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The Case for Facebook: Practical Applications for the Use of Facebook in the Second Language Classroom

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As language educators, we continue to search for opportunities to engage our students with the target language and culture beyond the walls of our classroom. Classroom interaction allows for frequent student collaboration and explicit exposure to and use of the target language, but how may we increase and extend this collaboration? Technology provides us with unique tools to facilitate an extension of our classroom into the digital realm. However, with new applications and technologies becoming available every day, it is often challenging to determine the most effective technology for use in the classroom. Arguably, the most common technology used in academic settings is the learning management system (LMS), frequently used for course management in traditional, blended, and online courses. Cloud-based collaboration via sites such as wikis and Google Docs is increasingly popular as well. What about social networking sites (SNSs)? Certainly sites such as Facebook and Instagram may find a place in our courses given their popularity among our students as well as the faculty that teach them.

Founded in 2004, Facebook began on college campuses and is now utilized by a wide range of age groups around the world. Since its inception, educators around the globe have sought ways to incorporate this highly popular SNS into the academic sphere, focusing on its usefulness in areas of communication, collaboration and resource sharing. Facebook itself made efforts to encourage the use of the SNS in academia by publishing their own guide, suggesting ways that educators may leverage the SNS and providing guidance on privacy and safety features. However, in recent years, Facebook has had its share of controversy and criticism related to privacy issues, the existence of fake accounts, and the spread of false or misleading information, among others. This, understandably, may make educators reluctant to continue to use the SNS in a class setting or even in their personal lives.

An additional concern is the fact that Facebook use is potentially waning among our student population. Recent data suggest that other apps such as Instagram and Snapchat are just as popular or more popular than Facebook among teens and college age students. Given these developments, is Facebook still a worthwhile tool for classroom use in general as well as in the language classroom? In the following article, I hope to demonstrate that YES, it is still a valuable tool in our classrooms and that is achieves many of language instructor’s goals to extend the classroom and engage their students further with the target language and culture. I would like to share my personal experience with using it in my courses, including as a supplement LMS, a discussion forum platform, and a collaborative writing space, as well as the ways in which I have turned it into a professional and course development tool.

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1 See Perin and Anderson.
How and Why to Choose Facebook

I began my exploration of Facebook in the classroom during my first year as an Assistant Professor in 2013 as I sought to connect my students with Spanish beyond the short time they use it in the classroom with me. The natural solution was to use technology, but which technology? Working with colleagues in other languages, we began with a question: what digital spaces are our students using? At the time, my institution was not using an LMS. This ruled out Blackboard or a similar program because the students were not actively in that digital space. Next, we thought about what our students were doing before class started and we realized that most frequently the students were using these precious minutes to check Facebook. Was Facebook a potential classroom tool? Could we incorporate this into our courses to meet the goal of engagement and extension outside of the classroom? If so, how do we accomplish this? A pilot study grew out of these questions in which Facebook was used as a substitute LMS. We posted course announcements and helpful links for further study and used it as a space where students could ask questions about course material. And thus, my journey with Facebook as a tool in my language classroom and as a research area began.

There are many aspects to consider when selecting the right technology for the classroom. Using technology for technology’s sake is certainly an option, but may often lead to an ineffective use of the tool. Common considerations include what the technology will be used for and how easy it is to access and interact with, and if these aspects meet the needs of the instructor. I would like to offer another relevant aspect to consider: what technologies do our students and faculty already use in their lives, whether in the academic setting or in a personal setting. By considering what our students are currently using, we begin with a technology that is already familiar to them and potentially to us as well.

As digital natives, today’s students connect via technology and in digital spaces every day. The current generation of students is one that has been exposed to and aware of digital technologies, blogs, wikis and other web 2.0 tools, and social networking sites for the majority, if not their entire lives. These digital spaces certainly include academic web 2.0 tools, like the LMS, which are prevalent at many universities. As educators, we often interact with students in digital spaces such as email and LMSs like Blackboard and Moodle for purposes of communication and course management. This is a popular tool for student interaction, collaboration, and classroom extension given its wide use at many colleges and universities. The LMS is a familiar space inhabited by students and instructors by default given its academic purpose. Although students seem to be satisfied with their use of the LMS as it relates to coursework, it is not the only tool available to use nor the only tool actively being used. Language courses have employed many tools in the area of computer-assisted language learning to include blogs, Youtube, wikis, and social media. Blogs, wikis, and Google Docs offer the opportunity for collaboration and interaction among both students and faculty in a space that is perhaps not inherently academic but could easily be framed in that context. These tools may already be used by the instructor or they may be as new to them as to their students. For example, Google Docs offers opportunities for collaboration, especially in the area of second language (L2) writing. The collaboration takes place in a cloud-based application accessible by all and allows for synchronous and asynchronous interaction. Since many students as well as faculty take advantage of the cloud-based space, it is a known tool among students and faculty.

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2 See Prensky I.
3 See Galanek, Gierdowski and Brooks.
Familiarity with the technology and the digital space is an especially important consideration when choosing the technology tool. It is an aspect that I feel is often overlooked by instructors as so many academic technology tools are available to us that we may not think to consider those that we are already outside the educational setting. Social networking sites (SNSs) such as Facebook, Instagram, Snapchat, and others, are popular among students and faculty for use in their personal lives. Though obviously not primarily designed for academic contexts, social media is leveraged in educational settings in an effort to meet students where they are, in a space that the instructors also inhabit on a regular basis. Both populations are very familiar with the architecture of these sites, knowing how to post and interact with what others post. These tools offer an additional option to the traditional LMS and other collaborative writing spaces used. In the case of Facebook, it mimics many of the features that attract us to those more traditional tools in the first place. Additionally, it offers other features perhaps not found in the LMS or other platforms.

With the rise of social networking, educators have sought ways to leverage myriad SNSs) in the classroom and in the educational community as part of Web 2.0 technologies. As one of the most popular and frequently used SMSs, Facebook is a natural choice when considering connecting the classroom and the digital worlds our students inhabit. SNSs like Facebook are web-based services that allow individuals to create user profiles within a closed system, connect to other users with similar interests and make their profiles and networks visible to one another and the public. Facebook is one of the most popular social media sites in existence and it and other social media sites are frequented multiple times per day by undergraduates. Facebook has over 2 billion active users per month and the sheer number of international Facebook users makes it an attractive place for people to connect across continents, languages, and cultures.

Language instructors are always looking for opportunities to engage students with native speakers and authentic materials and Facebook is certainly an avenue to pursue those connections. To that end, it has been used to host discussion forums, assess foreign language writing, and enhance community building within a course, including connecting students and native speakers of the L2 across the world. Since L2 educators began using Facebook in the classroom, they also began to evaluate its effectiveness. Darmon highlighted the effectiveness of the Facebook Group for informal community building and student interaction in the L2 Korean classroom. Terantino and Graf provided ways to practice beginner and intermediate level Spanish writing within a Facebook Group. Blattner and Lomicka connected a U.S. French class with a partner university class in France to facilitate a French-English language exchange via discussion boards. Eren employed the Facebook Group to provide his English language learners with weekly supplementary activities in order to determine if this practice advanced their language ability.

As one of the most popular SNSs, Facebook’s features are familiar, and many may be leveraged in academic settings. Given the personal use of Facebook, both faculty and students may be concerned about allowing one another access via “friending” each other. Facebook Groups, however, allow instructors to establish a community of users without making a direct connection as a Facebook friend. formation, provide additional learner resources, and administer course assignments. These groups allow the administrator to create a group around a particular topic, in this case, a course, and invite users via Facebook or via email. Once created, the group administrator and/or group members may communicate and collaborate in any number of ways. These groups may be designated as “closed,” allowing the instructor-administrator to control access

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4 See Boyd and Ellison.
5 See Dahlstrom and Bischel.
to the group. Some, like me, however, still find this a bit insufficient to ensure privacy for the student community. For us, there is a “secret” designation. This designation is key, in my opinion, for using the platform for a classroom forum, especially in light of privacy concerns in recent years. By choosing “Secret”, it makes the group unsearchable and invisible to those who have not been invited by the administrator.

Over the last five years, I have used Facebook as a blended learning element in my courses in three main ways: as a supplemental LMS, as a discussion forum, and as a collaborative writing space. In each situation, I was looking for a way to foster digital collaboration in the course in some way. I also wanted to support the course via a digital tool that was already familiar to my students as well as to myself. I choose Facebook for its utility and general use by my students. We are able to access it on a variety of devices and through different internet connections. Most students already have an established Facebook account and are already checking/participating in the SNS on a daily basis. I began with the LMS supplement and since I had some experience with experimenting on Facebook, I continued to use it in other courses, adding different types of discussion forums into the way I was already using it as an LMS. In the following sections, I want to share my experience with using a Facebook Group in the ways indicated above and offer insights and recommendations from my experience with this SNS tool.

**Facebook as a Learning Management System**

Studies that address Facebook as an LMS and/or those that address utilizing the SNS to directly support a course focus on the theme of information exchange, both practical and academic. Traditional LMSs, such as Blackboard, Moodle, and Sharepoint portals, are typically used to provide students with materials, foster interaction between students and instructors, and manage assessment. Multiple studies have called attention to the limitations of the LMS, which include limited space for collaboration, course-focused as opposed to student-focused, and under utilizing the features by merely posting course materials to the LMS.6

Facebook’s perceived usefulness in the areas of collaboration and communication has led educators to experiment with the SNS as a supplement and/or replacement for the traditional LMS. Leveraging the frequency with which undergraduates visit Facebook, educators have explored the use of groups and pages in the same way they might use an LMS. Selwyn observed 5 main themes in students’ use of Facebook: recounting and reflecting on the university experience, exchange of practical information, exchange of academic information, displays of supplication and/or disengagement, and banter. The use of Facebook for the exchange of academic and practical information closely relates to how courses use a traditional LMS. Facebook Groups and pages may serve many of the same functions as the traditional LMS: to distribute course information, provide additional learner resources, and administer course assignments. Many studies have demonstrated successful student to student interaction via Facebook and other SNSs related to coursework and to a lesser degree, instructor-student interaction.7 Through the use of course Facebook pages in lieu of the LMS, Irwin et al. demonstrated the perceived convenience of Facebook as opposed to the LMS. Students are interested in utilizing Facebook as an LMS to support their academic learning “because it was something they were accessing frequently and didn’t have to log in to an additional university-based web page to receive that information” (1229). This supports the original assertion that we should give serious consideration to the tools that students are already using when choosing technology for the classroom.

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6 See García-Peñalvo et al.; Wang, Woo, and Quek; Wang et al.; and Meishar-Tal, Kurtz, and Pieterse.
7 See Ellison, Steinfield and Lampe, and Vrocharidou and Efthymiou.
Using Facebook as an LMS in my courses, my students and I have the ability to write posts, share media, pose questions and upload files. Additionally, we can create events that will populate the Newsfeed (Facebook’s homepage feature) of the students; for example, I can create an event for an upcoming exam that will populate in the Newsfeed, but also in their upcoming events tab as a reminder to prepare for the test. Facebook’s Post, Comment, and Reply to comment easily facilitate sharing course announcements or serving as a forum for student questions. While I try not to be always on and available to my students, it is helpful to see these questions via Facebook and I still have the ability to not respond if it is outside the typical work schedule. Furthermore, posting questions in the group creates the opportunity for students to answer each other’s questions or to follow the question and response thread in a student has a similar question.

Through Facebook Groups, an instructor can create an LMS supplement that students know well. Instructors and students alike have the ability to post course announcements, share course documents, host discussion forums, and create class polls and events. Additionally, any updates to the group are typically shown in students Newsfeed and push notifications may also be enabled to ensure even more awareness and engagement with the group. These features bring valuable functionality to any classroom and in the language classroom, truly enhance our ability to interact with students beyond the limited class time we have each week. I often use the Facebook Group as a place to share links related to cultural topics, songs, and videos, as well as links for additional grammar and vocabulary resources. In the case of media, many of these links are playable in the Facebook Group so students do not have to leave the application to view them. Additionally, if language courses incorporate any video projects, these videos may also be posted in the group directly from YouTube or other platforms, creating a one-stop shop, so to speak, for sharing the videos with the instructor and classmates.

Instructors can also use the poll function to ask the group a question and I have found this to be very useful as follow-up grammar checks. For example, I would post a sentence and the students would have to vote on either ser or estar, preterit or imperfect, etc. While the students who see these polls late may simply choose the option that others have already chosen, it is still a valuable moment of grammar review. In my personal experience, I have used Facebook as an LMS is multiple Spanish courses, spanning the beginner to advanced levels. I have found it to be very useful in meeting the traditional LMS functions of disseminating materials to students and creating a space for discussion and collaboration. In this digital extension of our classroom community, students are able to continue to interact in the target language in a more informal, even social setting, while simultaneously completing academic tasks.

Facebook as a Discussion Forum Platform

Beyond this informal extension of the classroom community, the Facebook Group may also be leveraged as a discussion forum platform. It may be utilized to facilitate a discussion forum among students in the course as well as to connect traditional students with distance learning students or students from other universities in one place that is easily accessible for all. In addition being useful for interaction among instructors and students, Facebook’s Post, Comment, and Reply to comment are also ideal for collaboration among students in a discussion forum format. The clear thread structure for the conversation is the same as you will find in an LMS or other similar platforms. Additionally, group members have the ability to tag one another to alert them to a new post or comment and this alert will appear as a notification when they next enter the SNS or even via a push notification to their email.
I have found that using the Facebook Group as a discussion forum to be particularly useful in the context of distance learning during study abroad. Not every student has the ability to study abroad, including language majors. Identifying a way to connect those that do with those who remain at the home university is beneficial to both groups of students. It is a unique opportunity to enhance the language knowledge and cultural awareness of all of our students. It encourages study abroad students to become digital ambassadors and informal language mentors who share the language and cultural knowledge gained through the immersion experience. The at-home learners, in turn, have the opportunity to increase their own understanding of course material and the target culture through posing questions, making observations, and reflecting on the study abroad students’ posts. The informal learning community created outside the walls of the classroom is one that allows for participation and access not tied to classroom time, materials, or even geography.

This particular discussion forum collaboration is used in an advanced Spanish civilization and culture course, connecting with students who study abroad in Spain. The discussion forum is incorporated into the university course as well as a distance learning course taken by the study abroad students. The students abroad are required to initiate a post each week on a topic either directed by me or of their own choosing and the at-home students must reply to that comment within specific timeframe. The abroad students then reply to each comment, and the hope is that the conversation continues beyond that. Study abroad participants complement their posts and comments by sharing various media, including links to articles and their own personal photos.

Topics of interest in the forum cover a wide range and include often festivals, food, drinking practices, and soccer. An example interaction begins with the study abroad student highlighting the Galician soccer clubs and prompting the at-home learners to read the articles provided and share their opinions about the importance of soccer in Spain. In turn, the at-home learners respond by commenting on its significance as well as asking about the preferences of particular groups and the in-country experiences of the study abroad learner. Comparisons between Spain and the United States allow both groups to reflect on the differences and the similarities between the two experiences. Interestingly, it is more often the at-home learner making the comparison with the US and not the study abroad participant, which is encouraging in the sense that the study abroad learner is open to utilizing the Spanish perspective more during the immersion experience and can in turn share that in the discussion forum.

Through their participation, the study abroad participants and at-home learners form their own community in the digital world, outside of the classroom and classroom time. While each is being assessed on participation in the forum, the informal learning that is taking place with the Facebook Group is one of the hallmark features of the collaboration. The participants actively work together to share experiences, interpret new knowledge, and draw connections across disciplines and cultures. While it does not always extend much more than post, comment, and reply to comment, that interaction in and of itself is valuable because these are students who are interacting asynchronously across an ocean and sharing their questions and opinions, all in the target language. They engage with their peers in the common goal of learning more about Spain and Spanish culture and the digital platform provided by Facebook plays a significant role in this collaboration.

Facebook as a Collaborative, Creative Writing Space

Beyond the traditional discussion forum, I have also used the Facebook Group as a space for a different type of collaboration. Because it tends to be my preferred LMS alternative regardless

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8 See Venere and Watson for further information about this discussion forum project.
of the course, it was the natural platform choice when I decided to incorporate an element of creative writing in my literature course focused on the short story. I needed a collaborative writing space that allowed for a discussion thread format to facilitate synchronous story writing. I wanted a familiar, digital space accessible on a variety of devices by students and the instructor that also preserves the discussion threads for future use.

There has been quite a bit of research related to the importance of collaborative writing in a second language, much of which draws upon sociocultural theories of learning the L2. Digital collaboration features prominently in this research as technology continues to be a significant part of our lives. Many studies have explored collaborative writing through websites such as Google docs and wikis. These seem to be the most popular choices, especially as they allow for significant amounts of synchronous and asynchronous work. As cloud-based collaborative platforms, they allow multiple users to work on a document at a time, all users have access to it in and out of the classroom, and they may preserve evidence of the revision process. In my case, since I wanted some sort of discussion thread format, Google docs would not serve my needs. An LMS or similar discussion thread platform ultimately proved better for this project. The obvious answer was for me was the Facebook Group.

I have used the Facebook Group as the platform for my Flash Fiction (Microcuentos) Creative Writing Project in the last two iterations of the course. By pairing flash fiction, stories of 1,000 words or less, with digital tools like Facebook, students engage in the creation of a type of cyber literature, that which is produced specifically in the digital realm. This is relevant as, again, we live our lives in the digital world and there is little reason in these types of class activities to deny the tools and affordances that digital platforms offer us. I believe that the project calls attention to the benefits of web-based collaborative writing in the L2 and how Facebook is just as valuable tool to facilitate this as other platforms.

Over the course of the semester, the students create original flash fiction, continuing in groups a story we have read as a class. The assignment is carried out over four stages, most of which take place during the class period and in the Facebook Group. Many students use their laptops to participate in the activity, but some also use their cell phones or tablets, depending on their preference and device availability. Since Facebook is available via web-based or mobile applications, they are free to use whatever device is most convenient at the moment. After being presented with the flash fiction piece they will use to write an original story, the students are quickly divided into groups and go to the course Facebook page to begin writing.

Where in many web-based collaborations the work may occur outside of class or completely asynchronously, I choose to structure the activity synchronously and have students collaborate in such a way that allows them to write individually but also to create a coherent story as a group. The Facebook Group allows for synchronous as well as asynchronous writing, thus making it a suitable platform for the activity. After I have introduced the lesson’s flash fiction example, I post it in our Facebook Group. One student from each group then copies the story and creates a new post. This student then uses the Comment feature to continue the story via 1 or 2 lines of original writing. The next student again uses the Comment feature to add their own new line. This process repeats among the group members until the class period finishes. All groups are working simultaneously on their stories in this process.

Facebook’s features of Post and Comment are essential to the success of this stage and give the ideal thread structure to the discussion as each student is able to individually comment on the post to create a linear story. The Comment also offers the Edit feature, which many students take

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9 See Abrams; Bilkowski and Vithanage; Lee; Storch; Strobl; and Yim, Soobin and Warschauer.
advantage of once they realize that there may be an error in language use or mechanics. This ability to edit their own individual comments is key because it does not disrupt the other students in adding to the story. They are each managing their own contribution to the group simultaneously.

After the initial writing activity in class, I go into the Facebook Group to read through each story thread and make recommendations for revision. I may give a post a Like or other reaction or I may use the Reply to comment feature to suggest a specific edit to a particular comment. Facebook’s reaction buttons allow me to encourage a post through giving a Like or other response. During this stage, the Comment and Reply to Comment features are crucial. Through a Comment, I am able to address the whole group with recommended revisions in language use and mechanics as well as to complement the story written thus far. Through the Reply to Comment, I am able to address individual student contributions to the story and direct specific revisions, typically related to language use. Facebook’s notification feature alerts students to when I have commented on the post so that students are aware when my revision recommendations are complete. Once students have incorporated my revisions and completed their final versions, each group shares their stories in the Facebook Group. The class then spends time reading and commenting on other groups’ stories through the Comment feature and reaction buttons.

As the instructor, I observe as the stories are constructed in the Facebook Group and then follow up with revisions via the Reply to comment feature. Because I am a member, I can monitor all groups’ writing at the same time and I have the ability to engage with any individual comment or with the group thread as a whole. This collaboration offers students a unique opportunity to develop their writing skills, expand their understanding of literature, and enhance their ability to create with language, specifically in the L2. The hosting of this collaboration digitally, and on Facebook in particular, affords the students the ability to collaborate in a discussion thread format on a platform that is easily accessible and already utilized by many in their daily lives.

**Instructor Development Through Facebook**

Facebook is not only for use in our classrooms and to benefit student collaboration. It is also a useful tool for language educators to find resources and stay up to date on current events and other topics. If you are a person that uses Facebook on a daily basis, it is a potentially untapped resource for continuing education on the part of the instructor. Depending on the course you are teaching, there are any number of pages and or groups that one can “follow”. By following the page or group, any posts will appear in your Newsfeed for daily viewing. This may seem almost too obvious to need discussion, but I think we take for granted how valuable a resource this can be for us as language educators. We are often searching for new ideas and materials and trying to stay abreast of current events in the various countries that speak our languages. For example, in order to find current events in Spain, I may normally have gone directly to various newspaper websites. This is time consuming and easily pushed aside for other tasks. However, if the same current event is posted on newspaper’s Facebook page that I follow, the story appears in my Newsfeed. It is literally put in my path. I have done this with numerous newspapers, websites, government offices, and the like to increase my own exposure to materials and continue my education and development in all things Spanish-language and culture.

Facebook also offers the ability to save the links, stories, and photos, much like you would a bookmark or favorite in a web browser. From there, I am able to put these saved items in specific collections that I can design. The ability to curate my archived items allows me to easily find them again and put them to good use. Some of my collections include Spanish Teaching materials, General Teaching articles, Digital Tools and Social Media, and Spain Civ & Culture. All my items
are still in the Facebook platform where I spend at least some time each day and I do not have to go that extra step to the web browser and sift through a long list of favorites. Utilizing Facebook in this way has directly and positively impacted my teaching, research, and development as a Spanish professor and a language educator in general.

The Case for Facebook in the L2 Classroom

The Facebook Group offers capabilities similar to that of an LMS, as the examples illustrate above. I am able to post course readings and other documents or media easily to the Facebook Group and, even without the Push notifications, students are automatically notified when they next sign on to with Facebook. Students are able to access these documents at any time, from their own preferred device, while they might simply be on Facebook for personal reasons. This direct access to them is a potential advantage for the instructor in that, while the students don’t have to access these documents, they certainly have the opportunity to do so. The platform also supports a variety of types of documents, as well as photos, videos and internet links. The Facebook Group, like an LMS, offers a one-stop shop for students and instructors for course-related items and assignments.

The Post, Comment, and Reply to Comment features provide an existing discussion thread structure, perfect for forums and collaborations among students. Because Facebook may be accessed from essentially anywhere, its use as a discussion forum platform means that your participants can be inside or outside of the classroom, at or away from your university, even on other continents. It is a space that facilitates interactions featured in many typical discussion forums, with back and forth conversation among participants in a single thread. It is also a space that facilitates collaborative as well as creative writing, with students able to write simultaneously, edit their work, and easily share their stories and receive feedback from their peers. The classic LIKE button and other Reactions allow students and instructors to easily and efficiently react to posts or comments.

As a space for language use, any increase in exposure to and use of the target language is beneficial. Facebook Groups provide an additional space, outside of class time, that the students are exposed to and may engage with the target language and culture. Because it is a space they inhabit with peers and instructors, students may naturally pay more attention to the accuracy of their language. Regardless of my purpose for the group in a particular course, all participants are encouraged to use well-written Spanish in their posts and comments. The expectation of well-written may vary by level, but they are at least using Spanish more than if the course had no interaction beyond the classroom. Instructors have the discretion to use the groups to specifically develop writing fluency in the L2 and may pay particular attention to the Spanish used in the group. The main priority for me has always been the informal learning that takes place and allowing students to be the drivers of the collaboration and to share their observations and reflections freely, without over-prioritizing writing it in perfect Spanish.

The accessibility of Facebook is one of the key reasons why I chose it and why I believe it is an effective platform for use in the classroom. The ease of communication afforded by the sheer presence of Facebook through the website and mobile applications allowed all participants to access and use the necessary features at any time and from anywhere. Additionally, the vast majority of students tend to already have a Facebook account and the application installed on their mobile devices, which was another positive in that I was not adding an extra website that they had to access that was exclusive to the course.

Unfortunately, using Facebook does not come without challenges, one of which is concerns about privacy and security. While there have been some significant issues of late, in general, the
Facebook Group offers a platform where students and instructors may connect without having to personally connect as Facebook friends, in a commonly used space, and helps instructors achieve a variety of academic purposes. In this article, I wanted to share how and why Facebook is a valuable and effective tool for use in our L2 classrooms. I personally prefer it to the traditional LMS such as Blackboard and have illustrated how it mimics the same functionality of the LMS and goes beyond it in certain ways. In my experience, the students seem receptive and very engaged with using the platform. Overall, I believe that Facebook is one of the more effective platforms and web 2.0 tools for learning language and culture and one that we should feel encouraged to explore and experiment with in our classrooms.
BIBLIOGRAPHY


