



## Impacts of the Use of Facebook on Foreign Language Learning among Malagasy High School Students in Analamanga

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**Abstract:** *In an increasingly interconnected world, digital tools are rapidly revolutionizing the methods of teaching and learning foreign languages. In Madagascar, a nation undergoing continuous development, the use of the social platform Facebook is emerging as a powerful catalyst for practicing foreign languages such as French and English for secondary school students. In the digital era, where geographical boundaries are losing significance and learning opportunities are endless, the question emerges: "How can the use of Facebook benefit the learning of foreign languages in Malagasy secondary schools?" Despite the prominent status of these international languages and their importance for development, many challenges remain in making them accessible to all. Even after six years of studying English and starting French from their first year of school, secondary school students still face obstacles in learning and practicing these languages, particularly in vocabulary, pronunciation, grammar, oral expression, and motivation. In this context, a study conducted during the 2023-2024 school year over two months surveyed 78 students in the 10th, 11th, and 12th grades at FJKM Rasalama Manjakaray College, Lycée Privé Fanovozantsoa Ivato, FJKM Fahasoavana Androntra College, FJKM Andriamanarefo High School, and Lycée Privé Rakoto Benjamin Jean Ambohidroa in Antananarivo on their use of Facebook to practice French and English in their daily lives. Simultaneously, 11 French and English teachers were also interviewed about the impact of this social network on their teaching practices and the learning of these foreign languages. The results revealed that many students use this platform as a valuable tool for learning and practicing foreign languages, particularly for acquiring new vocabulary and improving pronunciation, as well as in commenting on posts in French and English.*

**Keywords:** Facebook; Social platform; Foreign language learning; New technologies; Educational innovation

## **I. Introduction**

In January 2024, Facebook, the leading social network, achieved a remarkable milestone by becoming the first social network to surpass one billion registered accounts and reach over three billion monthly active users.

YouTube, the leading video platform, and WhatsApp, the instant messaging application, had 2.5 billion and 2 billion monthly active users, respectively, during this period. Instagram, the photo-sharing platform, also neared 2 billion users. TikTok, a Chinese video-sharing app, also reached 1.5 billion users at the beginning of 2024.

At the same time, in Madagascar, Facebook overwhelmingly dominates the social media landscape, with 3.8 million users at the beginning of 2024. Far behind are Instagram (209,000 subscribers), Messenger (1.09 million), and LinkedIn (390,000 members). Twitter, YouTube, Snapchat, and TikTok trail with relatively modest audiences on the island.

In a context where interconnectivity is growing, digital tools are rapidly transforming approaches to foreign language teaching and learning outside of traditional school settings. In Madagascar, a country undergoing significant development, the use of these new digital social platforms, particularly Facebook, has proven to be advantageous for acquiring languages other than the native Malagasy, such as French and English, especially for secondary school students. Students can benefit from an innovative and dynamic learning experience, helping them acquire new language skills in an increasingly interconnected world. Although it is gaining more attention, this platform can only be considered somewhat reliable or guaranteed due to the considerable number of reported language errors.

To optimize its use in a specific context, it is essential to refine and further clarify the employed methodology and clearly identify the key stakeholders involved in the process. This may vary depending on the specific goals of the teacher or learner. For example, discussion groups allow teachers and learners to create dedicated spaces for language learning. Members can exchange messages, ask questions, share videos or articles in the target language, and receive feedback and corrections from their peers. Additionally, native or non-native language teachers can share various linguistic resources, such as videos, articles, or exercises. They can also suggest discussion topics to encourage active student participation. For online tutoring, some teachers or tutors offer online sessions where they provide personalized lessons, exercises, and feedback to learners.

In Madagascar, despite the importance of international languages like French and English, many challenges remain in making them accessible to all. This Article focuses on the use of the social platform Facebook in teaching and learning foreign languages at the secondary school level. Despite the introduction of English starting in the 6th grade in public schools and earlier in private institutions, as well as French from the first year of school, Malagasy students continue to need help in acquiring and practicing these languages. These challenges include expanding vocabulary, pronunciation, grammatical comprehension, oral expression, and learner motivation.

From this issue arises the following research question: "How can the use of Facebook benefit the learning of foreign languages in Malagasy secondary schools?" We hypothesize that "the use of Facebook provides additional and more interactive learning and acquisition opportunities for Malagasy secondary school students." The primary objective of the Article is

to contribute to the improvement of language skills in French and English through the use of this platform. To achieve this, several specific objectives are defined, including language learning through discussion groups, videos, available resources, online tutoring, and language exchanges. Additionally, motivation is enhanced by immersion in vocabulary, pronunciation, various expressions, and language practices. Finally, pedagogical innovation is encouraged through the integration of new methods aimed at maximizing practice and immersion in language learning.

## **Theoretical Framework**

### **1.1 Information and Communication Technologies in Language Teaching**

It is important to recall that the learning of French and English as foreign languages, as well as the integration of Information and Communication Technologies (ICT) into teaching, have been defined by laws concerning the general orientation of the Malagasy educational system for several years. . ICT offers numerous advantages for language teaching. They provide added didactic value and promote learner-centered education (Desmet, 2007). ICT can enhance the motivation of both learners and teachers by creating interactive and constructivist learning environments (Knoerr, 2005).

Virtual learning environments, in particular, facilitate the distance teaching of foreign languages by allowing personalized support and the development of various communicative skills (Chirinos et al., 2020). Despite these advantages, challenges persist, including institutional and pedagogical resistance to the systematic integration of ICT into language teaching (Desmet, 2007).

The use of Information and Communication Technologies for Education (ICTE) in the teaching and learning of foreign languages offers many advantages (Bertin & Annoot, 2000), particularly in distance education as well as in the use of social networks and the Internet for language learning. Some of the key benefits include:

- a. Access to rich and varied resources: ICTE provides language learners with access to a wide range of online resources, such as interactive exercises, audio and video recordings, educational games, and online learning platforms (Warschauer & Healey, 1998);
- b. Enhancement of motivation and engagement: ICTE can stimulate the interest of English learners by offering interactive and engaging activities, as well as opportunities for online communication with native speakers or other learners (Reinders & White, 2011);
- c. Adaptability and flexibility: ICTE allows foreign language learners to work at their own pace and select resources and activities that personalize their learning, respecting cognitive profiles. This promotes autonomy and customization of the learning process (Guichon, 2006);
- d. Active language practice: ICTE provides opportunities for learners to actively practice the target language through activities such as listening comprehension, writing production, pronunciation, and online conversation (Stockwell, 2007);
- e. Vocabulary learning with visuals, interactions with native speakers, as well as unlimited availability of resources and activities, and more.
- f. Learner-centered pedagogy: Learners are active participants in their learning, with their education being shaped by their interests, prior knowledge, and active inquiry. In recent decades, this approach has spread worldwide and is generally regarded as a beneficial educational method by both international development actors and governments.

- g. Integrative learning: The learner is encouraged to structure and organize the data provided by interactions in a circular but non-linear manner according to their needs (De Ketele et al., 2007).
- h. Active and interactive learning: This is an active learning technique in which students engage in the learning process, often facilitated through technology.
- i. Evaluative learning: The learner pays attention to their own mistakes and can thus improve their performance .

## **1.2 History of Facebook**

In February 2004, Mark Zuckerberg, a Harvard student, founded Facebook with four classmates: Eduardo Saverin, Dustin Moskovitz, Chris Hughes, and Andrew McCollum. Together, they launched the site under the name 'TheFacebook,' initially restricted to Harvard students . The initial success led to the expansion of the site to other prestigious universities such as Stanford, Yale, and Columbia. Within a year, the platform gained widespread usage in most universities in Canada and the United States before being made available to the general public, thereby expanding its accessibility to a diverse audience.

Facebook's success was largely due to its innovative concept, allowing users to create personal profiles, connect with friends, and share information. With 3 billion active users, it has become the largest social network in the world, offering features such as instant messaging, photo and video sharing, online events, and business pages. Meta's value is estimated at \$446 billion.

In terms of professional use, Facebook provides businesses with a platform to promote their products and services, interact with customers, and target specific ads based on users' interests and behaviors. Increasingly, this platform is also used in the field of education and language learning. The development of the platform can be traced through its user interface elements, such as profiles, walls, and news feeds, which have shaped user interactions and facilitated various functions for different types of users (Brügger, 2015). Facebook's growth has been marked by significant milestones, including its role in political protests and its impact on global communication. The platform has become an integral part of users' social lives, allowing them to build their identities and relationships in the digital space (Jurion & Alves, 2020). However, Facebook has also faced challenges, including the spread of misinformation and increased scrutiny from regulators. Despite these issues, Facebook continues to be a dominant force in how online communication and social interactions evolve globally.

## **1.3 Role of Facebook in Foreign Language Acquisition**

Research indicates that Facebook can offer significant benefits for foreign language learning. According to some studies, using Facebook groups can promote learner autonomy in English courses (Ríos & Campos, 2015). However, while merely having a Facebook account does not seem to enhance social connections with native speakers, its use shows moderate links with self-assessment of language skills, particularly speaking skills (Lee & Ranta, 2014). The integration of Facebook into language courses presents several benefits, such as increased exposure to the target language, enhanced authenticity, greater student motivation, and improved collaboration (Knisely, 2018). However, teachers must consider the pedagogical and ethical aspects when incorporating social media into their teaching methods (Knisely, 2018). Overall, a strategic use of Facebook in language learning contexts can support the development of language skills and foster a sense of community among learners.

This globally accessible platform, widely used by young people, is considered an effective and user-friendly tool for learning and improving language skills (Tovar Carvajal, 2022). It provides various opportunities for foreign language learners, such as interacting with other learners and native speakers, as well as accessing a wide range of educational resources and support, including:

- a. Discussion groups: Language learning groups are created where members can interact by posting messages, questions, videos, or articles in the target language. They can receive feedback and corrections from other members.
- b. Access to diverse resources: Students can access a variety of language resources, such as discussion groups, educational videos, articles, and podcasts, all available on Facebook.
- c. Interaction with native speakers: This offers a valuable opportunity to practice the language in an authentic context.
- d. Online tutoring: Some teachers or tutors offer online tutoring sessions, where they can provide personalized lessons, exercises, and feedback to learners.
- e. Following educational pages and groups: Many pages and groups are dedicated to foreign language learning, offering tips, resources, and discussions to help learners advance in their studies.
- f. Motivation and engagement: Its use in the context of foreign language learning can boost student motivation by allowing them to track their progress, receive real-time feedback, and share their successes.
- g. Innovative teaching approaches: Teachers can integrate it into their courses to diversify teaching methods, including the use of multimedia content and interactive tools.
- h. Ease of communication: This platform facilitates communication between students and teachers, allowing for quick and efficient exchanges of language learning-related questions.

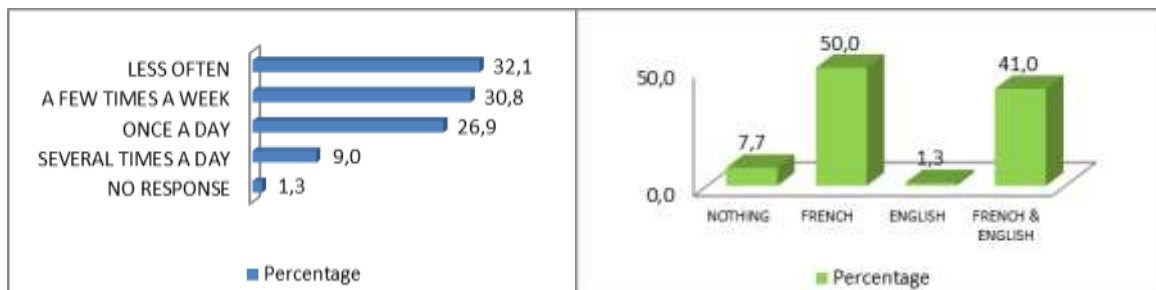
## **II. Research Methods**

This Article aims To Demonstrate The Benefits That Facebook Can Offer To Malagasy Secondary School Students. The Study, Conducted During The 2023-2024 School Year Over Two Months, Surveyed 78 Students In The Second Year, First Year, And Third Year, Aged Between 13 And 20 Years. These Students Are From Fjkm Rasalama Manjakaray College, Lycée Privé Fanovozantsoa Ivato, Fjkm Fahasoavana Androndra College, Fjkm Andriamanarefo Lycée, Lycée Privé Rakoto Benjamin Jean Ambohidroa, Antananarivo, Regarding Their Use Of Facebook To Practice French And English Daily. Additionally, 11 French And English Teachers Were Also Surveyed About The Impact Of This Social Network On Their Practice And Teaching Of These Foreign Languages In The Same Schools. The statistical tools used are Excel and Spss 25, which generate graphs related to usage, benefits, and various methods of teaching and learning foreign languages. The Questions Employed Were Multiple-Choice And Closed, Presented In French. The Collected Data Were Analyzed Using A Quantitative And Qualitative Approach.

## **III. Results and discussion**

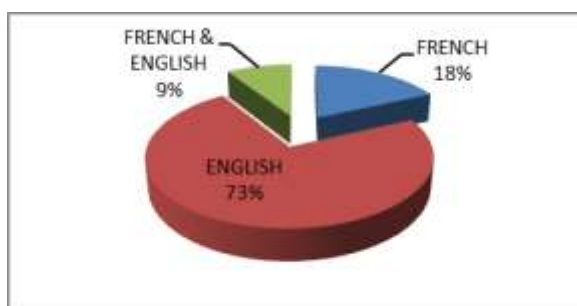
### **3.1 Use of Facebook**

Approximately 85% of the students surveyed reported using Facebook regularly, while for language teachers, this percentage rose to 91%. Among these teachers, 63.4% have taught French and English for less than five years, 18.2% for between five and ten years, 18.2% for between ten and twenty years, and 27.3% for more than twenty years.



**Figure 1: Frequency of Facebook Use by Students**      **Figure 2: Use of Facebook for Practicing French and English**

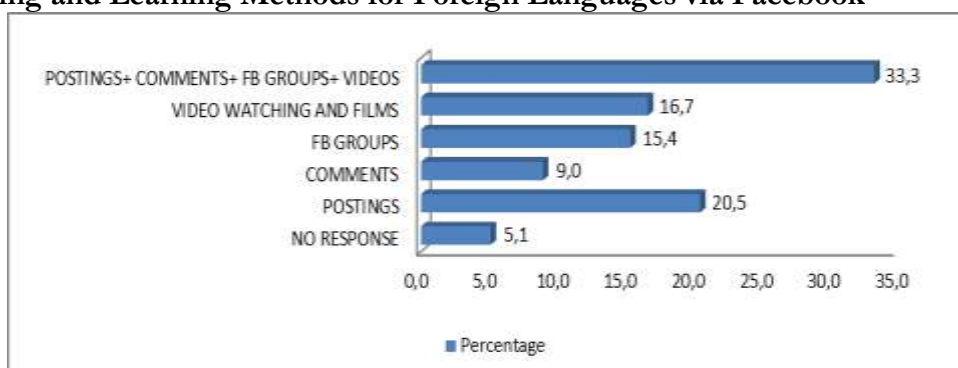
Among the students, 32.1% use Facebook ‘less often’ while 30.8% use it ‘a few times’ only. About 26.9% use it ‘once a day’, and 9% use it ‘multiple times a day.’ Approximately half of these students use Facebook to learn French, while 41% use it for both languages (French and English). Only 1.3% visit sites offering English courses.



**Figure 3: Subjects Taught by the Surveyed Teachers**

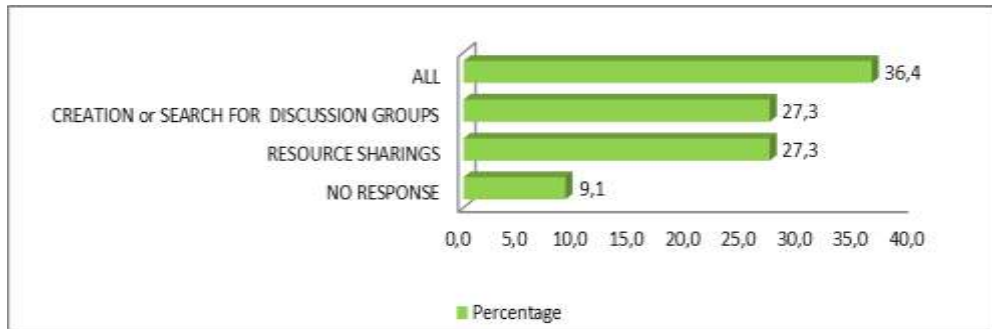
Approximately 73% of the teachers specialize in English, while 18% specialize in French. Nine % report teaching both languages within the institution.

### 3.2 Teaching and Learning Methods for Foreign Languages via Facebook



**Figure 4: Methods of Using Facebook for Language Learning**

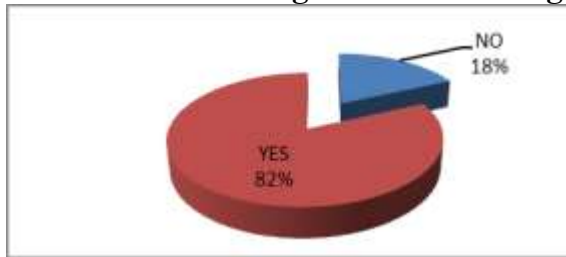
Approximately one-third (33.3%) of the students favor utilizing posts, comments, discussion groups, and videos for their language learning. 20.5% focus on reading posts, while 16.7% choose to watch videos and movies in French or English. Only 5.4% are members of discussion groups.



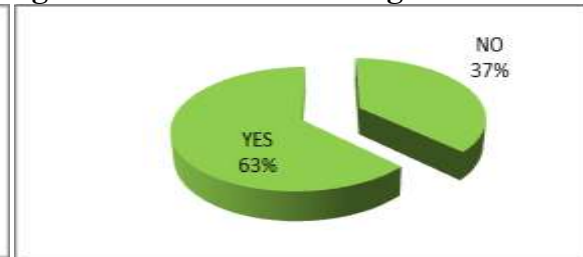
*Figure 5: Use of Facebook in Teaching*

Among the teachers, 27.3% utilize the creation or search for discussion groups as a teaching or course method, while 27.3% opt for sharing resources. Additionally, 36.4% of them integrate all these methods into their language teaching.

### 3.3 Effects of Utilizing Facebook in Language Education and Learning

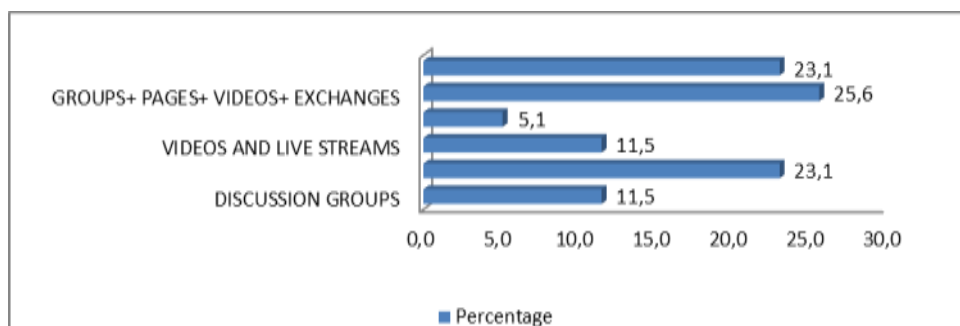


*Figure 3: More Advanced Performance for Facebook Users*



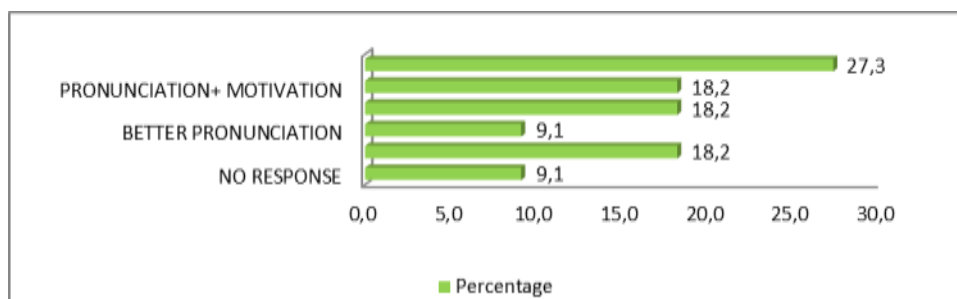
*Figure 4: Knowledge of Special Pages for Language Practice*

The surveyed teachers indicated that those who learn languages on Facebook generally have advanced language skills (82%), while 18% disagreed with this observation. Regarding the students, 63% reported being familiar with special pages dedicated to language learning, while 37% stated that they were not aware of such pages.



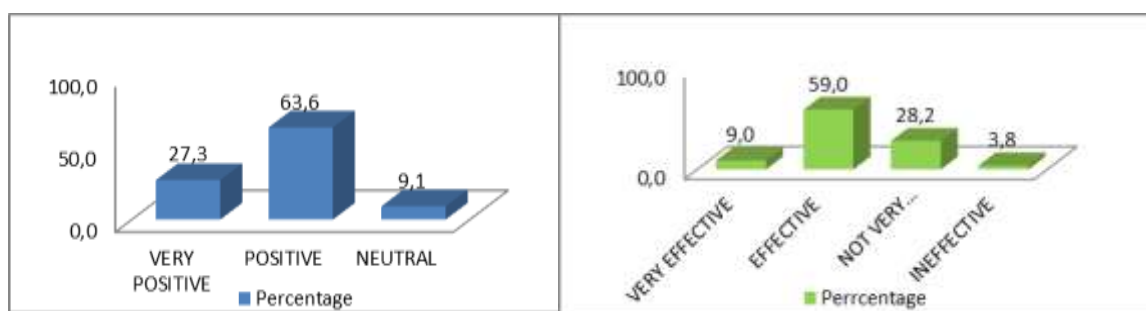
*Figure 8: Interesting Features*

25.6% of the students shared their interest in discussion groups, videos, and interactions, while 11.5% were more interested in videos and live broadcasts. Additionally, 23.1% expressed their attraction to educational pages.



*Figure 5: Observed Improvements*

27.3% of teachers have noticed improvements in vocabulary, pronunciation, and motivation among students who engage with the language on Facebook.



*Figure 6: Evaluation of Facebook's Effectiveness According to Teachers*

*Figure 7: Evaluation of Facebook's Effectiveness According to Students*

Around 63.6% of the teachers surveyed indicated that Facebook use positively affects the teaching and learning of foreign languages at their institutions. In comparison, 59% of students feel it is effective, while approximately 28.2% consider it to be only "slightly effective."

## Discussions

### 3.4 Use of Facebook in Madagascar

The adoption of digital technologies in Madagascar has been gradual, with initial Internet use focused on traditional media and community portals (Andrianarijaona, 2005). Social media platforms like Facebook have since emerged as significant tools for communication and expression, reflecting social, cultural, and identity representations through user-generated content (Bourdache, 2024). Facebook has been used to promote events and facilitate discussions within the Malagasy diaspora, although success has been variable, and perceptions of diasporic identity have been divergent (Rakotoary, 2019). Although ICTs are considered potential drivers of economic growth and poverty reduction in Madagascar, their impact remains limited, with traditional media still favored by some readers despite the availability of online alternatives (Andrianarijaona, 2005).

### 3.5 Fairly Limited Access to Facebook

The use of social networks in the process of learning foreign languages has garnered increasing interest in recent years. Among these platforms, Facebook stands out as a potentially powerful tool for facilitating this learning. However, for many Malagasy students, access to this platform has yet to be widespread, even though a large part of the population uses it daily. Less than half of these students are able to use social networks due to financial



constraints related to Internet access or time limitations. About half of the surveyed Malagasy students focus more on learning French than on learning English-French. Only a small portion of these students learn English on this platform. This trend is explained by the fact that Madagascar is a Francophone country, where learning French is more common despite the growing popularity of English.

Research on access to Facebook and its use in various contexts reveals several challenges. In rural Kenya, limited infrastructure, high costs, and unreliable electricity hinder participation in social networks (Wyche et al., 2013). Users often need more awareness of data collection mechanisms on social networking sites, which can expose their personal information (Tchuenté et al., 2011). Temporary disconnection from Facebook is sometimes practiced as a form of self-preservation, but users often reconnect due to social pressures and the fear of missing out (FOMO) (Kwok Choon, 2016). These studies highlight the need for a nuanced understanding of Facebook access and usage, considering technological, social, and ethical dimensions in different cultural contexts.

Meanwhile, in Madagascar, access to this platform has become quite difficult due to the rising cost of connectivity and limitations in digital infrastructure. The increase in Internet access costs restricts the ability of many potential users to connect regularly to Facebook. Additionally, challenges related to the quality and reliability of Internet connections can limit the effectiveness of using the platform for educational or social purposes. These obstacles can hinder the adoption and integration of Facebook in language learning initiatives and other areas where digital connectivity is crucial.

### **3.6 Improvement of Language Skills**

Less than half (33.3%) of the surveyed students indicate using this platform to learn foreign languages by visiting discussion groups, comments, posts, and videos. However, this remains limited due to issues with Internet accessibility. Currently, Internet access offers restricted to Facebook, and other social networks have been removed by service providers such as Telma and Orange in Madagascar. Popular offers like Yellow Facebookaka 500 and Akama 500, which provided limited access to Facebook, Instagram, and Messenger at an affordable price, are no longer available. This situation has led to increased costs for users of these services.

Research suggests that Facebook can be an effective tool for language learning, especially in informal contexts. It allows learners to practice writing, speaking, and acquiring new vocabulary through interactions with peers and content (Ar, 2017). The multimodal environment of Facebook facilitates unique discursive behaviors among learners and teachers. The platform's various features enable students to use cognitive problem-solving processes, such as information transformation and status assignment, which are essential for language acquisition (Sockett, 2011). These findings highlight the potential of social media platforms like Facebook to transform language learning approaches and enhance students' language skills, particularly in the context of learning English as a foreign language.

### **3.7 Exploration of the Advantages of Facebook in Foreign Language Learning**

- a. Most of the surveyed teachers and students highlighted the positive impacts of using this platform in the teaching and learning of foreign languages in Madagascar. Although not all students have the opportunity to use the Internet daily, they still recognize that it could contribute to improving their language skills. Among the mentioned advantages include:

- b. **Accessibility and Flexibility:** Facebook offers unparalleled accessibility and flexibility for foreign language learners. With billions of users worldwide, the platform provides easy access to language resources and interactions with native speakers, regardless of location or time.
- c. **The richness of Linguistic Resources:** Discussion groups, educational pages, and posts on Facebook offer a wealth of varied linguistic resources. Learners can access a multitude of written and audiovisual content in the target language, enriching their linguistic and cultural exposure. However, it is important to be cautious of groups and pages that are not reliable and do not come from genuine language professionals. Groups or videos shared by native speakers are often more trustworthy and reliable. This requires skill in conducting research.
- d. **Social Interaction and Authentic Practice:** Facebook promotes social interaction and authentic practice of foreign languages. Learners have the opportunity to communicate with other learners and native speakers through comments, group discussions, and live exchanges, which strengthens their communication skills and linguistic confidence. Malagasy students, especially those in secondary schools, can choose their language proficiency level.
- e. **Personalization of Learning:** With its personalization features, Facebook allows learners to create their learning paths. They can select resources that best meet their needs and linguistic interests and progress at their own pace.
- f. **Pedagogical Support and Guidance:** For teachers, Facebook serves as an additional, effective, and rapid platform for providing pedagogical support and guidance to their students outside the classroom. Through dedicated groups and online interactions, teachers can share educational content, provide personalized feedback, and stimulate student engagement.

Research indicates that Facebook offers several advantages for teaching and learning foreign languages in secondary and higher education. It enhances student engagement and academic performance and supports intercultural awareness as well as collaborative learning. Integrating Facebook into language courses increases exposure to the target language, authenticity, and student motivation while promoting learner autonomy and the creation of communities. Students value the accessibility, practicality, and ease of communication offered by Facebook, although concerns about distraction and privacy persist (Melot et al., 2017). Japanese students learning English as a foreign language have moderately favorable views on using Facebook for language learning, citing its ease of use, convenience, and low-stress environment as benefits (Dizon, 2015). Overall, the strategic incorporation of this digital platform into language education offers numerous benefits, including increased interaction, improved performance, and better cultural awareness.

### **3.8 Challenges and Opportunities**

#### **a. Challenges to Integrating Facebook in Foreign Language Teaching and Learning**

Research on the integration of Facebook into foreign language teaching reveals both benefits and challenges. Facebook can increase exposure to the target language, enhance authenticity, motivate students, and promote collaboration (Knisely, 2018). It provides opportunities for authentic interaction with native speakers and cultural immersion, aligning with the principles of communicative language teaching (Garcia, 2021). However, several obstacles hinder its effective implementation, such as institutional bans on mobile phones or the need for more familiarity among teachers with the educational uses of social media. Ethical considerations and careful pedagogical planning are necessary when using social media in learning and teaching. Despite these challenges, Facebook can create a multimodal space

for informal language learning, facilitating unique discursive practices among students and teachers.

The social nature of Facebook can sometimes distract learners, pulling them away from their learning objectives. Additionally, the vast amount of information available can make it challenging to find relevant content for both teachers and students. According to Goli (2023), social networks have a significant impact on online learning. While they can be sources of distraction and unreliable information, they also offer major benefits such as collaboration, knowledge sharing, and access to a global community. Learners need to be aware of potential pitfalls and develop time management and critical thinking skills to optimize their learning experience through social media. By wisely leveraging the opportunities provided by social networks, they can become a powerful tool for online learning and knowledge enrichment (Goli, 2023).

Finding reliable pages or discussion groups can be problematic. However, videos and films do not address this issue, as they provide authentic examples. Moreover, Malagasy teachers can create groups or pages for their students or even share reliable resources on Facebook.

#### b. Maximizing the Benefits of Facebook for Language Teaching and Learning

Teachers play a crucial role in guiding students toward the constructive use of the platform, raising their awareness of online linguistic and cultural subtleties, and promoting autonomous learning. They also oversee students' activities to direct them toward appropriate content and help them cultivate a thoughtful online presence. In summary, these teachers act as facilitators to enhance students' language skills while supporting them in responsibly navigating the digital world.

Training Malagasy teachers on best practices for using Facebook in language teaching can help overcome challenges related to privacy and security. Additionally, raising students' awareness of the benefits of language learning on Facebook can encourage their engagement. By identifying and utilizing features of the platform that enhance language learning, such as discussion groups, live videos, and events, teachers can maximize opportunities for interaction and learning. It is also important to demonstrate to both teachers and students the benefits of using social networks or the Internet for language learning by providing training and showcasing various pages or groups, videos, and films. A pedagogical study conducted in Cuba revealed that "since social networks, with Facebook being the most popular, are now part of interpersonal interaction and somewhat redefine users' daily habits, we recognized that the opportunity to read and interact online, not only in a foreign language but also with the culture, aligns with the principles of language and culture didactics that promote a communicative approach in foreign language teaching" (Garcia, 2021).

Facebook can be a valuable tool for acquiring foreign languages, particularly English. It enhances student engagement, academic performance, and intercultural awareness. Facebook groups provide an interactive environment that promotes vocabulary improvement, listening, and writing skills (Mykytiuk et al., 2020). The platform encourages learner autonomy and can be effectively integrated into language courses (Ríos & Campos, 2015). However, while Facebook use shows weak associations with social connections to residents and self-assessment of language proficiency, its strongest correlation is with oral proficiency (Lee & Ranta, 2014). To maximize its benefits, educators should consider incorporating Facebook into their pedagogical strategies, as it offers opportunities for meaningful learning experiences

and collaborative interactions (Mykytiuk et al., 2020). Overall, the educational potential of Facebook in language acquisition is significant when used effectively.

#### IV. Conclusion

The research examining the effects of using the social platform Facebook on foreign language acquisition among Malagasy secondary school students, carried out in schools within the Analamanga region, emphasizes several important aspects. First, while Facebook offers a flexible and accessible learning opportunity with a variety of available linguistic resources, its use is limited by internet accessibility constraints. Additionally, although social interactions and student engagement can be encouraged on the platform, the quality of exchanges and interactions may be affected by distractions and information overload.

However, despite these challenges, the study emphasizes the potential importance of Facebook as a supplementary language learning tool, particularly by allowing students to create their learning paths and communicate with native speakers. Teachers also play a crucial role in creating a safe and enriching online learning environment, providing pedagogical support, and encouraging thoughtful use of the resources available on Facebook.

Additional research and efforts may be needed to fully leverage the potential benefits of this platform while mitigating its drawbacks and further enriching the language learning experience for students in Madagascar. It is important to actively encourage students to use the platform for language learning and to motivate them to engage deeply in this experience. Moreover, researching learning groups that are both reliable and engaging is essential to ensure a rewarding learning experience. How can Facebook be effectively integrated into language learning in Madagascar to enhance student engagement and ensure access to reliable resources?

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