

Facebook in the Speaking Classroom: Activities, Student Attitudes, and Teacher Responsibilities - An Observational Reflection

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ABSTRACT

Speaking English proficiently, and delivering structured oral presentations in particular, represents one of the most demanding communicative challenges for EFL learners in higher education. Conventional classroom settings rarely provide sufficient practice time or authentic audience interaction to enable systematic speaking development. This paper describes and reflects on a pedagogical approach in which Facebook was integrated into a university-level Public Speaking course in Vietnam, with the aim of extending students' presentation practice beyond class hours and fostering peer-mediated speaking development. A closed Facebook group was used throughout the semester as a complementary learning channel. Students posted short videos of themselves completing specific presentation tasks aligned with the syllabus, and classmates provided structured written commentary. The approach draws on Vygotsky's (1978) sociocultural theory and the concept of the Zone of Proximal Development, positioning peer interaction as the primary mechanism of speaking development. Classroom observation indicated that the approach increased the frequency and quality of speaking practice, reduced students' reluctance to perform, and developed a shared metalanguage for evaluating presentation quality. Peer feedback proved particularly productive when modelled and scaffolded by the teacher. Facebook offers EFL teachers a practical, low-cost, and student-familiar platform for creating socially mediated speaking practice environments. Six structured activities are described with accompanying rationale, offering replicable models for teachers wishing to integrate social media into EFL speaking instruction.

Keywords: Public speaking, higher education, Facebook, presentation skills, peer feedback, sociocultural theory, technology-enhanced language learning

INTRODUCTION

Vietnam is among the countries with the highest Facebook adoption rates in the world. According to DataReportal (2025), Vietnam had approximately 76.2 million Facebook users in early 2025, representing 75.2% of the total population, which makes it one of the highest social media penetration rates in Southeast Asia. It is very common to see that Vietnamese people of almost all ages have Facebook accounts to interact online with their family, friends, and business partners. This widespread adoption raises an important pedagogical question: whether Facebook should be integrated into education, and whether doing so could bring about meaningful benefits by allowing learners to maximise their learning at any time and in any place.

In fact, Facebook is currently used by secondary and university students for both social and academic purposes to such an extent that many educators and researchers are investigating the uses and effects of incorporating it into teaching, with the aim of harnessing the potential of this social networking platform to achieve educational goals. The writers of this paper recognise that Facebook is a particularly helpful tool for developing students' speaking skills, especially for those learning oral presentation. Accordingly, Facebook was integrated into the course from the very beginning of the term, and the class Facebook group became a platform through which the teacher and students could interact effectively with one another outside of class hours.

The paper makes three contributions to the ELT literature. First, it synthesises recent empirical evidence on social media use in EFL speaking instruction. Second, it proposes a coherent pedagogical framework for

integrating Facebook into a public speaking curriculum. Third, it offers a set of structured, classroom-ready activities that teachers can adopt or adapt for their own contexts. Rather than advocating for Facebook as a replacement for face-to-face instruction, this paper positions it as a complementary channel that multiplies opportunities for meaningful practice, authentic peer interaction, and reflective learning.

LITERATURE REVIEW

Technology and EFL Speaking Development

The integration of technology into ELT has a well-documented history, with research consistently demonstrating its potential to enhance learner engagement, motivation, and skill development (Gilakjani, 2017). Technology-enhanced language learning environments offer learners access to authentic language input, low-stakes practice opportunities, and exposure to real communicative contexts that are difficult to replicate in traditional classrooms. With respect to speaking specifically, digital tools have been shown to reduce communication anxiety by providing buffers between the learner and a live audience, thus creating conditions under which learners are more willing to take linguistic risks (John & Yunus, 2021).

Social Media in Language Learning

Social media has emerged as a major site of language learning research over the past decade. Systematic reviews by both John and Yunus (2021) and Manogaran and Sulaiman (2022) confirm that social media integration consistently yields positive outcomes for EFL/ESL learners' speaking skills, as well as significant gains in motivation and willingness to communicate. John and Yunus (2021) analysed 40 studies published between 2005 and 2020 and concluded that social media platforms, used as speaking practice tools, led to measurable improvements in oral fluency, confidence, and communicative competence across diverse learner populations.

Ariantini et al. (2021) further found that social media integration benefits language learners across four dimensions: increased exposure to authentic language, enhanced motivation, greater opportunities for collaborative interaction, and reduced affective barriers to communication. Critically, these benefits were most pronounced when social media use was structured and purposefully designed by the teacher, rather than occurring organically through unrestricted access.

Van Den Beemt et al. (2020) offer a nuanced perspective, noting that the mere availability of social media does not guarantee educational benefit; rather, meaningful learning emerges when platforms are embedded within a coherent pedagogical framework that connects online activity to clear learning objectives. Ansari and Khan (2020) similarly emphasise that the collaborative affordances of social media - the ability to co-create content, respond to peers, and receive feedback asynchronously - are most productively harnessed when structured around specific communicative tasks.

Facebook as a Learning Environment

Research consistently shows that Facebook creates a more relaxed and engaging learning atmosphere compared to the traditional classroom, helping to increase students' motivation (Ariantini et al., 2021). Many researchers have found that students perform at their best when they feel they are in a safe, familiar environment. Facebook can be considered an ideal space for English language activity exchange, allowing students to discuss tasks and assignments in a setting where they already feel at ease and confident. According to Ariantini et al. (2021), integrating social media into language learning builds a sense of community and enhances students' socio-pragmatic competence as they interact with their peers in authentic, social contexts.

Santoso (2021) argues that Facebook communication can reduce the formal distance between students and teachers, taking into account the various benefits of social media for learning relationships. Students' familiarity with the platform means they can focus immediately on the learning activity rather than navigating an unfamiliar tool, and they often feel more relaxed and comfortable engaging with their teacher in this environment than in a formal classroom setting. Facebook is also a particularly valuable space for students

who are not yet confident or are too shy to share their ideas face-to-face. Research has identified social media as an effective means of reducing the affective barriers associated with speaking in a second language: learners who are hesitant to participate in class demonstrate greater willingness to engage, share opinions, and contribute to group activities in online social spaces (John & Yunus, 2021).

Evidence suggests that digital social platforms can have a positive impact on students who are typically reluctant to engage in face-to-face interactions. Astuti (2021) found that introverted students participating in online speaking activities reported feeling "less judged," which led to increased verbal participation; the reduced social pressure of digital environments enabled them to interact more freely with classmates. This indicates that when Facebook is integrated into a language course, quieter students may develop greater confidence that carries over into in-class communication.

Beyond classroom motivation, social media use has been linked to stronger out-of-class engagement. Wang et al. (2022) demonstrated that the use of social media both inside and outside the classroom significantly enhanced EFL learners' engagement, including their willingness to interact with peers beyond scheduled class time. This out-of-class sociability is particularly valuable in speaking courses, where informal interaction provides additional opportunities to practise and consolidate newly acquired communication skills.

The collaborative structure that Facebook activities foster also mirrors the benefits of cooperative learning more broadly. Namaziandost et al. (2019) found that cooperative learning approaches led to statistically significant improvements in EFL learners' oral proficiency and intrinsic motivation, with participants demonstrating gains in communication ability, positive interpersonal dynamics, and learning attitudes. When Facebook activities require peer interaction such as commenting on classmates' presentation videos, they replicate these cooperative dynamics in a digital space.

Recent research confirms that social media platforms, and Facebook in particular, are firmly embedded in university students' academic and social lives. Awidi et al. (2019), in a study embedding Facebook in the learning design of an undergraduate architecture course, found that students readily adopted the platform for academic interaction when integrated purposefully, and that a perceived sense of community and encouragement through Facebook were significantly associated with positive learning experiences and student satisfaction. At a broader scale, Alalwan (2022) surveyed 410 university students and demonstrated through structural equation modelling that students' actual use of social media for educational purposes is strongly driven by perceived usefulness and social interconnection, with social media engagement accounting for 58.2% of the variance in learning outcomes, confirming that Facebook, as a platform designed to maximise user involvement, is well-positioned to be used in educationally relevant ways to improve academic outcomes.

More specifically, we can conceptualize student use and involvement on Facebook along Astin's (1984) five tenets of engagement:

1. Engagement refers to the investment of physical and psychological energy: students invest a great deal of psychological energy in using Facebook, as evidenced by usage statistics;
2. Engagement occurs along a continuum: some students are more engaged on Facebook than others, while some don't use social media at all;
3. Engagement has both quantitative and qualitative features: students can spend a great deal of time using Facebook (quantitative feature) and may engage in a wide variety of activities on the platform (qualitative features);
4. The amount of student learning and development associated with an educational program is directly related to the quality and quantity of student engagement in that program: it is possible that Facebook use is related to real-world student engagement in some tangible ways.
5. The effectiveness of any educational practice is directly related to the ability of that practice to increase student engagement: if Facebook indeed increases engagement, it is possible for Facebook to be used in educationally relevant ways to improve student academic outcomes.

Indeed, two published studies focusing specifically on social media and student engagement provide empirical support for these theoretical connections. Hoi and Hang (2022), in a person-centred study of the Facebook

learning environment, identified three distinct engagement profiles among university students which are minimally, moderately, and highly engaged and found that teacher involvement in Facebook activities was a significant predictor of which engagement profile students belonged to, confirming that qualitative and quantitative dimensions of Facebook engagement vary considerably across learners (tenet 3). Students in the highly engaged profile demonstrated greater behavioral, cognitive, and emotional investment in their studies. Complementing this, Gulzar et al. (2021), drawing on data from 267 graduate and undergraduate students across multiple universities, found that social media use was positively associated with academic engagement and creativity, with intrinsic motivation serving as the key mediating mechanism. Taken together, these findings suggest that Facebook's capacity to stimulate ongoing interaction not only maps onto the dimensions of engagement identified by Astin (1984) but also confirms that higher levels of purposeful social media engagement can translate into measurable improvements in student learning and development.

Theoretical Framework: Vygotsky's Sociocultural Theory

The use of Facebook in EFL speaking instruction is grounded theoretically in Vygotsky's (1978) sociocultural theory of learning, particularly the concept of the Zone of Proximal Development (ZPD). Vygotsky proposed that learning occurs most effectively in the space between what a learner can do independently and what they can achieve with the guidance of a more capable peer or teacher. Social interaction is therefore not merely a context for learning but its primary mechanism: language is first practised in the social sphere before being internalised as individual competence.

Facebook's affordances map productively onto this framework. The platform enables continuous, asynchronous interaction between learners and their peers and teachers, providing the kind of sustained social scaffolding that Vygotsky identified as essential for development. Video posts invite feedback; comment threads facilitate dialogue; live streams create real-time collaborative events. Each of these affordances positions learning as a social act, mediated by language, and distributed across a community rather than confined to the individual learner. In this way, Facebook can function as a digital ZPD - a space in which learners are consistently working at the upper edge of their current competence, supported by the commentary and interaction of their peers.

The Use of Facebook in a Presentation Course

Teaching Context and Pedagogical Approach

Drawing on the pedagogical affordances discussed above, this section describes how Facebook was incorporated as a supplementary learning platform in a public speaking course at the English Department, Hanoi University. The rationale for adopting Facebook was grounded in the premise that a familiar, accessible social networking environment could extend students' learning opportunities beyond the constraints of scheduled class time, thereby making the development of presentation skills more iterative and feedback-driven.

The course under examination focuses on presentation skills in English, with specific attention to five core competency areas: body language, language use and delivery, content organisation, visual aid design, and question handling. Instruction is delivered once weekly over four contact periods, in which both the theoretical principles and practical application of these competencies are addressed. A persistent challenge in this course format is one of scale: with class sizes of 30 - 32 students and only four periods per week, it is not possible for every student to deliver a formal presentation, receive individualised feedback from the instructor, or observe a sufficient breadth of peer performances. Although small-group practice is incorporated into the course design, these sessions cannot replicate the conditions of a full audience, nor do they afford the structured, documented feedback that students require for systematic improvement.

The integration of Facebook was therefore motivated by the need to create an additional, low-barrier space in which students could post video recordings of their presentation segments, receive written comments from both instructor and peers, and review their own performances at a time and pace suited to their individual learning needs. Self-review of recorded performances is particularly valuable in this context, as it enables

students to identify specific areas requiring attention including pronunciation, voice projection, fluency, vocabulary selection, grammatical accuracy, and nonverbal communication that may not be apparent during live delivery. A longitudinal series of recorded performances also provides students with a tangible record of their progress across the course, supporting reflective self-assessment and goal-directed practice.

The following sections describe in detail the specific activities and interaction structures through which Facebook was operationalised in the course.

Procedure of Facebook Implementation

The following seven-step procedure describes the sequence through which Facebook was integrated into the course as a supplementary learning platform. Each step was designed to ensure that students understood both the pedagogical purpose of the tool and the expectations associated with its use.

1. *Establishing awareness of out-of-class practice:* At the outset of the course, students were guided to understand the value of self-directed practice beyond scheduled contact hours, particularly in the context of developing oral presentation skills. This framing helped position Facebook-based activities as a purposeful extension of classroom learning rather than a form of optional enrichment.
2. *Establishing assessment criteria for participation:* Clear and transparent rules were communicated regarding how Facebook participation would contribute to homework and participation scores. Explicit grading criteria served to increase accountability and provided students with a clear incentive to engage with the platform consistently.
3. *Introducing the Facebook group format:* Students were oriented to the pedagogical function of a closed Facebook group, including its role in facilitating peer interaction, peer feedback, and instructor monitoring of learning progress outside class time.
4. *Creating the course Facebook group:* A closed group was created and all enrolled students were added as members, ensuring a shared, accessible, and moderated digital space for posting and viewing recorded presentations.
5. *Posting homework requirements after each lesson:* Following each class session, the homework requirements including the specific presentation component to be recorded and posted were communicated via the group, along with detailed instructions and evaluation criteria.
6. *Reviewing student posts and providing pre-class feedback:* Prior to the next class meeting, the instructor reviewed student submissions and prepared targeted feedback on common strengths and areas for development.
7. *In-class analysis of selected recordings:* One to two representative clips were shared and analysed in class, providing a concrete basis for whole-class discussion of presentation criteria and enabling peer learning through example.

Strategies for Increasing Homework Completion Rates

Homework constitutes a fundamental mechanism through which students consolidate and extend the knowledge and skills acquired in the classroom. Cooper (1989) provides a widely adopted definition of homework as "tasks assigned to students by school teachers to be carried out during non-school hours," and a substantial body of research supports its role in academic development. In language learning contexts, homework additionally serves as a diagnostic mechanism, enabling instructors to monitor student progress on an ongoing basis and identify areas requiring further instructional attention.

Despite these well-documented benefits, it is widely acknowledged among practitioners that homework compliance poses a persistent challenge. Many students approach assigned tasks as a compliance exercise rather than a genuine learning opportunity, resulting in low-quality outputs and limited academic gains. The following strategies, grounded in both classroom observation and existing research, are proposed as practical

measures for enhancing homework completion rates and ensuring that tasks are experienced as meaningful and worthwhile.

First, homework tasks should be directly and demonstrably linked to the content addressed in class. When students can clearly perceive the connection between assigned tasks and what they have recently learned, they are more likely to recognise the purpose of the activity and to approach it with greater effort. Tasks that fall within students' existing knowledge and ability also promote a sense of competence, which in turn supports motivation to engage.

Second, instructions for homework must be explicit, unambiguous, and comprehensive. Research on learner autonomy in language education indicates that clarity of task design is a prerequisite for effective independent work; when students are uncertain about what is expected, they are less likely to invest effort in completing the task (Harmer, 2015). Providing comprehensible instructions reduces cognitive load and lowers the affective barriers that may otherwise discourage engagement.

Third, homework design should, where feasible, take account of learner interests and perceived relevance. Task-based and interest-aligned assignments have been associated with higher intrinsic motivation and greater willingness to engage. Instructors may gather information about student preferences through informal observation, brief surveys, or consultative discussion, enabling task design that reflects both curricular requirements and learner relevance.

Fourth, a shared sense of professional and academic respect for homework must be cultivated among both instructors and students. Harmer (2015) argues that students are more likely to engage with assigned tasks when they perceive that their instructor values and will respond to the work they produce. Accordingly, instructors should commit to providing timely, constructive feedback on submitted tasks and to acknowledging student effort through positive reinforcement. When students are left to complete homework without any subsequent acknowledgement or response, the formative potential of the task is largely negated.

Finally, the use of consistent, transparent reward mechanisms whether in the form of participation grades, public recognition, or other forms of positive acknowledgement has been found to support homework compliance, particularly among students whose initial motivation to engage is primarily extrinsic. Such mechanisms can also serve as a stimulus for peer motivation, as visible recognition of consistent effort sets a normative standard within the learning community.

Suggested Facebook Homework Activities for a Presentation Course

The six homework activities presented in this section were designed in accordance with the principles discussed in the section about homework completion rate. Each task is directly linked to weekly syllabus content, carries clear and demonstrable relevance to students' presentation competency development, and is intended to be completed outside class time and submitted via the course Facebook group as a recorded video. Grounding each activity in the specific skills addressed during the preceding class session aligns with Cooper's (1989) foundational argument that effective homework functions as a means of consolidating and reactivating recently acquired knowledge, while the video-based format ensures that submissions can be reviewed by both the instructor and peers, enabling multi-directional feedback of the kind described in the procedure of Facebook implementation and strategies for increasing homework completion rates.

The table below provides an overview of the six activities and their respective connections to the course syllabus. Each is followed by an extended rationale explaining its pedagogical design and contribution to presentation skills development.

No	Homework Activity	Syllabus Relevance
1	Record an introduction for an informal presentation	Apply understanding of the elements of a successful presentation (Week 1)
2	Record an introduction for a formal/academic presentation	Practise the structural conventions of an academic presentation introduction (Week 3)

3	Conduct and record a simulated interview with a celebrity	Practise body language in both seated and standing contexts (Week 4)
4	Record a dubbing of a selected video clip	Practise voice projection and vocal delivery (Week 6)
5	Record a call-to-action segment	Consolidate understanding of the distinction between informative and persuasive presentations (Week 10)
6	Record a conclusion incorporating impact techniques	Practise the range of impact techniques introduced in Weeks 11 and 12

Activity 1: Introduction for an informal presentation. In the first week of the course, students are introduced to the foundational elements of an effective presentation. This activity requires students to apply that conceptual knowledge by recording and posting a short presentation introduction in an informal register. The task bridges declarative and procedural knowledge, moving students from understanding *what* constitutes a successful opening to demonstrating *how* to execute one. Feedback from peers and the instructor on voice, clarity, and engagement provides a formative basis for improvement ahead of formal assessed performances.

Activity 2: Introduction for a formal/academic presentation. Building on Activity 1, this task requires students to demonstrate command of the structural and linguistic conventions appropriate to a formal academic presentation context. Students are asked to record an introduction that includes an attention-getter, a statement of purpose, a preview of main points, and appropriate formal register - competencies addressed in Week 3. The contrast between this and the informal introduction (Activity 1) encourages metacognitive reflection on register and audience awareness.

Activity 3: Simulated celebrity interview. This activity addresses body language - a criterion that is frequently underemphasised in traditional presentation instruction yet is critical to perceived credibility and audience engagement (Week 4). By staging and recording a simulated interview in both seated and standing positions, students are required to attend consciously to posture, gesture, eye contact, and proxemics. The video format is particularly suited to this activity, as it allows students to observe their own nonverbal communication - an opportunity unavailable in live, unrepeatable classroom performance.

Activity 4: Video dubbing for voice projection. Students are asked to select a short video clip and re-record the audio by dubbing their own voice over the original, matching the pace, tone, and emphasis of the source material. This activity, tied to Week 6 content on vocal delivery, targets voice projection, modulation, and prosodic control in a low-stakes and creative format. The playful nature of the task also supports the interest-based homework design principles discussed above, potentially enhancing intrinsic motivation to complete the assignment.

Activity 5: Call-to-action segment. Introduced following Week 10 instruction on the structural and rhetorical differences between informative and persuasive presentations, this task asks students to record a short call-to-action segment aimed at persuading a specified audience. By requiring students to make deliberate rhetorical choices - selecting evidence, appeals, and language appropriate to a persuasive purpose - the activity deepens their understanding of presentation genre and develops their ability to adapt content and delivery to communicative intent.

Activity 6: Conclusion with impact techniques. The final activity draws on the impact techniques introduced across Weeks 11 and 12, including the use of memorable closing statements, call-backs, rhetorical questions, and calls to reflection. Students record a presentation conclusion designed to leave a lasting impression on the audience. As the culminating homework task of the course, this activity serves both a formative and a summative function: it allows students to demonstrate the full range of presentation competencies developed throughout the term, and provides rich material for instructor assessment and in-class discussion of best practices.

Taken together, these six activities form a developmental progression that mirrors the sequence of the weekly syllabus, ensuring that each homework task functions as a purposeful consolidation of class content rather than a supplementary add-on. Their video-based, Facebook-mediated format creates a shared, visible, and interactive record of student learning that supports both instructor monitoring and peer-to-peer knowledge

building across the duration of the course.

Students' Attitudes Towards the Integration of Homework and the Facebook Group

Homework Completion

Classroom observation across both course sections indicated a consistently high rate of homework completion among students. The substantial majority of enrolled students demonstrated positive and proactive engagement with the Facebook-based task submission system, posting their recorded videos within the designated timeframe for each of the six homework activities described in the table. This pattern of behaviour suggests that the combination of clear task relevance, visible peer participation, and the familiarity of the Facebook platform created conditions favourable to sustained homework compliance which is consistent with the strategies outlined for increasing homework completion.

Notably, students' engagement was not limited to task submission alone. Posts were characterised by evident effort in performance quality, suggesting that the semi-public nature of the Facebook group in which submissions were visible to classmates and the instructor functioned as a motivating factor that elevated the perceived stakes of the task. This aligns with research indicating that social visibility and audience awareness can enhance the quality of student outputs in digital learning environments (Hoi & Hang, 2022). Each of the six activities elicited completed submissions from virtually all students, with subsequent in-class analysis of selected recordings (as described in Step 7 of the implementation procedure) confirming that the video format was well-suited to generating concrete, specific feedback on individual presentation competencies.

Collaboration and Interaction

Beyond individual task completion, the Facebook group facilitated a notable increase in peer interaction that extended across both the digital and face-to-face dimensions of the course. Students used the group's comment function to engage substantively with their classmates' posted videos, producing responses that ranged from words of encouragement and affirmation to specific, constructive observations regarding aspects of performance in need of improvement including pronunciation, body language, and structural organisation. This dual function of the comment space as a vehicle for both socio-affective support and formative peer feedback mirrors the collaborative dynamics identified in the cooperative learning literature and reflects the peer interaction patterns documented in Facebook-based EFL learning environments (Awidi et al., 2019).

Classroom observation further indicated that the online interaction positively influenced the quality of students' face-to-face communication during in-class activities. Students who had engaged with peers' videos and comments prior to class appeared more comfortable working in pairs and groups, and demonstrated a greater willingness to offer spoken feedback during live peer review sessions. This observation supports the proposition that digital interaction and face-to-face interaction are not competing modalities but mutually reinforcing ones with the lower-stakes online environment functioning as a confidence-building precursor to more demanding in-person participation (Astuti, 2021).

Two broad categories of comment were observed in the group: those oriented towards encouragement and positive reinforcement, and those oriented towards constructive error correction and developmental feedback. The coexistence of these comment types suggests that students had internalised a productive understanding of peer feedback as both socially supportive and academically purposeful - a balance that the task design and the instructor's modelling of feedback norms in earlier class sessions appeared to have encouraged.

Teacher's Role in Managing the Facebook Learning Group

The effective integration of Facebook into a formal course does not occur passively; it requires sustained, purposeful involvement from the instructor throughout the duration of the implementation. In Facebook-based learning environments, teacher participation has been identified as one of the strongest predictors of student engagement (Hoi & Hang, 2022), and the quality of instructor moderation directly shapes the norms of interaction that develop within the group (Awidi et al., 2019). The following four responsibilities characterise the instructor's role in the approach described in this paper.

Posting homework requirements clearly and in a timely manner: Following each class session, the instructor is responsible for publishing the homework task in the group, accompanied by explicit instructions, relevant criteria, and the submission deadline. The clarity of task instructions is a prerequisite for effective independent work; ambiguous or delayed posts risk reducing compliance and undermining students' confidence in approaching the assignment. Posts should specify not only what students are required to record and upload, but also the criteria against which their performance will be assessed; for example, the relevant presentation competency from the syllabus so that students can self-evaluate before submitting. Where helpful, the instructor may also post a brief exemplar or reminder of key concepts from the preceding class to scaffold the task.

Providing comments and feedback on submitted videos: Before each class meeting, the instructor reviews the submissions posted since the previous session and prepares targeted feedback. At minimum, each student's submission should receive an acknowledgement that it has been seen; where possible, the instructor should provide brief, specific formative commentary identifying at least one strength and one area for development. This practice fulfils the reciprocal commitment regarding homework completion. Students who invest effort in completing and posting a recorded task should receive a response that validates that investment and provides actionable guidance. Harmer (2015) emphasises that feedback perceived as genuine and individualised carries considerably more motivational weight than generic praise, and this principle applies with equal force in the digital context. The instructor's written comments also serve a modelling function, demonstrating for the class the kind of specific, constructive, and respectful response that peer feedback should aspire to.

Encouraging participation and issuing reminders: Not all students will post their homework promptly or without hesitation. The instructor should monitor submission patterns regularly and, where students have not posted by a reasonable point before the deadline, send brief, encouraging reminders through the group or via direct message. These communications should be framed positively affirming the value of the task and the instructor's genuine interest in seeing the student's work rather than as reprimands. Public posts recognising consistent participation, or brief in-group comments celebrating a particularly strong or creative submission, serve as a form of social reinforcement that can motivate less engaged students to increase their involvement (Alalwan, 2022). The instructor's visible and consistent presence in the group communicates that the Facebook activities are a valued component of the course rather than an optional supplement.

Maintaining group confidentiality and a safe learning environment: Upon establishing the Facebook group, the instructor should negotiate and communicate a clear agreement with students regarding the confidential nature of the space. This involves confirming that the group is closed and accessible only to enrolled class members, that submissions and comments are not to be shared outside the group without permission, and that all interaction is expected to meet the standards of respectful, constructive academic discourse. This agreement is not merely procedural; it is foundational to the psychological safety that students require in order to post recorded performances of themselves and to give and receive honest feedback without fear of ridicule or unwanted exposure (Astuti, 2021). The instructor is responsible for upholding this agreement throughout the course including by ensuring that any evidence from the group used in research or publication is fully anonymised and shared only with participants' prior informed consent.

DISCUSSION

The classroom observations reported in this paper offer several noteworthy insights that both reinforce and extend the existing literature on Facebook-mediated language learning. Three interlocking themes emerge from the implementation experience: the role of social visibility in sustaining homework engagement, the bidirectional relationship between digital and face-to-face interaction, and the conditions under which Facebook can function as a space for substantive peer feedback.

Engagement and Homework Completion

The near-universal completion rate observed across the six homework activities suggests that the video-based, Facebook-mediated format substantially mitigated the compliance challenges that commonly afflict out-of-class assignments in language courses. This finding is consistent with Hoi and Hang's (2022) observation that

the visibility and social accountability inherent in a Facebook learning group particularly when combined with active instructor involvement are significant predictors of student engagement. The semi-public nature of the group appears to have elevated the perceived stakes of each submission in a productive way: students were not merely completing a task to satisfy a requirement but performing for a real audience of peers, which in turn encouraged greater attention to presentation quality. Duong and Pham (2022), in a comparable study with Vietnamese EFL learners, similarly found that a Facebook-based learning community provided an authentic and motivating venue for speaking practice that classroom settings alone could not replicate, particularly in contexts where contact hours are limited.

Online Interaction and its Transfer to Face-to-face Communication

A second notable observation concerned the apparent transfer of online peer engagement to improved in-class communication behaviour. Students who participated actively in the Facebook group by posting comments, offering encouragement, and providing corrective feedback subsequently demonstrated greater willingness to interact verbally during class activities. This pattern is consistent with Vygotsky's (1978) sociocultural theory of learning, which holds that social interaction whether mediated or direct is the primary mechanism through which linguistic and cognitive development occurs. The Facebook group, understood through this lens, functioned as an extended Zone of Proximal Development: a space in which students, supported by peers and instructor, could practise presentation skills at a level of challenge slightly beyond what they would manage alone, with the reduced affective pressure of the asynchronous digital context enabling participation from students who might otherwise remain silent (Astuti, 2021). The subsequent carryover to face-to-face interaction suggests that confidence built in the online environment was not context-specific but transferred to more demanding communicative situations.

Peer Feedback as a Learning Mechanism

The emergence of two distinct comment types which include motivational reinforcement and constructive error correction indicates that students developed a meaningful understanding of peer feedback as a dual-function practice. This is significant because it suggests that the Facebook group, when modelled and managed effectively by the instructor can serve as more than a submission platform given the fact that it can cultivate a learning community in which students take ownership of each other's development. The digital space of the Facebook group appears to have enabled this dynamic to develop organically, supported by the instructor's modelling of feedback norms and the social reinforcement provided by the platform's comment and reaction features.

RECOMMENDATIONS

The observations and analysis presented in this paper give rise to several recommendations directed at EFL practitioners, curriculum designers, and institutional stakeholders who are considering the integration of social media platforms into formal language education.

For Classroom Practitioners

The experience documented here suggests that Facebook can function as a productive supplementary learning space for speaking skills development, provided that its integration is deliberate, structured, and pedagogically aligned. Teachers should resist the temptation to treat Facebook as a passive repository for task submission and instead position it as an interactive community in which both instructor and peers are visible, responsive participants. Task design should ensure direct and transparent alignment with weekly syllabus content, so that students perceive each homework activity as a purposeful extension of classroom learning rather than an ancillary obligation. Equally important is the establishment, at the outset of the course, of clear agreements regarding the confidentiality of the group, the standards of interaction expected, and the criteria by which student performance will be assessed, which are conditions that underpin the psychological safety necessary for students to post and comment with genuine candour.

For Curriculum Designers and Programme Coordinators

This paper suggests that out-of-class digital engagement merits formal recognition within course assessment frameworks. Where Facebook-based participation is expected and demonstrably contributes to learning outcomes, it should be reflected in participation or portfolio components of the course grade, rather than functioning as an unweighted supplement that students may rationally deprioritise. Curriculum frameworks should also consider the sequencing of digital homework tasks within the broader course architecture, ensuring that each task scaffolds the next and that the cumulative series of activities constitutes a coherent developmental progression, as exemplified by the six-activity sequence described in the table.

For Institutional Policy

The use of commercial social media platforms for educational purposes raises legitimate concerns regarding student data privacy, digital consent, and the potential conflation of personal and academic digital identities (Marín et al., 2022). Institutions that encourage or mandate social media-integrated teaching should develop clear policies that specify: the conditions under which student-generated content may be collected, retained, or published; the responsibilities of instructors in moderating online learning spaces; and the procedures for obtaining and documenting informed consent from students. Teacher training programmes should equip practitioners not only with the technical skills to manage digital learning communities, but with the ethical literacy to navigate these challenges responsibly.

For Future Research

The practitioners' observations reported here provide a foundation for more rigorously designed empirical investigations. Future studies might employ pre- and post-measures of speaking proficiency to assess the impact of Facebook-based homework on specific presentation competencies; compare Facebook-mediated and non-Facebook conditions within matched course sections; or examine the long-term sustainability of student engagement across multiple semesters. Research that captures the student perspective through interviews or surveys would also enrich understanding of the affective and motivational dimensions of this approach, complementing the instructor-centred observations offered here. Importantly, this line of inquiry should extend beyond the Vietnamese EFL context to determine whether the patterns observed are context-specific or indicative of broader principles applicable across different educational cultures.

Limitations

It is important to acknowledge the limitations inherent in the reflective practitioner approach adopted here. The observations reported are based on classroom experience at a single institution with two class sections, and no systematic pre- and post-measures of speaking proficiency were collected. The findings cannot therefore be generalised to other institutional or cultural contexts, and causal claims about the impact of Facebook on speaking outcomes would be unwarranted on the basis of the evidence presented. Furthermore, the use of Facebook as an educational platform raises ongoing concerns regarding data privacy and the boundaries between students' personal and academic digital identities (Marín et al., 2022), concerns that institutional policies do not yet consistently address. The sustainability of student engagement over longer or subsequent course cycles also remains an open question, as novelty effects may have contributed to the initially high completion rates observed. These limitations point to the need for more rigorously designed empirical studies to complement and extend the practitioner insights offered in this paper. Future research with measurable indicators of speaking improvement, such as pretest-posttest speaking assessments, rubric-based evaluations, self-efficacy scales, or student surveys, interviews and reflective journals would be much stronger because there is no doubt that objective evidence would better support claims of effectiveness and students' perspectives would provide richer evidence regarding motivation, anxiety reduction, engagement, and perceived benefits of the Facebook learning environment.

CONCLUSION

This paper makes a specific contribution to the literature on technology-enhanced language learning by

proposing and elaborating a structured model for using Facebook as a homework submission and feedback platform within a speaking skills course. While prior research has explored social media as a supplementary communication space, the model that the author suggest differs in that Facebook is not employed as a peripheral enrichment tool but as the central mechanism through which homework is assigned, submitted, reviewed, and discussed. Facebook, when integrated thoughtfully into an EFL public speaking curriculum, can serve as a powerful complement to classroom instruction. By creating an extended, socially mediated practice environment grounded in Vygotsky's (1978) sociocultural theory, Facebook addresses several of the most persistent challenges in EFL speaking development: insufficient practice time, limited exposure to authentic communicative interaction, and the affective barriers associated with public performance.

The six activities described are significant not as isolated tasks but as instantiations of this platform-integrated homework model: each is designed to exploit the particular affordances of video-based social media persistence, peer visibility, and multi-directional commenting in ways that a conventional homework format cannot replicate. The contribution, therefore, lies in demonstrating how a mainstream social platform can be systematically embedded into a course structure to extend speaking practice beyond the classroom while generating the kind of observable, interactive record of student performance that supports both instructor assessment and peer learning.

It is important to acknowledge that the approach described in this paper reflects a single teaching context, and that the benefits observed through classroom experience await more systematic empirical investigation. Future research employing controlled designs, standardised measures of speaking competence, and longitudinal data would be valuable in establishing the generalisability of these findings. Research comparing the effects of different social media platforms - or different activity structures within Facebook - would also help teachers make more informed decisions about how to design digital practice environments for speaking.

Ultimately, the argument advanced here is not that Facebook is uniquely suited to language teaching, nor that its use is without risk. Rather, it is that the platforms students already inhabit - the spaces where they communicate most naturally and most frequently - deserve to be taken seriously as pedagogical resources. When teachers design learning into these spaces with intention, clarity, and a robust theoretical rationale, the familiar becomes educational, and the social becomes a vehicle for genuine language development.

Ethical Considerations

The pedagogical activities described in this paper were conducted as part of normal classroom instructions. No formal data collection involving human subjects research was undertaken; accordingly, formal ethics committee approval was not required. Students' privacy was protected through the use of a closed, membership-restricted Facebook group.

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