



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**CARRERA DE IDIOMAS**

**THESIS PROJECT**

*“The Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015.”*

**AUTORA:**

**MAYRA JACQUELINE IGUASNIA GUALA**

**TURORA:**

**Mgs. ELSA BASANTES**

**RIOBAMBA-ECUADOR- 2016**

## TUTORIAL CERTIFICATE

Master

Elsa Basantes

THESIS TUTOR AND PROFESSOR AT FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS OF UNIVERSIDAD NACIONAL DE CHIMBORAZO

I hereby certifies that:

The present thesis: The Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015, carried out Mayra Jacqueline Iguasnia Guala has been directed and reviewed along the research process. It meets all the methodological and essential requirements as per of the general ruling for undergraduates. It has been authorized to present the public dissertation and the corresponding evaluation.

Riobamba, January, 2016.



Mgs. Elsa Basantes

THESIS TUTOR

**COMMITTEE MEMBERS CERTIFICATE**

THE FACEBOOK SOCIAL NETWORK AS A TEACHING RESOURCE IN THE EXTRACURRICULAR EDUCATIONAL TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE OF THE STUDENTS OF SÉPTIMO SEMESTER CLASS "A" AT CARRERA DE IDIOMAS AT UNIVERSIDAD NACIONAL DE CHIMBORAZO, CITY OF RIOBAMBA IN THE ACADEMIC TERM MARCH-JULY 2015, written work for English –Teaching Bachelor’s degree. It has been approved by the following committee members in representation of Universidad Nacional de Chimborazo in the month of November 2015.

Mg. Mónica Cadena

**COMMITTEE PRESIDENT**



---

**FIRMA**

Ing. Luis Machado

**COMMITTEE MEMBER**



---

**FIRMA**

Mgs. Elsa Basantes

**THESIS TUTOR**



---

**FIRMA**

## CERTIFICATE OF AUTHENTICITY

The undersigned, as undergraduate student of the Languages Career, confirms that the contents of this research study are original, authentic, personal and of sole academic and legal responsibility of the author.

Riobamba, January 06, 2016

A handwritten signature in blue ink, appearing to read 'Mayra Jacqueline Iguasnia Guala', is written over a horizontal line.

Mayra Jacqueline Iguasnia Guala

CI: 060418360-8

## **DEDICATION**

I would like to dedicate this thesis to God who bless me always. Then, I would like to dedicate to my beloved parents who have always been my nearest and have been so close to me supporting all the time. Thanks for their endless love, friendship and encouragement.

I want also to dedicate this work to my sisters Wendy, Evelyn and brothers Santiago and Jordy who are my nearest surrenders and have provided me with a strong love shield that always surrounds me and never lets any sadness enter inside.

I give special thanks to my best friend Adriana who supported me with her friendship and help during these years.

## **ACKNOWLEDGEMENT**

I acknowledge, with gratitude, my debt of thanks Universidad Nacional de Chimborazo the place where I learned to become an excellent English teacher.

I am very grateful to my thesis tutor Mgs. Elsa Basantes, and I would like to thank her sincerely for giving me helpful and valuable advice. I appreciate her willingness to consult my thesis anytime I needed it.

I would also like to thank all the students who took part in my research. I am thankful for her inspiring guidance, and friendly advice during the project work.

## INDEX

Portada	i
Tutorial Certificate	ii
Committee Members certificate	iii
Certificate of authenticity	iv
Dedication	v
Acknowledgement	vi
Index	vii
Chart and Table Index	xi
Statistical Graphs Index	xiii
Summary	xv

### CHAPTER I

#### REFERENTIAL FRAMEWORK

Introduction	1
1.1 Topic	2
1.2 Problem Setting	2
1.3 Problem Formulation	4
1.4 Objectives	4
1.5 Justification	5

### CHAPTER II

#### THEORETICAL FRAMEWORK

2.1 Previous researchers background related to the problem that is investigated	6
2.2.1 Social Network	6
2.2.2 Social networks in Education	7
2.2.3 Advantages of social networks	9
2.2.4 Facebook	11
2.2.4.1 Reasons to use Facebook	12

2.2.4.2	Creating a Facebook account	14
2.2.4.3	Setting Up Your Profile	15
2.2.4.4	Create Facebook groups	16
2.2.4.5	Activities you can do on Facebook	17
2.2.4.6	History of Facebook	20
2.2.4.7	Facebook as an educational tool	21
2.2.5	Facebook and Education	22
2.2.5.1	Advantages of the use of Facebook in education	24
2.2.6	Facebook tips for teachers	26
2.2.7	Facebook can be used for educational purposes	27
2.2.8	Facebook as a tool for e learning in initial teacher education	28
2.2.9	Technology in Education	29
2.2.10	Technologies in language teaching and learning	30
2.2.11	The role of Language	31
2.2.11	Teaching process	31
2.2.12.1	Methods for teaching	32
2.2.13	Learning process	33
2.2.13.1	Characteristics of learning	35
2.2.14	Language Skills	35
2.2.14.1	Listening	37
2.2.14.2	Speaking	38
2.2.14.3	Reading	39
2.2.14.4	Writing	41
2.2.15	Role of technology in language learning	41
2.2.16	Working together: Technology and teachers	42
2.2.17	Integrating technology in the classroom	43

2.2.18	Learning English through technology	44
2.2.19	E- Learning	45
2.2.20	First Language Acquisition	48
2.2.21	Scaffolding Language	49
2.2.22	Technology as a tool to support Instruction	50
2.2.23	Theories about learning a second language	51
2.2.23.1	Behaviorist Theory	51
2.2.23.2	Cognitive Theory	52
2.2.23.3	Sociocultural Theory	53
2.3	HYPOTHESIS	54
2.4	VARIABLES	54
2.4.1.	INDEPENDENT	54
2.4.2	DEPENDENT	54
2.5	BASIC TERMS DEFINITIONS	54
2.6	VARIABLES OPERACIONALIZATION	55

### **CHAPTER III**

#### **METHODOLOGICAL FRAMEWORK**

3.1.	Scientific Method	57
3.2	Types of Investigation	57
3.3	Research Design	57
3.3.1	Activities that were done during the application of Facebook social network	58
3.4	Population and Sample	58
3.4.1	Population	58
3.4.2.	Sample	59
3.5	Data collection techniques	59
3.5.1	Techniques	59
3.5.2	Instruments	59

3.6	Techniques to collect data	59
3.6.1	Surveys addressed before the application of Facebook	59
3.6.2	Surveys addressed after the application of Facebook	70
3.6.3	Results obtained from the surveys applied before and after the application of Facebook	81
3.6.4	Results obtained from the evaluation before the application of Facebook	84
3.6.5	Results obtained from the evaluation after the application of Facebook	90
3.6.6	Results obtained from the evaluation before and after the application of Facebook	96
<b>CHAPTER IV</b>		
4.1.1	Conclusions	97
4.1.2.	Recommendations	98
	Bibliography	99
	Attached Documents	104
	Attachment “A”	105
	Attachment “B”	108

## CHART AND TABLE INDEX

Table No. 3.1	Social networks	59
Table No. 3.2	Facebook account	60
Table No. 3.3	The time students spend on Facebook	61
Table No. 3.4	Facebook groups	62
Table No. 3.5	The use of Facebook after school	63
Table No. 3.6	Learn English through Facebook website	64
Table No. 3.7	Facebook for learning English	65
Table No. 3.8	Educational tools	66
Table No. 3.9	The use of Facebook for academics purposes	67
Table No. 3.10	Facebook help students to improve their English.	68
Table No. 3.11	Facebook as a teaching resource after classes	69
Table No. 3.12	Social networks	70
Table No. 3.13	Facebook account	71
Table No. 3.14	The time students spend on Facebook	72
Table No. 3.15	Facebook groups	73
Table No. 3.16	The use of Facebook after school	74
Table No. 3.17	Learn English through Facebook website	75
Table No. 3.18	Facebook for learning English	76
Table No. 3.19	Educational tools	77
Table No. 3.20	The use of Facebook for academics purposes	78
Table No. 3.21	Facebook help students to improve their English	79
Table No. 3.22	Facebook as a teaching resource after classes	80
Table No. 3.23	Download and upload information to Facebook groups.	84
Table No. 3.24	Upload pictures to Facebook social network.	85
Table No. 3.25	Upload a voice message	86
Table No. 3.26	Group chat	87

Table No. 3.27	Make a questionnaire on Facebook.	88
Table No. 3.28	Talk in English on a chat.	89
Table No. 3.29	Download and upload information to Facebook groups.	90
Table No. 3.30	Upload pictures to Facebook social network.	92
Table No. 3.31	Upload a voice message	93
Table No. 3.32	Group chat	94
Table No. 3.33	Make a questionnaire on Facebook.	95
Table No. 3.34	Talk in English on a chat.	96

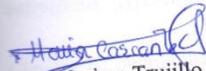
## **Statistical Graphs Index**

Statistical Graph No. 3.1	Social networks	59
Statistical Graph No. 3.2	Facebook account	60
Statistical Graph No. 3.3	The time students spend on Facebook	61
Statistical Graph No. 3.4	Facebook groups	62
Statistical Graph No. 3.5	The use of Facebook after school	63
Statistical Graph No. 3.6	Learn English through Facebook website	64
Statistical Graph No. 3.7	Facebook for learning English	65
Statistical Graph No. 3.8	Educational tools	66
Statistical Graph. No. 3.9	The use of Facebook for academics purposes	67
Statistical Graph No. 3.10	Facebook help students to improve their English.	68
Statistical Graph No. 3.11	Facebook as a teaching resource after classes	69
Statistical Graph No. 3.12	Social networks	70
Statistical Graph No. 3.13	Facebook account	71
Statistical Graph No. 3.14	The time students spend on Facebook	72
Statistical Graph No. 3.15	Facebook groups	73
Statistical Graph No. 3.16	The use of Facebook after school	74
Statistical Graph No. 3.17	Learn English through Facebook website	75
Statistical Graph No. 3.18	Facebook for learning English	76
Statistical Graph No. 3.19	Educational tools	77
Statistical Graph. No. 3.20	The use of Facebook for academics purposes	78
Statistical Graph No. 3.21	Facebook help students to improve their English.	79
Statistical Graph No. 3.22	Facebook as a teaching resource after classes	80
Statistical Graph No. 3.23	Download and upload information to Facebook groups.	83
Statistical Graph No. 3.24	Upload pictures to Facebook social network.	84
Statistical Graph No. 3.25	Upload a voice message	85

Statistical Graph No. 3.26	Group chat	86
Statistical Graph No. 3.27	Make a questionnaire on Facebook.	87
Statistical Graph No. 3.28	Talk in English on a chat.	88
Statistical Graph No. 3.29	Download and upload information to Facebook groups.	89
Statistical Graph No. 3.30	Upload pictures to Facebook social network.	90
Statistical Graph No. 3.31	Upload a voice message	91
Statistical Graph No. 3.32	Group chat	92
Statistical Graph No. 3.33	Make a questionnaire on Facebook.	93
Statistical Graph No. 3.34	Talk in English on a chat.	94

## SUMMARY

English is the dominant language because in many jobs, business, social networks, careers, travels and private contacts, it has become almost a necessity for people to speak English. Most of the content produced on internet is in English. So if a person knows English it will allow him or her to access to an incredible amount of information which may not be otherwise available. It is well known education is one of the most important pillars of enhancement in a country's living conditions. This present research is about Facebook social network and if it benefits in the students' performance. They improved their language skills through activities and the results of the tests and the activities were recorded to make an initial and pro evaluation in the application of Facebook social network to establish conclusions and recommendations for using and applying Facebook. Finally the results were interpreted through statistical charts to prove the influence of Facebook social network in the students' performance.

  
Dra. Myriam Trujillo B. Mgs.

**COORDINADORA DEL CENTRO DE IDIOMAS**



## INTRODUCTION

The purpose of the research was to study how students use Facebook to further their studies. This research is important because institutions appear to be using social networking to recruit and retain students. Students even use such technology to further their studies or what they believe might be good institutional uses for social media with regard to their academic programs.

The application of Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of the English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, helped them to improve and reinforce their English language.

The present work contains 4 chapters that are developed as follows:

Chapter I refers to Referential Framework which provides information about: the topic of the thesis, the problem setting, the problem formulation, and the general and specific objectives.

Chapter II is about the Theoretical Framework which talks about previous researchers background about the problem that is investigated, it also contains the theory about Facebook and English teaching-learning process that supports the research study, basic terms definitions, hypothesis, and variables.

Chapter III details the scientific method that was used for the development of this research. It also contains the types of investigation that were used: Scientific and descriptive. Another aspect of this chapter is the research designs that explains about the application of Facebook social network, the population and sample, data collection techniques and the instruments for data collection with the corresponding table, graph, analysis and interpretation.

Chapter IV refers to Conclusions and recommendations. At the end of the present work, there are the bibliography and the attached documents.

## **CHAPTER ONE**

### **REFERENTIAL FRAMEWORK**

#### **1.1.TOPIC:**

The use of Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of the English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015.

#### **1.2.PROBLEM SETTING**

English is the dominant language because in many jobs, business, social networks, careers, travels and private contacts, it has become almost a necessity for people to speak English. Most of the content produced on internet is in English. So if a person knows English it will allow him or her to access to an incredible amount of information which may not be otherwise available. It is well known education is one of the most important pillars of enhancement in a country's living conditions. Nowadays the education is free for all people and they can learn a variety of things since internet is a very important tool in education.

In Ecuador, most students have access to internet at least once a day but the problem is that they seldom use it for educational purposes. For example Facebook is a social network that allows people to find and share information, students said in classes that they use this web page for chatting with friends, uploading videos, sharing photos, posting notes, sharing educational information with their friends' trough Facebook groups.

Students hardly ever realize the benefits that they can obtain from Facebook in their teaching learning process. Some students are afraid to speak in front of their peers or teachers. Some of them are afraid to be laughed and do not want to be criticized or even look silly, sometimes they do not ask in class because they are a little shy and they do not talk with teachers. Some of them do not ask questions in class since they have affair to comment mistakes in grammar structure or in the pronunciation of words. Students like and have social networks in this case Facebook. They interact with their classmates, ask for help to friends and in some cases talk with teachers.

Students tend to use Facebook like a social network that allows to meet people around the world but they hardly ever realize the benefits they obtain with this web, they could chat with people of different parts of the world and they will learn and improve their English.

On Facebook there are a lot of courses that are free and help people to improve English and learn about different topics where students have some doubts but students seldom visit this pages. There is a difficulty in this class because students seldom use social networks for educational purposes. Students spend most of the time in this web page doing other activities that do not help them to improve their English knowledge. Another reason for this problem is that teachers rarely encourage students to use Facebook for educational purposes.

Based on a previous observation students become afraid of making mistakes in class. Most of them are afraid to be laughed and do not want to be criticized or even look silly in front of their peers. They keep silence and listen rather than expressing what is in their minds.

In a previous conversation students told they feel more comfortable when they are on the web, they are not face to face with others but they can communicate in a better way using computers, cellphones or other technological issues.

### **1.3. PROBLEM FORMULATION**

How does the use of Facebook social network as a teaching resource influence in the extracurricular educational teaching-learning process of the English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015?

### **1.4. OBJECTIVES**

#### **1.4.1 GENERAL OBJECTIVE:**

- To determine how the use of Facebook as a teaching resource influence in the extracurricular education in the teaching-learning process of the English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015.

#### **1.4.2 SPECIFIC OBJECTIVES:**

- To describe if the use of Facebook social network benefits the students' performance.
- To develop activities for using Facebook as a teaching resource in the extracurricular education in the teaching learning process.

## **1.5 PROBLEM JUSTIFICATION**

The research will let students to have relevant information about the use of Facebook as a teaching resource in a globalized world in which it is completely necessary to communicate English.

It is relevant to develop this research because through this it will be possible to know the lack of knowledge that students have about the benefits of social networks, for practicing a new language. This research will benefit students, teachers and the other components that are involved in the educational system.

When the research finished, it will be possible to know the results since the group of students that will be studied. These results will help as a source for future researches.

Moreover, this research is outstanding because we know nowadays the education is constantly changing and some new strategies are being developed like internet, social networks and it is really important that teachers know about the advantages of Facebook as a teaching resource in the English teaching-learning process.

This research has a high grade of feasibility since all the necessary resources are available. Furthermore the teacher of Septimo Semestre Class "A" of Carrera de Idiomas at Universidad Nacional de Chimborazo supports this research.

## **CHAPTER TWO**

### **2. THEORETICAL FRAMEWORK**

#### **2.1. PREVIOUS RESEARCHES BACKGROUND RELATED TO THE PROBLEM THAT IS INVESTIGATED**

Previous researches about this project have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación's Library and there are not similar researches about Facebook as a teaching resource in the extracurricular educational teaching-learning process of English language.

Previous researches about this project have been reviewed at Escuela Politécnica Del Ejército's library and there are not similar researches about Facebook as a teaching resource in the extracurricular educational teaching-learning process of English language.

Previous researches about this project have been reviewed at Universidad Técnica de Ambato's library and there are not similar researches about Facebook as a teaching resource in the extracurricular educational teaching-learning process of English language.

#### **2.2 THEORETICAL FOUNDATION**

##### **2.2.1 Social Network**

Affilorama (2006) says that a social network is a website that allows you to connect with friends and family, share photos, videos, music and other personal information with either a select group of friends or a wider group of people, depending on the settings you're select. Social networks like Facebook, MySpace and LinkedIn are great ways of keeping in touch

with friends and family around the world as well as making new connections with people based on similar interests or professions.

There are a lot of myths about social networking but it is a way of using your computer to talk to other people, exchange pictures, whatever you want to do. (WebWise Team, 2012)

Social networks can be defined as an online service, platform, or area where social communication and relations can be established, and also people share information. Social networks offer the ability to share online their views, feelings, activities, events, and fields of interest. (Filiz Tiryakioglu and Funda Erzurum, 2011)

A social network is a website on the Internet that brings people together in a central location to talk, share ideas and interests, or make new friends, social media sites contain content that has been created by hundreds or even millions of different people. (Willard N. 2015)

### **2.2.2 Social networks in Education**

The usage of social network sites is increasing daily. Facebook, which is a popular social network site, is one of the most commonly used social sharing sites today, having millions of users. In a study made in United States the results show, students spend a significant amount of their times using the Facebook. Participants use Messages, Chat, Friends, Links, News and Photos tools are the most commonly used tools of Facebook. In addition, Facebook provides individuals with a way of maintaining and strengthening social ties, which can be beneficial in both social and academic settings.

Students are heavily immersed in Web 2.0 technologies (i.e. Facebook, twitter, podcasts, wikis, blogs, virtual worlds, video sharing and photo sharing). They are crafting on-line lives that seamlessly meld with their off-line world. Indeed, the internet is playing an increasingly important role in not only students' social life, but also academic. Educators are now turning to Web 2.0 tools, drawing upon their ability to assist in creating, collaborating on and sharing

content. As a result of this the usage of social sharing sites are increasing daily (Uzunboylu, Bicen & Cavus, 2011; Lenhart & Madden, 2007; Selwyn, 2007).

Social network sites, as web based services, allow users to make open or semi-open profiles within the systems they are part of, to see list of other people in the group, and to see the relations of people within different groups. The terminology and structure of such communication networks are different between different sites (Boyd & Ellison, 2007).

With the growing use of social networking sites like Facebook and twitter, the methodology of education for students is finding new and improved ways. Students are getting more prone to the commodities these platforms offer. Therefore this advancement in social networking platforms is providing students with much better options to engage with their contemporaries, enhance their skills and access a wide variety of academic tools and resources which will most definitely add up to their convenience. (Christina James , 2014)

Social networking is already one of the most common ways that communication occurs virtually. While the majority of users spend time communicating with those who they have already built relationships with in reality, it may also have the potential to build relationships virtually. (Pollara. P. 2002).

Social networking sites are very attractive environments for teens, as well as for adults. Such sites present opportunities for self-expression and friendship building. Youth "play time" in such environments can build skills that will be a foundation for career success in the 21st century. Many teens are safely and responsibly engaged in such communities.

### **2.2.3 Advantages of social networks**

- **Worldwide Connectivity**

No matter if you are searching for that former college roommate, your first grade teacher, or an international friend, there is no easier or faster way to make a connection than via the social network. Although Facebook, Twitter, LinkedIn and MySpace are probably the most well-known social networking communities, there are new websites popping up regularly that are dedicated to allowing people to connect and to interact via the Internet.

Through such sites, people make new friends or business connections or extend their personal base by connecting and interacting with friends of friends and so forth.

- **Commonality of Interest**

When you opt to participate in a social network community, you can pick and choose those individuals whose likes and dislikes are similar to yours and build your network around those commonalities. For instance, if you are a teacher, a book lover, student, engineer, you can find and interact with those who share your interest. Because you are connecting digitally instead of having to physically attend meetings, you have the luxury of joining many more groups and communities. Community of interest is a gathering of people assembled around a topic of common interest. Its members take part in the community to exchange information, to obtain answers to personal questions or problems, to improve their understanding of a subject, to share common passions or to play. You can meet with your friends anytime you have an Internet connection and whenever you find them online.

- **Real-Time Information Sharing**

Many social networking sites incorporate an instant messaging feature, which means you can exchange information in real-time via a chat. This is a great feature for teachers to use to facilitate classroom discussions. A study by the John D. and Catherine T. MacArthur Foundation shows these networks can be used as effective vehicles for students to pursue self-paced online learning. In addition, the Internet is the ultimate online textbook. Students no longer need to take out six library books at a time. Much of what they need to know they can find online.

School is not the only setting where this type of real-time information sharing can be beneficial. Social networking can provide a tool for managers to utilize in team meetings, for conference organizers to use to update attendees and for business people to use as a means of interacting with clients or prospects.

- **Increased News Cycle**

Social networking has revolutionized the speed of the news cycle. Many news organizations now partner with social networking sites like Twitter, YouTube, and Facebook in order to both collect and share information. One can get a sense of what is going on in the world just by watching trending topics from many of these sites. This has led to the development of a near instantaneous news cycle as millions of social networking updates rapidly spread news and information. (Cosmato D. 2013)

#### **2.2.4 Facebook**

Facebook, which is a popular social network site, is one of the most commonly used social sharing sites today, having millions of users (Mazman & Usluel, 2010) 9. Facebook has more than 750 million active users and 50% of them log on to Facebook in any given day (Facebook, 2011). Facebook is quickly turning into one of the most popular tools for social communication Facebook is essentially an online social network site in which individuals can share photographs, personal information, and join groups of friends with one another. Many users can share parts of their daily activities with their friends or family using the Facebook. There are several ways for users to communicate with one another on Facebook. Users can send private messages to other individuals. This capability is similar to e-mailing users can also make use of the Wall function. A wall is a space on the profile, similar to a notice board or a public forum where users can post short messages or add photographs, music or video clips to share information ( West, Lewis & Currie, 2009).

The most successful social networking site is Facebook. This Web site has hundreds of millions of users and it is an enticing way for students to form an online community. One of the problems, however, is the possibility of privacy infringement as students get more confident in their English writing skills and become more open to talk about their private lives online. It may be necessary for teachers and students to discuss some ground rules for using Facebook before starting to use it. This may save some embarrassment later when photographs are posted online. It is, however, an excellent way to communicate as the content that is posted to the site may motivate learners to share ideas and thoughts that would be very difficult to duplicate in a classroom setting. One way to get around the problem of sharing private information is to create an account with a fictitious name, a drawing of a face instead

of a real picture and to develop a pseudonym personality. Using a temporary email account would also alleviate some of the issues of using a current email account that could attract unwanted requests. The character that is presented in the Facebook account could be very realistic and join groups as a real person, thus avoiding some of the privacy issues. (Chartrand. R. 2012)

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. The site, which is available for most people, includes public features such as:

- **Marketplace** - allows members to post, read and respond to classified ads.
- **Groups** - allows members who have common interests to find each other and interact.
- **Events** - allows members to publicize an event, invite guests and track who plans to attend.
- **Pages** - allows members to create and promote a public page built around a specific topic.
- **Presence technology** - allows members to see which contacts are online and chat. (Dean, A. 2014)

#### **2.2.4.1 Reasons to use Facebook**

Have you ever wondered why people like using Facebook? After all, there are already lots of other ways to communicate online, such as email, instant messaging, and so on. What makes Facebook unique is the ability to connect and share with the people you care about at the same time.

For many, having a Facebook account is now an expected part of being online, much like having your own email address. And since Facebook is so popular, other websites have

worked to integrate Facebook. This means you can use a single Facebook account to sign in to different services across the Web. (Social Media, 2011).

The fact is the majority of students and their parents are probably already on Facebook. This is one reason for using Facebook and students can do homework or some educational activities and share with the teacher, partners and society.

- **Language Development**

Facebook requires students to express themselves and communicate in a written format. While it might not be proper writing, it is at least writing something. And before we stifle learners with spelling and grammar rules we should excite them with the possibilities that proper written communication can bestow.

- **Interpersonal Communication**

What is Facebook but a forum for interpersonal communication – a key skill for personal development and future employment. We should encourage interpersonal skills in every format possible, from written digital formats like Facebook, to in-person skills in other environments.

- **Group Collaboration**

By engaging with “friends”, Facebook users are honing the ways in which they can collaborate with others in groups. Schools should harness this to develop group collaboration skills and even project based learning activities that span subjects and grade levels.

- **ICT Skills**

With the draw of Facebook to encourage them, students learn ICT skills without the need for boring step-by-step instruction. They gain skills through peer learning as well, feeding back into interpersonal communication and group collaboration. Or put it another way, with

Facebook there is no need for introduction to computers course – the students will teach themselves (Vota, W.2010)

#### **2.2.4.2 Creating a Facebook account**

Creating a Facebook account is free, and will only take a few minutes. Once your account is created, you can share interesting things with friends, upload images, chat, and much more.

There are important steps that you need to follow for creating a Facebook account:

- **Open the Facebook homepage**

You will need to be at least 13 years old to create a Facebook account. Facebook accounts are free, but you can purchase things for your Facebook account. You can only create one Facebook account per email address.

- **Enter your information**

On the Facebook homepage, enter in your first name, last name, email address, password, birthday, and gender. You must use your real name for your account. Nicknames are allowed as long as they are a variation on your real name.

- **Click the "Sign Up" button**

If all of your information is correct, you will be sent a verification email to the address you provided.

- **Open the verification email**

It may take a few minutes for the email to get delivered. Click the link in the email to activate your account.

### **2.2.4.3 Setting Up Your Profile**

- **Add a profile picture**

The first thing you should do after creating an account is add a profile picture. This will allow others to quickly see who you are, making conversations between friends and family easier.

- **Add friends**

Facebook is nothing if you do not have friends and family to share with. You can search for people by their name or email, import your contact lists, and invite friends that are not currently using Facebook. When you find someone that you want to add, you will need to send a friend invite. Once they accept your invitation, that person will be added to your Friends list.

- **Share and post**

You can post to your own timeline or post to your friends' timelines. You can also share content from elsewhere on the internet, including links, images, and videos.

- **Manage your privacy settings**

There are stories of people posting things that they do not want others to see, or losing a job because of something controversial they shared. Take some time to set up your privacy settings to prevent the wrong people from seeing what you post.

- **Chat on Facebook**

Facebook allows you to chat with anyone on your friends list. If the person you are chatting with is not online, they will receive your message the next time they log in. You can also download the Messenger app for your phone to chat on.

- **Upload photos**

Facebook allows you to upload your photos to post to your profile and share with friends and family. You can upload single photos or organize your photos into albums. Make sure to not upload anything containing questionable content.

- **Create an event**

On Facebook it is possible to create events and invite people. You can set the date and time, enter a location, make posts for people that will be attending, and invite specific people. Facebook events are quickly becoming one of the main ways that people organize gatherings.

#### **2.2.4.4 Create Facebook groups.**

Facebook Groups make it easy to connect with specific sets of people, like family, teammates or coworkers. Groups are dedicated spaces where you can share updates, photos or documents and message other group members. You can also select one of three privacy options for each group you create.

From your home page, go to the Groups section on the left side menu and click Create Group.

Click, create new group at the top of the page. A window will appear, where you'll be able to add a group name, add members and select the privacy settings for your group.

Click Create when you're done. Once the group is created, you will be taken to the group. To get started, click at the top right of the group and select Edit Group Settings. From here you can add a group description, tags, set a group email address and add a group picture.

#### **2.2.4.5 Activities you can do on Facebook.**

##### **1. Class Projects**

The following ideas are just a starting point for class projects that can be used with Facebook in the classroom.

- a. Follow news feeds. Have students follow news feeds relevant to the course material in order to keep current information flowing through the class.
  - b. Share book reviews. Students can post their book reviews for the instructor to grade and other students to read. If it's a peer-reviewed project, then students can more easily access each other's papers online.
  - c. Knighthood. Playing this game promotes strong reading skills. This teacher explains how he used it with his ESL class.
  - d. Poll your class. Use polls as an interactive teaching tool in class or just to help facilitate getting to know one another with the Poll app for Facebook.
  - e. Practice a foreign language. Students learning a foreign language can connect with native speakers through groups or fan opportunities.
  - f. Follow news stories. Keep up with news through Facebook on groups like World News Now that provides video clips of world news.
  - g. Create apps for Facebook. A class at Stanford started doing this in 2007 and still has a Facebook group profiling their work.
-

## **2. Facilitate Communication**

An excellent way to ensure students are more engaged in the learning experience, whether in a traditional classroom or at accredited online colleges, is by strengthening the communication between students and student-to-teacher. These are just a few ideas to do just that.

- a. Create groups. You can create groups for entire classes or for study groups with smaller subsets of students that allow for easy sharing of information and communication, without students even having to friend each other.
- b. Schedule events. From beginning of semester mixers to after-finals celebrations, easily schedule events for the entire class using Facebook.
- c. Send messages. From unexpected absences to rescheduling exams, it's easy to send messages through Facebook.
- d. Share multimedia. With the ability to post videos, photos, and more, you can share multimedia content easily with the entire class.
- e. Post class notes. Post notes after each class period for students to have access for review or in case they were absent.
- f. Provide direct communication with instructors. Instructors and students can contact each other through Facebook, providing an opportunity for better sharing of information and promoting better working relationships.
- g. Allows shy students a way to communicate. Shy students who may not want to approach their teacher after class or during office hours can use Facebook to communicate.
- h. Facilitate classmate connections. When students get to know each other more intimately, they become more involved in the learning experience. This is helpful in

both large classes that wouldn't normally promote such intimacy and in smaller settings that regularly depend on that connection.

- i. Make announcements. Teachers can send out reminders about upcoming tests, upcoming due dates, or any classroom news.
- j. Brainstorm. Students can have the ability to add their thoughts to the class any time they occur allows for more opportunities for brainstorming off each other.
- k. Share interesting websites. Students and instructors alike can post interesting websites that add relevancy to the class.
- l. Post homework. Posting homework through Facebook not only provides easy access for students, it also puts in writing specifically what is expected and when it is due.

### **3. Benefits.**

- a. Students are comfortable with Facebook. Most students are already users of Facebook, so implementing it into class provides a comfortable way for students to participate in class.
- b. Informal. The informality inherent in Facebook's connections lend to yet another reason students may be more willing to participate in class activities here.
- c. Promotes collaboration. Facebook's design promotes social interchange between participants, thereby increasing collaboration between students working on activities.
- d. Students engaged outside of class. When students are accessing the class content more often, that means they will be thinking about and engaging in the lessons more frequently.
- e. Ambient awareness. Facebook provides an excellent opportunity for students and instructors to participate in ambient awareness, a way of getting to know those you follow on social networks in more meaningful ways.

- f. Teach personal responsibility. Instructors can take this opportunity to teach students how to responsibly use Facebook and other social networking sites so it helps their future not the opposite.
- g. Access to guest speakers. Instructors who have stayed in contact through Facebook with past students who have moved on to their careers have an excellent resource for guest speakers for the class.(Miller, S. 2012)

#### **2.2.4.6 History of Facebook**

Mark Zuckerberg, founded Facebook while studying psychology at Harvard University. A keen computer programmer, Mr Zuckerberg had already developed a number of social-networking websites for fellow students, including Coursematch, which allowed users to view people taking their degree, and Facemash, where you could rate people's attractiveness. In February 2004 Mr Zuckerberg launched "The facebook", as it was originally known; the name taken from the sheets of paper distributed to freshmen, profiling students and staff. Within 24 hours, 1,200 Harvard students had signed up, and after one month, over half of the undergraduate population had a profile.

The network was promptly extended to other Boston universities, the Ivy League and eventually all US universities. It became Facebook.com in August 2005 after the address was purchased for \$200,000. US high schools could sign up from September 2005, then it began to spread worldwide, reaching UK universities the following month.

As of September 2006, the network was extended beyond educational institutions to anyone with a registered email address. The site remains free to join, and makes a profit through advertising revenue. Yahoo and Google are among companies which have expressed interest

in a buy-out, with rumored figures of around \$2bn (£975m) being discussed. Mr Zuckerberg has so far refused to sell. (Phillips. S. 2007)

#### **2.2.4.7 Facebook as an educational tool**

Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system. When students use Facebook as a tool for their study by spending time browsing profiles, meeting new people, and exploring relationships using the English language, they have greater opportunities to collaborate with a large number of people worldwide and learn the target language at the same time. Such a Facebook's property indirectly creates a community of practice – an important component of student education in Social Constructivist theories. Students can construct new knowledge after they interact with other people on Facebook. When students receive comments and suggestions, they can use the information given to improve their language skills.

Apart from this, when students discuss on Facebook, they do not have to use their real names. They can avoid face-to-face interaction thus lowering the level of anxiety. (B. Ellison. N. and Boyd D. 2007) Students would have more motivation and take the risk learning the language, and Facebook can provide and they can make a connection with students about assignments, events, news, and personal information.

### **2.2.5 Facebook and Education**

Facebook makes contribution to communication between classmates. Teachers have the view that intra-class dialogue may be effectively realized and maintained on this environment and communications of students will not be limited with only course hours. Students with longer communication time will better know each other and they will also conduct better team work.

Facebook is a network that connects students with other students, indirectly creating a learning community - a vital component of student education (Baker, 1999, p. 5). Facebook has quickly become the favorite social network site of higher education students and an integral part of the "behind the scenes" higher education experience (Selwyn, 2007). Since Facebook's launch in 2004, virtually all colleges in the United States (U.S.), with a continuous increase internationally, have incorporated their internal networks within the site. (Arrington, 2005) reports on the adoption rates of Facebook in universities and colleges: 85% of college students having a college network within Facebook have adopted it. Furthermore, according to (Lenhart and Madden, 2007) 48%-50% of teenagers are active social networking users. Facebook's numerous features such as email, bulletin boards, instant messaging, video and picture posting and applications download supplement serve the educational function of enabling communication, collaboration and sharing between students and faculty.

Facebook has taken its first steps into the education market with software that it claims allows children to learn at their own pace. It is working with non-profit Summit Public Schools which has pioneered a teaching method that allows students to learn online and be mentored in class. The system allows content and tests to be delivered online and classroom time is reserved for "teacher-led real-world projects and collaborations". The technology has the power to bring to life the daily work by putting it in context. It frees up classroom time for

teachers to do what they do best - mentor students directly - and for students to spend time collaborating with, and in some cases, teaching each other. (Technology BBC News, 2015)

For some years academics have debated the role in higher education of Facebook, the world's most extensive social networking site. At first there was enthusiasm—it was a new tool that could be 'repurposed' for education; then, as Facebook became more widespread, its use seemed less than opportune. But now, with so many students already engaged before they even come to a university, perhaps it is impossible to avoid the conclusion that Facebook is as natural to education as the commute, the computer, and everything else which students 'bring'. This paper first presents a summary of what Facebook affords, by way of its design and use, for online communication and networking, demonstrating the central role of reciprocal acts of attention exchange in this system. It then analyses, through a critical reading of research into Facebook and education, the way Facebook challenges traditional understandings of university education and the relationships between teachers and students. It concludes that, however we might seek to use Facebook in higher education, its use will always be shaped by—and indeed give rise to—a blurring of the traditional boundaries between formal and informal education. (Allen, Matthew. 2012)

#### **2.2.5.1 Advantages of the use of Facebook in education**

Inviting students to join on Facebook and use it academically at the beginning it is difficult and a controversial decision. There are two major things to accomplish: first, to engage students in their space (social media, Facebook) and they realize how to use it academically (for their own personal gain); and second, to allow students to drive the content of the course by collaborating and pursuing information, all the while driving one another to learn and better articulate their opinions in open academic discussion.

A great advantage of engaging students in Facebook groups is perhaps the most powerful—the social influence from their peers. Whenever a student writes a strong answer or asks a good question, it inspires other students to rise to that level.

The use of Facebook to support learning inside and outside the classroom may be an untapped resource for instructors and students; Facebook had more tools to help them with their schoolwork. It may also be true that students are just beginning to understand the broader possibilities of Facebook use, as they take a tool they've grown familiar with and map it to other problems and tasks they face.

- **Share Upcoming Events**

A Facebook Page is an excellent opportunity for a school to post upcoming events using the Facebook Events app. This app not only allows people to RSVP, but also makes it easy for them to share that they're attending. Utilizing Facebook Events can potentially lead to increased attendance at school functions. A school can also update attendees about any change in plans and send out a reminder as the event approaches.

- **Make School Announcements**

Facebook is a great space for schools to make announcements to parents and students. For instance, if there is an ever-coveted snow day, announce it on the Facebook Page. If a school shares the snow day on its Facebook Page, the news will be sent to the walls of everyone that has liked the page. Consistency is the key here. If the page is consistently updated with school news, followers will develop an expectation that they can count on the Facebook Page when they want to learn about something concerning the school. I'd also bet that news like a snow

day will get plenty of Likes, which will spread the news quickly across the community's social graph. (Hartstein. D. 2011)

- **Use Media to Showcase School Culture**

Many schools pride themselves on creating a unique culture that promotes not only academics but also the social development of its students. Facebook provides an opportunity to showcase this unique culture with those who can't be in the building during the school day.

There are some of the benefits you may harvest from your effective use of Facebook with your students.

- Relaxed, friendly and inviting atmosphere which encourages students participation and engagement
- Students feel comfortable learning through Facebook because most of them use it every day.
- Facebook can promote collaboration and social interchange between participants.
- Students get engaged about their learning outside the classroom. (EdTech Team,2010)

### **2.2.6 Facebook tips for teachers**

There are some important tips that teachers need to keep in mind when using Facebook with their students.

- Teachers should create a separate account just for their classes
- Manage your privacy settings to keep your professional and private lives separate.

- Need to be diligent about policing what kind of photos are shared on Facebook
- Be careful to give clear instructions to students on the kind of stuff to be shared on Facebook
- Students should never post threats, racist materials, or libel
- Always engage in civil and respectful debates. Do not talk bad about your school.
- Do not add students as friends on personal accounts and always maintain your distance.
- Use Facebook 's flexible privacy settings to pick and choose who can see what on a profile page
- Teachers can set up a private class group to communicate with students
- If you have a classroom blog you can import it to Facebook for students to stay updated right from their profiles
- Do not get involved in a student's private life
- Remind students to police themselves online. Students do better when they feel they are responsible for their learning (EdTech Team,2010)

### **2.2.7 Facebook can be used for educational purposes**

- a) Create a group for your class and strengthen the communication between you and your students.
- b) Schedule events for the entire class.
- c) Use message utility in Facebook to message your students about unexpected absences, rescheduling of exams.
- d) Share multimedia content like videos, photos, clips and more with your entire class
- e) Post class notes for students to review in case they were absent
- f) Try to involve students who are normally shy in the classroom

- g) Facilitate classroom connections through letting students know each other more. This is particularly helpful in large classes.
- h) Use Facebook to send reminders, announcements, upcoming due dates or any other classroom news.
- i) Sharing online content with students such as interesting websites, blogs, books, etc.
- j) Add educational applications to your Facebook group.
- k) Encourage students to post content of their own such as videos, images, new stories and other media that relate back to their lessons.
- l) Look for other classrooms online that are willing to collaborate on educational projects, assignments and discussions.
- m) Use the events section to remind students of the upcoming field trips

### **2.2.8 Facebook as a tool for e learning in initial teacher education**

E-learning can be a complement to the teaching-learning process, available through the "use of new multimedia technologies and the Internet, to improve the quality of learning, by facilitating access to resources and services, and to exchanges and collaboration at a distance". The emergence of multimedia technologies and environments leads to change in the teaching methods, where the student is increasingly encouraged to create knowledge and manage information in different ways. It is very important to combine communication and collaboration tools that enable teachers to manage and tailor content to their needs and track the progress of students in a safe and accessible online workplace (Rodríguez. A, 2014)

An understanding of language as open, dynamic, energetic, constantly evolving and personal encompasses the rich complexities of communication. This expanded view of language also makes educational experience more engaging for students.

People use language for purposeful communication and learning a new language involves learning how to use words, rules and knowledge about language and its use in order to communicate with speakers of the language. This understanding of language sees a language not simply as a body of knowledge to be learnt but as a social practice in which to participate. Language is something that people do in their daily lives and something they use to express, create and interpret meanings and to establish and maintain social and interpersonal relationships. (Scarino A. and Liddicoat J, 2008)

### **2.2.9 Technology in Education**

The rapid and constant pace of change in technology is creating both opportunities and challenges for schools.

The opportunities include greater access to rich, multimedia content, the increasing use of online course taking to offer classes not otherwise available, the widespread availability of mobile computing devices that can access the Internet, the expanding role of social networking tools for learning and professional development, and the growing interest in the power of digital games for more personalized learning.

At the same time, the pace of change creates significant challenges for schools. To begin with, schools are forever playing technological catch up as digital innovations emerge that require upgrading schools' technological infrastructure and building new professional development programs. Some schools have been adept at keeping up with those changes, while many others are falling far behind, creating a digital divide based largely on the quality of educational technology, rather than just simple access to the Internet. The rapid evolution of educational technologies also makes it increasingly challenging to determine what works best. Longitudinal research that takes years to do risks being irrelevant by the time it is

completed because of shifts in the technological landscape. The iPad, for instance, became popular in schools soon after it was released and well before any research could be conducted about its educational effectiveness.

### **2.2.10 Technologies in language teaching and learning**

While there is much on-going research on new technologies and their effects on teaching and learning, there is little rigorous, large-scale data that makes for solid research, education experts say. The vast majority of the studies available are funded by the very companies and institutions that have created and promoted the technology, raising questions of the research's validity and objectivity. In addition, the kinds of studies that produce meaningful data often take several years to complete—a timeline that lags far behind the fast pace of emerging and evolving technologies.

For example, it is difficult to pinpoint empirical data to support the case for mobile learning in schools—a trend that educators have been exploring for several years now—let alone data to support even newer technologies such as tablet computers like the iPad. The studies that do look at the effects of mobile technologies on learning are often based on small samples of students involved in short-term pilots, not the kind of large-scale, ongoing samples of students that educators and policymakers would like to see (Education Week, Feb. 23, 2011).

Information and communication technologies have become significant in social and economic development and increasingly important in education. As educators, we are faced with selecting and using appropriate technologies from an ever-increasing range. We know that technologies have the capacity to transform teaching and students' learning. We know that different technologies can change the ways our students learn and mediate the learning

differently. Teachers can create new learning possibilities and extend interaction with local and global communities. ( Motteram G, 2013)

### **2.2.11 The role of language**

The role of language in learning cannot be over-emphasized. Language is the prime resource teachers have and use for mediating learning. When learning languages, then, teachers and students are working with language simultaneously as an object of study and as a medium for learning. In teaching languages, the target language is not simply a new code – new labels for the same concepts; rather, effectively taught, the new language and culture being learned offer the opportunity for learning new concepts and new ways of understanding the world.. Both teachers and students need to develop a rich conception of what language and culture are and do, and how they interrelate to interpret and create meaning.

### **2.2.12 Teaching Process**

Teaching is the capacity that a human being has for sharing knowledge or information to others. Teaching can be defined as a way of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

Teaching cannot be defined apart from learning. Teaching is guiding and felicitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine the philosophy of education, your teaching style, your approach, methods, and classroom techniques. An extended definition – or theory – of teaching will spend out governing principles for choosing certain methods and techniques. A theory of teaching, in harmony with your integrated understanding of the learner and of the

subject matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning. ( Brown, D, 2000, pg. 18).

Effective teaching is based on principles of learning .The learning process is not easily separated into a definite number of steps. Sometimes, learning occurs almost instantaneously, and other times it is acquired only through long, patient study and diligent practice. The teaching process, on the other hand, can be divided into steps. (Downloaded on Teaching Methods)

- Preparation
- Presentation
- Application
- Review and Evaluation.

#### **2.2.12.1 Methods for teaching**

We are referring to the methodology strategies that teachers should use so that the students can get a significant learning. The methodology refers to the didactic strategies that the teacher has proven and applies in the classroom, to take the students to the learning of conceptual, procedural and attitudinal contents. We would also like you to describe how you proceed in selecting the methodology and techniques when teaching your subject or topic.

We will begin our study, high lighting the value of knowing and dominating the various methods and techniques of teaching. Teachers/Professors have achieved skill in the didactic forms that make the learning of their students easier. Even though this axiom does not have a faithful, accomplishment, in reality, at least theoretically, we should accept it as among the manner of teaching of a professional of education and another which by determined

circumstances of life has carried out the role of a teacher. At our study's length we have insisted that the major attribution that the professors perform is a low quality teaching that imparts to institutions in charge of forming and capacitating the new generations. On the other hand a great part of this ineffectiveness is attributed to the predomination of the methods and technical traditions that provoke an insignificant and weak learning. (Banks T, 2000)

### **2.2.13 Learning process**

Learning is an active process which requires that the learner work with and apply new material to past knowledge and to everyday life. Some of the methods that encourage active learning in the classroom are: discussion, practice sessions, structured exercises, team projects, and research projects.

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Pilots and aviation maintenance technicians need to acquire the higher levels of knowledge and skill, including the ability to exercise judgment and solve problems. The challenge for the aviation instructor is to understand how people learn, and more importantly, to be able to apply that knowledge to the learning environment. This handbook is designed as a basic guide to educational psychology. This chapter addresses that branch of psychology directly concerned with how people learn. (Downloaded on Human Behavior on May, 1)

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Pilots and aviation maintenance

technicians (AMTs) need to acquire the higher levels of knowledge and skill, including the ability to exercise judgment and solve problems. The challenge for the aviation instructor is to understand how people learn, and more importantly, to be able to apply that knowledge to the learning environment. This handbook is designed as a basic guide to educational psychology. (Learning process, 2011)

Learning refers to the formal process of acquiring a new language in a conscious way. The ability to learn is an important characteristic of all human beings. Learning can be defined as the way how people get something new, such as: knowledge, abilities, values and attitudes.

When talking about the learning process, it is very important to know that meaningful learning plays an important role. Ausubel's theory also focuses on meaningful learning. According to his theory, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner's knowledge structure.

Meaningful learning can be contrasted with rote learning. Basically, meaningful learning develops the critical thinking. The latter can also incorporate new information into the pre-existing knowledge structure but without interaction. Rote memory is used to recall sequences of objects, such as phone numbers. However, it is of no use to the learner in understanding the relationships between the objects. Because meaningful learning involves a recognition of the links between concepts, it has the privilege of being transferred to long-term memory. The most crucial element in meaningful learning is how the new information is integrated into the old knowledge structure.

Accordingly, Ausubel believes that knowledge is hierarchically organized; that new information is meaningful to the extent that it can be related (attached, anchored) to what is already known.

### **2.2.13.1 Characteristics of Learning**

Aviation instructors need a good understanding of the general characteristics of learning in order to apply them in a learning situation. If learning is a change in behavior as a result of experience, then instruction must include a careful and systematic creation of those experiences that promote learning. This process can be quite complex because, among other things, an individual's background strongly influences the way that person learns.

- Purposeful
- Result of experience
- Multifaceted
- Active process

### **2.2.14 Language Skills**

When we learn a native language, we learnt through listening and talking. Then, we learn to read and write. When learning English or any other language it is really necessary to develop the four main skill: listening, speaking, Reading and writing.

Language skills are the ability to interact, talk, understand, empathize, and connect with people. Effective instructors relate well to people. Effective Communication, underlies people skills. It is important for instructors to remember:

- Technical knowledge is useless if the instructor fails to communicate it effectively.

- The two-way process of effective communication means actively listening to the student, as well as teaching him or her.

Language skills also include the ability to interact respectfully with students, pick up when students are not following along, motivate students to learn, and adapt to the needs of the student when necessary. Another important people skill used by effective instructors is to challenge students intellectually while supporting their efforts to learn. Effective instructors also display enthusiasm for their subject matter and express themselves clearly. The willingness to look for ways to match student learning styles to personal instructional style is another element of effective instruction. (AvStop Magazine, 2014)

Learning English involves much more than studying a textbook, doing tests, and putting dictums into practice. With the advent of the Internet and its attendant technology, hosts of options exist for improving your English skills. These options involve interacting with others online via social networks communicating in order to learn about other cultures, have fun, and to learn English at the same time.

People are increasingly conversing online using diverse social sites. They enjoy the immediacy and convenience of engaging in discourse any time, any place, anywhere. Through Facebook social network students can improve their language skills: listening, speaking, reading, and writing. Since students upload and download some activities and information where they combine and use their language skills.

Facebook is a web portal for keeping in touch with others. You choose whom you allow to access your Facebook pages. You can post text, pictures, images, video, and music on your Facebook page. You can use a "Wall", which other members can use in order to text each

other messages. In addition to text messages can also contain photos, videos, music and links to other websites.

Again, this is an excellent mechanism for building your English skills. You gain English writing experience through composing your various messages. You are not limited to 140 characters, and so you can be elaborate a bit more with your messaging.

Facebook also builds your English reading skills. You can read an assortment of messages from those whom you allow into your pages. This diversity of messages means you can learn new words from people all over the world, depending on your list of friends.

Some may write extended messages, giving you the opportunity to study their way with words, as well as their word choice. Facebook exposes you to a significant selection of writing in which to build your English skills.

#### **2.2.14.1 Listening**

Listening is the first skill to master in order to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking).  
Smith (1975, pp. 98- 99)

Into a conversation one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems. Third, listening constitutes half of the communication process. Fourth, children get the majority information through listening. (Kurniasih, 2011)

Listening skill is key to receiving messages effectively. It is a combination of hearing what another person says and psychological involvement with the person who is talking. Listening is a skill of Language. It requires a desire to understand another human being, an attitude of respect and acceptance, and a willingness to open one's mind to try and see things from another's point of view.

Many students are good at reading, but bad at listening. If you listen while reading, this helps you to match the pronunciation of the word with how it looks. In this project teacher upload some listening activities where students need to listen, understand and make a summary about the information. They had the option to listen the times they needed and with the time they get better their listening skills.

#### **2.2.14.2 Speaking**

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998, p. 13). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues.

Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach

the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through groupwork, task work, and other strategies (Richards, 1990).

In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper. (Richards J, 2008 pg. 19)

Students learn to speak in the second language by interacting. Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. This activities students can do through social network like Facebook. In this project students make discussions, role plays, information gaps, after that they upload the videos on their Facebook group.

#### **2.2.14.3 Reading**

Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in Indonesian primary school should make reading one of the first priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes to one's self-realization and the development of his personal-social adjustment.

And since —reading is a very complicated process involving a variety of factors that interact with one another (Kim, 2002), it should be developed in graded and sequential phases.

The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge. (Kurniasih, 2011).

Reading comprehension is the product of word recognition skills and listening comprehension skills. Recognizing (reading) the words on the page is vital to reading comprehension; if a child cannot read the words, then they will quite obviously be unable to extract meaning from the written word. Once written words are recognized they can be understood as long as they are in the child's oral vocabulary. Unfamiliar words that are not already in the child's oral vocabulary start to acquire aspects of their meaning from the context within which they have been read; that is, reading gradually becomes a major source of vocabulary development. Once the words are recognized, they can be input to the language comprehension system to understand what a writer conveys. It is well recognized that children vary in the ease with which they can decode. They also vary in their listening comprehension, and consequently in their reading comprehension. An effective reader has good word reading and good listening comprehension skills, as shown in the upper right quadrant of the figure below. (Primary National Strategy 2006).

Reading is a skill that improve your English, students had to read a book about Language and culture. Teacher gave them the proper time to complete the activity after that students will report the summary into the classroom making a role play.

#### **2.2.14.4 Writing**

Writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Generally, we write using a pen/pencil (handwriting) or a keyboard (typing). With a pen/pencil we usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device. Voice recognition programs allow those who can't see or use their hands to have their thoughts transcribed. (English Club, 2014)

Students like writing messages to their friends, post interest quotes, write something relevant. They began writing a paragraph about how they fell in classes, and with the time teacher create another activities where students improve their writing skills, at the end of the project they had to write an essay.

#### **2.2.15 Role of technology in language learning**

It is rare to find a language class that does not use some form of technology. In recent years, technology has been used to both assist and enhance language learning. Teachers have incorporated various forms of technology to support their teaching, engage students in the learning process, provide authentic examples of the target culture, and connect their classrooms with others in other countries where the target language is spoken.

Further, some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus enhancing the language learning experience. Distance learning programs can enable language educators to expand language-learning opportunities to all students, regardless of where they live, the human and material resources available to them, or their language background and needs. In sum, technology

continues to grow in importance as a tool to assist teachers of foreign languages in facilitating and mediating language learning for their students.

While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment.

In some cases, however, school and university administrators have permitted technology to drive the language curriculum and have even used it to replace certified language teachers.

(American Council on the Teaching of Foreign Languages on February, 15)

#### **2.2.16 Working together: Technology and teachers.**

In order to successfully infuse technology into their classrooms, teachers must have the support of all stakeholders in the educational community. They must resist the notion that learning to use the "gadgets" is an end in itself.

They must provide desperately needed leadership to find the best ways of using technology to enhance teaching and learning. They must expect and demand the best and most interesting software to enhance their educational goals. They must be included in planning the technology implementation -- and be encouraged to experiment with the available tools.

Teachers must educate themselves on how to best use those tools to enhance teaching and learning. It is an exciting time to be teaching, and we must seize this moment to challenge ourselves, our students, our administrators, and policymakers throughout the country to help all teachers make the best use of the technology tools available to them. (Schrum. L. 2005)

Teachers are creative, intelligent people, and once they learn to use technology in their professional lives -- for keeping records, for creating documents, and for enhancing their own learning -- they will soon discover the many ways in which technology can enhance what they are doing with their students.

### **2.2.17 Integrating Technology in the Classroom**

Integrating technology into a high school classroom isn't a one-step process. "You can't just slap a netbook [computer] on top of a textbook and say, 'Great, now we have technology,'" says Bob Wise, former governor of West Virginia and president of the Alliance for Excellent Education, an advocacy organization.

The first annual Digital Learning Day falls on February 1 and will celebrate innovative K-12 instructors who successfully bring technology into the classroom by assigning online course content, using adaptive software for students with special needs, and utilizing online student assessments and other digital tools. Educators, as well as parents, students, librarians, and community leaders, can learn about classroom innovations and get new ideas about using technology into the classrooms. (McMullen. L. 2012)

There are three tips to integrate technology into the classrooms.

**1. Plan ahead:** There has to be a comprehensive strategy in place to implement technology into the school system, Wise says, and the teachers have to be involved in the planning stages.

**2. Try something new:** The Digital Learning Day website includes a number of teacher "toolkits" with lesson ideas and devices for enhancing lessons with technology. One tool mentioned is the website Facebook, which allows students to download and upload videos,

such as oral book reports. There are also lists of ideas for digital learning, which have been submitted by other teachers.

One idea is the "flipped classroom." With this setup, they explain, the lectures and homework are reversed. Students will listen to a webcast or recording of the teacher's lecture at home, and then they will come to class and work on projects and problem-solving activities related to the lecture with the teachers.

**3. Become an educational designer:** As technology evolves, so must the teachers. "For the last 100 years, teachers have essentially been the sage on the stage," Wise says. "They're the only access point of knowledge."

But now, Wise says, teachers are more like designers, who get to choose and develop what kinds of content their student's access and which technologies they use. Wise says that with new content technologies, too, teachers can quickly see assessment results of their students.

### **2.2.18 Learning English through technology.**

English-language learners (ELLs) now make up half of the school's population, teachers there are looking for effective ways to teach them academic English.

Amy Wegener-Taganashi, the school's English-language-development teacher, says an array of technology helps engage students and provides the structured one-on-one English practice they need. Cinnabar has computers in every classroom, and classes use the computer lab for multiset projects. Additionally, upper-grade students can visit the lab during lunch to use the computers.

Read Naturally, a multimedia reading program that helps students develop English fluency, is one of the programs they use in the lab. Another application is groups on Facebook, in this website students can improve their language-learning, it helps those associate images with English words and sentence structures to build their vocabularies. Some English teacher told that Facebook "It's really great, because it's geared to individual students. The idea is that they are always being challenged." (Taganashi, W.2008)

Online tools, and other technologies help students hone basic language skills they can later apply in authentic social settings. Technology mixes things up, captures students' attention, and engages them in a way traditional classroom instruction does not.

The number of students learning English as a second language has already nearly tripled to more than 9.9 million students in the last two decades. Roughly 70 percent of these students are Spanish speakers, but the group includes speakers of more than 400 languages, from Arabic to Tagalog. As ELL needs increase at a pace that far outstrips most schools' human and financial resources, many are looking to technology to fill the gap.

### **2.2.19 E-Learning**

Online learning in many forms is on the rise in schools of all types across the country. Students in many parts of the country now have a long list of choices when it comes to e-learning. The menu of options often includes full-time, for-profit virtual schools; state-sponsored virtual schools; supplemental online learning courses offered by brick-and-mortar schools; and charter schools presenting a hybrid option of digital material coupled with face-to-face instruction.

The International Association for K-12 Online Learning, or iNACOL, estimates that more than 1.5 million K-12 students were engaged in some form of online or blended learning in the 2009-10 school year. At the end of 2010, supplemental or full-time online learning opportunities were available in at least 48 of 50 states, plus the District of Columbia (iNACOL, 2010).

Options for full-time virtual schools are growing. Students from kindergarten through high school can seek out online schooling opportunities, which usually include virtual teachers and a combination of synchronous and asynchronous online learning (Education Week, June 15, 2011). These schools are starting to focus more on the issue of socialization for their students and some are incorporating more face-to-face instruction into their array of services to allow for student interaction both online and in person. They're forming clubs, holding proms, and creating school newspapers.

But full-time virtual schools also face the reality that for many students with two parents working outside the home such a scenario is not an option. Such students often cannot tap into full-time online schools for that reason, and virtual school providers acknowledge that their version of education works best, particularly in the lower grades, when an adult is present to assist.

In addition to courses that offer an online instructor, some researchers say students have had the most success with hybrid or blended education. That can mean that students use digital content with a face-to-face instructor, or an online instructor and an in-class teacher may work together to assist students. At the same time, a growing number of students now have

access to online courses in their brick-and-mortar schools. Schools are tapping into e-learning for a variety of reasons. Some schools say it saves money and allows them to offer a wider variety of courses, including Advanced Placement classes. Others say it can help with scheduling conflicts when a face-to-face class is provided only at a time when a student already has another obligation. In addition, online courses can provide highly qualified teachers for classes otherwise not offered by a school.

One of the fastest growing areas of e-learning, and a category that mainstream schools are increasingly turning to, is credit recovery. These online courses allow students to retake classes they haven't passed, but in a new and different format. Many of these credit recovery courses give students a brief evaluation, then permit them to skip concepts they already know to focus on ideas they haven't yet grasped. However, some educators and education experts have questioned the quality and academic rigor of these programs (Education Week, April 28, 2010).

So where are traditional schools getting these online courses? Some are developing their own, others are purchasing them from for-profit vendors and a growing number are able to tap into state virtual schools or state-led online learning initiatives that currently exist in 38 states. Some schools find it easier to use courses developed by a state-run virtual school, since it is already aligned with their state standards.

### **2.2.20 First Language Acquisition**

The marvelous capacity for acquiring competence in one's native language within the first few years of life has been a subject of interest for many centuries. Modern research on child language acquisition dates back to latter part of the eighteen century, when the German philosopher Dietric Tiedemann recorded his observations of the psychological and linguistic

development of his young son. For a century and a half, few if any significant advances were made in the study of child language; for the most part research was limited to diary like recordings of observed speech with some attempts to classify word types. Not until the second half of the twentieth century did researchers begin to analyze child language systematically and to try to discover the nature of the psycholinguistic process that enables every human being to gain fluent control of an exceedingly complex system of communication. ( Brown, D, 2000, pg. 18).

Language is a cognition that truly makes us human. Whereas other species do communicate with an innate ability to produce a limited number of meaningful vocalizations (e.g. bonobos), or even with partially learned systems (e.g. bird songs), there is no other species known to date that can express infinite ideas (sentences) with a limited set of symbols (speech sounds and words). ( Lemetyinen, 2012)

First language acquisition occurs when the learner – usually a child – has been without a language so far and now acquires one. If it is one language, we speak of monolingual FLA. The less frequent case in – Western European societies – at least of a child learning two languages in a parallel is known as bilingual FLA.

First language acquisition is widely believed to proceed both quickly and easily. This conviction gave rise to what must be seen as the most spontaneous development in language acquisition research of the past thirty years: Chomsky's language acquisition device. (Wolfgang K, 1986, Pg. 6)

Every child has the capacity to learn language - any human language but how do children learn their native language? Do adults teach them? Do they learn by imitation? Do they learn by reinforcement?

Leonard Bloomfield said that learning to our native language is the greatest intellectual feat.

- vocabulary and grammatical system
- enables us to produce and understand a potentially infinite number of sentences
- to express our needs and emotions
- All within the first few years of life.

By the time a child arrives in school, about 80% of the structures of his/her native language and more than 90% of the sound system has been mastered. That is quite a feat for such a young child. (Bloomfield L, 1933)

### **2.2.21 Scaffolding Learning**

Scaffolding is the process by which teachers use particular conceptual, material and linguistic tools and technologies to support student learning. Scaffolding can be used at any point of interaction between teachers and students – at the point of providing inputs and explanations, through to modeling, interacting and assessing. Scaffolding might include:

- Explaining a new concept through a concept map • making deliberate comparisons with the first language and culture
- Focusing on particular words to develop a met language
- Providing and explicating fruitful examples; asking students to notice particular aspects/features
- Highlighting patterns, choices
- Elaborating on an initial explanation

- Using questions to probe students' conceptions and prompt them to describe their interpretations and challenge their opinions
- Using various ways of representing ideas and concepts (e.g. visuals, diagrams, organizers, highlighting, various media and technologies)
- Feedback that relates to improvement (Teaching and Learning Languages guide on May, 5)

### **2.2.22 Technology as a Tool to Support Instruction**

Lynne Schrum, past president of the International Society for Technology in Education (ISTE), is an associate professor in the department of instructional technology at the University of Georgia. Her research, teachings, and writings focus on issues related to distance education, specifically online learning. Schrum also investigates the uses of technology in K-12 environments and identifies ways to support educators in the effort.

We're all familiar with the extravagant promises of technology: It will make our students smarter -- and it will do it faster and cheaper than ever before. Moreover, the promise suggests, this miracle will occur almost by osmosis. We need only place a computer in a room, stand back, and watch the magic take place. If only life were that simple and learning that easy. Those of us who remember the 1980s, when computers were first making their way into our classrooms, probably also remember a great deal of bad software. As educators, we were unfamiliar with the technology and uncertain about its possibilities. So we stepped back and let software developers, hardware vendors, and other technicians define not only what we could buy but also how those products would be used. In many ways, the technology drove the educational process.

Now, we have entered an era in which technology is no longer an intimidating novelty. Its use in business and industry is both accepted and expected. And pressure abounds -- from the federal government, from local school boards, and certainly for educators to get on board and see to it that students become technologically skilled. (Schrum. L. 2005)

### **2.2.23 Theories about learning a second language**

#### **2.2.23.1 Behaviorist Theory**

Theories that have been developed to account for second language learning, or acquisition, are closely related to those discussed above as general learning theories. A behaviorist approach to second language learning focuses on imitation, practice, encouragement and habit formation. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing 'interference' in the learning of additional ones. This approach is seen now to offer an insufficient explanation of the complexity of language learning. The linguist Noam Chomsky (1957) provided a major critique of behaviorism and its view of second language learning as imitation and habit formation. (Lightblown & Spada, 1999, Chapter 2).

#### **2.2.23.2 Cognitive theory**

In the cognitive theories of second language acquisition, learning involves building up the knowledge system or architecture which over time and through practice becomes automatically accessible in reception and production. Some theorists within the cognitivist tradition have argued that interaction is essential for language learning to take place, with the modification of input, by teachers for example, to render it comprehensible to the learner (Long, 1983).

The goal of the theory is to explain the mechanisms and processes by which the infant, and then the child, develops into an individual who can reason and think using hypotheses. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, and then experience discrepancies between what they already know and what they discover in their environment.

Piaget emphasized the importance of schemas in cognitive development, and described how they were developed or acquired. A schema can be defined as a set of linked mental representations of the world, which we use both to understand and to respond to situations. The assumption is that we store these mental representations and apply them when needed. (McLeod S ,2012)

### **2.23.3 Sociocultural Theory**

Sociocultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live.

The sociocultural perspective on second language learning, based on the work of Vygotsky (1978), highlights that all learning, including language learning, is based on social interaction (Lantolf, 2000,79) with more proficient others, on an interpersonal and intrapersonal plane as described above. Through the concept of the zone of proximal development, it highlights that language learning is developmental. The characteristic of ‘prior knowledge’ is very important. It recognizes that new learning is built on prior learning – that is, the ideas and concepts that students bring to learning. Teachers work with these preconceptions in order to facilitate learning.

The work of sociocultural theory is to explain how individual mental functioning is related to cultural, institutional, and historical context; hence, the focus of the sociocultural perspective is on the roles that participation in social interactions and culturally organized.

## **2.3 HYPOTHESIS**

The use of Facebook social network influences as a teaching resource in the extracurricular educational teaching-learning process in the English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the academic term March-July 2015.

## **2.4 VARIABLES**

### **2.4.1. INDEPENDENT**

Facebook social network

### **2.4.2 DEPENDENT**

Activities in the extracurricular teaching learning process.

## **2.5 BASIC TERMS DEFINITIONS.**

**Social network:** It is a web site that allows you to connect with friends and family, share photos, videos, music and other personal information with either a select group of friends or a wider group of people, depending on the settings you are select.

**Facebook:** It is a popular free social networking website that allows registered users to create profiles, upload photos and videos, send messages and keep in touch with friends, family and colleagues. You sign up by putting some details, and preferably a photo of yourself on the Facebook website.

**Poke:** is an action on Facebook. The option is available for anyone who wants to send a gesture of kindness to a friend on Facebook. The user can click on their friend's page and send them a poke. The friend is notified about the poke

**Post:** is an action on Facebook. Post is when a person wants to share a picture, send a small message, send an article, a video, or other forms of media to their own or a friend's profile, or on group's page. When someone posts something, it is meant to be open to the public

**Instant messaging:** is similar to a post. However, in instant messaging, the user is sending the item privately. Also, with instant messaging, the user can have instant conversation, similar to text messaging on a cellular phone.

**Newsfeed:** is another feature on Facebook. When a user logs on, or initializes Facebook through a cell phone, the user sees the newsfeed feature. The newsfeed provides live updates of their friends' actions. The user can control how often, what, and who they want to see through the options settings.

**Tag:** is an action on Facebook where the user decides to post something and wants others to see it. The user begins by writing the names of their friends. Facebook will automatically find the profiles associated with the name. If the user is tagging a friend on a picture, then Facebook has a tag option and you can touch any portion of the picture.

**Wall:** refers to the space in the user profile where posts are posted for public viewing.

**Friending:** is the action where one locates a person on Facebook and asks the user if they want to be associated with each other on Facebook. The other user either agrees or ignores the request. If the user agrees to the request, then the one asking for the request is notified that both parties are friends.

**Groups:** are a Facebook page that is associated with a real organization or an online group. Similar to a user's page, the group can post items and have discussions. The difference is that a Facebook group page is administered by a small group of people or just by one.

## 2.6. Variable Operationalization

<b>VARIABLE</b>	<b>DEFINITION</b>	<b>CATEGORY</b>	<b>INDICATORS</b>	<b>TECHNIQUE</b>	<b>INSTRUMENT</b>
<b>FACEBOOK SOCIAL NETWORK</b>	Facebook is an online social network site in which people can share photographs, personal information, join groups with others, upload and download information and chat with different people.	Facebook activities  Group chats	Teaching resources  Participation	Scream capture	Check list
<b>EXTRACURRICULAR ACTIVITIES</b>	Extracurricular activities refers to activities, programs, and learning experiences that complement in some way what students are learning in school for example experiences or activities that are connected to the academic curriculum.	Expressing their ideas.  Improving their English Language	Activities students developed through Facebook group.	Scream capture  Seen by option	Check list

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. Scientific Method**

For the development of this research it was applied the synthetic analytic method because the collected data was analyzed and then they were separated in parts in order to study them individually.

#### **3.2. Types of Investigation**

The present research was a field research because it was developed in that the facts were happening, at Universidad Nacional de Chimborazo”, in Riobamba city, Chimborazo province.

The present research was descriptive, because it attempted to describe and explain conditions of the present by using many subjects to fully describe a phenomenon.

This research was predictive since we extracted information from existing data sets in order to determine patterns and predict future outcomes and trends.

#### **3.3. Research Design**

The present research was a field research because it was developed in that the facts are happening, at Universidad Nacional de Chimborazo”, in Riobamba city, Chimborazo province.

This research will also be quantitative, it is possible to refers to a type of information or data that is based on quantities obtained using a quantifiable measurement process, it means every aspect that occurred into the class will be interpreted trough data tabulation to get the results of the application of Facebook.

### **3.3.1. Activities that were done during the application of Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo.**

For the development of the application of The Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo, the researcher had to attend to this University for 4 months, 6 hours every week.

For every class, the tutor teacher of Universidad Nacional de Chimborazo asked the researcher to observe the class. The researcher prepared some material about Facebook and the advantages for students to use it academically. In other classes students prepared an exposition about social networks that help students and teachers to learn English.

Students had to upload some information about the subject. They make role plays, listen to songs or recorders, and write summaries about a specific topic.

Teacher made groups of five students and gave them some topics about Facebook. The students had to do some slideshows. The topics were:

- Facebook( How to create a Facebook account, What do you do on Facebook)
- Importance of Facebook, the benefits of use this social network.
- Facebook as an educational tool
- How to create a group on Facebook and explain the steps to do it.

At the beginning they were not interested about the topic but while students' performance the activity, they were interested in using this social network. When all the groups finished

the activity, teacher explained some cues about how will be the assignments upload on Facebook.

After this presentation students have to create a Facebook group but in this group students only need to share information about English and Language and Culture subject.

In the period of time that we observe and apply this teaching resource students upload some pictures, videos where students can improve their English knowledge.

On the private group on Facebook teacher suggested some pages where students can find some information about the topic, students commented about the information and the teacher qualified the comments that students upload on this page.

Students had to upload some pictures and comment about it. Create a group chat where students will write a comment about how important is to know the culture of other countries. Enter to a specific page and do a questionnaire and talk in English with their classmates on chat.

The activities that students did in the period of time that we applied Facebook were:

- They have to download the information that teacher upload on Facebook.
- Students have to read and make a summary.
- Upload the summary as an attached file.
- Upload a voice message about what did they understand about the information.  
(They had to use their own words)
- Upload some pictures and comment about it.
- Create a group chat where students will write a comment about how important is to know the culture of other countries.
- Enter to an specific page and do a questionnaire
- Talk in English with their classmates on chat.

### **3.4 Population and Sample**

#### **Population**

The subject of this study are 20 students from 19 to 21 years old of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo.

#### **Sample**

For the development of this research, it will be necessary to work with the whole population since the size of the sample is small.

### **3.5 Data collection techniques**

#### **Techniques**

a.- Interviews.- The interview was applied to English teacher and students of of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo.

b.- Observation.- The observation was done at Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo.

#### **Instruments**

The instruments that were used are: surveys and questionnaires.

### **3.6 Techniques to collect data**

It was developed a descriptive study so it was used statistical tables and statistical graphs to collect and interpret information.

**3.6.1 Surveys addressed to a group of students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo before the application of Facebook social network as a teaching resource.**

**1. - Do you have social network sites?**

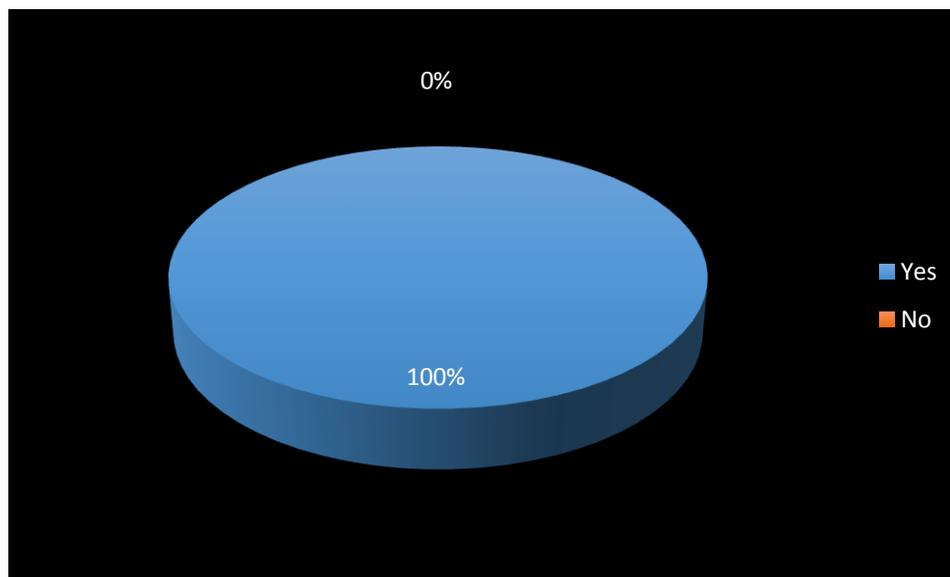
**Table No. 3.1 Social networks**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	20	100%
No	0	0%
<b>Total</b>	20	100%

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.1 Social networks**



**Source:** Table No. 3.1

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they have social networks.

**b) Interpretation:** The results obtained from the surveys show that students have and use social networks.

## 2.- Do you have Facebook account?

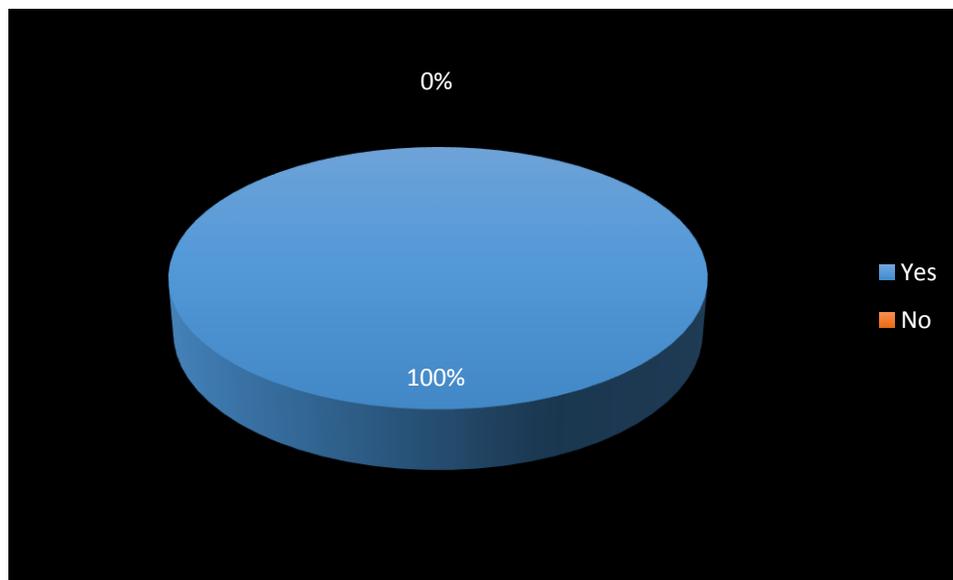
**Table No. 3.2 Facebook account**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	20	100%
No	0	0%
<b>Total</b>	20	100%

Source: Surveys

Done by: Mayra Iguasnia

**Statistical Graph No. 3.2 Facebook account**



Source: Table No. 3.2

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they have a Facebook account.

**b) Interpretation:** The results obtained from the surveys show that students have and use Facebook social network.

### 3. – How many times do you log in on your Facebook account?

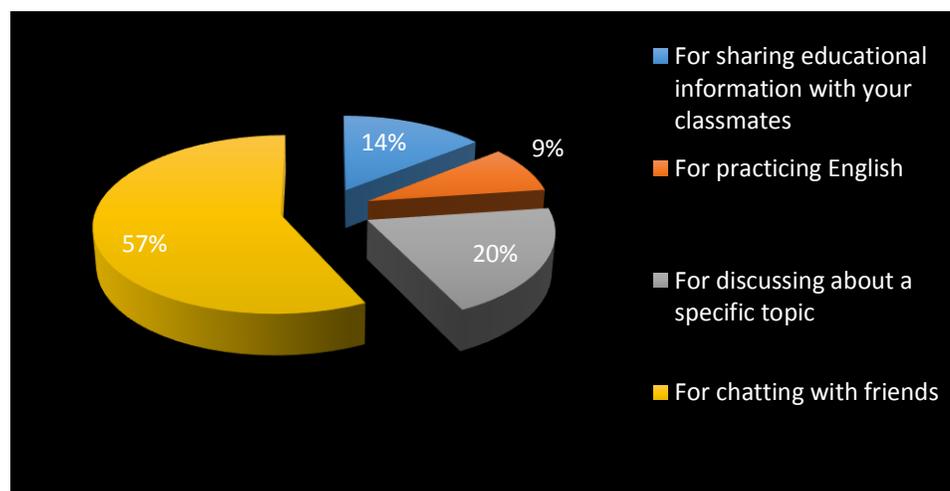
**Table No. 3.3 The time students spend on Facebook**

OPTIONS	FREQUENCY	PERCENTAGE
All day connected	3	15%
More than 10 times a day	5	25%
10 times a day	2	10%
8 times a day	4	20%
5 times a day	3	15%
3 times a day	2	10%
1 time a day	1	5%
<b>Total</b>	<b>20</b>	<b>100%</b>

Source: Surveys

Done by: Mayra Iguasnia

**Statistical Graph No. 3.3 The time students spend on Facebook**



Source: Table No. 3.3

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of surveyed students, the 15% of students are connected all day on Facebook; the 25% connects more than ten times; the 10% of them say they connect 10 times a day; the 20% connect 8 times a day; the 15% connect 5 times a day; the 10% connect 3 times a day, and just the 5% look their Facebook one time a day.

**b) Interpretation:** The results obtained show that students use and check Facebook all the time.

**4. – Are you part of a Facebook group? Example: open groups, private groups or secret groups?**

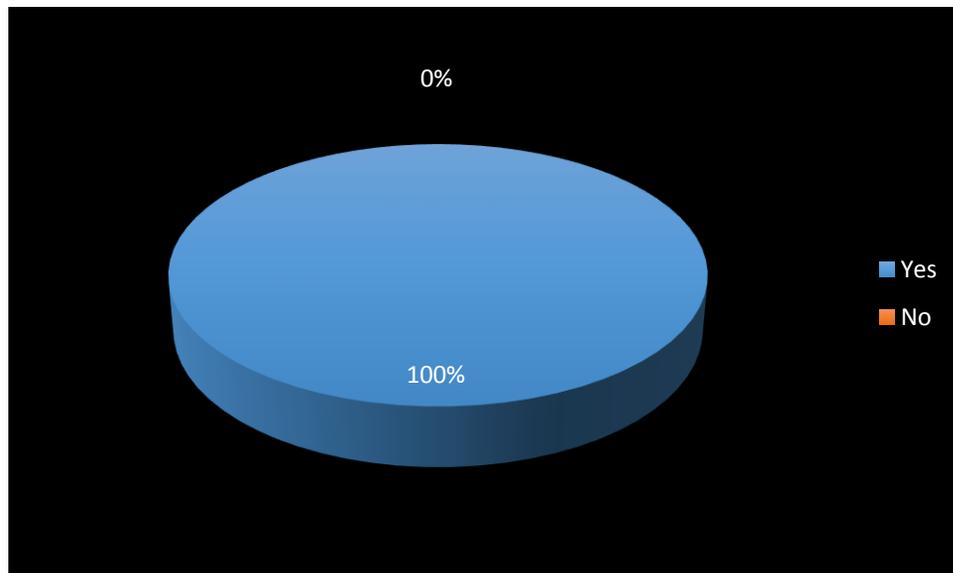
**Table No. 3.4 Facebook groups.**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	20	100%
No	0	0%
<b>Total</b>	20	100%

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.4 Facebook groups.**



**Source:** Table No. 3.4

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they are part of Facebook groups.

**b) Interpretation:** The results obtained from the surveys show that students have Facebook groups.

**5. – How do you use Facebook after school? You can choose more than one option.**

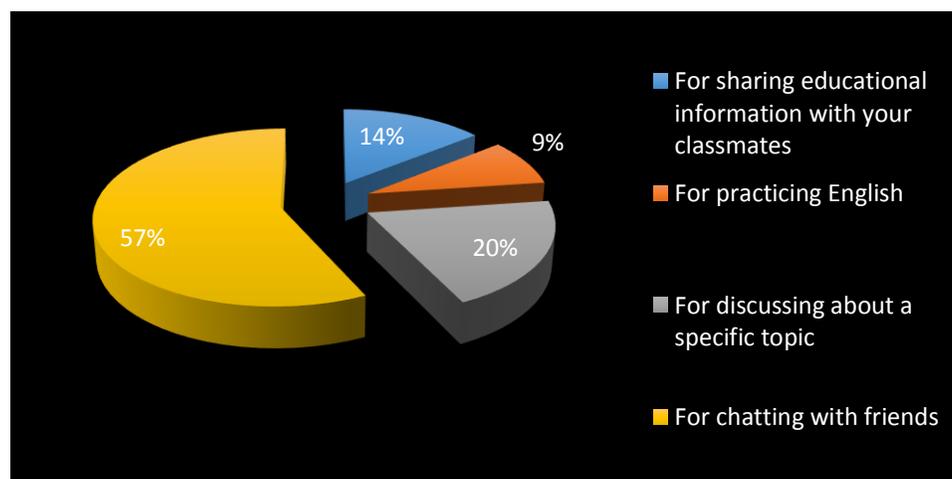
**Table No. 3.5 The use of Facebook after school**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
For sharing educational information with your classmates	5	14%
For practicing English	3	9%
For discussing about a specific topic	7	20%
For chatting with friends	20	57%
<b>Total</b>	20	

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.5 The use of Facebook after school**



**Source:** Table No. 3.5

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of surveyed students, the 14% of students use Facebook after school for sharing educational information, the 9% of them for practicing English, the 20% discuss about a specific topic and the 57 % chat with friends.

**b) Interpretation:** The results obtained show that students use Facebook more for chatting.

## 6. – Do you learn English on Facebook?

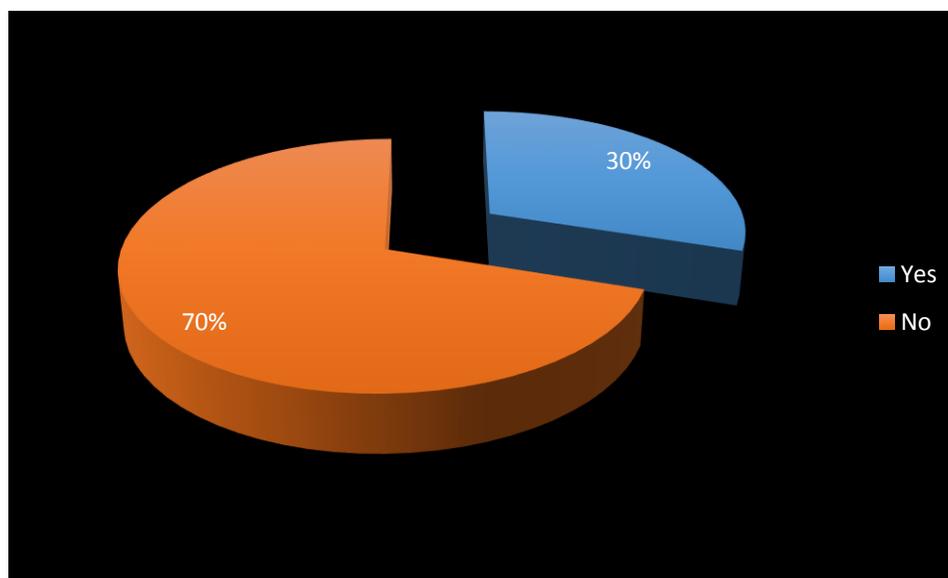
Table No. 3.6 Learning English through Facebook website

OPTIONS	FREQUENCY	PERCENTAGE
Yes	5	25%
No	15	75%
<b>Total</b>	20	100%

Source: Surveys

Done by: Mayra Iguasnia

Statistical Graph No. 3.6 Learning English through Facebook website



Source: Table No. 3.6

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 75% of them say that they do not learn English through Facebook and the 25% of students learn English through this social network.

**b) Interpretation:** The results obtained from the surveys show that students do not learn English through Facebook.

**7. – How likely are you to recommend Facebook for learning English to someone else?**

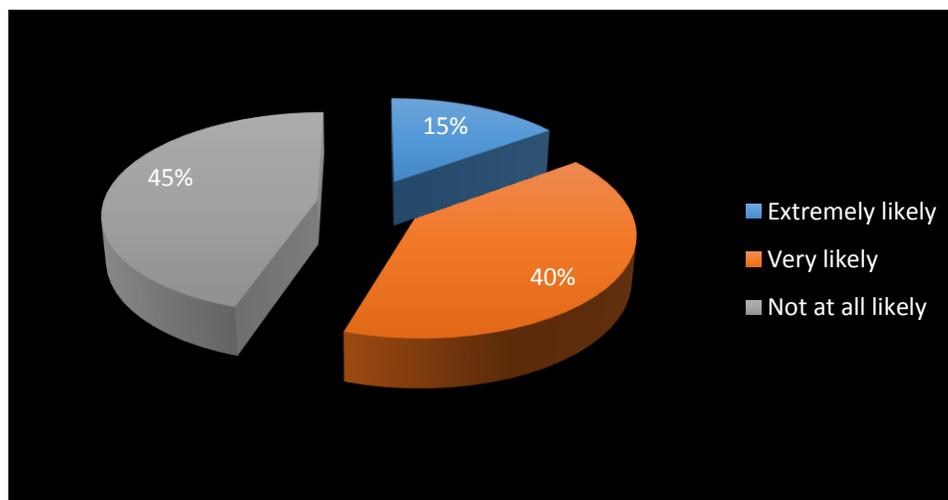
**Table No. 3.7 Facebook for learning English**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Extremely likely	3	15%
Very likely	8	40%
Not at all likely	9	45%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.7 Facebook for learning English**



**Source:** Table No. 3.7

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 15% of them say that they recommend Facebook for learning English, the 40% of students are very likely to recommend Facebook for learning English and the 45% do not recommend Facebook for learning English.

**b) Interpretation:** The results obtained from the surveys show that students do not recommend Facebook for learning English

**8. – Is Facebook the only online educational tool you use?**

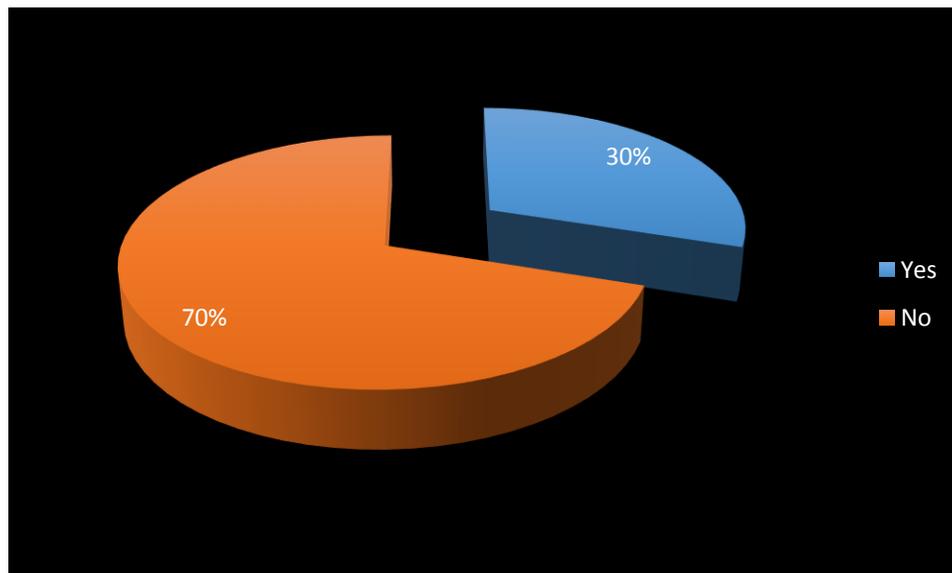
**Table No. 3.8 Educational tools**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	8	40%
No	12	60%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.8 Educational tools**



**Source:** Table No. 3.8

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 40% of them say that Facebook is the only online educational tool they use and the 60 % of students say that they use more than one online educational tool.

**b) Interpretation:** The results obtained from the surveys show that students have more than one online educational tool.

**9. – How many hours per day do you use Facebook for academics purposes?**

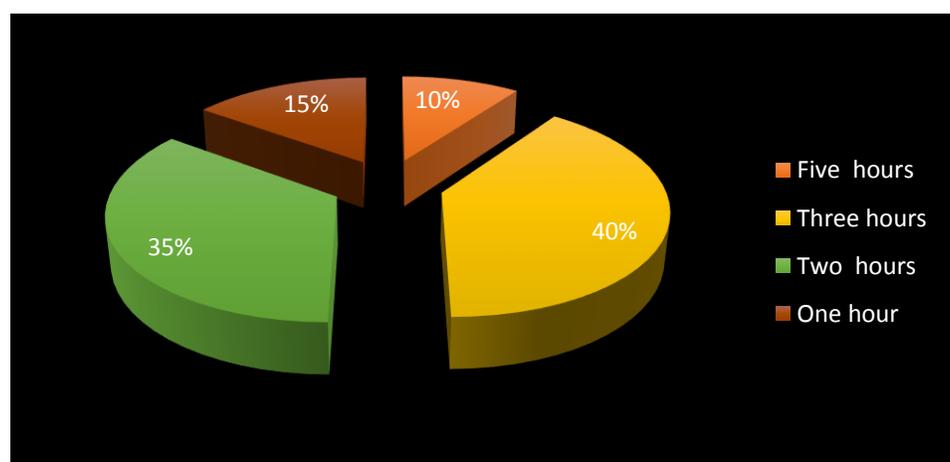
**Table No. 3.9 The use of Facebook for academics purposes**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Five hours	2	10%
Three hours	8	40%
Two hours	7	35%
One hour	3	15%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.9 The use of Facebook for academics purposes.**



**Source:** Table No. 3.9

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 10% of them say they use Facebook for academics purposes for five hours, the 40% use Facebook for educational purposes for three hours, the 35% of students use Facebook for educational purposes per two hours and the 15% use Facebook for educational purposes for one hour.

**b) Interpretation:** The results obtained from the surveys show that students use Facebook for educational purposes.

**10. – Do you consider Facebook is a social network that help students to improve their English?**

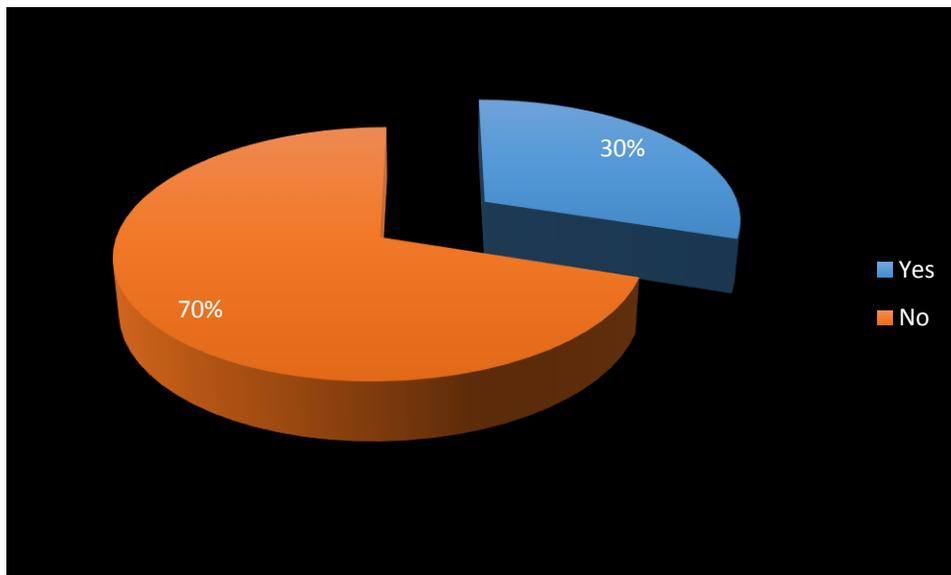
**Table No. 3.10 Facebook help students to improve their English.**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	2	10%
No	18	90%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.10 Facebook help students to improve their English.**



**Source:** Table No. 3.10

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 10% of them say they improve their English through Facebook and the 90% of students say that they do not improve English through Facebook.

**b) Interpretation:** The results obtained from the surveys show that students do not improve their English through Facebook.

**11. – Does your teacher use Facebook as a teaching resource after classes for doing any class activity?**

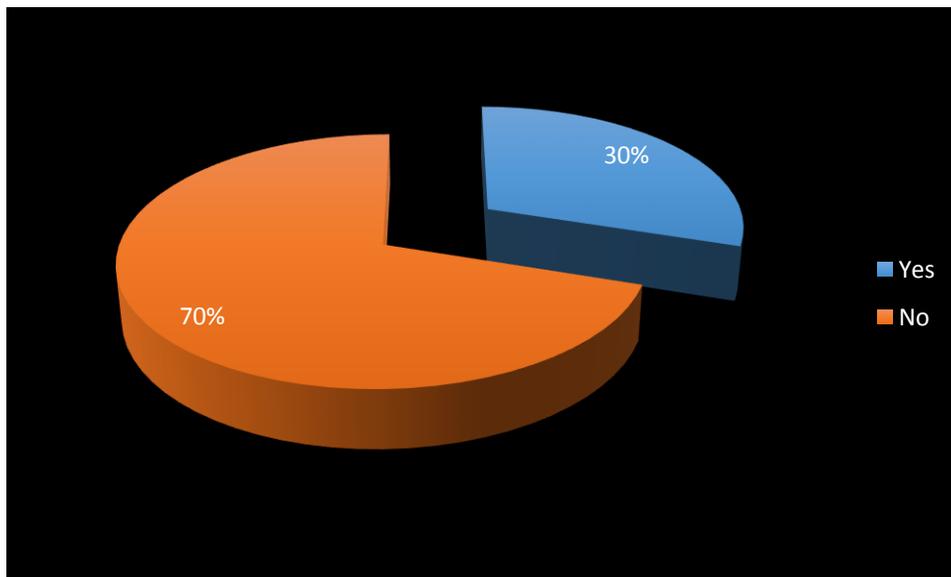
**Table No. 3.11 Facebook as a teaching resource after classes**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	6	30%
No	14	70%
<b>Total</b>	20	100%

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.11 Facebook as a teaching resource after classes**



**Source:** Table No. 3.11

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 30% of them say teacher uses Facebook as a teaching resource after classes and the 70 % say teacher does not use Facebook as a teaching resource after classes.

**b) Interpretation:** The results obtained from the surveys show that teacher does not use Facebook after classes.

**3.6.2 Surveys addressed to a group of students of Séptimo Semester Class "A" at Carrera de Idiomas at Universidad Nacional de Chimborazo after the application of Facebook social network as a teaching resource.**

**1. - Do you have social network sites?**

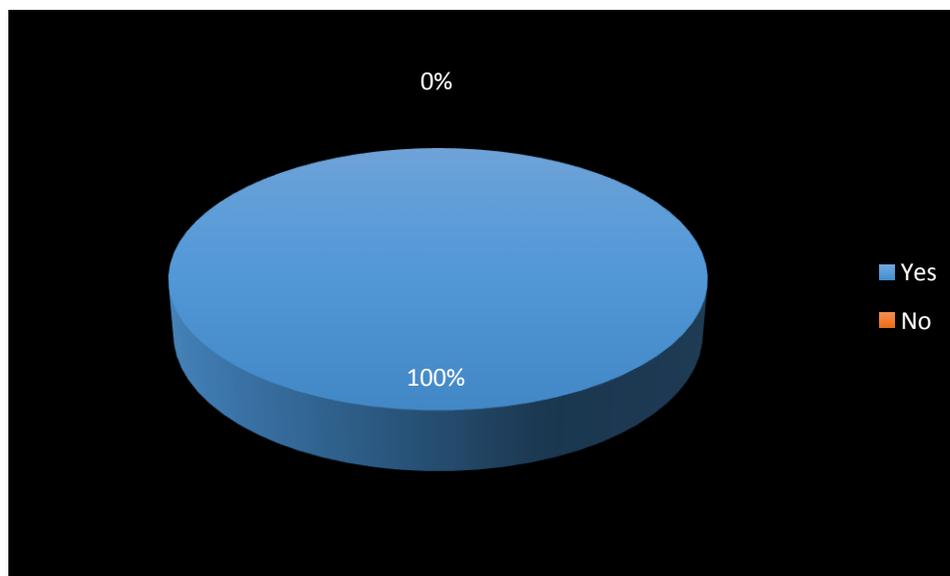
**Table No. 3.12 Social networks**

OPTIONS	FREQUENCY	PERCENTAGE
Yes	20	100%
No	0	0%
<b>Total</b>	20	100%

Source: Surveys

Done by: Mayra Iguasnia

**Statistical Graph No. 3.12 Social networks**



Source: Table No. 3.12

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they have social networks.

**b) Interpretation:** The results obtained from the surveys show that students have and use social networks.

## 2.- Do you have Facebook account?

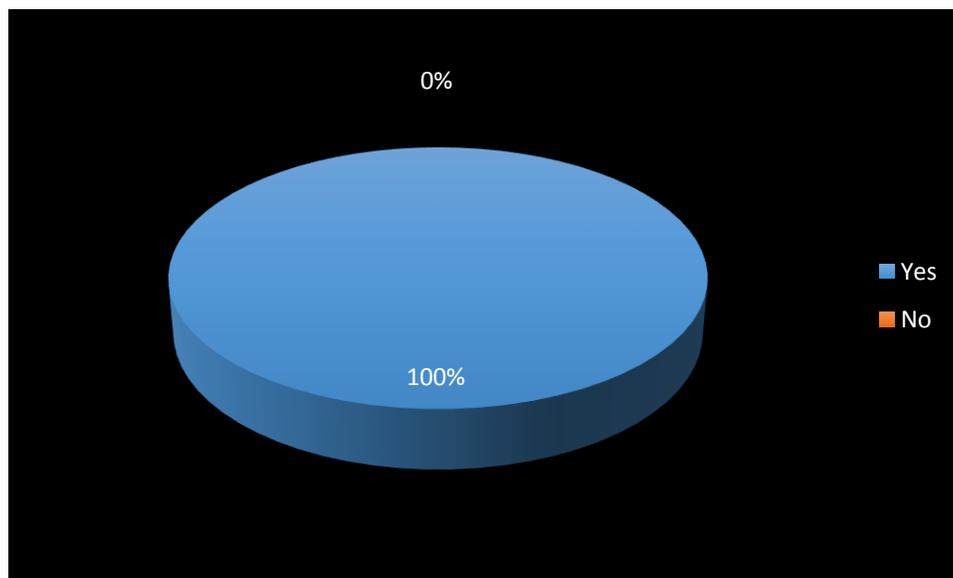
Table No. 3.13 Facebook account

OPTIONS	FREQUENCY	PERCENTAGE
Yes	20	100%
No	0	0%
<b>Total</b>	20	100%

Source: Surveys

Done by: Mayra Iguasnia

Statistical Graph No. 3.13 Facebook account



Source: Table No. 3.13

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they have a Facebook account.

**b) Interpretation:** The results obtained from the surveys show that students have and use Facebook social network.

### 3. – How many times do you log in on your Facebook account?

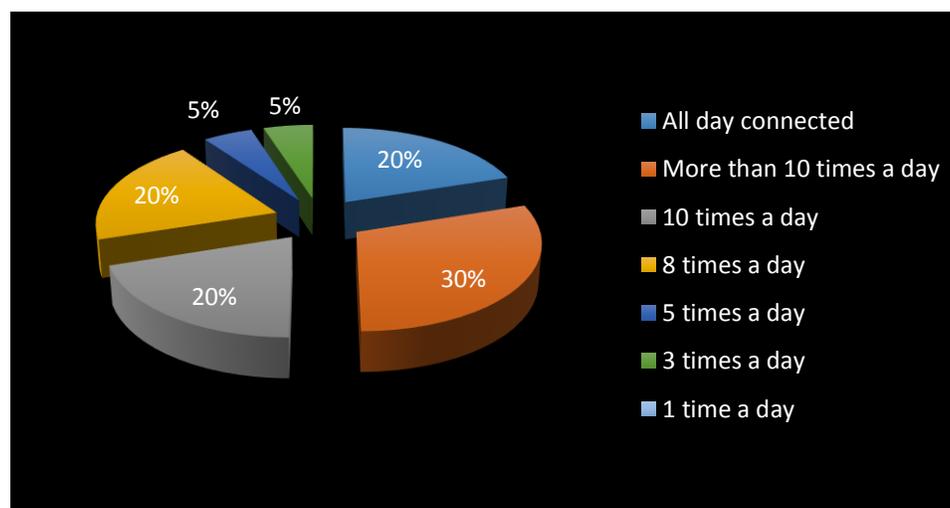
**Table No. 3.14 The time students spend on Facebook**

OPTIONS	FREQUENCY	PERCENTAGE
All day connected	4	20%
More than 10 times a day	6	30%
10 times a day	4	20%
8 times a day	4	20%
5 times a day	1	5%
3 times a day	1	5%
1 time a day		0%
<b>Total</b>	<b>20</b>	<b>100%</b>

Source: Surveys

Done by: Mayra Iguasnia

**Statistical Graph No. 3.14 The time students spend on Facebook**



Source: Table No. 3.14

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of surveyed students, the 20% of students are connected all day on Facebook; the 30% connects more than ten times; the 20% of them say they connect 10 times a day; the 20% connect 8 times a day; the 5% connect 5 times a day; and the 5% connect 3 times a day.

**b) Interpretation:** The results obtained show that students use and check Facebook all the time.

**4. – Do you use your Facebook group for Language and Culture assignments?**

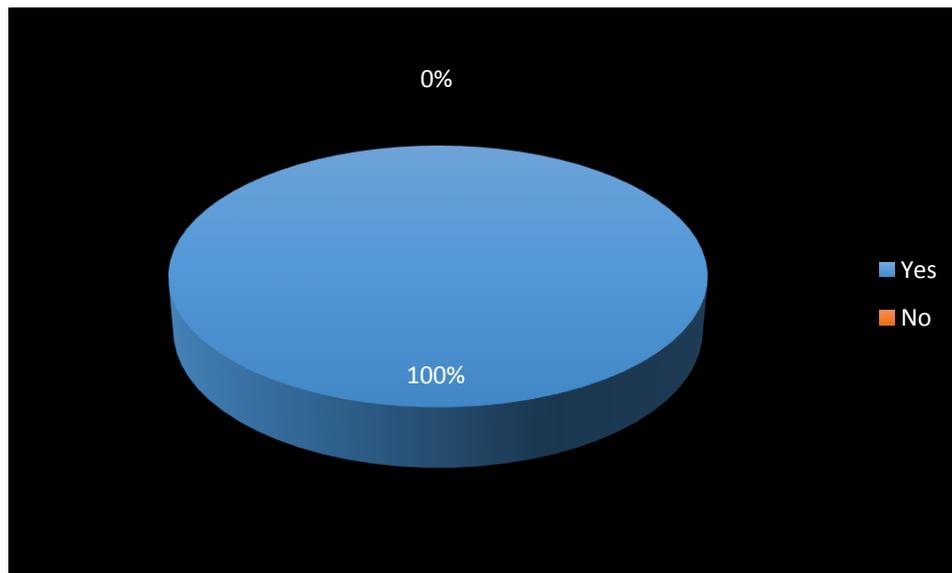
**Table No. 3.15 Facebook groups.**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	20	100%
No	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.15 Facebook groups.**



**Source:** Table No. 3.15

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say that they use Facebook group for Language and Culture assignments

**b) Interpretation:** The results obtained from the surveys show that students use Facebook groups.

**5. – How do you use Facebook after school? You can choose more than one option.**

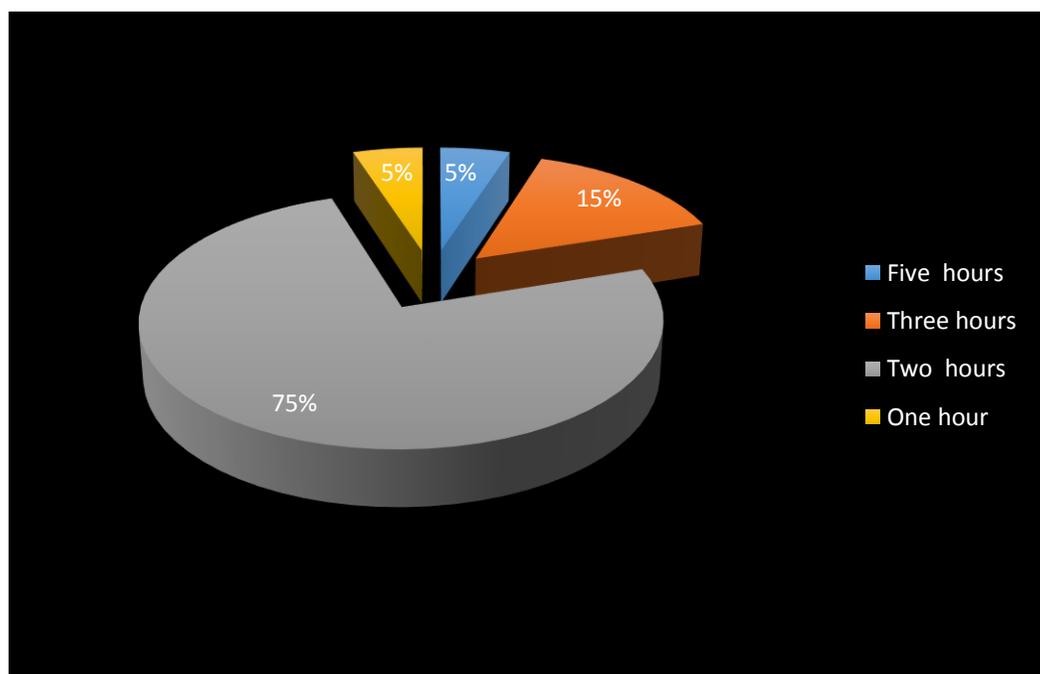
**Table No. 3.16 The use of Facebook after school**

OPTIONS	FREQUENCY	PERCENTAGE
For sharing educational information with your classmates	19	30%
For practicing English	18	28%
For discussing about a specific topic	7	11%
For chatting with friends	20	31%
<b>Total</b>	20	

Source: Surveys

Done by: Mayra Iguasnia

**Statistical Graph No. 3.16 The use of Facebook after school**



Source: Table No. 3.16

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of surveyed students, the 30% of students use Facebook after school for sharing educational information, the 28% of them for practicing English, the 11% discuss about a specific topic and the 31 % chat with friends.

**b) Interpretation:** The results obtained show that students use Facebook for sharing educational information.

**6. – Do you learn English on Facebook?**

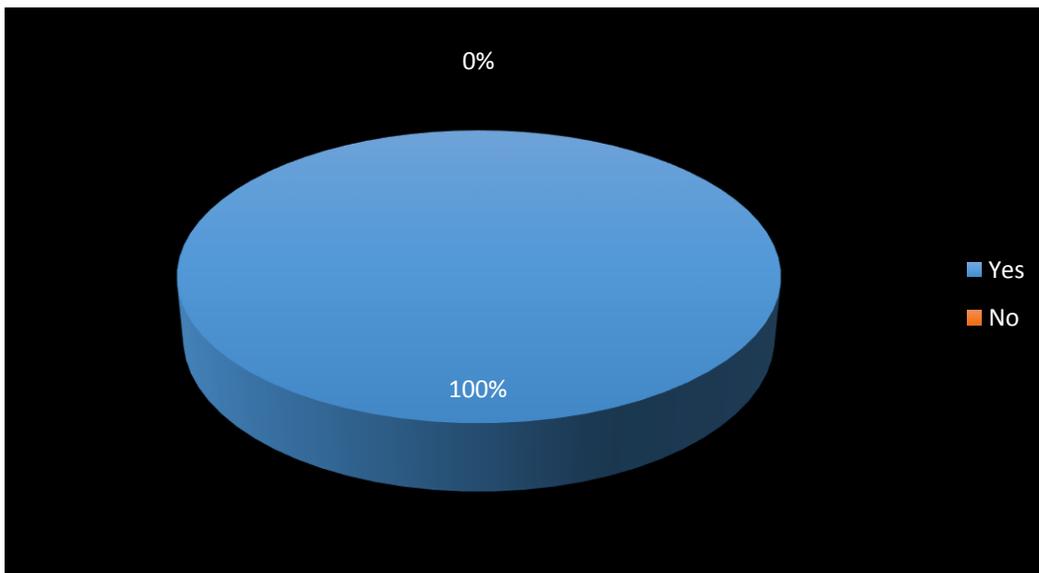
**Table No. 3.17 Learning English through Facebook website**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	18	90%
No	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.17 Learning English through Facebook website**



**Source:** Table No. 3.17

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 90% of them say that they learn English through Facebook and the 10% of students do not learn English through this social network.

**b) Interpretation:** The results obtained from the surveys show that students learn English through Facebook.

**7. – How likely are you to recommend Facebook for learning English to someone else?**

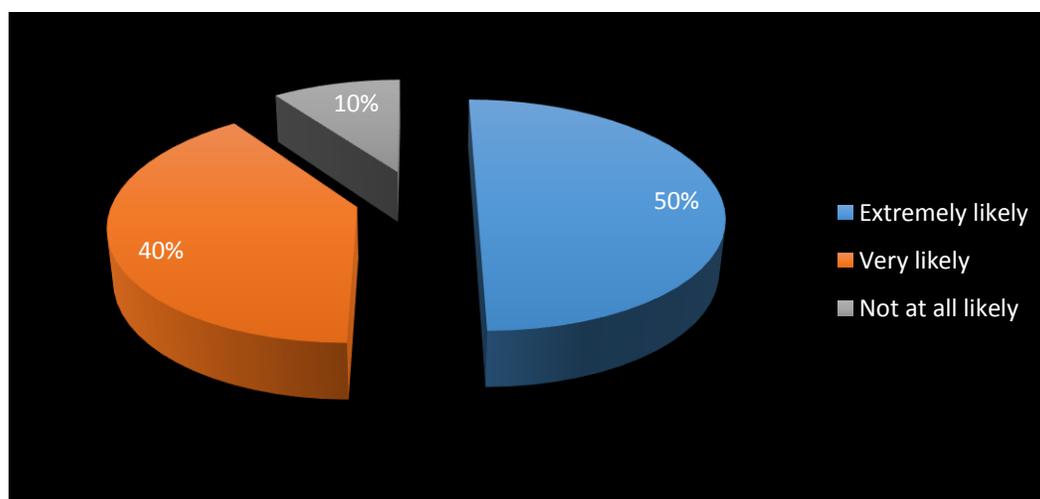
**Table No. 3.18 Facebook for learning English**

OPTIONS	FREQUENCY	PERCENTAGE
Extremely likely	10	50%
Very likely	8	40%
Not at all likely	2	10%
<b>Total</b>	20	100%

Source: Surveys

Done by: Mayra Iguasnia

**Statistical Graph No. 3.18 Facebook for learning English**



Source: Table No. 3.18

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 50% of them say that they recommend Facebook for learning English, the 40% of students are very likely to recommend Facebook for learning English and the 10% do not recommend Facebook for learning English.

**b) Interpretation:** The results obtained from the surveys show that students recommend Facebook for learning English

**8. – Is Facebook the only online educational tool you use?**

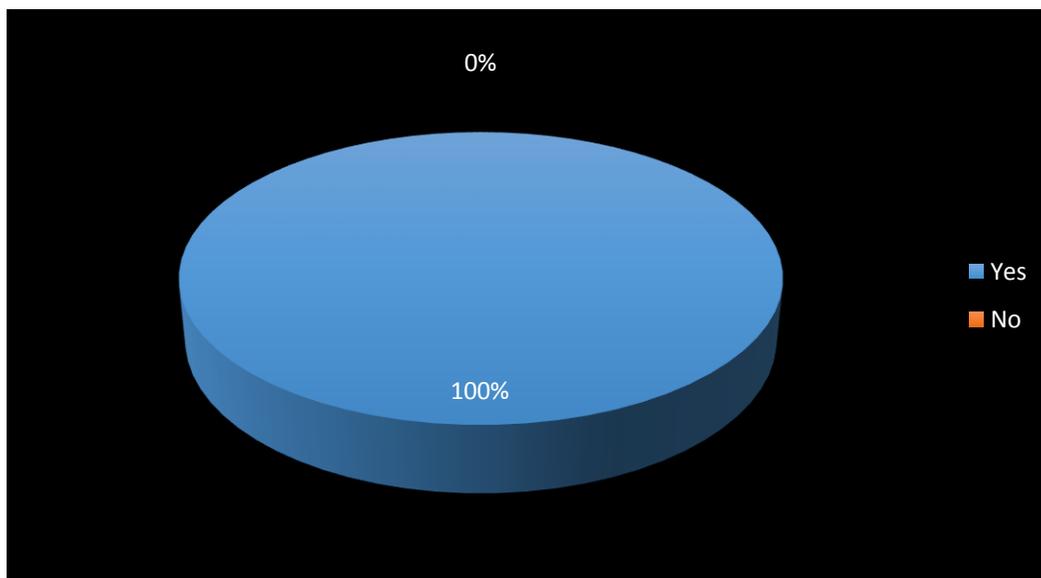
**Table No. 3.19 Educational tools**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	3	15%
No	17	85%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.19 Educational tools**



**Source:** Table No. 3.19

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 15% of them say that Facebook is the only online educational tool they use and the 85 % of students say that they use more than one online educational tool.

**b) Interpretation:** The results obtained from the surveys show that students have more than one online educational tool.

**9. – How many hours per day do you use Facebook for academics purposes?**

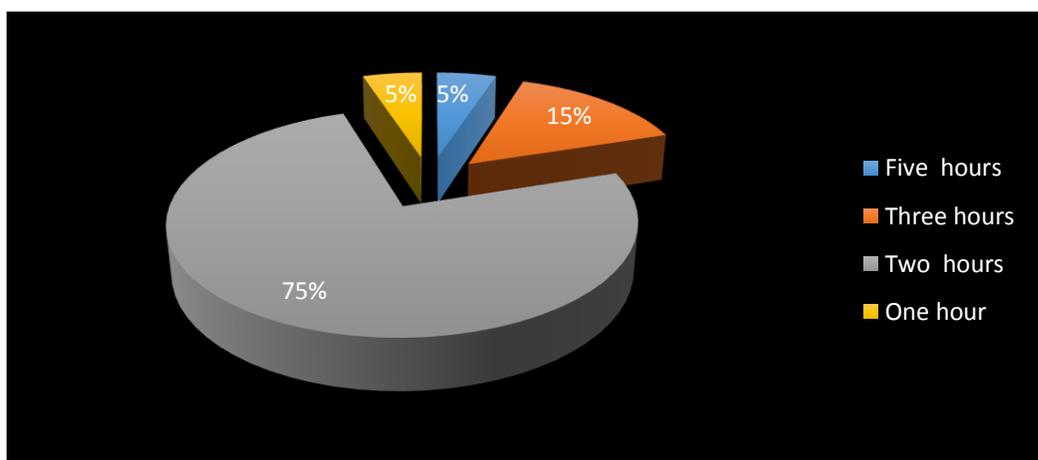
**Table No. 3.20 The use of Facebook for academics purposes**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Five hours	1	5%
Three hours	3	15%
Two hours	15	75%
One hour	1	5%
<b>Total</b>	20	100%

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.20 The use of Facebook for academics purposes.**



**Source:** Table No. 3.20

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 15% of them say they use Facebook for academics purposes for five hours, the 15% use Facebook for educational purposes for three hours, the 75% of students use Facebook for educational purposes per two hours and the 5% use Facebook for educational purposes for one hour.

**b) Interpretation:** The results obtained from the surveys show that students use Facebook for educational purposes.

**10. – Do you consider Facebook is a social network that help students to improve their English?**

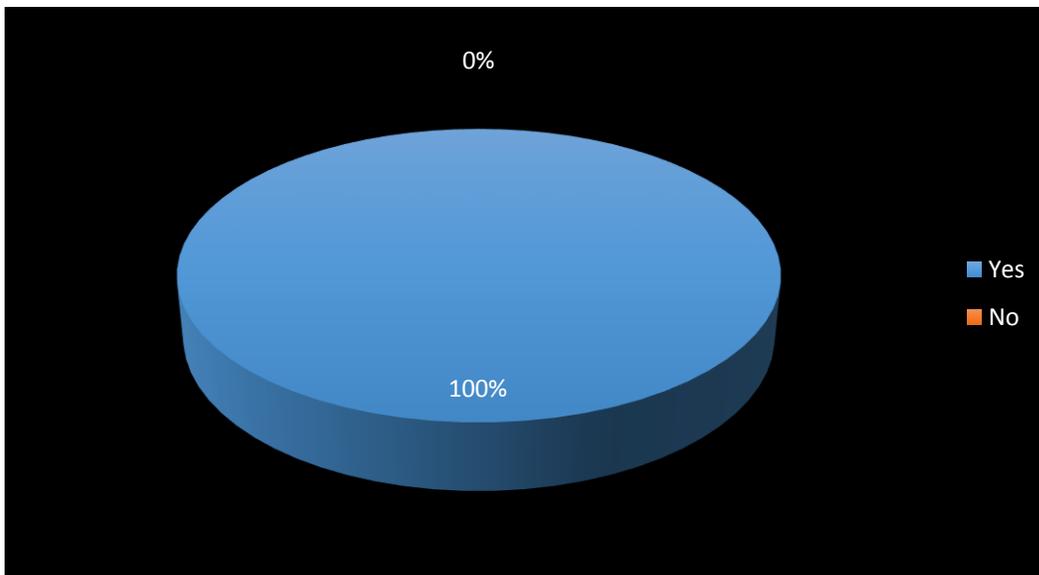
**Table No. 3.21 Facebook help students to improve their English.**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	15	75%
No	5	25%
<b>Total</b>	20	100%

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.21 Facebook help students to improve their English.**



**Source:** Table No. 3.21

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 75% of them say they improve their English through Facebook and the 25% of students say that they do not improve English through Facebook.

**b) Interpretation:** The results obtained from the surveys show that students improved their English through Facebook.

**11. – Does your teacher use Facebook as a teaching resource after classes for doing any class activity?**

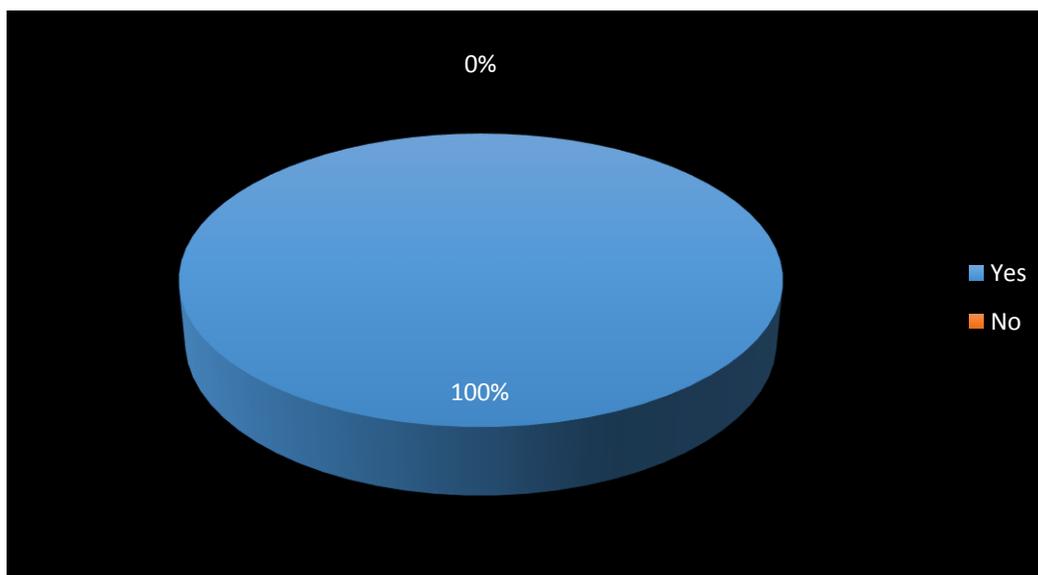
**Table No. 3.22 Facebook as a teaching resource after classes**

<b>OPTIONS</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	20	100%
No	0	0%
<b>Total</b>	<b>20</b>	<b>100%</b>

**Source:** Surveys

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.22 Facebook as a teaching resource after classes**



**Source:** Table No. 3.22

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the surveyed students, the 100% of them say teacher uses Facebook as a teaching resource after classes and the 0 % say teacher does not use Facebook as a teaching resource after classes.

**b) Interpretation:** The results obtained from the surveys show that teacher use Facebook after classes.

**3.6.3. Results obtained from the surveys applied before and after the application of Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A".**

SURVEY QUESTIONS	SURVEY BEFORE THE APLPLICATION OF FACEBOOK SOCIAL NETWORK								TOTAL	SURVEY AFTER THE APLPLICATION OF FACEBOOK SOCIAL NETWORKS								TOTAL
1. Do you have social network sites?	Yes								100%	Yes								100%
	No									No								
2. Do you have Facebook account?	100%								100%	100%								100%
	0%									0%								
3. How many times do you log in on your Facebook account?	All day connected	More than 10 times	10 times a day	8 times a day	5 times a day	3 times a day	1 time a day			All day connected	More tan 10 times	10 times a day	8 times a day	5 times a day	3 times a day	1 time a day		
	15%	25%	10%	20%	15%	10%	5%	100%	20%	30%	20%	20%	5%	5%	0%	100%		
4. Are you part of a Facebook group?	Yes								100%	Yes								100%
	No									No								
5. How do you use Facebook after school?	100%								100%	100%								100%
	0%									0%								
5. How do you use Facebook after school?	For sharing educational information with your classmates	For practicing English	For discussing about a specific topic	For chatting with friends						For sharing educational information with your classmates	For practicing English	For discussing about a specific topic	For chatting with friends					
	14%	9%	20%	57%	100%	30%	28%	11%	31%	100%								

<b>6. Do you Learn English of Facebook?</b>	Yes		No			Yes		No		
	25%		75%		<b>100%</b>	90%		10%		<b>100%</b>
<b>7. How likely are you to recommend Facebook for learning English to someone else?</b>	Extremely likely	Very likely	Not at all likely			Extremely likely	Very likely	Not at all likely		
	15%	40%	45%	<b>100%</b>		50%	40%	10%		<b>100%</b>
<b>8. Is Facebook the only online educational tool you use?</b>	Yes		No			Yes		No		
	40%		60%		<b>100%</b>	15%		85%		<b>100%</b>
<b>9. How many hours per day do you use Facebook for academic purposes?</b>	Five hours	Three hours	Two hours	One hour		Five hours	Three hours	Two hours	One hour	
	10%	40%	35%	15%	<b>100%</b>	5%	15%	75%	5%	<b>100%</b>

<b>10. Do you consider Facebook is a social network that help students to improve their English?</b>	Yes	No		Yes	No	
	10%	90%	<b>100%</b>	75%	25%	<b>100%</b>
<b>11. Does your teacher use Facebook as a teaching resource after classes for doing any class activity?</b>	Yes	No		Yes	No	
	30%	70%	<b>100%</b>	100%	0%	<b>100%</b>

**3.6.4. Results obtained from the initial evaluation before the application of Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A".**

**1.- Download information about Language and Culture, write a brief summary and upload it.**

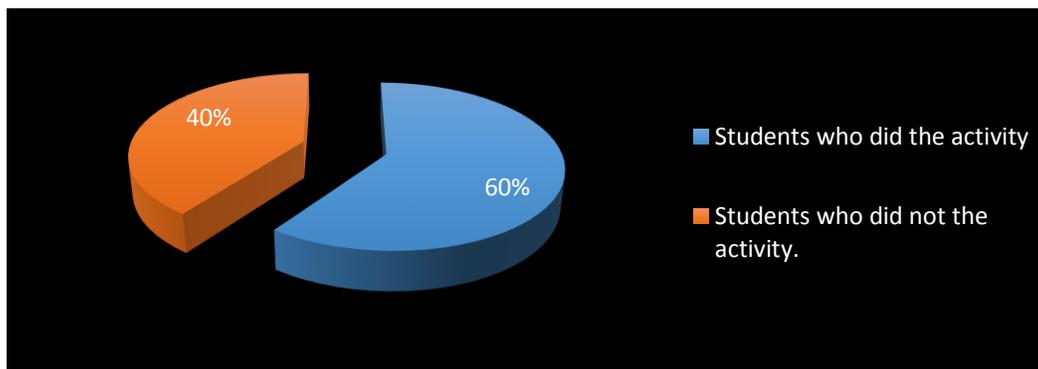
**Table No. 3.23 Download and upload information to Facebook groups.**

<b>Answers</b>	<b>No.</b>	<b>Percentage</b>
Students who did the activity	12	60%
Students who did not the activity.	8	40%
Total	20	100%

**Source:** Initial Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.23 Download and upload information to Facebook groups.**



**Source:** Table No. 3.23

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No. 1, the 60% of them did the activity and the 40% did not the activity.

**b) Interpretation:** The results obtained show that students at the beginning did not do the activities that teacher sent to Facebook group.

## 2.- Upload a picture related to some topic about Language and Culture

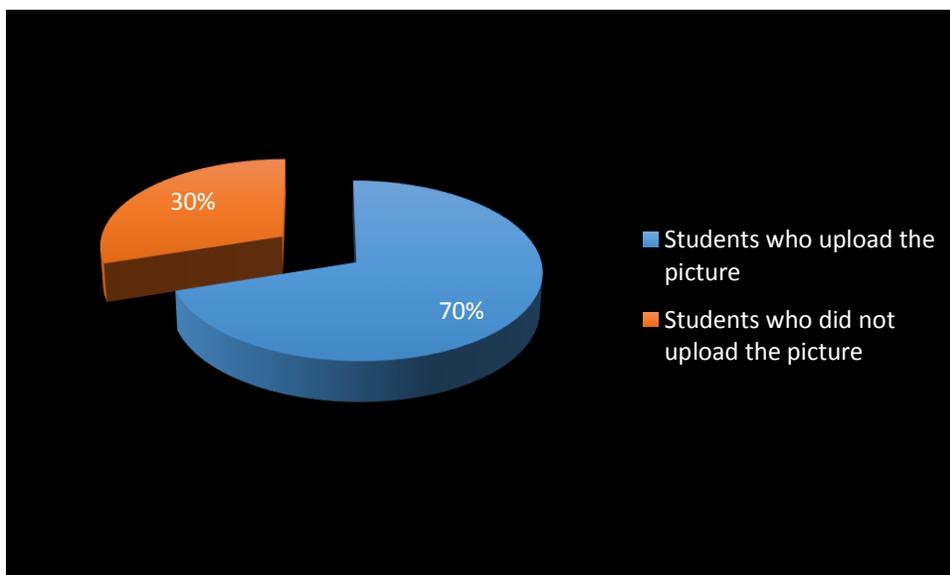
**Table No. 3.24 Upload pictures to Facebook social network.**

Answers	No.	Percentage
Students who did the activity	14	70%
Students who did not the activity	6	30%
Total	20	100%

**Source:** Initial Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.24 Upload pictures to Facebook social network.**



**Source:** Table No. 3.24

**Done by:** Mayra Iguasnia

- a) **Analysis:** From the 100% of the answers of question No. 2, the 70% of them upload the picture and the 30% of them did not upload the picture
- b) **Interpretation:** The results obtained show that most of the students upload the picture related to the topic and the rest upload the picture but they were not in time.

**3.- Upload a voice message about what they understood in class about the Culture of England.**

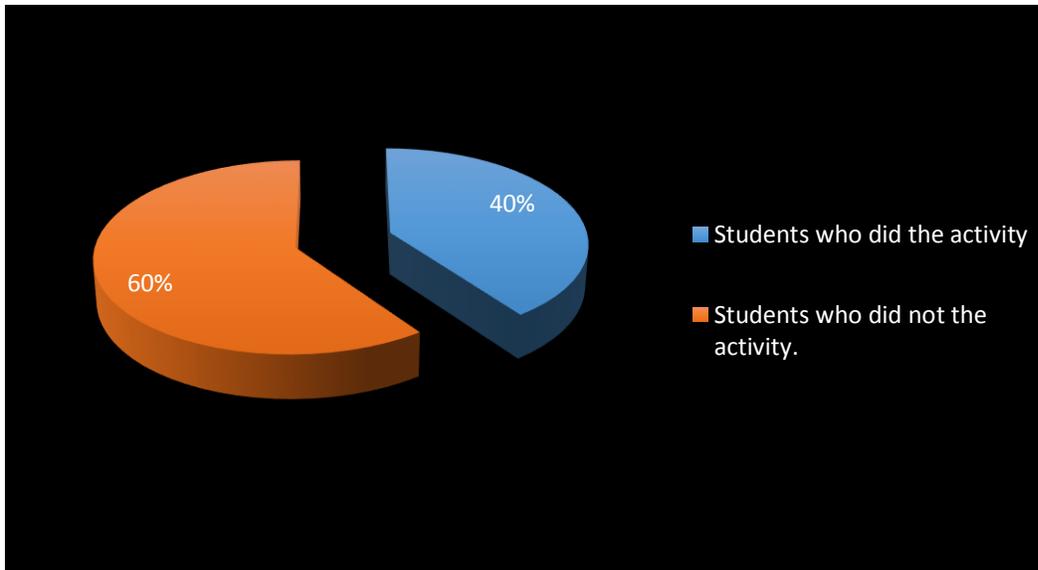
**Table No. 3.25 Upload a voice message**

Answers	No.	Percentage
Students who did the activity	8	40%
Students who did not the activity.	12	60%
Total	20	100%

**Source:** Initial Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.25 Upload a voice message**



**Source:** Table No. 3.25

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No. 3, the 40% of them upload the voice message and the 60% of them did not do the activity.

**b) Interpretation:** The results obtained show that students did not do the activity about uploading a voice message. One problem was that they did not know how to do the activity.

4. - Create a group chat where students will write a comment about the benefits Facebook gives them.

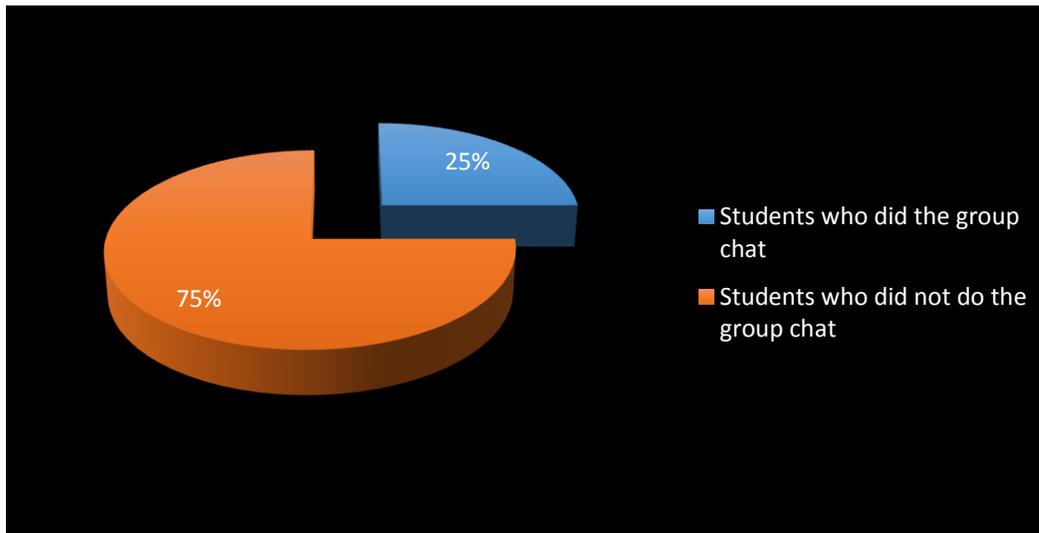
Table No. 3.26 Group chat

Answers	No.	Percentage
Students who did the activity	5	25%
Students who did not the activity.	15	75%
Total	20	100%

Source: Initial Evaluation

Done by: Mayra Iguasnia

Statistical Graph No. 3.26 Group chat



Source: Table No. 3.26

Done by: Mayra Iguasnia

a) **Analysis:** From the 100% of the answers of question No. 4, the 25% of them participate in the group chat and the 75 % of students did not participate in the group chat.

b) **Interpretation:** The results obtained show that students in the final evaluation did not participate in the group chat. The difficulties were that they did not connect at the hour they established and other did not comment in English because this was the rule that teacher established for this activity.

**5. - Enter to a specific page and do a questionnaire**

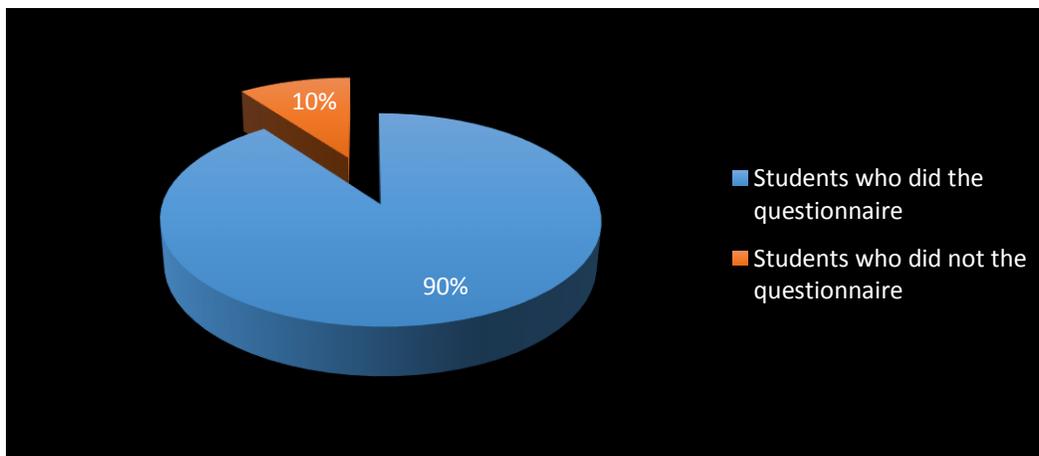
**Table No. 3.27 Make a questionnaire on Facebook.**

Answers	No.	Percentage
Students who did the activity	18	90%
Students who did not the activity.	2	10%
Total	20	100%

**Source:** Initial Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.27 Make a questionnaire on Facebook.**



**Source:** Table No. 3.27

**Done by:** Mayra Iguasnia

a) **Analysis:** From the 100% of the answers of question No.5, the 90% of them did the questionnaire and the 10 % of the students did not do the questionnaire.

b) **Interpretation:** The results obtained show that dome students did the questionnaire and the rest did not do at the time established.

**6. - Talk in English with their classmates on chat.**

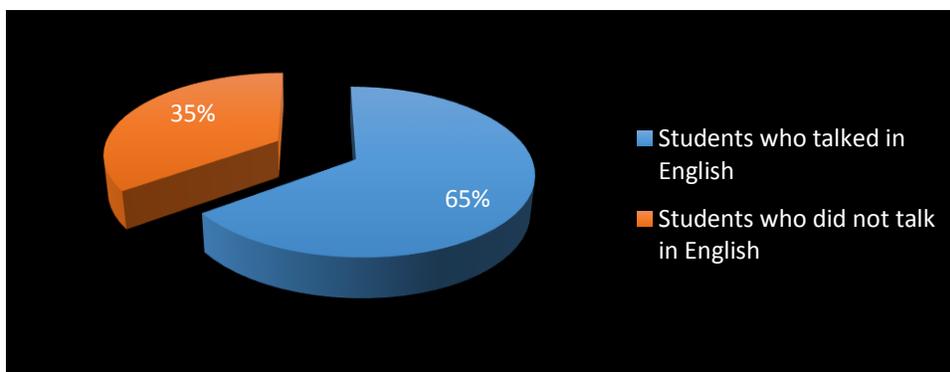
**Table No. 3.28 Talk in English on a chat.**

<b>Answers</b>	<b>No.</b>	<b>Percentage</b>
Students who did the activity	13	65%
Students who did not the activity.	7	35%
Total	20	100%

**Source:** Initial Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.28 Talk in English on a chat.**



**Source:** Table No. 3.28

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No.6, the 65% of them talked on chat in English and the 35% of students did not talk in English.

**b) Interpretation:** The results obtained show that most of the students talked in English.

**3.6.5 Results obtained from the final evaluation after the application of Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class "A".**

**1.- Download information about Language and Culture, write a brief summary and upload it.**

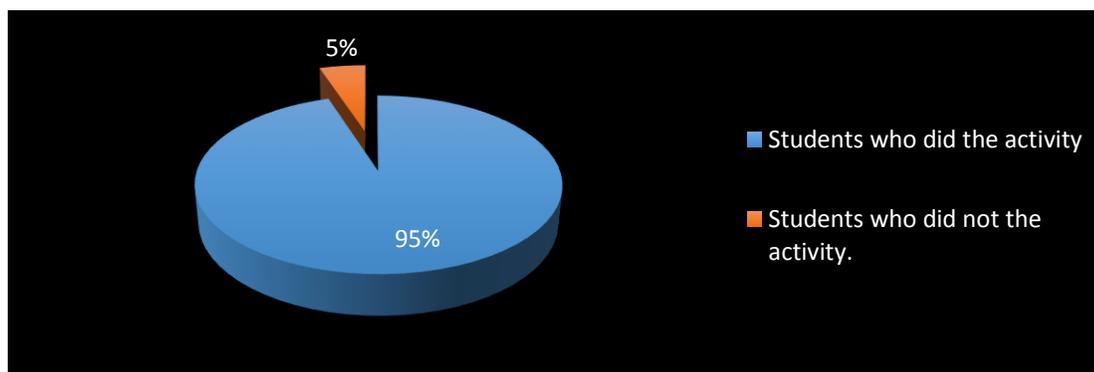
**Table No. 3.29 Download and upload information to Facebook groups.**

Answers	No.	Percentage
Students who did the activity	19	95%
Students who did not the activity.	1	5%
Total	20	100%

Source: Final Evaluation

Done by: Mayra Iguasnia

**Statistical Graph No. 3.29 Download and upload information to Facebook groups.**



Source: Table No. 3.29

Done by: Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No. 1, the 95% of them did the activity and the 5% did not the activity.

**b) Interpretation:** The results obtained show that students at the end of the application of Facebook download and upload information to Facebook group.

## 2.- Upload a picture related to some topic about Language and Culture

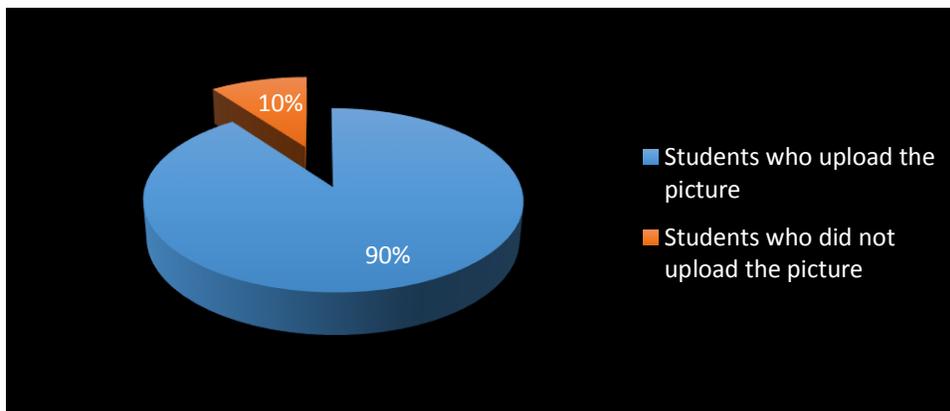
**Table No. 3.30 Upload pictures to Facebook social network.**

Answers	No.	Percentage
Students who did the activity	18	90%
Students who did not the activity	2	10%
Total	20	100%

**Source:** Final Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.30 Upload pictures to Facebook social network.**



**Source:** Table No. 3.30

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No. 2, the 90% of them upload the picture and the 10% of them did not upload the picture

**b) Interpretation:** The results obtained show that students upload the picture related to the topic and talk about them.

**3.- Upload a voice message about what they understood in class about the Culture of England.**

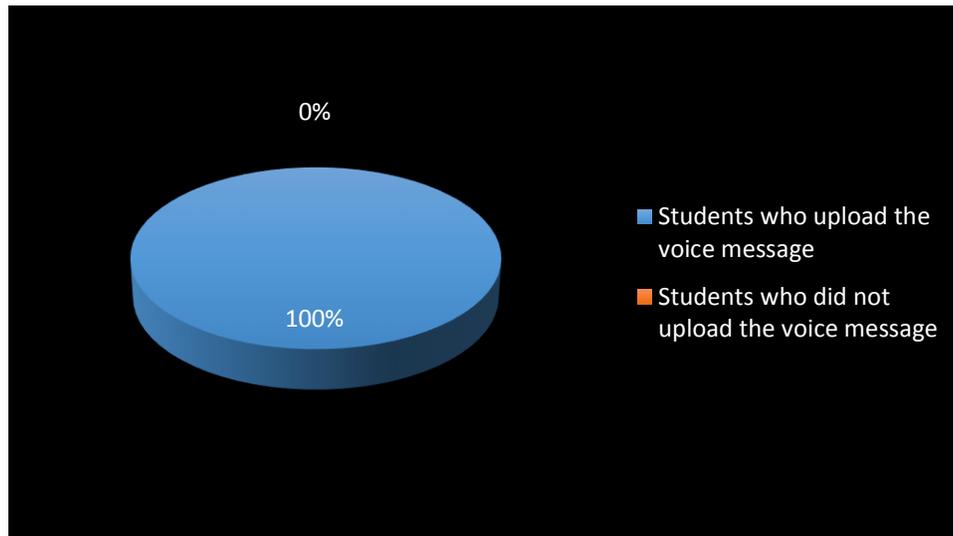
**Table No. 3.31 Upload a voice message**

<b>Answers</b>	<b>No.</b>	<b>Percentage</b>
Students who did the activity	20	100%
Students who did not the activity.	0	0%
Total	20	100%

**Source:** Final Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.31 Upload a voice message**



**Source:** Table No. 3.31

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No. 3, the 100% of them upload the voice message .

**b) Interpretation:** The results obtained show that students upload the voice message about they understood in class.

4. - Create a group chat where students will write a comment about the benefits Facebook gives them.

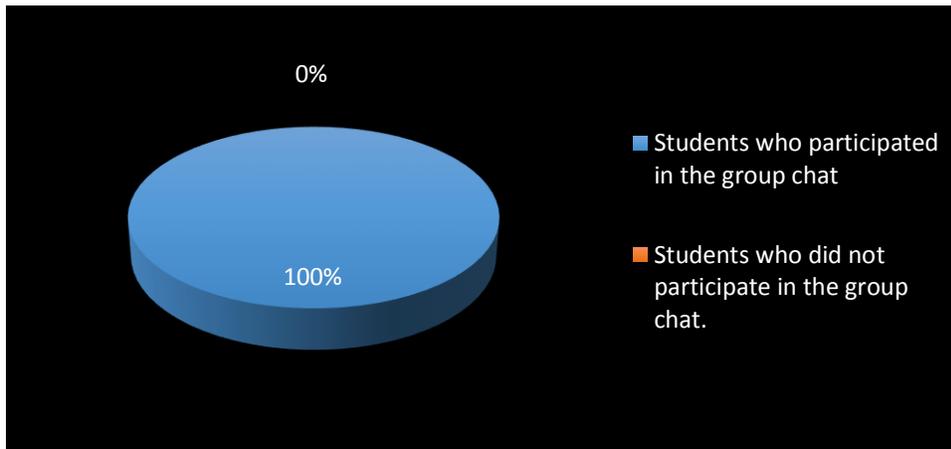
Table No. 3.32 Group chat

Answers	No.	Percentage
Students who did the activity	20	100%
Students who did not the activity.	0	0%
Total	20	100%

Source: Final Evaluation

Done by: Mayra Iguasnia

Statistical Graph No. 3.32 Group chat



Source: Table No. 3.32

Done by: Mayra Iguasnia

a) **Analysis:** From the 100% of the answers of question No. 4, the 100% of them participate in the group chat.

b) **Interpretation:** The results obtained show that students in the final evaluation participate in the group chat. Teacher established the date and the hour and they connect and talk each other.

### 5. - Enter to a specific page and do a questionnaire

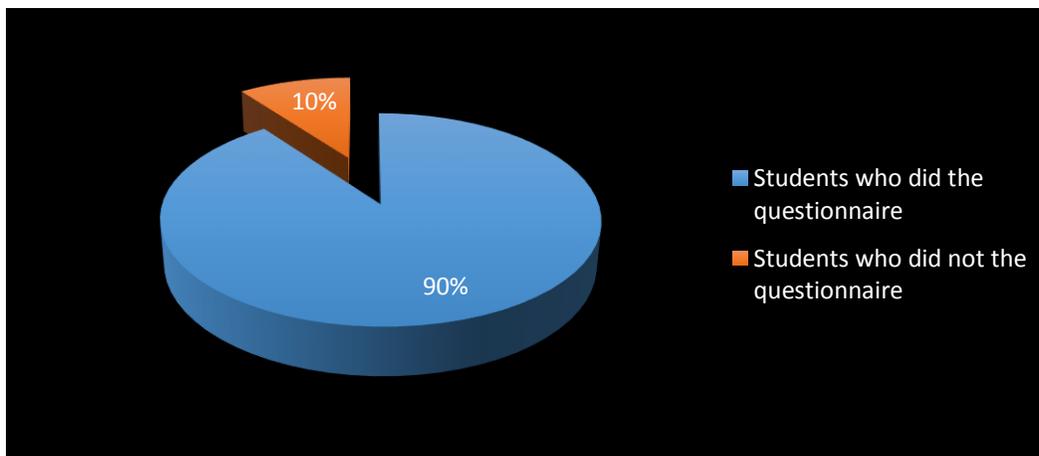
**Table No. 3.33 Make a questionnaire on Facebook.**

Answers	No.	Percentage
Students who did the activity	18	90%
Students who did not the activity.	2	10%
Total	20	100%

**Source:** Final Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.33 Make a questionnaire on Facebook.**



**Source:** Table No. 3.33

**Done by:** Mayra Iguasnia

a) **Analysis:** From the 100% of the answers of question No.5, the 90% of them did the questionnaire and the 10 % of the students did not do the questionnaire.

b) **Interpretation:** The results obtained show that dome students did the questionnaire and the rest did not do at the time established. From the initial and the final evaluation was the same percentage.

**6. - Talk in English with their classmates on chat.**

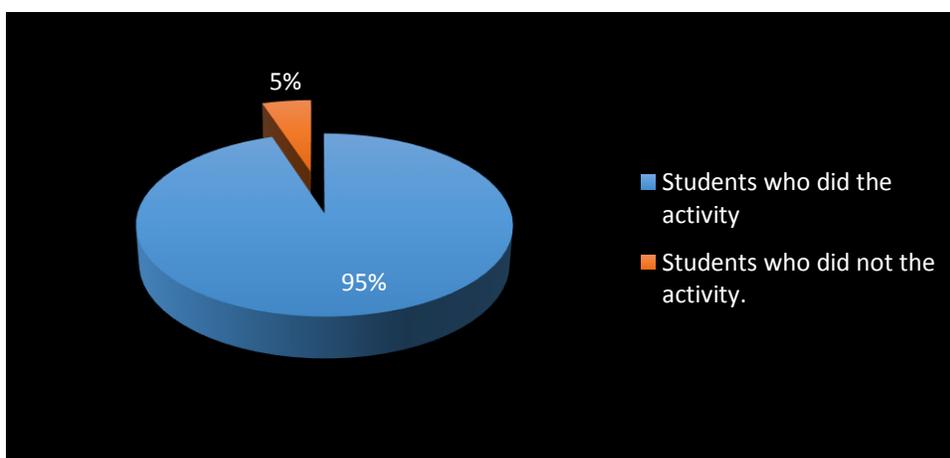
**Table No. 3.34 Talk in English on a chat.**

<b>Answers</b>	<b>No.</b>	<b>Percentage</b>
Students who did the activity	19	95%
Students who did not the activity.	1	5%
Total	20	100%

**Source:** Final Evaluation

**Done by:** Mayra Iguasnia

**Statistical Graph No. 3.34 Talk in English on a chat.**



**Source:** Table No. 3.28

**Done by:** Mayra Iguasnia

**a) Analysis:** From the 100% of the answers of question No.6, the 95% of them talked on chat in English and the 5% of students did not talk in English.

**b) Interpretation:** The results obtained show that at the final evaluation they interact each other and improve their English language.

**3.6.6 Results obtained between the initial evaluation and final evaluation before and after the application of Facebook.**

ASPECTS	INITIAL EVALUATION			FINAL EVALUATION		
	Correct answers	Incorrect answers	TOTAL	Correct answers	Incorrect answers	TOTAL
1.- Download information about a specific topic and write a brief summary.	60%	40%	<b>100%</b>	95%	5%	<b>100%</b>
2.- Upload pictures to Facebook related to Language and Culture	70%	30%	<b>100%</b>	90%	10%	<b>100%</b>
3.- Upload a voice message about what they understood in class	40%	60%	<b>100%</b>	100%	0%	<b>100%</b>
4) Create a group chat where students will write a comment about how important is to know the culture of other countries.	25%	75%	<b>100%</b>	100%	0%	<b>100%</b>
5. - Enter to an specific page and do a questionnaire	90%	10%	<b>100%</b>	90%	10%	<b>100%</b>
6.- Create a chat where students talk with their classmates and teacher.	65%	35%	<b>100%</b>	95%	5%	<b>100%</b>

## CHAPTER 4

### 4.1 CONCLUSSIONS

- At the beginning of this research students use Facebook to keep in contact with their friends and family, after this research students want to use Facebook for curricular purposes, especially to improve their English language.
- With the activities students developed in this period of time, they improved their language skills (listening, speaking, reading and writing).
- Facebook becomes an important educational tool in the extracurricular educational teaching-learning process that allows students to communicate and practice English without problems.
- The use of Facebook as a teaching resource is a good strategy because students lose the fear to speak in front of the rest and they can improve their English trough videos, images, and social groups.
- The results of the interview show that teacher at the begging did not use this social network as a teaching resource.
- With this study it has been proved that Facebook help to improve the performance of the students in the foreign learning teaching process, the students developed their language skills.

## **4.2 RECOMMENDATIONS**

- English teachers should use different educational tools and strategies to make students learn and improve English language and let them the opportunity to internalize it and apply in new situations.
- It is recommendable to encourage students to use Facebook social network by themselves not only in class but also outside of it in order to achieve better outcomes in the teaching learning process.
- It is recommendable teachers and students use social networks but teachers must not add students like friends on chat. They should create a private group where they can interact each other.

## BIBLIOGRAPHY

- Affilorama Group Ltd. (2014) Retrieved from: <http://www.affilorama.com/internet101/social-networks>
- Alemañy, C. (2009), “ *Una Nueva vía para el Aprendizaje*” Retrieved from: <http://www.eumed.net/rev/ced/01/cam4.htm>
- Allen, Matthew 2012, An education in Facebook, Digital culture and education, vol. 4, no. 3, pp. 213-225.
- Arteaga. C, (2011) “*Uso de las TIC para el aprendizaje del inglés*” Universidad Autónoma de Aguascalientes, Retrieved from: <http://www.udgvirtual.udg.mx/apertura/index.php/apertura3/article/view/206/221>
- AvStop Magazine. (2014) “*Chapter 4, Teaching Process*” Retrieved from: [http://avstop.com/ac/instructors\\_handbook/4-2.html](http://avstop.com/ac/instructors_handbook/4-2.html)
- Baker. (1999), “*Facebook and Education*” Retrieved from: <http://www.Facebook teachers and classroom098.655.htm>
- Banks Teresa, 2000. How is the teaching learning process developed-.Retrieved from: <http://www.ncdhhs.gov/dhsr/hcpr/pdf/PrinciplesofAdultLearning2007.pdf>
- BBC News. (2015), Technology in schools: Future changes in classrooms Retrieved from: <http://www.bbc.com/news/technology-34151045>
- Bloomfield, L. (1933) Learning a new language.
- Bloomfield, L. (2015) “*Language*” Retrieved from: [http://emedia.leeward.hawaii.edu/hurley/Ling102web/mod5\\_Llearning/5mod5.3\\_acquisition.htm](http://emedia.leeward.hawaii.edu/hurley/Ling102web/mod5_Llearning/5mod5.3_acquisition.htm)
- British council.org, (2015), retrieved from: [www.britishcouncil.org](http://www.britishcouncil.org)
- Brown D. ( 2000), “*Principles of Language Learning and Principles-Four Edition*”, Addison Wesley Longman, Inc.

- Burt, R. (2011) “*Facebook for educators*” Retrieved from: <http://www.theedublogger.com/2011/05/11/the-why-and-how-of-using-facebook-for-educators-no-need-to-be-friends-at-all/>
- Chaney, O. (1998) Retrieved from: [http://www.jobline.uni-muenchen.de/app\\_language/describing\\_language\\_skills/index.html](http://www.jobline.uni-muenchen.de/app_language/describing_language_skills/index.html)
- Chartrand, R. (2012) “*Social networking for language learners: Creating meaningful output with Web 2.0 tools*” Retrieved from: <http://www.kmel-journal.org/ojs/index.php/online-publication/article/viewFile/170/124>
- Clark, E. (2003). “*First Language Acquisition*” Stanford University.
- Cosmato, D. (2013) “*Advantages and Disadvantages of Social Networking*” Retrieved from: [http://socialnetworking.lovetoknow.com/Advantages\\_and\\_Disadvantages\\_of\\_Social\\_Networking](http://socialnetworking.lovetoknow.com/Advantages_and_Disadvantages_of_Social_Networking)
- Dean, A., (2014) “*Internet technologies- Facebook*” Retrieved from: <http://whatis.techtarget.com/definition/Facebook>
- Dynamic Flight.org.(2015) “*Human Behavior*” Retrieved from: [http://www.dynamicflight.com/avcfibook/learning\\_process/](http://www.dynamicflight.com/avcfibook/learning_process/)
- EdTech.org. (2010) “*Educational Technology and Mobile Learning*” Retrieved from: <http://www.educatorstechnology.com/2012/06/ultimate-guide-to-use-of-facebook-in.html>
- Education Week, (2010) Downloaded on: 12-10-2015
- Ellison, N., Boyd, D. (2007) “*Sociality through Social Network Sites*” Retrieved from: <http://www.danah.org/papers/2013/SocialityThruSNS-preprint.pdf>
- English Club: <https://www.englishclub.com>. John EsL Community: Retrieved from: <http://www.johnesl.com/templates/vocab/homographs.com/esl-handouts/EC-useful-homophones-lists.pdf>
- Filiz, T., Funda, E. (2011) “*Contemporary Educational Technology*”. (pg 135-150)
- Gorg, M. (2014) “*The Social Classroom: Integrating Social Network Use in Education*”, Information science reference (an imprint of IGL Global)
- Hartstein, D. (2011) *How Schools Can Use Facebook to Build an Online Community* retrieved from: <http://mashable.com/2011/04/26/facebook-for-schools/#Vtt.GEVhMGqn>

- Hurtado M., Díaz, M. “*Tecnologías para la enseñanza-aprendizaje de la lengua extranjera.*” Retrieved from: <http://ocw.um.es/cc.-sociales/tecnologias-de-apoyo-y-atencion-a-la-diversidad/material-de-clase-1/tema8.pdf>
- iNacol, (2010) Association of Online Learning.
- James, C. (2014) “*5 Social Networks For Students To Get Academic Help*” Retrieved from: <http://www.edudemic.com/social-networks-for-students/>
- Keller, A. (1995) “*A Models Approach*” Retrieved from: [http://www.cls.utk.edu/pdf/keys\\_ld/chapter4.pdf](http://www.cls.utk.edu/pdf/keys_ld/chapter4.pdf)
- Kolb, D. A. (1976). *The Learning Style Inventory: Technical Manual*. McBer & Co, Boston, MA.
- Kurniasih Eka, (2011). Teaching the Four Language Skills in Primary EFL Classroom
- Kurniasih, L. (2011) “*Language Skills*” Retrieved from: <https://www.englishclub.com/learn-english/language-skills.htm>
- Learning process Retrieved from: [http://kidshealth.org/teen/school\\_jobs/school/involved\\_school.html](http://kidshealth.org/teen/school_jobs/school/involved_school.html)
- Lemetynen (2012) Cognition and Language
- Lightblown & Spada, (1999) Chapter 2, Retrieved from: [http://www.academia.edu/5265430/How\\_Languages\\_Are\\_Learned\\_\\_by\\_Patsy\\_M.Lightblown\\_and\\_Spada](http://www.academia.edu/5265430/How_Languages_Are_Learned__by_Patsy_M.Lightblown_and_Spada)
- Long (1983) Cognitive Theory
- Mazman, S. G., & Usuel, Y. K. (2010). Modeling educational usage of Facebook. *Computers & Education*, 55, 444-453.
- McMullen, L. (2012) Integrating technology in the classroom. Retrieved from: <http://smail.eichild.com/download.cfm?filename=EIST235.pdf>
- Miller, S.(2012) “*Activities you can do on Facebook*” Retrieved from: <http://www.teachhub.com/50-ways-use-twitter-classroom>.
- Moteram, G. (2013) “*Innovations in learning technologies for English language teaching*”. London
- Motteram, G. (2013) “*The benefits of new technology in language learning*”. Retrieved from: <http://www.britishcouncil.org/blog/the-benefits-new-technology-language-learning>.

- Olsen Iván, (2013) “ *6 consejos para aprender con Facebook*” Retrieved from: [http://www.infoidiomas.com/blog/5522/6-consejos-para-aprender-ingles-con-facebook/#.VUk1svl\\_Oko](http://www.infoidiomas.com/blog/5522/6-consejos-para-aprender-ingles-con-facebook/#.VUk1svl_Oko)
- Online college.org (2014) “*100 Ways You Should Be Using Facebook in Your Classroom*” (2012) Retrieved from: <http://www.onlinecollege.org/2012/05/21/100-ways-you-should-be-using-facebook-in-your-classroom-updated/>
- Phillips, S. (2007) “*A brief history of Facebook*” <http://www.theguardian.com/technology/2007/jul/25/media.newmedia>
- Pollara, P. (2002) “*Social Networking And Education: Using Facebook As Anedusocial Space*” Retrieved from: [http://www.academia.edu/394232/Social\\_Networking\\_and\\_Education\\_Using\\_Facebook\\_as\\_an\\_Edusocial\\_Space](http://www.academia.edu/394232/Social_Networking_and_Education_Using_Facebook_as_an_Edusocial_Space)
- Pratscher, J. (2013) “*Aprender Inglés usando Facebook*” Retrieved from: <http://www.kaplaninternational.com/spa/blog/aprender-ingles-usando-facebook/>
- Primary National Strategy Panel 2000. Teaching Children to Read: An evidence –based assessment of the Scientific Research literature on Reading and its implications on Reading instruction. Retrieved from: <http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>
- Richards Jack, 2008. Teaching Listening and Speaking From Theory to Practice Cambridge University Press. Retrieved from: [http://www.cambridge.org/other\\_files/downloads/esl/booklets/Richards-Teaching-Listening-Speaking.pdf](http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Teaching-Listening-Speaking.pdf)
- Rodríguez, A. (2014), “*Facebook as a tool for e-learning in initial teacher education*” Retrieved from: [http://www.academia.edu/9062077/Facebook\\_as\\_a\\_tool\\_for\\_elearning\\_in\\_Initial\\_Teacher\\_Education](http://www.academia.edu/9062077/Facebook_as_a_tool_for_elearning_in_Initial_Teacher_Education)
- Scarino, A., Liddicoat, A. (2008) “*Teaching and Learning Languages*” Retrieved from : [http://www.tllg.unisa.edu.au/lib\\_guide/gllt.pdf](http://www.tllg.unisa.edu.au/lib_guide/gllt.pdf)
- Schrum, L. (2005) Technology as a toll to support Instruction.
- Smith (1975) Retrieved from: E-books

- Social Media.org. (2011) “*Social media module*” Retrieved from: social media pdf-module
- Taganashi, W, (2008) Multimedia and learning process.
- Teaching and Learning Languages guide (2015) “*Scaffolding Learning*” Retrieved from: [http://www.tllg.unisa.edu.au/lib\\_guide/gllt\\_ch3\\_sec6.pdf](http://www.tllg.unisa.edu.au/lib_guide/gllt_ch3_sec6.pdf)
- Uzunboylu, Bicen & Cavus, 2011; Lenhart & Madden, 2007; Selwyn, 2007). *Social network sites usage habits of undergraduate students: case study of Facebook.*
- Vota, W. (2010) “*4 Reasons why Facebook is an Educational Tool for Schools*” Retrieved from: <http://www.ictworks.org/2010/12/03/4-reasons-why-facebook-educational-tool-schools/>
- WebWise Team (2012) “*What are social networking sides*” Retrieved from: <http://www.bbc.co.uk/webwise/guides/about-social-networking>.
- West, A., Lewis, J., & Currie, P. (2009). Students’ Facebook ‘Friends’: public and private spheres. *Journal of Youth Studies*, 12(6), 615-627.
- Willard, N. (2015) “*Schools and Online Social Networking*” Retrieved from: [http://www.educationworld.com/a\\_issues/issues/issues423.shtml](http://www.educationworld.com/a_issues/issues/issues423.shtml).
- Wolfgang, K. (1986) *Learning English Language.*

# **ATTACHED DOCUMENTS**

## SURVEY N° 1

**The Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class “A” at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the term March-July 2015.**

**1. - Do you have social network sites?**

Yes

No

**2. Do you have Facebook account?**

Yes

No

**3. How many times do you log in on your Facebook account?**

OPTIONS	ANSWERS
All day connected	
More than 10 times a day	
10 times a day	
8 times a day	
5 times a day	
3 times a day	
1 time a day	

**4. Are you part of a Facebook group? Example: open groups, private groups or secret groups?**

Yes

No

**5. How do you use Facebook after school? You can choose more than one option.**

OPTIONS	ANSWERS
For sharing educational information with your classmates	
For practicing English	
For discussing about a specific topic	
For chatting with friends	

**6. Do you learn English on Facebook?**

Yes

No

**7. – How likely are you to recommend Facebook for learning English to someone else?**

**Table No. 3.7 Facebook for learning English**

OPTIONS	ANSWERS
Extremely likely	
Very likely	
Not at all likely	

**8. Is Facebook the only online educational tool you use?**

Yes

No

**9. How many hours per day do you use Facebook for academics purposes?**

OPTIONS	ANSWERS
Five hours	
Three hours	

Two hours	
One hour	

**10. Do you consider Facebook is a social network that helps students to improve their English?**

Yes

No

**11. Does your teacher use Facebook as a teaching resource after classes for doing any class activity?**

Yes

## SURVEY N° 2

The Facebook social network as a teaching resource in the extracurricular educational teaching-learning process of English language of the students of Séptimo Semester Class “A” at Carrera de Idiomas at Universidad Nacional de Chimborazo, city of Riobamba in the term March-July 2015.

1. Do you have social network sites?

Yes

No

2. Do you have Facebook account?

Yes

No

3. How many times do you log in on your Facebook account?

OPTIONS	ANSWERS
All day connected	
More than 10 times a day	
10 times a day	
8 times a day	
5 times a day	
3 times a day	
1 time a day	

4. Do you use your Facebook group for Language and Culture assignments?

Yes

No

5. How do you use Facebook after school? You can choose more than one option.

OPTIONS	ANSWERS
For sharing educational information with your classmates	
For practicing English	
For discussing about a specific topic	
For chatting with friends	

**6. Do you learn English on Facebook?**

Yes

No

**7. How likely are you to recommend Facebook for learning English to someone else?**

OPTIONS	ANSWERS
Extremely likely	
Very likely	
Not at all likely	

**8. Is Facebook the only online educational tool you use?**

Yes

No

**9. How many hours per day do you use Facebook for academics purposes?**

OPTIONS	ANSWERS
Five hours	
Three hours	

Two hours	
One hour	

**10. Do you consider Facebook is a social network that helps students to improve their English?**

Yes

No

**11. Does your teacher use Facebook as a teaching resource after classes for doing any class activity?**

Yes

No

Chic@s: La tarea que deben hacer para justificar las clases de la semana anterior es la siguiente: 1) Ingresen a este link: <http://www.cdlponline.org/index.cfm?fuseaction=stories&topicID=4> . Allí encontrarán varias lecturas que incluyen diferentes actividades. Por favor, escojan una lectura, realicen las actividades, capturen la imagen de cada task... Continuar leyendo



**Adult Learning Activities | California Distance Learning Project**

[cdlponline.org](http://cdlponline.org)

5 Me gusta 1 comentario

Vista por 35



Me gusta



Comentar



Compartir



**Ivan Esteban Diaz**

hecho teacher



4 horas •

Dear students: In the links below you can practice the use of "too – enough – too many – too much". Please complete all of them online. Tomorrow I will upload to files for you to continue practicing and print them out for next Wednesday. Have a nice weekend. =)..... <http://www...> Continuar leyendo



**Too vs Enough Exercise**

Answer the questions using too or enough. Grammar practice for ESL EFL students [grammarbank.com](http://grammarbank.com)

6 Me gusta

Vista por 10



Me gusta



Comentar



Compartir



**Tere Taibe**

7 ene a las 11:35 •

aprender ingles escribiendo nuestro grupo

1 Me gusta

Vista por 20



Me gusta



Comentar



**Victor Lopez** shared Ecuavisa's photo.

March 9, 2015

Interesante eeee .....



**Ecuavisa**

March 9, 2015

Los secretos de aprender otro idioma en pocas semanas <http://ecuav.tv/18vB5w6>

Like

Comment

Adry Lara likes this.

Seen by 20



**Empleos Riobamba**  
16 friends · 8,513 members

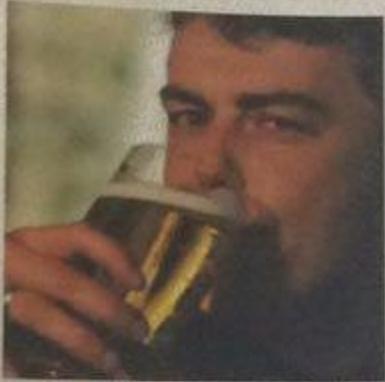
SUGGESTED PAGES



**Parroquia Eclesiástica**  
Church/Religious Organ

Like Page

## TEEN DRINKING



Some kids start to drink alcohol at a young age. They think it is part of becoming an adult. They also think drinking is not that bad because so many people do it. They feel it is not as bad as taking drugs. It is easy for kids to get liquor by using fake identification.

Parents may start to notice a change in their child's behavior if the child starts drinking. Kids who drink sometimes stop doing things they normally liked to do. They may keep telephone calls and meetings a secret and not want anybody to touch their things. They act moody and do not

have the same eating and sleeping habits.

Parents need to stay involved in their kids' lives. They should talk to their children about their problems to be aware of any changes.

Parents can be the best protection. Children who get a lot of love can feel good about themselves. It helps them resist doing bad things even when other kids are doing them. Parents can also help set a good example by not drinking and driving. They can have firm rules in the home that everyone follows.

Give the children good ideas on how to say "no" to drinking, even when they are at a party. Try not to overreact or panic if the child tries alcohol. How you handle it can affect their attitude. It may be helpful to talk to other parents about setting up curfews and rules about parties or other events.