FACEBOOK AND ENGLISH LEARNING STUDENTS' ENGAGEMENT

By

DALGIS MEJIA HUN

Dissertation submitted to the Instituto de Estudios Superiores en Educacion of the

Universidad del Norte in partial fulfillment of the requirements for the degree of Master

of Education

Tutor

HEIDY ROBLES

April, 2015

Barranquilla, Colombia

DEDICATION

To my mother, husband

and son for all of their patience,

support, and love.

ACKNOWLEDGMENTS

I would like to thank God who has filled my life with his grace and blessing. To my mother for taking care of my son while I was attending the classes; it has no price. To my husband Rodrigo, for always being there giving me his encouragement and support. To my lovely son Jose Fernando, for inspiring me to be a better professional and his example to follow. ¡No most of my time in front of the computer, boy¡

Thanks to the Atlantic governor and his Secretary of Education for believing teachers can make a big difference if they receive training. Your sponsorship made my dream possible. To my tutor Heidy Robles, for empowering me every time I felt things were bad. Your patience changed my mind about doing research. Now I perceive this process as enriching and necessary more than difficult.

To the head of my school and its coordinators for trusting on my capacities and making the schedule adjustments to carry out my project. ¡Don't worry it was worth doing it¡. Finally, to my students for accepting being the center of my research. Your efforts are enormously appreciated.

TABLE OF CONTENTS

LIST OF FIGURES AND PICTURES

1. Introduction

Information Communication Technology (ICT) has become an important tool in communicating with other people. This has impacted the way people interact not only with other people but also with knowledge.

In language learning, Web 2.0 has been a great help in the development of language skills and the enhancement of interaction among teachers and learners. The emergence and growth of commercial social media sites (SNSs) and platforms over recent years have also provided teachers with opportunities to explore novel ways of exploiting these technologies to help improve teaching and student learning. Thus, they have become an essential tool in language classrooms.

One of these technological tools that have lately become part of language classes is the social network Facebook which gives opportunities to increase students' participation and involvement in the language classes, as well as to strengthen the teachers and peers' affective bonds.

In Colombia, there are very few studies that explore this topic; in fact, schools have focused their attention on the disadvantages of accessing to it and on the contrary, have not explored yet how beneficial its use might be in the academic settings. This is why the present study may give EFL teachers some clues as to how to deal with the use of social networks with language learning purposes to encompass students' motivation and engagement; to involve students in achieving the learning tasks and to develop a positive attitude towards learning.

The subject of this study is la Institución Educativa Técnica Comercial de Santo Tomás, a public school located in the Atlantic department. The participants are 34

teenagers who attend the 9th grade class. This context was chosen because of the low level of engagement and commitment these students have showed in the learning of the English language.

This paper it is divided in five sections. The first of them comprises four items: The Introduction that provides an overview of what this research is about. Later, the Rationale attests the contextual concerns and academic reasons that inspire the choice of the topic of research. The Research Question has to do with the specific concern of the current study then, the General and Specific Objectives are presented.

In the second section, all the theoretical background of the dissertation is stated namely, Engagement, Mediation, Computer Assisted Language Learning, Social networks and Facebook. Then, in the Methodology section the type of study describe the procedure to design instruments, as well as the steps followed to collect and process data. The forth section, the Results, contains a detailed analysis of the data collected based on the theory presented in the theoretical framework; this analysis is divided into some main subjects concerning the engagement categories and the students' perceptions about the use of Facebook in their English classes. Finally, a brief section of general conclusions with pedagogical implications and a list of references and appendices complete the paper.

1.1 Rationale

The bilingualism project created by the last Colombian governments, has impacted the whole school communities of our country in different manners. First, the English teaching Standards were designed by some experts taking the Common European Framework as a reference to follow; thus their profound study as well as the necessary changes was done inside schools English programs to achieve the goals proposed there.

Then, the country's English teachers took Language proficiency exams in our Secretaries of Education to be classified according to our English knowledge; the consequences: participate in the varied strategies proposed by either the National or Local governments to improve our English level until being certified with a B2 language level as a minimum. At the same time, finding out about the way English is taught became a need for teachers because methodology was recognized to play a relevant role in the teaching process taking into account the kind of students attend our classes nowadays, differ a lot from the ones used to do it in the past because of the Information Communication Technology (ICT).

In spite these actions were taking place at a fast speed, there was something in my institution that remained static as if nothing was happening. It was the students' engagement in the English classes.

This aspect has been a concern English teachers have discussed about lately. Taking into account what learners express orally, as well as their attitudes and behavior in classes where just a few participate actively; assignments are done by a minority; the misconception this foreign language is difficult to learn is latent; and the low number of benefits they can obtain from learning it is reported, it might be stated the lack of motivation is one of the reasons to cause this problem. A research about this issue has not been carried on in my institution yet, that is why it has been determined to be the focus of this study.

After noticing technology has become part of students' lives, and observing how easy to work with it is for them, it has been considered to use the social network Facebook as mediation to learn English with the purpose of determining how this strategy might contribute to the language learning process, due to the fact they use it in their everyday lives to communicate with their family and friends.

This study pretends to contribute to the research field in relation to the impact social networks might generate in the language classrooms. At this state it is important to mention in our country a few similar studies have been developed in this area, however, in our region not many of them have been done. That is why the realization of this dissertation might contribute in any manner to schools whose needs are similar to the ones my context has.

1.2 Context

The INTECSA (Commercial and Technical Educational Institution), is a public school that offers pre-school, primary and secondary education to almost 2000 boys and girls who live in Santo Tomás, Atlántico, and whose emphasis is the commercial field. Its mission is to train children and teenagers to be critical, democratic and supportive with the society they are immerse in, besides, to be competitive in their work environment.

The majority of its population belongs to the low socio economic stratum since their parents work in factories and their mothers are housewives, so the families' incomes are not enough to support their basic needs. Some of this situation consequences are that most of them live with their grandparents or other relatives, that is to say, many people living together in one small house or apartment; besides, books cannot be included in their materials list because they cannot be afforded.

English is one of the subjects students learn at this school, it is studied in primary from the first until the third grade once a week, while in the fourth and fifth grade two hours per week. In the secondary (sixth, seventh, eighth and ninth) three classes are received and in the last two grades (tenth and eleventh) four classes are given weekly.

When students are in the eleventh grade, they take the Saber 11exam; it is a standardized test thoroughly developed and published by the Instituto Colombiano para el Fomento de la Educación Superior (ICFES).

According to the Saber 11 exam 2014 results, most of our pupils are in the A- and A1 levels while two of them in the A2, and just one girl got the B1 English level of the Common European framework for reference of foreign languages. (See Appendix A). However, the results of all the subjects this exam evaluates were analyzed and English was rated in the fourth place, being Spanish and mathematics the ones with the highest scores, and physics and philosophy the ones with the lowest.

This research is focused on high school students who attend the ninth grade class in la "Institución Educativa Técnica Comercial de Santo Tomás". Their ages range from fourteen to seventeen years old. Moreover, the class has sixteen girls and nineteen boys. The majority of them have studied in this public school since they started the sixth grade; while just a few studied their primary in the same institution.

Their English proficiency level is low, having in mind what they can do with the language, as well as their results in the diagnostic exam they took at the beginning of the year, they could be classified as A1 level students according to the Common European Framework of References for Languages (CERF). Their vocabulary is limited; words or short phrases are used to interact orally and in a written form while in relation to the listening and reading skills, the understanding is limited to familiar words or very basic phrases concerning familiar topics.

1.3 Research question

The primary research question addressed in this study is:

- To what extent the use of Facebook engage 9th students to enhance English at Institución Educativa Técnica Comercial de Santo Tomás.

1.4 Research objectives

A general objective and three specific objectives have been established to see the relation between the use of Facebook and the enhancement of students' engagement in their English classes.

General Objective:

- Analyze to what extent the use of Facebook engage 9th students to enhance English at Institución Educativa Técnica Comercial de Santo Tomás

Specific Objectives:

- Describe students' experience using Facebook in their English classes

- Identify categories of students' engagement occurred in English classes using Facebook

- Describe the strategies applied on the Facebook tool that particularly engage students

2. Theoretical framework

The relevant literature to this study that is present in this chapter focuses on four main areas: engagement, mediation, Computer Assisted Language Learning (CALL) and social networks. Moreover, State of the art conducted in the same research area in other places of the world, as well as the results of those studies are shown at the end of this chapter.

2.1 Engagement: Definition

The term "student engagement" has its historic roots in a body of work concerned with student involvement, enjoying widespread currency particularly in North America and Australasia, where it has been firmly entrenched through annual large scale national surveys.

Alexander Astin was one of the first authors to publish a developmental theory for college students that was based on the concept of involvement. Astin, (1984 as cited in Junco et al 2010 p.2) defined engagement as "the amount of physical and psychological energy that the student devotes to the academic experience".

Today, engagement is conceptualized as "the time and effort students invest in educational activities that are empirically linked to desired college outcomes and what institutions do to induce students to participate in these activities" (Kuh 2009, as cited in Ally, 2012 p. 1).

According to this concept, engagement is composed by different factors, including investment in the academic experience of college, interactions with faculty staff, peers and participation in extracurricular activities. (Pascarella & Terenzini 2005 and Kuh, 2009 as cited in Junco, 2012).

Similarly, The National Survey on Student Engagement (NSSE as cited in Barkley, 2010 p. 4) defines it as how frequently throughout his college career, a student gets involved in the different in and out of the classroom activities related to educational practices.

In the same vein, college teachers tend to describe student engagement in two possible ways. The first is with statements like "Engaged students really care about what they're learning; they *want* to learn" or "When students are engaged, they exceed expectations and go beyond what is required" or "The words that describe student engagement to me are *passion* and *excitement*" (Barkley, 2009 as cited in Barkley, 2010 p. 5). All of these concepts are related to motivation in essence.

The second way many college teachers describe student engagement is with statements like "Engaged students are trying to make meaning of what they are learning" or "Engaged students are involved in the academic task at hand and are using

higher-order thinking skills such as analyzing information or solving problems"
(Barkley, 2009 as cited in Barkley, 2010 p. 5).

Similarly, Conrad and Donaldson, 2011 and Parrish, 2009 (as cited in Wankel and
Blessinger, 2013 p 34.) supported the last definition stating that ''engagement is
synonymous with active learning, social cognition, constructivism, and problem-based
learning and involves increasing complexity, inserting the unexpected, and introducing
new struggles for deep learning to occur". This concept implies the connection between
engagement and active learning.

Whether teachers think primarily of the motivational or active learning elements
of student engagement, they are quick to point out that both are required. "A classroom
filled with enthusiastic, motivated students is great, but it is educationally meaningless
if the enthusiasm does not result in learning". (Barkley, 2010 p.24).

2.2 Engagement considerations

There is a general consensus regarding a number of facets of engagement theory and
research, such as:

- The primary theoretical model for understanding dropout and school completion
  with the necessary skills to access high education and/ or the world of work is
  Student engagement. (Christenson et al., 2008; Finn, 2006; Reschly &
  Christenson, 2006b)
- Being engaged implies more than attend classes and perform academically, it
  requires aspects like working hard to achieve goals, enjoy challenges and
  learning. (Klem & Connell, 2004; National Research Council and the Institute of
  Medicine [NRC and IoM], 2004.

- There is an association between the desired academic social and the emotional learning outcomes with student engagement. (Klem & Connell, 2004).

- Engagement is a multidimensional construct –one that requires an understanding of affective connections within the academic environment (e.g., positive adult-student and peer relationships) and active student behavior (e.g., attendance, participation, effort, prosocial behavior) (Appleton, Christenson, & Furlong, 2008; Newmann, Wehlage, & Lamborn, 1992).

- Student engagement is affected by multiple factors such as socioeconomic circumstances, racial and ethnic backgrounds, academic preparation, and generational experience (first-generation students versus students with university-educated parents) all have implications for level of student engagement (Pascarella, Pierson, Wolniak, & Terenzini, 2004; Pascarella & Terenzini, 2005).

- The role of context cannot be ignored. Engagement is not conceptualized as an attribute of the student but rather as a state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning (Reschly & Christenson, 2006a, 2006b). In short, both the individual and context matter.

2.3 Categories of engagement

Krause and Coates (2008), in their analysis of student engagement, identified seven categories of engagement: Transition, Academic, Peer, Student–Staff, Intellectual, Online, and Beyond- Class.

Transition Engagement Scale (TES)

This scale tends to measure the extent to which first year students engage with university life and experiences during the transition process. The Transition Engagement Scale (TES) gathers student views on three dimensions. First, it evaluates the success with which their institution's orientation program achieved the goals of connecting students to people and services to support their learning and experience as a whole. A second dimension of transition to university includes course advice and student decision-making regarding subjects or units of study. A third area of the TES focuses on student identity and whether their expectations have been met.

Academic Engagement Scale (AES)

It is basically related to the student rather than the institution. It measures the capacity to manage one's time, study habits and strategies for success. The AES comprises items pertaining to self-initiated study behaviors, contributions to class discussions and patterns of attendance.

Kuh, (2003 as cited in Robinson & Hullinger, 2008) stated it means the academic effort students are putting and includes some aspects like time spent studying, reading, writing, and before class preparation.

Peer Engagement Scale (PES)

This scale evaluates the capacity to develop knowledge in cooperation with peers, considering how important it is to the individual knowledge construction. Three different contexts in which such engagement occurs are comprised by the PES: in class, beyond the formal class setting, but with connections to it, and in the broader learning community.

Similarly, Kuh, (2003 as cited in Robinson & Hullinger, 2008) associates this category with collaborative learning which includes the students' contribution to class discussions, working with their classmates and engaging in other class activities.

Student-staff Engagement Scale (SES)

The SES is related to the role academic staff plays in helping students to engage with their study and the learning community as a whole. Importantly, this scale comprises both behaviors and attitudes and perceptions.

"Student–faculty interaction relates to the nature and frequency of contact that students have with their faculty. Contact includes faculty feedback and discussion of grades and assignments, ideas, careers, and collaborative projects". (Kuh, 2003 as cited in Robinson & Hullinger, 2008 p. 105).

Intellectual Engagement Scale (IES)

Intellectual engagement, in short, facilitates the development of cognitive and affective foundations for academic success. The IES gives students the possibility to express their motivation for and satisfaction with study. It probes students' views on the extent to which their subjects provide intellectual stimulation and challenge. The scale also comprises a global assessment of students' views on the level of intellectual stimulation in their course.

Online Engagement Scale (OES)

This scale reflects three main ways in which students engage online. The first set of items refers to use of the web and computer software to support learning and access resources. The second group of items focuses on the role of ICTs in promoting

independent and self-initiated learning. The third dimension of online engagement in this scale is that of communicating and building community using ICTs.

Beyond-class Engagement Scale (BES)

This scale includes items specifically related to extra-curricular involvement, for example in sporting or cultural activities. It also comprises several items intended to identify students' sense of belonging and social connectedness with other students beyond the classroom setting.

A document with the items belonging to each category can be found in the appendixes section. (See Appendix B).

2.4 Engagement and motivation

After defining engagement, a term which has a close meaning is necessary to be mentioned. It is motivation. Barkley, (2010, p.27) claims "motivation is a theoretical construct to explain the reason or reasons we engage in a particular behavior". On the other hand, Brophy, (2004, p.4) conceives motivation in the classroom as "the level of enthusiasm and the degree to which students invest attention and effort in learning". These definitions imply an internal state, a concept that differs considerably from the external manipulation of rewards and punishment that was emphasized in early studies of motivation.

Today's theories about motivation combine elements of needs and goals models and emphasize the importance of factors within the individual. Brophy (2004) and Cross (2001) observe that much of what researchers have found can be organized within an *expectancy $\times$ value* model. Students' motivations are strongly

influenced by what they think is important and what they believe they can accomplish. First, they must expect that they will be able to perform the task successfully (*expectancy*). Second, they must and the task worth doing (*value*).

2.5 Tips and strategies to fostering motivation

According to Barkley (2010), teachers and researchers have found the following strategies useful to motivate students to be engaged in the classroom activities.

- *Expect engagement*: talk individually to students who are not engaged.

- *Develop and display the qualities of engaging teachers*: it does suggest that students will be more likely to engage in your class if you cultivate and display attributes of well-liked and respected teachers, such as energy, enthusiasm, passion, approachability, fairness, and optimism.

  At this point it is also important to make students feel welcomed and supported. Skinner & Belmont, 1991 (as cited in Brewster & Fager, 2000) claims teachers should take time to get to know students as well as showing them how valuable it is to interact with them.

- *Use praise and criticism effectively*. Praise privately; praise in a timely manner with simplicity, sincerity and spontaneity; praise the attainment of specific criteria that is related to learning and specify the skills or evidence of progress that you are praising.
  Concerning to the use of extrinsic rewards Brooks et al, 1998 (as cited in Brewster & Fager, 2000) to be more effective suggest to be given when they are clearly deserved and when they are closely related to the task accomplished. On the other hand, just as praise is not always helpful, neither is criticism always harmful.

20

Constructive criticism is most helpful and motivating if it is informational, based on performance criteria, behavior specific, corrective, prompt, given privately, and offered when there are opportunities for improvement (Wlodkowski, 2008).

- *Attend to students' basic needs so that they can focus on the higher-level needs required for learning.* Especially important to the college classroom is being aware of students' psychological needs and taking care to ensure students feel safe to say/write what they truly think or feel without fear of ridicule or criticism by either you or their peers.

  Regarding the online environments, Conrad & Donaldson, (2004), consider the students' needs identification at the beginning of the course is possible through the use of profiles and introductory activities bringing as a major benefit the design of activities according to the students' learning styles. Besides, these authors believe allowing adequate time for completing the tasks is required, to avoid learners' overwhelming, having in mind online communication takes longer than classroom communication.

- *Promote student autonomy.* It might be possible following these recommendations: provide meaningful rationales; give students choices among several learning activities that meet the same objective; allow students to decide when, where, and in what order to complete assignments; help students to use self-assessment procedures that monitor progress as well as identify personal strengths and potential barriers and provide opportunities for students to assist in determining evaluation activities.

  Similarly, Brewster & Fager, (2000) propose to allow students to have some degree of control over learning using strategies such as: minimizing adults' supervision over group projects and monitor or evaluate their own progress.

21

- *Teach things worth learning.*

- *Integrate goals, activities, and assessment.*

- *Incorporate competition appropriately.* While using competitions in classes, Brophy (1987, 2004) and Wlodkowski (2008) suggest: make participation in competition a choice; have the competition team-based rather than individual; establish conditions that ensure that everyone has a good chance to win; and make conscious effort to ensure that the attention is focused on learning goals.

- *Expect students to succeed.* Teachers who believe in their students and expect success are more likely to get it than teachers who doubt their students' ability and are resigned to minimal or mediocre performance.

- *Help students expect to succeed*. One of the fundamental ways teachers can help students expect to be successful in their course is by ensuring that learning activities and assessment promote success through clear organization, appropriate level of difficulty, scaffolding of complex tasks, communication of standards, and fair grading.

- *Try to rebuild the confidence of discouraged and disengaged students.* Following are some of the Brophy (2004) recommendations that are generally applicable to students who seem predisposed toward expecting failure: help these students better understand themselves as learners; emphasize your role as a resource person who assists them in their learning efforts; combine empathy for these students with determination and confidence that they will meet established learning goals and set up "study buddy" systems so that low achievers can collaborate with higher-achieving students.

2.6 Engagement and active learning

"Active learning" is an umbrella term that now refers to several models of instruction, including cooperative and collaborative learning, discovery learning, experiential learning, problem-based learning, and inquiry-based learning. (Barkley, 2010).

According to the same author, active learning means that *the mind* is actively engaged. Its defining characteristics are that students are dynamic participants in their learning and that they are reflecting on and monitoring both the processes and the results of their learning. An engaged student actively examines, questions, and relates new ideas to old, thereby achieving the kind of deep learning that lasts. Active learning is fundamental to and underlies all aspects of student engagement. It promotes activities where students do more of the work.

Concerning to the promotion of active learning through the use of technology, Chickering & Ehrmann, 1996; Conrad & Donaldson, 2004; Lorenzo & Moore, 2002, (as cited in Robinson & Hullinger, 2008) claim technology is helpful to provide opportunities to stimulate higher order levels of thinking due to the fact asynchronous networks allow students more time to think critically and reflectively; multichannel communication promote thinking and learning communities are communities of inquiry to advance mental thinking.

2.7Tips and strategies to promote active learning

Following are tips and strategies gathered from the literature that address various elements involved in promoting active learning (Barkley, 2010).

- *Be clear on your learning goals.* Once you are clear on what you want students to learn, you can make better decisions and choices about the kinds

of tasks that will best promote active learning. Salmon, (2002) believes it is also necessary for students to be clear about the purposes of the teacher's e-tivities as well as the time they should allocate to working on them.

- *Clarify your role*. Today teachers must be more than a dispenser of information. Regardless of the role you decide to take, clarifying it for yourself helps you to be clear and consistent in your interactions with students.
According to Mills, (2005) the use of technology has made the teachers' roles become more diverse, being the teacher as a learner (learning with and from the students); instructional designer (learning how to teach his particular subject); instructional facilitator and coach (instilling in students the responsibility for their own learning); evaluator (evaluating not just the final product, but the whole process) and technologist (being confident in using and supporting students' use of technology) the most noticeable ones.

- *Orient students to their new roles*. Multifaceted roles should be played by students who are technology users. Some of them describe by Mills, (2005) are: the student as active learner (being actively involved in his learning process); intentional learner (learn how to learn); learning manager (manage, monitor and evaluate his own learning) and collaborator (interact with their peers and teachers and contribute to his own and the others' learning).

- *Help students develop learning strategies*. Previewing, summarizing, paraphrasing, imaging, creating analogies, note taking, and outlining are some of them.

- *Activate prior learning*. Think- pair and share or graphic organizers might be useful. According to Brewster & Fager, (2000) engagement is higher when the students' prior knowledge is not just activated but, when the topics they are

studying are connected to the world they live in. In that way, schoolwork seems to be meaningful.

- *Teach in ways that promote effective transfer.* Use a variety of strategies to help students make associations; teach students how to recognize when to use a strategy at the same time you are teaching them that strategy and make sure students have learned the task well enough to transfer it.

- *Teach for retention*: learning should be moved from short-term to long-term memory: making an emotional connection to the information being learned and helping students make sense of what they are learning might make it possible.

- *Limit and chunk information.*

- *Provide opportunities for guided practice and rehearsal.* The amount of time and the type of rehearsal are factors that affect significantly the quality of the rehearsal. Therefore, monitor rehearsal carefully at first and give prompt, specific, corrective feedback to ensure the learning is correct.

- *Organize lectures in ways that promote active learning.* It is generally most productive to divide class time into short segments of about twenty minutes, introducing new material at the beginning, then giving students opportunity to process the new learning, and moving on to closure activities toward the end.

- *Use reverse or inverted classroom organization.* A combination of out of classes and face to face sessions activities can assure that class time is used for effective active learning strategies.

- *Use rubrics to give learners frequent and useful feedback.* They are used today to explicate and grade a wide range of learning tasks. "A rubric clearly specifies the expectation for the activity and the effort required by the student to achieve a desired score". Conrad & Donaldson, (2004. p. 27).

25

2.8 Conditions to promote the integration of motivation and active learning to get students' engagement

Barkley, (2010) proposed the following conditions to integrate elements of both motivation and active learning and thus contribute to the synergy that promotes increased levels of engagement.

- *Creating a sense of classroom community*. Educators propose that optimal, engaged classroom environments are those in which the teacher and students perceive themselves as members of a learning community. "The term *learning community* seems appropriate for two reasons. First, it places the emphasis on learning. Second, the term suggests that this learning occurs within a community—a group of people working together with shared interests, common goals, and responsibilities toward one another and the group as a whole" (Brophy, 2004).

  Move away from an authoritarian role; promote class civility through the establishment of your classes' rules; create a physical or online course environment that supports community; reduce anonymity; use technology to extend or reinforce community sending emails to students, forums; subdivide large classes into smaller groupings; involve all students in discussion and use group work effectively are some of the strategies proposed for building a sense of community inside classrooms.

- *Helping students work at their optimal level of challenge*. One of the fundamental principles of learning is that tasks must be sufficiently difficult to pose a challenge, but not so difficult as to destroy the willingness to try (McKeachie, 1994). Nevertheless, assessment, teaching students metacognitive

26

skills, and empowering students as partners in their own learning are three broad approaches to helping students work in their optimal challenge zones. In relation to assessment, Strong et al., 1995 (as cited in Brewster & Fager, 2000) suggest it to be provided in a clear, constructive and timely manner.

Some strategies for assuring students are appropriately challenged can be: assess students' starting points; monitor class pacing; help students learn to self-assess; differentiate course elements to meet individual student needs and use scaffolding to provide assistance for complex learning support students until they can do an activity on their own.

- *Teaching so that students learn holistically.* A more inclusive perspective states that emotion, cognition and the physical body cannot be separated. In this sense, many educators today recognize that the body, heart, and mind are all involved in learning, and that all three make contributions to engagement.

  Pick up the pace to hold attention; offer options for nonlinear learning; design courses to be inclusive; incorporate games; use different methods to teach students basically the ones where they participate actively and include learning activities that involve physical movement are some of the tips to promote holistic learning.

2.9 Concept of Mediation in the Socio cultural theory

Sociocultural theory is based on the concept that human learning is a social interaction process mediated by language and other symbolic systems. Vygotsky (1978), stated that knowledge acquisition occurred in two moments: first, through social interaction and secondly, inside the individual mental processes.We do not learn isolated, we learn with others in specific cultural contexts and through specialized cognitive tools that help us approach the surrounded world to comprehend it, transform

it and manipulate it; in other words, social interaction promotes, facilitates and enhances learning.

One of the greater contribution made by Vygotsky in the sociocultural theory is the concept of mediation. He defined it as the process in which "our sense of the world is shaped by symbolic tools acquired in the course of education and learning" (Kozulin et al, 2003, p. 4). In the same line, contemporary work on sociocultural theory has concentrated as well in this concept of mediation as an individual's or other guided process which with the help of some resources or symbolic artifacts created within history mediate to reach understanding and acting actively in the world (Herazo & Donato, 2012;Lantolf & Throne, 2006; Guerrero, 2007). Put another way, mediation, then, is the support which takes place in the interaction between humans and symbolic tools among a learning environment. These tools mediate to enhance an active participation of an individual in his/her learning. That is to say, to be independent and foster a higher level of knowledge or cognitive development.

2.10 Characteristics of mediation

Another account in the concept of mediation lies in its characteristics. Mediations may occur when it is "continuously adjusted to learner's developing understandings" (Herazo & Donato, 2012, p. 22). In that sense, the mediation can be contingent, graduated or social. It is contingent when the help provided by a more capable individual is given when it is needed. The mediation is graduated when within the guidance there is a progressive assistance toward the less capable learner. And the mediation is social when the help is constructive through a dialogue between the participants interacting in a cognitive task.

2.11 Types of mediation

Two types of mediation are identified in the sociocultural field. Kozulin (2003) outlines as the first agent of mediation the human and as the second one the symbolic mediator. When there is an involvement by an adult or an individual who is more capable and generates important changes regarding cognitive processes or performances of another individual, then, the human is the mediator. Whereas if there is a change in the performance of an individual when introducing artifacts such as numbers, music, art, language, formulae, graphic organizers etc., then, the mediator is symbolic (Lantolf, 2000; Kozulin, 2003).

2.12 Human mediation

2.12.1 Teacher as a mediator

Teachers can mediate through their talks or conversations in the classroom. Their role is of great importance since students' achievement may take place when in their lessons; teachers ask questions, give directions or accept feelings and so on. However, this participation of the teacher in the interaction with his/her student needs to follow a hierarchical order. This leads to initiatives which result in more open and exploratory patterns of talk (Christie, 2002). Nowadays, teacher- student interactions invite students take more significance participation within English lessons rather than teachers. Besides, the negotiation of information between both participants is much more functional and dynamic. The teacher, then, is the mediator who facilitates the appropriation or internalization of concepts in apprenticeship zones created by the teacher and the student (Guerrero, 2007).

2.12.2 Peers as mediators

Group work interaction can activate learning (Herazo, 2002) and it is as well crucial for promoting student- student interaction. The mediation which takes place in such learning environment in the relationship student- student may result more concise than the teacher mediation. We often see that students may feel more confident working together and in those spaces of comfort, mediation tend to be more effective since the circle of interaction can be rather closer than the one between the teacher and the student. Guerrero (2007, p. 222) explains that "the origins of higher mental processes lay in the interaction between and among peers". Thus, students' talk or questioning in meaningful tasks, which are in groups, depicts a big opportunity to observe several learning processes resulting in great spaces for cognitive and language development.

2.13 Symbolic mediation

2.13.1 Language as a mediator

Vygotsky (1978) considered language as a symbolic tool that allows human beings to mediate between their minds and the outside world. This especially applies if the outside world means learning another language. He also expressed the mere role of a teacher is not enough to generate learning. Being aware of this fact, teachers are in a constant search to promote learning among their students, implementing strategies that help learners to mediate between what they know and they would like to achieve. Some of these strategies are logs, conferences, tasks and portfolios (Guerrero, 2007).

2.13.2 Technology as a mediator

The implementation of computers, for language learning, can be traced back from the 1960s. Later in the 1980s, with the appearance of Communicative Language Teaching and the development of microcomputers, learners had new possibilities for interactive learning. The 1990's was characterized by the introduction of software

aimed at stimulating students' engagement, critical thinking, creativity, and analytical skills. Currently, and due to the spread of the Internet, learners can make a much integrative use of Computer- Assisted Language Learning (CALL) to enhance their second language skills (Fotos, 2004 as cited in Guerrero, 2007). Today teachers use CALL in a variety of forms such as word processing, email exchange, multimedia applications, internet, chats, distance learning, etc.

2.14 Computer- assisted language learning (CALL): Definition

As a starting point we could mention CALL can be defined as any process in which a learner uses a computer and as a result, improve his or her language. CALL is a language learning and teaching approach in which the computer is used as a tool for presentation, assisting students, and evaluating material, and has an interactional element. (Beatty, 2003; Jafarian, Soori & Kafipour, 2012). On the other hand, Levy (1997) defined CALL as the computer applications searching in language teaching and learning.

2.15 CALL from the socio cultural theory perspective

The combination of technological development, computer networking, and theoretical developments in approaches to language pedagogy emphasizing on meaningful communication in authentic discourse contexts has led to a third wave of CALL within the socio-cognitive or sociocultural framework of language learning (Compernolle, 2009). This framework focuses on not using the computer to replace the teacher, but using the computer and other technologies to enhance language teaching within the broader context of the collaborative classroom by expanding the opportunities students have to communicate with other people. Socio-cognitive approaches to CALL have shifted the dynamic from learners' interaction with computers to interaction with other human via computer (Kern & Warschauer, 2000).

Thus, the computer is viewed as a tool to facilitate human interaction and collaborative language learning.

According to Compernolle (2009) the cornerstone of socio cultural or socio-cognitive approaches to CALL and practice is technology's capacity to serve as means of facilitating human interaction and communication. He also affirms that Web 2.0 technologies have expanded the potential for interactive participation through various forms of social networking, tagging, (co) authoring, and (co)editing enabled by user-friendly Web-based software. In turn, the number of possibilities for human interaction, information sharing, and online publishing made possible by Web 2.0 technologies is virtually limitless.

2.16 Computer-mediated communication (CMS) and language teaching

Computer-Mediated Communication (CMC) is "any form of communication between two or more individual people who interact and/or influence each other via separate computers through the Internet or a network connection - using social software". (Mahmood, Huzaina, Ghani, & Rajindra, 2014, p. 71).

Kim (2008) considered that CMS could be used to increase the amount of input and negotiation. He stresses that CMS such as email, conferencing, on line discussion, and key pals may provide great benefit in language teaching and learning.

According to Kim's survey, educators agree that CALL may contribute to language learning when it increases learners´ motivation, interaction, autonomy, and self-monitoring of their own learning process. This due to learners might focus their learning decision making on their own needs and interests, learning pace as well the use of wide range of activities.

On the other hand, as cited in Mahmood et al., (2014) Brown and Julian (2011) claimed that the majority of writing tasks assigned to second language (L2) learners tend to target an abstract audience and the writing generated is not meant for real or meaningful purposes. The emergence of Web 2.0 concepts has created a potential educational environment where students have access to a widely distributed, authentic audience with a simple click of the mouse.

2.17 CALL and language skills

CALL has been taking advantage of advanced technological facilities to create the highest interactive learning environments for activities that develop listening, speaking, reading, and writing skills.

Language skills are often integrated; however, CALL has separated them as individual objects of interest.

According to Hubbard (2014) since 1980 with the addition of sound to computers, and then digitized speech and video, as well as World Wide Web, listening has become a growth area for CALL. For learners it is possible to connect directly with the local culture of the language they are learning.

Speaking has been of two types: pairs or groups of students speaking to one another, or individual students using the computer to record their voices. Lately, the use of Skype and podcasting make speaking practice more similar to a face to face interaction.

In the area of pronunciation, there are some options like automatic speech recognition, the digital version of the tape recorder and speech visualization.

Online dictionaries, reading comprehension and other exercises, the learning of vocabulary among others have been the contribution of CALL to the reading teaching process.

About writing, the use of word processing skills, spell and grammar checkers, blogs, wikis and other collaborative strategies have been used. Using computer in writing classes allows learners to receive feedback both from the teacher and computer.

Computer provides the correct form of the erroneous word and structures that students have produced. Consequently, it seems writing is more error-free and cohesive sentences and texts can be produced by using computers .The learners will also become aware of the mistakes/errors they have made just as they type the sentences.

Many of the early disk-based CALL programs focused on grammar or vocabulary development because the applications were easy to program on computers. Hot potatoes are the most popular to do multiple choice, fill in the gaps and match exercises. Storyboard, in which an entire text is deleted and must be reconstructed, is another example.

About vocabulary, it is one of the most common applications, maybe because they are easy to manage and program. The area of data-driven learning aims to support students' exploratory learning of grammar and vocabulary using computer applications to help them notice patterns in the target language, Concordancer is one of these.

It is also important to stress the employment of different technology-based tools such as computer, podcast, and chat for assessing language proficiency in EFL classrooms.

According to Bahrani (2011), the technology-based assessment incorporates innovative methods and techniques to measure language proficiency improvement. He mentions that there are several activities that teachers can use with the help of technology to measure and monitor their students' achievements in language learning. The author considers that a successful assessment of different language skills should be highly authentic, valid, and reliable enough to be used.

2.18 CALL and pedagogy

Computer and instructional technologies are becoming an indispensable part of the learning and teaching processes. The role assigned to instructional technologies in foreign language instruction has also changed with these advances. It seems that the role of computer in education and pedagogical practices will become more and more significant and inevitable in the twenty first century. English language pedagogy benefits from using computers at every level of instruction.

As cited in Jafarian et al., (2012 p.139) Warschauer and Healey, (1998) stated that " from the beginning till today, the effectiveness of various CALL materials has been depended on pedagogical designs and the way teachers' use these materials. When computers are appropriately used, they will improve the learning process in a different way."

Warschauer (2004) points out that the progress of CALL has been accompanied with corresponding changes in CALL-based pedagogy ; he claims that the current paradigm of integrative CALL is based on a socio-cognitive view of language learning.

From this perspective, learning a second or foreign language comprises the learning of new discourse communities. Thus, the interaction is seen as facilitating the students the entrance to these communities and the familiarization with the new genres and discourse. In this new order, Warschauer (2004) also explained that the content of the interaction and the nature of the community are substantial. Therefore, it is not enough to engage on communication to practice language skills. It is suggested that students should perform real-life task on the internet and solve real-life problems in a community of peers or mentors.

It is also important to mention the concept of multi-literacies pedagogy that includes a fully integrated view of technology's place in the curriculum assigning a

central role to language educators. Their role becomes one of assisting learner performance, providing opportunities for learners to engage in meaning-making task, and fostering critical analysis of their own and others' discourse and interaction in specific sociocultural contexts.

Another implication of this integrated approach to technology-enhanced language teaching is the role of student peers. New configurations for students-students and students-NS interactions made possible by these new technologies offer much potential for peer-assisted performance, whereby peer themselves become the primary source of learning for one another in the interaction over task of independent learning centers (Tharp & Gallimore, 1988, p. 16). Thus, tele-collaboration with NSs of the target language is possible.

2.19 New Technologies: Web 2.0. Definition and characteristics

Whereas Web 1.0 is considered a content centric paradigm, Web 2.0 is considered a social-centric paradigm. That is to say, in Web 2.0 social networking, social media, and a vast array of participatory applications and tools are essential. Blessinger & Wankel (2013).

Web 2.0 is a term that is used to denote several different concepts: Web sites which incorporate a strong social component, involving user profiles, friend links; Web sites which encourage user–generated content in the form of text, video, and photo postings along with comments, tags, and ratings; or just Websites that have gained popularity in recent years, (Cormode, 2008).

The term Web 2.0 was created in the late 1990s as a way to describe interactive and social applications on the web (DiNucci, 1999 as cited in Wankel & Blessinger 2013). The authors claimed a social network with the web was first conceived by

bloggers, chat room enthusiasts and others who envisioned the web as an appropriate place to build a global community characterized by all its members' collaboration and participation.

Bearing in mind the Web 2.0 characteristics, the following categorization of activities that can be done there is derived from a BECTA-commissioned review of Web 2.0 tools in schools (Crook et al., 2008):

• Media sharing. Creating and exchanging media with peers or wider audiences.

• Instant messaging, chat and conversational arenas. One-to-one or one-to-many conversations between Internet users. Instant Messaging is real time, synchronous conversation between two people via the Internet using a messaging client. Features of the various IM clients include presence indicators to show others when a user is online and a Buddy List of family, friends, and colleagues. Other features might include file transfer and the capability for video chat or voice chat.

•Social networking. Websites that structure social interaction between members who form subgroups of 'friends'. Social networking technologies afford users the chance to interact, share themselves, and create content. Sites such as MySpace, Facebook, music-centered LastFM, image-centered Flickr, and others might allow a user to create a profile page complete with an image and other personal information; establish "friendships" or connections to others; and engage in conversations, or knowledge sharing/feedback. Thriving sites might have hundreds or thousands of users (or millions, in the case of MySpace), who have learned how easy it is to make connections online.

Some common features of software networking sites include the ability to leave comments, create links, assign keyword "tags" to data, and the opportunity to make connections to others.

2.20 Web 2.0 and education

According to Blessinger & Wankel, (2013) the use of Web 2.0 technologies have led to rapid changes in the way we teach and learn due to four factors: (1) These technologies are digital, making them highly versatile and integrative, (2) these technologies are accessible to anyone and anywhere there is an Internet connection, (3) these technologies are generally low cost or free, and (4) some learning theories have been developed recently greatly increasing our understanding of how to best apply these technologies in an academic setting.

It is important to mention Web 2.0 technologies are especially useful because they integrate with many other technologies such as mobile technologies and blended learning technologies to create a more seamless and transparent experience for instructors and students.

Web 2.0-based technologies have the potential to both enhance and transform the learning environment and make learning more interesting, more meaningful, and more authentic. All else being equal, implementing these tools can increase student motivation and academic achievement. (Tapscott, 2009 as cited in Blessinger & Wankel, 2013).

In conclusion, web 2.0 and blended technologies are being used in teaching scenarios with the purposes of increasing students' participation due to the fact they provide authentic ways to learn the language; promoting students' autonomy through their active participation in their own knowledge construction and fostering a sense of

belonging and global connectedness by using technologies that enable global interconnectedness and collaborative knowledge creation. (Woo & Reeves, 2007, as cited in Blessinger & Wenkel, 2013).

2.21 Social networks and Facebook: origins and definition

Boyd and Ellison (2007), defines Social Networking Services (SNSs) as some Web-based services that enable user to design a public profile or semi-public within a bounded system. They also states that social networking sites not only allow individuals to meet strangers, but also enable users to articulate and make visible their social networks. They claim that on many of the large SNSs, users are not necessarily looking to meet new people; "instead, they are primarily communicating with people who are already a part of their extended social network" (p. 210). In general, social networking services are developing in an amazing rapid pace and excellently connect the individuals.

A social networking site is an online site that presents a platform used by individuals; it focuses on building and reflecting social relations in accordance with interests and/or activities. Some popular examples of social networking sites include Twitter, Facebook, MySpace, Badoo and Google+.

In February 2004, a Harvard University student Mark Zuckenberg designed a web site called Facebook to help his peers to socialize online. At the beginning, people needed any university email account to be joined, that is why it was exclusive. Facebook later expanded to different educational settings (not only institutions from the higher education sector) from other countries too, and then to the general public (Hew, 2011as cited in Petrović N, Petrović D, Jeremić, Milenković, & Ćirović, 2012).

Facebook is a social networking site that has over 845 million active users (Protalinski 2012); it allows individuals over the age of 13 to create and upgrade personal profiles, updating it with personal information such as home address, mobile phone number, interests, religious views, and even data like relationship status, add friends, exchange messages and chat online.

In addition to creating individual profiles, Facebook users can also "designate other users as friends, send private messages," join groups, post and/or tag pictures and leave comments on these pictures as well as on either a group's or an individual's wall (Grossecka et al.,2011 as cited in Petrović et al., 2012).

2.22 Reasons to use Facebook in Education

Research results indicate that most of the Facebook users are students. (Rhoades et al., 2008; Hoover, 2008 and Kolek & Saunders, 2008 (as cited in Aydin, 2012). One of the main reasons of this fact is the possibility students have to communicate with their family, friends and teachers through this social network. (Subrahmanyam et al., 2008 & Pempek et al., 2009 as cited in Aydin, 2012).

In relation to the teacher student interaction, Aydin (2012) stated Facebook contributes to an easier flow of communication between them. For instance, Berg et al. (2007) describes Facebook was used by one university to improve its relationships with students and personnel. O'Hanlon (2007) highlights how educators engage with and provide information to their students using this social network, while Sturgeon and Walker (2009) report that some of the most effective faculty members are those who create informal relationships with their students via Facebook.

On the other hand, Petrović et al., (2012) cited some characteristics which recommend Facebook as a tool that can contribute to the quality of education; some of them are promoting positive relationships among students and encompassing students'

motivation and engagement (West et al., 2009; Kabilan et al., 2010); involving students in the transferring of knowledge through learning tasks (Madge et al.,2009); developing a positive attitude towards learning and improving the quality of it (Pasek & Hargittai, 2009; Kirschner & Karpinski, 2010); developing interpersonal intelligence, as well as critical thought (Lampe et al., 2008); and building a community between students and teachers in and out of the classes (Selwyn, 2009).

As a summary, then, Facebook serves as a means to communicate, interact, share knowledge, maintain existing relationships, form new relationships, aid academic purposes, and makes learning possible (Mazman and Usluel, 2011).

2.23 The use of Facebook with academic purposes

According to relevant literature, Facebook impacts academia and academic settings positively (Villano, 2007); by opening up broad new worlds of learning for both educators and students, it is claimed to have the potential to be used for educational applications (Boon and Sinclair, 2009).

Research has indicated that Facebook can positively affect classroom practices and student involvement. Manzo (2009 as cited in Aydin, 2012) states the expansion of Internet access was possible during classes by permitting children to use Facebook. As they move up grade levels, they encounter and expect more complex educational content. Furthermore, Schaffhauser (2009) explores the experiences of two teachers who noted that Facebook and other social networks were helping to their students demolish previous barriers.

Studies on the educational benefits of social networking also focus on specific areas such as social learning, e-learning, environmental learning, business, art, and chemistry education. For instance, Greenhow (2009) notes that social networking can be utilized to insert new literacy practices in classrooms. Additionally, another study

41

(Durkee et al. 2009) examines the practical implications for teachers who incorporate e-learning and Facebook into their pedagogy.

Robelia et al. (2011) examine an application within Facebook that allows users to post climate change news stories from other websites and comment on these stories. They concluded that peer role modeling through interaction on this site motivated pro-environmental behaviors. A study conducted by Ramirez et al. (2009) focuses on the relationship between Web 2.0 technologies and learning, noticing the benefits a business context received from this. Furthermore, Shin (2010 as cited in Aydin, 2012) explores the means by which art educators could negotiate with the digital world, suggesting that art educators can enjoy the experience of the digital world's creative flow for teaching and research purposes. Finally, after comparing students' use of Facebook groups with that of educational discussion forums, Schroeder and Greenbowe (2009) found that students at a state university used Facebook more dynamically than they used discussion forums on an online community for Organic Chemistry.

2.24 Facebook in language learning

The implications of social networking services have developed in variety of areas and domains. Language Teaching is one of them.

According to some findings in a research carried out by Melor et al, (2012), Social Networking Services (SNSs) could be used to plan and develop language learning activities. Group brainstorming appears to be the most efficient one. Facebook is used to promote interactivity where learners may have the possibility to give their initial response, their first reaction to the topic being discussed. In the interaction, teacher should guide learners closely to assure coherence in the information that is shared by all the learners in class.

Research on Facebook's use as an educational environment has also focused specifically on language skills—such as reading and writing skills—with regard to second and foreign language teaching and learning. Stewart (2009) describes the experiment of a high school librarian with a virtual literature circle using Facebook, with results that show a Facebook virtual literature circle can be an excellent teaching environment.

Similarly, Hamilton (2009) states that social networking can be a positive medium to connect authors, publishers and readers in an engaging way. Walker (2010) describes how social networks, as well as information and communication technology tools, could support and enhance literature circles. Regarding writing skills, Pascopella and Richardson (2009) discuss the integration of writing instruction and social networking tools to keep up with student interests. Finally, Kathleen (2009) presents research-based best practices and a sample writing assignment to illustrate a new model of composing in an online environment that is encouraging to teenagers. Given that teenagers did not appear to recognize their out-of-school writing as ''real'' writing,

2.25 Advantages and disadvantages of using Facebook in EFL classrooms

Facebook is an extremely convenient application that students and educators can access anywhere. Not all students have access to a computer or internet at home and by having mobile access to Facebook; students are able to access their accounts anywhere. Thus, the implementation of this tool has become more popular in EFL classrooms, inspiring at the same time to researchers to identify the pros and cons of its use in these specific contexts.

The use of Facebook in English as a foreign language classes might bring many benefits to students as well as to teachers. The familiarization of students with these technologies, the development of the language skills, the global interaction, the

possibility of enhance students' responsibility and engagement and the maximization of peers feedback have been established as some of its advantages. (Melor et al, 2012).

The ability to promote active learning and collaboration may be also possible. (Malony, 2007 as cited in Pollara and Zhu, 2011). Besides; Facebook can be a very useful tool in the classroom as it promotes both target language uses while also promoting learner autonomy among language students.

In relation to the teachers, working with this social network enables them to: achieve a change in pedagogical strategies, attitudes and behaviors; establish efficient educational relations; accept the students as an interaction partner; integrate formative evaluation to the process; and develop knowledge and skills in order to perform efficient didactic activities. (Pollara and Zhu, 2011).

In contrast, the students' distraction, the flourishment of inappropriate relationships between students and teachers in this media, possible abuse, cyber bulling and potential invasion of privacy, as well as the reinforcement of the copy and paste culture and how time consuming the design of activities could be were stated as its disadvantages.

2.26 State of the arts

In the last years, some researches have evidenced the positive impact the web 2.0 tools, especially the social network Facebook's use has in EFL contexts, as well as how students' interest and motivation towards language learning increase significantly through the implementation of this technological tool inside and outside classrooms.

Shih, R. (2011), in a Taiwan technological University implemented it as part of a blended writing course during eighteen weeks (this blended approach consisted of one-third of a semester of classroom instruction and two-thirds of a semester combining

Facebook, peer assessment, and classroom instruction). It was concluded, the application of the Facebook and peer assessment were effective since all the students' groups made significant progress in their language level.

In addition, the students agreed that combining *Facebook* and peer assessment to evaluate and observe others' writings could highly enhance their learning. The results also showed that cooperative learning could improve the students' communication, friendship, trust, interaction, active learning, and learning attitudes. Additionally, this *Facebook*-integrated blended learning approach could effectively assist the students' English learning organization, grammar and structure, content, vocabulary, and spelling.

In other research developed by Promnitz-Hayashi, L.(2011), carried out a discussion about how simple activities in Facebook helped a lower language proficient class (twenty-seven students in their first year at a private university in Chiba, Japan) to become more comfortable participating in online discussions, giving their opinions and forging closer relationships with their fellow classmates. The study showed how when the teacher was posting questions, students' answers were brief and cautious. However, once the students themselves began to form their own discussion questions the replies increased in length and the content became more detailed. As a result of students forming their own discussions on Facebook this enabled the learning to become student-centered rather than teacher-centered and they were able to develop not only their computer literacy but also their social competencies.

What had initially begun as an extrinsically motivated strategy proposed by the teacher, where students were able to receive bonus marks for participating, soon transformed into an intrinsically motivated as all 27 students in the class chose to participate in the activity. They gained more confidence and gave their opinions more online and by the end of the second semester, students were noticeably more interactive

not only online but also in face-to-face activities in the classroom. Students went from merely answering questions on the Discussion page to actually interacting on each other's Walls, uploading pictures along with video, joining fan pages and also using the chat function independently, not only with their classmates and teacher, but also with other friends they had found on Facebook. It was also noticed that their interactions on Facebook outside the discussion activity were increasingly appearing in English. Some students even posted questions about grammar points if they did not know the correct word or usage.

Eren (2012) carried out a study at a university in Gaziantep, Turkey which lasted for one semester from September 2011 to January in 2012. The participants were 48 pre-intermediate level students, aged between 18-22 who were taking one-year compulsory English preparation from different majors like medicine, engineering and tourism. The primary purpose of this research was to explore students' attitudes towards a Facebook supported language teaching.

The findings suggest that Facebook can be very useful as an educational tool. Students' attitudes towards such an activity are mostly positive. Students welcomed using social networking site as a supplementary to the curriculum. Most students showed that they love spending time on Facebook and exercises, videos and other sharing in group are useful for improving their language skills.

Colombia has also been a scenario for this kind of research. A study was developed at a private university in Bogotá. This project was carried out with twenty two (22) students from an EFL level one group who were between 19 and 24 years old. Twenty one (21) of them were third semester nursing students while one of them was majoring in environmental engineering.

Facebook was the space chosen to provide opportunities for EFL students to engage in language learning experiences that complemented face-to-face sessions. Students identified a wide scope of beneficial aspects (both academic and social) linked to the use of this SNS in their physical classroom, for instance, learning from others and to learn from own as well as from others' mistakes, being evaluated in a different way, being aware of what was going on in class. Additionally, other advantages of integrating Facebook as an add-on to the EFL classroom include providing students with a safe and anxiety-free atmosphere in which they feel free to share information with others. (Jiménez, 2012).

Finally, it is important to report a similar Colombian study. Morales, Fernández & Hernández (2014) conducted a research that analyzed the manifested pedagogical ideology in the scholar teaching of English using Facebook. One teacher and 107 teenage students who attended the 10th class in a public Colombian school were the participants. From a cultural- historical perspective, interviews to the teacher and to four students and a virtual ethnography which registered the interactions occurred in the Facebook page during one month were carried out.

The researchers found out that the ideological features that define real-world teaching tend to be translated to the virtual plane. Nevertheless, the use of Facebook offers potential affordances to the scholar activity system, such as the creation of particular social ties between teacher and students.

3. **Methodology**

In the following chapter, a detailed description of the methodology applied in this study is provided, as well as the rationale of the decisions that were taken. The approach and data collection techniques chosen for this research are explained.

A qualitative paradigm research is the most suitable one for this study since through it, to obtain comprehensive and descriptive data of what actually happens in my foreign language classroom without fixing a set of conditions or manipulating variables will be possible. Moreover, the goal of this research is far from making generalizations, but analyzing what takes place in its specific context. Being the data collector and analyze them, as well as presenting the final written report using a narrative description instead of a statistics analysis, supports the decision of choosing the qualitative approach to develop this research.

3.1 Approaches

There are different approaches of qualitative research being phenomenology, ethnography, grounded theory, narrative analysis, action research and case study the most common ones. A combination of action research and case study will be used to conduct this investigation.

Mills (2007, as cited in Mertler, 2009) asserted action research is carried out by people interested in the teaching and learning process with the aim of gathering information about how schools operate, how they teach, or how students learn. It is a systematic inquiry into one's own practice.

Action research is developed by teachers on their own educational settings; its purpose is to improve their practices. It is a model which attempts to solve educational problems and make school improvements. The process of systematic collection of information followed by active reflection all with the anticipation of improving the teaching process is at the core of this approach. (Schmuck, 1997 & McMillan 2004, as cited in Mertler, 2009; Tomal, 2010 and Lodico et all, 2010).

Being a teacher who has identified her students' lack of engagement in the process of learning English as a foreign language as a real life problem, and showing

interest in solving it through the use of the social network Facebook as a class strategy, are the reasons which let me assure an action research is going to be one of my study approaches.

According to Lodico et all (2010) there are two types of action research:

- Critical action research: aim at enhancing the lives of all persons, but especially those who are marginalized or who lack the power to improve their own lives.

- Practical action research: it is based in everyday practice and focus on making small changes at a local level.

Bearing in mind this study pretension, a practical action research seems to be the most pertinent because changing my teaching strategies to enhance students' learning is one of its purposes.

The same authors stated to ensure immediate changes in educational practices; to focus the research on real-life problems; to promote collaborative learning communities and to enhance professional development of educators as some of the benefits teachers might obtain while carrying out an action research.

On the other hand, the case study approach has the purpose to understand complex phenomena in a deeper way. As the phenomena are so complex, not all of them can be studied, that is why the case should be limited or specified to be analyzed and described deeply (Merriam 2009; Lapan & Quartaroli 2012). As a consequence, this study has been limited to cover just one specific aspect of the social networks' uses, which is how its use engage students to learn English; as well as one specific group of ninth graders.

Moreover, case studies focus on phenomena which are part of real life contexts, that are contemporary; they are also preferable used to respond to the how and why research questions, besides when researchers have little control over the phenomena they are studying and require multiple data collection instruments to be used as

evidence: documents, artifacts, interviews and observations (Schwandt, 2001; Yin, 2003).

Taking into account, the use of Facebook to promote the learning of English as a foreign language is the center of this research and considering the use of social networks a phenomenon that has been recently studied in the foreign language setting due to the increasing of its implementation as a learning mediation, the case study approach seems to be appropriated to be followed in this dissertation.

The participants of this study are 34 students (boys and girls) who are familiarized with the use of Facebook with social purposes, but it is the first time they use it with academic purposes. Most of them like to interact with their friends, watch videos, and listen to songs in Spanish. This class is heterogeneous because there are some who like English and participate actively in classes while there is a big number whose interest in learning the language is not so noticeable.

According to Merriam (2009) there are some characteristics that case study research share with other forms of qualitative research. Among them, its objective of understanding phenomena, having a researcher as the data collector and analyzer, and producing a descriptive paper as a product. However, the same author explains the case study can be defined by its special features. It can be characterized by being particularistic, descriptive and heuristic.

Particularistic means that case study focuses on a particular event, situation, program or phenomenon. Descriptive, since its end product is a complete or wide description of the phenomenon studied and heuristic because it contributes to the readers' understanding of the phenomenon.

On the other hand, Stake (1981) claimed that knowledge learned from case study is different in other research knowledge in four important ways: case study knowledge is

1. More concrete and sensory than abstract.

2. More contextual

3. More developed by reader interpretation

4. Based more on reference population determined by the reader. In generalizing, readers have some population in mind.

Some advantages of case studies are its completeness, detailed contextualization, depth of analysis and the fact it may generate new hypothesis or understandings (Duff, 2008).

In relation to the different types of case study Yin (1993) established 3 different forms: Exploratory, explanatory and descriptive. In the explanatory the purpose is defining the questions and hypothesis of a subsequent study. The descriptive presents a complete description of the phenomenon inside its context and the explanatory presents data in terms of causes and effects.

Otherwise Stake (2005) proposed some types of case studies taking in mind the researcher's interest: intrinsic, instrumental and collective. In the intrinsic, the researcher is interested in the particular case itself. In the instrumental, the case is of secondary interest since it facilitates our understanding of something else. In a collective or multiple case studies a number of cases are studied to investigate a phenomenon or general condition.

Hence, this study might be classified as intrinsic and descriptive due to this investigation is focused on the case itself and pretends to report the phenomena descriptively.

Research is a creative activity and every enquiry has its own unique character; it is also a systematic process thus the idea that it goes through stages, is important; besides due to its critical condition, there need to be procedures stage by stage for ensuring that the findings are trustworthy. The two approaches previously exposed, have some specific steps to follow.

Susman (1983) gave an elaborate listing about the way an action research cycle is conducted. He distinguished five phases within each research cycle (Figure 1).

Initially, a problem is identified and data is collected for a more detailed diagnosis. This is followed by a collective postulation of several possible solutions, from which a single plan of action emerges and is implemented. Data on the results of the intervention are collected and analyzed, and the findings are interpreted in light of how successful the action has been. At this point, the problem is re-assessed and the process begins another cycle. This process continues until the problem is resolved. (as cited in O'Brien, 2001).
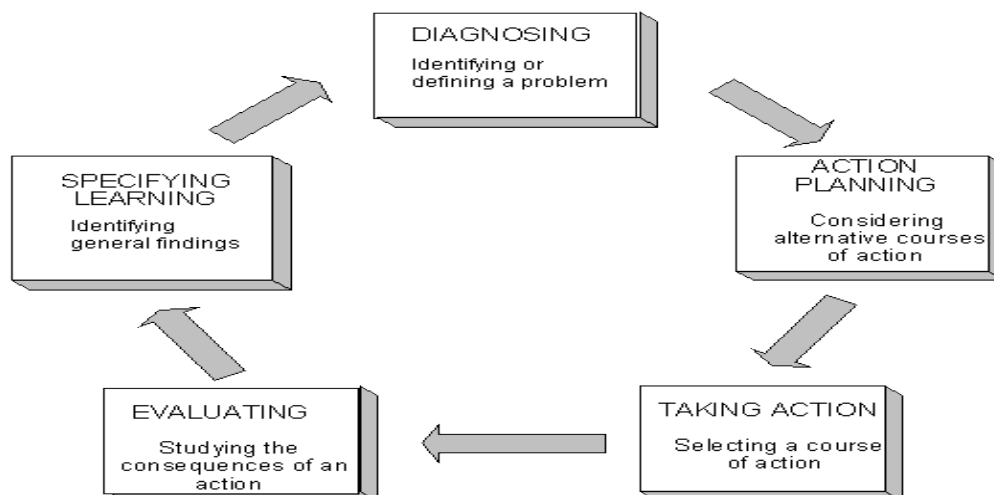
(Figure 1).

In relation to case study, Yin (2003) proposed four stages:

5. Designing the case study. It relates to the definition of the issues or problems to be studied.

6. Conducting the case study. Data collection using multiple sources.

7. Analyzing the case study evidence. It consists of examining, categorizing, tabulating and testing quantitative and qualitative evidence to address the initial propositions of the study.

8. Reporting the case study. It means bringing its results and findings to closure.

In this study the process will start identifying and defining the problem to be solved having in mind the context and a diagnosis applied inside it. Then, some possible solutions will be considered until deciding which plan of action will be implemented. After some time of the plan of action application, the data will be collected using multiple sources to be examined, analyzed and lastly reported in a descriptive way.

3.2 Data collection techniques

The data collection techniques used, are determined by the researcher's theoretical orientation, by the research questions and the form of evidence deemed necessary to answer those questions, by the problem and purpose of the study, and by the sample selected. Data collection decisions also depend on what the researcher plans to do with the data (Duff, 2008; Merriam, 2009).

Focus groups, surveys and document collection have been considered the most useful instruments to collect the data this research need. Their concept, boundaries and the reasons why they might be useful will be described as follow.

Focus groups

In a focus group a moderator guides a discussion to a small group of individuals to discover their thoughts and impressions about a specific topic. Open- ended questions are part of this informal technique (Johnson & Christensen, 2008).

A focus group is composed of 6 to 12 participants who are purposively selected because they can provide the kind of information of interest to the researcher. It can be homogeneous (composed of similar kinds of people) or heterogeneous (composed of different kinds of people).

Applying this research technique has the advantages of providing in depth information in a relatively short period of time, as well as, the results are usually easy to understand. The format of focus group is socially oriented, often creating a more relaxed feel than individual interviewing.

This instrument seems to be appropriate to hear the students' perceptions about the use of Facebook to learn English since they could feel freedom to express their points of views, feelings and opinions in a non-structured manner. Moreover, the categories of engagement will be also identified through the students' answers.

This informal interview took place on October 26th in a regular school classroom. Five students participated on it (one per each Facebook group). They accepted to be part of it in a volunteer way and they were selected by each group without any specific criterion. Another student recorded the whole conversation and sent it to the teacher's mail to be transcript and analyzed. Its objectives were to identify students' perception of this technological mediation and to identify the categories of engagement present on it.

It was completely done in Spanish to make students feel comfortable.

Surveys

The second instrument used to collect research data is a survey. According to (Freeman 1998, p. 94), "They are a set of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions/options and/or open-ended personal opinions, judgments or beliefs. Used in non-face-to-face situations".

Investing no much money on their application, collecting the information in a short period of time, at the same time as providing honest answers due to their anonymity character, are deemed the boundaries of this instrument.

The survey was designed to identify students' perceptions about Facebook as a language learning mediator and to identify the categories of engagement present on it.

The first decision taken in relation with this instrument was to apply it to all the project participants with an anonymous character, to obtain honest answers where the possibility to express their ideas freely could be possible.

Because of the students' English level and due to the importance the answers provided have, Spanish was the language chosen to be used in this survey.

Some drafts were necessary before the final version was approved by the tutor of this research; in its design process some similar studies were read to be used as a starting point. The items were organized bearing in mind the fact to put the ones who had a topic relation together. Finally, it is important to mention short ideas and simple vocabulary was also used to provide enough clarity and avoid any confusion. Just affirmative statements were written to the same purpose.

The participants were taken to a quiet classroom at the same time to complete the survey. No specific time was assigned to finish it and a general explanation was provided before its application. Questions to clarify doubts were welcomed. There were two parts in the survey; the first one had a Likert scale where students had the following options:

1. Totalmente de acuerdo

2. De acuerdo

3. Neutral

4. En desacuerdo

5. Totalmente en desacuerdo

The second part included a list of activities they developed in the Facebook page to mark the one (s) they liked the most and a justification to it should be written at the end. All the participants answered the survey, except one student who had dropped out the school one week before the survey was applied.

Document collection

Document collection are documents relevant to the research context, for instance, lesson plans, students' writings, classroom materials, students' records, etc.

According to Freeman (1998) archival data are produced by the teacher, the students, the administration, or the parents and are related to classroom teaching and learning. Its purpose is to reflect what takes place inside and outside classrooms.

Using this instrument has the advantages of not adding extra work to teaching because the material needed for the research already exists. Additionally, this process can allow the researcher to see and hear students differently since a descriptive perspective is involved while examining the information.

This technique will provide the necessary information to achieve the specific objective describe the strategies applied on the Facebook tool that particularly engage students through the analysis of the Facebook page registers.

The Facebook page created to be used for academic purposes at the end of July was the document analyzed to collect the information required for this study. The purpose of this strategy was to provide a solution to the lack of students' engagement in my English classes. It was useful to describe the strategies applied on the Facebook tool that particularly engaged students.

The whole group was divided into five groups, having each one seven students, but the group number five just had six members. They were organized alphabetically

according to their first names (although in some cases this criterion was not possible to follow because some of the students spent more time in opening their accounts and sending me the invitation to be part of the group).

The page was used for four months. The activities were proposed by me as a teacher who assigned them with a deadline to follow and the necessary indications to do them. Some of them were individually, while others were designed to be in groups. All of them were related to the topics explained in the face to face sessions and variety as well as entertainment were some of their characteristics.

Feedback was provided by the teacher timely in order to be positive. Inbox messages were sent by students to clarify doubts. English was the language used in this page and rules were established to build a learning community.

4. Results

The results are presented in three sections: the focus group, the survey and the document collection analysis.

First, the focus group data are described according to the categories students' likes and dislikes about the strategy; students' interest in learning the language; challenges and difficulties while working in the project; different uses of this social network, a comparison between face to face and online English classes using Facebook, as well as the academic, peer, student – staff, intellectual and online engagement aspects.

In the next section, the survey's findings are grouped according to the students' perceptions about the Facebook activities; the students' opinions about the implementation of this strategy and the academic, peer, student-staff, intellectual and online engagement categories.

In the last section, the Facebook page is analyzed and the data collected on it are presented bearing in mind the tips or strategies used to engage the students in the class through the use of this technological tool.

4.1 Analysis of results

4.1.1 Focus group

Five students participated in this focus group in a volunteer manner. The only requirement was to have one student per Facebook group, in order to know the impressions of them in a general way. One more student was present to record the whole conversation.

The conversation was based on 5 questions; the order was followed as it was conceived by the researcher. It was completely carried out in Spanish to make the participants feel relaxed and confident about what they wanted to express. The objectives of this instrument were to identify students' perception of this technological mediation and to identify the categories of engagement present on it.

According to the objectives of this instrument, the students' answers (See Appendixes C and D) were analyzed bearing in mind the following categories: *students' likes and dislikes about the strategy; students' interest in learning the language*; *challenges and difficulties while working in the project*; *different uses of this social network, a comparison between face to face and online English classes using Facebook, as well as the academic, peer, student – staff, intellectual and online engagement aspects.*

The first category *students' likes and dislikes about the strategy* reports that 4 from 5 learners, who were interviewed, enjoyed doing the activities where new technological tools were involved. Some of these activities were: Activity 3: Find information about buildings and houses in the past. As a group, prepare a presentation

58

using technological tools and post it. Activity 9: In the groups I assigned, read the following newspaper's article and create a mind map where you summarize the most important information you extract from it. Use mindomo.com or any other technological tool and Activity10: Read information in English about a famous person's accomplishments. Present the most important events in his or her life through an online timeline.

At the same time, their motivation to learn English was higher and their conception about learning a foreign language changed since now. One of them also considered it was easier for them to increase the language knowledge through this mediation. Turns 2, 4, 8, 11 and 14 supports the previous analysis.

These perceptions coincide with Herazo & Donato, (2012); Lantolf & Throne, (2006); and Guerrero, (2007) in relation to the definition of the term mediation like an individual's or other guided process which with the help of some resources or symbolic artifacts created within history mediate to reach understanding and acting actively in the world. In this case, Facebook might be considered as a symbolic artifact which led students to enjoy learning English.

On the contrary, some of the aspects most of the students did not like about the project were the group work due to the fact some of them participated actively, while others did not; one of them considered time was not enough to do the tasks while another one stated internet access was a problem for her. Turns 2, 4, 8, 11 and 14 give account of the last analysis.

Turn	Student	Answer	Categories
2	S1	me gustó los trabajos tecnológicos… Me gustó también cuando la seño daba un largo tiempo para así buscar información sobre el tema. Lo que no me gustó era cuando ponían trabajos en grupo que algunos estudiantes no hacían nada y	Students' likes and dislikes *about the strategy* *Online Engagement Scale* Online resources are

		otros eran los que hacían el trabajo completo.	very useful for me

Peer Engagement Scale
Studying with other students is not very useful to me |
| 4 | S2 | herramientas tecnológicas como mindomo, prezi y otras más. También me gustó el Facebook porque porque … nos incitó a practicar, a aprender más inglés

no me gustó el desmotivamiento de los compañeros al momento de hacer los trabajos | *Online Engagement Scale*
I regularly use web-based resources
Intellectual Engagement Scale
I am usually motivated to study

Peer Engagement Scale
There is not a positive attitude towards learning among my fellow students |
| 8 | S3 | lo que a mí me gustó fue que aprendimos a manejar herramientas tecnológicas en la web y también me gustó que nos interesábamos más a entrar a Facebook y ahí nos interesábamos por el inglés

lo que no me gustó fue que algunos estudiantes nos ponemos limitaciones por no saber manejar esa página web, lo intentábamos hacer en los recursos que tenía el computador como Word o powerpoint | *Online Engagement Scale*
Online resources are very useful for me
Intellectual Engagement Scale
I am usually motivated to study

Online Engagement Scale |
| 11 | S4 | podíamos aprender de una manera distinta y que los estudiantes se incitaran más a ese idioma

No me gustó mucho que algunos estudiantes no hicieran los trabajos por falta de … acceso a internet | *Online Engagement Scale*
I don't regularly use web-based resources
Online Engagement Scale
Subjects offered online with no face-to-face classes are useful
Intellectual Engagement Scale
I am usually motivated to study |
| 14 | S5 | a mí me gustó porque uno aprende más fácil el inglés y entiendo mucho mejor las canciones, mis canciones favoritas…

no me gustó por un lado porque daban poco tiempo para enviar las actividades. | *Intellectual Engagement Scale*
I get a lot of satisfaction from studying

Online Engagement Scale
Learning at my own |

			pace using online resources is not useful

Concerning to the students' dislikes, even though the research literature widely acknowledges that the more frequently students interact with peers in the learning community in educationally purposeful ways; the more likely they are to engage with their learning (Gellin, 2003; Terenzini et al., 1999), in this study, student-student's interaction generally speaking had a negative impact between learners due to the fact the interviewees complained not all their groups members showed the same level of engagement while doing the tasks.

In the second category, *students' interest in learning the language*; all of them agreed that the use of Facebook in their English classes increased their interest in learning it. Some of the reasons exposed were the activities proposed were varied and interesting; the technological tools required were useful to learn in a funny way; and the methodology used to teach English was now more appealing for the students. In turns 16, 17, 18, 19 and 20 there are the students' opinions to evidence the previously described results.

Turn	Student	Answer	Categories
16	S3	seño aumentó ya que nosotros los jóvenes hoy en día nos interesamos mucho por la red social y eso por eso nos ayudó a aprender al aprendizaje del inglés mediante las actividades	*Students' interest in learning the language* *Online Engagement Scale* Subjects offered online with no face-to-face classes are useful
17	S2	el uso de Facebook para las actividades nos permite aprender más cosas en casa que las que aprendemos solamente en el aula…entonces con esas con esas palabras nuevas que uno se va aprendiendo, uno va adquiriendo un nuevo vocabulario para el inglés a través de Facebook.	*Online Engagement Scale* I regularly use the web for study purposes
18	S1	antes puedo decirlo que el inglés me parecía aburrido, no le veía ese interés como ahora pero	*Student–Staff Engagement Scale*

		eso ha cambiado pues las herramientas que ha utilizado la seño me parecen muy divertidas y a la vez nos ayudan, nos ayudan a entender mucho más el inglés	Staff try hard to make the subjects interesting *Intellectual Engagement Scale* I enjoy the intellectual challenge of subjects I am studying I am finding my course intellectually stimulating
19	S4	… he mejorado mi vocabulario y mi forma de pronunciar por medio de las actividades	*Intellectual Engagement Scale* I am finding my course intellectually stimulating
20	S5	porque uno interactuaba con los medios virtuales ya sea por videos, este audio, imágenes y ahí uno se emocionaba más. En cambio antes solamente eran textos y conversaciones y me aburría y a veces ni escribía	*Intellectual Engagement Scale* I am usually motivated to study *Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me

As cited in Jafarian et al., (2012) Warschauer and Healey, (1998) stated CALL materials are effective depending on their pedagogical designs and the use teachers give to them and that this appropriate use leads to a learning process improvement. This premise was evidenced in the implementation of the strategy since it was not limited to the use of technological or web 2.0 tools, but to the engagement of students in the learning of the foreign language through the proposal of interesting activities and appealing online methodologies.

About the third category, *challenges or difficulties while working in the project,* 4 from 5 students who participated in the interview considered material resources were a big difficulty since in most of the cases they did not have a computer to work at home, thus, cellphones constituted an alternative to do the activities, however their commitment could have been higher if they had had all the resources needed available.

In the other side, two of them asserted the lack of knowledge about technology was a challenge because it took some extra time and effort to solve them. Turns 22, 24, 26, 27, 29 and 31 follows to support what has been expressed before.

Turn	Student	Answer	Categories
22	S3	mi dificultad a veces era entrar a internet ya que en mi casa ahora está el servicio suspendido y al ir a un café internet el acceso era muy lento…	*challenges or difficulties while working in the project* *Online Engagement Scale*
24	S5	para mí mi dificultad fue fue que a veces uno trataba de enviar algo por Facebook y no dejaba sino que salía enviando y a veces enviaba un archivo que no servía para nada o solamente no lo enviaba.	*Online Engagement Scale* Learning at my own pace using online resources is not useful
26	S1	pues como dijeron mis compañeros el problema de conexión al internet era demasiado bajo, algunos compañeros no tenían este recurso de tener un computador o tener acceso a internet en su casa y por eso a algunos se les dificultaba más enviar esos trabajos. Para mí también es el problema de conexión. Algunos compañeros no tienen internet, no tienen computador, entonces me imagino que será por eso.	*Online Engagement Scale* I regularly don't use the web for study purposes
27	S2	mi problema de conexión no fue como un problema de conexión sino como de compatibilidad ya que aquí todas… todas las páginas nos dan la opción de enviar el trabajo o compartirlo pero al momento de enviarlo o montarlo al grupo de Facebook no son compatibles con la aplicación entonces nos pide convertirlo a dropbox, mandarlo al correo, del correo a Facebook entonces es como muy …se nos dificulta mucho y algunos no tenemos, o no tienen la capacidad para por ejemplo para descifrar o resolver un problema con otro.	*Online Engagement Scale* I don't regularly use web-based resources and information designed specifically for the course
29	S4	en mi caso el problema más bien era de conexión era del artefacto tecnológico, el computador. Yo no tenía como ese material para poder subir los trabajos y eso me dificultó un poco en las actividades de Facebook.	*Online Engagement Scale* I don't regularly use the web for study purposes
31	S4	a veces entraba por mi teléfono pero hubo un tiempo en que se me dañó y falté un poco a las actividades y por eso no pude resolverlas	*Online Engagement Scale*

With regard to the lack of computers at home or the internet access difficulties, what students stated to this respect confirms Reschly & Christenson (2006a, 2006b) point of view about the role the context plays in the engagement process. They believe

the role of context cannot be ignored. Engagement is not conceptualized as an attribute of the student but rather as an alterable state of being that is highly influenced by the capacity of school, family, and peers to provide consistent expectations and supports for learning. Thus, more participation in the project might have been registered if students had received school and family support in terms of material resources.

In relation to the fourth category, *different uses of Facebook*, it is necessary to state the differences between what they used to do in Facebook before the implementation of this academic strategy and during it.

Before this project was carried out by the students, all of them used Facebook just to chat or keep in touch with their friends; to check and follow what they were doing; to post their own pictures and to watch and comment the others ones. No educational purposes seemed to be included in this social network use. Turns 67, 69, 72, 73 and 76 support these statements.

Turn	*Student*	*Answer*	*Categories*
67	S4	yo solo lo usaba para revisar mis amigos, chatear y eso.	*Different uses of Facebook* *Online Engagement Scale* I don't use the web for study purposes
69	S2	yo antes usaba el Facebook como dicen mis compañeros para ver qué hacían mis amigos, las fotos que montaban…	*Online Engagement Scale* I don't use the web for study purposes
72	S5	yo anteriormente usaba el Facebook para chatear con mis amigos y revisar algunas imágenes y así con el tiempo me fui aburriendo que ya duraba semanas sin abrirlo …	*Online Engagement Scale* I don't use the web for study purposes
73	S1	…y yo como dijeron los compañeros, antes solamente entraba para hablar, comunicarme, montar fotos y cosas así	*Online Engagement Scale* I don't use the web for study purposes

Turn	Student	Answer	Categories
76	S3	si seño mire, yo por ejemplo, antes paraba hasta cuatro horas, cinco horas de seguido en Facebook, chateando, viendo fotos, publicando	*Online Engagement Scale* I don't use the web for study purposes

The previously mentioned uses of Facebook agreed about the ones Grossecka et al., (2011) as cited in Petrović et al., (2012, p. 356) highlighted. They are "designate other users as friends, send private messages," join groups, post and/or tag pictures and leave comments on these pictures as well as on either a group's or an individual's wall.

In respect to the uses of Facebook during the project, some of the students stated they posted their activities; read their peer's comments; wrote their opinions about them and used them as guide to do their work. (Turns 37, 44 and 46).

Turn	Student	Answer	Categories
37	S2	no, nunca lo usé para eso, (preguntar dudas) siempre para montar, para compartir, comentar las actividades de Facebook y mirar que actividades había montado la seño para realizar	*Different uses of Facebook* *Academic Engagement Scale* I don't regularly ask questions in class
44	S2	si uno observa el trabajo del compañero que montó primero, primero el trabajo, uno puede corregir, copiar ideas o también mejorar las ideas, no tanto copiarlas sino mejorarlas y ver tratar de corregir al compañero de una forma respetuosa, no ni de burla, ni faltándole el respeto, haciéndole ver los errores y si uno tiene que ver el trabajo ajeno porque puede sacar muchas cosas de él.	*Online Engagement Scale* I regularly use online discussion groups related to my study
46	S4	yo si me interesaba, yo veía qué hacían mis compañeros algunas veces y ahí me como me fijaba en que era lo que yo tenía bueno y en qué me podía como ayudar	*Online Engagement Scale* I regularly use online discussion groups related to my study

On the other hand, three of the students pointed out they did not comment too much their classmates' posts because they did not want to make any mistake. They felt

afraid to do it because they did not like to be mocked by the others. (Turns 38, 39 and 41). Another student explained he never read their peers' work since he did not want to be influenced or to copy them. (Turn 48).

Turn	Student	Answer	Categories
38	S3	seño, yo de comentar, comenté como 2 o 3 veces por temor a equivocarme, ese es el problema que tenemos muchos y para preguntar dudas, o las dudas que tenía sobre las actividades y eso si lo usé varias veces.	*Online Engagement Scale* Online discussion with other students is not very useful *Academic Engagement Scale* I regularly ask questions in class
39	S4	yo no comenté muchas veces como dice mis compañeros el temor a equivocarme, también hacía como dice mi compañero nada más subía las actividades a Facebook, las publicaba y no interactuaba mucho en comentarios ni preguntando, cosas así	*Online Engagement Scale* Online discussion with other students is not very useful
41	S1	bueno, yo nunca comenté ninguna actividad que hicieron mis compañeros, si como dicen mis compañeros por temor a equivocarnos, porque si nos equivocábamos, al día siguiente en el colegio eso era como si fuera pasado algo, eso era una burla y yo nunca lo hice. No era porque no quería sino por temor, por temor a equivocarme y como dicen mis compañeros sólo lo hice para ver las actividades que ponía la seño, para resolverlo, nunca lo comenté	*Online Engagement Scale* Online discussion with other students is not very useful
48	S5	porque si le ponía interés a lo de otro, podría copiar ideas y yo no quería eso, solamente mis ideas	

Appleton, Christenson, & Furlong, (2008) and Newmann, Wehlage, & Lamborn, (1992) claim engagement requires an understanding of affective connections within the academic environment. In this research, it was appreciated in the students' disengagement caused by their fear to make errors and be ridiculed by their classmates since they preferred to avoid expressing their comments or points of views better. Their position is completely understandable and implies to apply group strategies to minimize these negative attitudes in the near future.

The last category, *a comparison between the face to face and the online English classes using Facebook,* all the interviewed students agreed in emphasizing it was the first time they used Facebook as an educational mediation, not just in English but in the whole subjects. They stated the experience was positive and interesting and they would like to use it again, since it helped them to learn more, to practice the language out of the classroom and to use different technological tools. (Turns 52, 54, 55, 57, 58, and 60). Due to the multiples advantages they found in it, one of the participants proposed students who belonged to different English classes to experience this academic proposal. (Turn 54).

Turn	Student	Answer	Categories
52	S2	primero que todo en mi experiencia escolar, en mi vida escolar nunca habíamos utilizado Facebook para para el aprendizaje del inglés ya que se debe a que de pronto a las situaciones de los colegios o los profesores que no están conscientes ni tienen el uso de la red social y nunca había utilizado el uso de Facebook hasta ahora y me parece bueno... nos ayuda a aprender más cosas en casa y nos ayuda a tener un mejor vocabulario, un mejor inglés fluido	*Comparison between face to face and Online English classes* *Intellectual Engagement Scale* I am usually motivated to study *Online Engagement Scale* Subjects offered online with no face-to-face classes are useful
54	S2	pues si el aprender porque el inglés y aprender nuevas herramientas tecnológicas no sólo nos ayuda en el inglés sino para las otras materias o para la vida. El uso de Facebook me pareció chévere ya que esto es nuevo, nuevo muy nuevo para mí nunca había usado Facebook para las clases y me gustaría que los demás niños, los demás compañeros en lo de otros cursos usaran Facebook también para que aprendieran mejor inglés	*Intellectual Engagement Scale* I am finding my course intellectually stimulating *Online Engagement Scale* Subjects offered online with no face-to-face classes are useful Online resources (e.g. course notes and materials on the web) are very useful for me

55	S3	seño la verdad nunca me había interesado así por el inglés hasta ahora que veo el Facebook con ustedes y me pareció una gran experiencia ya que aprendimos de inglés y a la vez a utilizar herramientas de la web.	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
57	S1	como dijo mi compañero esto nos ayudó a aprender mucho más inglés cosa que otros salones, otros salones no lo hacían, eh también nos ayudó como para no sólo para aprender el inglés en las clases sino también en la casa	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
58	S5	bueno, a mí me gustó, a mí me gustó el uso de Facebook porque ya me motivaba a aprender más inglés, no como antes, antes que no lo usábamos, no me llamaba más la atención el inglés. Me llamaba y no me llamaba porque eran aburridoras las clases y ahora que tenemos el uso de Facebook ya puedo leer, aprender cómo se escribe y luego buscar la pronunciación	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
60	S4	yo desde que entré al bachillerato me ha encantado el inglés, siempre me ha llamado la atención y siempre escucho cosas en inglés como música, películas etc. Con las actividades en Facebook me influencié mucho más porque en cursos anteriores nunca lo había usado y eso me pareció súper interesante porque ahí uno ve otra faceta de cómo puede estudiar inglés en casa, en la escuela y otros lugares.	*Intellectual Engagement Scale* I enjoy the intellectual challenge of subjects I am studying I am finding my course intellectually stimulating I am usually motivated to study

Tapscott, (2009) as cited in Blessinger & Wankel, (2013) pointed out web 2.0-based technologies have the potential to both enhance and transform the learning environment and make learning more interesting, more meaningful, and more authentic. This position is similar to the one found in this research in the sense that students perceived the use of social networks as interesting, engaging, and positive in general terms; probably, the implementation of these tools can increase students motivation and academic achievement.

These students' perception is similar to the one Eren (2012) reported on his research when students welcomed using social networking site as a supplementary to the curriculum and expressed their love for spending time on this social networking performing different tasks to improve their language skills.

Concerning the identification of the categories of engagement present in the focus group interview, it might be reported the *online engagement* category was the one which has the highest record. Being *online resources are very useful for me, I regularly use web based resources* and *subjects offered online with no face-to-face classes are useful* the most common ones.

According to Coates, (2006) Online experiences have come to play a critical role in contemporary campus-based learning. This statement is evidenced in this interview what leads to the inference not just universities or colleges have been impacted by online learning experiences, but schools too. It is relevant to claim such a significant event took place in this school by the first time inside the English classes.

The second category that reports a high number is the *intellectual*. The statements *I am usually motivated to study, I get a lot of satisfaction from studying*, *I am finding my course intellectually stimulating*, as well as *I enjoy the intellectual challenge of subjects I am studying* give account of how intellectually engaged students were during this academic experience. This finding represents a significant relevance in the foreign language learning process of this school students since as Krause & Coates, (2008) state the intellectual category facilitates the development of cognitive and affective foundations for academic success. As a consequence, it implies the number of students who fail this subject might be reduced due to the implementation of this strategy.

In relation to the other three categories: the *student- staff,* the *peer* and the *academic engagement*, even though they do not register too much presence in the students' answers, it is necessary to mention them as follows.

The *student- staff engagement* with its statement *Staff tries hard to make the subjects interesting* shows the appreciation of the teacher's role in the project to make

the subject more appealing to the students. To this respect Krause & Coates, (2008) state student perceptions of the learning environment and the commitment of academic staff to supporting student learning have a profound influence on student satisfaction and sense of belonging in the learning community. Thus, some evidence about the learners' satisfaction might be possibly found throughout this research.

The *peer engagement* category shows through the items *study with other students is not very useful to me* and *there is not a positive attitude towards learning among my fellow partners,* how difficult group work was for the majority of the students. In fact, it was found as the aspect students disliked the most about using Facebook in classes. The information gathered in this focus group might seem not enough to provide explanations about this fact.

The *academic engagement* items *I regularly ask questions in class* and its opposite *I don't regularly ask questions in class*, describe the different opinions students had about making comments, reading others' comments and asking about doubts. While some of them reported its importance in their learning process, others stated they did not want to feel negatively influenced by them.

In regards to this category, NSSE (2005b) interprets some of these behaviors (e.g., I regularly ask questions in class) as evidence of the "active and collaborative learning" benchmark. However, the fact students preferred not to ask questions in classes might not be interpreted as not being an active participant, but being an outgoing person who is afraid of making mistakes in public and what is worse to be ridiculed by that as some students revealed in the interviewed.

After analyzing the information collected in the focus group, it can be concluded even though students had never used Facebook with educational purposes before; they

liked it in general terms since they had access to new technological tools and web resources that made learning possible. Moreover, they appreciated the kind of activities assigned because of their variety.

This positive impact led students to change their perception towards English learning since before working with this strategy, this foreign language was not such an interesting subject as it nowadays is. Thus, Facebook might be seen as a symbolic tool that served as a mediation to learn English in this specific context.

In addition, students considered they played an active role that was supported by the teacher involved and that learning was basically student-centered what brought as a consequence an increasing on their class involvement.

Another aspect that might be seen as relevant at this stage is how students changed their perception about this social network. They used to limit their use to socializing issues, but after been part of this project, they realized educational purposes were also possible to be given to Facebook with positive results not just for them as individuals, but for their peers as a whole group.

On the contrary, working with their peers, having access to computers and internet connection at home as well as the lack of knowledge related to how to solve technological problems, were found as the project difficulties or challenges.

To conclude, the online and intellectual engagement categories were significatively observed throughout the focus group conversation to reinforce this experience of using a social network to learn English might be conceived as useful, interesting, challenging and intellectually stimulating.

4.1.2 Surveys

This tool was applied to thirty three students at the end of the project implementation. All of them took it at the same time in one of the school classrooms.

Some explanations were provided before taking it to avoid any confusion and doubts were clarified as they were expressed.

The purposes of this instrument were to collect data to describe students' experience using Facebook in their English classes and to provide information related to the categories of engagement. The questions focused on seven areas:

1. *Students' perceptions about the Facebook activities*

2. *Students' opinions about the implementation of this strategy*

3. *Academic Engagement*

4. *Peer Engagement*

5. *Student-staff Engagement*

6. *Intellectual Engagemen*

7. *Online Engagement*

It is necessary to mention the other two categories previously exposed in the theoretical framework (*Transition Engagement* and *Beyond- class Engagement*) will not be analyzed since the items they include and measure do not correspond to the project purposes.

In relation to the first category, *Students' perceptions about the Facebook activities*, the information analyzed in the surveys is the following:

For the item number one (See Appendix F figure 1):

"The Facebook activities were varied".

Results show that 61% of the target population strongly agrees, along with the 36% who agrees which means that almost all of the students considered variety was one of the activities' characteristic. Just 3% marked the neutral option and no items were recorded for the rest of the options.

Options	Percentage
1. Strongly Agree	61%
2. Agree	36%
3. Neutral	3%
4. Disagree	0%
5. Strongly disagree	0%

For the item number two (See Appendix F figure 2):

"The activities proposed in the Facebook page were interesting".

Results show that 46 % of the population strongly agrees and 42% agrees. A 12 % of the population was neutral about this item. Finally, there were no choices for "disagree and strongly disagree". Most of the sample population seems to believe that the proposed activities were interesting to do.

Options	Percentage
1. Strongly Agree	46%
2. Agree	42%
3. Neutral	12%
4. Disagree	0%
5. Strongly disagree	0%

The results about the item number three (See Appendix F figure 3):

"*I consider the Facebook activities were funny*"

The highest rate goes for "agree" with 37% of the population followed by 33% of teachers who strongly agree. Just a 21% were neutral with this item. 9% disagrees and a there were no choices for strongly agrees. This result shows many students believed they had fun because of the activities.

Options	Percentage
1. Strongly Agree	33%
2. Agree	37%
3. Neutral	21%
4. Disagree	9%
5. Strongly disagree	0%

The item number twenty nine (See Appendix F figure 29):

"I felt demotivated to do the activities proposed by my teacher in the Facebook group".

A total of 37% of the population indicated that they disagree along with a 27% who strongly disagree; a 21% are neutral, 12% agree, and a 3% strongly agree. Many students the students consider doing the activities proposed by their teacher in the Facebook group did not demotivate their learning process. A low percentage of the students reflect an opposite position (15%), while a considerable number of them show neutrality in relation to this topic.

Options	Percentage
1. Strongly Agree	3%
2. Agree	12%
3. Neutral	21%
4. Disagree	37%

5. Strongly disagree	27%

The item number thirty (See Appendix F figure 30):

"The activities proposed made me lose interest towards the learning of English".

In relation to this topic that is connected to the previous one, results indicate that 46% of the sample population strongly disagrees along with 36% who disagrees. 15% are neutral. On the other side, just a 3% of agrees and with no record for strongly agree.

Options	Percentage
1. Strongly Agree	0%
2. Agree	3%
3. Neutral	15%
4. Disagree	36%
5. Strongly disagree	46%

Bearing in mind the information results showed in relation to the activities characteristics, it was found the tasks proposed in the Facebook project to be done by students were interesting, varied, funny and motivated learners to study the foreign language.

To this respect, it is important to highlight students' motivation to learn English increased through the strategy's implementation. This fact might affect positively the learners' academic results since as Dörnyei, (2001a, p.2) claims, when motivation is applied to a learning situation, "it is related to one of the most basic aspects of the human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation".

The *Students' perceptions about the Facebook activities* category is also specified in the second part of the survey where students had to choose the activities

proposed by the teacher to be done in the Facebook groups that they liked the most, the results shows the following: (See Appendix F figure 34):

Writing about movies after watching their trailers as well as *sharing songs and jokes* with 13% each, were the students' favorite ones. The reasons of their choice such as they expressed were because the movie trailers task was short and dynamic while the jokes and songs were considered as funny and innovative.

Solving a crossword and *creating a friendship card* were voted 12% each. They believed the crossword motivated them to participate and the card let them express their creativity and feelings to their peers. This result confirms what Brophy, 2004 and Cross, 2001 stated when they affirmed students' motivations are strongly influenced by what they think is important and what they believe they can accomplish since the participants considered showing affection to their peers as an important aspect to reinforce their classroom's relationships, as well as solving crosswords as an easy task to accomplish.

Creating some presentations was rated with a 10%. This was because during this creation process, they had the opportunity to use different technological tools as well as web resources by the first time. At this state, it is necessary to mention most of the assistance provided came from the students themselves. The teacher just shared the links to access the different web tools and organized the class in groups to perform the task.

This result reaffirms what Tharp & Gallimore, (1988) conceived in relation to the role of student peers in the integrated approach to technology-enhanced language teaching. They stated these new technologies offer much potential for peer-assisted performance, whereby peer themselves become the primary source of learning for one

another. To my perspective, this interaction contributes not just to reinforce the relationship's bonds, and to construct knowledge but to help students to gain autonomy.

Making a drawing after listening an audio conversation and *Making a mind map about a reading text* were voted by the 8% of the population each. Students considered them interesting and let them learn actively while learning from their own mistakes during this learning process.

Writing their opinion about a proposed topic registered a 7% of the sample population. They considered learning was promoted through this activity and learning from their mistakes was also possible while doing it.

Reading and writing about their past activities along with *completing a chart with information about friends and relatives* had a 6% of the total population. The reasons of their choices were the relation these activities had with their personal lives and the people were closed to them. That means affectivity was present in these two tasks.

Making their life's timeline was the least voted (5%), however they considered this task was useful since they could explore and know different web tools. Through this result, one of the advantages of the Web 2.0-based technologies stated by Tapscott, 2009 (as cited in Blessinger & Wankel, 2013) was confirmed. This author believed Web 2.0 have the potential to both enhance and transform the learning environment and make learning more interesting, more meaningful, and more authentic. In our case, the use of these technologies was meaningful to students not just to learn the language, but to be used in their academic life.

To this students' preferences regards it should be mentioned they liked short, dynamic, and innovative activities the most. Moreover, they enjoyed feeling an affective

connection with the activities in the sense it let them express their emotions. Finally, they loved the use of new technological web resources to learn English.

The last findings confirm Cohen and Payiatakis (2002) suggestion when they stated e-Learning has to be compelling and appealing to maintain the learner involved and interested. Further, learning experiences have to become memorable and motivational if they are to make a lasting impact on learners.

Another finding related to the activities is that even though some of them were not chosen as the students' favorite ones, negative aspects about them were not reported which might mean learners' attitude toward the language was basically positive. This position can support what Petrović et al., (2012) stated when one of the characteristics that recommend Facebook as a tool that can contribute to the quality of education is to develop a positive attitude towards learning.

About the second category *Students' opinions about the implementation of this strategy*, it is necessary to mention the following items and students 'answers:

The item thirty one (See Appendix F figure 31):
"I would like to use Facebook in my English classes again"
64% of the population strongly agrees, along with a 9% who agrees which means most of the students would like to use this social network site as a tool to learn English again. However, it is still 18% of the population who is neutral, 6% who strongly disagrees and 3% who disagrees.

Options	Percentage
1. Strongly Agree	64%
2. Agree	9%
3. Neutral	18%
4. Disagree	3%

5. Strongly disagree	6%

The item thirty two (See Appendix F figure 32):

"Making a comparison between the other English courses and this one, I was more motivated to learn English in the one where Facebook was used"

The 37% of the population of the sample strongly agrees, along with 33% who agrees, which means the majority of the students feel more motivated to learn English using Facebook. Other results indicate that 21% of students show neutrality, a 6% who disagrees and a 3% who strongly disagree. This result confirms the positive impact this technological mediation had in the students' engagement aspect.

Options	Percentage
1. Strongly Agree	37%
2. Agree	33%
3. Neutral	21%
4. Disagree	6%
5. Strongly disagree	3%

As another research finding, it can be declared students would like to use Facebook as an educational tool in their English classes again since they felt more motivated to learn the language in this course than in the face to face ones. This coincides with the results shown in Mazman and Usluel (2011). For them, Facebook serves as a means to network, communicate, recruit, share knowledge maintain existing relationships, form new relationships, aid academic purposes, and makes learning possible.

In relation to the third category, *Academic Engagement*, the survey reports the following items students' answers:

Item number nine (See Appendix F figure 9):

"My attitude towards the learning of English became more serious and engaged while

using Facebook"

This result shows that 37% of the population agrees and 18% strongly agrees. A 33% of

teachers are neutral and 12% disagrees. There is not any percentage for strongly

disagree. This result shows that more than the half of the students does believe their

engagement level was higher while using Facebook to learn English. Nevertheless, there

is 33% that preferred to stay in a neutral position about this item, which means their

engagement needs to increase.

Options	Percentage
1. Strongly Agree	18%
2. Agree	37%
3. Neutral	33%
4. Disagree	12%
5. Strongly disagree	0%

Item number ten (See Appendix F figure 10):

"I usually study English on weekends"

A 37% disagrees with this sentence and a 24% are neutral. There is 27% who strongly

disagrees and a 12% who agrees. There is no record for strongly agree. This shows the

tendency that motivated this research in the sense that studying at home is not usually

done by many students. Just 12% of them spent some of their weekend time doing it.

Options	Percentage
1. Strongly Agree	0%
2. Agree	12%
3. Neutral	24%

4. Disagree	37%
5. Strongly disagree	27%

Item number twenty one (See Appendix F figure 21):

"*I usually look for my English teacher's help*"

55% of the sample population agrees, along with 24% who are neutral. There

is 18% for strongly agrees and 3% who disagree. There is no record for strongly

disagree. There is the majority of the population that looks for their teacher's help quite

often. Just a 24% show neutrality about this item.

Options	Percentage
1. Strongly Agree	18%
2. Agree	55%
3. Neutral	24%
4. Disagree	3%
5. Strongly disagree	0%

Item twenty two (See Appendix F figure 22):

"*I usually ask questions in the Facebook page about doubts or aspects that I don't*

understand"

A total of 46% of the sample population are neutral, 21% agree, 18% disagree and 15%

strongly disagree. There were no choices for the strongly agree option. A low number of

students question others in the Facebook group about their doubts or aspects they do not

understand, in contrast to a higher percentage who disagree with doing it. Besides,

many of the students express neutrality in relation to this topic. This means posting their

doubts was not usual while working on the social network site.

Options	Percentage
1. Strongly agree	0%
2. Agree	21%
3. Neutral	46%
4. Disagree	18%
5. Strongly disagree	15%

Some of the findings related to the *academic engagement* category are students usually look for the English teacher help, and consider their attitude towards the learning of English was more serious and engaged during the implementation of this project. On the other side, they don't study English on weekends nor use the Facebook page to ask about their doubts or aspects that they do not understand about the class in general.

The previous statements lead us to claim the students' engagement in general might be higher if they spent at least some time studying the language on weekends. Besides, the fear they felt expressed in the focus group in relation to posting their comments about their peers' work and making mistakes while doing it, might have a connection with their reluctance to post doubts about the class in general. It can be inferred students in general terms lack confidence to express their points of views or positions clearly because of their peers' reaction towards their language mistakes.

This finding confirms the importance of what Barkley, (2010) suggests when she explains the strategy *Attend to students' basic needs so that they can focus on the higher-level needs required for learning* with the purpose to foster motivation. She claims it is especially important to the college classroom being aware of students' psychological needs and taking care to ensure students feel safe to say/write what they truly think or feel without fear of ridicule or criticism by either you or their peers. It can

be concluded that probably this safety was not totally attended during the project, thus some students' participation was somehow affected by it.

The fourth category *Peer engagement* is analyzed through the following items:

Item eleven (See Appendix F figure 11):

"I usually work with others when I have difficulties in English".

64% of the sample population agrees and a 15% strongly agree, which makes a total only of 79%, against 12% who disagree, a 9% who are neutral and a 0% who strongly disagree, for a total of 21%. This high number shows that students believe cooperative work brings benefits to their foreign language learning process.

Options	Percentage
1. Strongly agree	15%
2. Agree	64%
3. Neutral	9%
4. Disagree	12%
5. Strongly disagree	0%

For the item twelve (See Appendix F figure 12):

"My peers' collaboration helped me to solve problems while doing the Facebook activities"

43% of the sample indicates that students agree, along with 27% that strongly agrees, for a total of 69%, against a 9% that disagrees and a 21% that are neutral and 0% that strongly disagree. This supports the previous aspect in the sense that students prefer to ask for others' help when learning problems arise, even in online environments.

Options	Percentage
1. Strongly agree	27%
2. Agree	43%
3. Neutral	21%
4. Disagree	9%
5. Strongly disagree	0%

In relation to the item thirteen (See Appendix F figure 13):

"Reading others' comments motivated me to do my activities better"

A total of 55% of the sample population agrees and a 12% strongly agrees. On the other side, a low percentage that means 27% is neutral 6% strongly disagrees and 0% strongly disagrees. Thus, reading others' comments seemed to have a high impact on the students' motivation bearing in mind the percentage gotten.

Options	Percentage
1. Strongly agree	12%
2. Agree	55%
3. Neutral	27%
4. Disagree	0%
5. Strongly disagree	6%

For the item fourteen, (See Appendix F figure 14):

"Facebook made me actively assess my peers' work and share with them."

The highest rate goes for agree with 43%, followed by 27% who strongly agree, 18% who disagree, 9% who are neutral and 3% are for strongly disagree. This result indicates that most of the sample population believes to assess their peers' work was

possible through the Facebook interaction. In contrast, a minority of the sample

population thinks more interaction and assessment to their peers might be possible.

Options	Percentage
1. Strongly agree	27%
2. Agree	43%
3. Neutral	9%
4. Disagree	18%
5. Strongly disagree	3%

For the item number fifteen (See Appendix F figure 15):

"I usually study English with my classmates".

31% of the students agree while the 30% are neutral. 27% of the targeted population

shows a disagreement, 9% strongly disagree and 3% strongly agree.

This result shows many students do not study English with their peers. Just some of

them agree with this fact, while others remain neutral about it. In contrast with a

previous question where the majority of them express they study in groups and look for

help when they have difficulties, it means working in groups is basically done when

learning problems or confusions exist.

Options	Percentage
1. Strongly agree	3%
2. Agree	31%
3. Neutral	30%
4. Disagree	27%
5. Strongly disagree	9%

For the item number sixteen (See Appendix F figure 16):

"I consider studying English with others is useful for me".

This indicates a high rate in agreement with a total of 52%, and 24% who strongly agree. 15% are neutral and 9% are in disagreement. There is no record for strongly disagreement. This result shows a contradictory opinion since most of the students consider studying English with others bring many benefits to their learning process; however, they do not do it quite often. The possible reasons for this might be a good topic to be researched.

Options	Percentage
1. Strongly agree	24%
2. Agree	52%
3. Neutral	15%
4. Disagree	9%
5. Strongly disagree	0%

For number seventeen (See Appendix F figure 17):

"I consider I belong to a group of students who are engaged with the learning of English".

The highest percentage goes for agree with 49%, along with 30% with a neutral feeling. The rest goes for 18% of strongly agreement and 3% of disagreement. There is no record for strongly disagreement. This result shows many students consider their peers are engaged with the learning of English. However, some of them show their neutrality about it.

Options	Percentage
1. Strongly agree	18%
2. Agree	49%

3. Neutral	30%
4. Disagree	3%
5. Strongly disagree	0%

The findings related to the *peer engagement* category outline most of the students stated they worked in groups when they had difficulties in the language and that the help offered by their peers was really valuable to clarify doubts and learn. Besides they considered many of the class members were engaged with the learning of the language.

At the same time, many of them recognized their peers' comments motivated them to do their assignments in a better way and that through Facebook they could assess their partners' activities, as well as to interact with them. This finding coincides in some way with what Shih, R. (2011) found in his research since his students agreed that combining *Facebook* and peer assessment to evaluate and observe others' writings could highly enhance their learning.

These findings also reaffirms Herazo's point of view (2002) when he claims researchers often see that students may feel more confident working together and in those spaces of comfort, mediation tend to be more effective.

Finally, the last statements report the fact although students believed studying together is very useful for them, it is not so common for the majority of the class to do it. This seems a little bit contradictory in the sense that if an activity brings benefits to the learning process it is supposed to be done frequently. An aspect to be researched in the near future might have arisen from this finding.

In relation to the fifth category *Student- Staff engagement,* the items and their results are reported as follows:

The item eighteen (See Appendix F figure 18):

87

"The English teacher was interested in my academic progress while I was working in the Facebook page".

The highest rate goes for strongly agreement with 64% and 33% who agrees. 3% shows neutrality and there is no record for the other two choices. It is evident almost all the students consider their teacher showed interest in their academic progress while they were working in the Facebook page.

Options	Percentage
1. Strongly agree	64%
2. Agree	33%
3. Neutral	3%
4. Disagree	0%
5. Strongly disagree	0%

For the item number nineteen (See Appendix F figure 19):

"The English teacher checked and commented my activities frequently"
88% of the population strongly agrees along with the 12% that agrees. There is no percentage for the other options. This item completely evidences the teacher provided frequent feedback to her students.

Options	Percentage
1. Strongly agree	88%
2. Agree	12%
3. Neutral	0%
4. Disagree	0%
5. Strongly disagree	0%

For the item twenty (See Appendix F figure 20):

"From the very beginning, the English teacher expressed clearly the expectations she had from her students"

The highest rate goes for strongly agree with 79%, 18% agree, 3% neutral, and 0% for the other two options. This result indicates that almost all the students knew the expectations the teacher had about them from the very beginning of the project.

Options	Percentage
1. Strongly agree	79%
2. Agree	18%
3. Neutral	3%
4. Disagree	0%
5. Strongly disagree	0%

To this respect, Kim, (2008) defines the teachers' role in CALL to become one of assisting learner performance, providing opportunities for learners to engage in meaning-making task, and fostering critical analysis of their own and others' discourse and interaction in specific sociocultural contexts. The two characteristics mentioned at the beginning are the ones students might have found in their teacher while working in this online project since they valued her prompt assistance and interest in their academic progress. The last aspect related to the fostering of a critical self and others' assessment was not profoundly included in the survey questions since they were limited to ask about how their peers' comments influenced their motivation to work.

The sixth category *Intellectual engagement* details the following items and answers to them:

For the item number five (See Appendix F figure 5):

"I am usually motivated to learn English".

The 40% who agrees plus 21% who strongly agrees shows the tendency that half of the students were usually motivated to learn the foreign language. The 39% showed their neutral position, followed by a 0% who disagree and strongly disagree.

Options	Percentage
1. Strongly agree	21%
2. Agree	40%
3. Neutral	39%
4. Disagree	0%
5. Strongly disagree	0%

For the item number six (See Appendix F figure 6):

"I was motivated to learn English using Facebook".

A 37% who strongly agrees along with 36% who agrees shows the positive impact the use of Facebook had in their desire to learn the language. On the other hand, a 24% voted for neutral and 3% for disagrees, and with no choices for strongly disagrees. This lower percentage confirms the positive role Facebook played in the whole group.

Options	Percentage
1. Strongly agree	37%
2. Agree	36%
3. Neutral	24%
4. Disagree	3%
5. Strongly disagree	0%

For the item number seven (See Appendix F figure 7):

"Studying English through the Facebook page made me feel satisfied"

This shows 46% who agrees along with 30% that were neutral, 18 % of students strongly agrees, with 6% who disagrees and no percentage related to no strongly disagreeing. These result show that more than the half students (70 %) felt the work done in the Facebook page to study the foreign language satisfied them. While the rest 30% preferred not to show a clear position about this topic.

Options	Percentage
1. Strongly agree	18%
2. Agree	46%
3. Neutral	30%
4. Disagree	6%
5. Strongly disagree	0%

The item number eight (See Appendix F figure 8):

"The use of the Facebook page for this class made me learn actively"

Here we can find 55% of the population who agrees and 18% that strongly agrees. 27% of the students were neutral and 0 percentages were recorded for disagree and strongly disagree. This result shows a high number of students who believe active learning was possible using the technological tool Facebook in their English classes.

Options	Percentage
1. Strongly agree	18%
2. Agree	55%
3. Neutral	27%
4. Disagree	0%
5. Strongly disagree	0%

Many students agreed the use of Facebook made them feel motivated, as well as gave them the opportunity to learn English actively. Moreover, they expressed their satisfaction about using this technological tool with educational purposes. These learners' positions might be the beginning of their commitment to study the foreign language such as Krause and Coates, (2008) state unless students are challenged and challenging themselves to learn, it is unlikely that they are extending the frontiers of their knowledge, or forming meaningful, stimulating and enduring commitments to their study.

The last category *Online engagement* gives account of their items with their corresponding answers as follows:

For the item number four (See Appendix F figure 4):

"The features of Facebook, such as "like", stimulated my interest to participate in the activities".

The 40% of students agrees along with a 33% who were neutral. Just a 15% of students strongly agree. 9 % of students disagree with this issue and 3% strongly disagrees. This result shows that half of the students felt motivated by the like options their peers marked on their works. On the contrary, the other half seemed to believe they were not influenced by the likes.

Options	Percentage
1. Strongly agree	15%
2. Agree	40%
3. Neutral	33%
4. Disagree	9%
5. Strongly disagree	3%

The item number twenty three (See Appendix F figure 23):

"The web resources are useful for my English learning"

58% of the students show a strong agreement, as well as the 30% that agrees. 12% of

the targeted population shows a neutral position while the 0% was the number

corresponding to the other two options. This result reflects the students' belief about the

usefulness of using web resources while learning English.

Options	Percentage
1. Strongly agree	58%
2. Agree	30%
3. Neutral	12%
4. Disagree	0%
5. Strongly disagree	0%

The item twenty four (See Appendix F figure 24):

"Learning English at my own pace using the web resources is very useful for me"

This indicates a high rate in strongly agreement with a total of 67%, and 18%

who agree. 15% are neutral. There is no record for disagreement and strongly

disagreement. The majority of the students express they consider useful to learn English

at their own pace using the web resources while some of them prefer to stay neutral

about this item.

Options	Percentage
1. Strongly agree	67%
2. Agree	18%
3. Neutral	15%
4. Disagree	0%
5. Strongly disagree	0%

The item number twenty five (See Appendix F figure 25):

"I usually use web resources with educational purposes"

For this item, the high rate goes for 40% who agrees and 39% are neutral and 21% strongly agree. There is not record for disagree and strongly disagree. This evidence 61% of the students use web resources to learn, however a high number of them prefers to stay neutral about this item which might means they do not do it quite often.

Options	Percentage
1. Strongly agree	21%
2. Agree	40%
3. Neutral	39%
4. Disagree	0%
5. Strongly disagree	0%

The item twenty six (See Appendix F figure 26):

"I usually use my e mail to contact my English teacher and classmates".

A 25% who agrees along with 24% who disagrees, 24% who are neutral, 15% who strongly disagree and 12% who strongly agrees, shows that not many students get in contact with their teacher through e mail; while a little higher quantity of them usually does it. A representative number of students in relation to the same aspect remain neutral.

Options	Percentage
1. Strongly agree	12%
2. Agree	25%
3. Neutral	24%
4. Disagree	24%
5. Strongly disagree	15%

The twenty seventh item (See Appendix F figure 27):

"I usually interact with my friends online to do my English activities".

This shows 37% who disagree along with 21% that strongly disagree. 24% that are

neutral. It contrasts with just a 9% of the students who agree and the same number of

them who strongly agree.

This result shows that an online interaction with their friends to do their English

activities is not so common for students, which means that probably, they prefer to get

in contact with their peers using a face to face environment.

Options	Percentage
1. Strongly agree	9%
2. Agree	9%
3. Neutral	24%
4. Disagree	37%
5. Strongly disagree	21%

The twenty eighth item (See Appendix F figure 28):

"The use of the Facebook page promoted the use of other technological tools".

Here we can find 52% of the population who strongly agrees and 27% that agrees.

15 of percentages were recorded for neutral and disagree: 6%. There is not record for

strongly disagree. This result shows a high number of students who affirm the use of

other technological tools were promoted through the use of the Facebook page. On the

contrary, just a minority of the population disagree to this respect.

Options	Percentage
1. Strongly agree	52%
2. Agree	27%

3. Neutral	15%
4. Disagree	6%
5. Strongly disagree	0%

With regards to this category, it was found students considered the use of the Facebook page in their classes promoted the use of other technological tools that were valuable to their purpose of learning English. Besides, it gave them the possibility to learning the language at their own pace.

These findings reports the same benefits Melor, et al, (2012) stated when he described the following items as advantages of using Facebook in English as a foreign language classes: the familiarization of students with these technologies, the development of the language skills, the global interaction, the possibility of enhance students' responsibility and engagement and the maximization of peers feedback.

In spite of these positive statements, most of the students did not interact with their peers online while doing their English activities and just a few of them used the e mails to interact with their teacher. These findings are in contradiction to what Kim (2008) considered when he claims that CMS could be used to increase the amount of input and negotiation. He stresses that CMS such as email, conferencing, on line discussion, and key pals may provide great benefit in language teaching and learning. This suggests more online interaction tools should be included in this project next time it will be carried out.

As a conclusion, in relation to the results provided by the survey, it can be stated it was possible to find out that students liked the activities proposed by the teacher since they considered them funny, interesting and varied. In addition, they pointed out they felt motivated and interested in doing the activities because of the previously mention characteristics.

In relation to the possibility to continue using Facebook in their English classes, they completely agreed to do it; nevertheless they believed their motivation was higher while they were using this social network to learn the foreign language than when they attended face to face classes only.

In terms of categories of engagement, a more engaged attitude was conceived by students to have in their English learning during the implementation of the project. They also let me know peer's cooperation was valuable, especially when difficulties appear. However, they preferred not to post their doubts or difficulties in the group wall and don't usually study in groups. Their classmates' comments motivated them to continue working hard, even though their likes represented not too much contribution to it.

With regards to the teacher's role, her assistance, the timely provided feedback, as well as her interest in the students' academic progress increased their desire to do the assigned tasks. It was found they do not use their mails too much to get in contact with their teacher. It might be the face to face interaction is better for them.

As a final point, the possibility to use new web resources, to apply different technological tools, deserve to be highlighted. However, more online interaction with their partners and teacher might start replacing the face to face encounters which they still seem to prefer.

4.1.3 Document collection

The Facebook page constitutes an important document for the research due to the fact this is the action implemented to increase students' engagement in the English classes. This technique provided the necessary information to achieve the specific objective describe the strategies applied on the Facebook tool that particularly engage students.

It was created and administered by the teacher- researcher and was used as a technological mediation during three months. Basically, ten different activities were proposed by the teacher to be uploaded and posted by the whole students.

The whole class was divided into five groups with 7 members each (except the group 5 with just 6 members). They were organized alphabetically according to the first letter of the students' names in order to be objective. Clear instructions, examples, and deadlines were part of all the activities posted by the teacher.

The previously exposed organization aspects were taken into account with the purpose of *creating a sense of classroom community*. According to Barkley, (2010), the engagement concept implies a synergy between motivation and active learning, thus the teacher and students perceiving themselves as part of a community is the first condition to promote that synergy.

Other facts that support the teacher's interest in building community are the assignment of individual as well as group work to promote cooperative learning (Malony, 2007 as cited in Pollara and Zhu, 2011 considered it as one of the advantages of using Facebook in educational settings); the anonymity reduction; and the use of technology to extent or reinforce community such as chats, or e mails to interact with students. (Picture 1shows a chat example).

Picture 1. Student-teacher chat example.

In relation to chats and e mails, some of them were written in Spanish while others in English. The teacher proposed students to use the foreign language to communicate their ideas, however, if they did it in their mother language, they were welcomed and answered as well since the most important fact was to create a social online learning community. It was found that interaction through these technological tools served to clarify doubts, remind dates, and strengthen the participants' relationships among others. It seemed to increase students' self-confidence as well.

The objective of this document collection analysis is to describe the strategies applied on the Facebook account that particularly engage students. The categories analyzed are related with the concept of engagement proposed by Barkley, (2010 p. 24) which states "A classroom filled with enthusiastic, motivated students is great, but it is educationally meaningless if the enthusiasm does not result in learning". These categories are *the strategies to foster motivation* and *the strategies to promote active learning*.

- *The strategies to foster motivation*

Brophy (2004) and Cross (2001) observe students' motivations are strongly influenced by what they think is important and what they believe they can accomplish. First, they must expect that they will be able to perform the task successfully (*expectancy*). Second, they must and the task worth doing (*value*).

According to the previous finding, the strategies used in the Facebook page that fostered students 'motivation are the following:

1. *Expect engagement*

Barkley, (2010) points out teachers should expect students in their course to be engaged in learning, and resist settling for less because in a classroom environment, enthusiasm is contagious in the same way as disengagement has a deleterious effect on it.

One of the actions she proposes to be implemented is to talk individually to students who are not engaged. That is why during the whole process the action to post the names of the students who had done the activities or in the contrary the names of the ones who had not done them was implemented with the purpose to remind them how important it was for the class to appreciate everybody's work. (Picture 2).
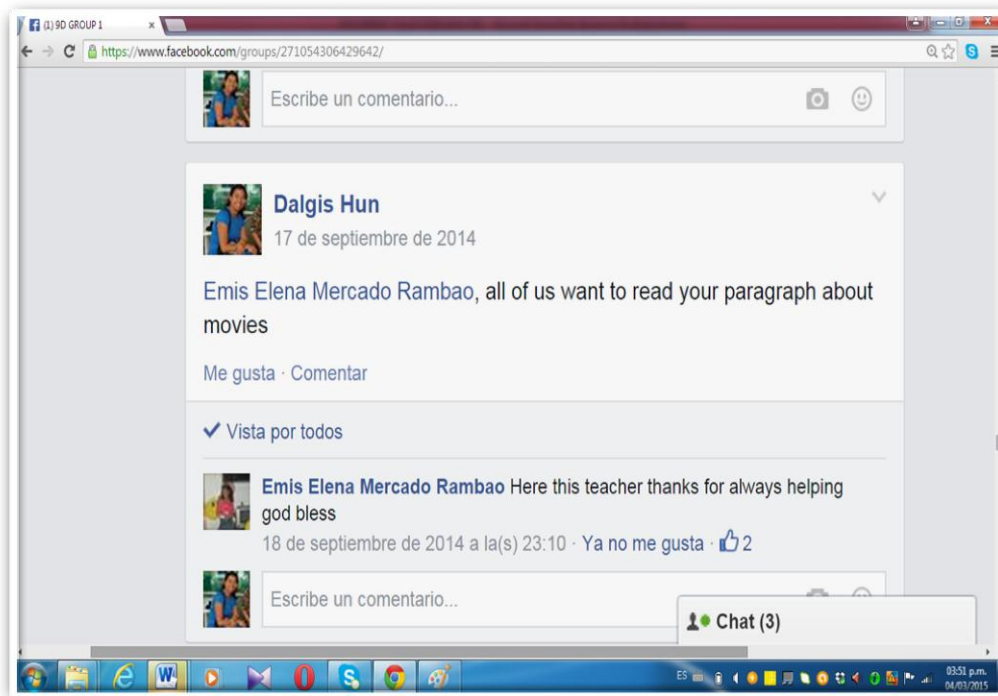
Picture 2. Watching movie trailers and write about them.

In some cases after reading these reminder messages, students posted their activities.

When the disengagement was repetitive and students did not post their works, the

teacher used to send writing inbox messages. This strategy seemed to work

occasionally. (See picture 3).

Picture 3. Student giving excuses for not doing the activities.

As a conclusion, it might be stated through this research it was found the disengaged students' participation increased when the teacher lets them know in an individual and personalized way using different technological resources such as mails or chats their contributions had a great value for the class.

2. *Develop and display the qualities of engaging teachers*.

Brophy, (2004) has found students feel more motivated to learn if their teachers display attributes such as energy, enthusiasm, passion, approachability, fairness, and optimism.

Bearing the previous precept in mind, models and examples of the required activities were created and posted by the teacher to show students what were the expected tasks results. This action brought as a consequence more students' involvement because they considered the activity was approachable and possible to do. (Picture 4).

Picture 4. A mind map.

As part of the same strategy, regularly positive and encouraging messages were posted in each group page to foster students' hard work. The following example (Picture 5) reflects how these messages provoked students' reactions and comments.
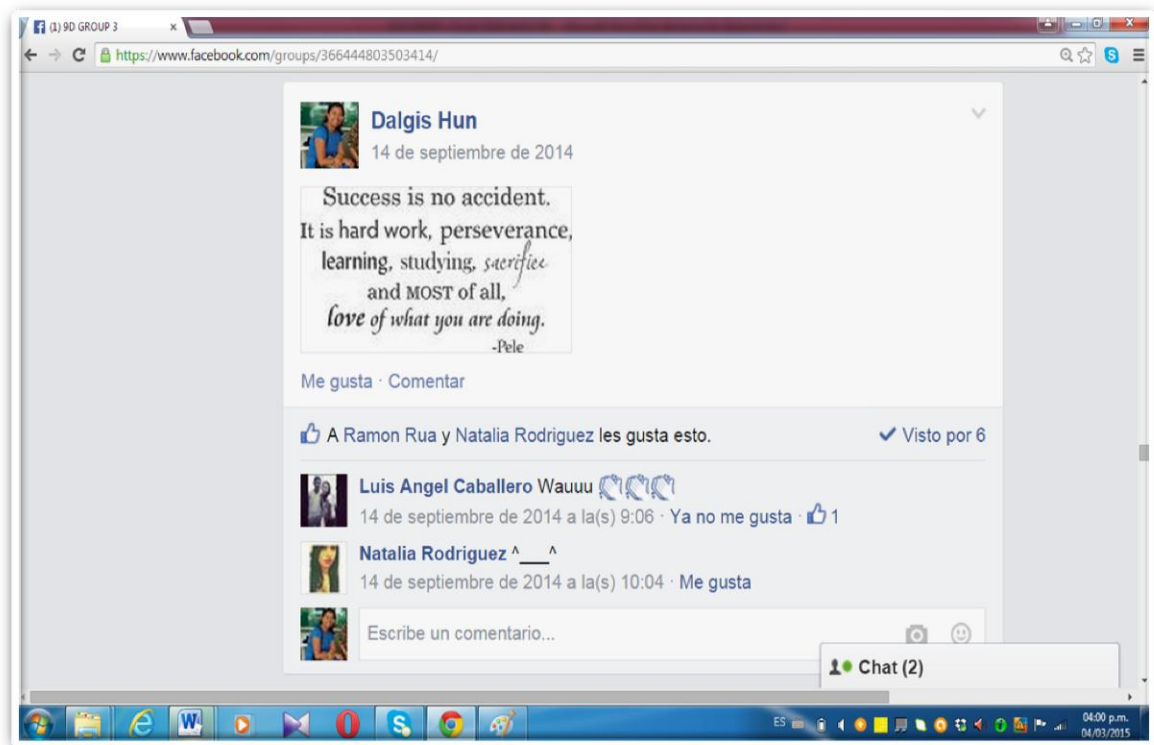

Picture 5. Positive messages post.

The previous examples show students could be more engaged in their online classes if their teachers are themselves engaged.

3. *Use praise and criticism effectively*

Brophy, (2004) and Wlodkowski, (2008) (as cited in Barklye, 2010) state as some suggestions to praise effectively, to do it in a timely manner with simplicity, sincerity, spontaneity, and other signs of authenticity and to praise the attainment of specific criteria that is related to learning, such as noteworthy effort, care, perseverance, or demonstration of progress, and specify the skills or evidence of progress that you are

praising. The following picture 6 is an example of how praising was focused as the two

authors previously mentioned suggested.
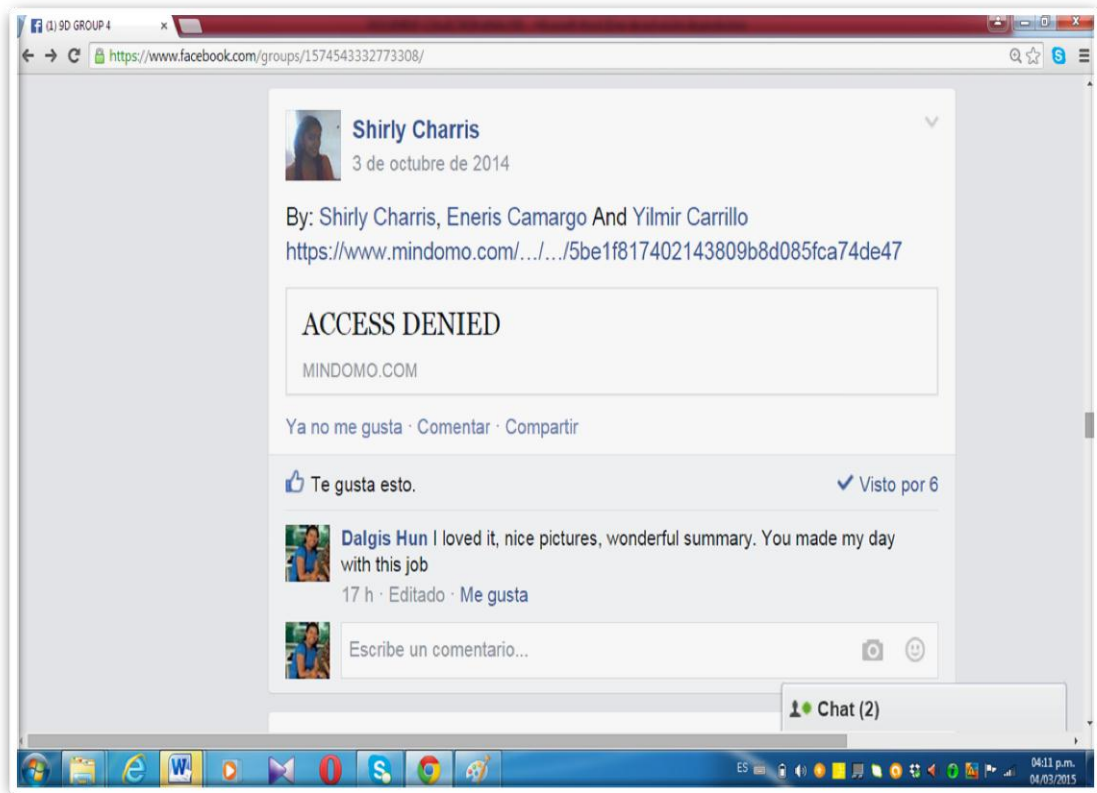
Picture 6. A feedback sample.

Praising might be seen as effective in general terms since the majority of the

students highlighted the teacher's feedbacks and comments because they were done

timely, constantly and helpful to their learning process. Barkley, (2010) supports this

positive conception when she states complimenting is basically used by teachers who

care about students with the purpose of creating a positive and supportive classroom

environment.

In relation to the opposite action, that means criticism,Wlodkowski, (2008 as

cited in Barkley, 2010) points out it is most helpful and motivating if it is informational,

based on performance criteria, behavior specific, corrective, prompt, given privately,

and offered when there are opportunities for improvement. In picture 7 you will see an

example which have most of the Wlodkowski characteristics.
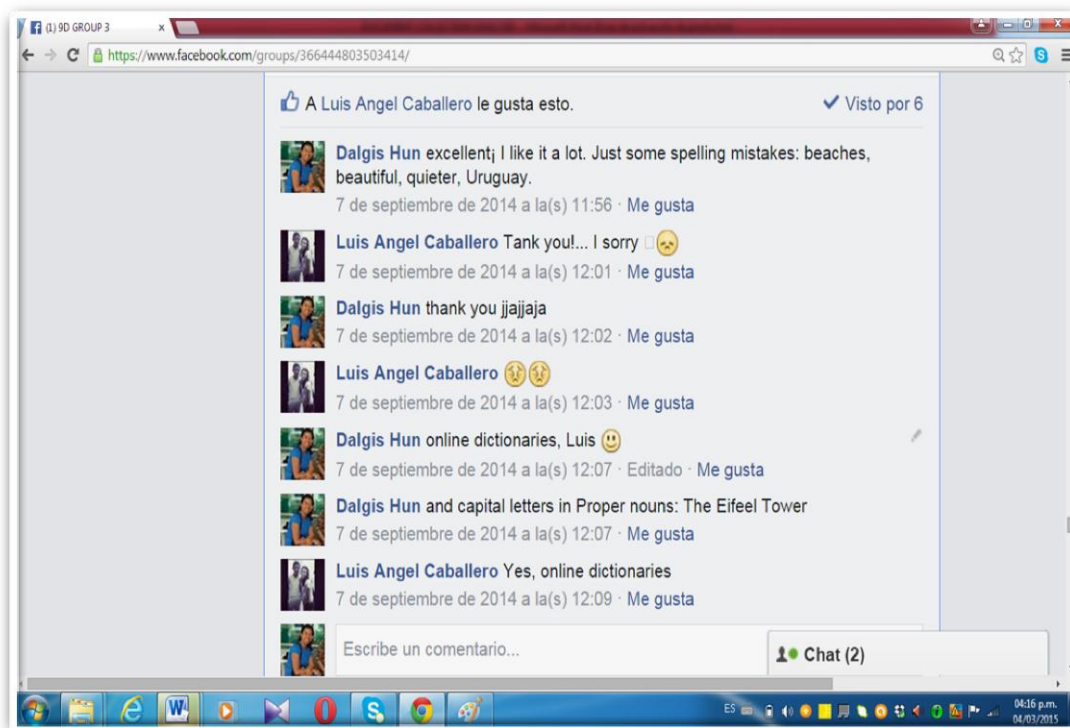
Picture 7. A teacher's feedback example and its student's reaction.

In essence, the student's reaction was positive even though he was being corrected.Thus, based on most of the students comments it might be conclude criticism could be constructive in essence as long as it is done correctly.

4. *Incorporate competition appropriately.*

To have the competition team- based rather than individual, and to establish some conditions where everybody has a good chance to win are the research based suggestions Brophy (1987, 2004) and Wlodkowski (2008) as cited in Barkley, 2010 propose to incorporate competition appropriately. Pictures 8 and 9 reflect how team work competition motivated students to post their work (all of the groups did the presentation, except group 4) and to vote for the best one after examining them. At the end, all of the groups received one vote each; however, they were winners because they gained knowledge and their peers' support.

Picture 8. Group competition sample.

Picture 9. Groups competition votes and results.

The previous pictures illustrated how positively a group competition might impact on students' motivation since working cooperatively to achieve a common goal is rewarded here instead of praising just one individual as the best of the whole class.

5. Try to rebuild the confidence of discouraged and disengaged students

Three of the activities designed during the implementation of this project, were proposed to be carried out in groups. The main reason of this decision was based on the premise: to set up "study buddy" systems so that low achievers can collaborate with higher-achieving students. (Brophy, 2004). Picture 10 is an example of this strategy because the groups were divided according to the students' commitment and academic results they had shown until that moment.
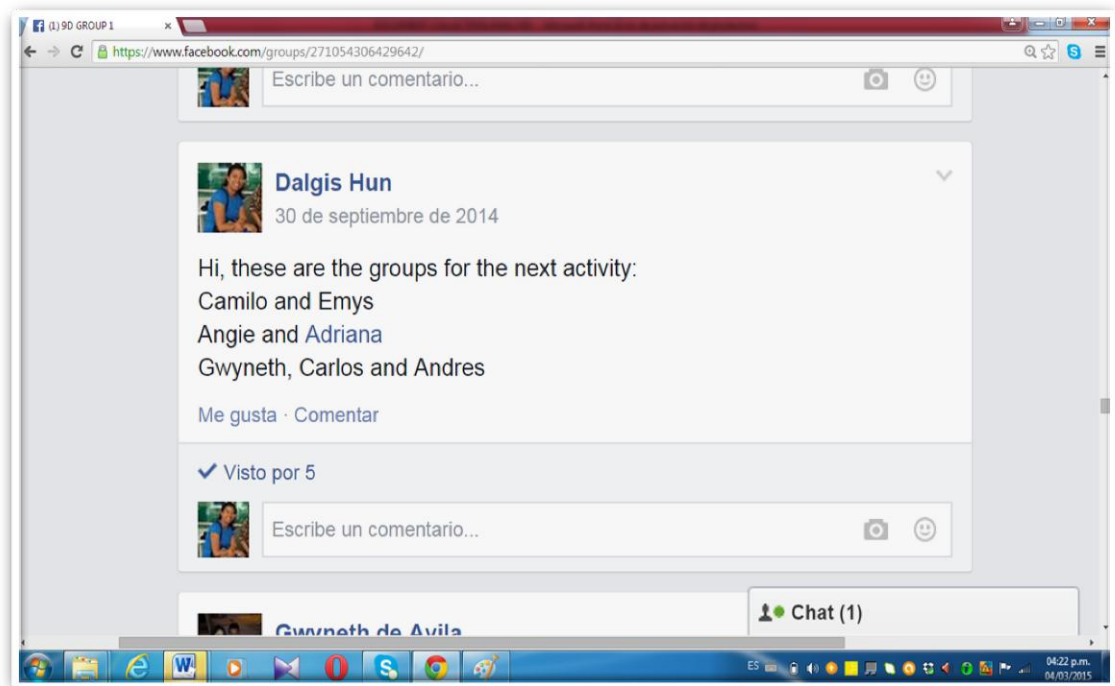
Picture 10. Assignation of groups' sample.

Whether this strategy worked or not might be a little bit controversial because even though most of the groups posted their activities timely, one of the complaints students expressed in the focus group and survey was the group work could have been better if all the groups' members were completely engaged in the assigned activities.

- *Strategies to promote active learning.*

Another essential element of engagement is the promotion of active learning. According to Barkley, (2010. p. 94), "Learning is a dynamic process that consists of making sense and meaning out of new information and connecting it to what is already known. To learn well and deeply, students need to be active participants in that process. This typically involves doing something—for example, thinking, reading, discussing, problem-solving, or reflecting".

This concept inspired most of the pedagogical action proposed in the research where students played an active role and did most of the work having their teacher as a resource person who assisted them in their learning efforts. Pictures 11 and 12 give account of the participants' roles being the students the most active ones.

Picture 11. Preparing a topic presentation in groups using technological resources.
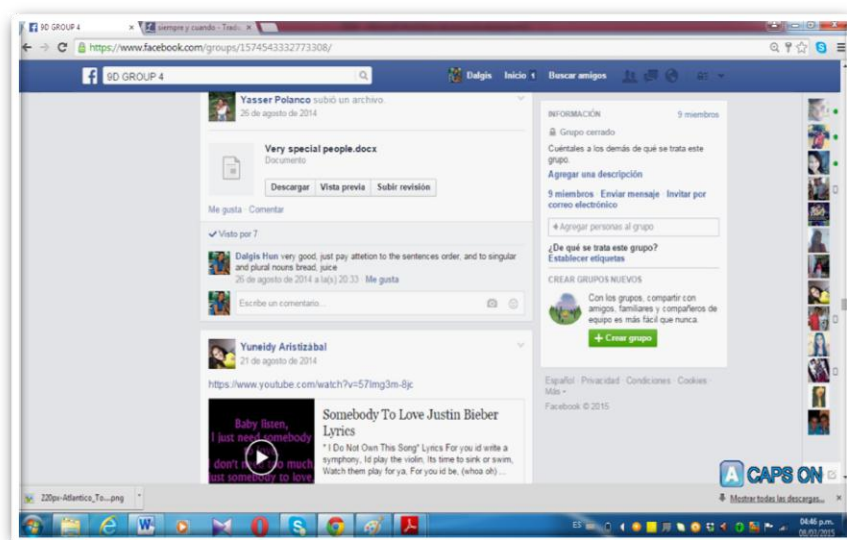
Picture 12. Songs links post.

1. *Help students develop learning strategies*.

"Learning strategies are devices or behaviors that help us retrieve stored information as well as acquire and integrate new information with existing knowledge. Previewing, summarizing, paraphrasing, imaging, creating analogies, note taking, and outlining are some of them". (Barkley, 2010. p. 98).

Summarizing and note taking were the ones basically developed in these online activities. (See picture 13). As a finding it can be declared, in a general sense they were conceived to be difficult for some students even if they were posted by most of them. In the reading activities, for instance the majority of the students summarized the texts ideas using the same words expressed in the texts more than their own ones. This fact might be seen as a lack of training in doing summaries in the foreign language.

Picture 13. A students' mind map sample.

2. *Provide opportunities for guided practice and rehearsal*.

The amount of time and the type of rehearsal are factors that affect significantly the quality of the rehearsal. Therefore, monitor rehearsal carefully at first and give prompt, specific, corrective feedback to ensure the learning is correct. (Barkley, 2010).

The following pictures (14, 15 and 16) illustrate how a grammar topic was learnt and retained by most of the students due to the activity proposed to rehearse it. (Watch movie trailers and compare them).
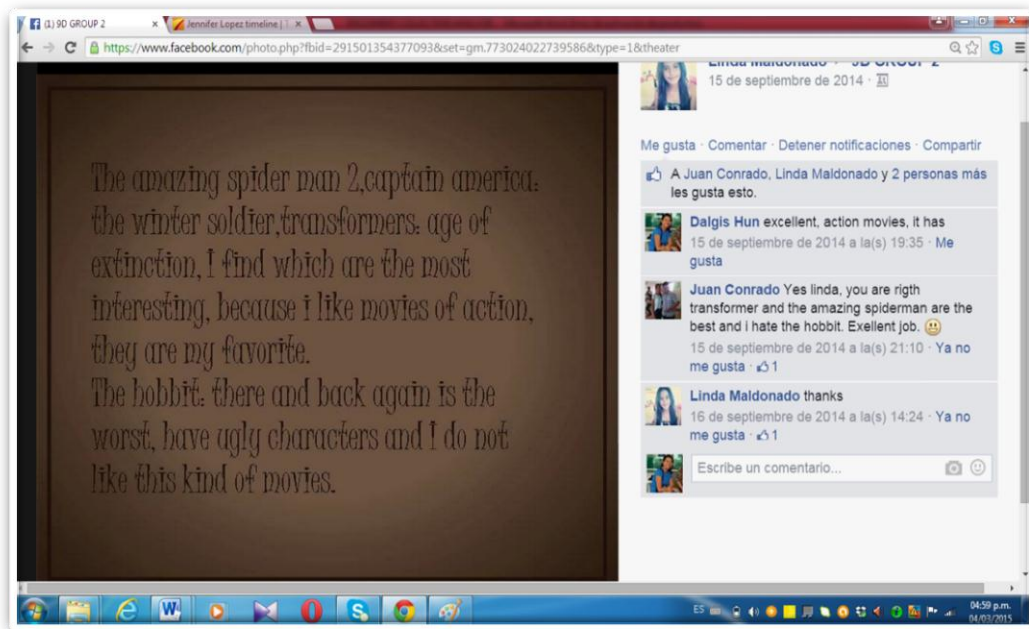
The previously mentioned aspects (time and feedback) affected the rehearsal positively since enough time to do the activity was given as well as a prompt teacher's feedback was provided.

Picture 14. Watch movie trailers and making comparisons between them.
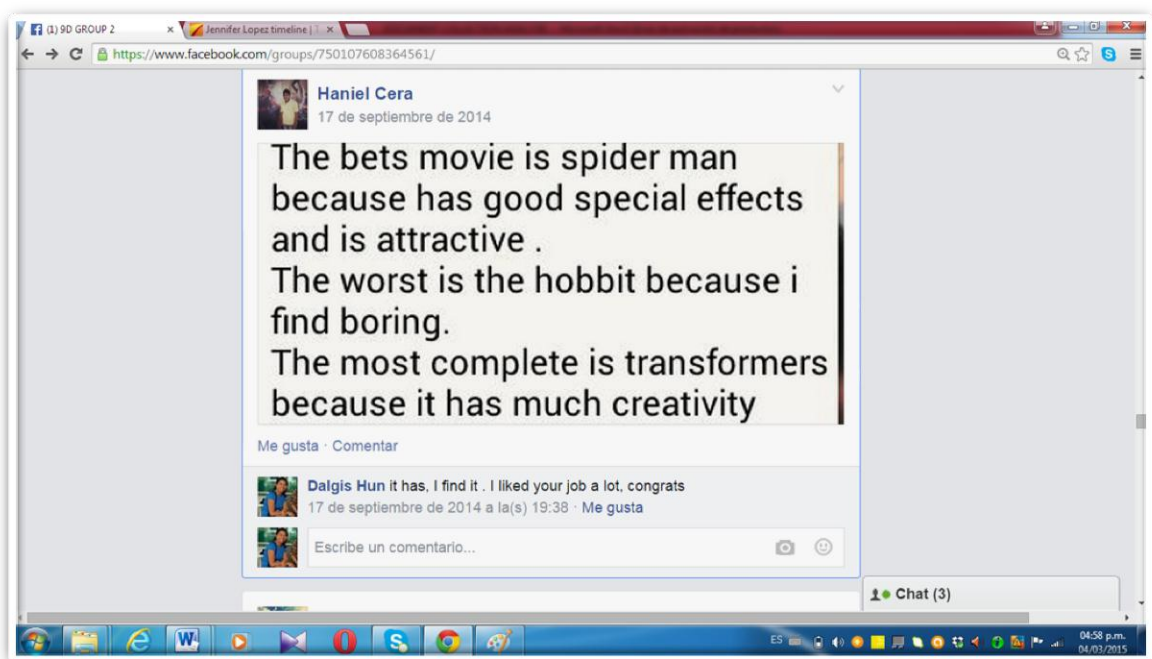
Picture 15. Student's paragraph sample.

Picture 16. Student's paragraph sample.

The last finding leads to state providing different kinds of rehearsal activities and guiding students on time during this process might reinforce learning and increase retention.

Besides creating a sense of classroom community to guarantee the synergy between motivation and active learning, the two other conditions established by Barkley (2010) were promoted in this Facebook strategy. They were *helping students work at their optimal level of challenge* and *teaching so that students learn holistically.*

Helping students work at their optimal level of challenge.

One of the fundamental principles of learning is that tasks must be sufficiently difficult to pose a challenge, but not so difficult as to destroy the willingness to try (McKeachie, 1994, p. 353 as cited in Barkley, 2010).

Facebook activities were a challenge for the majority of them specially the ones related to the application of new technological tools students had never seen before. In

spite of their lack of expertise dealing with them, they tried to achieve the class goals. (See focus group answers Turns 2, 4 and 8).

One of the teacher's strategies was to organize the tasks according to their level of difficulty assigning the easiest ones at the beginning and the most challenging ones at the end of the project to increase students' self-confidence. Pictures 17 and 18 illustrate this belief.
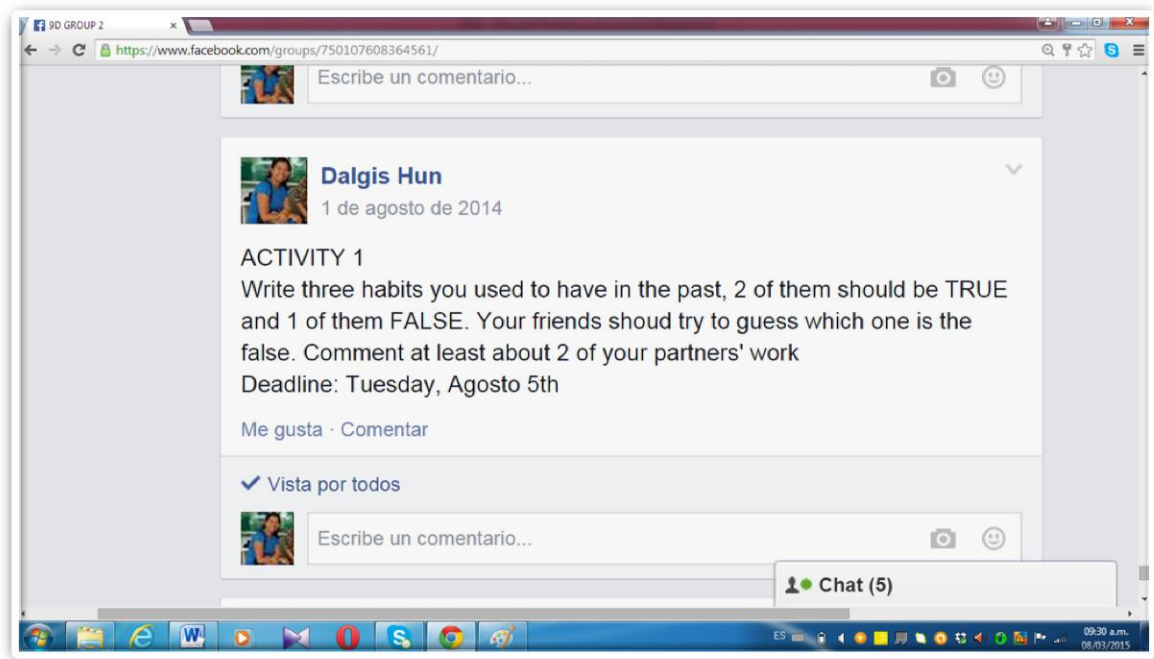
Picture 17. A guessing activity simple.
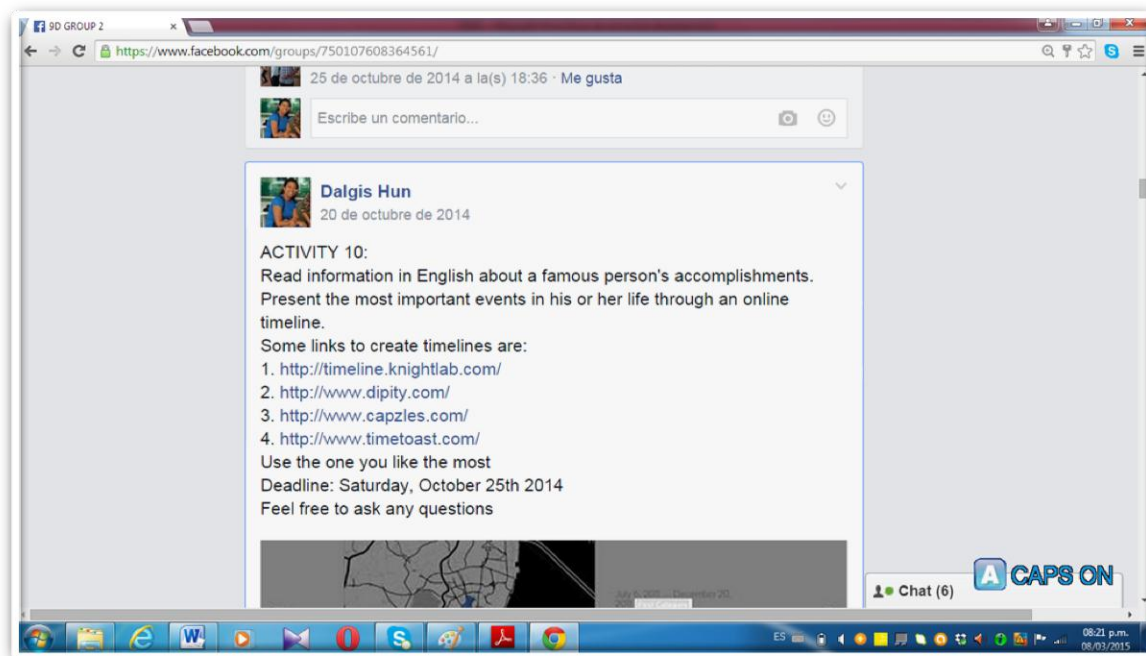
Picture 18. Reading, summarizing and presenting information through an online lifetime.

To conclude this statement, it is pointed out requiring students to do challenging tasks is helpful as long as its difficulty level does not destroy students' wishes to do them. That is why providing the required assistance when needed is an essential role any teacher should play.

Teaching so that students learn holistically.

Basically the activities were designed for the students to play an active role; all of them required their production in terms of the communicative skills. Listening, monologue, speaking, writing and reading were included in the course. The incorporation of funny activities like solving a crossword, posting jokes and favorite songs, designing friendship cards among others support the concept of learning as the integration of mind, body and heart as it was conceived by Barkley (2010). (Pictures 19 and 20).
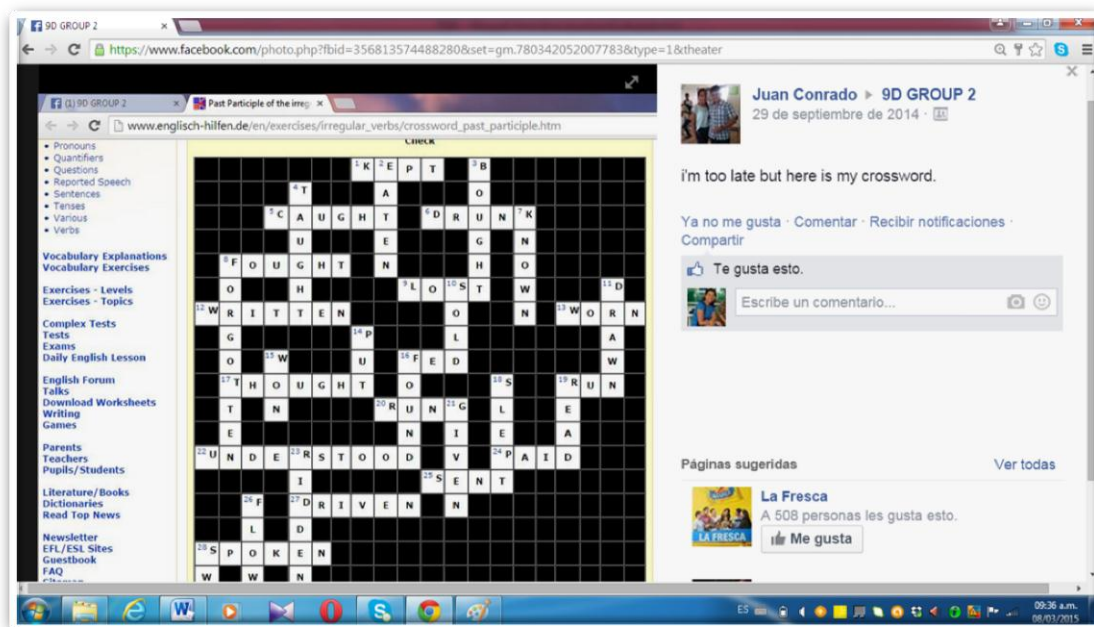
Picture 19. A crossword sample.

Picture 20. A student's opinion sample.

The participation of more than half of the students in this kind of activities,

demonstrates students´ learning process requires more than knowledge acquisition but a

tight connection among all the elements that constitute human beings.

To conclude the analysis of the Facebook page document results, it is possible to suggest the implementation of the strategies or tips to foster motivation and active learning perfectly compiled by Barkley, (2010) after reading some research on the field and interviewing colleges about their practices to this respect.

In spite of the presence of a low number of these strategies in the study, taking into account the positive impact they had on the students' engagement in the English class represented in the students' posts and comments numbers; in the active role they played; in the interest to share their work and appreciate their peers' ones; in the acceptance and value given to the teacher's assistance; in the use of new technological tools; in the application of learning strategies; in the self- confidence to express their feelings and opinions freely; it might be inferred the more strategies applied, the more enthusiasm and commitment to learn by students.

4.2 Triangulation

After conducting several instruments to collect qualitative data and according to the research question set at the beginning of the present investigation, some matches and mismatches statements were found through the analysis of these instruments. As it is stated by Lapan, (2012, p. 251) "triangulation, or finding agreement among evidence collected from multiple sources and using various methods, increases the validity and trustworthiness of findings". Some of the findings are described as follows.

The evidence obtained from the students' perceptions about the work developed in the Facebook page is totally consistent with the information gathered in the focus group and the survey report to affirm the students' motivation to learn the foreign language increased through this social network use.

Some of the reasons to support this fact were the possibility to know and use different technological resources; the activities proposed described as innovative, funny,

interesting and varied; and the appealing methodology used by the teacher throughout the project.

With regards to the students' difficulties, while in the focus group and surveys, many learners conceived group work as something they did not like since not all the students were engaged in the tasks as they were expected to be, the document analysis instrument reported the activities that were assigned in groups were posted by most of them in a prompt way. (See appendix).To this respect, it is important to highlight the study buddy strategy proposed by Barkley, (2010) which suggests making groups bearing in mind students' academic abilities mixing the most advanced with the least ones to support them, was applied. It could be one of the reasons why the activities were carried out, no matter the students' level of engagement.

Even though the challenges of working in this kind of project were just asked in the focus group interview, the internet access, as well as the lack of technological resources to do the activities should be taking into account. It might be stated that if students had had all the resources available probably, their participation would have been more active.

In terms of defining how this academic experience was, it was a unanimous answer to this respect. Most of them in the focus group and in the survey claimed they would like to repeat this experience again due to the positive impact it had on their language learning.

Concerning the *academic engagement*, the focus group and the survey answers confirmed their attitude towards the English classes was more serious and their level of engagement was higher in comparison to the face to face classes. At the same time there is match in both of the instruments previously mentioned with regards to the students'

participation in classes represented by their posts to ask about their doubts. It was found most of them preferred not to write this kind of comments. In the focus group it was reported the main reason for that was the students' fear to be ridiculed by their peers.

This position was also stated in the focus group in relation to post comments about their peers' activities. However, there is a mismatch in the survey since many of the students considered their peers' comments motivated them to do their activities in a better way and in the Facebook page it was also illustrated in the fact that the number of students' comments was high. (A total of 184 students' comments. See appendix H).

As regards to the *Student-Staff engagement*, in the three instruments it was confirmed the teacher tried to make the subject interesting through the methodology and the activities proposed. Moreover, her prompt assistance as well as the timely feedback provided motivated students to share their works (A total of 174. See appendix H) and appreciate the others' ones. In the document analysis it was reported the fact she posted models to be followed by students, motivated them to do the tasks no matter how challenging or unknown they were.

Regarding the *peer engagement*, a mismatch was found in the analysis of the three instruments. In the focus group it was reported that working with others was not very useful while in the survey a contrary position was shown when they said they worked in groups when having difficulties and that their peers' help was valuable to clarify doubts and learn. The same perception was exemplified in the document analysis because the group assignments were posted on time by most of the students. To this respect there was found even though their position about working in groups is in general terms favorable, in the survey many of them reported they do not do it quite often.

Another category worth analyzing is the *Intellectual engagement.* The three instruments gave account of how intellectually stimulating the course was. In the focus groups students agreed they were motivated to learn the language and felt satisfaction from studying it due to the fact they found it intellectually stimulating. A similar statement was inferred from the survey's answers when they stated this course provided them the opportunity to learn the language in an active way as well as how satisfied they were about using this social network with educational purposes. At the same time the Facebook page itself, illustrated one of the characteristics of the proposed activities were the challenge they represented for most of the learners.

To conclude this data triangulation the *Online engagement* category needs to be summarized. To this respect, in the focus group and survey the students claimed the use of web resources to learn English was really useful for them. They also considered learning the language in an online manner was of great value since the use of new technological tools was promoted through it.

It is important to mention the use of chats or e mails as means of communication between teacher- peers and peers-peers. In the Facebook page it was found some students communicated with their teacher using inbox messages or sending e mails. However, this number of students was limited. This finding matches with the information provided in the survey where most of the students agreed they did not use these online tools to interact with the others because of their preference to use conventional or face to face contact.

5.Conclusions

After the analysis of the data collected during this study, at Institución Educativa Técnica Comercial de Santo Tomás, about Facebook and the ninth grade students' engagement in the English classes, it appears pertinent to make the presentation of the main aspects that emerged from this research. First of all, it seems relevant to explain that students' interest towards the English class as well as their low involvement in this subject were the reasons that triggered this investigation.

Before the presentation of the conclusions, it seems important to mention the theories that guided me during this study. *Engagement* is considered as a determinant factor in order to facilitate students' involvement in the foreign language learning process. It is conceptualized by Barkley, (2009 as cited in Barkley, 2010) as the students' desire to learn, as well as their involvement in academic tasks where high order thinking skills are promoted. Some strategies to develop these motivation and active learning factors were suggested in this part. Moreover, the level of students' engagement could be determined taken into account *seven categories* proposed by Krause and Coates (2008): transition, academic, peer, student- staff, intellectual, online and beyond classes.

Besides this, the theoretical framework also contains some literature related to *mediation* defined as an individual's mental, social, and material activity which is shaped by tools that have been historically and culturally created to reach understanding and acting actively in the world (Herazo & Donato, 2012;Lantolf & Throne, 2006; Guerrero, 2007).

On the other hand, recognizing the role technology is playing nowadays in education, the Computer Assisted Language Learning approach in which the computer is used as a tool for presentation, assisting students, and evaluating material, and has an

interactional element, (Beatty, 2003; Jafarian, Soori & Kafipour, 2012) was recognized as relevant in this research. Finally, connected with the previously mentioned theory a vast information about the social network Facebook and the multiple advantages its application has inside educational field, especially in the learning of a foreign language, was taken into account too.

Now, I will present the conclusions by focusing on the objectives proposed. In relation to the first research specific objective which refers to the students' experience using Facebook in their English classes, it was possible to find during the data collection process that learners perceived this social networking use as positive in general terms since they had the possibility to know different technological tools never seen before; besides, different tasks were developed enhancing their English learning. As a conclusion, it might be stated this symbolic mediation increased their engagement in the foreign language classes.

Another aspect found at this respect has to do with how English is conceived after the implementation of this pedagogical strategy. It might be stated nowadays students find the foreign language to be meaningful and interesting to learn due to the authenticity and variety of the activities proposed to be carried out, as well as the use of the language promoted with real and social purposes more than academic ones.

Working cooperatively to achieve goals was also part of this experience. Even though the process of working in groups, reading others' activities and giving feedback to them in an online environment was not easy at all; making decisions, reaching a consensus, posting the activities having in mind the deadlines and giving support to others could be mentioned as some of the benefits obtained from the group work.

With regard to the second research specific objective posed which refers to the identification of categories of students' engagement occurred in English classes using Facebook, it could be identified through the data collected that the transition and the beyond-class categories did not register any presence in this study.

On the contrary, *online engagement* category was the one who had a major presence in this project implementation. Most of the students agreed online resources provided in these classes were really useful for their English learning process, as well as the possibility to read and sometimes assess their peers' work helped the class to increase their language knowledge and motivated them to do their best effort while doing the activities. However, assessment could have been provided in a more often and precise way by the students.

The *student- staff* category brought as a conclusion that the teacher's role as a guide, facilitator and evaluator was played on time and in an appropriate manner since thanks to her efforts, the subject appeared to be more interesting and meaningful for the learners. On the other hand, the *intellectual* category was also noticeable, due to the fact learners believed the course was intellectually stimulating and this provoked as a result their motivation to learn the language more. It might be stated as a conclusion that now English seems to be a more interesting subject to study.

Regarding the *peer* engagement scale, a consensus was not reached by the students, because in spite of the fact some of them believed studying in groups helped them to clarify their doubts or solve their language problems, others considered working in groups was not a pleasant experience due to the lack of commitment of some of their members. To this respect, the teacher conceived cooperative work was useful because it led the students to work together in order to achieve a common goal, however more assistance needed to be provided to make it more productive and enjoyable.

The last category to be mentioned is the *academic* one. It was claimed their participation in the different activities and discussions was active in general terms and that the use of this social network to learn English implied the increasing of study hours at home. To conclude this aspect, it was also stated most of the students looked for the teacher's help using private messages instead of the Facebook wall in order not to be criticized by their peers.

With reference to the third specific objective which refers to the strategies applied on the Facebook tool that particularly engage students, it could be concluded that there were some strategies applied with different purposes. First, some of them had as a purpose to foster motivation: expect engagement, develop and display the qualities of engaging teachers, use praise and criticism effectively, incorporate competition appropriately and try to rebuild the confidence of discouraged and disengaged students. Second, some strategies were used to promote active learning: help students develop learning strategies and provide opportunities for guided practice and rehearsal. Finally, other strategies to promote the combination of motivation and active learning were also applied: creating a sense of classroom community, helping students work at their optimal level of challenge and teaching so that students learn holistically. All of them brought as a result the increasing of the students' engagement level and learning of English.

6. Recommendations

The results of this study could be useful to researchers working on different projects about the role of social networks in academic scenarios, especially in language classrooms, that is why some recommendations will be presented for future research and the implications for teaching that arose from this study.

Some recommendations might be stated. The first one is related to the instruments used to collect the data, specifically to the survey. It is suggested that two surveys: one before and the other after the strategy implementation, in order to contrast the information collected, should be applied better.

The second suggestion has to do with the work guided by the teacher in the Facebook page. More autonomy and informality should be promoted while developing this kind of strategies to involve students in a more independent and natural way. Besides, the self- assessment element might be included in the social network page to provoke students' reflection about their engagement and learning processes.

The findings of this study indicated that students' engagement in the English classes increased during the implementation of the social network Facebook as a complement of the face to face classes. A reason for this was the use of different technological tools while learning the language. Thus, an implication for teaching that emerged from this study is the importance of using technology with academic purposes what means language teachers should become familiar with different technologies, as well as learning how to handle and applying them in their contexts. This TICs implementation should reflect a planning process where goals, contents and assessment should be entirely connected.

Another aspect that arose from this study that is important to teaching practice is the use of focus group interviews. I found this instrument to be insightful because it constitutes a mechanism of self-assessment that makes students more aware of their language learning process. It is recommended that further researches could focus more on this tool as a data collection instrument for both the teachers and students so they can make decisions in order to accomplish the objectives of the course and to be more

effective it can be done at different stages of the year with different students, to collect

more trustable information.

REFERENCES

Ally, M. (2012). Student Attention, Engagement and Participation in a Twitter-friendly Classroom. 23rd Australasian Conference on Information 3-5 Dec 2012, Geelong. Retrieved from https://eprints.usq.edu.au/22703/2/Ally_Studentattention_ACS_2012_PV.pdf.

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45* , 369–386.

Aydin, S. (2012). A review of research on Facebook as an educational environment, *Educational Technology Research and Development,* 60 (6), 1093-1106.

Bahrani, T. (2011). Technology as assessment tool. *International Journal of English Linguistics,1 (2).* Retrieved , from http://www.ccsenet.org/journal/index.php/ijel/article/viewFile/12075/8550.

Barkley, E. F. (2010). *Student engagement techniques. A handbook for college faculty.* Jossey Bass. San Francisco.

Beatty, K. (2003) *Teaching and Researching Computer Assisted Language Learning.* London, Pearson Education.

Berg, J., Berquam, L., and Christoph, K. (2007). Social networking technologies: A "poke" for campus services. Educause Review 42 (2), 32-44. Retrieved , from http://www.educause.edu/ir/library/pdf/erm0721.pdf.

Boon, S., & Sinclair, C. (2009). A world I don't inhabit: Disquiet and identity in second life and Facebook. *Educational Media International*, 46 (2), 99–110.

Boyd, D. M., & Ellison, N. B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, *13*, 210−230.

Brewster, C., & Fager, J. (2000). *Increasing Student Engagement and Motivation: From Time-on Task to Homework*. Northwest Regional Educational Laboratory.

Brophy, J. E. (1987). Synthesis of research on strategies for motivating students to earn. *Educational Leadership, 5*(2), 40–48.

Brophy, J. E. (2004). *Motivating students to learn*. Mahwah, NJ: Erlbaum.

Christenson , S. L., Reschly, A. L., Appleton, J. J., Berman, S., Spanjers, D., & Varro, P.(2008). Best practices in fostering student engagement. In A. Thomas, & J. Grimes (Eds.), *Best practices in school psychology* (5th ed.). Bethesda, MD: National Association of School Psychologists.

Christie, F. (2002). *Classroom discourse analysis: A functional perspective*. London: Continuum.

Compernolle, R. A. *(2009).Resituating the role of new technologies in world language teaching and learning* New York, NY: Longman

Cormode, B & Krishnamurthy, B. (2008). Key differences between web 1.0 and web 2.0. *First Monday, 13 (6).* Retrieved from *http://firstmonday.org/ojs/index.php/fm/article/view/2125/1972*

Conrad, R. M., & Donaldson J. A. (2004). *Engaging the Online Learner.* Activities and Resources for Creative Instruction. Jossey-Bass.Vol I. First Edition.

Crook C. (2008) *Web 2.0 technologies for learning: The current landscape – opportunities, challenges, and tensions*. Becta Research Reports. Becta, Coventry.

Cross, K. P. (2001). *Motivation: Er . . . will that be on the test?*. Cross Paper # 5. Mission Viejo, CA: League for Innovation in the Community College.

Duff, P. (2008). *Case study research in applied linguistics.* Taylor & Francis group, LLC.

Durkee, D., Brant, S., Nevin, P., Odell, A., Williams, G., Melomey, D., et al. (2009).

    Implementing e-learning and web 2.0 innovation: Didactical scenarios and

    practical implication. Industry and Higher Education, 23(4), 293–300.

Eren,O. (2012). Students' Attitudes towards Using Social Networking in Foreign

    Language Classes: A Facebook Example. *International Journal of Business and*

    Social Science 3 (20). [Special Issue – October 2012].

Finn, J. D. (2006). *The adult lives of at-risk students: The roles of attainment and*

    engagement in high school (NCES 2006–328). Washington, DC: U.S.

    Department of Education,National Center for Education Statistics.

Freeman, D. (1998). *Doing Teacher research. From Inquiry to understanding.* Canada:

    Heinle & Heinle Publishers.

Greenhow, C, Robelia, B & Hughes, J. E. (2009). Learning, teaching and scholarship in

    a digital age. *Educational Researcher. 38 (4),* 246-259.

Guerrero, C. (2007). Applications of Vygotskyan concepts in SLA. *Colombian applied*

    linguistic journals. 9, 213-227.

Hamilton, B. (2009). Young adult literature 2.0. *Library Media Connection*, *28 (3),* 14–

    15.

Herazo, J. (2002). Group work in EFL constructing zones of learning. *Zona Próxima* N°

    3 p. 58-73

Herazo, J. D., & Donato, R. (2012). Mediating meaning in interaction. *Teachers' Roles*

    in Second Language Learning: Classroom Applications of Sociocultural Theory.

    Information Age Publishing. Inc. 19-40.

Hubbard, P. (2009). *CALL and language skills. London [u.a.: Routledge.*

Jafarian, K., Soori, A., & Kafipour, R. (2012). The effect of Computer Assisted

      Language Learning (CALL) on EFL high school students' writing achievement.

      European Journal of Social Sciences, 27 (2), 138-148.

Jiménez, F. (2012). Facebook, an add-on in the English as a Foreign Language

      classroom. *Revista   Humanizarte. 10.* Retrieved from

      http://web.umb.edu.co/humanidades/revista/numero10_2013/PDF/FACEBOOK.

      pdf.

Johnson, B & Christensen L. (2008). *Educational research: quantitative, qualitative,*

      and mixed approaches. (3rd ed.). United States of America. Sage Publications,

      Inc.

Junco, R, Heiberger, G & Loken, E 2010, "The effect of Twitter on college student

      engagement and grades". *Journal of Computer Assisted Learning*. p. 1-14.

Kabilan, M.K., Ahmad, N. & Abidin, M.J.Z. (2010). Facebook: An online environment

      for learning of English in institutions of higher education? *Internet and Higher*

      Education, 13, 179-187.

Kathleen, B. (2009). Writing by any other name. *Principal Leadership*, 10(1), 26–29.

      Retrieved from http://www.nassp.org/Portals/0/Content/60447.pdf.

Kern, R., & Warschauer, M. (2000). *Introduction: Theory and practice of network-*

      based language teaching. In M. Warschauer & R. Kern (Eds.), Network-based

      language teaching: Concepts and practice (pp. 1–19). Cambridge, England:

      Cambridge University Press.

Klem , A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to

      student engagement and achievement. *Journal of School Health, 74* (7), 262–

      273.

Kozulin, A. (2003). *Vygotsky's educational theory in cultural context*. UK: Cambridge

University Press.

Krause, K. & Coates, H. (2008). Students' engagement in first-year University. *Assessment and Evaluation in Higher Education* 33 (5), 493-505.

Lampe, C., Ellison, B., & Steinfield, C. (2008). Changes in Use and Perception of Facebook. In Proceedings of the 2008 Conference on Computer- Supported Cooperative Work, 721-730. New York: ACM.

Lantolf, J. P. (2000). *Sociocultural theory and second language learning*. Oxford [Eng.: Oxford University Press.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford: Oxford University Press.

Lapan, S. D & Quartaroli, M. T. (2012). *Qualitative research, an introduction to methods and design*. Riemer, F. J (Ed). San Francisco, CA: Jossey-Bass

Levy, M. (1997). *CALL: Context and Conceptualisation*. Oxford: Oxford University Press.

Lodico,M. Spaulding, D & Voegtle, K. (2010). *Methods in educational research. From theory to practice.* Second edition. San Francisco, CA: Jossey-Bass

Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and *informal* learning at university: 'It is more for socializing and talking to friends about work than for actually doing work'. *Learning, Media & Technology*, 34(2), 141–155.

Mahmood, F., Huzaina, A. H., Ghani, M. M. and Rajindra, S. (2014). Motivational

    Aspects of Using Computers for Writing Among the Malaysian ESL Students,

    Advances in Social Sciences Research Journal, 1(2), 70-82

Mazman, S. H., & Usluel, Y. K. (2011). Gender differences in using social networks.

    Turkish Online Journal of Educational Technology, 10, 133–139.

Melor, M. Y., Hadi, S. & Chen, Ch. (2012). *Integrating Social Networking*

    Tools into ESL Writing Classroom: Strengths and Weaknesses. Canadian Center

    of Science and Education.

Merriam, S. B. (2009). *Qualitative Research: a guide to design and implementation.*
    San Francisco, CA.: Jossey-Bass.

Mertler, C. (2009). *Action research. Teachers as researchers in the classroom.* Second

    edition. SAGE publications, Inc.

Mills, S. C. (2005). *Using the internet for active teaching and learning.* Prentice Hall.

Morales, J., Fernández, J. & Hernández, L. (2014). From classroom to Facebook:

    Mediations and ideology in English teaching as a foreign language. *Revista de*
    Investigación Educativa de la Escuela de Graduados en Educación, Año 4,
    Núm. 8. Retrieved from http://rieege.tecvirtual.mx/

National Research Council and the Institute of Medicine [NRC and IoM] (2004).

    Engaging schools: Fostering high school students' motivation to learn.

    Washington, DC: The National Academies Press.

Newmann, F. M., Wehlage, G. G., & Lamborn, S. D. (1992). The significance and

    sources of student engagement. In F. M. Newmann (Ed.), *Student engagement*

    and achievement in American secondary schools, 11–39. New York: Teachers

    College Press.

O'Hanlon, C. (2007). If you can't beat 'em join 'em. *T.H.E. Journal*, 34(8), 39–40.

O'Brien, R. (2001). *An Overview of the Methodological Approach of Action Research.*

In Roberto Richardson (Ed.). Retrieved from

http://www.web.ca/~robrien/papers/arfinal.html

Pascarella E.T. & Terenzini P.T. (2005) *How College Affects Students: A Third Decade of Research*. Jossey-Bass, San Francisco, CA.

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *The Journal of Higher Education, 75*(3), 249–284.

Pascopella, A., & Richardson, W. (2009). The new writing pedagogy. *District Administration*. *45, (10).* 44–50.

Pasek & Hargittai. (2009). Facebook and academic performance: Reconciling a media sensation with data. *First Monday*, *14, (5).* Retrieved from http://ojs-prod-lib.cc.uic.edu/ojs/index.php/fm/article/view/2498/2181.

Petrovic, N., Petrovic, D., Jeremic, V., Milenkovic, N. & Cirovic, M. (2012). Possible educational use of Facebook in higher environmental education. *In Education and Technology: Innovation and Research* – Proceedings of ICICTE 2012. 355-362. Rhodes, Greece.

Pollara, P. & Zhu, J. (2011). *Social Networking and Education: Using Facebook as an Edusocial Space*. In Proceedings of Society for Information Technology & Teacher Education International Conference 2011, p. 3330-3338. Chesapeake, VA: AACE.

Promnitz-Hayashi, L. (2011). A learning success story using Facebook. *Studies in Self-*

Access Learning Journal, 2(4), 309-316.

Protalinski, E. (2012). *Facebook has over 845 million users*. ZDNet. Retrieved March 22, 2012 from http://www.zdnet.com/blog/facebook/facebook-has-over-845-million-users/8332.

Ramirez, A., Hine, M., Ji, S., Ulbrich, F., & Riordan, R. (2009). Learning to succeed in a flat world: Information and communication technologies for a new generation of business students. Learning Inquiry, 3(3), 157–175.

Reschly, A. L. & Christenson, S. L. (2006a). Prediction of dropout among students with mild disabilities. *Remedial and Special Education, 5,* 276-292.

Reschly, A. L. & Christenson, S. L. (2006b). Promoting School Completion. In G. Bear & K. Minke (Eds), *Children's Needs III: Understanding and addressing the developmental needs of children* (pp. 103- 113). Bethesda, MD: National Association of School Psychologists.

retrieved   from http://web.umb.edu.co/humanidades/revista/numero10_2013/PDF/FACEBOOK.pdf

Robelia, B. A., Greenhow, C., & Burton, L. (2011). Environmental learning in online social networks: Adopting environmentally responsible behaviors. *Environmental Education Research*, 17(4), 553–575.

Robinson, C. C., & Hullinger, H. (2008). New Benchmarks in higher education: Student Engagement in Online Learning. *- Journal of Education for Business-* Taylor & Francis

Salmon, G. (2002). *E-tivities: the key to activate online learning*. Kogan Page. London.

Schaffhauser, D. (2009). Boundless opportunity. *T.H.E. Journal*, 36(9), 13–18.

Schroeder, J., & Greenbowe, T. J. (2009). The chemistry of Facebook: Using social

networking to create an online community for the organic chemistry. *Innovate:*

Journal of Online Education, 5(4), 1–7.

Schwandt, T. A. (2001). *Dictionary of qualitative inquiry.* (2nd ed.). Thousand Oaks,

CA: Sage.

Selwyn, N. (2009). Faceworking: Exploring students' education-related use of

Facebook. *Learning, Media and Technology*, 34(2), 157–174.

Shih, R. (2011). *Can Web 2.0 technology assist college students in learning English*

writing? Integrating Facebook and peer assessment with blended learning.

Australasian Journal of Educational Technology 2011, 27(Special issue, 5), 829-

845. Retrieved from: http://ascilite.org.au/ajet/ajet27/shih.html

Stake, R. E. (1981). *Case study methodology: An epistemological advocacy.* In W. W.

Welsh (Ed), Case study methodology in educational evaluation. Proceedings of

the 1981 Minnesota Evaluation Conference. Minnepolis: Minnesota Research

and Evaluation Center.

Stake, R. E. (2005). *Qualitative case studies.* In N. K. Denzin & Y. S. Lincoln (Eds.),

The Sage handbook of qualitative research (3rd ed.,). Thousand Oaks, CA: Sage

Stewart, P. (2009). Facebook and virtual literature circle partnership in building a

community of readers. Knowledge Quest, 37(4), 28–33.

Sturgeon, C. M., & Walker, C. (2009). *Faculty on Facebook: Confirm or deny?* Paper

presented at the Annual Instructional Technology Conference, Murfreesboro,

TN.

Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and*

schooling in social context. Cambridge [Cambridgeshire: Cambridge University Press.

Tomal, D. (2010*). Action research for educators*. Second edition. Rowman & Littlefield Education.

Villano, M. (2007). Social revolution. *Campus Technology*, 20(5), 40–45.

Vygotsky, L. (1978). *Mind in society. The development of higher psychological processes.* Cambridge, M.A: Harvard University Press.

Walker, A. (2010, September–October). *Using social networks and ICTs to enhance literature circles: A practical approach*. Paper presented at the School Library Association of Queensland and the International Association of School Librarianship Conference, Brisbane, Australia.

Wankel, CH, and Blessinger,P. (2013) *Increasing student engagement and retention in e-learning environments: web 2.0 and blended learning technologies*. Cutting Edge Technologies in higher education. Emerald group publishing limited.

Warschauer, M. (2004). *New perspective on CALL for second language classroom*. Cambridge, Mass: MIT Press.

Warschauer, M., Healey, D. (1998). Computers and Language Learning: An overview.Language Teaching, 31:57 -71.

West, A., Lewis, J., & Currie, P. (2009). Students' Facebook 'Friends': Public and private spheres. *Journal* of *Youth Studies*, *12 (6),* 615–627.

Wlodkowski, R. J. (2008). *Enhancing adult motivation to learn: A comprehensive guide for teaching all adults.* San Francisco: Jossey-Bass.

INSTITUCIÓN EDUCATIVA TÉCNICA COMERCIAL DE SANTO TOMÁS

SABER 11 EXAM ENGLISH RESULTS. 2014.

Este archivo es una copia no controlada

Código del colegio	102079

Código DANE	108685000046

Nombre	INSTITUCION EDUCATIVA TECNICA COMERCIAL DE SANTO TOMAS – Tarde

Número de Registro	NOMBRE	INGLES	
		Puntaje	Nivel
AC201423306651	DOMINGUEZ MONSALVO ANYELO JESUS	49	A1
AC201423308558	ARIZA MANJARRES JORGE ANDRES	45	A-
AC201423317062	ALVARADO CANTILLO MILEIDYS	38	A-
AC201423316395	ATENCIA ORTEGA JULIETH PAOLA	48	A-
AC201423535739	MONROY ESCORCIA MARYCRUZ	47	A-
AC201424292215	LOBO MERIÑO MARICELA ISABEL	43	A-
AC201424383394	MALDONADO CABALLERO AIMETH PATRICIA	55	A1
AC201423568789	RODRIGUEZ CHARRIS LUZ CLARA	45	A-
AC201424383014	FRUTO GUTIERREZ VALERY PAOLA	50	A1
AC201424386082	HIDALGO ROBLES MARIA LAURA	45	A-
AC201423350907	BOCANEGRA CABALLERO KARLA JUDITH	48	A-
AC201423348018	BOCANEGRA MUÑOZ JUAN DAVID	41	A-
AC201423356540	BUELVAS CASTILLA MARTHA LILIANA	54	A1
AC201424745618	ARIZA SCHOOTTINE ROSYCELA	45	A-
AC201424711180	HERRERA BADILLO MARLEIDYS MARIA	49	A1
AC201425534680	MENDOZA ROLONG JOSE ALBERTO	45	A-
AC201424607248	ARIZA NUÑEZ BLADIMIR JOSE	48	A-
AC201425499348	PADILLA DOMINGUEZ ESTEFANY PAOLA	51	A1
AC201424713244	MATHIEU LOZANO ARTURO JOSE	54	A1
AC201424662227	RONCANCIO CHARRIS ROELIS	49	A1
AC201424684817	PADILLA DE LA HOZ KENNYS SANDRITH	52	A1
AC201424702692	ARIZA DE LA HOZ ESLEIDER ANTONIO	48	A-

AC201424609186	TRUJILLO LOPEZ CAMILA ANDREA	44	A-
AC201424658381	MONROY DE LA HOZ JOSEP DAVID	52	A1
AC201423249711	ALVARADO CANTILLO EVA SANDRITH	44	A-
AC201423300365	ARIZA FONTALVO JERSSON DAVID	39	A-
AC201423349669	BOLAÑO BOLAÑO EUSIBER	55	A1
AC201423304227	DE LA HOZ BANQUET GERALDINE DE JESUS	41	A-
AC201424383576	NIEBLES FONTALVO RODOLFO ENRIQUE	53	A1
AC201424385407	HEREDIA GUARDIOLA YANIRIS ESTHER	60	A2
AC201423536968	MEZA FONTALVO NAYIBELIS	45	A-
AC201424442067	PIZARRO CHARRIS LILIBETH PATRICIA	44	A-
AC201424385910	PACHECO BARRAZA YILDA ROSELL	71	B1
AC201423308533	ESCORCIA ACOSTA YAISIRA JULIETH	54	A1
AC201423364304	SALCEDO FERNANDEZ DUVAN JAVIER	52	A1
AC201424533956	TRUYOL GARIZABALO KENNY ROGER	60	A2
AC201425508916	VERBEL CABARCAS ROSA ANGELICA	52	A1
AC201424674115	CASTRO GUARDO FELIPE ANTONIO	38	A-
AC201424744454	ACOSTA FONTALVO LISSET CAROLINA	53	A1
AC201424688396	SALAS CASTRILLO KEVIN JOSE	47	A-
AC201425502406	ESCORCIA MALDONADO DARIEL RAFAEL	47	A-
AC201425531504	SALAS PUELLO YEILIS MARIA	48	A-
AC201425489307	CASTRO GARCIA KEINER JOSE	41	A-
AC201424697462	CABALLERO PUELLO BRAYAN DANIEL	52	A1
AC201424683751	GAMEZ DE LEON ANA MILENA	54	A1
AC201424656930	PERTUZ ARRIETA JENNER JAVITD	44	A-
AC201424695359	RIVERA MERCADO DAILYS MARGARITA	45	A-
AC201424642567	YOARDO MARAÑON ANGEL JOSE	48	A-
AC201424670568	TORRES ORTIZ MAYRA ALEJANDRA	45	A-
AC201424654943	SCHOOTTINE PERTUZ YESENIA PATRICIA	52	A1
AC201424647632	PERTUZ POLO DEIVYD JOSE	41	A-
AC201424649158	PIZARRO FONTALVO VICENTE RAFAEL	45	A-
AC201425537394	BELEÑO CASTRO ROSANA	45	A-
AC201425492491	LOPEZ MUÑOZ JHONNY DAVID	48	A-
AC201423313749	ACOSTA DE LA HOZ ALVARO ANTONIO	45	A-
AC201423323128	CABALLERO PUELLO BRIGITTE DANIELA	48	A-
AC201423361714	RUA SALAS STICK SNEIDER	55	A1
AC201423561685	DE LA HOZ COVAS DAILYN BEATRIZ	45	A-
AC201424440541	PIÑEREZ FONTALVO KEVIN JOSE	45	A-
AC201423577038	HURTADO RINCON MARIA FERNANDA	48	A-
AC201423627981	MONTERO GONZALEZ LEINIKER JAVIER	42	A-
AC201423620382	POLANCO CASTRO LEANIKERT SMITH	43	A-
AC201424692877	GUTIERREZ MORALES YARLEDYS PAOLA	49	A1
AC201424675427	SUAREZ JIMENEZ MARIA CAROLINA	47	A-
AC201424678926	CASTRO MARIN YELTSIN ANDRES	41	A-
AC201424525879	RUDAS DE ALBA CRISTINA ISABEL	49	A1
AC201424659744	ROMERO POLO LAURA VANESSA	51	A1
AC201424666764	CARDENAS COHEN ALVARO DE JESUS	50	A1
AC201424707808	VARELA SOLANO YULEIDYS ISABEL	49	A1
AC201425521604	BARANDICA VELASQUEZ JHONATAN DAVID	47	A-

AC201425496914	BARANDICA JIMENEZ LAURA VANESSA	47	A-
AC201425511514	MONSALVO CABALLERO HEINER DAVID	44	A-
AC201425494505	VARELA HERRERA AMILKAR	48	A-
AC201423346160	BOCANEGRA MONSALVO JOSIBETH DEL CARMEN	44	A-
AC201423355047	DE LA HOZ CANTILLO KEVIN STICK	52	A1
AC201423310943	FONTALVO ACOSTA LISSETH PAOLA	48	A-
AC201423320967	FONTALVO DOMINGUEZ JHULFRAN WILTHER	44	A-
AC201425525936	SERRANO ARROYAVE YASLEIDYS	44	A-
AC201425528443	PEREZ FONTALVO LUIS MANUEL	43	A-
AC201424605630	ARROYO DE MOYA HAROLD JOSE	52	A1
AC201423589629	PEREZ GUERRA JUAN ANDRES	52	A1
AC201423578325	GONZALEZ GARCIA ELIAS MOISES	48	A-
AC201423622982	MANGA MATHIEU DANNA	45	A-
AC201423573540	HERRERA BARANDICA MANUEL DAVID	48	A-
AC201424300588	FONTALVO PEREZ LUIS FERNANDO	48	A-
AC201424383477	RAMOS ROCA ARELIS ASTRID	43	A-
AC201424387296	PEREZ PERTUZ CRISTIAN ALEXANDER	47	A-
AC201424278917	MORALES MONTERROZA GERALDINE PAOLA	47	A-
AC201423619145	NOBLE BERRIO CRISTIAN JAVIER	47	A-
AC201424388872	MURIEL CHARRIS CESAR EDUARDO	47	A-
AC201424383071	HENAO ALZATE TATIANA ANDREA	47	A-
AC201424382974	PERTUZ BLANCO LITZY GHEM	47	A-
AC201424385217	PADILLA FONTALVO LESLY CAMIL	42	A-
AC201424691044	DIAZ RODRIGUEZ CRISTIAN ARLLEY	48	A-
AC201424530242	GARZON BARRERA JHORMAN JAIR	44	A-
AC201424610671	BARCELO BARRIOS DAYURIS DAYANIS	47	A-
AC201424681748	PACHECO CERVANTES ADALBERTO ALFONSO	43	A-
AC201424704433	JULIO BADILLO SURANY PAOLA	47	A-
AC201424384996	PERTUZ PEREZ RICHARD ALEXANDER	52	A1
AC201424443933	MUÑOZ TORRES LORELKIS MARIA	54	A1
AC201424382917	GUTIERREZ PEREZ SNEIDER RAFAEL	41	A-
AC201424313896	ROMERO ROCA YURLAYNE ANDREA	44	A-

47,6

INGLES

APPENDIX B

Engagement Scale Items

http://learningleadersupport.com/wp-content/uploads/2012/01/Krause-Coates-R034.pdf

Transition engagement scale (TES)

The orientation programs helped me feel like I belong in this university

The university orientation programs helped get me off to a good start

I really like being a university student

I was given helpful advice when choosing my subjects/units

I was satisfied with the range of subjects/units from which I could choose this year

University has lived up to my expectations

I am satisfied with the subject choices I made this year

Academic Engagement Scale (AES)

I am strategic about the way I manage my academic workload

I regularly study on the weekends

I regularly seek advice and help from teaching staff

Time spent on private study

I rarely skip classes

I regularly borrow books from the university library

Time spent in the university library

I regularly ask questions in class

I usually come to class having completed readings or assignments

I regularly make class presentations

Peer Engagement Scale (PES)

I regularly work with other students on course areas with which I have problems

I regularly get together with other students to discuss subjects/units

I regularly study with other students

Studying with other students is very useful to me

I regularly work with classmates outside of class on a group assignment

I regularly work with other students on projects during class

I regularly borrow course notes and materials from friends in the same subjects/units

I feel part of a group of students and staff committed to learning

There is a positive attitude towards learning among my fellow students

Student–Staff Engagement Scale (SES)

Staff makes a real effort to understand difficulties students may be having with their work

Most academic staff takes an interest in my progress

The teaching staff is good at explaining things

Teaching staff usually give helpful feedback on my progress

Staff tries hard to make the subjects interesting

Most of the academic staff is approachable

Staff is usually available to discuss my work

Staff is enthusiastic about the subjects they teach

One-to-one consultations with teaching staff are useful

I feel confident that at least one of my teachers knows my name

Staff made it clears from the start what they expect from students

Intellectual Engagement Scale (IES)

I enjoy the intellectual challenge of subjects I am studying

I get a lot of satisfaction from studying

The lectures often stimulate my interest in the subjects

I am finding my course intellectually stimulating

I am usually motivated to study

Online Engagement Scale (OES)

Online discussion with other students is very useful

Using email to contact other students is very useful

Online tutoring (electronic access to tutoring support) is very useful

Computer software (e.g. CD-ROMs) designed specifically for the course is very useful for me

Using email to contact lecturers/tutors is very useful

Subjects offered online with no face-to-face classes are useful

Online resources (e.g. course notes and materials on the web) are very useful for me

Learning at my own pace using online resources is useful

I regularly use web-based resources and information designed specifically for the course

I regularly use email to contact friends in my course

I regularly use online discussion groups related to my study

I regularly use the web for study purposes

I regularly use email to contact lecturers/tutors

Beyond-class Engagement Scale (BES)

I feel I belong to the university community

I really like being on my campus

I tend to mix with other students at university

I have made at least one or two close friends at university

I am actively involved in university extra-curricular activities (e.g. cultural, sporting)

I am interested in the extra-curricular activities or facilities provided by this university

APPENDIX C

FOCUS GROUP QUESTIONS

1. ¿Cómo fue su experiencia con el uso de esta red social. ¿Qué les gusto? y ¿qué no les gustó?

2. ¿Consideras que las actividades hechas en el grupo de Facebook te ayudaron a interesarte más por el aprendizaje del inglés, ¿en qué medida?

3. ¿Qué dificultades tuvieron ustedes mientras estaban haciendo esas actividades en las páginas de Facebook?

4. ¿Alguna vez usaron Facebook aparte de para subir las actividades para preguntar dudas que tenían con relación a lo que tenían que hacer, o para hacer comentarios sobre los trabajos que sus compañeros hacían?

5. ¿Cómo podríamos comparar los cursos donde hayan utilizado Facebook con otros donde no lo hayan utilizado?

APPENDIX D

FOCUS GROUP TRANSCRIPT AND ANALYSIS

October 24th 2014

Place: regular classroom (INTECSA)

Time: 9:00 a.m

Interviewer: Dalgis Mejia

Conventions

S1 Identified student   *? Question intonation*
S2 Identified student   *S3 Identified student*
S4 Identified student   *S5 Identified student*
T Teacher   *… A normal pause*
(.3) Approximately 3 seconds pause *SS Several students at the same time*
::: Lengthening of sound   *(   ) Comments by researcher*
XXX Unintelligible talk   *abcde Soft speech, like whispering*

The interview had place while another event was being developed in the main patio of

the school that is why in the audio tape recording some noises are present. However, the

conversation was not interrupted at any moment and the transcription was done without

difficulties. All the participants were sat in a circle form and there was a boy recording

the whole conversation.

Turn	*Participant*	*Participation*	*Categories*
1	T	ok, buenos días estamos aquí para conocer sus impresiones sobre el trabajo realizado en la página de Facebook en las clases de inglés. Primero que todo me gustaría saber cómo fue su experiencia con el uso de esta red social. ¿Qué les gusto? y ¿qué no les gustó?	
2	S1	primero que todo buenos días a mí me gustó los trabajos tecnológicos cuando la seño nos ponía digamos … nos ayudaba a aprender el inglés, para practicarlo más, lo que no me gustó era cuando ponían trabajos en grupo que algunos estudiantes no hacían nada y otros eran los que hacían	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me

		el trabajo completo. Me gustó también cuando la seño daba un largo tiempo para así buscar información sobre el tema.	*Peer Engagement Scale* Studying with other students is not very useful to me
3	T	muy bien	
4	S2	a mí me gustó el uso de Facebook porque nos ayudó a aprender a usar nuevas herramientas tecnológicas como mindomo, prezi y otras más. También me gustó el Facebook porque porque … nos incitó a practicar, a aprender más inglés y no me gustó el desmotivamiento de los compañeros al momento de hacer los trabajos porque así como dijo Yilmir uno trabajaba y los otros no hacían nada y no se justifica eso, no me parece que los compañeros hayan hecho eso en el grupo.	*Online Engagement Scale* I regularly use web-based resources and information designed specifically for the course *Intellectual Engagement Scale* I am usually motivated to study *Peer Engagement Scale* There is not a positive attitude towards learning among my fellow students
5	T	pero cuando tú te refieres a que los compañeros unos trabajaban y otros no era más el número de los estudiantes que querían trabajar o era menos	
6	S2	era menos el número, era más el número de estudiantes que no quería trabajar	*Peer Engagement Scale* There is not a positive attitude towards learning among my fellow students
7	T	Ok	
8	S3	lo que a mí me gustó como dijo el compañero fue que aprendimos a manejar herramientas tecnológicas en la web como mindomo y esas aplicaciones y también me gustó que nos interesábamos más a entrar a Facebook y ahí nos interesábamos por el inglés y lo que no me gustó fue que algunos estudiantes nos ponemos limitaciones por no saber manejar esa página web, lo intentábamos hacer en los	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me *Intellectual Engagement Scale* I am usually

		recursos que tenía el computador como Word o powerpoint.	motivated to study *Online Engagement Scale* I don't regularly use web-based resources and information designed specifically for the course
9	T	osea quieres decir que si no podían utilizar esas herramientas, utilizaban otras o no las utilizaban?	
10	S3	utilizaban otras pero que ya sabían manejar y no experimentamos cosas nuevas	*Online Engagement Scale* I don't regularly use web-based resources and information designed specifically for the course
11	S4	a mí me gustó porque era otra faceta de estudiar inglés por medios tecnológicos y así podíamos aprender de una manera distinta y que los estudiantes se incitaran más a ese idioma. No me gustó mucho que algunos estudiantes no hicieran los trabajos por falta de (.3) cómo diría	*Online Engagement Scale* Subjects offered online with no face-to-face classes are useful *Intellectual Engagement Scale* I am usually motivated to study
12	T	¿de acceso?	
13	S4	de acceso a internet y incumplían a veces con los trabajos y tampoco como dicen mis compañeros me gustaron los trabajos en grupo porque unos cumplían y otros no	*Peer Engagement Scale* Studying with other students is not very useful to me
14	S5	a mí me gustó porque uno aprende más fácil el inglés y entiendo mucho mejor las canciones, mis canciones favoritas y no me gustó por un lado porque daban poco tiempo para enviar las actividades.	*Intellectual Engagement Scale* I get a lot of satisfaction from studying *Online Engagement Scale* Learning at my own

			pace using online resources is not useful
15	T	bien, vamos con la segunda pregunta que dice consideras que las actividades hechas en el grupo de Facebook te ayudaron a interesarte más por el aprendizaje del inglés, ¿en qué medida? osea el hecho de que tú usaras Facebook aumentó o disminuyo tu interés por aprender inglés? ¿Cómo?	*Online Engagement Scale* Subjects offered online with no face-to-face classes are useful
16	S3	seño aumentó ya que nosotros los jóvenes hoy en día nos interesamos mucho por la red social y eso por eso nos ayudó a aprender al aprendizaje del inglés mediante las actividades	*Online Engagement Scale* Subjects offered online with no face-to-face classes are useful
17	S2	eh nos ayudó mucho porque el uso de Facebook para las actividades nos permite aprender más cosas en casa que las que aprendemos solamente en el aula ya que hay muchas cosas en inglés, frases, canciones como dijo el compañero que a veces uno quiere saber y no puede y entonces con esas con esas palabras nuevas que uno se va aprendiendo, uno va adquiriendo un nuevo vocabulario para el inglés a través de Facebook.	*Online Engagement Scale* I regularly use the web for study purposes
18	S1	pues me interesó mucho más el inglés de muchas formas eh (.3) antes antes puedo decirlo que el inglés me parecía aburrido, no le veía ese interés como ahora pero eso ha cambiado pues las herramientas que ha utilizado la seño me parecen muy divertidas y a la vez nos ayudan, nos ayudan a entender mucho más el inglés y a practicarlo porque para eso para eso es que la seño nos está poniendo esos trabajos en Facebook para ayudarnos a que el inglés … fluya más en uno	*Student–Staff Engagement Scale* Staff try hard to make the subjects interesting

Intellectual Engagement Scale I enjoy the intellectual challenge of subjects I am studying

I am finding my course intellectually stimulating |
| 19 | S4 | en mi punto de vista el inglés en mí aumentó porque a mí antes me interesaba pero en el uso de Facebook he aprendido | *Intellectual Engagement Scale* |

		un poco más y he aclarado un poco más mi vocabulario… he mejorado mi vocabulario y mi forma de pronunciar por medio de las actividades y todo eso.	I am finding my course intellectually stimulating
20	S5	a mí me gustó por lo que como dije antes de lo que traducía, de lo que aprendía pedacitos… entendía los pedacitos de las canciones, también porque uno interactuaba con los medios virtuales ya sea por videos, este audio, imágenes y ahí uno se emocionaba más. En cambio antes solamente eran textos y conversaciones y me aburría y a veces ni escribía	*Intellectual Engagement Scale* I am usually motivated to study *Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
21	T	osea que podemos decir que en términos generales en todos ustedes el haber utilizado el grupo de Facebook como estrategia para aprender inglés los motivó y podemos decir que hoy día su interés por aprender el idioma extranjero es mucho más alto. Bien. Nuestra tercera pregunta es ¿qué dificultades tuvieron ustedes mientras estaban haciendo esas actividades en las páginas de Facebook?	
22	S3	mi dificultad a veces era entrar a internet ya que en mi casa ahora está el servicio suspendido y al ir a un café internet el acceso era muy lento, entonces la web donde trabajábamos para hacer eso a veces se ponía muy lenta y entonces las cosas no se guardaban o se borraban	
23	T	tuviste dificultades con la conectividad, con tener acceso a los materiales	
24	S5	para mí mi dificultad fue fue que a veces uno trataba de enviar algo por Facebook y no dejaba sino que salía enviando y a veces enviaba un archivo que no servía para nada o solamente no lo enviaba.	*Online Engagement Scale* Learning at my own pace using online resources is not useful
25	T	osea tu problema también es relacionado con eso. Tal vez la lentitud, la lentitud al subir los trabajos que se pedían	
26	S1	pues como dijeron mis compañeros el problema de conexión al internet era demasiado bajo, algunos compañeros no tenían este recurso de tener un computador	*Online Engagement Scale* I regularly don't use the web for

			study purposes
		o tener acceso a internet en su casa y por eso a algunos se les dificultaba más enviar esos trabajos. Para mí también es el problema de conexión. Algunos compañeros no tienen internet, no tienen computador, entonces me imagino que será por eso.	
27	S2	mi problema de conexión no fue como un problema de conexión sino como de compatibilidad ya que aquí todas… todas las páginas nos dan la opción de enviar el trabajo o compartirlo pero al momento de enviarlo o montarlo al grupo de Facebook no son compatibles con la aplicación entonces nos pide convertirlo a dropbox, mandarlo al correo, del correo a Facebook entonces es como muy complicado a veces compartirlo al correo, montarlo a dropbox, montarlo otra vez, se nos dificulta mucho y algunos no tenemos, o no tienen la capacidad para por ejemplo para descifrar o resolver un problema con otro.	*Online Engagement Scale* I don't regularly use web-based resources and information designed specifically for the course
28	T	tú te refieres a que los problemas, las dificultades básicamente que tuvieron fueron tecnológicos, de pronto los conocimientos que tenían en informática eran limitados para lo que algunas veces les correspondía hacer, ok	
29	S4	en mi caso el problema más bien era de conexión era del artefacto tecnológico, el computador. Yo no tenía como ese material para poder subir los trabajos y eso me dificultó un poco en las actividades de Facebook.	*Online Engagement Scale* I regularly use the web for study purposes
30	T	¿dónde accedías a la página? si no tenías el computador, ¿qué herramienta tecnológica utilizabas?	
31	S4	a veces entraba por mi teléfono pero hubo un tiempo en que se me dañó y falté un poco a las actividades y por eso no pude resolverlas	
32	T	osea tuviste fue problemas de acceso a la página	
33	S4	Si	
34	T	nuestra cuarta pregunta es, ¿alguna vez usaron Facebook aparte de para subir las actividades usaron Facebook para preguntar dudas que tenían con relación a lo que tenían que hacer, o para hacer	

		comentarios sobre los trabajos que sus compañeros hacían?	
35	S2	si ya que dentro del proyecto de que la seño nos dio estaba incluido eso de montar, compartir, y dar la opinión sobre el trabajo de los otros compañeros y sobre los otros grupos ya sea individual o grupal como la seño nos exigía esa cuestión	*Student–Staff Engagement Scale* Staff made it clear from the start what they expect from students
36	T	alguna vez lo utilizaste para preguntar, compartir dudas	
37	S2	no, nunca lo usé para eso, siempre para montar, para compartir, comentar las actividades de Facebook y mirar que actividades había montado la seño para realizar	*Academic Engagement Scale* I don't regularly ask questions in class
38	S3	seño, yo de comentar, comenté como 2 o 3 veces por temor a equivocarme, ese es el problema que tenemos muchos y para preguntar dudas, o las dudas que tenía sobre las actividades y eso si lo usé varias veces.	*Online Engagement Scale* Online discussion with other students is not very useful *Academic Engagement Scale* I regularly ask questions in class
39	S4	yo no comenté muchas veces como dice mis compañeros el temor a equivocarme, también hacía como dice mi compañero nada más subía las actividades a Facebook, las publicaba y no interactuaba mucho en comentarios ni preguntando, cosas así	*Online Engagement Scale* Online discussion with other students is not very useful
40	T	te faltó en la parte de interactuar con tus compañeros y darle el valor y la opinión sobre lo que ellos hacían también	
41	S1	bueno, yo nunca comenté ninguna actividad que hicieron mis compañeros, si como dicen mis compañeros por temor a equivocarnos, porque si nos equivocábamos, al día siguiente en el colegio eso era como si fuera pasado algo, eso era una burla y yo nunca lo hice. No era porque no quería sino por temor, por temor a equivocarme y como dicen mis compañeros sólo lo hice para ver las actividades que ponía la seño, para	*Online Engagement Scale* Online discussion with other students is not very useful

		resolverlo, nunca lo comenté.	
42	S5	yo tampoco comenté porque no me interesaban las actividades de los otros compañeros, solamente veía que cuando usted publicaba actividad número tal y no entendía pedacitos, los traducía con el traductor y ahí hacía la mía.	*Online Engagement Scale* Online discussion with other students is not very useful
43	T	has tocado un punto importante y es que dijiste que no te interesaba lo que escribían tus compañeros o las actividades que hacían tus compañeros, ¿a ustedes les pasó lo mismo o no?	
44	S2	no porque, si uno observa el trabajo del compañero que montó primero, primero el trabajo, uno puede corregir, copiar ideas o también mejorar las ideas, no tanto copiarlas sino mejorarlas y ver tratar de corregir al compañero de una forma respetuosa, no ni de burla, ni faltándole el respeto, haciéndole ver los errores y si uno tiene que ver el trabajo ajeno porque puede sacar muchas cosas de él.	*Online Engagement Scale* I regularly use online discussion groups related to my study
45	T	¿qué piensan ustedes, ustedes si se interesaban por ver o que sus compañeros hacían?	
46	S4	yo si me interesaba, yo veía qué hacían mis compañeros algunas veces y ahí me como me fijaba en que era lo que yo tenía bueno y en qué me podía como ayudar	
47	T	¿dime por qué tu desinterés en el trabajo de los demás compañeros?	
48	S5	porque si le ponía interés a lo de otro, podría copiar ideas y yo no quería eso, solamente mis ideas	
49	T	ah ya. ¿Pero ni siquiera observabas lo que ellos hacían? ¿No?	
50	S5	No	
51	T	entonces, podíamos decir entonces que fue como una estrategia que él utilizó, no ver lo de los demás como para no afectar lo que él estaba realizando, para no dejarse influenciar por lo que él estaba realizando. Bien. Por último quisiera que pensáramos en un curso de inglés que hayan experimentado anteriormente, donde no hayan usado Facebook, un curso donde no existió el uso de Facebook para aprender inglés y pensemos en este curso donde sí utilizamos la herramienta tecnológica de	

		Facebook, ¿cómo podríamos comparar estos cursos?	
52	S2	primero que todo en mi experiencia escolar, en mi vida escolar nunca habíamos utilizado Facebook para para el aprendizaje del inglés ya que se debe a que de pronto a las situaciones de los colegios o los profesores que no están conscientes ni tienen el uso de la red social y nunca había utilizado el uso de Facebook hasta ahora y me parece bueno el uso de Facebook porque como dije antes, nos ayuda a aprender más cosas en casa y nos ayuda a tener un mejor vocabulario, un mejor inglés fluido y si me gustó la experiencia con el grupo de inglés y el uso de Facebook	*Intellectual Engagement Scale* I am usually motivated to study *Online Engagement Scale* Subjects offered online with no face-to-face classes are useful
53	T	¿tú sientes que este curso con Facebook lo disfrutaste más que los otros?	
54	S2	pues si el aprender porque el inglés y aprender nuevas herramientas tecnológicas no sólo nos ayuda en el inglés sino para las otras materias o para la vida. El uso de Facebook me pareció chévere ya que esto es nuevo, nuevo muy nuevo para mí nunca había usado Facebook para las clases y me gustaría que los demás niños, los demás compañeros en lo de otros cursos usaran Facebook también para que aprendieran mejor inglés	*Intellectual Engagement Scale* I am finding my course intellectually stimulating *Online Engagement Scale* Subjects offered online with no face-to-face classes are useful Online resources (e.g. course notes and materials on the web) are very useful for me
55	S3	seño la verdad nunca me había interesado así por el inglés hasta ahora que veo el Facebook con ustedes y me pareció una gran experiencia ya que aprendimos de inglés y a la vez a utilizar herramientas de la web.	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
56	T	¿osea que disfrutaste te gustó haber trabajado en el grupo de Facebook	

57	S1	como dijo mi compañero esto nos ayudó a aprender mucho más inglés cosa que otros salones, otros salones no lo hacían, eh también nos ayudó como para no sólo para aprender el inglés en las clases sino también en la casa, nos ayudó a cambiar un poco más y como dijo mi compañero muchos cursos no tenían eso y simplemente me pareció muy chévere, si me gustó. Porque así aprendí un poco más y eso me ayuda a mí para muchas cosas porque hoy en día el inglés es lo básico en todo	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
58	S5	bueno, a mí me gustó, a mí me gustó el uso de Facebook porque ya me motivaba a aprender más inglés, no como antes, antes que no lo usábamos, no me llamaba más la atención el inglés. Me llamaba y no me llamaba porque eran aburridoras las clases y ahora que tenemos el uso de Facebook ya puedo leer, aprender cómo se escribe y luego buscar la pronunciación	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
59	T	osea que te parece que es más, es más entretenido, que es más llamativo el usar el Facebook en las clases que no usarlo	
60	S4	yo desde que entré al bachillerato me ha encantado el inglés, siempre me ha llamado la atención y siempre escucho cosas en inglés como música, películas etc. Con las actividades en Facebook me influencié mucho más porque en cursos anteriores nunca lo había usado y eso me pareció súper interesante porque ahí uno ve otra faceta de cómo puede estudiar inglés en casa, en la escuela y otros lugares.	*Intellectual Engagement Scale* I enjoy the intellectual challenge of subjects I am studying I am finding my course intellectually stimulating I am usually motivated to study
61	T	si yo les pidiese que definieran, ya para cerrar esta entrevista, que definieran el trabajo que han realizado este semestre, ¿cómo lo definirían?	
62	S1	divertido y nos ayudó a aprender, como lo dije antes y lo defino en una sola palabra que es divertido, me gustó me gustó como trabajamos esa herramienta en Facebook y y me gustó	*Intellectual Engagement Scale* I am usually motivated to study
63	S5	entretenido y mucho más interesante ya	*Online Engagement*

		que llamaba más la atención porque ya los jóvenes de hoy en día muy poco les gusta revisar las libretas y usan más las redes sociales	*Scale* Subjects offered online with no face-to-face classes are useful Online resources (e.g. course notes and materials on the web) are very useful for me
64	S2	yo lo definiría como motivador, innovador, ya que nos motiva a nosotros como dice el compañero, no sólo a mirar las tareas en la libreta sino a mirar las tareas en la red, en las principales redes sociales y e innovador porque nos muestra las diferentes herramientas tecnológicas que se pueden usar para el desarrollo de esas tareas y no simplemente las herramientas tecnológicas, sino las herramientas que trae normalmente un computador como dijo el compañero Word, Excel y powerpoint para el uso de las tareas, en la tecnología.	*Online Engagement Scale* Subjects offered online with no face-to-face classes are useful Online resources (e.g. course notes and materials on the web) are very useful for me *Intellectual Engagement Scale* I am usually motivated to study
65	S3	a mí me pareció interesante, porque como vemos hoy los jóvenes como dije ahorita nos interesamos, más o menos por así decirlo en la red social que en estudiar y escribir que a veces ahí mirábamos nuestro Facebook y aprendíamos el inglés y nuevas herramientas, entonces me pareció interesante	*Online Engagement Scale* Subjects offered online with no face-to-face classes are useful Online resources (e.g. course notes and materials on the web) are very
66	T	osea que pudiste hacer, le diste otro uso a las redes sociales del que tradicionalmente le dabas. Hablemos un poquito de eso de pronto tu antes usabas, para qué usabas el Facebook antes y en la clase de inglés, ¿cómo ha cambiado esa visión que tienes de Facebook?	
67	S4	yo solo lo usaba para revisar mis amigos, chatear y eso. Con el uso de Facebook en	*Online Engagement Scale*

		el inglés lo uso ahora para postear actividades, estados en inglés, cosas que estoy haciendo, todo prácticamente en inglés y pues eso me motiva como a seguir en ese camino, de seguir con el inglés.	I regularly use the web for study purposes
68	T	alguno de ustedes tiene algo más que decir	
69	S2	yo antes usaba el Facebook como dicen mis compañeros para ver qué hacían mis amigos, las fotos que montaban, ahora lo uso para ver las actividades de inglés y si tenemos dos en este caso uno para como quien dice para los amigos y otro para el colegio ya que son dos cosas muy diferentes y hay más amigos que tarea y eso nos dificulta a veces encontrar las tareas por eso tengo dos para las tareas y para los amigos	*Online Engagement Scale* I regularly use the web for study purposes
70	T	osea que te pareció más práctico crear una cuenta nueva para exclusivamente la clase de inglés para así no mezclar	
71	S2	al principio no me gustó, no me gustó crear otra cuenta ya que pensé que iba a ser como otro correo, otra contraseña, más cosas, más difícil, este me iba a hacer difícil las cosas porque como les dije dos correos, dos contraseñas, pero ahora con el uso del Hotmail y el gmail que prácticamente exigen ahora es más fácil crear una cuenta de Facebook y acceder a ella desde cualquier dispositivo	*Online Engagement Scale* Online resources (e.g. course notes and materials on the web) are very useful for me
72	S5	yo anteriormente usaba el Facebook para chatear con mis amigos y revisar algunas imágenes y así con el tiempo me fui aburriendo que ya duraba semanas sin abrirlo hasta que puso la actividades de inglés y eso, me motivé más a abrir el Facebook y ahora lo abro más de seguido.	*Intellectual Engagement Scale* I am usually motivated to study
73	S1	como dijo mi compañero anteriormente que ahora los jóvenes de hoy día están más interesados en las redes sociales, en este caso el Facebook, instagram y cosas así, me pareció muy divertido que la maestra haiga puesto actividades en el Facebook ya que los jóvenes comienzan a darle como a ver el punto de vista, el interés que está mostrando la seño para que los jóvenes aprendan mucho más, en este caso es el inglés y yo como dijeron los compañeros, antes solamente entraba para hablar, comunicarme, montar fotos y	*Student–Staff Engagement Scale* Staff try hard to make the subjects interesting

		cosas así	
74	T	osea que te parece que la actitud de la profesora influenció un poco el interés que ella tiene de usar nuevas herramientas, influenció en que el interés de ustedes aumentara también	*Student–Staff Engagement Scale* Staff try hard to make the subjects interesting Staff are enthusiastic about the subjects they teach
75	S1	Claro	
76	S3	si seño mire, yo por ejemplo, antes paraba hasta cuatro horas, cinco horas de seguido en Facebook, chateando, viendo fotos, publicando, pero ahora no solo hago eso sino que me meto en la cuenta que tengo para esto y hago las actividades y traduzco lo que no entiendo que publican y pues me he interesado bastante en el proyecto	*Intellectual Engagement Scale* I am finding my course intellectually stimulating I am usually motivated to study
77	T	te has interesado más en aprender inglés	
78	S3	Aunque en algunas no las cumplo en el tiempo que no es pero,	
79	T	bueno, muchísimas gracias por darme a conocer sus puntos de vista, la verdad es que ha sido interesante escucharlos y esperemos que realmente hayan sido más los beneficios que las desventajas de haber trabajado con esta herramienta tecnológica. Muchas gracias.	

APPENDIX E

SURVEY

Objetivo: identificar la percepción de los estudiantes acerca de Facebook como mediador para aprender inglés

Escribe al lado de las siguientes frases el número que mejor describe tu sentimiento hacia cada una de ellas.

Totalmente de acuerdo (1)   de acuerdo (2)   neutral (3)   en desacuerdo (4) totalmente en desacuerdo (5)

1. Las actividades propuestas en Facebook fueron variadas
2. Las actividades propuestas en Facebook fueron interesantes
3. Las actividades de Facebook me parecieron divertidas
4. Las funciones de Facebook, tales como "me gusta", estimularon mi interés por participar en las actividades
5. Usualmente estoy motivado (a) a estudiar inglés
6. Estaba motivado (a) a aprender inglés utilizando Facebook
7. Estudiar inglés a través de la página de Facebook me hizo sentir satisfecho (a)
8. El uso de la página de Facebook en esta clase me hizo involucrarme en el aprendizaje del inglés de manera activa
9. Mi actitud hacia el aprendizaje del inglés fue más seria y comprometida al usar Facebook
10. Usualmente estudio ingles los fines de semana
11. Usualmente trabajo con otros cuando tengo dificultades en inglés
12. La colaboración de mis compañeros me ayudó a resolver problemas presentados en el desarrollo de las actividades en Facebook
13. Leer los comentarios de otros me motivó a seguir realizando las actividades cada vez mejor
14. Facebook me ayudó a evaluar activamente el trabajo de los otros y a compartir con ellos
15. Usualmente estudio inglés con otros compañeros de mi clase
16. Considero que estudiar inglés con otros es muy útil para mí
17. Considero que formo parte de un grupo de estudiantes comprometidos a aprender inglés
18. La profesora de inglés mostró interés en mi progreso académico mientras usaba Facebook
19. La profesora de inglés revisaba y comentaba mis trabajos con regularidad

20. Desde el inicio del proyecto, la profesora de inglés expresó claramente las expectativas que tenía de los estudiantes
21. Usualmente busco ayuda de la profesora de inglés
22. Usualmente hago preguntas en la página de Facebook sobre dudas o aspectos que no comprendo
23. Los recursos que ofrece la web son muy útiles para el aprendizaje del inglés
24. Aprender inglés a mi propio ritmo usando los recursos de la web es de gran utilidad para mí
25. Usualmente utilizo recursos de la web con propósitos educativos
26. Usualmente utilizo el correo electrónico para contactarme con mi profesora de inglés y mis compañeros
27. Usualmente me reúno con mis compañeros en línea para hacer trabajos de inglés
28. El uso de la página de Facebook promovió el uso de otras herramientas tecnológicas
29. Me sentí desmotivado para hacer las actividades propuestas por la profesora en el grupo de Facebook
30. Las actividades propuestas me hicieron perder el interés por la asignatura
31. Me gustaría utilizar Facebook en las clases de inglés nuevamente
32. En comparación con los otros cursos de inglés, este donde utilicé Facebook me motivó más a aprender el inglés

De las siguientes actividades escoge la que más te gustó; puedes marcar más de una opción

- o Elaborar dibujo a partir de audio
- o Escribir tu opinión sobre tema propuesto
- o Elaboración de línea de tiempo
- o Elaboración de mapa conceptual a partir de texto leído
- o Resolución de crucigrama
- o Elaboración de tarjeta de amistad
- o Escribir sobre películas a partir de trailers
- o Compartir chiste y canción
- o Leer y escribir sobre actividades realizadas en el pasado
- o Creación de presentaciones
- o Completar cuadro sobre mis familiares y amigos
  Por qué

  _____
  _____
  _____

TABULATED RESULTS OF THE STUDENTS' SURVEY

Objectives:

- Describe students' experience using Facebook in their English classes

- Identify levels of students' engagement occurred in English classes using Facebook

1. The Facebook activities were varied
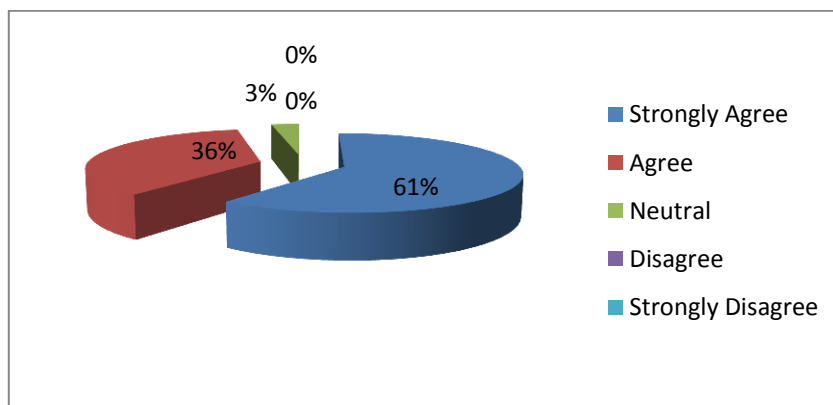
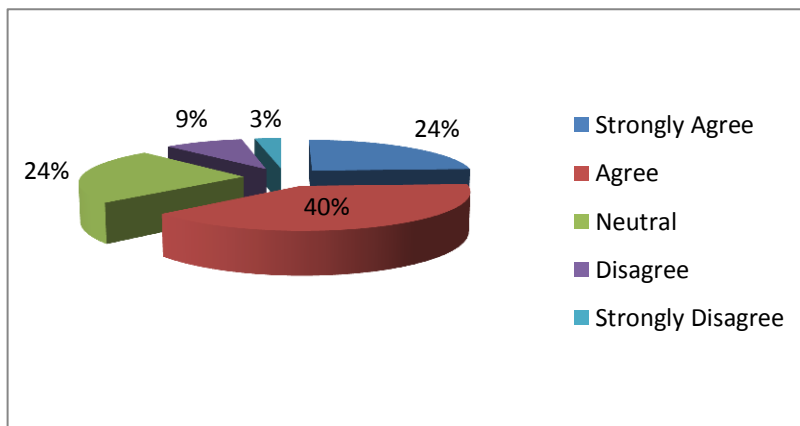**2. The activities proposed in the Facebook page were interesting**
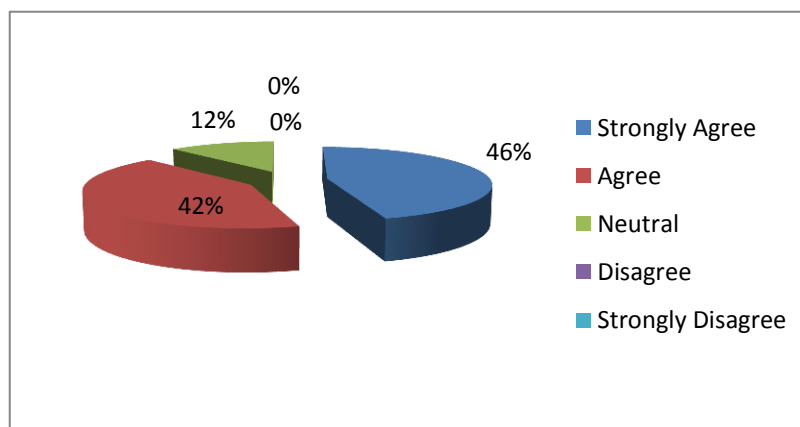
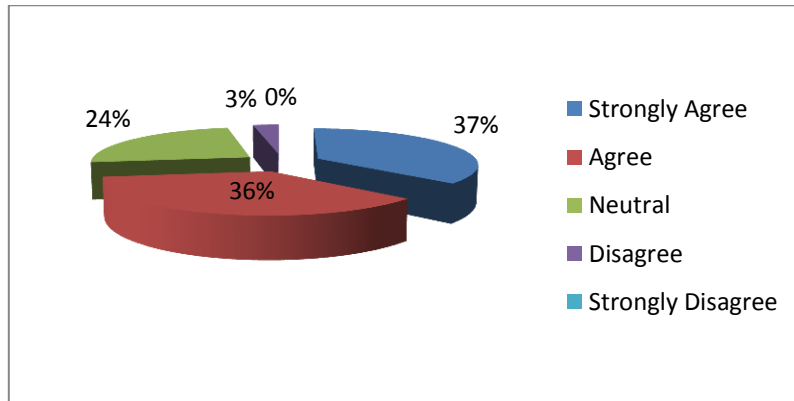### 3. I consider the Facebook activities were funny
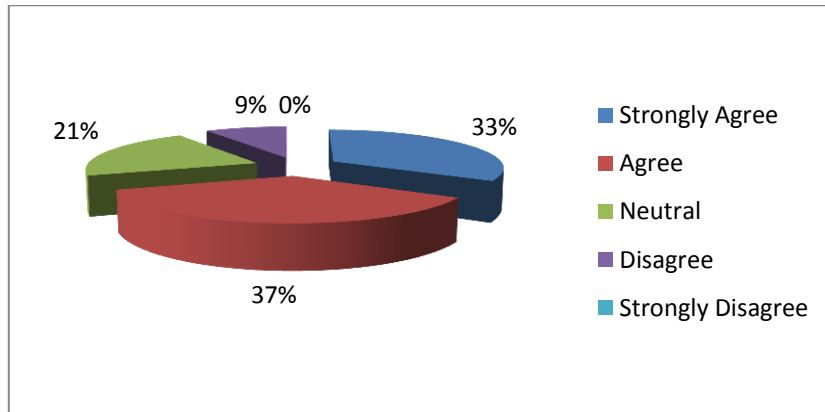
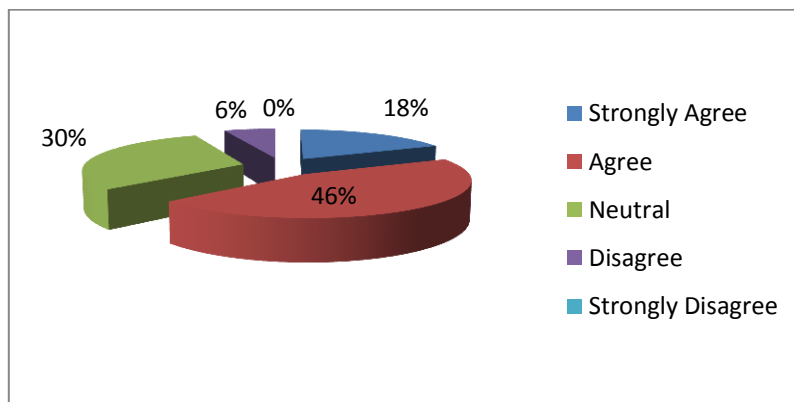### 4. The features of Facebook, such as "like", stimulated my interest to participate in the activities.
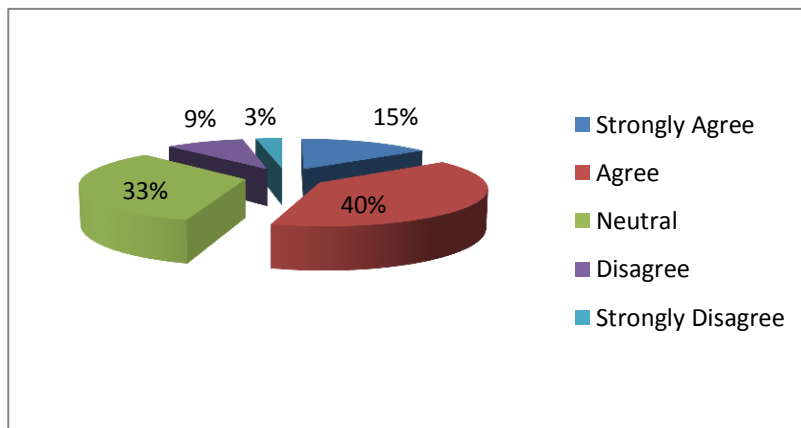
5. I am usually motivated to learn English

6. I was motivated to learn English using Facebook.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

24% 3% 0% 37% 36%

7. Studying English through the Facebook page made me feel satisfied.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

30% 6% 0% 18% 46%

8. The use of the Facebook page for this class made me learn actively.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

27% 0% 0% 18% 55%
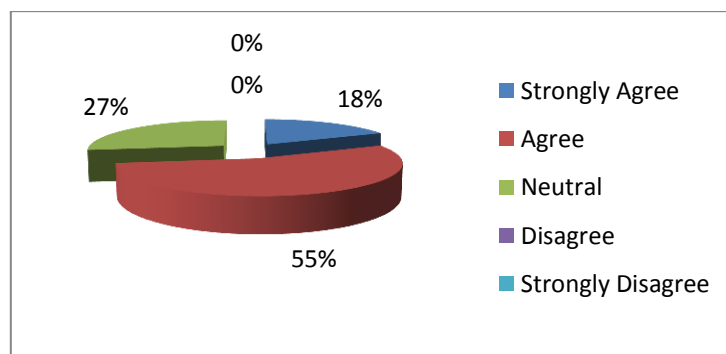
9. My attitude towards the learning of English became more serious and engaged while using Facebook.
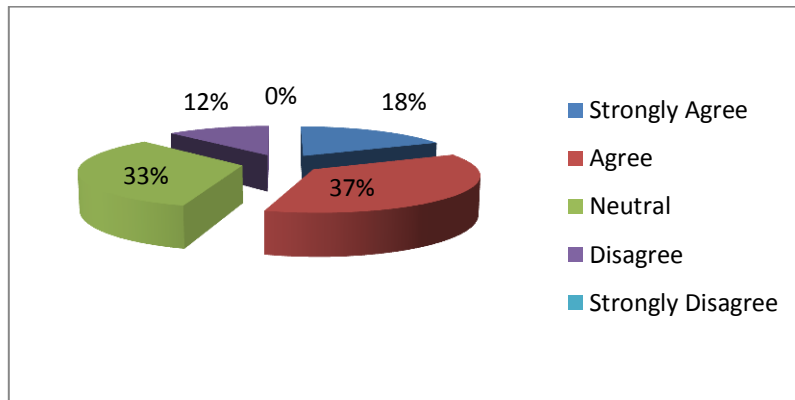
10. I usually study English on weekends.
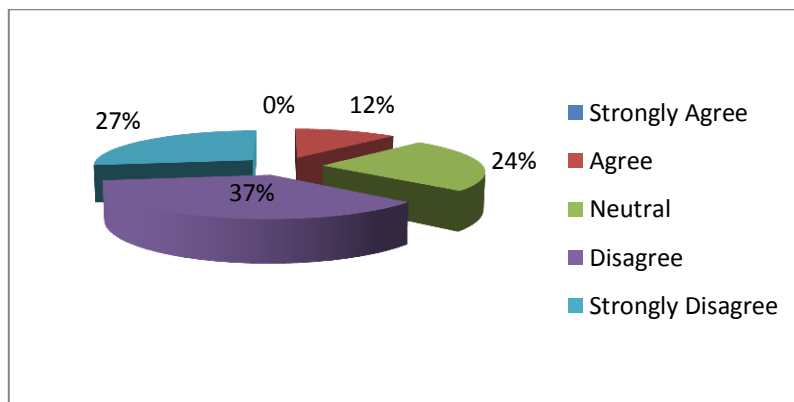
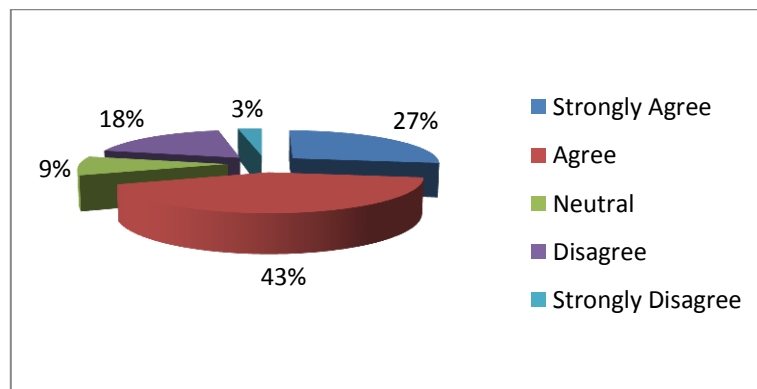**11. I usually work with others when I have difficulties in English.**

12. My peers' collaboration helped me to solve problems while doing the Facebook activities.
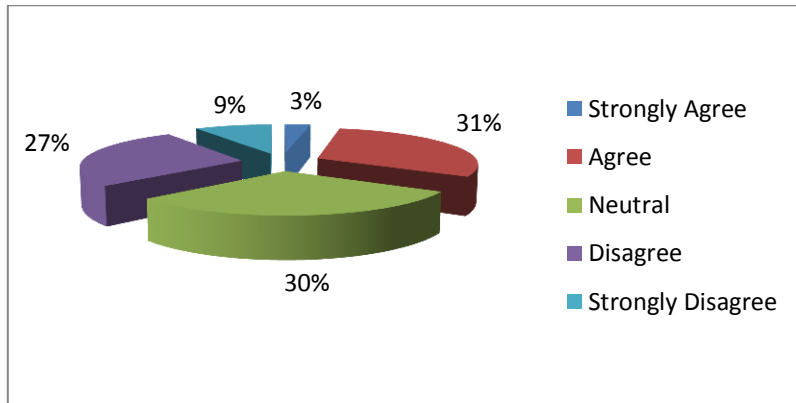

Strongly Agree — 27%
Agree — 43%
Neutral — 21%
Disagree — 9%
Strongly disagree — 0%

13. Reading others' comments motivated me to do my activities better.

Strongly Agree — 12%
Agree — 55%
Neutral — 27%
Disagree — 0%
Strongly Disagree — 6%

14. Facebook made me actively assess my peers' work and share with them.

Strongly Agree — 27%
Agree — 43%
Neutral — 9%
Disagree — 18%
Strongly Disagree — 3%

15. I usually study English with my classmates.

Pie chart data:
- Strongly Agree: 3%
- Agree: 31%
- Neutral: 30%
- Disagree: 27%
- Strongly Disagree: 9%

16. I consider studying English with others is useful for me.

Pie chart data:
- Strongly Agree: 24%
- Agree: 52%
- Neutral: 15%
- Disagree: 9%
- Strongly Disagree: 0%

17. I consider I belong to a group of students who are engaged with the learning of English.

Pie chart data:
- Strongly Agree: 18%
- Agree: 49%
- Neutral: 30%
- Disagree: 3%
- Strongly Disagree: 0%

18. The English teacher was interested in my academic progress while I was working in the Facebook page.

Strongly Agree 64%
Agree 33%
Neutral 3%
Disagree 0%
Strongly Disagree 0%

19. The English teacher checked and commented my activities frequently.
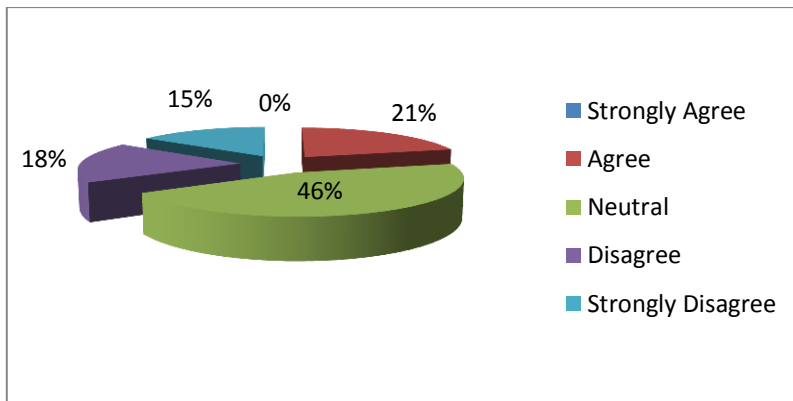

Strongly Agree 88%
Agree 12%
Neutral 0%
Disagree 0%
Strongly Disagree 0%

20. From the very beginning, the English teacher expressed clearly the expectations she had from her students.

Strongly Agree 79%
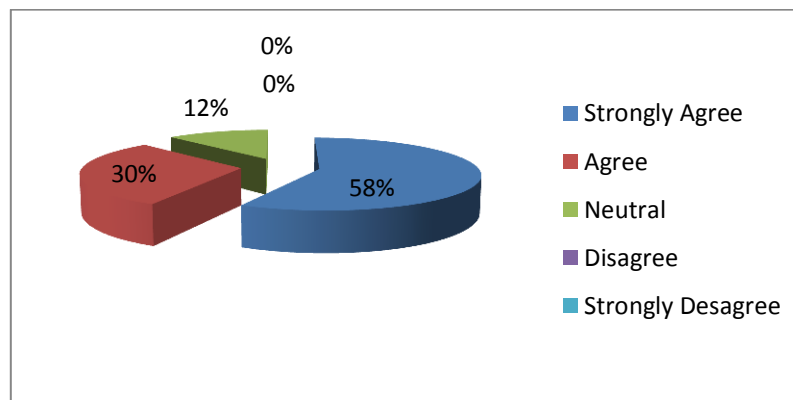Agree 18%
Neutral 3%
Disagree 0%
Strongly Disagree 0%

21. I usually look for my English teacher's help.

0%	
3%	18%
24%	
55%	

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

22. I usually ask questions in the Facebook page about doubts or aspects that I don't understand.

15%	0%
18%	21%
	46%

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

23. The web resources are useful for my English learning.

0%	
0%	
12%	
30%	58%

Strongly Agree
Agree
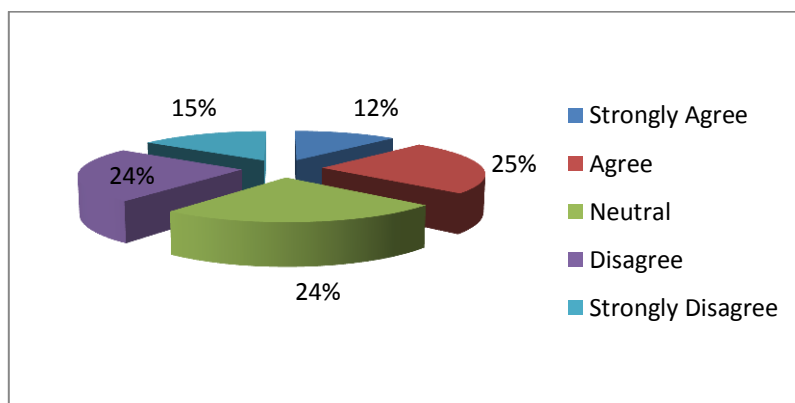Neutral
Disagree
Strongly Desagree

24. Learning English at my own pace using the web resources is very useful for me.
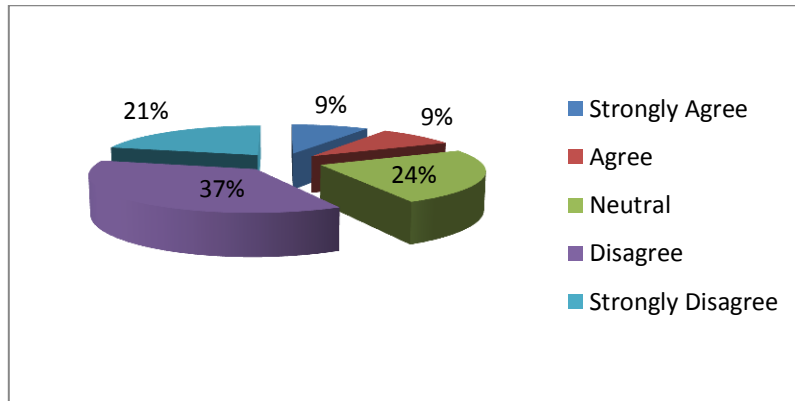

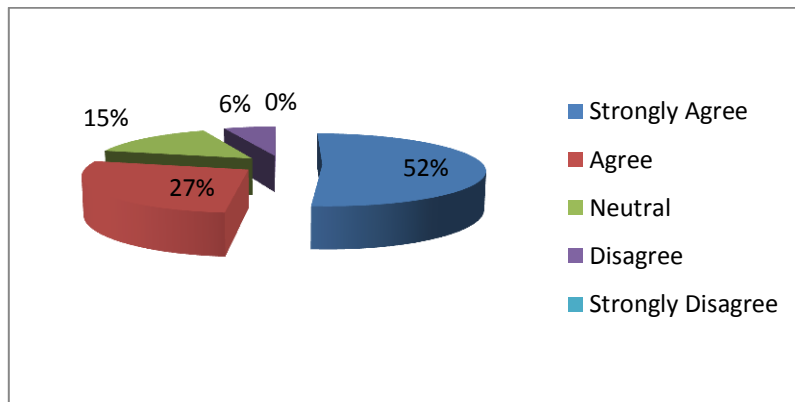**25. I usually use web resources with educational purposes.**
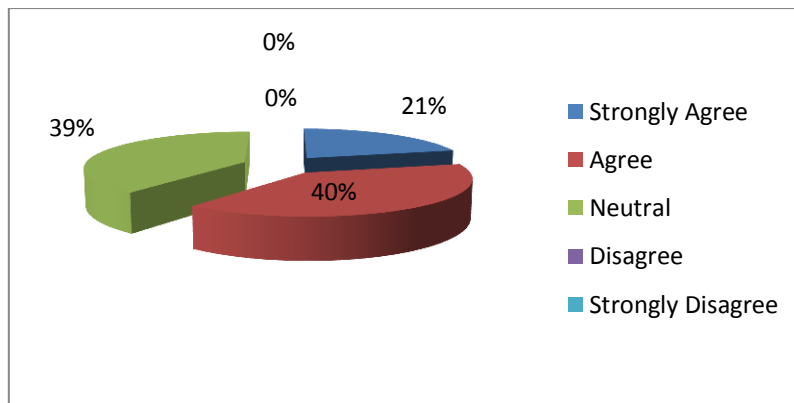
26. I usually use my e mail to contact my English teacher and classmates.

27. I usually interact with my friends online to do my English activities.

28. The use of the Facebook page promoted the use of other technological tools.

29. I felt demotivated to do the activities proposed by my teacher in the Facebook group.
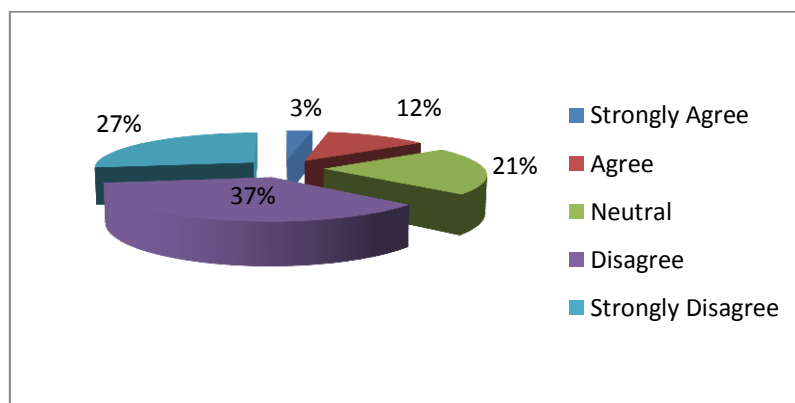
30. The activities proposed made me lose interest towards the learning of English.
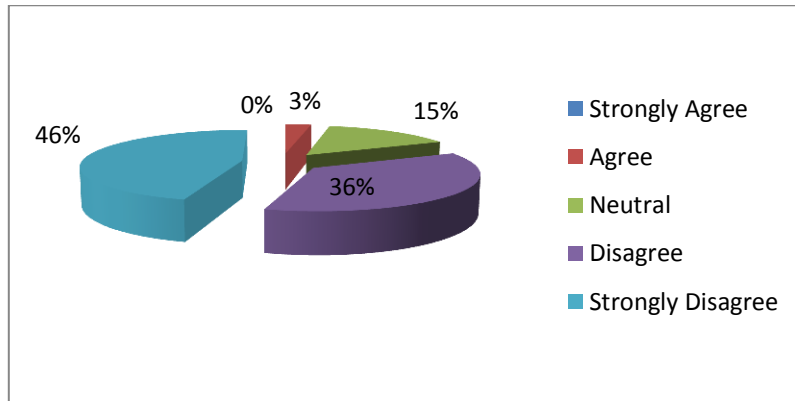
31. I would like to use Facebook in my English classes again.
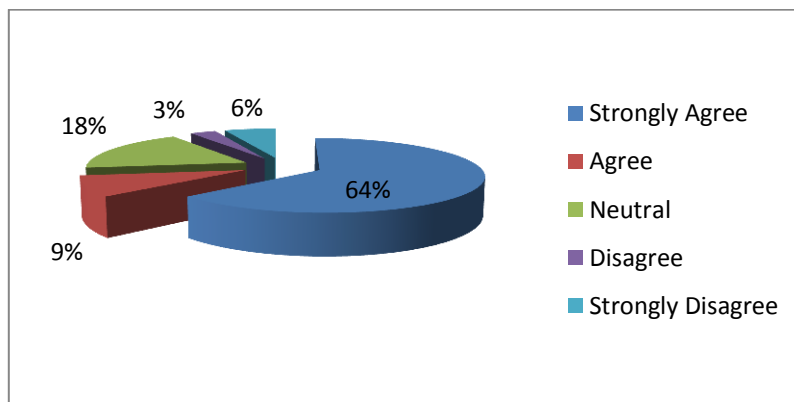
32. Making a comparison between the other English courses and this one, I was more motivated to learn English in the one where Facebook was used.
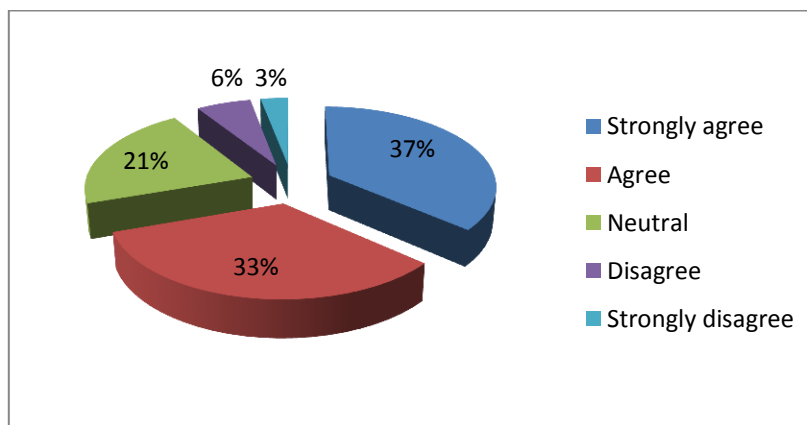
Which of the following activities did you like the most? Give reasons
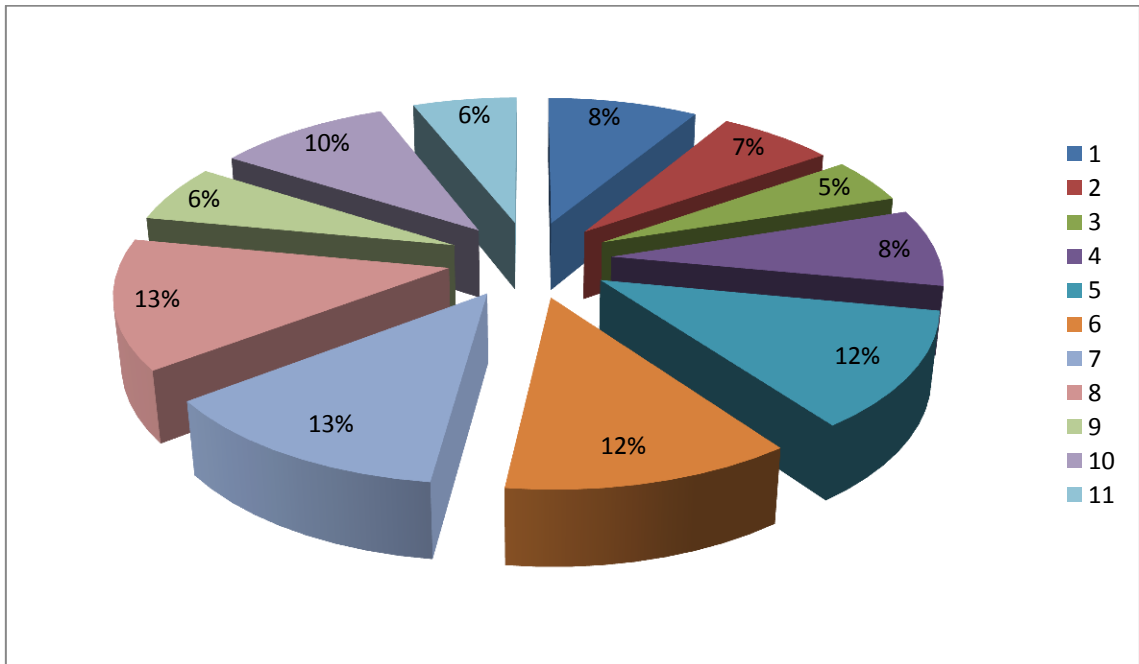
1. Make a drawing after listening an audio conversation.

2. Write your opinion about a proposed topic

3. Make your life's timeline

4. Make a mind map about a reading text

5. Solve a crossword

6. Create a friendship card

7. Write about movies after watching their trailers

8. Share songs and jokes

9. Read and write about their past activities

10. Create some presentations

11. Complete a chart with information about friends and relatives

SURVEY ANALYSIS

Question Number	Totally agree 1	Agree 2	Neutral 3	Disagree 4	Totally Disagree 5	Analysis
1	20	12	1			One of the characteristics of the Facebook activities were their variety
2	15	14	4			According to most of the students the activities were interesting
3	11	12	7	3		Being funny is another feature of the proposed activities
4	5	13	11	3	1	Some of the students considered the I like function stimulated their participation in the Facebook group. Others showed a neutral position about it
5	9	13	8	2	1	Most of the students expressed they were motivated to learn the language. Some of them were neutral about it
6	12	12	8	1		The majority of the students

						were motivated to learn English through the use of Facebook
7	6	15	10	2		Students felt satisfied learning English using Facebook. Just some of them felt neutral about it
8	6	18	9			Actively participation was expressed by the students in the Facebook activities.
9	6	12	11	4		Engagement in the learning of English was expressed by the half of the class, but some of them said their position was neutral
10		4	8	12	9	Some of the students said they studied the language on weekends and the majority of them said they did not do it.
11	5	21	3	4		Most of the learners look for their peers' help when they have difficulties
12	9	14	7	3		Peers' assistance was useful while working in the

						Facebook activities. Most of them use this help as a strategy to overcome difficulties
13	4	18	9		2	Reading their peers' comments motivated some learners to do their best
14	9	14	6	3	1	Evaluating their peers' work was possible through the use of Facebook . Most of the participants used this tool during the course.
15	1	10	10	9	3	Studying English with their partners is an activity that just a few of learners do. Most of them showed neutrality about this item.
16	8	17	5	3		Most of the students considered studying English with other classmates was useful
17	6	16	10		1	Many students thought they belonged to a group where people are engaged to

						learn the foreign language
18	21	11	1			The teacher showed interest in the students' learning process while they were part of the Facebook project according to all of the students
19	29	4				The teacher often provided feedback to students on the Facebook page
20	26	6	1			From the very beginning the teacher stated what she expected from the students in the project, according to all of the students.
21	6	18	8	1		Some students looked for the teacher's help while working in this project. Others did not do it
22		7	15	6	5	Just a few of the learners asked questions about what they did not understand in the Facebook page. Most of them did not do it.
23	19	10	4			The majority

						of students thought the web resources provided were useful to learn English
24	12	16	5			Learning English at their own pace thanks to the web resources was considered really useful for most of the students.
25	7	13	13			Using usually web resources with pedagogical purposes is done by some students.
26	4	8	8	8	5	Emails are used by some students to get in contact with their friends and English teachers. Others don't use it
27	3	3	8	12	7	Just a few of learners do group work online. Most of them don't do it, they prefer to do it face to face
28	17	9	5	2		The use of other technological resources was promoted by the use of this Facebook course according to the majority of

						the students
29	1	4	7	12	9	Most f the students were motivated to do the activities proposed by the English teacher in the Facebook group
30		1	5	12	15	The interest for studying the language was increased by the use of this social network with learning purposes.
31	21	3	6	1	2	Many students would like to use Facebook to learn English again
32	12	11	7	2	1	Many students were more motivated to learn English using this online course than the face to face ones

APPENDIX H

FACEBOOK PAGE MESSAGES COUNTING

Group Number 1

Activity	*Teacher's Posts*	*Students' Posts*	*Teacher's Comments*	*Students' Comments*
Activity 1	2	4	7	15
Activity 2	5	4	3	5
Activity 3 1 per group	8	2	1	0
Activity 4	4	1	3	3
Activity 5	3	7	6	1
Activity 6 Pair activity	2	4	4	7
Activity 7	3	7	7	3
Activity 8	1	5	3	1
Activity 9 Pair activity	4	3	3	0
Activity 10	2	2	2	0
Total	34	39	39	35

Group number 2

Activity	Teacher´s Posts	Students' Posts	Teacher's Comments	Students' Comments
Activity 1	3	8	7	16
Activity 2	5	7	6	7
Activity 3 1 activity per group	5	1	1	4
Activity 4	4	1	1	1
Activity 5	3	9	7	12
Activity 6 Pair activity	4	4	6	4
Activity 7	3	6	6	4
Activity 8	1	2	1	1
Activity 9 Pair activity	2	4	4	9
Activity 10	1	4	6	1
Total	31	46	45	59

Group number 3

Activity	Teacher´s Posts	Students' Posts	Teacher's Comments	Students' Comments
Activity 1	3	8	10	31
Activity 2	5	6	6	8
Activity 3 1 activity per group	7	2	1	5
Activity 4	3	0	0	0
Activity 5	4	7	8	6
Activity 6 Pair activity	6	7	6	15
Activity 7	3	4	5	2
Activity 8	2	3	0	0
Activity 9 Pair activity	3	1	0	0
Activity 10	2	2	2	0
Total	38	40	38	67

Group number 4

Activity	Teacher´s Posts	Students' Posts	Teacher's Comments	Students' Comments
Activity 1	3	3	3	7
Activity 2	5	5	4	4
Activity 3 1 activity per group	7	1	2	4
Activity 4	4	0	0	0
Activity 5	2	6	7	4
Activity 6 Pair activity	6	6	3	1
Activity 7	4	3	3	0
Activity 8	2	0	0	0
Activity 9 Pair activity	3	1	1	0
Activity 10	1	11	5	1
Total	37	36	28	21

Group Number 5

Activity	Teacher's posts	Students' posts	Teacher's comments	Students' comments
Activity 1	3	1	2	2
Activity 2	4	0	0	0
Activity 3 1 activity per group	3	1	1	0
Activity 4	4	0	0	0
Activity 5	2	5	5	0
Activity 6 Pair activity	2	3	3	0
Activity 7	2	1	1	0
Activity 8	1	2	1	0
Activity 9 Pair activity	3	0	0	0
Activity 10	2	0	0	0
Total	26	13	13	2

All groups post:

- *Teacher's posts:166*

- *Students' posts: 174*

- *Teacher's comments:163*

- *Students' comments: 184*