



THE INFLUENCE OF FACEBOOK IN ENGLISH LANGUAGE PROFICIENCY OF GRADE 5 LEARNERS

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Abstract : The study provides a clearer understanding of the influences of facebook to the development of the English language proficiency of Grade 5 learners in Bolinao II District, Schools Division Office I Pangasinan. The study advances a framework or model that serves as guide in the use of facebook in the development and/or enhancement of their language skills/competencies. This study made use of descriptive research design since it acquired information through description that is useful for identifying variables and hypothetical constructs which can be further investigated through other means like exploratory studies. T-test was utilized to determine the significant difference on the influence of the use of Facebook in the English language proficiency of learners. Two-way Anova was used to determine the interaction effect of the different variables on the English language proficiency using Facebook. The users of facebook are still learning in using appropriate vocabulary while the non-users are developing in the said area. Both the users of Facebook and non-users of facebook are competent in spelling proficiency. However, in terms of grammar proficiency, the non-users of Facebook are considered competent while the users of facebook are developing in the said area. In terms of correct sentence structure, the non-users of facebook got a higher mean score. However, both the users and non-users of Facebook are developing in the said area. On the other hand, both users of Facebook and non-users of facebook are developing in using the correct and appropriate punctuation marks. The study reveals that in giving or expressing ideas, the non-users of Facebook are competent while the users of facebook are developing. In the over-all language proficiency of learners, both users of facebook and non-users of facebook are said to be developing. This study revealed that facebook is not effective in attaining proficiency in the English language despite the fact that learners are highly motivated to use facebook and their teachers are highly competent in using facebook as educational material. Learners are inquisitive in utilizing facebook and enthusiast to explore the different features of Facebook especially on gaming and chatting however, they are being sidetracked and lose their focus on the given academic activities. Facebook in its very nature caters for independent usage, thus the use of facebook must be integrated in the evaluation or in the assignment part of the lesson plan. It is for the learners to develop their communication skills and be proficient in using the English language.

Keywords: facebook, learning motivation, teaching skills

INTRODUCTION

Social networking sites (SNS) such as Facebook play a crucial role in education, offering various benefits to students in educational settings. These platforms serve as valuable tools for enhancing learning experiences and facilitating group collaborations. For instance, students often utilize Facebook for group projects and assignments, enabling effective communication and coordination among team members. The interactive nature of social spaces on SNS allows for a more personalized approach to learning, supplementing traditional classroom teachings with additional resources and support.

Moreover, the use of social networking sites contributes to the improvement of students' language skills, as they are exposed to a wealth of information shared by teachers and academics. This information exchange fosters a positive learning environment and encourages knowledge sharing among peers. Additionally, SNS platforms promote technological proficiency, social interaction, and communication skills, motivating students to engage with diverse perspectives and ideas.

Facebook, in particular, serves as a catalyst for personal development and academic success. It serves as a valuable resource for both teachers and students, offering a supportive platform for lesson materials and information sharing. Through profile pages and group interactions, students and educators can establish meaningful connections, enhancing mutual understanding and

collaboration. Furthermore, the platform's accessibility to daily news and scientific studies broadens students' horizons, encouraging them to stay informed and engaged with current events and research.

Facebook can serve as an innovative educational tool to inspire and engage students in learning the English language. In today's digital age, where young individuals are immersed in media for an average of 6.5 hours daily, with exposure exceeding 8.5 hours per day (Roberts, et.al,2005), leveraging platforms like Facebook can be highly beneficial. Media literacy, which involves comprehending and utilizing media for various purposes such as information, entertainment, empowerment, and communication (Wan, 2006), is a crucial skill for students to develop.

Social networking sites like Facebook offer opportunities for interaction, communication, and collaboration, making them valuable tools in educational settings. Despite the increasing use of social software in formal learning environments, empirical research on their effectiveness in online education remains limited (Morgan, 2014). The impact of Facebook and similar platforms has been significant, leading many institutions to recognize the importance of digital literacy. Employers now seek individuals proficient in social media, highlighting the need for educators to help students navigate these platforms responsibly (Greenhow and Gleason, 2012).

While studies on educational microblogging are scarce, researchers believe that this form of communication holds great potential for enhancing learning outcomes (Gao et al., 2012). Some educators have already witnessed positive results from incorporating social networks like Facebook into their teaching practices, noting improvements in students' reading, writing, digital literacy, information retrieval, and communication with peers and parents. As educators continue to explore the benefits of integrating social media into education, it becomes increasingly important to guide students in using these platforms effectively for academic and personal growth.

English, known as the universal language, holds a significant place in today's globalized world. It stands as the second largest native language worldwide and is officially recognized in 70 countries. The prevalence of English can be attributed to its dominance in various sectors such as the media, entertainment industry, business, commerce, and technology. Its widespread use among intellectuals ensures effective communication across borders. For instance, in academic circles, research papers are predominantly written in English to reach a broader audience. Additionally, English serves as the language of instruction in many international schools and universities, facilitating the exchange of knowledge among students from diverse linguistic backgrounds.

The dynamic nature of the English language is evident in its adaptation to technological advancements. With the rise of social media platforms like Facebook, individuals have found innovative ways to learn English as a second language. Through online resources and interactive tools, language learners can practice their skills and engage with native speakers worldwide. Furthermore, the importance of grammar in enhancing writing proficiency cannot be overstated. Both traditional classroom methods and online resources offer comprehensive grammar lessons to students seeking to improve their writing abilities. By mastering grammar rules and structures, individuals can effectively convey their thoughts and ideas in a coherent manner.

In countries like the Philippines, efforts to enhance English language education continue to evolve. Schools are implementing modern teaching strategies and incorporating technology to make language learning more engaging and effective. As technology advances, so does the English language, adapting to new terminology and expressions that reflect contemporary trends. The continuous evolution of English underscores its relevance in a rapidly changing world where effective communication is paramount. In conclusion, the global influence of English transcends borders and cultures, shaping the way we communicate and connect in an interconnected society.

The use of media has a direct impact on the Linguistic Proficiency of students, with teaching skills, learning motivation, and individual profiles playing crucial roles as moderators or intervening variables. In the realm of psychology, Flow Theory emerges as a valuable tool for evaluating human-computer interactions and understanding how people engage with the internet. Flow represents a comprehensive feeling that individuals experience when fully immersed in an activity, where they are completely absorbed in the task at hand. For instance, when individuals use Facebook, they are engaging with an artifact that entails various activities. These activities lead to a sense of deep satisfaction. Moreover, the combination of curiosity and gratification not only fosters repeated engagement but also can result in a loss of control over usage or the ability to disengage from the activity, as highlighted by Finneran and Zhang (2003).

Statement of the Problem

This study sought to describe and analyze how Grade 5 learners use Facebook and its impact to English language learning in Bolinao II District, Schools Division Office I Pangasinan during the SY 2024-2025.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 5 learners in terms of:
 - a. age
 - b. sex
 - c. weekly budget for Facebook usage
 - d. weekly frequency of Facebook usage
2. How does the English language proficiency of learners a) using Facebook and b) not using Facebook compare in terms of the following variables:
 - a. appropriateness of vocabulary
 - b. spelling proficiency
 - c. grammar proficiency
 - d. correct sentence construction
 - e. appropriateness of punctuation marks
 - f. expressing ideas
3. How do learners perceive the teaching skills of their English teachers in terms of the following?
 - a. efficiency in the use of Facebook
 - b. innovativeness in the use of Facebook

- c. effectiveness in the use of Facebook
- 4. How do learners assess their learning motivation in using Facebook?
- 5. Is there a significant difference in the English language proficiency of the learners in terms of:
 - a. appropriateness of vocabulary
 - b. spelling proficiency
 - c. grammar proficiency
 - d. correct sentence construction
 - e. appropriateness of punctuation marks
 - f. expressing ideas
- 6. Is there a significant difference in the pre-test, post-test and mean gain scores of learners using the traditional method and Facebook?
- 7. Is there a significant difference in the English language proficiency of learners when grouped according to gender?
- 8. Is there a significant relationship between the English proficiency of learners and the following variables?
 - a. age
 - b. weekly budget for Facebook usage
 - c. weekly frequency of Facebook usage
 - d. learners' perception of teacher's teaching skills in the use of Facebook
 - e. learners learning motivations

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

This study made use of descriptive research design since it acquired information through description that is useful for identifying variables and hypothetical constructs which can be further investigated through other means like exploratory studies. These descriptions can be used as an indirect test of a theory or model regarding Facebook education. During the round 1 of implementation, the researcher and the expert used the Quasi-Experimental using post test design while during the round 2 of implementation the Time Series Design was utilized.

Sources of Data

The data were gathered from the Grade 5 learners of Bolinao II District, Schools Division Office I Pangasinan.

Instrumentation and Data Collection

The researcher used a validated questionnaire to assess the Grade 5 learning motivation and their perception on the teaching skills of their teachers in the use of Facebook as an educational material. The learners' learning motivation questionnaire was validated by a licensed psychologist who also obtained masters in guidance and counseling while in the area of teaching skills in the use of Facebook as an educational material was validated by an expert in instructional materials. Also, the questionnaire includes the profile of the respondents namely: sex, frequency in using Facebook, weekly budget in using Facebook, accessibility and accessing the Facebook.

A module was designed for the implementation of activities. It was patterned in the K-12 curriculum of public elementary and was further validated by the experts.

A rubric was created for the checking of the activities of the learners. The said material was validated by a group of English teachers and experts and was used by English teachers who served as the official checkers in all activities done by the learners.

There were two rounds of implementation in this study. The first round consists of 60 Grade 5 learners students; 30 learners from the experimental group and another 30 learners from the control group.

The researcher floated a questionnaire to determine the profile of the learners and will serve as a basis for the grouping of respondents. The said questionnaire is a standardized material designed for high school learners. Out of 133 population, the researcher determined the 30 non-users of Facebook. This was the basis of creating the group for the users of Facebook. Only Grade 5 learners aged 9-12 years old were included as samples of this study. The matching of groups was determined through their age, sex and their exam score and was further checked, reviewed and validated by the experts.

Based on the profile of learners (age, sex, intellectual capability), the researcher had created the matching group; the experimental group and the controlled group.

After the matching, the researcher who also served as a teacher implemented the module. The non-users of Facebook were met every Saturday at 8:00-10:00am while the users of Facebook were met every Sunday at 8:00-10:00am. Activities for the non users were done in a traditional way which is the pen and paper quiz type while activities for the users were done through the use of Facebook where the researcher created page for them. The same activities were administered in the two groups; they only differ in the method. Learners' answers were checked by English teachers based on the validated rubrics. The results were tabulated by a statistician.

After the activities, the questionnaire was floated to the users of Facebook to evaluate their learning motivation and the teaching skills of their teachers in using Facebook as an educational material. The results were tabulated by a statistician.

To further validate the result of the 1st round of implementation, the researcher created another group. This time, a single group was created. It was a mixture of users and non users of Facebook in just one class. The module was divided into three and was taught by 3 teachers. The respondents took the activities with pre-test and post-test in both methods; traditional and Facebook. The same rubric was used and was checked by the English teachers who were also the checkers during the first round of implementation. The results were tabulated by a statistician.

RESULTS AND DISCUSSION

This section presents the tables of the collected information gathered from the respondents which were analyzed and interpreted.

Table 1. Learners' Profile

		Users of Facebook		Non-users of Facebook	
Variable		Frequency	Percent	Frequency	Percent
Gender	Male	13	54.2%	14	46.67%
	Female	11	45.8%	16	53.33%
Age	12 years old	2	8.33%	6	20%
	11 years old	12	50%	16	53.33%
	10 years old	9	37.5%	6	20%
	9 years old	1	4.17%	2	6.67%
Weekly Budget	P10.00	3	12.5		
	P30.00	9	37.5		
	P60.00	11	45.83		
	No Response	1	4.17		
	Ave. weekly budget = P42.00				
Weekly Frequency of Usage	Once a week	4	16.7		
	Twice a week	14	58.3		
	Thrice a week	6	25.0		
	Ave. weekly frequency of usage = twice a week				

Table 1 illustrates the demographic profile of the respondents categorized into users and non-users of Facebook. Initially, an equal distribution of participants based on sex and age was maintained following the matching group protocols. However, it was deemed necessary by the expert and researcher to exclude those users of Facebook who were inactive or did not engage in any activities on the platform. The table further indicates that the learners fall within the age range of 9 to 12 years old.

Table 2. English Language Proficiency of Facebook Users and Non-Users

Areas	Group	Mean Score	Interpretation
Appropriateness of vocabulary	Users	17.92	Learning
	Non-Users	19.54	Developing
Spelling proficiency	Users	17.33	Competent
	Non-Users	19.37	Competent
Grammar proficiency	Users	13.81	Developing
	Non-Users	16.65	Competent
Correct sentence structure	Users	9.04	Developing
	Non-Users	10.38	Developing
Appropriateness of use of punctuation mark	Users	4.90	Developing
	Non-Users	5.24	Developing
Expressing Ideas	Users	5.31	Developing
	Non-Users	6.95	Competent
Overall Language Proficiency	Users	68.31	Developing
	Non-Users	78.13	Developing

Table 2 presents a comparison of the English language proficiency between learners who utilize Facebook and those who do not. It is evident that Facebook users are still in the process of learning when it comes to the appropriateness of vocabulary. For example, they may struggle with selecting the most fitting words for a given context. However, they demonstrate competence in spelling proficiency and effectively expressing their ideas. This suggests that while their vocabulary may need improvement, they are adept at conveying their thoughts accurately.

Table 3. Teaching Skills of Teachers in the Use of Facebook as an Educational Material

Teaching skills	Mean Score	Median Score	Interpretation
Efficiency in the use of Facebook	16.42	15	Efficient
Innovativeness in the use of Facebook	16.25	15	Innovative
Effectiveness of using Facebook as educational material	16.375	15	Effective

Table 3 illustrates the perceptions of learners regarding the teaching skills demonstrated by their educators when utilizing Facebook as a tool for educational purposes. The feedback indicates that students found their teachers' approach to be not only efficient but also innovative and effective. For example, teachers may have incorporated multimedia elements such as videos,

images, and interactive quizzes into their Facebook lessons to engage students more effectively. This innovative use of technology can greatly enhance the learning experience by making it more interactive and dynamic.

Table 4. Learners' Learning Motivations in the Use of Facebook

Motivation	Mean	Median	Interpretation
Internal Motivation	15.5	15	Motivated
External Motivation	15.5	15	Motivated

Table 4 provides a clear depiction of how learners exhibit both internal and external motivation when utilizing Facebook as a tool for educational purposes. Internal motivation stems from personal desires and interests, driving individuals to engage with educational content on this social media platform. For instance, a student who is passionate about a particular subject may actively seek out related materials on Facebook to deepen their understanding and knowledge. On the other hand, external motivation arises from external factors such as social recognition or academic requirements, prompting learners to use Facebook as an educational resource. An example of this could be a group project where students are encouraged to collaborate and share resources through Facebook groups to achieve academic success. Overall, the findings in Table 4 highlight the multifaceted nature of motivation among learners when it comes to leveraging Facebook for educational purposes.

Table 5. Difference in the English Language Proficiency of Facebook Users and Non-Users

Areas	Group	Mean	t-value	p-value	Interpretation
Appropriateness of vocabulary	Non-Users	19.54	1.529	0.134	Not Significant
	Users	17.92			
Spelling proficiency	Non-Users	19.37	2.103	0.041	Significant
	Users	17.33			
Grammar proficiency	Non-Users	16.65	2.825	0.007	Significant
	Users	13.81			
Correct sentence structure	Non-Users	10.38	2.157	0.037	Significant
	Users	9.04			
Appropriateness of use of punctuation marks	Non-Users	5.24	1.074	0.289	Not Significant
	Users	4.90			
Expressing Ideas	Non-Users	6.95	4.344	0.000	Significant
	Users	5.31			
Language Proficiency	Non-Users	78.13	2.549	0.014	Significant
	Users	68.31			

Table 5 delves into the impact of utilizing Facebook on the English language proficiency of learners. The comparison between users and non-users of Facebook reveals some interesting findings. When it comes to vocabulary appropriateness and the use of punctuation marks, there seems to be no significant difference between the two groups. However, a noticeable contrast emerges in other areas of English language proficiency.

For instance, users of Facebook display a higher proficiency in spelling, grammar, sentence structure, and expressing ideas compared to non-users. This could be attributed to the constant exposure to written language on the platform, encouraging users to practice and improve their language skills. It is evident that the interactive nature of Facebook fosters a conducive environment for language learning and development.

Recommendations

1. The researcher believes that Facebook can be used as an educational resource because it can capture learners' attention
2. Additionally, the students are highly motivated to use Facebook in their academic pursuits. Facebook, by definition, caters to independent use; thus, the use of Facebook must be integrated into the evaluation or assignment component of the lesson plan. It is up to the students to improve their communication skills and become proficient in English. The aforementioned Facebook integration in academia is strongly recommended to all students capable of independent cooperative learning. Furthermore, students can exert control over how they use Facebook.
3. More research should be conducted and tracked down regarding Facebook's limitless advancement in terms of its educational implications. As a result, the researcher strongly recommends that another study be conducted on the young generations aged 18 to 24, as they are the primary drivers of Facebook use in the country. In addition, the research must be conducted in a private institution that caters to the upper socioeconomic class.

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