, future researchers may cover other age groups and may use language topics to target the four macro skills, namely speaking, listening, writing and reading in the English classroom. Moreover, a quantitative design can further validate the results of this study.

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Appendix 1. Questionnaire:

Questions to be asked to students:

Section: _____

1. Do you have a Facebook account?
2. How long have you been using Facebook?
 - a. more than 3 years _____
 - b. 2-3 years _____
 - c. 1 year _____
 - d. less than a year _____
3. How often do you use Facebook?
 - a. more than 5 hours/week _____
 - b. 5 hours/week _____
 - c. 4 hours/week _____
 - d. 1 hour/week _____
 - e. as the need arises
4. Do you use Facebook language when you recite in the class?
5. Do you think Facebook language also can be used in the class?
6. Do you like your teachers to use Facebook language in the class?
7. Does Fb allow collaboration with increased participation?
8. Does Fb use in the classroom increase participation?
9. Does Fb use facilitate participation?
10. Does Fb use enable you to relate in the discussion?

Appendix 2. Lesson Design:**THE LADY OR THE TIGER?****By: Frank Stockton****Objectives:**

- a. Conduct a group discussion about the characters and conflict in the story.
- b. Describe the punishment scheme presented in the story.
- c. Give the ending of the story based on their judgment.
- d. Construct their own reward and punishment scheme.

Procedure:

Attendance Checking: Everyone, please log in. Has everyone logged in?

Review: What was the teacher's post yesterday? Any comments?

Timeline Presentation: Today's timeline features the story "The Lady or The Tiger" by Frank Stockton. In this activity, you will: (a) conduct a group discussion about the characters and conflict in the story, (b) describe the punishment scheme presented in the story, (c) provide the ending of the story based on sound judgment, (d) create your own reward and punishment scheme.

Organise yourselves into four groups and assign an administrator. The administrator will listen to and summarize the answers of the members before sharing them with the class. Each group will have its own wall. When you want to answer, raise your poke sign.

Motivation: My wall asks, "Is surprise always a pleasant thing?"

Lesson Proper: Before I post on my wall, I want you to have a group discussion about the story "The Lady or The Tiger," focusing on the characters and conflict.

Here's my first post for today, and everyone must comment and share: The king's way of giving punishment is a fair deal.

Here's my second post: (The second post will depend on the majority of the students' answers) a. If the answer does not lead to the correct answer: Is it fair to be punished by chance? b. If the answer leads to the correct answer: What makes it unfair?

Here's my third post: The punishment scheme is not a win-win solution.

Here's my fourth post: The tiger came out of the opened door.

Call for students' posts: (Students' general comments, realizations they want to share).

Subscribe to this app: Design the best reward for students who do not miss classes and the best punishment for students who skip classes.

Appendix 3. Results of Pre-Survey Questions (Numbers 1-3)

	F	%
	*N=54	
Using Facebook	48	88.88
	*N=48	
Length of Use		
<i>more than 3 years</i>	29	60.41
<i>2-3 years</i>	11	22.91
<i>1 year</i>	3	6.25
<i>less than a year</i>	5	10.41
Frequency of Use		
<i>more than 5 hrs/week</i>	28	58.33
<i>5 hrs/week</i>	13	27.03
<i>4 hrs/week</i>	5	10.41
<i>1 hr/week</i>	2	4.16
<i>as the need arises</i>	0	0

Appendix 4. Interview (Numbers 4-6)

Pre-Interview	Yes		No	
	F	%	F	%
	*N=54			
Using Fb language in the classroom	0	0	54	100
Fb language can be used in the classroom	54	100	0	0
Teachers to use Fb language in the classroom	44	81	10	18

Interview (Numbers 7-10)

Post- Interview	F	%
	*N=54	
Fb allows collaboration with increased motivation	46	85
Fb use in the classroom increases participation	34	62
Fb use facilitates participation	42	77
Fb use enables them to relate in the discussion	28	51