Facebook as a Platform for Integrating an Online Learning Task for English as a Second Language Students

Wiranya Sutthikun[1], Sarawut Chinapas[1], Hathairat Chaiyasat[2*], Sujittra Hongyon[1]

[1]Faculty of Business Administration and Management, Ubon Ratchathani Rajabhat University, Thailand

[2]Faculty of Business Administration and Management, Ubon Ratchathani Rajabhat University, Thailand, Hathairat.k@ubru.ac.th

Abstract

Social media is now widely used, particularly for Thai students and it could be a useful tool for learning English language. The purpose of this research was to: 1) examine how effective, it is to use a Facebook-based livestream presentation (FB-LP) as a platform for assessing an online language task in enhancing listening comprehension. 2) evaluate the factors that effect and influence in language and distance learning through Facebook-based livestream presentation, and 3) comprehend the factors and application of Facebook-based livestream presentation used to assist students in the teaching and learning language process. The study uses a quasi-pre-test, post-test-experimental research design on Thais second year students were participated in the study. The pre- and post-test design helps to determine whether the utilization of Facebook-based livestream presentation is effective in improving and enhancing listening skills for all proficiency levels. In addition, paired sample t-tests, were utilized to identify significant differences between relationships between the respondents' attitudes toward listening comprehension and their proficiency listening tests. The findings revealed that the majority of the respondents have levels of elementary, intermediate and higher. Furthermore, students' attitudes and performance in using Facebook to improve their listening skills were positive. The p-value of 0.284 for the pre-test and post-test performances of the students in listening before and after the FB-LP score is above the 0.05 significance level, there was no significant difference in performance evaluation before and after testing. The attitude of the students in listening before and after the FB-LP value has a p-value (<0.001) below the significance level of 0.05, the assessment of the attitudes of responders who participated in the use of FB-LP showed significant changes before and after the implementation of the learning mode. A relationship between students' attitude and

achievement scores on the utilization of FB-LP p-value of 0.267 indicates that there is no connection. Therefore, the connection cannot be established between the achievement and attitude of the respondents in utilizing FB-LP. The study proposes the utilization and effectiveness as a result, Facebook-based livestream presentation has excellent potential as one of the effective tools to serve a lifelong e-learning process for teaching and learning. Furthermore, students are recommended to be more active in studying English to have more expertise and enhance their grammar, vocabulary, and discussion skills to get good listening performance.
Keywords: Facebook, e-Learning, Effectiveness, Listening Comprehension.

Introduction

Listening is an important part of the language acquisition process since it gives a variety input to the learner's knowledge and abilities. Even though listening is one of the most challenging language skills among the four communication abilities, learners cannot learn without comprehending (reading, writing, and speaking). Listening comprehension has four types of benefits: cognitive, efficiency, utility, and affective. Its importance in language learning has been highlighted since it allows learners to learn the language in a more natural way. It serves as a lifelong basis for all aspects of language and cognitive development, as well as a vital role in efficient communication (Pertiwi, 2018). Nowadays, one of the most beneficial strategies for receiving coherent and reliable information from numerous sources is to use social media and mobile devices (Clark-Gordon & Goodboy, 2020; Kusmaryani et al., 2019). The COVID-19 epidemic has further altered the e-learning environment of teachers and students, in keeping with the twenty-first century (Kacetl & Klímová, 2019). According to UNESCO (n.d.), school closures due to the pandemic affected over 1.2 billion kids in 186 countries in March 2020. Modernity and technology are rapidly being embraced by educational institutions. According to Internet world stats (2023), Facebook has over 1,300 million active users in Asia, there were about 60 million Facebook users in Thailand alone. They began learning live-streamed lessons from home in the Thailand, using systems such as Google Classroom and Zoom. Instructors now frequently employ supplemental aids such as movies and audiovisuals to improve students' listening comprehension. Learners and teachers can use this forum to share audio, post videos, discuss topics, and offer lessons in video format, all while keeping track of each student's academic and ability progress. However, there are some issues that students face in the online learning process, such as a lack of motivation, poor internet access, and learning online environments where not all students have

access to the internet or actively collaborate in online classes that may not require support while learning, all of which are important factors to consider in distance learning (Alam & Benaida, 2020).

The only way to deal with this adaptive and diverse concept online videos of real-life lectures is to engage in blended learning, employing the flipped classroom approach, which is becoming increasingly popular throughout the world. For online collaborative learning, e-learning technologies have been utilized (De Noni et al., 2018). They enable users to make online presentations such as blogging, podcasting, video, and audio blogging, in which learners must have their abilities in an educational context (Palvia, et al., 2018).

Research Objectives

The study aimed to seek the effectiveness of Facebook-based livestream presentation (FB-LP) as an educational language tool to enhance students' listening comprehension. Specifically, it attempted to answer the following statements:

1) to identify the effectiveness and usefulness of Facebook-based livestream as online language presentation;

2) to evaluate the factors in FB-LP utilization, its effect and influence in language and distance learning;

3) to comprehend the factors and application of Facebook-based livestream used to assist students in the teaching and learning language process.

Research Methodology

Research Design

In this study, the researcher employed a quasi-experimental research design, which is commonly used in teaching-learning settings, and it included a pre-test, post-test of second year of accounting students, faculty of Business Administration and Management in Ubon Ratchathani province, Thailand to assess their listening attitude and achievement competence level. In this study, the impact of a Facebook-based livestream presentation challenge on student interaction across an E-learning framework is investigated, as well as whether it is successful in improving students' language listening assessment and competencies. This allows both the researcher and the respondents to see where they succeed and where they need to improve their fluency in language acquisition in their listening comprehension.

This study included a total of 22 second-year students. All of the respondents were majoring in accounting at a university. The majority of the participants are females (n = 18) compared to males (n = 4). Respondents were selected for the analysis based on how involved they were in FB-LP. This study used convenience sampling, or non-probability sampling, as the reason where the respondents were easy to access and where each participants has an equal chance of being chosen. Second-year accounting students were chosen as respondents in this study through the following criteria: Participants have access to the internet; these students have the mobile phones to be used to participate in the livestream presentation availability of internet connection.

Since this research study sought to evaluate the effect of the listed approaches on participants listening attitude thus, attitude questionnaires were developed to gather data. The questionnaire was adapted from a combination of questions gathered from two previous studies, one of which is "Listening Attitude Questionnaire" by Rui M. Schroeder's (2016). The instrument has been used by previous authors on assessing ESL students listening attitude. The first part of the survey questionnaire elicits basic demographic information of the respondents. The second part of the questionnaire is comprised of 19 items related to listening attitude. The instrument has been used by previous authors on assessing students 'listening attitude. It has a Cronbach's Alpha coefficient of 0.72 considered to have high reliability. Listening Attitude Questionnaire is shown in Table 1. The reliability of the nine-teen items in attitude with the Cronbach's alpha (=0.72) was high for the attitudes. Thus, the survey questionnaire's reliability revealed an acceptable and indicating that respondents had a better understanding of the information included in the questionnaire.

The study uses three-phase treatment following the Pre-test-Post-Test Research Design to achieve the objectives of the study, the Phase I involved the pre-treatment phase, Phase II the implementation phase, and Phase III the evaluation phase.

Phase I: Planning Phase

To collect data in Phase I, structured listening questionnaires were used on an individual basis. For this phase, a total of 22 students were involved. The listening attitudes questionnaire asked participants to recollect the listening attitude they used to understand the learning discussion.

Phase II: Implementation Phase Facebook Group Interface

The author/teacher created a Facebook Messenger chat group exclusively and purposively for students were then added in the

Facebook group. To help students understand the concepts in livestreaming discussion, the researcher ask permission from students to conducted a follow up online class discussion into three Session through Facebook based livestream presentation as a scaffold for their conceptual understanding of the subject taught for them. The experimental set-up was conducted once as agreed and permitted by second year students.

Phase III: Evaluation Phase

The teachers recommended that in order to successfully utilize Facebook-based livestream as online language assessment task in enhancing listening comprehension of the students, the teachers-evaluators recommended that to begin, internet connectivity should be prioritized to guarantee that the presentation reaches its target audience and accomplishes its goals. Second, prior to the presentation, the audience should be informed that it will take place at this or that time in order to interact with the appropriate attitude. Thirdly, in any flexible learning environment, student engagement is critical. Thus, an application should be developed in conjunction with a live Facebook broadcast to monitor if students are actively engaged in real time.

Data Analysis

In the process of the obtained data through Pre-test and Post- items following descriptive inferential statistics were employed: which involves frequency, mean, and standard deviation, was used The following scale was used to analyze and interpret the participants' attitudes before and after using the FB-LP: 4.21-5.00: always, 3.41-4.20: often,2.61-3.40: sometimes,1.81-2.60: rarely,1:00-1.80: never, and the pre-test and post-test listening test scores were analyzed using the following points scale: 5:01-6:50 Mastery,4:21:5-00 Advance,3:41-4:20 Upper intermediate level,2:61-3:40 Intermediate level. All computation in the gathered empirical statistical data was done using (SPSS). In like manner, the Cohen's d effect size was used to interpret the effect of the gain scores and to determine the effect size between the means of the pre and post-test results Cohen d ES results represents: 0.8 large, 0.5 medium, 0.2 small effects (Cohen, 1992). The value of 1.94 shows a significant influence. Finally, Pearson r was utilized to examine the link between listening and learning. Pearson r illustrates the link between two variables in the Facebook-based livestream interventions: proficiency level and listening attitude.

Results

The results can divided into 3 parts as followed:

First research objective test by the entry level of attitude towards the listening skills of students to forecast the amount of attitudinal commitment demonstrated by student responders during the pre-test listening. The entry level and proficiency in listening of students to focused with determining the extent to which student responses displayed listening skills during the pre-test.

Second research objective test by a gained level and proficiency of the students after the utilization of FB-LP to comprehend student performance that can be an effective strategy for improving student performance. The difference of performance test in the pre-test and post-test performances of the students in listening before and after the FB-LP to find a significant difference in performance evaluation before and after testing responders using FB-LP.

Third research objective test by the difference of attitude in the pre-test and post-test in listening before and after the FB-LP to comprehend the factors and application of FB-LP used to encourage students in learning language process. A relationship between students' attitude and achievement on the utilization of FB-LP to examine the link between students' attitudes about reading and their academic achievement in listening.

This portion of the result discusses the student's entry attitude, proficiency gained level towards listening skills of the study. Tables summarizes the pre-test and Post-Test attitudes and skills about listening of the 22 respondents who took part in the research.

1) Students' Entry Level of Attitude towards Listening Skills

The goal of this part is to forecast the amount of attitudinal commitment demonstrated by student responders during the pre-test listening.

Table 1: Entry Level of Attitude towards the Listening Skills of Students

Statements	$\bar{x}$	S.D.	Descriptive Interpretation
Q1. I try to relax before the class (presentation) so I can concentrate later.	4	0.53	High
Q2. I arrive early for classes or presentations and choose to sit where I can hear the speaker (instructor) better.	4.13	0.47	High
Q3. I check the meaning of key words or concepts before a lecture.	3.95	0.79	High
Q4. I decide in advance what my listening purpose and I listen with that purpose in mind	3.81	0.73	High
Q5. Before I listen, I try to predict what new things I might learn, based on what I already know about the topic	3.86	0.77	High

Q6. I infer (guess) the meaning of unknown words from the contexts of the speech.	4.13	0.71	High
Q7. If I don't understand a word or something else that I hear, I use my laptop to check about it online.	3.95	0.72	High
Q8. As I listen, I make predictions about what the speaker will talk about next.	3.86	0.83	High
Q9. While I listen, I periodically check whether the information is making sense to me.	3.95	0.95	High
Q10.As I listen, I will adjust my understanding if I realize my understanding is not correct.	4	0.71	High
Q11.I pay attention to the speakers' facial expressions, gestures and voice changes.	4.27	0.63	Very High
Q12.I encourage myself if I feel frustrated because I cannot understand certain parts of the speech.	4.04	0.65	High
Q13.When my mind wanders, I try to get back on track and recover my concentration.	3.04	0.21	Neutral
Q14.When I have difficulty understanding what I hear, I keep concentrating without giving up.	3.86	0.83	High
Q15.If I hear a word that I do not know, I quickly judge whether I need to check its meaning, without losing track of the speech.	4	0.76	High
Q16.I identify what I don't understand about the speech, and ask a precise question to solve the problem.	3.95	0.72	High
Q17.I summarize (in my head or in writing) important information that I have heard.	4.04	0.58	High
Q18.After the lecture (presentation), I reflect on how much I understood and how I can improve next time.	4.04	0.65	High
Q19.After a lecture or presentation, I discuss with the lecturer (presenter) or somebody else.	3.63	0.73	High
Category Mean	**3.95**	**0.37**	**High**

Legend: 4.20-5.00: Very High/ Strongly Agree; 3.40-4.19: High/ Agree; 2.60-3.39 Moderate/ Undecided; 1.80- 2.59: Low/ Disagree; 1.79: Very Low/ Strongly Disagree

The table 1 shows the pre-test attitudes about listening of the 22 respondents who took part in the research. When questioned about their pre-test attitude, the students reported an average score of 3.95 with 0.37 S.D. suggesting that their attitude toward reading was at "High."

2) Students' Entry Level and Proficiency in Listening

This section is focused with determining the extent to which student responses displayed listening skills during the pre-test.

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Table 2: Entry Level and Proficiency in Listening of Students

Descriptors	Pre-test		
	Score	Frequency	Percentage
Mastery Level	6	1	4.54
Advance Level	5	4	18.18
Upper Intermediate Level	4	5	22.73
Intermediate Level	3	7	31.82
Elementary Level	2	5	22.73
Poor Level	1	0	0.00
Total		22	100

Table 2 shows the students' listening abilities. Pre-test results show that 1 of the 22 participants had a score of 6, indicating that they are at the "mastery level," 4 had a score of 5, indicating that they are at the "advance level," 5 had a score of 4, indicating that they are at the "upper intermediate level," 7 had a score of 3, indicating that they are at the "intermediate level," and 5 had a score of 2, indicating that they are at the "elementary level.

3) Level and Proficiency of the Students after the Utilization of Facebook-based Livestream

This section is focused with determining the extent to which student respondents displayed listening skills during the post-test.

Table 3: Gained Level and Proficiency of the Students

Descriptors	Post-test		
	Score	Frequency	Percentage
Mastery Level	6	3	13.7
Advance Level	5	6	27.27
Upper Intermediate Level	4	5	22.73
Intermediate Level	3	8	36.37
Elementary Level	2	0	0.00
Poor Level	1	0	0.00
Total		22	100

The students' post-test listening abilities are shown in Table 3. Out of the 22 participants, 3 had a score of 6, which is considered to be in the "mastery level," 6 had a score of 5, which is considered to be in the

"advance level," 5 had a score of 4, which is considered to be in the "upper intermediate level," and 8 had a score of 3, indicating that they are in the "intermediate level."

4) Test of Difference of Performance

The purpose of this subsection is to see if there is any difference in respondents' listening levels between pre- and post-test survey responses.

Table 4: Difference in the Pre-test and Post-test Performances of the Students in Listening before and after the FB-LP

Listening	⯑	S.D.	df	P
Pre-test	4.50	1.30	21	0.284 ns
Post-test	4.77	1.07		

* significant at 0.05 level; ns= not significant at 0.05 level

This suggests that the respondents' post-test scores increased slightly to an average of 4.77 (⯑=4.77; S.D.=1.07) after using FB-LP compared to the pre-test score of 4.50 (⯑=4.50; S.D.=1.30). The p-value (0.284) for the performance score is above the 0.05 significance level.

5) Test of Difference of Attitude

The goal of this part is to assess whether or not there is a difference in attitudes about the survey questions between the respondents' pre-test and post-test views on the survey.

Table 5: Difference in the Pre-test and Post-test Attitudes of the Students in Listening before and after the FB-LP

Attitude	⯑	S.D.	df	P
Pre-test	3.95	0.37	21	<0.001*
Post-test	4.39	0.31		

* significant at 0.05 level; ns= not significant at 0.05 level

Table 5 depicts the differences in students' listening attitudes prior to and after the exam. The respondents' average attitude is 3.95 with S.D. 0.37 (⯑=3.95; S.D.=0.37) in the pretest and 4.39 with S.D. 0.31 (⯑=4.35; S.D.=0.31) in the post-test. This demonstrates that using Facebook livestream helped responders increase their scores. The attitude value has a p-value (0.001) that is less than the 0.05 significance level.

6) Relationship between Students' Attitude and Achievement Scores on the Utilization of FB-LP

This section will examine the link between students' attitudes about reading and their academic achievement in listening.

Table 6: Relationship between Students' Attitude and Achievement Scores on the Utilization of FB-LP

Variables	⬚	R	P-value
Achievement	4.77	0.247	0.267 ns
Attitude	4.39		

* significant at 0.05 level; ns= not significant at 0.05 level

Table 6 shows that there is no correlation with a p-value of 0.267. As a result, no link can be formed. As a result, the null hypothesis that there is no significant relationship between student attitudes and FB-LP performance results was accepted.

Discussion

First discussion following the first research objective as a result from table 1 based on student's replies with the "high" descriptive interpretation that the respondents have a great willingness to listen to talks. Student motivation is one of the most critical variables in determining whether a student will succeed in school. If correctly integrated into teaching and learning, Facebook is thought to be more than just a social networking site, with its benefits being used to push students to learn (Lam, et al., 2019). And from table 2 the entry level and proficiency in listening of students according to the data, the majority of respondents consider their own performance to be satisfactory. Participants' listening abilities are influenced by motivation, paralinguistic variables (such as accent and noise, as well as rate of delivery, pronunciation, and intonation), known vocabulary, focus, the teacher's methods, the use of resources, and the learner's background information (Kälin & Roebers, 2022).

Second discussion following the second research objective as a result of the students' post-test listening abilities are shown in Table means that the majority of the respondents have levels of intermediate and higher listening skills. This study backs up previous research that found using Facebook to improve student performance to be an effective strategy for improving student performance. According to the findings, an instructor could use a Facebook group to help students during the teaching and learning process (Rahayu 2017). The difference in the

pre-test and post-test performances of the students in listening before and after the FB-LP as a result, there was no significant difference in performance evaluation before and after testing ,the null hypothesis is accepted. There is no significant change in student hearing performance before and after FB-LP before and after the test. This conclusion indicates that respondents have sufficient listening skills before completing FB-LP. It has a median score of 4.50 and is considered "top middle". Responders get about the same performance score regardless of whether students use FB-LP. The results show that people have excellent hearing skills both before and after the intervention. To be an effective listener, students can practice certain listening techniques. Mastering the art of listening is a challenging task. Despite the fact that many language learners are afraid of it, it is critical to the language learning process. Understanding what you're hearing requires good listening skills. Questions are asked before, during, and after the listening process to help students better understand the information conveyed (Lervåg, et al., 2018).

Third discussion following the third research objective as a result of difference attitude in the pre-test and post-test in listening before and after the, the attitudes of respondents who took part in the FB-LP exam revealed substantial differences before and after the test. As a result, the null hypothesis that there is no significant difference between pre-test and post-test in student listening attitudes toward the usage of FB-LP is rejected. These data show that FB-LP contributes significantly to the motivation for learners to listen. To support up the findings, Alghizzawi, et al. (2019) found that the students had positive impressions of Facebook and that the majority of them were members who would be disappointed if the social media site went down. According to his research, college students are heavy users of technology, spending a large amount of time on it every day and maintaining a good attitude toward it. Similarly, Altunkaya and Topuzkanamis (2018), the impact of Facebook on student attitudes, anxiety, and self-efficacy as they relate to academic achievement was investigated. According to statistics, Facebook produced better results in terms of attitude than the previous way. A relationship between students' attitude and achievement shows that student's listening attitude is independent of their performance on the FB-LP test. As a result, all students perform the same on the test, regardless of their feelings when listening. This shows that one of the two key elements of the study is inadequately related. The null hypothesis is accepted because the two related values are very small compared to the critical value. Future studies will need to find out if there is a link between attitude and success, despite the results of the study. The lack of statistically significant results may be due to variables outside the scope of this study. The majority of studies suggest a correlation

between positive learning attitudes and academic success. According to Alharbi and Yakout (2018), positive attitudes are linked to greater English skills, while negative attitudes are linked to bad performance. The majority of the studies looked into student attitudes toward learning and achievement. Student attitudes toward learning and academic accomplishment, according to some of this research, are linked. Lecturer evaluator thoughts and general opinions are used to identify potential areas of improvement in Facebook-based livestream. The evaluators identified three areas of improvement: proper internet connectivity, audience preparation, and additional applications. First, there is a need to prioritize internet connection so that the presentation can reach the target audience and reach the goals. Second, prior to the presentation, the audience should be informed of what will happen at this time or at that time in order to interact with the appropriate settings. Third, student involvement is important in a flexible learning environment. Therefore, you need to develop your application in combination with Facebook's live broadcast to monitor whether students are actively participating in real time.

Body of Knowledge

Facebook Live is a streaming tool from Meta that can be used to broadcast performances, virtual events, conversations, and Q&A. The users can use the Facebook app from a smartphone or a laptop or a desktop computer to create live content to engage with their audience. The consumers can use several interactive tools during their live sessions, such as live polls, live Stories, front row, live comment moderation, featured links, badges, etc. to promote communication with the audience in a controlled manner. The live poll feature creates an audience survey before the beginning of the broadcast, which the user can share during the session. The user can also broadcast a Facebook live session from a Messenger Room. This feature is especially useful for teaching a group of up to fifty people. While teaching an online class it is easier to use Facebook Live from a Messenger room, as it enables interactive broadcast to an audience of any number. The teachers can also broadcast live on Facebook by using video conferencing software such as Blue Jeans and Zoom. The instructors can also use Event Bookmarks that can help the students find the scheduled classes and join them. It will also help the students to stay connected to the instructors and be informed about future classes. Facebook Live is useful for instructors and students, as they can stay connected and informed, like in a regular classroom.

Facebook-based live stream enabled the instructors to conduct online classes, where the students could listen to the lectures, submit assignments and engage in discussions. However, some challenges

were also noted, including a lack of stable internet connection, adequate digital hardware, and lack of family support. This digital divide may be the biggest challenge of using platforms like Facebook live. However, this platform enables the exchange of information and resources that the students can retrieve later. Research shows that English as a second language (ESL) students found it interesting to acquire new vocabulary during their online classes. Vocabulary acquisition was promoted when the students used social media like Facebook.

Hence, it can be concluded that Facebook Live can be useful for ESL students as it can improve their interaction with their instructors, encourage verbal and written communication, and increase the engagement of the students. It can also help in the exchange of resources and reduce geographical boundaries, which indicates that students from across countries can attend a class by a reputed professor through online classes.

Conclusion

During the COVID-19 pandemic, students across the globe had to depend on online platforms to continue their education during lockdowns. During such hard times, online platforms helped in improving connectivity between instructors and students. The outcomes of this study, a school-based language enhancement strategy are developed. The proposal's goal is to improve the Facebook-based livestream to increase its effectiveness for ESL students with the goals of increasing FB-LP effectiveness and improving students' attitudes on listening. To achieve these objectives, the researchers modify and improve the FB-LP's based on the evaluation, construct a new and improvement and implement students' use of the Facebook--based live stream. The purpose of this study is to see how well Facebook-based livestream presentation (FB-LP) can be used as a language assessment to help ESL students improve their listening comprehension. From the summary of findings, the following conclusions are drawn to: if students want to learn a language, they must be exposed to it, and one way of doing so is through listening to it. Without a doubt, listening is the most common method. In everyday life, there is a lot of communication activity. As a result, this research shows the importance for an emphasis on listening comprehension in English language learning/ teaching. Mobile phones and social media applications have had an influence on the field of education in general, and language instruction in particular. As a result, not just the way in teaching English, but also in the techniques was used to convey the information, share ideas and etc. Furthermore, these systems are changing students' perspectives by

transferring them to a rich online world. As a result of this transition, the student's role has changed, and they are now more engaged and become more interactive learner. Thus, the abundance, availability and ease in use of e-learning resources such as Facebook-based livestream created a revolutionary atmosphere in language learning. Additionally, according to the teacher's recommendation to effectively utilizes FB-LP in online leaning there are three areas for improvement: proper internet connectivity, preparing the audience, and additional application.

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