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Developing Reading skills through pedagogical use of Facebook in EFL classrooms in
high school

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DEDICATION

I dedicate this research to God Almighty my creator, and to my family who are my strong pillar and my source of inspiration.

Diana Paola

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I would like to express my gratitude and appreciation to all those who supported me to complete this research especial thanks to my advisor, Mgrt. Alba Vargas, whose help, stimulating suggestions and encouragement has helped me to achieve this goal. Finally, I want to thank my parents and my brothers Bryan and Paul.

Diana Paola

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ABSTRACT

This study analyzes the development of reading skills through the pedagogical use of Facebook in EFL classrooms. An EFL teacher and 66 senior high school students from a public institution. The study was conducted in Loja city. Particularly, the purpose of this mix-method research is to determine how this technological tool helps students to enhance reading skills, and to find out teachers' and students' perceptions about using Facebook. In order to achieve these goals, a classroom Facebook page was created. The students were asked to complete different reading activities like to read and summarize information or write comments and reflections.

The intervention lasted four months. The students' progress was assessed by using a rubric in order to measure their ability to discover the main idea of the texts, to understand, to report the event sequence, to use correct grammar and vocabulary and to summarize information. Furthermore, a survey was applied to know students' perceptions about the use of Facebook in this context. The results show that the pedagogical use of Facebook is positive; it catches students' attention to develop reading in a collaborative way.

Key words: *Social media, reading skill, EFL teaching, Facebook, pedagogy.*

RESUMEN

Este estudio analiza el desarrollo de las habilidades de lectura mediante el uso pedagógico de Facebook en clases de inglés como lengua extranjera (EFL). En este estudio participaron el profesor de la asignatura de inglés y un total de 66 estudiantes en un colegio público en la ciudad de Loja. Los objetivos de este estudio fueron identificar como el uso del Facebook puede ayudar a los estudiantes a desarrollar sus habilidades lectoras, además de las percepciones que ellos tienen acerca del uso del Facebook en una clase de inglés como lengua extranjera.

Para lograr estos objetivos, un aula Página de Facebook fue creada. Se pidió a los estudiantes que completan la lectura de diferentes actividades cómo leer y resumir la información o escribir comentarios y reflexiones. La intervención duró cuatro meses. El progreso de los alumnos fue evaluado mediante una rúbrica a fin de medir su capacidad para descubrir la idea principal de los textos, para comprender, para informar sobre el evento de secuencia, el uso correcto de la gramática y el vocabulario y resumir la información. Además, se aplicó una encuesta para conocer las percepciones de los estudiantes sobre el uso de Facebook en este contexto. Los resultados muestran que el uso pedagógico de Facebook es positivo que capta la atención de los estudiantes para fomentar la lectura de manera colaborativa.

Palabras claves: redes sociales, habilidad lectora, enseñanza de inglés como lengua extranjera, adolescentes, trabajo colaborativo.

INTRODUCTION

English has become more important because it constitutes a tool to engage students in the cultural awareness. To get this awareness it is necessary to include TICs in the teaching learning process, especially a massive media used by teenagers, which is Facebook. Additionally, teachers mentioned that in schools their students feel discouraged about reading, it becomes frustrating that the teacher's effort does not motivate students to read, this phenomenon is observed in students of any age or English proficiency level in our context, there are many factors whose are attributed students' lack of motivation; for example topics are not interesting for students, topics are not relevant for them, the topics and information are monotonous and do not catch their attention, for instance with the purpose of motivating students to read in English and improve their English Language skills, Facebook will be used as a pedagogical mean.

With the objective of developing students' reading skills the present study researched about how the use of TICs, specifically the pedagogical use of Facebook influences on students' motivation and helps them to improve the English reading level while working in a collaborative way. Furthermore, this research aimed to identify how Facebook helps students to enhance reading skill and to identify the teacher and students' perceptions of using Facebook for developing the reading skill in an online collaborative context.

Research on the topic shows that, in order to improve students' English skills, it is necessary to expose them as much as possible to the target language; especially in reading and writing practice. According to Jones and Coffey (2012), if reading is ignored, the understanding of language as more than a code will be blinked by first language conventions. They also state that literacy is a process that require students accessing to variety of media and variety of language levels used in different contexts and that lack of exposure to these written limited students of learning support and literacy development features.

Teachers look for strategies, material and resources to lessen the impact of negative factors when their students read and learn in the target language. Considering that, reading is, according to Dechant

(1991), a visual process where a person utilizes their vision to interpret graphic symbols, the essence of reading comprehension is being able to cognitively process the words by drawing meaning from their own experience and knowledge to understand the author's message briefly a dialogue between the author and the reader. It is so important to enhance the straightening for listening, speaking, writing and specially reading skills because if learners can read they can also develop the rest of skills.

Most of the time teachers focus on teaching writing and on teaching students grammatical rules, in consequence, students finish their studies with deep understanding of grammatical rules but overwhelmed with a big amount of theoretical information and become reluctant to read or to read with any kind of information.

In recent years, it has become possible to have access to any kind of information through Internet. Once Internet appeared, the effect that this mean created was the amount of time that people spend navigating on Internet increased notably. In this context, technological devices and resources such as electronic devices created the opportunity to adapt and adopt educational approaches that help students to learn and improve their proficiency level at any language. Web applications, social media, digital sources, wikis, and digital content available in English challenge any learner to develop and master the reading skill necessary to understand the most of information available only in English most of the time.

Regarding the use of Tics and available resources with academic and pedagogical uses some research had been done by investigators like Ahmed (2016) who developed a quantitative,

quasiexperimental study about the use of Facebook to Develop Grammar Discussion and Writing Skills in English as a Foreign Language for University Students. He aimed the research to measure the effect of Facebook on grammar discussion and writing skills in EFL for university students and additionally to find if there is a significant difference between the pretest and the posttest scores on the development of the four specific writing skills: ideas and content, organization, voice, and style.

He worked with two university classes, one class wrote essays through Facebook along three months and the other class wrote essays in a traditional way, the class who used Facebook interacted in an online board where students discussed, analyzed, checked and corrected their classmate's essays and sent their corrections to the teacher for a last correction. He also applied a pre-test to determine the students' background and a post test to determine if students have had improved their skills or not. Ahmed concluded that using collaborative writing in Facebook, students improved their writing performance.

Similarly, Momani, Al Farhan and Al Qarni (2015) researched about the frequency of English language teachers using some internet application in teaching reading comprehension skills, they aimed to investigate the effect of internet applications use on students' motivation, furthermore they expected to answer some questions related to the use, willingness, motivation and preferences that teacher and students have about using internet applications in teaching reading comprehension skills. The researchers applied a questionnaire and interpreted the answers of thirty-two teachers using the statistical package for social science (SPSS). The researchers concluded that the frequency of using internet application in teaching reading comprehension is high among teachers of Saudi-intermediate schools. Moreover, they found that teachers need professional development sessions about how to use internet applications.

Additionally, Razak and Saeed (2015) researched about EFL Arab learners' peer revision of writing in a Facebook group, they gave answers to three research questions about types of revision, aspects of their written texts and EFL Arab learners' engagement in the online revision activities. In a Facebook

group with fourteen EFL Arab university students, 12 females and 2 males, they posted paragraph writing activities, they covered five sessions revision activities were the participants revised a number of eight paragraphs. They reviewed the changes in the peer revision focusing in different areas and the contributions were quantified to determine the area where learners' put most and less attention when revising their paragraphs online. At the end the researchers concluded that EFL learners are passive learners in terms of selecting the appropriate revision strategies and producing texts with relevant and organized ideas, that the EFL learners used various effective revision strategies and that is useful to use newly emergent technologies for engaging EFL learners in group learning.

This research is relevant because the results will benefit EFL researchers and teachers to know the effectiveness of using Facebook as pedagogical tool in EFL classrooms; furthermore, it will be useful for students will benefit from the recommendations to engage them into meaningful activities and better ways to get their attention when learning in new manners. On the other hand, the limitation faced in this study was the amount of activities and the duration of the intervention which was too short to review the comments and students' responses to provide them feedback.

CHAPTER I: LITERATURE REVIEW

The importance of reading skill development in EFL learning

Teaching reading in EFL classes is fundamental. Although, it implies a complex process which requires a lot of knowledge from readers in order to translate and interpret the signs and symbols from a text into voice, to decode meaning from single words, sentences and clauses in order to understand the whole meaning from a paragraph, a piece of text or a whole reading. Reading skill offers learners a lot of benefits, since through reading, learners are able to access knowledge in general from different sources, which at the same time allow students to improve the learning of grammar, vocabulary and other aspects of language which at the same time allow them to improve their communication in English. (Cain, 2010, p.2) states that “this important skill involves the coordination of a range of abilities, strategies, and Knowledge”.

Therefore, the development of reading skill is vital for enhancing language learning but also for personal and professional growth. In this sense, Harrison (2004) confirms that reading is important for human development because it determines how we are able to think, which strongly influences on the development of imagination, on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person one is capable of becoming. In this regard, Harmer (2007) states that in order to get a maximum benefit from reading, students are required to be exposed to both extensive and intensive reading. However, it is not only necessary to involve learners in active reading; teachers must also help learners to develop comprehensive reading skills to assure better understanding and learning, considering that reading comprehension is the process

of constructing meaning from text.

The process of comprehending involves decoding written words or messages and then using background knowledge to construct an approximate understanding of the writer's message.

According to MacNamara (2012), comprehension means understanding the ideas presented in an implicit or explicit way into any reading text, it also implies to decipher the word meaning separately, and to connect all these meanings into a coherent idea or message. Additionally, he claims that when some readers fail to understand meaning, it is because the material is unknown, specialized or complicated.

On the other hand, according to Brown (2010), micro skills and macro skills show the possibilities to demonstrate the objectives of reading comprehension and that reading strategies must have special consideration to assess reading. Thus, when developing reading comprehension, it is necessary to be aware of the conventions that are presented and directly related to the cognitive skills micro and macro skills. Among the micro skills are: to discriminate graphemes, to retain chunks of language, to process writing at an efficient speed rate, to recognize and interpret words order patterns, to recognize grammar patters, to recognize meaning and to recognize written discourse.

In addition, to micro skills, it is necessary to develop macro skills, in EFL classes it implies developing ones' skill to recognize communicative functions of written texts, to infer context that is not explicit and to infer information from context, to distinguish between literal and implied meanings and to detect and interpret cultural aspects, as well as to use reading strategies for interpreting texts, which in the end will assure language learning. This can be achieved through the introduction of wide range of interactive and updated technological tools and strategies to motivate

learners.

To keep learners interested in reading, they have to feel highly motivated. In this context, learners' motivation refers to a child's eagerness and willingness to read. Some authors mentioned, Motivation is an internal state that makes us want to act, intrinsic motivation is when a person does something to gain a feeling of satisfaction, accomplishment or deeper understanding on the other hand, extrinsic motivation is when a person does something to receive a specific reward such as money, a price, food, a grade or personal time Chapman and Vagle (2010).

Wentzel and Brophy (2014) stated that motivation can be seen as a disposition that tends to face the learning process as an ambition with effectiveness, and could be considered a state when a student's engages himself in an activity trying to achieve the expected skills and get an understanding of the concepts he study.

Wentzel and Brophy (2014) also make a comparison between motivation both intrinsic and extrinsic with the learning concepts of performance and learning, so the authors explain that performance means showing or using the skill and knowledge after it had being acquired by the learner, on the other hand learning involves processes of comprehension, understanding and acquisition of knowledge or skills. Furthermore, they suggest that it is necessary to apply motivational strategies both in performance assignments and in the teaching with learning process.

The most common reading strategies in EFL classrooms

Among the most common reading strategies used in EFL classes are *skimming*, scanning, and prediction, guessing from context, silent reading, reading aloud, intensive reading and extensive reading. The appropriate use of these strategies combined with suitable technological tools planned

on the bases on pedagogical principles for teaching a language, enhance effective learning of English.

According to, Ahuja, and Ahuja (2013), skimming is a reading technique where the reader's eyes flow faster over the reading material, it is a way to find information very fast while skipping most of the information considered irrelevant at the same time that the topic sentence is identified. Furthermore, they explain that Skimming is different from scanning because the reader does not intend to find the answer to any question, it means that the reader may not have idea about the information is he reading or simply he is reading the information that captivates him.

On the other hand, Chambers (2013) compares *scanning* reading technique with a metal detector, where similarly to sweeping the artifact over the ground waiting to hear a sound; in scanning reading technique, it is necessary that you have an idea about the kind of information you are looking for before look for that in a text, lecture or book. He says that the process to use scanning reading technique begins by identifying the key word, names or the question you intend to answer, then you move your eyes along the pages quickly, it is beneficial using your fingers to give directions to the eyes, in this process subconsciously you are looking for specific information that you can highlight to check then, your objective is not to understand everything, just grasp and be aware about the content while understanding what you need.

Concerning *prediction strategy*, Graves and Graves (1994), cited in Cohen and Cowen (2007) expresses that the prediction strategy motivates readers to figure out about information from the text like descriptions, key words, titles, subtitles, pictures, this strategy enables readers to reflect about what the lecture is, and encourages the reader to create questions that conduct him through the reading process. Richardson, Morgan and Fleener (2006) cited in Cohen and Cowen (2007) add that prediction teaches readers before they read, focusing their attention and provides to the reader a purpose for reading at the same time that makes him thinking and making inferences about what will happen in the lecture.

Other reading strategy, widely used in EFL classes, is *guessing from context*. To this respect, Carter and McCarthy (2014) acknowledge that once learners become proficient using clues they will not require the use of the steps suggested to be used at the beginning, while learning how to use this strategy. To apply this strategy, it is necessary that learners be able to follow the activities while reading and the readers possess enough vocabulary, reading skills and grammar to get basic comprehension of the text. The steps to use this strategy are: First, finding the part of speech of the unknown word. Second, looking at the immediate context of the unknown word and simplifying this context if necessary. Third, looking at the wider context of the unknown word and simplifying this context if necessary, looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown word and surrounding clauses and sentences to infer meaning. Fourth, guessing the meaning of the unknown

words. Finally, the last step consists on checking if the guess is correct.

Silent reading is other interesting reading skill. Hiebert and Reutzel (2014) define silent reading as an intrinsically motivated reading for fun or recreation which require to use strategies when it is necessary, reading silently is easy and automatic, it does not require too much reasoning or selfcorrecting, when the reader reads searching knowledge, they read silently to develop their learning from the text. Moreover, they claim that self-discipline is necessary for strategic reading; also it needs reasoning, organizing information, identifying key points, and associating new information to convey meaningful conceptual knowledge. Students who read silently with the objective of learning are asked to understand difficult or complicated texts, write explanations, share this knowledge and join information from variety of sources. Briefly, students' motivation, reading time and academic achievement increases when they determinate learning and sharing their knowledge.

Another reading strategy that is very effective to help students to develop reading skill is

reading aloud. According to Wong and McNaughton (1980), it is a strategy that consists on child reading aloud a text to someone, though it could be done in a silently way too. Trelease (2013) provides some suggestions to take into consideration when using reading aloud strategy. These suggestions include to expose children to read as soon as possible, since the younger they start to read, the easier and better it is for them to read. In this context, it is critically important to include, as reading material, those books that contain repetitions; as they get mature, add predictable and rhyming books. During repeat readings of a predictable book, occasionally stop at one of the key words or phrases and allow the listener to provide the word. Read as often as you and the child (or students) have time for. Start with picture books, with only a few sentences on the page; then gradually move to books with more and more text, fewer pictures, and build to chapter books and novels. Undoubtedly, the correct use of the aforementioned strategies facilitates the teaching of reading comprehension; however, the implementation of reading strategies alone will not guarantee the students' development of reading comprehension in an efficient way, it is also fundamental to expose learners to intensive and extensive reading.

Intensive reading and extensive reading

According to Nation (2008), intensive reading is the grammar-translation approach where the teachers work with their students, using the first language to explain the meaning of a text sentence by sentence; on the other hand, he determines extensive reading is largely incidental learning, that is the learners' attention is focused on the story not on items to learn.

Extensive reading is an approach of teaching reading in EFL and ESL, the aim of this approach is that students read in English and enjoy that reading, Extensive reading basic principle is that people learn to read while they read; it is the same even if they read in first language as if they do it in a foreign language. In this approach students read and read a big amount of material in English usually, they do this reading for pleasure, looking for information or to get the meaning. In

extensive reading students must pick up the books they want to read and stop reading those books if they are too difficult or if students lose interest on them. (Day et al. 2016)

According to Bamford and Day (2016), there are ten principles which must be followed for developing reading activities. These principles are: 1. The reading material is easy, 2. A variety of reading material on a wide range of topics must be available. 3. Learners choose what they want to read. 4. Learners read as much as possible. 5. The purpose of reading is usually related to pleasure, information and general understanding, 6. Reading is its own reward. 7. Reading speed is usually faster rather than slower. 8. Reading is individual and silent. 9. Teachers orient and guide their students. 10.

The teacher is a role model of a reader.

The use of reading strategies accompanied of good motivation and many other factors implicit in reading skill development have been studied by many authors in the pedagogical field, as a result of this studies we have two main theories that provide light to many questions about social collaborative work.

The use of social media tools in English language teaching

The development of social media technologies and the new generation of digital natives have certainly had a great impact on communication, and interaction among people. In this regard, Johnson, Adams, and Cummins (2012) state that people can easily access to the wealth of information that is available on social media at anytime from anywhere.

According to Kaplan and Haenlein (2010) cited in Schoja (2016), social media is a group of web and mobile applications built on the ideological and technological foundations of web

2.0, it is used to turn interpersonal communication into interactive dialogues between organizations, communities, and individuals worldwide. For Evans (2012, pp.32) “Social media is characterized largely if not completely by the content trail-ratings, reviews, comments, and more – that it leaves on the social web and by the voting process and related assessments that clearly mark what the crowd thinks of this content”

According to Issa, Isaias and Kommers (2015), the advantages of using social media is that they are the medium to communicate through world wide web, they enable people with similar interest to contact each other around the world using web oriented socialization via computer based tools.

Additionally, social media let users to get information, modify it and deliver messages and knowledge in a faster way, currently social media could be used in a variety of fields from business until private communities. In fact, social media allows people to keep contact with relatives and familiar people

(Issa, Isaias and Kommers, 2015). On the other hand, the disadvantages of using social media according to Van Looy (2015) include the fact that they these are not used in a proper way by people and organizations, or which are not well prepared to manage them. Moreover, social media will expose private user’s information to anyone and reveal private data which could be dangerous. Also there is a high risk of being troubled in the case that someone keeps a backup of your posts, pictures or videos even when you deleted this from the web (Van Looy, 2015).

The social media tools have also caused a shift from the traditional language teaching paradigm to a connectivism and constructivism approach since language digital learners are more motivated toward learning when they are actively involved in the construction of their own learning and when they are expose to a wide range of educational technology tools. Siemens (2005) defines connectivism as a learning theory based on the use of internet and technological sources, connectivism creates new opportunities for people to learn and share information improving their knowledge. This author highlights eight principles which govern connectivism: 1) learning and

knowledge rests in diversity of opinions, 2) learning is a process of connecting, 3) learning may reside in non-human appliances, 4) capacity to know more is more critical than what is currently known, 5) nurturing and maintaining connections is needed for continual learning, 6) ability to see connections between fields, ideas, and concepts is a core skill, 7) accurate,— uptodate knowledge is the aim of all connectivism learning, 8) decision-making is a learning process since knowledge is not static, it changes.

On the other hand, constructivism theory is defined as a theory for generating rules of social cooperation (Rooss, 2009). Additionally, constructivism posits that learning is constructed in a social environment (Rutherford, 2012). Some authors also classify constructivism in cognitive constructivism and personal constructivism. Cognitive constructivism theory emphasizes the active role of learners in building their own understanding reality. On the other hand, in personal constructivism, the learner attaches meaning using previous knowledge and experiences as Rutherford mentioned (2012).

Despite the widespread popularity of social media tools in education as stated in the aforementioned information, they are not widely used for teaching purposes in high schools. Among the most common social media tools that are used by English teachers in order to foster a sense of community among students and to enhance English learning are Facebook, Edmodo and Duolingo.

Facebook in particular, has added a new dimension to language teaching, since it has become the primary technological tool used for teaching purposes. It is a social networking tool which allows groups as well as individuals to engage in peer-to-peer interaction where they can both generate and exchange content online about any topic. El-Sahili (2014) considers that Facebook is the biggest social media around the world, Facebook has won its place because of its benefits, this social media gives users access to an open world and let them to stay in contact with everyone,

through the sharing of pictures, links, comments and videos. Facebook “mission is to give people the power to share and make the world more open and connected. People use

Facebook to stay connected with friends and family, to discover what’s going on in the world, and to share and express what matters to them.”

Besides, Facebook, Duolingo is other important social media tool widely used for teaching purposes. According to Simko and Bielikova (2014), Duolingo is a platform that join game elements with activities where the player increases their level and constantly encourage students.

Moreover, the author’s state that Duolingo uses interactive activities to teach a language, in this platform the learner’s assignments are graded automatically, the learner gets achievement and rewards while he develops the assignment tasks and improves the language skills.

Concerning Edmodo, it is an interesting social media tool which is used more and more in English classrooms because of the benefits it offers for both teachers and students. According to Laur (2013), Edmodo is a web 2.0 tool designed for educators because of the characteristics it has.

Carlson and Raphael (2015) remarks that Edmodo, as social network, enables authentic communication and differentiations, lets the teacher to have organization using the planner function, offers the possibility of professional development, provides a space for collaboration where teachers control the environment, offers the empowerment option by giving a personalized internal space, and offering privacy.

The pedagogical use of Facebook in EFL classrooms

Undeniable, Facebook offers a lot of uses for people and especially for teachers and learners. Through Facebook, students can have meaningful learning experiences that allow them to practice the four language skills in a more incidental and informal manner increasing thus their motivation to learn (Grgurovic, 2010). However, it has been used for trivial activities like sending messages, sharing information to friends and posting pictures. According to El-Sahili (2017) its use depends on constraints such as age, genre, personality, relationships, job, so on and the most important ones are: writing comments, publishing pictures or news, clicking “like” pictures people uploaded, commenting, reading news, publishing phrases of famous authors, and posting jokes in written or image format. One of the most common type of information people read and share through Facebook includes information about conspiracy theories, electoral frauds, and political, and economic and social analysis, though there are a lot of people who prefer to use Facebook merely to read what has been posted on Facebook by other users.

Being Facebook one of the social networks most used by students, it offers a great opportunity for English teachers in order to catch students’ attention to foster reading. There are a lot of reading projects that can be used with Facebook in the classroom. These reading projects include having students to follow news feeds relevant to the course material in order to keep current information flowing through the class, asking them to share book reviews, where learners can post their book reviews and work in peer-reviewed projects, asking students to play games with the purpose of promoting stronger reading skills, using polls as an interactive teaching tool in class, facilitating people meet with the Poll app for Facebook, creating discussion groups, creating blogs and journals to share different types of texts such as literature, news, and by typing information according to the user needs and interests.

All the information mentioned above, shows the importance of using Facebook to enhance reading among young learners. Hajin (2014) as cited in Leaver and Kent (2014) states that it is positive

to use Facebook groups as teaching- learning environment in higher education for supervision purposes, because of the free cost of creating a Facebook account; it is possibly to implement the proposed form of education. In general, the use of Facebook is beneficial when a class requires having a lot of interaction, and according to the area of study variety of approaches will be applied.

Considering the benefits that Facebook offers for teachers and students, some researchers and teachers have developed a variety of studies related to the use of Facebook with academic purposes, they applied different methodologies and analyzed different setting, they wanted to determine how the interaction with electronic platforms and information available online influences teacher and student's achievement, to develop reading skills.

Previous Studies about the use of Facebook.

Ahmed (2016) developed a quantitative, quasi-experimental study about using Facebook to develop grammar discussion and writing skills in English as a foreign language for university students. The objectives were aimed at measuring the effect of Facebook on grammar discussion and writing skills in English as a foreign language: ideas and content, organization, voice and style for university students, also to determine the effect of Facebook on grammar discussion and writing skills in English as a foreign language for university students, and additionally to find if there is a significant difference between the pretest and the posttest scores on the development of the four specific writing skills: ideas and content, organization, voice, and style.

To develop this study, Ahmed first created a Facebook page where students had permission to post questions, leave messages, share profiles, or chatting with the teacher and her mates on Facebook. Second, in an online board students discussed, analyzed, checked and corrected their classmate's essays and send their corrections to the teacher for a last correction. Additionally, a class

was given to teach students about the proper use of Facebook, practicing on the board to edit the essays posted by their classmates and discussing grammatical points. Then, the experimental group discussed grammar and wrote essays via Facebook for a period of three months while the control group discussed grammar and studied writing in a traditional way. He applied two pretests and two post-tests, the pre-test was to determine the background knowledge that students have about writing and grammar in English and the post test was applied to determine how grammar and writing skills improved after using Facebook.

The results showed that using collaborative writing in Facebook help students to improve their writing performance. That Facebook gives a chance to make funny and easy the learning process through the use of commentaries, and let the creation of meaningful learning environments. That students are enabled to comment, discuss with their peers and give feedback about the writing activities either synchronous or asynchronously on Facebook.

Razak and Saeed (2015) did a research about EFL Arab Learners' Peer Revision of Writing in a Facebook Group, their objective was to answer three research questions: What types of revision changes did the EFL Arab learners make in revising their texts online? What aspects of their written texts did the EFL Arab learners enhance through these revision changes?, and How did the EFL

Arab learners' engagement in the online revision activities foster their sense of online community?

They used a Facebook group as an online learning environment for this research, in their study 14 EFL Arab university students, 12 females and 2 males were the participants who regularly attended and participated in the revision activities. Weekly, they posted paragraph writing activities in the group. They analyzed the original and final corrected drafts of the text that students wrote their interaction and comments during the revision activities and their written responses collected from the post-revision written discussion. To do the qualitative analysis, the researchers used three different taxonomies adopted from previous studies the first about six types of operations, the second

about six types of changes, and the third about aspects of contributions. Finally, they reviewed the changes focusing in different areas and the contributions were quantified to determine the area where learners put most and less attention when revising their paragraphs online.

At the end of their research, they concluded that EFL learners are passive learners in terms of selecting the appropriate revision strategies and producing texts with relevant and organized ideas, that the EFL learners used various effective revision strategies that enhanced their paragraphs, that utilizing newly emergent technologies for engaging EFL learners in group learning beyond the classroom as a community of learners is useful because they can learn and engage in social aspects simultaneously.

Bani-Hani, Al-Sobh and Abu-Melhim mentioned a research study named utilizing Facebook groups in teaching writing: Jordanian EFL students' perceptions and attitudes in order to investigate the role that Facebook groups play in enhancing the writing performance level and brainstorm ideas at the pre-writing stage of college EFL learners and to find an answer to three research questions, first, to what extent can Facebook groups contribute to the development of writings skills?, second, what difficulties might instructors face in incorporating Facebook groups in their teaching methods? And third, to what extent might Facebook groups have an effect on participants' affective domain?.

This study was developed with a sample of 42 students aged 19 to 25, who took the writing I course at a university in Al-Balqa', in this research they used quantitative and qualitative methods, additionally they used a survey and a Facebook created by the researcher on Facebook. During the development of the study the students were incorporated to a group created by the researcher, next participants did activities like brainstorming and writing summaries followed by another activity where they provided feedback to their peers, in the activities the researcher who also acted as the

group moderator, the instructions participants followed were sign in your account and join to the group, develop the assigned activity and discuss, correct, omit and send drafts to your peers and instructor. Additionally, in order to collect data for the study, students completed a ten question survey aimed to collect information about student's demographics, Facebook account and how familiar the participants were with groups and whether they are joined to additional Facebook groups. Besides, researchers assigned writing topics, posted them on the Facebook group for students, asked students to write on selected topics, share their drafts with peers, and send their drafts back to the teacher for checking.

The researchers concluded that the majority of students who participated in the study agreed that using a Facebook group for language instruction helps to better develop the writing skill and assist in language acquisition especially in the phase of pre-writing. Moreover, the

Facebook group helps reduce the number of spelling mistakes and to develop students' vocabulary. Another conclusion they stated was that half of students in the group prefer learning in a traditional class instead a Facebook group and advice instructors to be aware about the possible distraction that will appear while students use Facebook.

Annamalai (2016) conducted a qualitative naturalistic research study exploring the writing approaches in the Facebook environment, her objectives were to investigate on the writing approaches that are applied when teachers and students are given the inflexibility of time, space and resources. Additionally, she attempted to answer two research questions, the first, what types of approaches are adopted when revising narrative writing essays? and the second, how do the online writing approaches contribute to the quality of their narrative writing?.

Six students who had been learning English as a second language were the subject of study, three of them with intermediate level and the other three at advanced level. The data were collected using Facebook students and teacher's accounts. A total of 36 essays were collected from the student. The teacher assigned to the students in a closed group, the writing of three tasks with a length of 350 words. Additionally, students were instructed to write their essays before and after their interactions with peers and teachers.

The researcher downloaded periodically the interactions that teachers and students had on Facebook. Then, those interactions were coded and their patterns categorized based on the product, process and genre approaches. Furthermore, thirty-six essays were posted on the learner Facebook platform and were photocopied in order of being graded by the raters who used

Tribble's Assessment scale to grade these essays. It was concluded that the interactions gave priority to product and genre approaches although time and space was available in the online writing environment. Also, stated that teachers need to change their pedagogical practices when teaching online, and that students welcomed the idea of use Facebook environment for writing instruction.

Momani, Al Farhan and Al Qarni (2015), researched about the frequency of English language teachers using some internet application in teaching reading comprehension skills, In this inquiry the researchers aimed to investigate the effect of using internet application on students' motivation, furthermore their research expected to answer 4 research questions related to the use, willingness, motivation and preferences that teacher and students have about using internet applications in teaching reading comprehension skills.

To collect information for the study, investigators used a 25 questions questionnaire. The sample population were 32 teachers from intermediate schools in Tabuk city. To answer the research questions,

the researchers interpreted the teacher responses to the questionnaires and used a statistical package for social science (SPSS) to do that. After analyzing the obtained data, the researchers concluded that the frequency of using internet application in teaching reading comprehension is high among teachers of Saudi-intermediate schools. Moreover, they found that teachers claimed having need of professional development sessions about the use of internet applications.

CHAPTER II: METHOD

Setting and Participants.

This research was conducted in a public high school located in the city of Loja. The participants of this research were 66 EFL students including both women and men. The participants were senior students enrolled in the second year, their ages ranged from 16 to 17 and they had an intermediate English level.

Procedures

This study was approached using a mixed method. The study lasted four months. The students were asked to develop different reading activities by using social media, mainly through Facebook. The research process started with an exhaustive review of literature to collect relevant data on the topic from books, journals, papers and other sources in order to ground the study in theory.

The data collection instruments included a survey applied to students in order to know their perceptions about the pedagogical use of Facebook to develop reading skills in English as a foreign language. The major goal of this study was to determine the effectiveness of using Facebook in an academic way in order to help learner to improve reading skills; thus, a survey and a set of reading activities were completed by students during a period of four months, in addition observations and a survey to know the students' opinion regarding the use of this social media tool were used.

Thus, in order to promote reading using Facebook, each student was required to read a passage, then he was asked to comment a summary, gave their opinion or to find the main idea within the readings posted by the teacher on Facebook. Thus, in order to develop the reading skill, teacher posted readings and videos aimed to introduce students into reading. The topics posted by the teacher were about famous people, and scientific articles and students were required after reading or watch

the videos to post their opinions, summary and comments. Then, the students' responses were analyzed to determine how much they have understood from the readings and texts posted on

Facebook by using a rubric to measure the percentage of students' reading comprehension in terms of selections of main ideas, summary of the text and use of correct grammar and vocabulary.

Concerning the survey to students, it consisted of a 10-question questionnaire related to issues like the use of social media, the time students spent using this media and the kind of activities that they usually through social network among other aspects about their academic use. The data gathered were tabulated and analyzed by using the combination of the qualitative and quantitative approach. The qualitative approach was used to analyze and contrast the information obtained from the activities developed through Facebook and the quantitative approach was used to analyze the quantitative results in order to present the statistical results by using percentages which were presented in tables and graphs. Finally, conclusions were drawn and recommendations about the pedagogical use of Facebook for teaching English were proposed.

CHAPTER III: RESULTS AND DISCUSSION

Description, analysis and interpretation of results.

Analysis of reading activities

This section presents the analysis of the reading activities that students perform in Facebook during the intervention.

The students' progress was evaluated using a rubric; it contained indicators of reading skills in order to determine students' understanding of reading activities.

In order to develop reading skills, the students participated in three types of activities which involved them in active reading and interaction through Facebook. The students read different types of texts in which they had to identify the main idea of the text, show the percentage of reading comprehension, and identify supporting ideas and summarize the message of the texts. The information below presents the analysis of the reading activities performed by students through Facebook.

Table 1: Activity 1 Read a script and summarize information.

INDICATORS	Frequency					
	Yes		No		TOTAL	
	N	%	N	%	N	%
<i>Selects the main idea from the text</i>	49	74,24%	17	25.75%	66	100 %
<i>Percentage of Reading comprehension</i>	51	77.27%	15	22.72%	66	100 %
<i>Reports the sequence of events</i>	4	66,6%	22	33,3%	66	100 %

<i>Includes facts when reporting the summary</i>	51	77,27%	15	22,72%	66	100 %
<i>Uses prior knowledge (correct grammar and vocabulary)</i>	44	66.6%	22	33,3%	66	100 %
<i>Summarizes concepts</i>	51	77,7%	15	22,72%	66	100 %

Source: Reading class through Facebook

Author: Diana Paola Carchi Esparza

In this activity the teacher provided a video about a conference with the corresponding transcription through a URL direction on Facebook. The students were asked to read the script of that video and then to write a summary about it, as it is illustrated in the graph 1 below.

Graph 1: Screenshot of the activity 1



Source: Reading class through Facebook

Author: Diana Paola Carchi Esparza

In table 1, the results were 66 comments provided by the participants, that is 100% of

the participants who checked and completed the task posted in Facebook. It was also observed that the students were permanently checking the classroom created in Facebook not only to do the task but to read the comments posted by their partners and the feedback provided by the teacher. In fact, the use of Facebook engages students into reading tasks, motivates their participation and promotes their involvement in the activity by asking their reflection about the required topic and through the reading making them to develop the micro and macro skills stated by Brown (2010).

Regarding the comprehension, the number of students who grasped the main idea from script of the conference, it is seen that 74% of their responses show to be closely related to the authors' message; that is the fact that the teachers, in the video, keep the same determination, passion and perseverance they had at the beginning; on the other hand, 25, 75% of the students did not understand the main idea from the text. It was also observed that the use of Facebook catches students' attention and makes students feel motivated to read the material provided, as well as to complete the tasks proposed. Regarding the fact if students comprehend the whole text, the results evidence that 77,27% of them understand the message because the ideas they wrote are connected with the information proposed, thus 22, 72% the comments were not properly summarized. Concerning the sequence of events in the summary, 66, 6% of the participants order the events in a correct way, 33,3% of them had problems to sequence the events in a correct way in the summaries; additionally, 77% of the participants were able to include at least one fact that they grasp in their reading.

With regard to the correct use of grammar rules in the texts produced by the learners to show their reading comprehension, 66, 6% of the students used correct grammar structures in their summary, they used adequate tenses, correct punctuation signs and modal expression. Similarly, 77,7% of students who participated in the study summarized the concepts proposed in the reading tasks. In contrast, 22,72% who were not able to properly summarize those concepts.

Table 2: Activity 2 Read a passage and summarize information

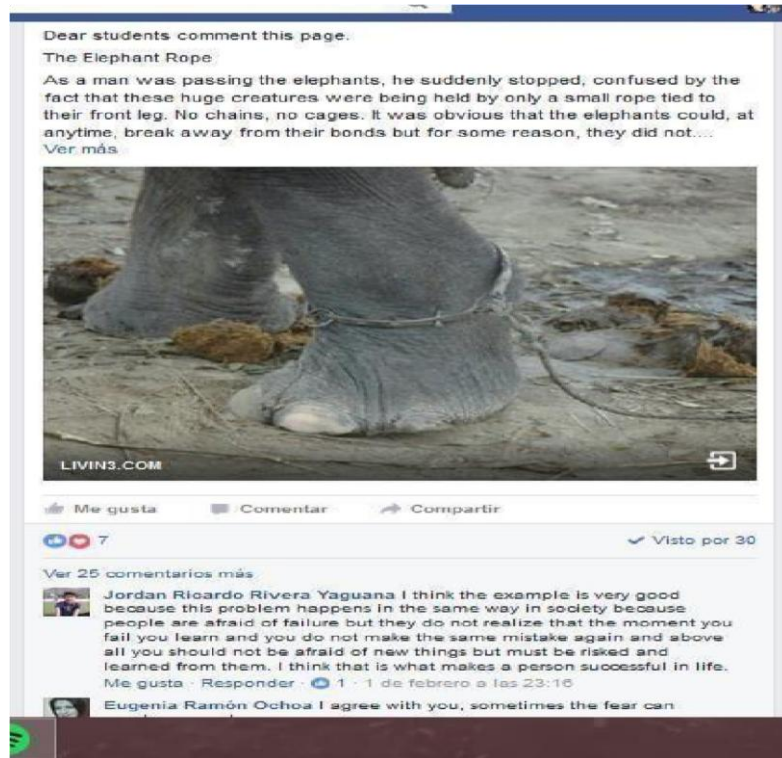
Indicators	Frequency					
	Yes		No		TOTAL	
	N	%	N	%	N	%
<i>Selects the main idea from the text</i>	51	77.27%	1 5	22.72%	6 6	100 %
<i>Percentage of Reading comprehension</i>	51	77.27%	1 5	22.72%	6 6	100 %
<i>Reports the sequence of events</i>	44	66,6%	22	33,3%	66	100 %
<i>Includes facts when reporting the summary</i>	51	77,27%	15	22,72%	6 6	100 %
<i>Uses prior knowledge (correct grammar and vocabulary)</i>	44	66.6%	22	33,3%	6 6	100 %
<i>Summarizes concepts.</i>	51	77,7%	15	22,72%	6 6	100 %

Source: Reading class through Facebook

Author: Diana Paola Carchi Esparza

In this activity posted on the Facebook group created to this objective, the teacher provided students a reflection passage about the invisible chains that tie our lives to many unnecessary ideas, people or beliefs; this passage offers to students implicit and explicit ideas which made them think and pick their own thoughts based on their own experiences. The students were asked to read carefully the passage to write their reflection about the reading text by summarizing or commenting what they understood as it is illustrated in graph 2.

Graph 2: Screenshot of the activity 2



Source: Reading class through Facebook
Author: Diana Paola Carchi Esparza

The results in table 2 showed 66 participation comments, 100%. A total of 77, 27% of the students grasped the main idea of the passage, it is possible to appreciate in their reflection comments that they were fully engaged in the reading because they expressed so in the reflection. The comments show that the students understood the main idea, how the information was processed and then how they connected their thought with the message of the passage which was *to cut the invisible chains that do not let us to be happy*. After reading student reflections, the researcher observed that the students' reading comprehension, the results reveal that 77,27% of students comprehended the whole text because the ideas they exposed are connected with the message; in their responses the students talk about the fears and limitation they find in their lives.

Concerning, the students' responses about the sequence of the exposition they read, 66, 6% of them were able sequence the events as the author presented. Additionally, 77, 27% of students included sequence facts related with their real life in their comments. Regarding the grammatical use, 66,

6% of students were able to summarize the concepts exposed in the reading tasks they performed, however with reference to the use of prior knowledge 77, 7% of students used correctly the grammar and vocabulary when they wrote their comments about the passage. Regarding the grammatical use, 66, 6% of students were able to summarize the concepts exposed in the reading tasks they performed, however with reference to the use of prior knowledge 77, 7% of students used correctly the grammar and vocabulary when they wrote their comments about the passage.

The results show that the use of Facebook encourages students' critical thinking when the information they read is interesting, talks about a common topic, is closely related to their life or experiences and offer to the students the opportunity to share their opinions at the same time they interact with others whose opinions are very similar.

Table 3: Activity 3 Posting, reading and writing. ‘My memorable day’

Indicators	Frequency					
	Yes		No		TOTAL	
	N	%	N	%	N	%
<i>Comprehension percentage</i>	51	77.27%	15	22.72%	66	100%
<i>Included facts when reporting the summary</i>	44	66,6%	22	33,3%	66	100%
<i>Uses prior knowledge (correct grammar and vocabulary)</i>	51	77,27%	15	22,72%	66	100%
<i>Summarizes concepts</i>	51	77,7%	15	22,72%	66	100%

Source: Reading class through Facebook

Author: Diana Paola Carchi Esparza

This activity consisted in students giving descriptions about a picture posted in the work Facebook group, the name or topic of the picture was “a memorable day”. All students received instructions of watching the picture in detail, after watching the picture they had to read the picture's description and finally they had to comment about what they watched and read, see graph3

Graph 3: Posting, reading and writing. ‘‘My memorable day’’



Source: Reading class through Facebook

Author: Diana Paola Carchi Esparza

In table 3 the results, were 66 participation comments. The results evidence that 74, 24% of students comprehended the description of the picture and could write their opinion about the picture described, expressing they understood the emotions the picture that the author tries to transmit to the reader; that is emotions about love, motivation and happiness. Additionally, 66, 6% of the students included facts that they understood after reading the picture's description attached to the picture in their comments of the photo. With regard to the prior Knowledge use 77, 7%, of them used properly the grammar structures, the vocabulary and time expressions to describe the event of the picture which is a birthday day in this case. In addition to the students comments about the picture, 77, 7% of students were able to summarize the ideas described in the picture like brotherhood, friendship and respect.

To outline the learning of this activity, it was observed that Facebook promotes reading was in this case, the picture hooked students' attention which motivated students to look for more information in the text which provided a detailed description of the picture.

Table 4: Activity 4 writing a summary “How great leaders inspire actions”

Indicators	Frequency					
	Yes		No		TOTAL	
	N	%	N	%	N	%
<i>Selects the main idea from the text</i>	56	84%	10	15%	66	100%
<i>Percentage of Reading comprehension</i>	51	77,7%	15	22,72%	66	100%
<i>Reports the sequence of events</i>	49	74%	17	25%	66	100%
<i>Includes facts when reporting the summary</i>	53	80%	13	19%	66	100%
<i>Uses prior knowledge (correct grammar and vocabulary)</i>	51	77,7%	15	22,72%	66	100%
<i>Summarizes concepts.</i>	51	77,7%	15	22,72%	66	100%

Source: Reading class through Facebook

Author: Diana Paola Carchi Esparza

In this activity the teacher posted a video with the scrip on the Facebook about a conference. The students were asked to read the script of the video and then to write a 200 words summary using linking words, as it is illustrated in the graph 4.

Graph 4 Screenshot of activity 4

 **Eugenia Ramón Ochoa** compartió un enlace.
16 de mayo

<https://www.youtube.com/watch?v=qp0HIF3Sf14>

Dear students, those who want to get three extra points. You can choose one of the three ways to present your task.

1. Write a summary about this ted talk in 200 words.
2. Write a connection in 200 words using real facts.
3. Make a graphic representation using at least ten pictures with key words.

[Ver traducción](#)



How great leaders inspire action | Simon Sinek
<http://www.ted.com> Simon Sinek presents a simple but powerful model for how leaders inspire action, starting with a golden circle and the question "Why?" His...
YOUTUBE.COM

 Me gusta  Comentar  Compartir

  4 ✓ Visto por 31

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Judeisy Romero Good night Teacher, this is my summary. 😊
Success and how to achieve it, why many companies and people have been successful, all this is due to three very simple factors, something so simple that is insignificant that many do not and is that the commu... [Ver más](#)
[Ver traducción](#)
Me gusta · Responder · 18 de mayo a las 22:28



Camila Guarnizo Vélez Good night teacher, here is my summary. 😊
Based on the explanation given by Simon Sinek we can say that the message he wants to give us is to think in an innovative way and transmit our thoughts according t... [Ver más](#)
[Ver traducción](#)
Me gusta · Responder · 18 de mayo a las 22:38

Source: Reading class through Facebook
Author: Diana Paola Carchi Esparza

In the table 4 showed 56 comments provided by the participants, it represents 84% of them who grasped the main idea from the script of the conference, most of the students' responses show to be closely related to the authors. They had at the beginning and 15% did not understand the main idea from the text. Regarding that fact that if students comprehend the whole text, the results evidence that 51% of them understand the message because the ideas they exposed are connected with the information proposed, thus 22, 72% the comments were not properly summarized. Concerning students' responses about the sequence of events in the summary, 74% of the participants order the events in a correct way, the 25% had problems to write sequence of events in their summaries; additionally, 77% include at least one fact that they grasp in their reading. Regarding the use of correct grammar rules in the texts produced by learners after reading, 77,7% of the students used correct grammar structures in their summary, they used adequate tenses, correct punctuation signs and modal expression. Similarly, 77, 7% of students who participated in the study summarize the concepts exposed in the reading tasks they performed. At the end of the study it was observed that the use of Facebook actually engages students into reading tasks, motivates their participation and promotes their involvement in the activity by promoting reflection and interaction. Teaching reading through Facebook allow teachers to develop the micro and macro skills described by Brown (2010)

The activities students developed during some months in a Facebook group were scored according to the Reading indicators, each one of these activities was performed different times The teacher considered the students level before prepare and decide the activities to be used and also she took into account how complex the activities were for their students.

The last activity was developed to determine how students progressed while developing reading activities in the Facebook group. In this activity, the teacher asked students to write a 200 words paragraph using connection words. With this activity and based on the results it is evident that students were challenged the most, because in the previous reading activities their attention was focused on the worlds' meaning and they tried to understand implicit and explicit messages in the transcription, however, this activity was more complex than those performed by students before. When students were instructed to write a summary they were instructed not only to organize the words in a coherent text, but also to use the vocabulary they previously studied and learned through reading to convey a message which included extra information in addition to the ideas from the video. For these reasons, student progress was observed while reading their summaries which showed how they comprehend, summarize others' ideas and pay attention to information that was implicit in the transcription in relation to the first reading were they focused only in the main ideas and omitted fact and information they considered irrelevant.

After analyzes the reading activities that the students developed in the Facebook group created by the teacher to engage students in reading activities and to promotes their group work and critical thinking it was evidence that having access to different opinions about a specific item it is more beneficial for the student than commenting about 5 o 6 different topics. This collaborative environment encourages students' participation, were they read about different topics, analyzed the readings, commented, summarized and shared their ideas and opinions with the teacher and classmates, the results corroborate that Facebook promotes in students reading by engaging them with interesting topics, that through the use of variety of reading topics students felt motivated to read and to share their thoughts about a topic closely related to their environment or one that deals with issues that students have experienced before as situations about everyone around them talks. According to Dechant

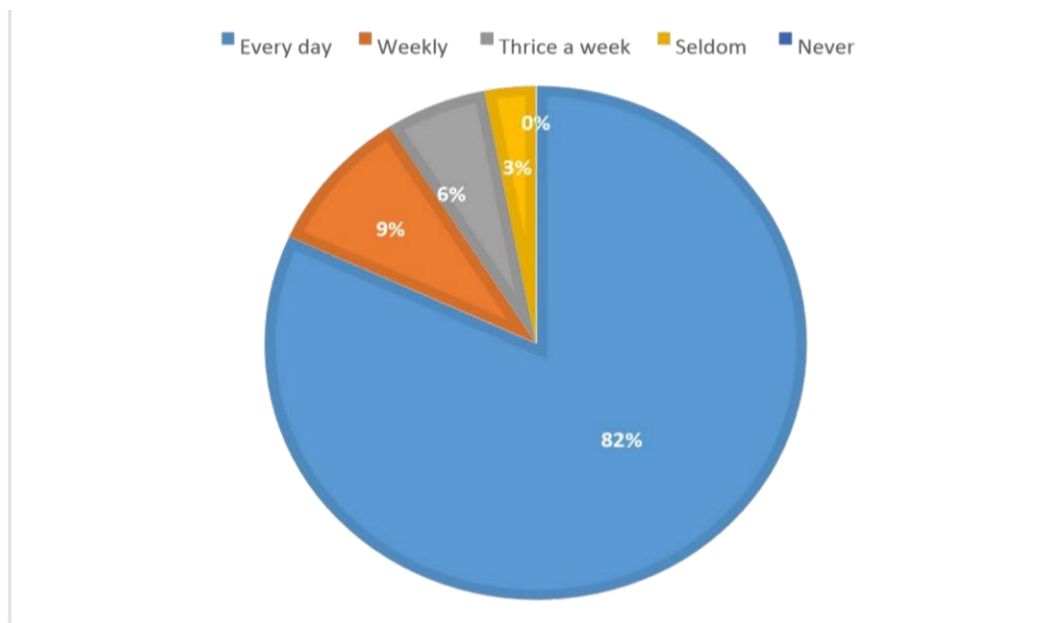
(1991) as cited in Macceca (2007) reading skill is a visual process where a person utilizes his or her vision to interpret graphic symbols. In the three activities assigned by the teacher, students develop these and the teacher could evaluate students' progress.

Moreover, promoting reading by using readings through Facebook, students develop their critical thinking, it is because the context offered by this platform where English students can post their opinion offers students variety of opinions to contrast and compare with their own opinion, to accept or reject those ideas also make them discover things they do not focus on before. Regarding this Harrison (2004) confirms that reading is important for human development because it determines how we are able to think, which strongly influences on imagination development, on development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming. In brief, the activities that use Facebook as a pedagogical tool help students to develop reading skills, the results of the activities also show that students interpreted the texts and expressed their point of view closely related to the main ideas of the texts when they wrote their summaries.

ANALYSIS OF STUDENTS PERCEPTIONS ABOUT THE USE OF FACEBOOK

This section includes the quantitative analysis, description and interpretation of the results obtained through surveys to a total of 66 students of third year of senior high school divided in 2 classes from a public school in Loja city regarding the development of reading skills through pedagogical use of Facebook in EFL classrooms in high school.

Graph 5:Frequency on internet use

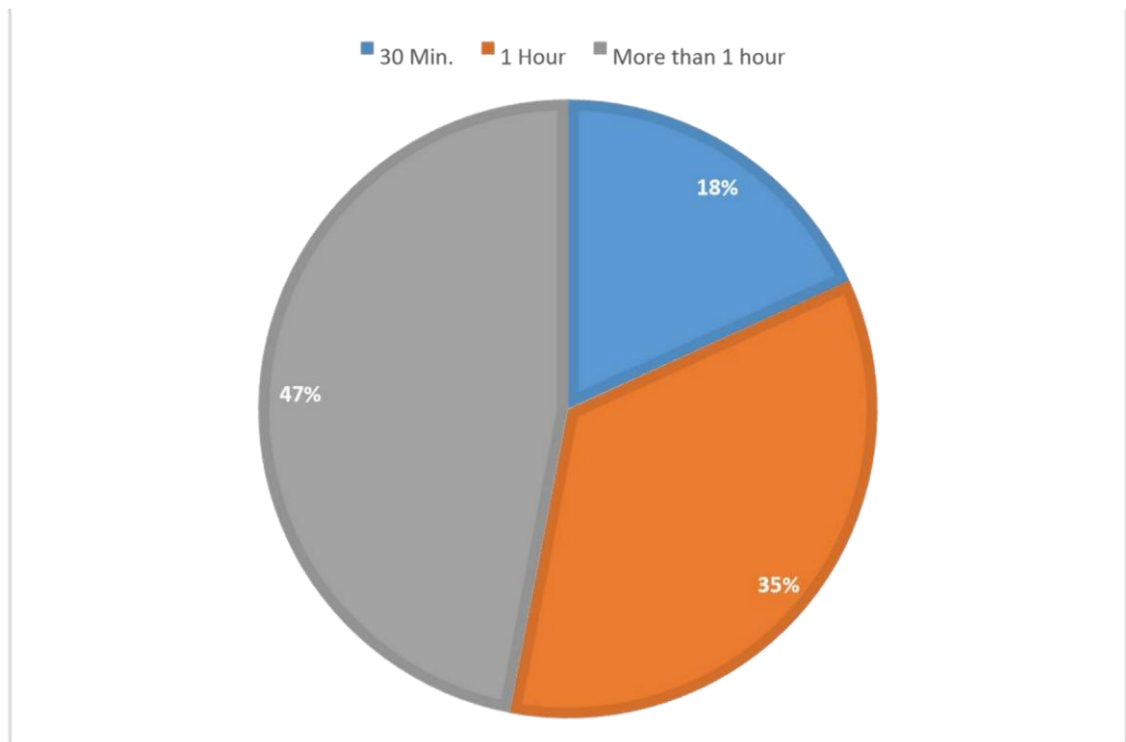


Author: Diana Carchi

Source: Students' questionnaire.

The information on graph 4 indicates the frequency of the use of internet. It is seen that 82% of surveyed students answered that they use internet every day. On the other hand, 9% of students uses internet weekly, while 6% of them use internet three times a week and the rest 3% of students mentioned they used internet seldom. It means that most of the students spend time on internet doing a variety of activities, also it is possible to state that there is a big chance for teachers to propose their students a variety of online activities which will be accomplished by students along the day when they take time to use internet or to check their Facebook profile.

Graph 6: Daily time students spend on social media



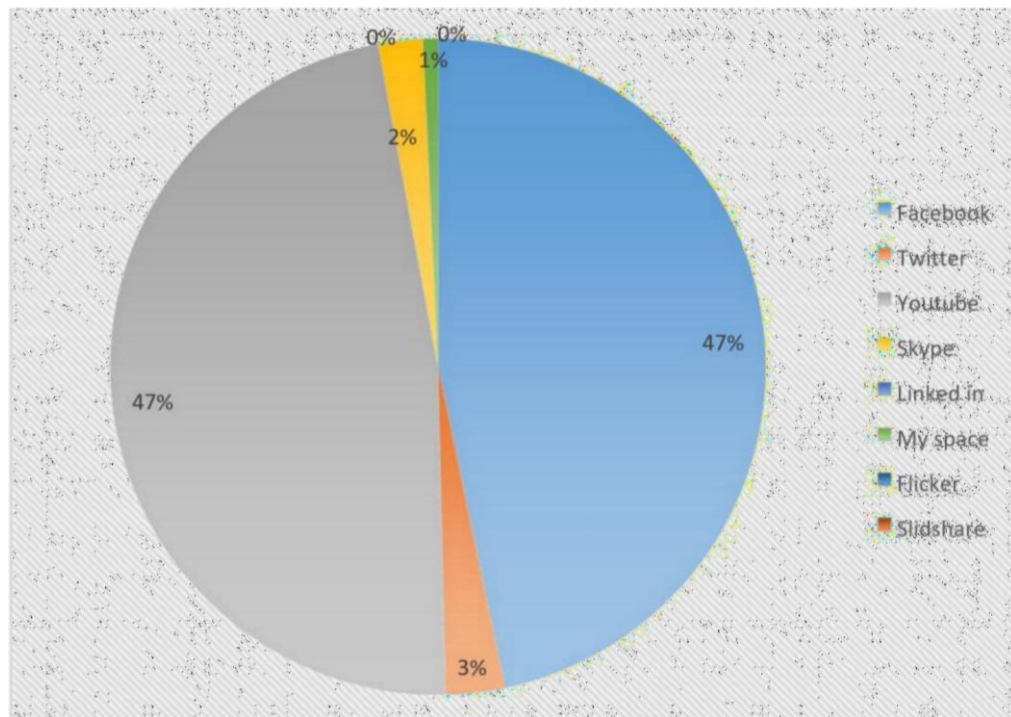
Author: Diana Carchi

Source: Students' questionnaire.

The results in graph 5 shows the time that students spend in social media daily. The results reveal that 47% of students spend more than one hour in social media. However, 35 % of them spend one hour in social media daily, 18 % of students mentioned they spend 30 minutes in social media daily. Based on these responses the inquirer is able to infer that easy tasks like watching a video, reading a fable or lecture and writing a response are activities that any student will develop in a few minutes always they were instructed to do it in order to receive a grade in early stages. Regarding the time students spend on social media, Lenhart (2012) states that teenagers are sending and receiving a big amount of text messages through different sources like cellphones, tablets, computers, internet and that 29% of the communication activities that a teenager has is done through social network sites, she also

states that messaging beat other forms of communication like face to face.

Graph 7: students' frequency used of networking sites



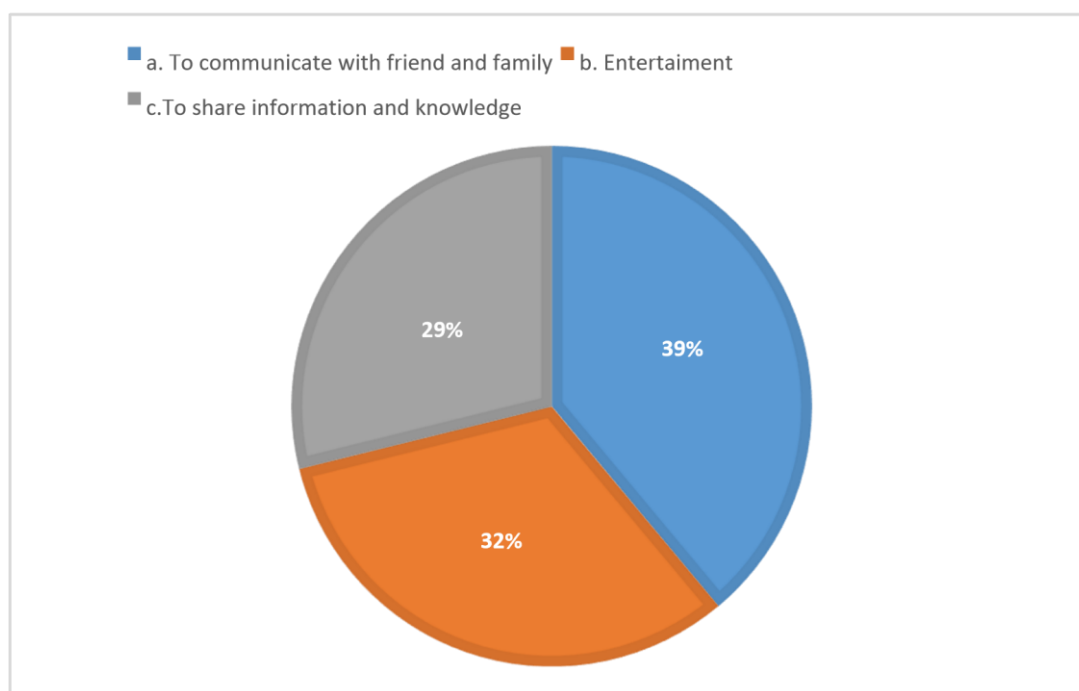
Author: Diana Carchi

Source: students' questionnaire

Graph 6 shows that 47% of students use Facebook in contrast the 47% of students who prefer use YouTube instead. On the other hand, 3% of students use flicker for academic purposes and finally 2% of students use skype. This shows that students are involved in using social networking sites specially Facebook and YouTube. The results suggest that in this technological era teenagers are always in contact through social media, texting, updating their profiles, posting thoughts in their personal account, checking friends' status and receiving feedback from their contact list. Regarding the use of social media Rideout, Foehr and Roberts (2010) assert that younger spend more than 10 hour and 45 minutes consuming media which occurs through mobile devices. This idea supports the fact that exists a great possibility to use

social media to send reading tasks through this web sites that use platforms like mobile devices, computers tablets and internet to be accessed.

Graph 8: The uses of social network sites

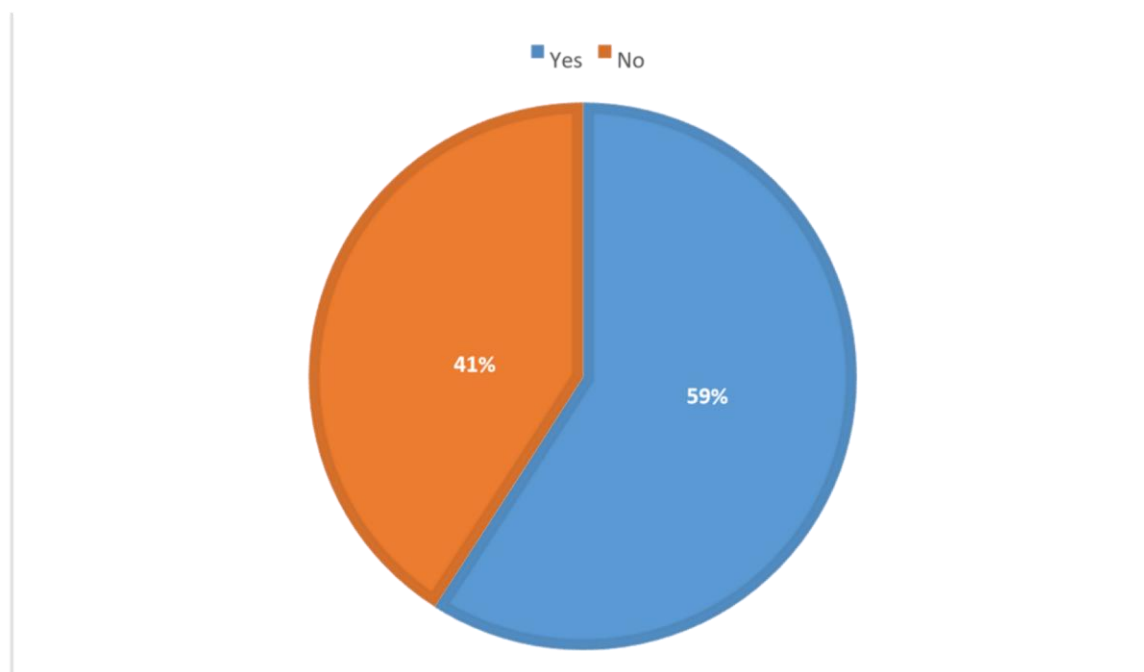


Author: Diana Carchi

Source: Students' questionnaire

Regarding the purposes why students interact in social network sites; 39% of them answered that they use them to communicate with their friend or family, while 32% of students use these for entertainment, the rest 29% of students use these social networks to share information and knowledge. This results evidence the different uses of social networks near to the pedagogical use when students share information and also to communicative purposes when they interact with others improving their interpersonal relationship. This issue tells that social media are very popular at the moment of staying in contact with the rest of the world, being updated about the news and to transmit knowledge from one place to another.

Graph 9: Use of Facebook for learning purpose.



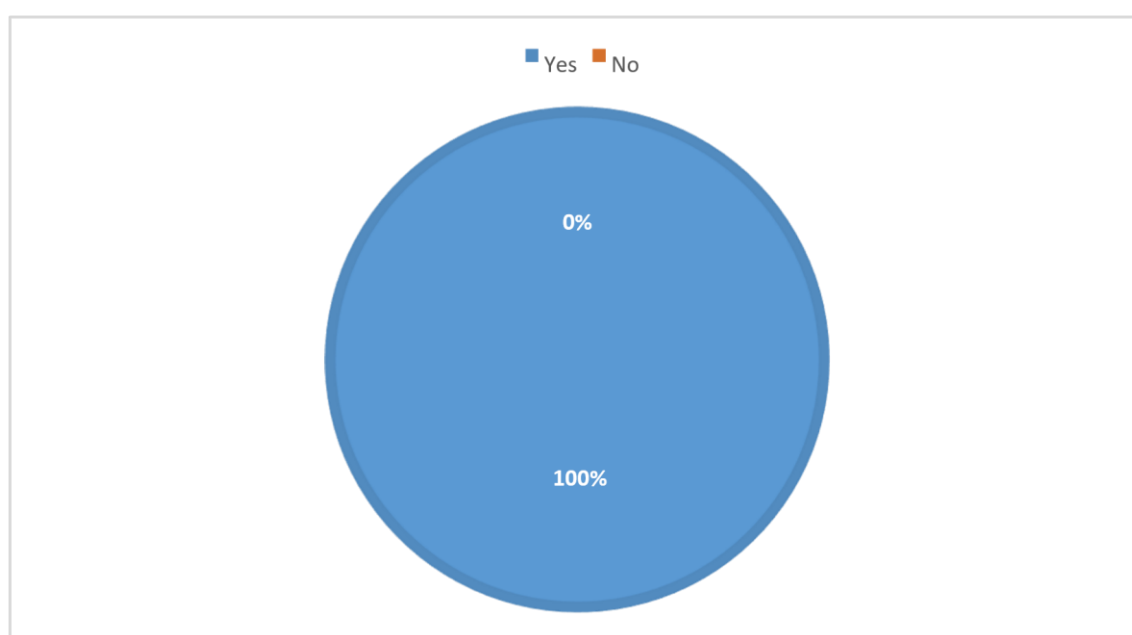
Author: Diana Carchi

Source: Student's questionnaire

As it can be seen in graph 8, when students answer to this question they proclaimed that 59% of them feel motivated to learn English as a foreign language through the use of Facebook in order to improve their knowledge of the language. On the other hand, 41% of students do not like the use of Facebook to learn English. These results might be because they spend most of the time connected to the web especially in social network with the objective of spending time or watching videos and pictures, this environment is very engaging because of its usefulness in variety of affairs. Harmer (2001) states that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. The interactive activities promoted by teachers invite them to share their opinions with classmates and also to know the opinions others have about the same topic. On the contrary students who mentioned they do not feel motivated learning English through Facebook will attribute this point of view to the uses they give to this site, maybe they spend the most of time testing,

posting and looking their Facebook status. However, this platform has importance in their daily activities and will be used as a technological tool to acquire English as a foreign language in a different way.

Graph 10: Use of Facebook



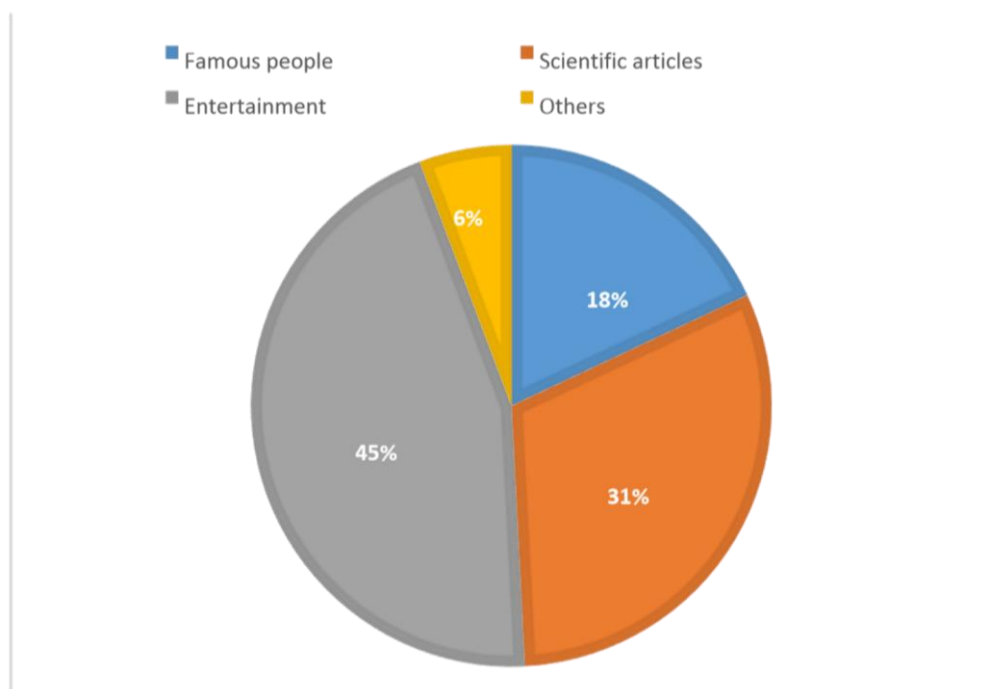
Author: Diana Carchi

Source: Students' questionnaire

As it can be seen in graph 9, all students 100% mentioned their teacher use social media in order to teach English as a foreign language, in this way teaching and learning process are more efficient and interactive in order to develop the language skills. As it was stated before the activities developed by the students included reading passages and commenting about them after reading and understanding main ideas and implicit or explicit concepts. Regarding the use of readings, authors like Ceylan (2016) propose that short stories open students' perspectives, enable them to think why instead of how, show them how other people lives, let them to compare their own culture with others, develop their literature enjoyment and their

wish of reading more stories. In this case, the teacher takes into account those thoughts, presenting short stories to students in a Facebook group and obtained motivated students who are happy developing reading activities, commenting and engaged in meaningful learning tasks while improve their English level and develop their critical thinking.

Graph 11: Student's reading preferences

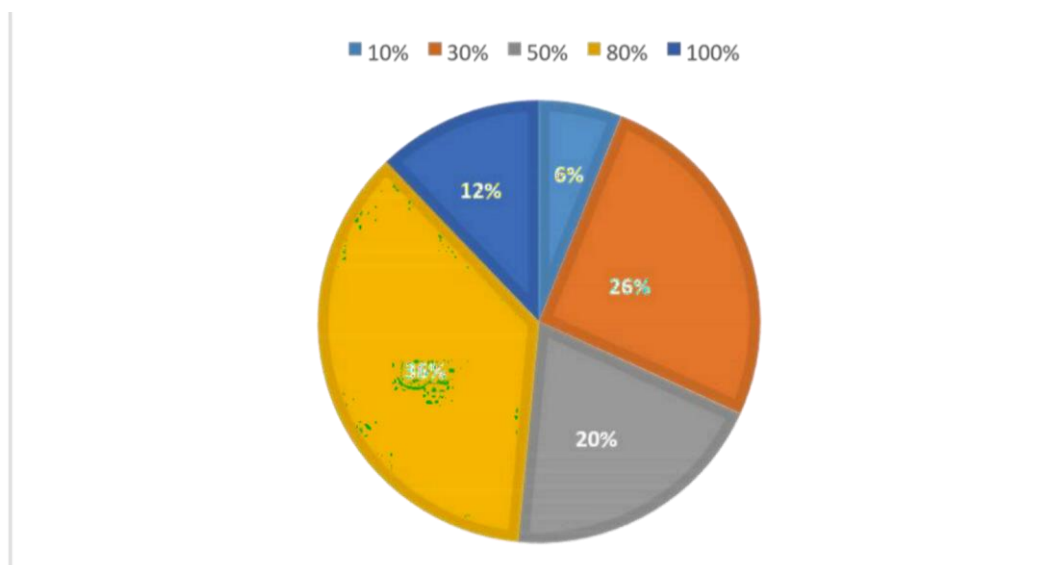


*Author:*Diana Carchi

Source: Students' questionnaire

Graph 10 shows that 45% of students prefer reading entertainment topics, moreover 31% of students prefer topics related to scientific articles. On the other hand, 18% of them prefer that the teacher uses topics about famous people and finally 6% of students prefer topics like sports, music, and technology. Taking into account these preferences teachers will consider teaching process to develop reading and focusing on students' preferences offering them variety of topics and readings to develop their cognitive reasoning.

Graph 12: reading understanding percentage

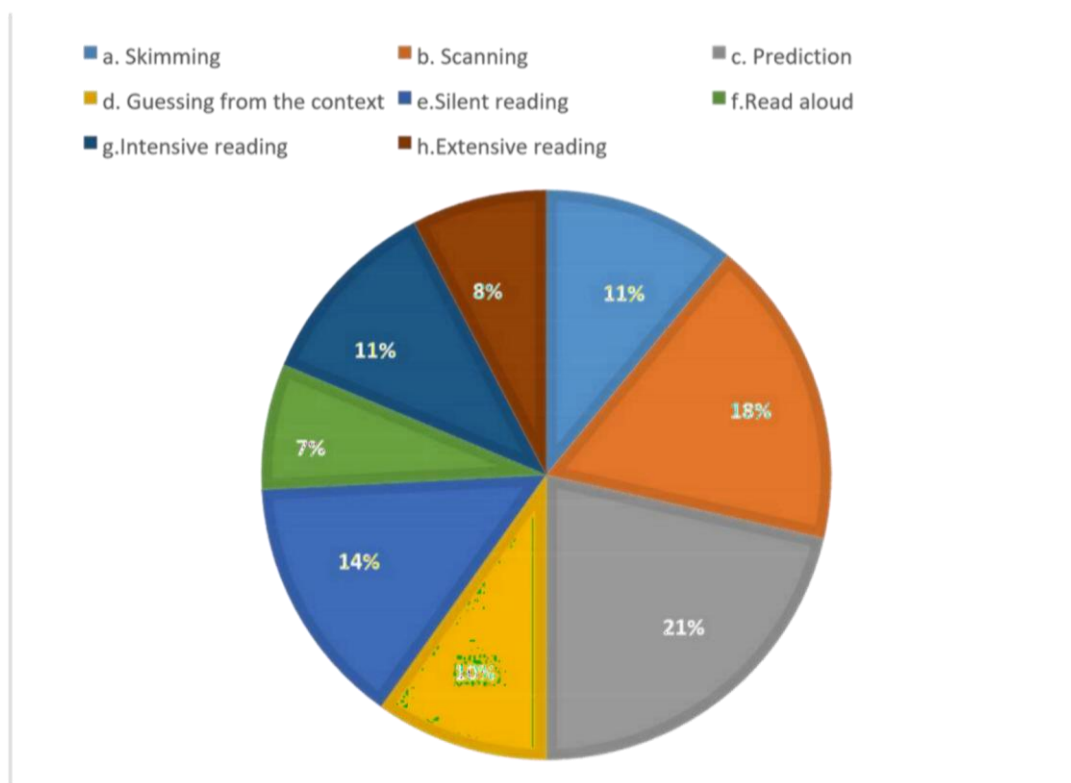


Author: Diana Carchi

Source: Students' questionnaire

Graph 11 indicates about how much students understand from the text when they read. Thirty-six percent of the students surveyed assert that they understand eighty percent of the text, moreover 26% of them understand thirty percent of the passage when they read. Furthermore, 20% of the students claim that they understand fifty percent of the lecture they do, additionally 12% of students explain that they understand one hundred (the whole) of the reading text, while 6% of students understand only ten percent of the reading they do. This results about students understanding levels will be attributed to the different English levels that they possess, it will be observed in their comments where they show the understanding and vocabulary they have acquired.

Graph 13: students strategies used in order to perform their readings

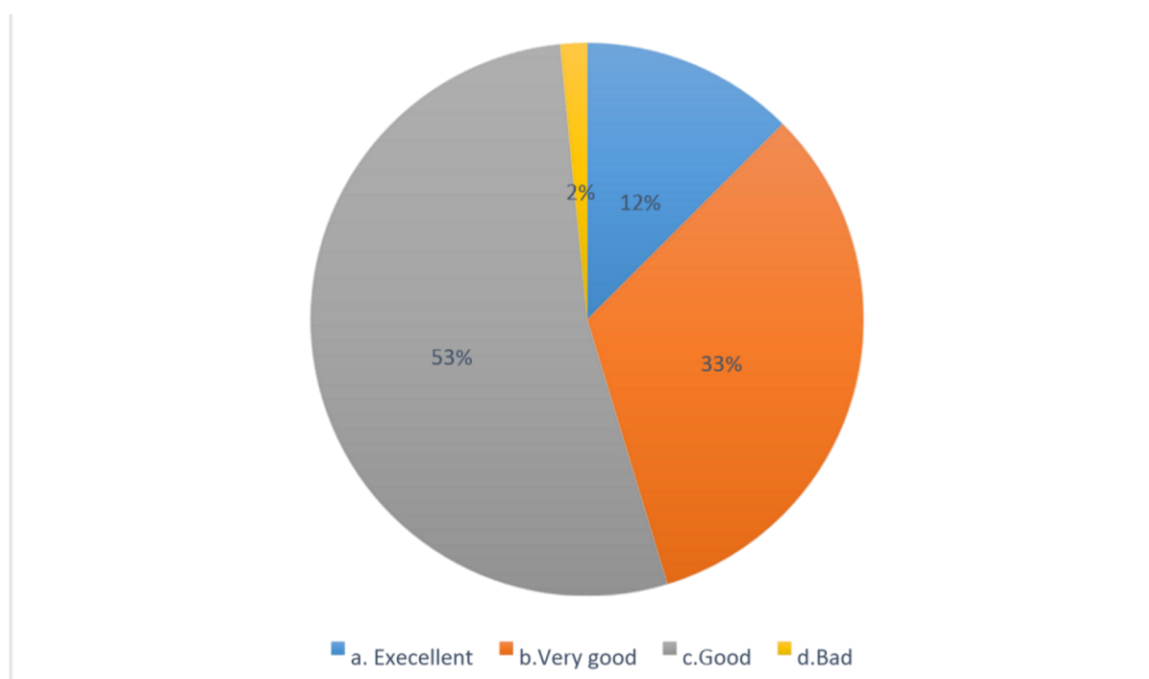


Author: Diana Carchi

Source: Students questionnaire

Graph 12 shows the students strategies used in order to perform their readings. Students tell that 21% of them use perception strategy, also 18% of students prefer scanning strategy, as well 14% of students prefer silent reading strategy, besides 11% of students prefer intensive reading strategy, moreover 11% of students prefer skimming strategy, furthermore 8% of students mentions they prefer extensive reading and the rest, 7 % of students prefer reading aloud strategy. Based on students' responses to the teacher tasks posted on Facebook platform can notice that students are familiarized with the topics and do not require much effort in reading because they use perception strategy, similarly some of them just focus on facts when they comment about the readings, it suggest scanning or skimming strategies.

Graph14: students perception learning English through Facebook



Author: Diana Carchi

Source: Students' questionnaire

Graph 13 shows that, 33% of students consider the use Facebook use is very good for educative purposes. Moreover 53% of students consider the Facebook use is good in education field. On the other hand, 12% of them reflect that the Facebook use is excellent to learn English, on the contrary 2% of them consider the Facebook use is bad to learn English language. The results from the student's participation suggest that students benefited of Facebook use to develop reading skills because of their interactions where periodically on time and constantly checked by the teacher looking for improvement points, it is evidenced that students perceive Facebook as a good tool to learn. In this context Hajin (2014) cited in Leaver and Kent (2014) state it is positive to use Facebook groups as teaching- learning environment because of the free cost of creating a Facebook account it is possibly to implement the proposed form to education.

CONCLUSIONS

The results in this research show the positive impact of the use of Facebook to improve reading skills since it is the social media mostly used by the students. In fact, most of the students who participated in this research affirmed to spend more than an hour on this social media a day which undoubtedly can be used by to enhance this skill.

The teacher and students' perceptions about the use of Facebook as a technological tool to improve reading skills are positive as showed by the active participation, quality of responses, and interaction of all the students in the different activities.

The pedagogical use of Facebook through different types of reading activities help students to improve their reading comprehension skills as shown in the written comments, reflections, and summaries using English language; moreover, it shows to be useful to enhance writing, listening and speaking as well.

Both teacher and students affirm that the use of facebook is an innovate tool which ennance students reading skilld becausealways coonected to this social media , the resources posted by the teachers , navigating, updating their profiles and sharing information in the reading class. All this helpd to strength the communication, to promote collaborative reading , to facilite feedback from the teacher and among learners , and enhance critical thinking.

RECOMMENDATIONS

When teaching readings, it is important to select topics pertinent readings and activities considering their interest, age and level. It is not enough just to ask students to write reflections, it is also important to provide them with a wide range of activities This way students will improve their skills and experience different strategies while use the target language.

It is advisable to provide learners with reading strategies in order to facilitate reading comprehension; moreover, it is important to check how much students can understand by asking them to write summaries, comments, answer questions or any kind of activity where they be able to integrate the four skills.

English teachers should take advantage of the amount of time that students spend on Facebook in order to use is with pedagogical purposes and to motivate them to perform different activities to develop the English language skills, specially reading because not all students like to read.

It is useful to incorporate Facebook to enhance reading comprehension and ask students to make comments, but it is better to plan activities and questions to provoke debates in which students feel engaged into academic discussions and hooked to use the Facebook to express their own points of view.

The teacher should use additional sources like videos, conferences, readings, news with relevant topics to teach English in a more dynamic and interesting way. This way, the students can be more motivated to learn English language and to improve the learning process.

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ANNEXES

Annexes

Annex A: Student's questionnaire



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

Student's Questionnaire

Dear students.

The objective of the present survey is to collect information about the pedagogic use of Facebook to develop reading skills in English as a foreign language. Your identity will be unknown to the researcher.

Please, provide your information.

Age _____

Gender: Female ()

Male ()

Please, mark X in the option you consider necessary

1. How often do you use Internet?

☐☐☐☐☐

Everyday

weekly

thrice a week

seldom

never

2. How much time do you spend in social media daily?



30minutes

One hour

more than one hour

3. Which Social Networking site do you use more frequently? (choose more than one)

<i>Facebook</i>		<i>LinkedIn</i>	
<i>Twitter</i>		<i>MySpace</i>	
<i>You Tube</i>		<i>Flickr</i>	
<i>Skype</i>		<i>Slideshare</i>	

4. Why do you use social networking sites? (choose more than one)

a. To communicate with friends and family.	
b. For entertainment	
c. To share information and knowledge	

5. Do you like to learn English using Facebook?

Yes () No ()

Why?.....

.....

6. Does your teacher use any social media to teach English as a foreign language?

Yes () No ()

Which?.....

7. What kind of topics do you prefer to read? (choose more than one)

Famous people ()

Scientific articles ()

Entertainment ()

Others

8. When you read, what percentage of the text published on Facebook do you understand?

10% ()

30% ()

50% ()

80% ()

100% ()

9. Which of the following strategies do you use when you read? (choose more than one)

Skimming () Silent reading ()

Scanning () Read aloud ()

Prediction () Intensive reading ()

Guessing from the context () Extensive reading ()

10. What is your perception about the use of Facebook to learn English?

(choose one)

a. Excellent ()

b. Very good ()

c. Good ()

d. Bad ()

Thank you!!!