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CARRERA DE LENGUA Y LITERATURA INGLESA

Social Networks: The Use of Facebook as a Tool to Foster the Learning of English of Eleventh Graders at "Latinoamericano" High School

Trabajo investigativo del curso de graduación previo a la obtención del Título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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RESUMEN

Esta investigación ha sido desarrollada con la finalidad de medir la efectividad de Facebook para la enseñanza del inglés como lengua extranjera. La aplicación de una prueba previa al proyecto y una evaluación al finalizarlo sugiere que los estudiantes pueden mejorar las estructuras gramaticales, ya que esta red social los motiva a aprender de una forma interactiva e interesante. El proyecto fue aplicado en el Colegio Latinoamericano con estudiantes del Primero de Bachillerato Unificado. Los datos proporcionados por los estudiantes fueron analizados e interpretados mostrando resultados positivos. Por lo tanto, el uso de métodos que pueden llamar la atención de los estudiantes son esenciales en el proceso de enseñanza-aprendizaje del idioma Inglés, ya que los alumnos pueden estar comprometidos con la materia. El uso de Facebook no es la mejor o la única alternativa para enseñar un lenguaje extranjero, pero se sugiere considerar sus ventajas como una herramienta tecnológica y educacional para promover la enseñanza de este lenguaje.

Palabras claves: Tecnología, redes sociales, Facebook, inglés como lengua extranjera, enseñanza del inglés.

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ABSTRACT

This research has been developed in order to measure the effectiveness of Facebook in the EFL classroom. The application of a pre-test and a post-test suggests that students can improve grammar structures because they are motivated to learn through an interactive and interesting way. The treatment was applied in *Latinoamericano* High School with students of first *Bachillerato Unificado*. The students' outcomes were analyzed and interpreted showing optimistic results. Therefore, the use of methods that can catch students' attention is essential in the English teaching-learning process because learners can be engaged with the subject. The use of Facebook is not the best or only alternative for teaching a foreign language, but it is suggested to consider its advantages as a technological and educational tool to foster the learning of this language.

Keywords: Technology, social networks, Facebook, EFL, teaching English.

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AUTHORSHIP

The authors have complete responsibility for the opinions written in this work.

Tatiana Estefanía Montero Cambi   María José Santacruz Campos

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DEDICATION

First of all, this work is dedicated to my Lord for all the blessings that I have received from him.

To my parents, my sisters, my brother and my close relatives, who have always supported me and have encouraged me to achieve this goal.

Tatiana Estefania Montero Cambi

First of all, I am really grateful with God because he has given me the opportunity of fulfilling this dream giving me intelligence and blesses during all my life.

Also, I want to dedicate this project to my mother and my husband who have helped me to overcome a lot of obstacles, giving me all their support in order to achieve my goals. I love them.

Similarly, it is for my little angel Joaquin to whom I promised that I would do my best to reach my dream.

Thanks to my father, brother, close relatives, teachers, and friends who contributed to make this dream come true. Thanks to everybody.

María José Santacruz Campos

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INTRODUCTION

Today, it is difficult to deny that students live in a digital era and that they will probably not enjoy traditional classes. Technology has been used in the teaching-learning process in the last years. One of the technological resources that teachers could implement in the English classroom is social networks and the most famous, Facebook. This research work will deal with some definitions and questions related to technology. Besides, advantages and disadvantages will be analyzed to measure the effectiveness of Facebook as an educational tool. Also, this research will serve as a basis for further discussion.

Chapter one deals with the Literature Review in which the use of new technological tools, social networks, and Facebook as the main one is analyzed for improving traditional classes. In addition, it can be stated that constructivism supports this technological interaction.

Chapter two describes the Methodology used. A quantitative and qualitative research was required for determining the effectiveness of the study through a pre-test and a post-test for a proper understanding.

Chapter three, related to the Results, Analysis and Interpretation, presents the tabulation of the data from questionnaires and activities done on the Facebook page. The analysis of the results answer the question in which this

study is based: To what extent does the use of Facebook contribute in the English learning process?

Topic

Social Networks: The Use of Facebook as a Tool to Foster the Learning of

English of Eleventh Graders at "Latinoamericano" High School

Purpose

The main purpose of this research is to measure the effectiveness of Facebook as a tool for learning English.

Problem

Nowadays, it is difficult to deny that students may not enjoy traditional classes because learners are living in a digital age; consequently, they have and use several technological mediums for entertainment or communication every day. Therefore, this makes teachers look for new strategies or methods to call students' attention in order to foster the learning of English, in contrast to the passive participation of the students in daily classes, where the educational materials are outdated. The learners expect interactive and fun classes, which integrate fresh and different technological mediums for developing technological skills that may help them being in contact with the world.

Justification

Throughout the years, some changes have occurred in education. There have been implementations of innovative technological tools in order to create an interactive and educational environment to improve the teaching-learning process. Therefore, teachers cannot deny the opportunities that technology has to offer to education. Moreover, there are a lot of sources and mediums in which students can get information from different parts of the world. Hence, thanks to internet connection individuals can expand knowledge as fast as clicking a button. Today, it is easy to communicate with others in spite of distances because of social networks, which have become popular in the last years.

Additionally, some studies have proven that social networks can be used in education. One of the most used websites is Facebook, which is an online personal account where users can post any kind of material. As a result, the use of Facebook provides a communication space that teachers can employ with students to share ideas and reflect on their work.

Research Question

To what extent does the use of Facebook contribute in the English learning process?

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Objectives

General objective

- To determine the contribution of the use of Facebook as a tool for learning English.

Specific objectives

- To provide bibliographical support about the use of technology and social networks in the English class.

- To analyze the effectiveness of the use of Facebook in the English learning process.

- To analyze the effects of the implementation of this social network as part of the classroom activities.

- To give suggestions and recommendations about the use of Facebook in the classroom.

CHAPTER I: LITERATURE REVIEW

1.1 Constructivism as a Basis for Social Interaction

It is known that many pedagogues have written concepts about constructivism, but the most important for this model are Jean Piaget and Lev Vygotsky. The first one affirms that "people learn in different ways and that many people continue to find it difficult throughout their lives to cope with abstract reasoning" (Williams and Burden 22). It means that the construction of knowledge depends on the practice of the diverse skills and it may be reached through technology because it has a lot of material to be used by the students (Williams and Burden 22).   He adds the importance of "cognitive development" in the "process of maturation" where the abstraction of constant information is based in an "equilibration" between the knowledge and the experience. So, this process is important in getting learning (Williams and Burden 22).

For Piaget, it is essential to understand that the student is an "individual, actively involved in constructing meaning" (Williams and Burden 23). Also, the level of teaching must be according to the level of the learners' reasoning, so that "the notions of assimilation and accommodation in the acquisition of the language" are enforced (Williams and Burden 23). In this point, these characteristics help the pupils to gain understanding by developing their minds. Following the same ideology, Vygotsky asserts that we "learn through our

interactions and communications with others (…) [and] learning takes place through the interactions students have with their peers, teachers, and other experts" (Neff, par. 1).Therefore, people who can build a "learning environment" for a better interaction of the students are the professors.

Vygotsky also affirms that the professor is the one who facilitates and guides the learning in a social context and "(…) build active learning communities through small group based instruction" (Neff, par. 5). It means that the learning process depends on a space where "students collaboratively work together to conduct research, share their results, (…) perform or produce a final project, [and] help to create a collaborative community of learners" (Neff, par. 6).

Werner Liepolt, another writer, in his article *Constructivism as a Paradigm for Teaching and Learning* comments that "constructivism transforms the student from a passive recipient of information to an active participant in the learning process. Always guided by the teacher, students construct their knowledge actively rather than just mechanically (par. 6). Moreover, learners use their "innate curiosity about the world" in order to comprehend the new knowledge. So they construct their own concepts and make their own conclusions (par. 7).

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A comparison between Lev Vygotsky and Jean Piaget was done by Christina Gallagher. In her article she says that:

> Opposing Vygotsky's zone of proximal development, Piaget believed that the most important source of cognition is the children themselves. But Vygotsky argued that the social environment could help the child's cognitive development. The social environment is an important factor which helps the child culturally adapt to new situations when needed. Both Vygotsky and Piaget had the common goal of finding out how children master ideas and then translate them into speech (par. 9).

Piaget established that kids "act independently on the physical world" because they want to experiment, while Vygotsky explained that "human mental activity is the result of social learning" (Gallagher par. 10). It means that kids learn through interaction.

Liepolt adds that constructivism is a theory which explains that students create their knowledge through their experiences. When people face something new they relate it to their former knowledge. In order to get new information, exploration, experimentation, and questions are needed. In regular classes the teacher can use "active techniques" like experiments, problem solving, etc. The

tutor must be sure the students connect the previous understanding with the new one (par.1-2).

Kristina Ford and Leslie Lott in their work titled *The Impact of Technology on Constructivist Pedagogies* predict Constructivism has been reviewed as the theory which supports the implementation and the use of technology in the classroom since "technology offers flexibility and adaptability reflective of pedagogies across various learning models based in constructivism" (par. 1). The use of technology like an instrument in the classroom "opens the door to new and innovative applications of constructivist teaching and learning methods" (Ford, Lott, par. 3).

By the way "The Perspective from Vygsotsky's Sociocultural Learning Theory (SLT) and its relationship to social networking sites is reviewed for teaching and learning environment [therefore] this theory is based on learning in a social environment, for instance, the school (Ahmad, Abdullah and, Downe pag. 1).

And Vygotsky described "scaffolding within supportive environment will encourage deepen understanding of learning for learners (…) [where] learners can be assisted by (…) external tools [like] (…) technological agents such as computer application, mobile phone, laptops or websites" (qtd in Ahmad, Abdullah and, Downe 41). Subsequently "social networking sites such as

Facebook, MySpace, Friendster or Twitter have emerged as mediator for communication, collaboration and interaction between learners, teachers or faculty in the learning communities" (qtd in Ahmad, Abdullah and, Downe 42).

In few words, constructivism is a pedagogical theory that supports the construction of knowledge by oneself where students create the knowledge through experiences. The principal representatives are Jean Piaget and Lev Vygotsky, who have different points of view about the development of the information in individuals, but they coincide in the acquisition of information through the manipulation, communication and interaction with the environment, in this case technology. Similarly, the role of the teacher changes; now he/she is the one who facilitates and guides the learning not the one who just transfers it. Therefore, the use of technology in the classroom will help students to build and develop their own information.

1.2 Technology in Education

Throughout the history of mankind, the world has experienced a series of revolutionary and technological changes. The invention of new artifacts has, in some way, allowed individuals to improve their lives depending on their specific needs. Concerning education, technology has been implemented in the classroom as an educational tool in an attempt to improve the teaching – learning process. It has been assumed that the traditional classroom needs to

be complemented with technological devices, in order to improve educational practices.

It is well-known that the task of teaching demands innovation, in terms of methodologies, techniques and resources, and due to this assumption, technology has arisen as the answer. Technology may improve both the teaching and the learning processes if it is used as a tool to provide new activities, which are different and updated. Therefore, an array of tools should improve regular classes and prove their usefulness for students learning. Also, it should measure the optimization of technological education.

Thomas Edison said in 1925 that "books will soon be obsolete in schools. Scholars will soon be instructed through the eye." Nowadays, it is true that educators have tried to improve and add new techniques into the educational field, so classrooms are seen from a different perspective. During the last years, new technological instruments have been implemented in the classroom, and among the latest is the Interactive Whiteboard (1999) that is "a large display that connects to a computer and a projector. The projector shows the computer's desktop onto the board's surface, where users control the computer with a pen, finger, or other device" (Marzano par. 2). Since 2000, there has been an emerge of multiple mobile technologies like iClicker (2005) which "is a device that allows you to poll a group of students [where] "the students responses are recorded

and available to the instructor for grading or analyzing" (University of Wisconsin par. 1) and Apple iPad (2010) that is "a new space between the laptop and the smart phone" which has "amount of free and cheap apps written for these devices. The iPad can take advantage of this existing situation and can run the vast majority of the current educational apps on the App Store" (Wilson pars. 2-3).

The above mentioned technological instruments may serve as educational options to be used in the classroom as new digital devices for improving the teaching-learning process. Technology has been part of the educational plan for many years, and it seems to be a good option to consider. Students are now growing up in a digital age where they have constant exposure to a diversity of technological tools.

Julio Cabero adds that there is an "expansion of the range of information" (13).This means that students are capable of getting all the information they need from any part of the world. For instance, if a student wants to explore a museum in a different country, he can do it because of the advantages that technology offers.

Dirr suggests that another advantage of technology in education is that students have active roles. Some American teachers use a method called "Web-Quest". Students are given a topic for research, and then groups are formed in

order to search for information based on that certain topic, which results will have to be presented to their teacher and classmates (70). Therefore, they investigate, organize the presentation, and explain the topic, so students fulfill an active role. They are doing their job by themselves, and the teacher's role is to guide them.

Teachers must be aware of these technological tools in order to sustain regular classes and make them more attractive and motivating for children. A first possible advantage would be a virtual classroom which is "an online learning environment" where the pupil plays a participative role in a "synchronous instruction" in other words, both students and the teacher are immersed into a "virtual learning environment" (Rouse, pars. 1-2).

Marie Pond affirms in her article *Advantages of Technology in Education* that one of the main benefits for using technology is "access to information." Nowadays, internet encompasses a wide branch of information, contrary to what it used to be in the past. Twentieth-first century schools and homes in different countries (not all of them however) have implemented computers with access to internet, allowing availability of information, which is easier and faster to obtain. Now computers with internet are available in more schools and houses. Learners can get plenty of information on "online libraries" that contain books, journals, magazines, etc. (par. 3). Another advantage is "numerous ways of

accessing information (…) with the creation of electronic mobile devices that can be used to surf the net" and every device is "capable of downloading videos [information] and applications" (par. 5). Therefore, people can download books in a free and easy way. A third advantage refers to "various ways of improving teaching efficiency" for catching students' attention. For instance, "visual presentations that are visually appealing can make [students] keep their focus on the discussion" (par. 7). Moreover, it is said that the use of technology contributes to the protection of the environment, avoiding trees from being cut down. By using technology, trees are saved since "billion sheets of paper are consumed yearly" (par. 8) in the schools. The advantages of implementing and using technology in schools show that education may be better and more interactive between students and tutors.

According to Caitlyn Carson, however, there is a disadvantage in the use of technology in the classroom. Carson states that students should not assume that all the information obtained through a computer is reliable. In addition, it is said that due to new technological resources, "there is a loss of communication skills and the ability for people to interact with each other" (par. 7). Another problem that Carson states is related to accessibility since not all students have access to internet due to "lower income situations" (par. 8). Furthermore, governments do not invest in technology implementation or training for professors.

Researchers from Austin Peay State University note that another disadvantage of technology is that some sources are unreliable. Students can log in to some websites that have unreliable information like Wikipedias which "are not reliable because the authors may not have a thorough knowledge or full understanding of a topic" (2-3). Students and teachers should be careful to extract information from blogs, yahoo answers, and forums, among others because it is necessary to "determine reliability of online sites and their organizations, [through] the URL's (Uniform Resources Locator) ending" (1-2). It means that the reliable sources must end in .edu, .gov, and .org.

It might be assumed that teachers will be replaced by technology in a near future; however, this assumption cannot be accepted since the learning process needs to be accompanied. Teachers are concerned when students are not capable of understanding a certain topic; in addition, they care about students' problems and feelings. Thus a computer cannot substitute a teacher because a computer is a machine that does not feel anything (Cabero 10).

To sum up, the teaching-learning process technological development is leading schools to implement new tools in the classroom. Consequently, it becomes essential to consider such technological applications as part of lesson plans, considering the need to know how to use and apply them. In spite of the

disadvantages that technology has, educators must be conscious of its impact in order to regard it as a resource in the classroom.

1.3 Social Networks in Education

Nowadays, schools are equipping their classrooms with computers, internet access and mobile devices, thus enabling teachers to use new technological resources, which most of the time are already known by students. Consequently, some institutions have implemented the use of technology as part of lesson plans since principals and educators are aware of the need of using new digital tools which might contribute to education.

Boyd and Ellison in his work called *Social Network Sites: Definition, History, and Scholarship* define social network sites as "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site" (par.1).

The benefits of implementing new technological resources like social networks as part of the educational plan are multiple since they may help teachers better organize activities, quizzes, homework assignments, etc. They also motivate students, catching their attention in order to stimulate the

development of their abilities through the use of technology. As a result, social networks could serve as an educational tool in the EFL classroom since they encourage language socialization as well.

It cannot be denied that teachers are facing a digital generation that demands from them the manipulation of latest technology. Therefore, it could be expected that teachers take advantage of this situation and use Social Networks as a tool in the classroom which let their scholars to have a better learning and a developing of technological skills. Also, it may be necessary that educators master this digital instrument in order to improve and incorporate it in regular classes.

In his article *How can Social Media be used in Education?,* Phil Treagus suggests that

> Educational institutes are already implementing social media marketing successfully as a tool for recruiting new students. If they're getting it right, then they'll be using it as a platform to talk about the success of current students and perhaps how the school is improving all of the time. They could really build up a positive image for the school and allow parents to get a feel for how unbelievably awesome they are (par. 3).

The Washington Times Newspaper in its article *Digital Youth Project* states that in a study conducted at the University of Southern California and the University of California at Berkeley, it was found that the "useful skills" are improving thanks to the development of the "technological world" and the exchange of information through social networks.   The research involved "more than 5,000 hours of online observation" and the key finding was that the "digital world" is giving place for social interaction especially among young people (par.3).

The percentage of young people using social network sites as a means of communication has increased during these years. Teachers can analyze the different options available in order to determine the most suitable for their students and take advantage of those social networks:

Allowing learners to stick with their favorite social networking applications and services and integrating these with learning management systems effectively kills two birds with one stone: 1 – Learners are already well-versed in using the software and so are more likely to engage with their classmates on-line, 2 – The most costly parts of developing, maintaining and improving the services are expertly taken care of for free (Bury par. 7).

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Despite the different alternatives, Facebook is one of the most popular social networks especially among teenagers. As a result most students have an account in this web page, which can be regarded as an online educational tool. Teachers may take advantage of the fact that students know how to deal with Facebook. Also, this social network page has different functions that allow the facilitator to create a close group for posting grammar points, tasks, homework, and create forums where students can share ideas and keep communication among them. The creation and manipulation of this web page is free with an easy accessibility to any user.

1.4 Facebook as an Educational Tool

As it has been stated before, the use of social networks has contributed to spread information thus allowing communication among users. In recent years, there has been a tendency to incorporate social networks to the educational field, so that some teachers have started to use them in order to teach subjects such as English, because of the advantages that could arise from such practice. It might be said that professors want their students to learn with instruments related to their context, and so they use social networks (e.g. Facebook) due to their popularity. This is because tutors are really interested in using different strategies to reach students' learning.

According to Christopher Irwin and et al. in their article "Students' Perceptions of Using *Facebook* as an Interactive Learning Resource at University," the efficacy of applying Facebook in the classroom has to do with the active "interaction and communication between the students and the course instructors" (1227). Even though pupils were absent in class, they could get information from the class: tasks or homework, so they could catch up the missed class. Furthermore, Facebook is easy to manage for the students because they have already acquainted with this social network. Besides, learners could contact the teacher and ask some questions that were not clear in class.

When well-organized, Facebook could be considered a means of communication between the teacher and the students. Students say that it is better than discussion boards or emails because they can write their messages in a quick way (Irwing, et al.1227). On the other hand, according to an article of the University of Washington called "Using Online Discussion Boards to Enhance Learning in Your Class," a discussion board can help to the " exploratory learning by allowing students to review and respond to the work of others and approach learning in diverse ways" (3). So students can answer and help their classmates.

In addition, in the article "Facebook for Educators" some authors state that Facebook could serve as a platform to avoid monotonous traditional classes

because it could be an opportunity for students to go beyond the books or the class. They could interact with the teacher and their peers, thus allowing Internet and Facebook to create a different learning atmosphere (Fogg and Baird 11).

According to Harwood and Blackstone in the journal "Using Facebook to Extend Learning into Students' Digital Lives," there are some advantages of using Facebook in education. The first advantage is that if the teacher realizes what post is the most popular among students, the teacher can plan a debate or a discussion for students related to a specific topic. Another advantage is that the tutor can administrate the account and accept the appropriate comments or the information that is relevant to the topic. In this way, the teacher can avoid problems or misunderstandings (3).

In a study conducted in Ankara University in 2009 with 31 students from third grade, both female and male Facebook was applied**.** The objective of the study was to analyze the use of Facebook as an Educational tool. The treatment of the project consisted in giving theory and practice. The theory classes linger two hours, and in the hours of practice the students had a positive and an active attitude. Thus everybody participated in a forum and shared some information that was not controlled (Kayri and Çakır 50).

In the survey the researchers applied some questionnaires in order to know students' opinions about Internet and Facebook. The results were

satisfactory because most of the students use Internet and Facebook platform for communicative or entertainment purposes. The survey was based on three points. The first one was the "Acceptance of Facebook" that contained some factors related to the management of this social network. So the answer was positive because learners had a benefit of working easily with it. Also, students could interact among them by forming a social and identity community, in which they could communicate to each other. The second one was the "Intended Use of Facebook," i.e., learners preferred to use this social network for friendship, scholarly purposes, and for constantly entertainment or use. The last point was the "Educational Use of Facebook" that had 3 factors "collaboration, communication, and resource and material sharing" (54). Those three points were important to study the use of Facebook as an Educational tool, and most of the mentees agreed that these three factors should be included if Facebook was going to be applied in Education (54).

The researchers confirmed that there are advantages and disadvantages when Facebook is applied in education. If the teacher manages the class or the platform, and he/she conducts the class, students' outcomes will be good; whereas, if there is not appropriate management, the results will be really disappointing. Also, they suggest that Facebook could be used as an Educational tool because it is easy to manage and students could work by themselves, that is, they fulfill an active role (Kayri and Çakır 56).

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Carol Brown in her article "50 Reasons to Invite Facebook Into Your Classroom," says that introducing Facebook in the class is difficult for teachers; however, Facebook could be considered an educational tool for the advantages that it may offer. First of all, "Facebook is fun," and it can be assumed that the learners may be interested in using Facebook because it is a technological tool related to their context. Besides, Brown states that for Elizabeth Delmatoff, a teacher from Portland, who used Facebook in her classroom, students grades can improve in a 50 %. Also, "it's free" and a lot of schools have to invest their money to equip the school with expensive software; nevertheless, Facebook does not have any cost. So the teacher and the student can register for free (Brown, par. 2).

An additional aspect that teachers should consider may be that students can develop the skills that are related to this technological age e.g., collaboration, creativity, and communication (Brown, par. 5). Besides, by using Facebook, the teacher will be able to organize and post daily activities. With the opportunity of using Facebook in the class, students may have the chance to do extra activities in the class and at home (Brown, par. 15).

One of the most important facts could be that parents may reach an agreement with the teachers in order to form part of the Facebook group; hence, parents can see what their children and the teacher are doing. Also, parents are aware of any information that the school can establish (Brown, par. 19).

Besides, the teacher can create a debate, so the students can share their points of view, thus interacting and sharing different ideas (Brown, par. 34). Moreover, the mentees can create their own content or learning by establishing some conversations or forums, posting information for the rest of the class (Brown, par. 37).

In addition, Brown suggests that Facebook allows shy students, who do not speak in classes, participate by posting and doing activities proposed by the tutor. In addition, students will feel engaged and they will work on activities and projects at school and home due to their interest in the use of this social network. Thus learners will develop a good task by working with their favorite social network. Another aspect that Irwing, et al. mention in their work is that Facebook should be applied through a group because all the news, events, or notifications will appear in the group as a message (1228).

Fogg and Baird recommend that groups are really interesting for students. In addition, they assert that teachers are really concerned because there is not real communication between teachers and students (10). That is why Fogg and Baird accept the relevance of working with Facebook groups, since they are "an online space where people can interact and share with others" (11). This may be a good way for students to work together on projects, because they can collaborate with each other.

Blackstone and Harwood notice that the successfulness of using Facebook in education may be that the teacher has to be involved in the Facebook page with the students. In this way, students can realize that the teacher is interested in them by checking the page. In addition, the teacher can demonstrate that he /she is participating by commenting, posting activities, or giving a *like* at students' posts. Thus with the comments or likes the teacher motivates the students to continue participating on Facebook activities. As a result, the students and the professor may participate and interact with each other (4).

Some experts have taken into account that there are some challenges when professors use Facebook in the classroom. The first one is that "students may feel that this particular requirement of their coursework is overlapping too closely with their private cyber world, especially since Facebook is such a popular socializing site for so many of them" (Harwood and Blackstone15). Another challenge for teachers is that there are some students that post inappropriate comments. For example, the authors talk about a student that had a bad behavior when he posted the comment. As a solution, if the teacher uses Facebook, he/she may check the page many times in order to avoid this problem. So the teacher may act using "appropriate tact and intervention strategies" (Harwood and Blackstone15).

1.5 Facebook in an EFL Classroom

In a study conducted at National Kaohsiung University of Hospitality and Tourism whose participants were 43 students from Taiwan, it was found that Facebook may serve as a tool for developing the writing skill. Pinying Wu and Liwei Hsu suggest that students like to use Facebook in the EFL classroom because they improve their English communicative competence based on writing, speaking, listening, reading skills. The participants agreed that they have used Facebook for at least one year. In this study, a Facebook page was used in order to form a Community of Interest, and everything had to be written in English. There was a kind of motivation and demotivation from part of the students. The way that the students managed the activities were related to record the post and the conversations, and transcribe them in order to analyze and demonstrate that the results were valid. Finally, they had good outcomes (4).

In order to motivate the students to participate, the educator asked them to post videos and links that they liked. At the beginning, all the students posted nice resources; however, this fact changed and fewer comments were posted each time. The researchers were concerned because many students did not post anything. Later, the students were asked to post some songs, videos, poems, or any kind of material that expressed their feelings. Once again the

students were motivated, and students consented that they like to work with Facebook in English classes, because they learn more about their classmates and the teacher. Also, students confirmed that they felt really nervous when they spoke English face to face with a friend, but when they used Facebook they felt nice (Wu and Hsu 6). It may be regarded that Facebook should be considered as a complement for English classes. Also, this technological tool can be the first stage in order to engage students in English learning process because students are really familiar with Facebook platform, so they will learn better with this social network that they like to work with.

It seems that the writing skill could be improved when students post a comment, since they know that all this information will be checked by the teacher or the principal. Thus they make an effort for improving the writing skill (Wu and Hsu 6). Finally, in this study the participants expected their peers to post comments, avoiding just clicking a *like*. This means that some students were motivated to write and receive some kind of feedback (Wu and Hsu 7).

It was noted that when the teacher added some interesting topics, most students commented the post, if not they did not. It is the teacher´s job to look for interesting topics by asking students which topics they like to work with; otherwise, learners will not be motivated to participate.   In spite of the problems that a study may have with some "inactive students", "Facebook is an ideal

platform for language learning. EFL learners' motivation and engagement would still be influenced by external disturbance" (Wu and Hsu 7).

According to Professor Monique Simpson *in her work* "Esl@ Facebook: A Teacher's Diary on Using Facebook," there are some teachers who have done investigations about Facebook in Education, and these investigations are registered. In her case, she decided to make a diary in order to write the experiences that she had when she used Facebook to teach English as a Second Language to Korean students (36). The first time that she applied Facebook in the English classroom was with tourism students from Ecuador who had to promote their city. Consequently, students were enthusiastic using Facebook in the English class by sharing pictures, writing comments, doing activities, and helping each other (37).

In her survey, the author suggests that the use of a diary may be necessary because it can help in the "reflective teaching". It means the teaching process should consist of "reflect[ion] and observation" of the same teaching process in order to transform the educational task. In this way, the teacher will be able to improve the class atmosphere and the errors that he/she can commit. Also, the author says that the experience is important, but also the experience with reflection may be essential because it can enhance the teachers' professionalism (Simpson 38).

Furthermore, Simpson could realize that Facebook was a tool and a method as any other used in education. Similarly, it may have some positive and negative results. One of the negative results that she could find was the time because when students posted something she had to correct grammar, and she was really worried in how to correct all the students' comments. Another problem was that students wanted the teacher to always comment their posts because they felt that the teacher did not give them feedback about the topic. So they asked the teacher why he/she did not answer or correct the post (41). Finally, Simpson proposes that when a new tool, as Facebook, is used in the classroom, both the professor and the students should know how it works. The author could realize that she wasted much time repeating the instructions or giving examples (42).

In a research called "Facebook: Pros and Cons of using in Education" done by Claire Couillard, the author mentions positive and negative effects of using Facebook in the educational field. First of all, the pros are that Facebook may improve teachers' and students' relationship because they can interact among themselves by sharing information or by establishing conversations. It may be really important for the teacher because the teacher can share his/her life experiences, he/she can use humor, or he/she can engage the students with something that calls their attention (Couillard 6). For this reason, "students who viewed an instructor's website with high levels of mediated immediacy, including

forms of self-disclosure, reported high levels of motivation and effective learning, indicating positive attitudes toward the course and the teacher" (qtd. in Mazer et al 6).

In the research, Couillard suggests that "Facebook is a cost-effective teaching resource" for two reasons. The first one is that students are familiar and usually utilize this social network, and the second one is that Facebook can form part of "Internet-based learning" which may be important for students. Internet based learning means that students fulfill an active role because they can investigate and work with the information that the web has. Consequently, the teacher can post a topic, and the students can use the information and comment the teachers' posts. In this way, the students may learn in different ways (qtd. in Towner VanHorn, and Parker 7).

Furthermore, Couillard notes that "Facebook increases teacher /student interaction in the form of web-based communication" (8) because the teacher can use Facebook in order to remain to the students for quizzes, homework, projects, etc. Also, it can help the students because the teacher can post some links that contain useful information about a task or homework. In addition, there is a collaborative and cooperative work because students help others to make clear some doubts or questions about the topic that they want to know. (qtd. in Muñoz and Towner 8).

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CHAPTER II: METHODOLOGY

2.1 Basic Methodology

A quantitative research design was used to conduct this study. In order to determine the effectiveness of Facebook as a tool to foster the learning of English of eleventh graders at "Latinoamericano" High School, the researchers used an intact class for this purpose. The effect of the treatment was measured using a pre-test and a post-test**.**

In addition, this research uses a qualitative methodology since one of the objectives of this study is to have a proper understanding of a new technique for teaching English. There is an analysis about how a new technological tool can improve the teaching-learning process in a traditional English class. It also involves the why and how of the implementation of Facebook as a new tool in the classroom in order to catch students attention. Moreover, this survey has transferable characteristics because it can be applied in other institutions having internet access, and the results might or might not be the same.

2.2 Participants

The survey was applied with a group of boys and girls. Thirty-four students in First *Bachillerato* at Latinoamericano High School agreed to participate in this research. The ages range from fifteen to sixteen years old.

2.3 Data-gathering techniques

Before the application of the treatment, it was important to observe an everyday lesson in order to examine students' behavior and learning in a regular class situation. It was seen that most of the students showed lack of attention because they seemed not to be interested in the class.

For this survey, some close-ended questionnaires were applied. The first one contained questions about social networks in general. The students were asked if they were interested in working and learning by using this tool. After each class, five close-ended questionnaires were given to each learner to control the participation and engagement of the stakeholders. In the last class, it was essential to conclude the survey with an open-ended questionnaire for knowing students feelings and opinions about the treatment.

2.3.1 Treatment

During a period of four weeks, Facebook was used in the EFL classroom and a computer lab was used for this. The students worked in pairs in one computer. Twice a week (four hours), the participants practiced the grammar structures: *second conditional*, *past perfect* and *suffixes* on the Facebook page. In order to strengthen the topics, grammar exercises from the book were used, so the students could practice. For this point, the researchers posted the activities, and students had to work through comments or private messages.

Each activity was valued 10 points, and students who were absent had the opportunity of catching up the overdue tasks.

2.3.2. Pre-test

Before using Facebook to foster English learning, a pre-test was applied to the thirty-four students in order to get a proof of their knowledge about the second conditional, past perfect, and suffixes.

For the pre-test, a quiz was prepared with three questions based on the activities from the English book used in this group of learners. The first one is about rewriting five sentences by using the second conditional form. The second one consists in completing some sentences with the past perfect form of the verbs in parenthesis. The last question asks to add the correct suffix to the word.

2.3.3. Post- test

A post-test was taken in order to measure the topics practiced and learned through Facebook. Those topics were the second conditional, past perfect, and the suffixes *-er* and *–ist.* The first question was related to the past perfect; the second one was about the second conditional; and the third one had to do with suffixes. The quiz was valued 10 points.

CHAPTER III: Results, Analysis and Interpretation

The criteria for analyzing the data included tabulating the information provided by the participants based on the variables presented in each question or item in the questionnaires and activities done on the Facebook page. This information has been statistically processed, analyzed, and interpreted later on. The questions that required students to give opinions were analyzed by having in mind the main trends that were highlighted by the participants. Moreover, the activities and the tests were graded in order to keep a record of whether they were learning or not the topics studied in the classroom. Graphic representations are included for showing a correct comparison.

3.1 Facebook pages planning: students' development

For each class, a lesson plan was made. At the beginning of the class, each topic was explained to the students with examples in real life situations. There were writing activities that students had to do on the Facebook group. Those activities were related to the book and the teacher's lesson plan. In order to make the classes interactive, games were used to challenge students to do the activities. In this way, they felt motivated to learn and develop the activities of the book on Facebook. At the end of each class, a close-ended questionnaire was applied to know students' opinions after each class.

3.2 Analysis

The first questionnaire was applied in order to know if the topic was interesting for students. The obtained results are in the following figures:

1. Do you like Social Networks?

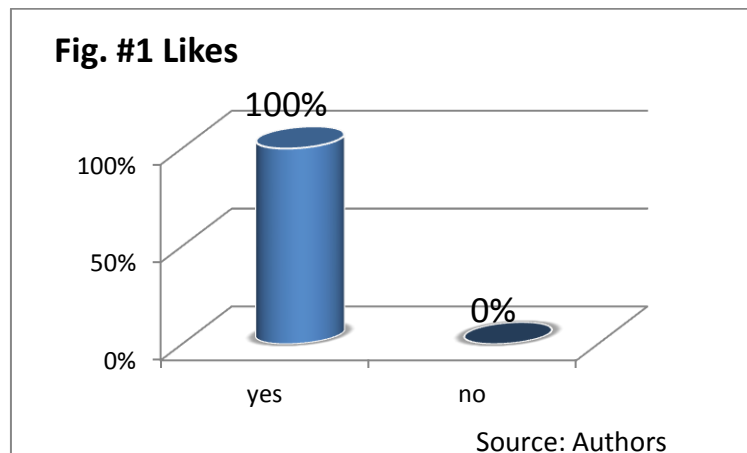**Fig. #1 Likes**

Source: Authors

Figure 1 Likes

Figure 1 shows students' complete acceptance to social networks. It reflects that boys and girls are involved in this technological age and that these resources are trendy for them.
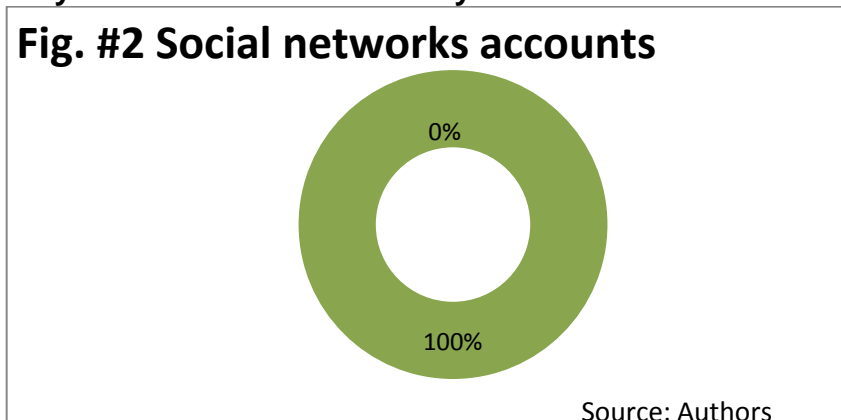
2. Do you have an account in any of the different social networks?

Fig. #2 Social networks accounts

Source: Authors

Figure 2 Social Networks accounts

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María José Santacruz Campos

This figure shows that hundred percent (100%) of the students have a social network account. It shows that the treatment is applicable with this group since they know how to use a social network page.
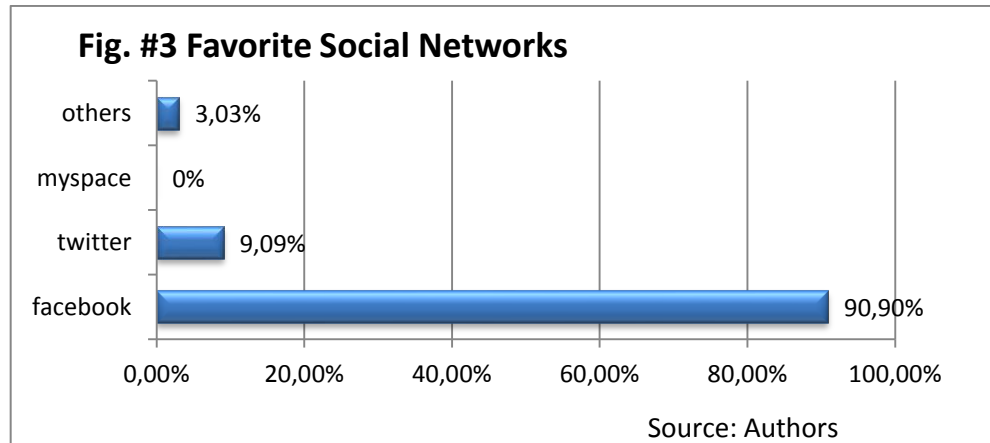
3. **What is your favorite social network?**

Figure 3 Favorite social network

The statistic figure indicates that students have a preference for the social network Facebook. They prefer to use it because it is the most famous social network. Moreover, they can share photos and chat with their friends and relatives. Furthermore, the participants agree that it is free and easy for communication purposes. Besides, few other students have twitter accounts or others, but they also have a Facebook one.

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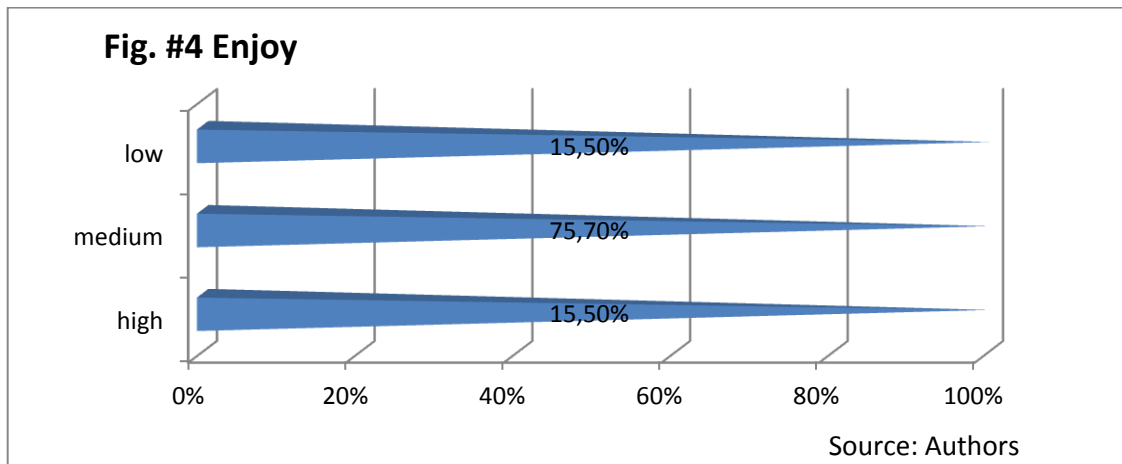### 4. To what extent can social networks be enjoyable in learning English?

Figure 4 Enjoy

It is illustrated in figure 4 that just fifteen-point-fifty percent (15,50%) of the students are completely sure that social networks can be fun to be used in the English classroom. Nevertheless, other fifteen-point-fifty percent (15,50%) think that it cannot be enjoyable in classes because it could lead to distraction. Seventy-five-point- seventy percent (75,70%) of students agree to the use of social networks since they think that social networks can be fun and interesting for them.

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5. Do you think that Facebook can be used as a tool during the learning process?
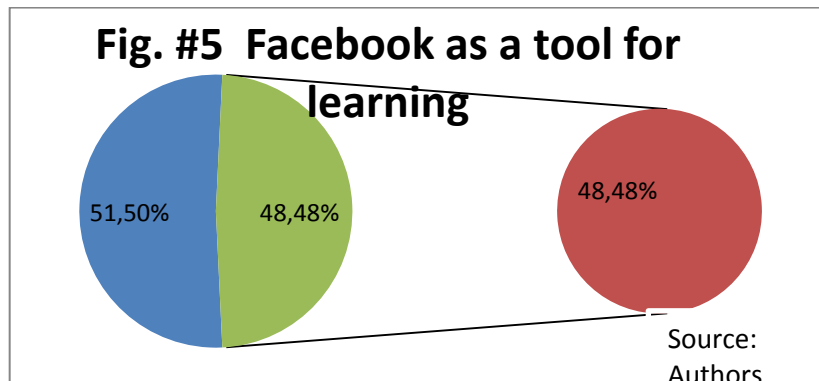

Figure 5 Facebook as a tool for learning

Fifty-one-point-fifty percent (51,50%) of students wanted to experiment other ways of learning, but fourty-eight-point-fourty-eight percent (48,48%) of learners mentioned that they wanted to continue attending classes with their teacher as usually.

6. **Would you like to have a Facebook account, controlled by your teacher, for EFL educational purposes?**

Fig.# 6. Facebook account for EFL educational purposes
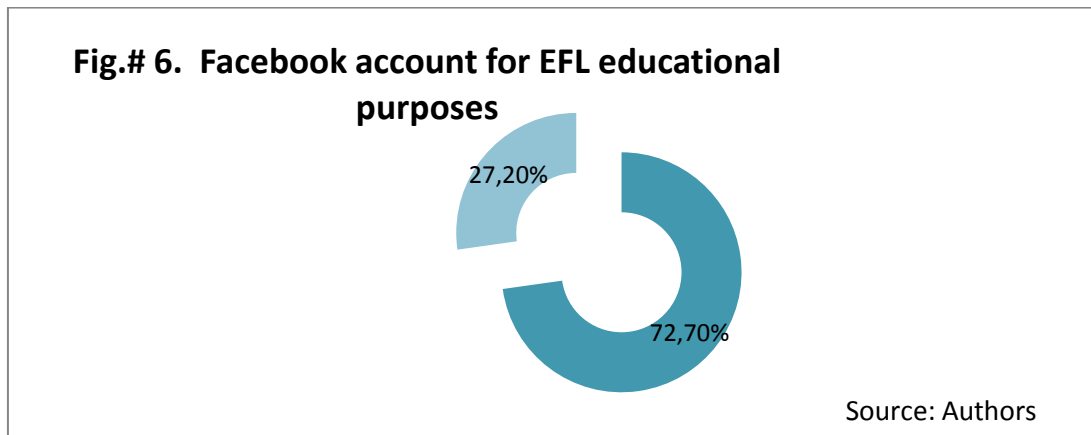
27,20%

72,70%

Source: Authors

Figure 6 Facebook account

As it is seen, there is a twenty-seven-point-twenty percent (27.20%) of pupils that would not like to use Facebook, because of privacy issues; however, seventy-two-point-seventy percent (72.70%) of the students would like the implementation of Facebook in the class. They probably want to avoid monotonous classes.

The following questions analyzed correspond to a second questionnaire that was applied at the end of each class.

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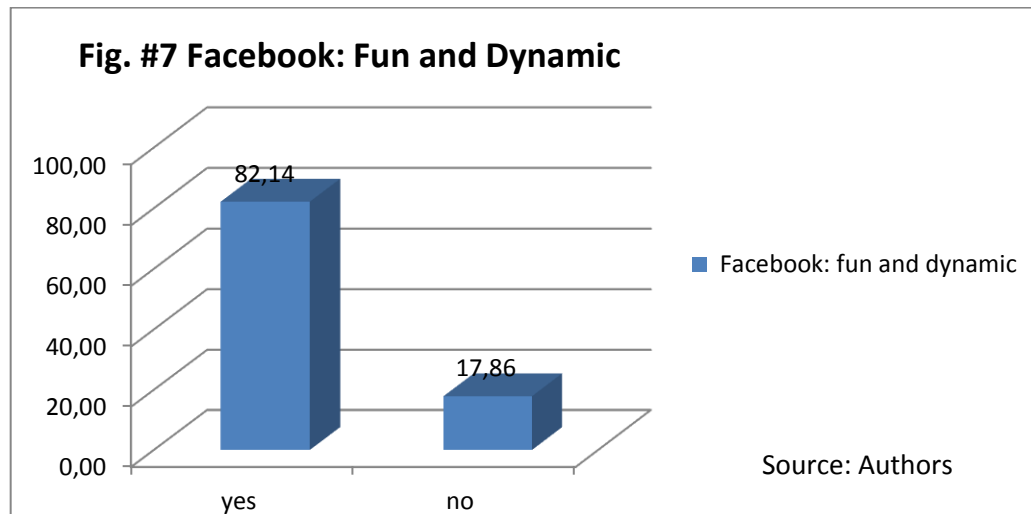**1. Do you think that learning through Facebook is more fun and more dynamic?**

Figure 7 Facebook: Fun and Dynamic

In this figure, it is showed that the majority of mentees liked to work with Facebook because the classes were interactive and attractive. Nevertheless, few students did not like the use of Facebook for learning.

2. Did you like doing the textbook activities on the Facebook page?
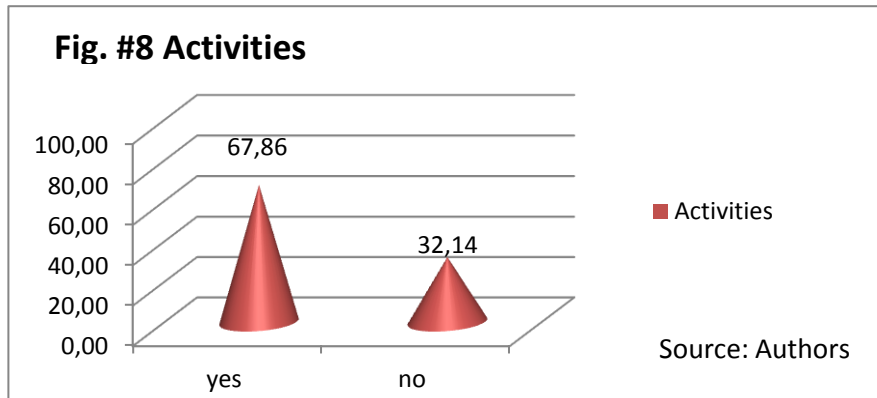
Fig. #8 Activities

Figure 8 Activities

In this figure, sixty-seven-point-eighty six percent (67.86 %) of pupils mentioned they liked to do the activities by posting them in Facebook because they felt engaged to the topic. On the other hand, thirty-two-point-fourteen percent (32.14 %) of students did not agree because they wanted to work with extra material or activities, such as songs, games, other grammar exercises that were not in the book.

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3. **Do you have access to Internet at home in order to do the English tasks on the Facebook page?**
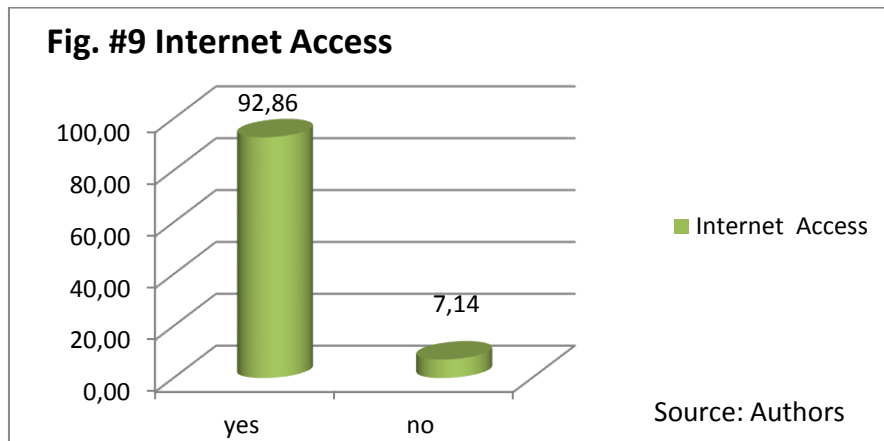

Figure 8 Internet Access

Ninety-two-point-eighty-six percent (92.86 %) of students mentioned that that they had internet access at their homes, while seven-point-fourteen percent (7.14%) had to go to a cyber café or a place where they could do their homework. Therefore, the students' homework presentations through Facebook were valid and accessible for everyone.

4. **Do you think it is complicated to learn English through the Social Network, Facebook?**

Fig. #10 Difficulty

89,29

100,00

50,00

10,71

0,00

yes   no
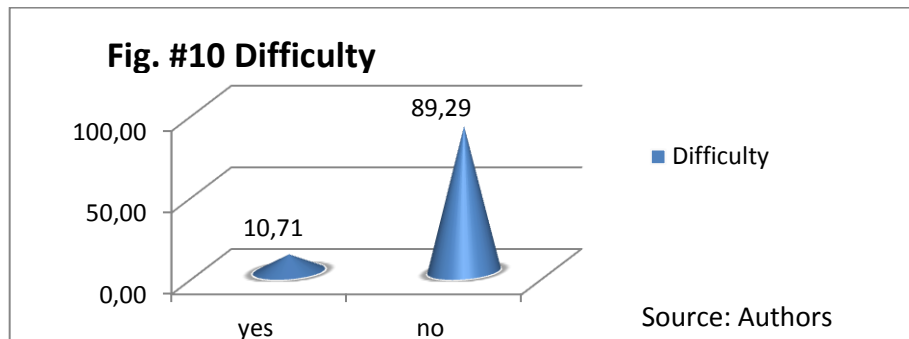
■ Difficulty

Source: Authors

Figure 10 Difficulty

In this question, a considerable number of students, eighty-nine-point-twenty-nine percent (89.29 %), answered that the application of Facebook in the teaching-learning process is not difficult, because they agreed that it was a tool acquainted for them. So they could use this familiar social network. Ten-point-seventy-one percent (10.71%) of students responded that it was difficult to use this technological tool since they had some problems with the Internet connection in the computer lab.

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5. **Would you like to continue learning English through Facebook**
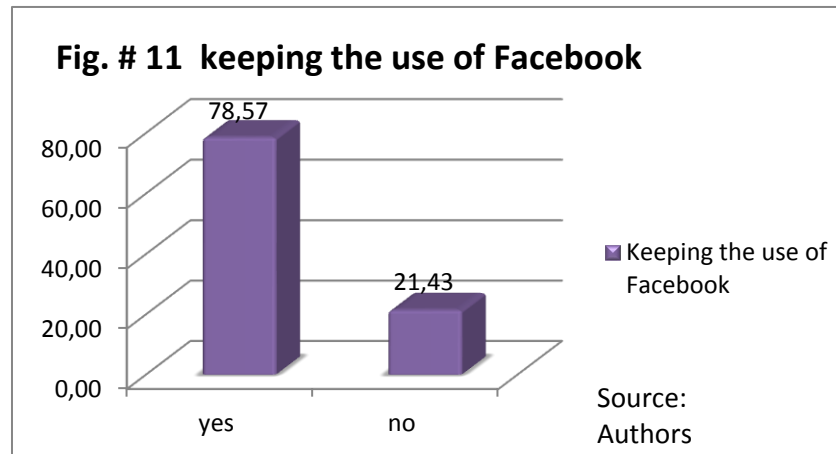

Fig. # 11 keeping the use of Facebook

Figure 11 Use of facebook

Seventy-eight-point-fifty-nine percent (78.59%) answered that they would like to continue working with this Social Network. Therefore, there was a great acceptance for the use of Facebook in the class. However, twenty-one-point-forty-three percent (21.43 %) of students thought that the class was not interesting for them, and that they were not really learning.

The last questionnaire was applied including questions that were related to the experience that students had during these eight sessions using Facebook.

1. **How do you qualify the use of Facebook in the English class?**
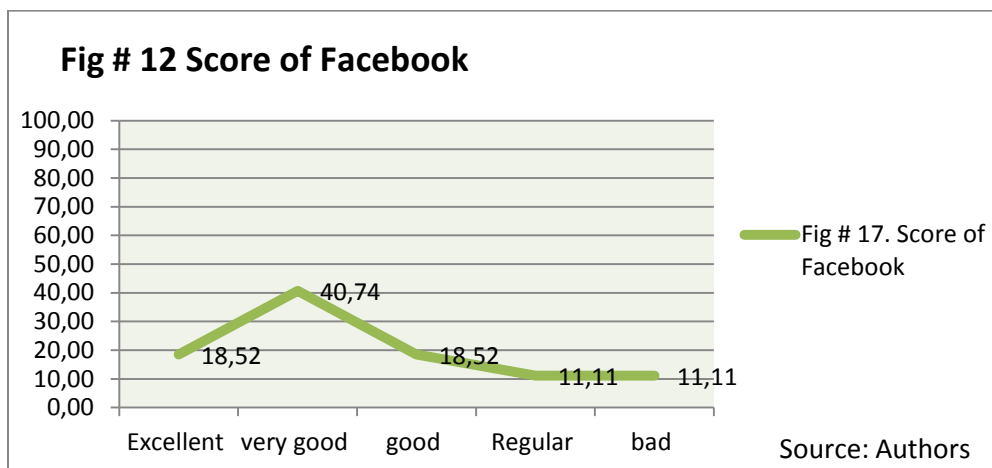
Fig # 12 Score of Facebook

Figure 9 Score of Facebook

In the first question, eighteen-point-fifty-two percent (18.52%) of the students agreed that the use of Facebook in the English classroom was excellent. The majority of the pupils; that is, forty-point-seventy-four percent (40.74%) agreed that this social network was very good. However, eighteen-point-fifty-two percent (18.52%) of the learners mentioned that the application of this this this this technological tool was good. Finally, eleven-point-eleven percent (11.11%) said that it was regular and a same percentage said it was bad.

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2. **Do you think it is interesting to do the English textbook activities through Facebook?**

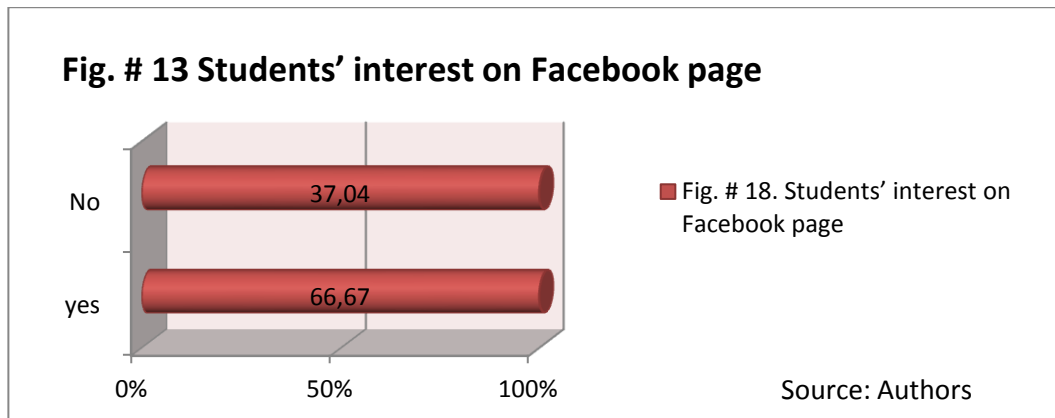**Fig. # 13 Students' interest on Facebook page**

Figure 13 Students' interest

Sixty-six-point-sixty-seven percent (66.67%) of the pupils agreed that it was interesting to participate in this research, based on the application of Facebook, in the target language classes, with the activities of their English textbook. Conversely, thirty-seven-point-four percent (37.04%) of them answered that it was not interesting because they wanted to do more extra activities.

3.   Do you think that the use of this social network was significant to learn the target grammar structures?
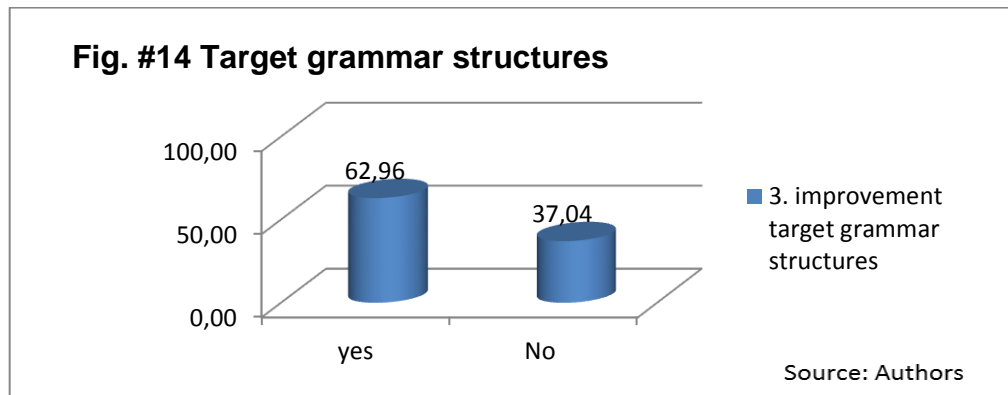
Fig. #14 Target grammar structures

Figure 14 Target grammar structures

In this figure, sixty-two-point-ninety-six percent (62.96 %) coincided that this method improved the learning of the structures taught in the class. Meanwhile, thirty-seven-point-four percent (37.04 %) of the students said that the learning of the Second Conditional structure was not really significant through the use of the Facebook page.

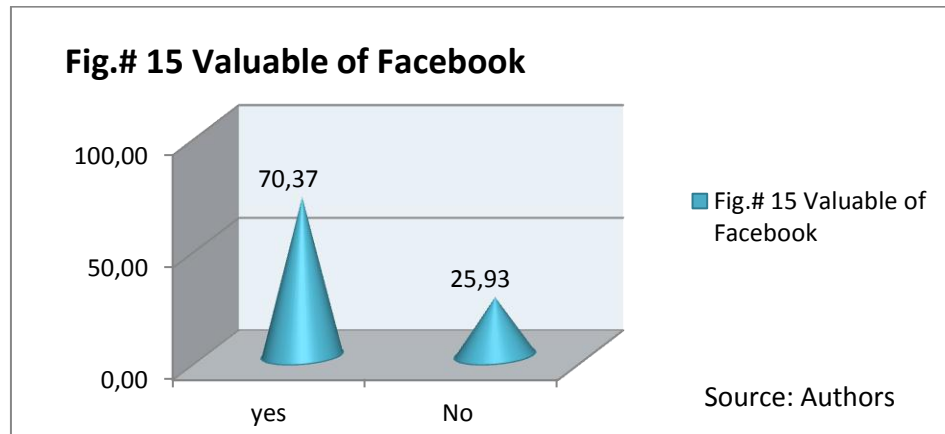4. **Do you think the use of Facebook contributed to develop the class?**

Figure 10 Valuable of Facebook

A considerable number of boys and girls, seventy-point-seventy-three percent (70.73 %) agreed that Facebook could be used as an educational tool because they could log into their Facebook accounts every time and everywhere. If they had some doubts about homework or a topic, they contacted the teacher and looked for an answer. But twenty-five-point-ninety-three percent (25.93%) of the participants mentioned that Facebook did not help in the acquisition of the target language structures.

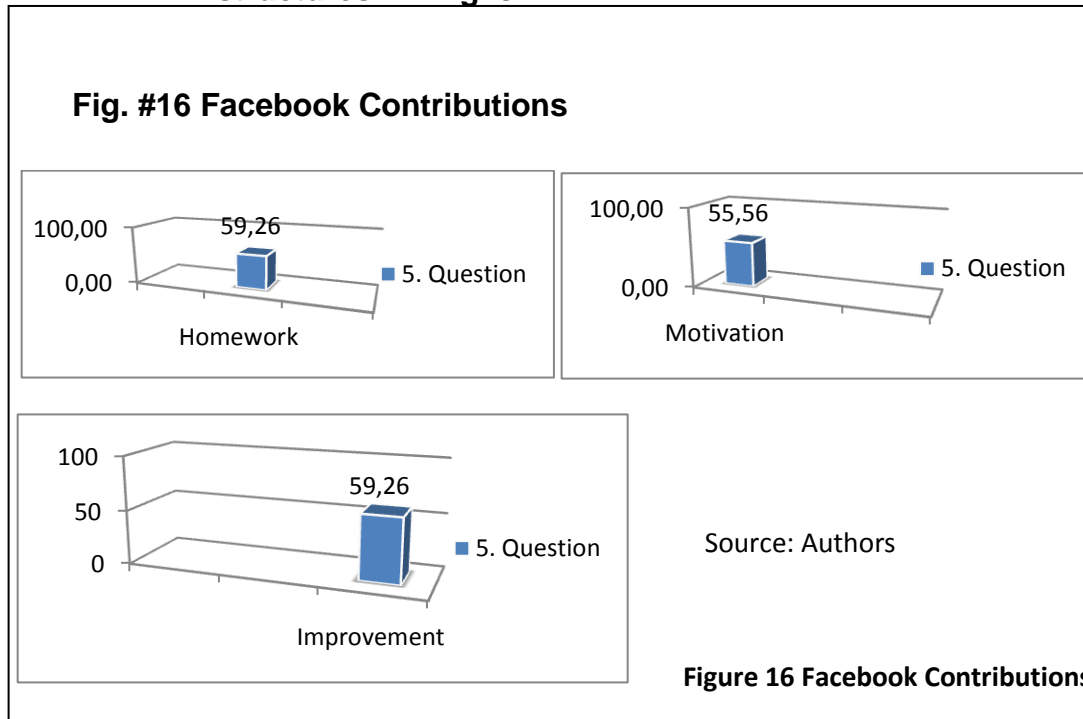5. **The use of Facebook to practice the grammar structures contributed to**

- **Motivate students to participate in the activities**
- **Present homework through this social network**

- **Improve writing skills (i.e. sentences) by practicing grammar structures in English.**

Fig. #16 Facebook Contributions

Figure 16 Facebook Contributions

Fifty-five-point-fifty-six percent (55.56 %) agreed that the use of Facebook in the English classroom motivated students to participate in the activities based on the book since they turned to be, in some way, interesting. Also, Fifty-nine-point-twenty-six percent (59.26%) said that the use of Facebook in classes encouraged them to do their homework. Finally, fifty-nine-point-twenty-six percent (59.26%) of the students agreed that the use of this tool contributed to learn the grammar structure studied.

In addition there was an open-ended question. It had to do with students' points of view about their experience after using Facebook.

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6. **What is your opinion about the use of Facebook as a learning tool in EFL classroom?**

Most of the students agreed that Facebook was a practical, simple, and enjoyable tool for learning English. Moreover, they stated that everybody knew how to use it, and that, the use of Facebook was a helpful and good way to do the activities because students were checking their accounts every day. They also commented that it was interactive and dynamic since there was communication between classmates and the teacher. By using Facebook in the English classroom, the subject became more attractive and interesting. Nevertheless, a few students said that it was not a good idea to learn the target structures through Facebook because they did not considered that it was not useful.
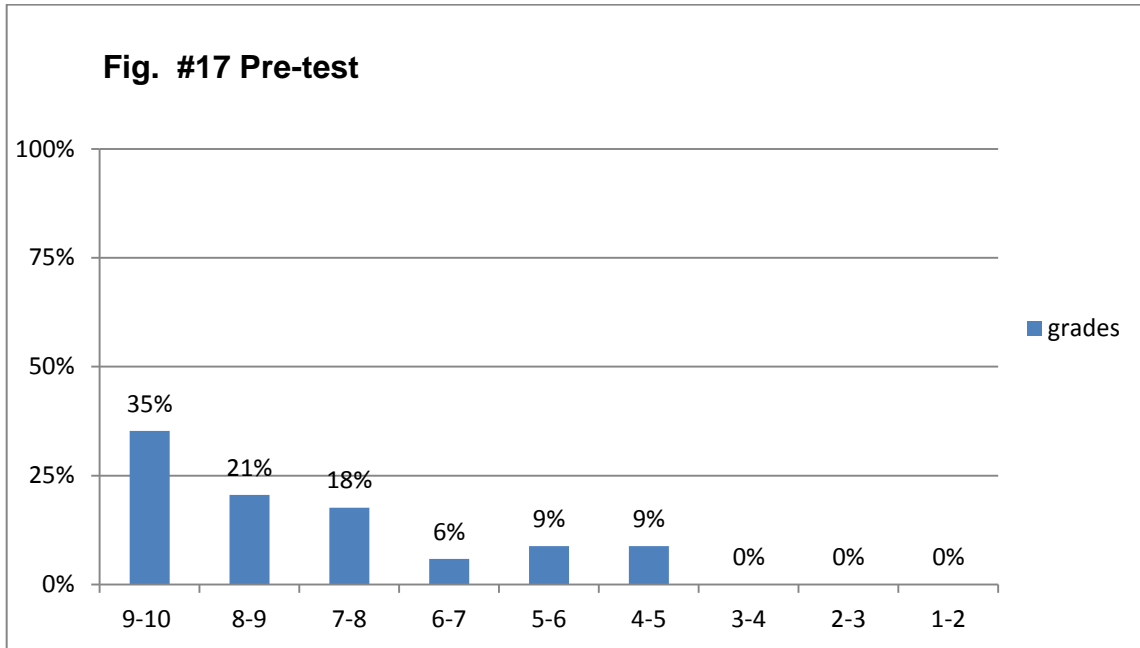
Pre-test

Figure 17 Pre-test

This figure shows that thirty-five percent (35%) corresponds to the highest grade which is nine to ten. Twenty-one percent (21%) of the class had a score from eight to nine. Eighteen percent (18%) of the learners obtained seven to eight; and a grade from six to seven was gotten by six percent (6%) of the students. Nine percent (9%) of the pupils got the score of five to six. Finally, nine percent (9%) of the class obtained the score of four to five. By analyzing these results there might be reasons to say that based on the obtained grades of the whole class, most of the students made mistakes when applying the correct use of the second conditional, past perfect, and suffixes.

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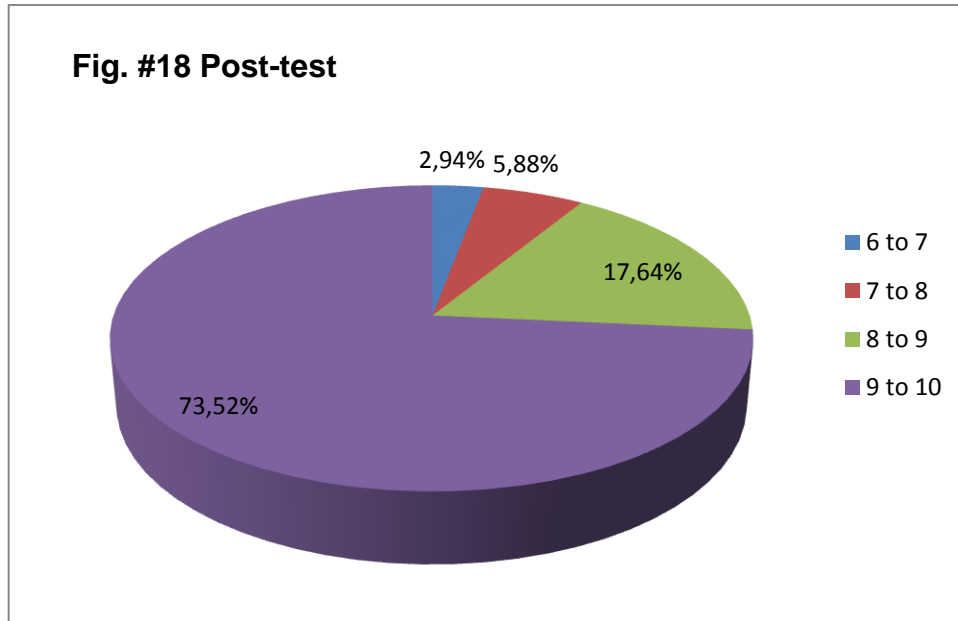
Post-test

Fig. #18 Post-test

Figure 18 Post-test

As it is seen in this figure, the students' outcomes are in a range from six to ten. Seventy-three-point-fifty-two percent (73.52%) of the students got 9 or 10, so it is a percentage that shows that learners could learn through the use of Facebook. Also, seventeen-point-sixty-four percent (17.64%) obtained scores from eight to nine. Moreover, five-point eighty-eight percent (5.88%) got seven to eight. Finally, two-point-ninety-four percent obtained six to seven.

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3.3 Measuring the effects of the treatment

Students used Facebook for communicative purposes, thus they could realize that Facebook may be used for educational aims in the English classroom. The application of the questionnaires and the quiz demonstrated that a high amount of students had a preference to work with Facebook because it was attractive and familiar to them. Many mentees learned the topics in an interesting way avoiding traditional classes; however, some students did not like this method at all. It occurred because they wanted to learn with something more interesting instead of working just with the book activities. As a result, this new way of teaching English was good for them because they could experiment learning English with a modern and new tool that had to do with their likes and preferences. As a summary, the results were satisfactory because students got good grades in the post-test. Figure #19 shows the averages in the pre-test and the post-test.

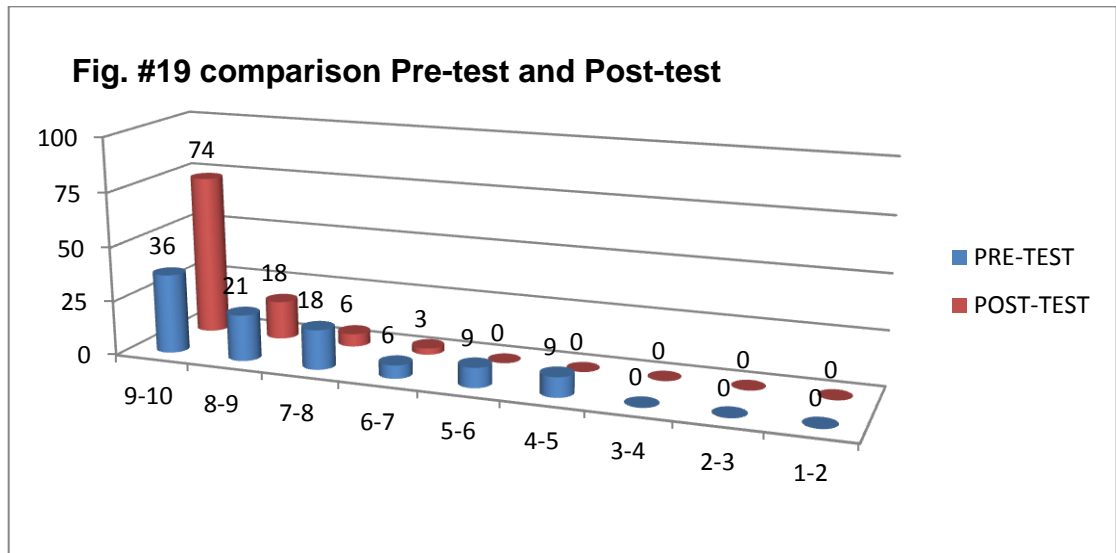**Fig. #19 comparison Pre-test and Post-test**

Figure 19 Comparison Pre-test and Post-test

3.4 Discussion

Throughout the years there have been some changes in education that have transformed the perspective of the learning and teaching process. Nowadays, students are involved in a technological environment, so professors should take advantage of it by using innovative tools that technology offers. One of these tools could be social networks that may also contribute to the communication among students and teachers, since everybody or most of the pupils have an account in any social page, and there they share their interests and points of view. Thus, the learning might be significant because instructors and students are equally involved, making them feel free and able to express their thoughts and ideas.

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Furthermore, the success of the use of social networks depends on teachers who establish the rules and the goals by implementing web pages in their classes. Similarly, the base for a good web project is to keep privacy; it is to create a closed group for each class where just classmates can see and comment their partners' works. Aside from the tutors, adults must be aware and help to control the use of these web pages at home. It is important that parents have a social account in order to control who is in communication with their children. It is also helpful that parents have the password in order to monitor the accounts as many times as needed.

In order to obtain meaningful and enjoyable learning, students' preferences regarding social networks (Facebook, in this case) were found out. Consequently, the main objective of this work was to answer the research question: To what extent does the use of Facebook contribute in the English learning process?   The applied surveys determined that Facebook was the most used social network among students, so it is the starting point to teach English in order to catch students' attention for an interactive and innovative learning.

Besides, Facebook should be considered as an innovative tool in order to foster the English teaching-learning process. Using Facebook, the class will become interactive among students and teachers. Through the application of this social network, teachers will interact through the activities on the wall of

Facebook by posting multimedia resources such as YouTube videos, songs related to the topic, grammar pages links, etc. as well as students' class work or homework.   Furthermore, teachers should use Facebook in order to avoid monotonous classes. That is, the English learning process goes beyond a traditional class in which the book is the only resource. As a result, students will be interested in this method because they will experiment with a new instrument which mentees are familiar with. Also, students' role will transform because of the active role that they will fulfill. Teachers will establish some projects, debates, tasks or homework related to the topics of the class; therefore, tutors have to be updated in the use of Facebook. The teacher should research about topics that attract students´ attention. Likewise, students will be more active and autonomous because they will participate in the activities, giving their opinions about the topics, and doing their projects by themselves.

Another reason why Facebook should be considered an Educational implement in English classes is because Facebook is a technological tool to catch students' attention. Learners enjoy using this social network since teachers can create an interesting atmosphere. Hence, they could learn better with methods that include the interaction with students' context, as Facebook that is used by millions of young people. In addition, shy students, who do not speak in classes, participate by posting and doing activities established by the teacher. In other words, the teacher will be able to know if everybody

participates. Besides, Facebook should be a medium in order to help students who have some doubts about homework or topics that are not clear for them. Consequently, students post their doubts, and teachers post the answers. Finally, students will feel engaged to do activities and projects at school and at home because they like to work with this social network.

Some conservative opponents think that Facebook may not be used as an educational tool because there is not privacy. However, it is not totally true because the teacher can create an educational closed group. In this way, the teacher is the only person that adds students to this account and controls the class by monitoring them in all the activities. Students are living a net generation, and it is impossible that teachers close their eyes to a reality that students live nowadays.

Likewise, through this social network, the four skills can be developed. Some of the activities are reading passages, writing letters, having a conversation with native speakers around the world and listening to their pronunciation in a casual conversation.

After the application of Facebook in an English class, it was found that it is considered an interesting tool for improving learning. However, it is not suggested to be used during the whole scholar year, but as part of a lesson plan as a complementary tool in order to engage students. Thus, the creation of a

Facebook account is not the solution for students' learning problems in the EFL classroom but a means to motivate them towards the acquisition of the target language.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations are based on the authors' experiences after the application of the treatment.

CONCLUSIONS

- The previous study has been focused on the analysis of the use of Facebook as a tool to foster English in the teaching-learning process to benefit both the instructor and the student by providing an alternative to the traditional way for doing activities, creating an online classroom community, and increasing teacher-student and student-student interaction.

- It has been demonstrated that students can incorporate the use of this page in their learning process to learn and to practice English grammar in a new way. It is better to create a Facebook group because of privacy matters.

- Because Facebook is an instrument daily used by students, it is easy to manage it in order to do homework and tasks.

- As it was seen in the investigation, the teacher can introduce the topic of the class, and then he/she can make students practice activities on the Facebook group page. In this way, the classes will not be monotonous or boring.

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- Moreover, the students can develop the technological skills.

- By using this social network, it was noticed that Facebook caught students' attention since everybody had an active participation.

- Facebook must be used just as a complementary tool because it is not a solution for students in the English learning process.

- Although the time for developing a class with technology is short (45min), it is not an impediment when the activities need to be finished if students have access to internet at home.

- English teachers usually use the basic technological devices such as radios, cds, or projectors, but not social networks, as Facebook, so it could be a good way to teach English.

RECOMMENDATIONS

After the application of the treatment, the following recommendations can be given:

- It is important that teachers be aware of new resources which can help catch the attention of the students.

- If a teacher decides to work with Facebook, he/she should create a private group. In this way, just the teacher and students can interact.

- It is suggested that teachers ask for parent consent in order to use this social network, explaining them objectives and goals to avoid misunderstandings.

- Teachers have to post the tasks before the students open the Facebook group page.

- The professor should set the time for each activity.

- Review and take into consideration the comments and suggestions of the learners.

- It is necessary to ask for the computer lab some days before the lesson to avoid wasting of time.

- In order to avoid indiscipline in the computer lab, it is suggested to separate undisciplined pupils.

- It is recommended to sit high-level students with low-level students for collaborative learning.

- It is appropriate to constantly monitor the class to prevent students from working in different activities that are not related to the topic.

- The teacher should guide herself/himself through the English textbook.

- The teacher can post links in order to give feedback to the students.

- It is also suggested to post homework or tests.

SUGGESTIONS FOR USING FACEBOOK IN THE CLASSROOM

There are some suggestions that have to be taken into account when a teacher wants to work with Facebook in English classes. First of all, it is essential that the tutor knows and manages this social network in order to take advantage of each option that Facebook offers. Before the creation of Facebook, it is necessary to make sure that all the students have a Facebook account. Also, it is very important that students are older than thirteen years old to access to this page.

Furthermore, it is suggested that the teacher should ask for permission to the parents, so the students can do homework or some tasks at home under the surveillance of their parents. The teacher should encourage the students to participate on Facebook activities creating a good disposition in the students' behavior. Moreover, the teacher has to be organized at the moment that he/she posts the activities on the page to prevent confusion. Similarly, the teacher should comment students' activities on the Facebook group. Thus the teacher can motivate students with his/her comments or interact with each other.

In this platform, there are some options to create pages for educational purposes; therefore, groups can be a useful option for teachers because of privacy issues. For the creation of a Facebook page and group, the teacher should have an email. Then the teacher should create a Facebook account in

www.facebook.com in the option sign up. Then the teachers have to fill out all the information that is required.

Then the teacher has to select a photo for the page and follow the next instructions: find friends or select a picture. The picture should be attractive for students in order to catch their attention.


After that, the mentor should select the option *create a group;* then the teacher has to write the name of the group and add his/her list of students. Next, the tutor can choose the option *open, close* or *secret.* It is recommended to

choose the *close* option because the group must have privacy. In this way, other people who do not belong to the group cannot see what the teacher and students are doing.
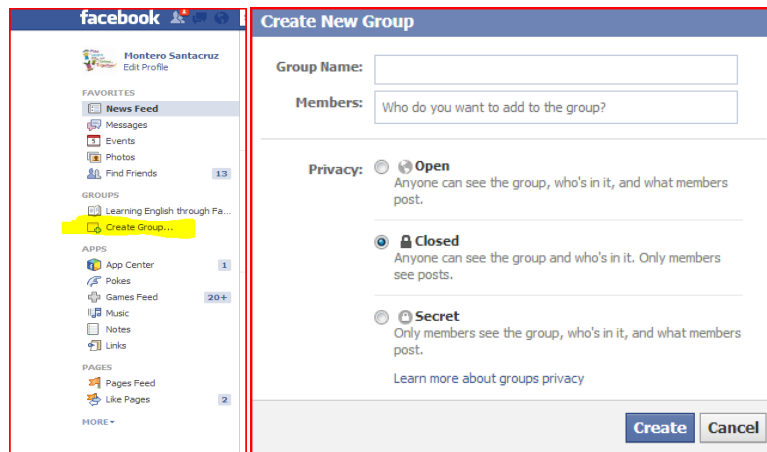
In this way, the teacher is the only person that can control and manage the Facebook group by accepting all the students' comments and notifications.

LIMITATIONS OF THE STUDY

There were some limitations such the lack of time because the teacher of the institution had to cover some contents of the book, so it was a kind of impediment to carry out some extra activities. The second limitation was the number of computers available, which forced the researchers to sit two people at each computer. Moreover, not all the students had internet connection at home.

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UNIVERSIDAD DE CUENCA

APPENDICES

Appendix 1: Survey

The following survey aims to collect information related to the use of social networks (Facebook) in the English learning process.

Class:_____   Age: _____   Gender:_____

1. Do you like Social Networks?

Yes [ ]   No [ ]

2. Do you have a Social Networks account?

Yes [ ]   No [ ]

3. What is the name of your favorite Social Network?

Facebook [ ]   Twitter [ ]   MySpace [ ]   Other_____

Why?_____

4. To what extent can Social Networks be enjoyable in learning English?

High [ ]   Medium [ ]   Low [ ]

Why?_____

5. Do you think that Facebook can be a tool for learning process?

Yes [ ]   No [ ]

6. Would you like to work with your teacher to use a Facebook account in English classes for Educational purposes

Yes [ ]   No [ ]

If your answer is positive, write the topics that you would like to work with

_____ _____   _____   _____

Thanks for your collaboration

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Appendix 2: Pre-test

Name: _____   Class: _____

Date:_____

a. Rewrite the sentences using the second conditional, like in the example:

I don't have a bicycle, so I walk to the school.

If I had a bicycle, I wouldn't walk to school.

1. We haven't got a computer, so we don't send emails.

_____
_____

2. I love music, so I spend all my money on CDs.

_____
_____

3. I am not a good player, so I'm not in the school team.

_____
_____

4. I do a lot of exercises, so I'm very fit.

_____
_____

5. My uncle speaks good English, so he watches American TV programs.

_____
_____

b. Complete the sentences. Use the past perfect form of the verbs.

   1. When I got home, my brother wasn't there – he _had gone_ (go) out.
   2. She couldn't get into the house because she _____ (lose) her keys.
   3. My parents were upset because I _____ (not get) good marks in the test.
   4. We didn't go to the party on Sunday because they _____ (not invite) us.

 c.   Add the correct suffix (ist, er) to each word.

Archaeology_____   art   _____

tour _____   paint _____

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Appendix 3: Questionnaire

1. Do you think the learning through Facebook is more fun and more dynamic?

2. Did you like doing the textbook activities on Facebook page?

3. Do you have access to Internet at home in order to do the English tasks on the

Facebook page?

4. Do you think it is complicated to learn English through the social network,

 Facebook?

 5. Would you like to continue learning English through Facebook?

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Appendix 4: Questionnaire

Universidad de Cuenca

1. How do you qualify the use of Facebook in the English class?

a. Excellent ☐

b. Very good ☐

c. Good ☐

d. Regular ☐

e.Bad ☐

2. Do you think it is interesting to do the English textbook activities through Facebook?

Si ☐   No ☐

3. Do you think that the use of this social network was significant to learn the target grammar structures?

Si ☐   No ☐

4. Do you think the use of Facebook contributed to develop the class?

Si ☐   No ☐

5. The use of Facebook to practice the grammar structures contributed to

___ Motivate students to participate in the activities.

___ Present homework through this social network.

___ Improve writing skills (i.e. sentences) by practicing grammar structures in English.

5.   What is your opinion about the use of Facebook as a learning tool in EFL classroom?

_____

_____

_____

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Appendix 5: Post Test

Universidad de Cuenca

Name:_____   Date:_____

PAST PERFECT

A. Complete the sentences. Use the past simple or past perfect form of the verbs.

1. My mum was angry because I ------------------------ (not do) my homework.

2. It was good to see Carol last week. I _____ (not see) her for ages.

3. A hundred years ago, someone _____ (find) the Inca city of Machu Picchu.

4. I couldn't play because I _____ (leave) my money at home.

5. I didn't do very well in the test because I _____ (not study) the night before.

SECOND CONDITIONAL

B. Write the correct form of the verb in the blanks for Second Conditional

1 If I_____ (have) money, I would _____ (buy) a house.

2 If I _____(not have) a computer, I wouldn´t _____(do) my homework.

3 If I _____(can) travel, I would_____(go) to Dubai.

4 If I _____(practice) sports, I would_____(play) tennis.

SUFFIXES (-ist, -er)

C. Complete the sentences with the correct form of the words in brackets.

1. When I was young, I always wanted to be a famous _____ (explore).

2. My sister always wanted to be a train _____ (drive).

3. I'm sorry, I don't know this town – I'm just a _____ here.(tour)

4. My mother works in a company in town – she's the _____. (manage)

5. My cousin works in a hotel – he's a _____. But he hopes to be the manager one day. (reception)

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Appendix 6: photos

Latinoamericano High School

Observation of the class

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Application of the project

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Appendix 7: Research Plan Table

OBJECTIVES	ACTION PLAN	STRATEGY	SOURCES
• To analyze the use of Facebook in the English learning process.	• To analyze several books and documents about social networks, especially Facebook.	• Take notes • Summarize • Paraphrase	• E-Books • Internet • Modules • Articles
• To select real activities to develop in an English class through the use of Facebook.	• To examine and select the different kinds of activities related to the English textbook.	• Review • Select	• E-Books • Internet • Articles
• To analyze the implementation of the use of Facebook as part of the classroom activities related to the English book.	• To apply those activities in the EFL classroom.	• Train • Manipulate • Review	• Students of fourth level in a high school.
	• To collect different research information. • Test the utility of a web page for students.	• Take notes • Summarize	• Internet
	• To organize, and describe the results.	• Report	• E-Books • Internet

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Appendix 8: Timetable

ACTIVITIES	March	April	May	June	July	August	September
1 Elaboration of the monographic outline	▓						
2 Bibliographic review and elaboration of the theoretical background	▓	▓					
3 Gathering data and analysis			▓				
4 Developing the monograph				▓			
5 revision and edition of the monograph					▓		
6 Approval						▓	
7 Presentation of the monograph							▓

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