



**THE EFFICIENCY OF USING FACEBOOK AS A  
CHANNEL FOR ENGLISH GRAMMAR AND  
DISCUSSION**

**BY**

**MISS DUANGKAEW THONGSRISUNTORN**

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL  
FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS IN CAREER ENGLISH FOR  
INTERNATIONAL COMMUNICATION  
LANGUAGE INSTITUTE, THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2016  
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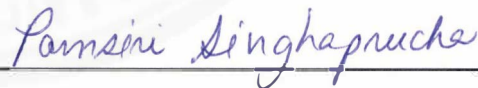
ENTITLED

THE EFFICIENCY OF USING FACEBOOK AS A CHANNEL FOR ENGLISH  
GRAMMAR AND DISCUSSION

was approved as partial fulfillment of the requirements for  
the degree of Master of Arts in Career English for International Communication

on July 26, 2017

Chairman



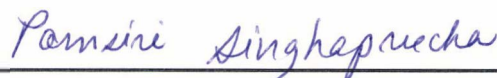
(Associate Professor Pornsiri Singhapreecha, Ph.D.)

Member and Advisor



(Upsorn Tawilapakul, Ph.D.)

Dean



(Associate Professor Pornsiri Singhapreecha, Ph.D.)

Independent Study Paper Title	THE EFFICIENCY OF USING FACEBOOK AS A CHANNEL FOR ENGLISH GRAMMAR AND DISCUSSION
Author	Miss Duangkaew Thongsrisuntorn
Degree	Master of Arts
Major Field/Faculty/University	Career English for International Communication Language Institute Thammasat University
Independent Study Paper Advisor	Upsorn Tawilapakul, Ph.D.
Academic Years	2016

### **ABSTRACT**

This research studied using Facebook as a channel for grammar learning and discussion of general learners to determine if it was efficient as classroom learning. The results of the study can facilitate the improvement of online education through the use of Facebook.

In order to check such efficiency, a English Grammar Ability Tests are used. The test was compiled from English lessons and questions of learning Facebook pages. Participants' information, attitudes toward Facebook as a learning channel, and the Grammar Ability Test were contained in an electronic questionnaire and distributed to target members of Facebook pages. The data was collected from 80 participants aged between 18 and 60, both males and females, and categorized as general learners and classroom students.

The responses revealed that Facebook can be used as a grammar learning and discussion channel for general learner similar to classroom students. Compared with classroom students who received knowledge from blended learning, the median attitude scores of general learners were not different. General learners had an average grammar ability score that was a little higher than classroom students. In addition, the frequency of visiting English pages was associated with the grammar ability scores of

general learners. This implies that the frequency of visiting Facebook pages is one factor to increase English competency.

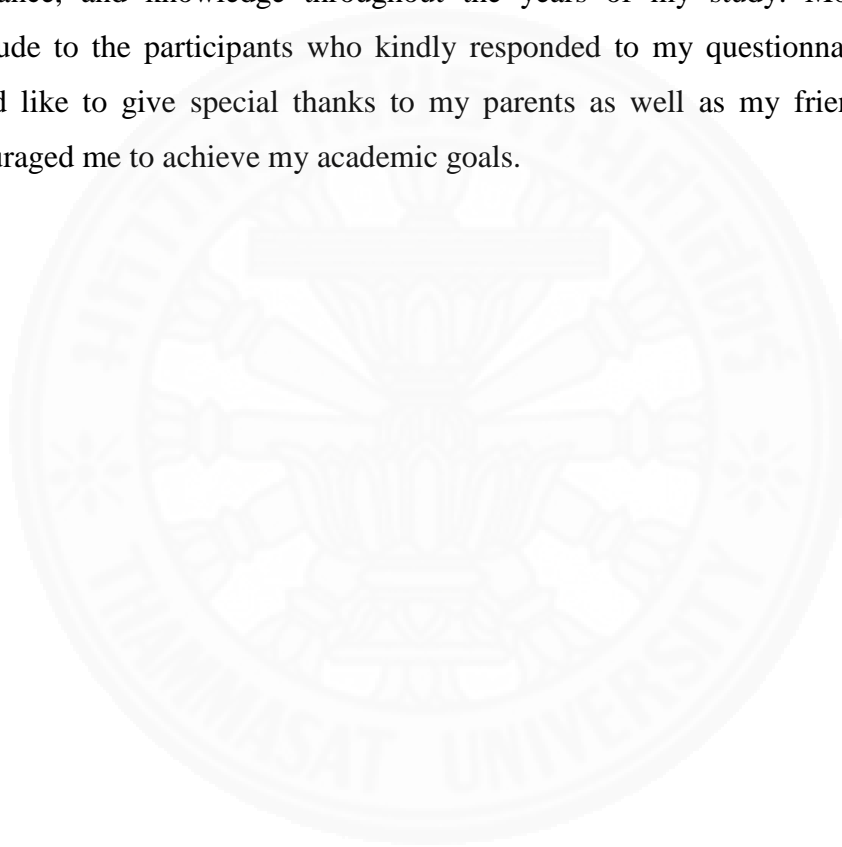
For further research, the disadvantages and suggestions regarding Facebook as a learning channel can be explored in detail to address problems and increase the efficiency of using Facebook as a channel for English grammar and discussion.

**Keywords:** Facebook, channel for grammar learning



## ACKNOWLEDGEMENTS

This study would not have been possible without the advice and guidance of several individuals. First of all, I would like to thank my advisor, Dr. Upsorn Tawilapakul, for her valuable advice, patience, and understanding. On top of that, I would like to give my profound thanks to all the teachers, lecturers and staff in the English for Careers program, Language Institute, Thammasat University for passing on their experience, assistance, and knowledge throughout the years of my study. Moreover, I feel gratitude to the participants who kindly responded to my questionnaires. Finally, I would like to give special thanks to my parents as well as my friends, who have encouraged me to achieve my academic goals.



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the study

In accordance with social and economic transformation in the digital era, online learning will become a crucial and popular channel for learning. Lack of free time might bar people from proper classroom learning and necessitate online lessons. This research studied that the efficiency of using Facebook as a channel for English grammar discussion to determine whether it can improve the general English competence of English learners. Normally, classroom students receive knowledge by using a blended learning education model. This model combines face-to-face classroom teaching with online digital media. It requires physical presence between teacher and student while the online learning model does not. This study postulates that general English learners can also gain knowledge by using Facebook as online learning.

Considering that Facebook is the most popular social network and has influenced daily life, Facebook is one of the online learning channels from which learners can access information and facilitate the learning of English due to the fact that Facebook has notification services and can automatically feed English knowledge to compensate for face-to-face classroom teaching. In addition, the features and activities of Facebook are associated with the process of learning development theories that helps learners acquire knowledge and practice grammar via Facebook's interactive discussions. Krashen's theory of Second Language Acquisition, Zone of Proximal Development (ZPD) and Active learning are the learning development theories explained in Chapter 2

This research looking at whether using Facebook as a channel for English discussion can enhance the English competence of general learners as efficiently as classroom learning. In order to check such efficiency, an English grammar ability test was used. The test was compiled from English lessons and questions of learning Facebook pages. The participants were learners who were Facebook page

members. Learners' English competence was analyzed from scores on the English Grammar Ability Test.

## 1.2 Research questions

Is Facebook an efficient learning channel for English grammar and discussion for general English learners similar to classroom students?

## 1.3 Research objectives

The study evaluated the general learners' competency in English grammar when using Facebook as a channel to learn the language.

## 1.4 Definition of terms

- (1) *Facebook*: In the research, Facebook is refers only to Facebook pages for English Learning.
- (2) *Questionnaire*: In the research, questionnaire refers to an electronic questionnaire called Facebook Poll for Page.
- (3) *Program R* refers to a programming language and software environment for statistical computing and graphics, which is widely used among statisticians and data miners for developing statistical software and data analysis.
- (4) *Rfacebook (Facebook API via Program R)* refers to a program that provides an interface to the Facebook Application Programming Interface (Facebook API). Rfacebook provides the way to access Facebook's database. (Rfacebook, 2016)

## 1.5 Significance of the study

In accordance with social and economic transformation in the digital era, the results of the study can facilitate the improvement of online education through the use of Facebook. Also, they can increase the efficiency of Facebook as a channel for English grammar discussion.

## 1.6 Limitations and Constraints

Facebook Data Privacy - RFacebook version 0.6.3 is a research instrument for retrieving Facebook information database. RFacebook concerns data privacy and limited access to user profile and personalization. Therefore, this study analyzed English Facebook pages and those pages registered in the education category. These limitations affected the data collection of this study. RFacebook cannot automatically retrieve gender, age and country and filter out non-target participants before participants are invited to join electronic questionnaire.

In addition, the study used percentages and medians to analyze the responses of participants.

In Chapter 2, the research describes the learning development theories and related studies, which support the use of Facebook to enhance learners' competence in English grammar. Chapter 3 presents the Research Methodology, which includes participants, data collection of the Facebook page, research instruments and data analysis. Chapter 4 contains the results from the questionnaire as well as the discussion. Finally, Chapter 5 provides concluding remarks for the entire paper and recommendations for further research.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

This chapter provides the learning development theories: Blended learning theory, Krashen's theory of Second Language Acquisition, Zone of Proximal Development (ZPD), and Active Learning are discussed in Section 2.1. In addition to theories, Information Technology tools and previous related studies are discussed in Section 2.2 and 2.3, respectively.

#### **2.1 The learning development theories**

##### **2.1.1 Blended learning theory**

Blended learning is an education model that combines traditional classroom teaching with online digital media. It requires the physical presence of both teachers and students. Blended learning can be used in other similar terms such as hybrid learning, technology-mediated instruction, web-enhanced instruction, and mixed-mode instruction (Margie, 2003).

In this study, Facebook was used for online learning because it does not require face-to-face teaching unlike Blended learning. The participants who were not taking English in classroom are general English learners.

##### **2.1.2 Krashen's theory of Second Language Acquisition**

Theory of Krashen (1988) consists of five main hypotheses: the Acquisition Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis and the Affective Filter hypothesis. This study focused on two hypotheses associated with Facebook characteristics and features – Acquisition and Affective Filter.

Acquisition learning hypothesis revealed the two independent systems of English as second language performance (acquisition system and learning system). According to Krashen (1988), acquisition system is more important than learning and more efficiency in long-term memorization. The acquired

system is the result of an intuitive process similar to acquiring the mother language. Acquisition system requires significant interaction like natural communication while the learned system is the result of English formal instruction, for example, grammar rules, and it comprises a conscious process that results in conscious knowledge. Thus, Facebook as a learning channel is a similar acquisition system which any learners can practice their English writing for communication and discussion with each other.

In addition to the acquisition system, Affective Filter (Krashen, 1981) refers to the complex of negative emotional and motivational factors that affects the processing of comprehensible input. Learners can use the Facebook channel to avoid face-to-face interaction for lowering the level of anxiety (Murphy, 2009). As Facebook has a lower Affective Filter, learners have a low level of communication anxiety and increased motivation attitude and self-confidence. These are principle factors in second language acquisition. High motivation, a good self-image, and a low level of anxiety better equip learners for success in English as a second language.

### **2.1.3 Zone of Proximal Development (ZPD)**

The Zone of Proximal Development (ZPD) is the difference between what a learner can do without help and what learner can do with help (Vygotsky, 1896-1934). According to Dawson (2008), after being given an opportunity to communicate with other people, learners are likely to benefit from collaborative learning on Facebook. At this stage, a zone of proximal development (ZPD) is constructed on Facebook. In this zone, language assistants on Facebook, such as teachers, friends, or users in general, can play the role of more knowledgeable people explaining English grammar usage and giving suggestions. The skill is moved from their actual stage of development to their potential stage of development, a stage in which their grammatical and writing competence is enhanced. As shown in Figure 1 (Suthiwartnarueput and Wasanasomsithi, 2012), to improve writing abilities, learners can use Facebook as a channel for grammar and writing discussions.

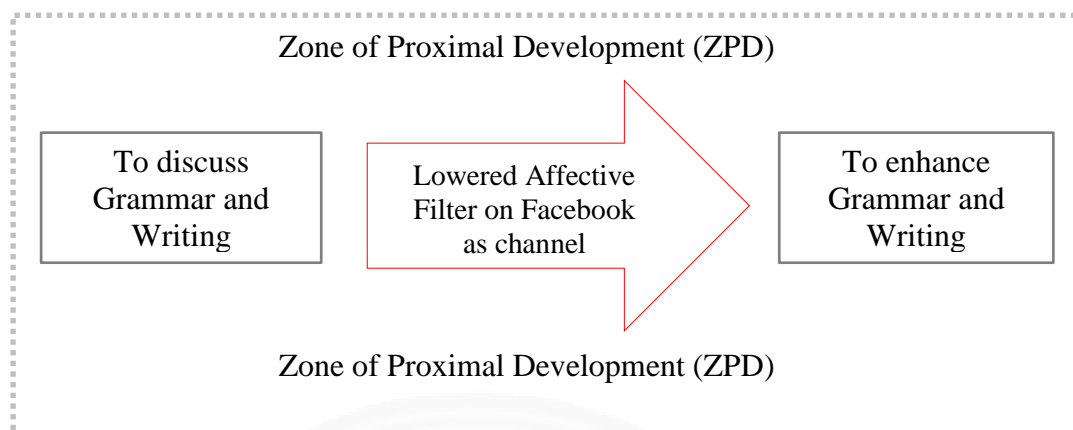


Figure 1: English Learning Development - Zone of Proximal Development (ZPD)

#### 2.1.4 Active Learning

Active learning is a process whereby learners engage in activities, such as reading, writing, discussion, or problem solving, that promote analysis, synthesis, and evaluation of English content (Center for Research Learning and Teaching of University of Michigan, 2017). This study analyzed Facebook features and characteristics that support the Active Learning model. Learners can use Facebook to create a strong sense of community among learners and encourage peer-to-peer discussion via Facebook groups. Learners can use Facebook messages to reach out to target learners and break learning content into short and simple Facebook posts. Learners can share posts, invite target participate users, create a group, and attach supplementary resources for target learners. Learners can receive notifications and feedback from English learning pages through personalization and notification services. In addition, learners can use Facebook to send reminders and notifications of upcoming deadlines, assessments and follow up on interesting posts.

#### 2.2 Information Technology tools

There were two technologies applied in this study. RFacebook was the way to retrieve the database from the English learning Facebook pages and their member learners. RFacebook enquired about the existing behavior of learners and information of English learning pages. This information helped to prepare a set of

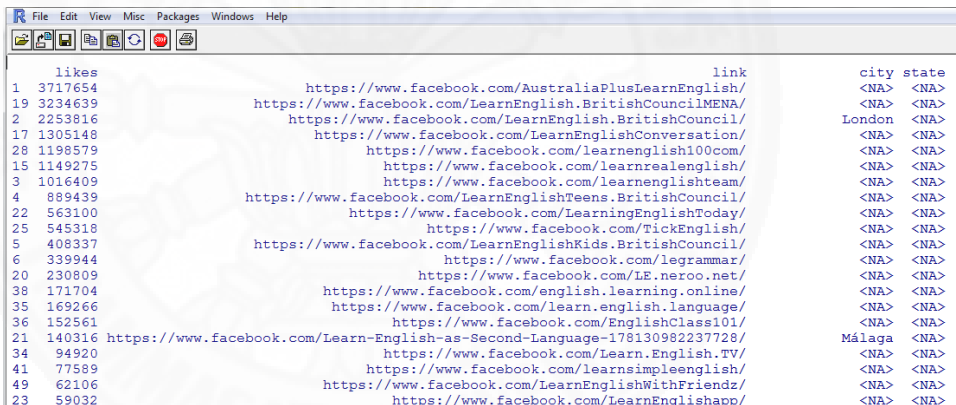


questionnaires and participants categories. A set of questionnaires was created by Poll for Pages (Electronic Questionnaire by Facebook function).

### 2.2.1 RFacebook

RFacebook is a program that provides a series of functions that allow access to the Facebook database, to get information about users and posts, and collect public status updates that mention specific keywords. This study used four functions:

- 1) Searching Facebook Pages. RFacebook can search Facebook Pages that mention a string. The study used this function for enquiries regarding all pages of English Learning. In Figure 2, the study selected top five of number of likes of English Learning Facebook pages.



likes	link	city	state
1 3717654	<a href="https://www.facebook.com/AustraliaPlusLearnEnglish/">https://www.facebook.com/AustraliaPlusLearnEnglish/</a>	<NA>	<NA>
19 3234639	<a href="https://www.facebook.com/LearnEnglish.BritishCouncilMENA/">https://www.facebook.com/LearnEnglish.BritishCouncilMENA/</a>	<NA>	<NA>
2 2253816	<a href="https://www.facebook.com/LearnEnglish.BritishCouncil/">https://www.facebook.com/LearnEnglish.BritishCouncil/</a>	London	<NA>
17 1305148	<a href="https://www.facebook.com/LearnEnglishConversation/">https://www.facebook.com/LearnEnglishConversation/</a>	<NA>	<NA>
28 1198579	<a href="https://www.facebook.com/learnenglish100com/">https://www.facebook.com/learnenglish100com/</a>	<NA>	<NA>
15 1149275	<a href="https://www.facebook.com/learnrealenglish/">https://www.facebook.com/learnrealenglish/</a>	<NA>	<NA>
3 1016409	<a href="https://www.facebook.com/learnenglishteam/">https://www.facebook.com/learnenglishteam/</a>	<NA>	<NA>
4 889439	<a href="https://www.facebook.com/LearnEnglishTeens.BritishCouncil/">https://www.facebook.com/LearnEnglishTeens.BritishCouncil/</a>	<NA>	<NA>
22 563100	<a href="https://www.facebook.com/LearningEnglishToday/">https://www.facebook.com/LearningEnglishToday/</a>	<NA>	<NA>
25 545318	<a href="https://www.facebook.com/TickEnglish/">https://www.facebook.com/TickEnglish/</a>	<NA>	<NA>
5 408337	<a href="https://www.facebook.com/LearnEnglishKids.BritishCouncil/">https://www.facebook.com/LearnEnglishKids.BritishCouncil/</a>	<NA>	<NA>
6 339944	<a href="https://www.facebook.com/legrammar/">https://www.facebook.com/legrammar/</a>	<NA>	<NA>
20 230809	<a href="https://www.facebook.com/LE.neroo.net/">https://www.facebook.com/LE.neroo.net/</a>	<NA>	<NA>
38 171704	<a href="https://www.facebook.com/english.learning.online/">https://www.facebook.com/english.learning.online/</a>	<NA>	<NA>
35 169266	<a href="https://www.facebook.com/learn.english.language/">https://www.facebook.com/learn.english.language/</a>	<NA>	<NA>
36 152561	<a href="https://www.facebook.com/EnglishClass101/">https://www.facebook.com/EnglishClass101/</a>	<NA>	<NA>
21 140316	<a href="https://www.facebook.com/Learn-English-as-Second-Language-17813098223728/">https://www.facebook.com/Learn-English-as-Second-Language-17813098223728/</a>	Málaga	<NA>
34 94920	<a href="https://www.facebook.com/Learn.English.TV/">https://www.facebook.com/Learn.English.TV/</a>	<NA>	<NA>
41 77589	<a href="https://www.facebook.com/learnsimpleenglish/">https://www.facebook.com/learnsimpleenglish/</a>	<NA>	<NA>
49 62106	<a href="https://www.facebook.com/LearnEnglishWithFriendz/">https://www.facebook.com/LearnEnglishWithFriendz/</a>	<NA>	<NA>
23 59032	<a href="https://www.facebook.com/LearnEnglishapp/">https://www.facebook.com/LearnEnglishapp/</a>	<NA>	<NA>

Figure 2: Searching Page by RFacebook

- 2) Retrieving Facebook Page Information. RFacebook can retrieve all information of Page such as Page information, Number of Page Likes, Number of Posts, number of Likes/Comments/Shares of each post.
- 3) Retrieving Post of Facebook Page. RFacebook can retrieve all information of Posts such as number of Likes/Comments/Shares of Post, Details of each comment, Commentator Profiles, etc.
- 4) Retrieving Facebook Profiles. RFacebook can retrieve profile information. In every post, the study can retrieve user information of likes/comments/shares depending on the privacy of each user.

### 2.2.2 Poll for Pages

This study used an electronic questionnaire by the Poll for Pages function in Facebook as shown in Figure 3. Then, the questionnaires were created and published. The responses can be monitored for status, participants, and statistical results. In addition, the results could be exported to an Excel file to further processing.

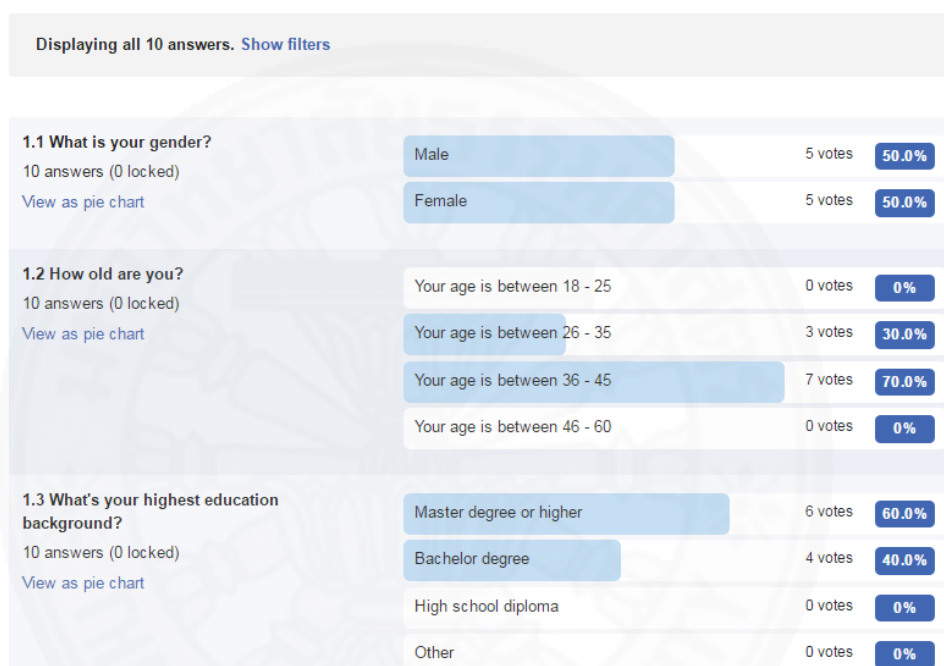


Figure 3: The result layout in Poll for Pages

### 2.3 Previous related studies

Sumakul (2011) used Facebook as grammar lesson teaching tools and experimented in three EFL classrooms. The results showed that Facebook can be used in a grammar lesson and can be used in difference stages of a teaching sequence. There were various activities that can be used with Facebook to assist and enrich the teaching and learning in the grammar classroom. However, the choice of Facebook as the area for discussion was shown in Sumakul's further research. Students could interact and communicate with each other via Facebook.

Sumakul (2012) studied 37 EFL students, 26 males, and 11 females of Staya Wacana School of Foreign Languages using observation and questionnaires. The

observation was done in the Facebook group whereas the questionnaires were distributed at the end of semester. The findings showed that the Facebook group could promote active learning for students. Students could learn better and had more fun.

The results of Sumakul (2012) research conformed to Kajornboon (2012). Facebook in teaching and learning of writing English was to a certain extent effective. Kajornboon was the English class teacher and used the research method “learning by doing”. The data were collected from students’ writing assignments on Facebook.

In addition, Facebook can promote active learning; it helps students to get higher scores. Suthiwartnarueput and Wasanasomsithi (2012) explored the effects of using Facebook as a medium for grammar and writing discussions of low-intermediate EFL students. The data were collected from 83 first-year undergraduate students at a university in Nakhon Pathom province; 61 students were male and 22 students were female. Their ages were between 18 and 22. Research provided three instruments such as Facebook, a pre-test and post-test and interview protocol. The results showed most of the students had discussions about sentence structure on Facebook and had positive attitudes toward Facebook. The students gained higher scores in the post-test at a significant level.

Similar to Kamnoetsin (2014) used qualitative methods to explore EFL college students’ writing behavior on the Facebook platform and understand the perspectives of students involved in using Facebook. The research instruments were observations and interviews. The data was collected from 32 freshmen students at Central Bangkok University. The findings indicated that both types of English writing were used in the online tutorial program via Facebook, but the formal type was used for classroom writing. Another finding was about the comparison of students’ writings on Facebook with the students’ writings in the classroom. The results revealed that students made verb-tense mistakes in academic classroom writing more than in Facebook writing but punctuation and spacing problems did occur more often in Facebook writing than academic

writing; more students wrote on Facebook, and more types of errors occurred in Facebook than in their classroom writings. The last finding revealed the following positive learning outcomes: improvement in grammar, vocabulary, and writing, an increase in the sharing of knowledge, and an increase online communication about coursework, class updates, and course changes.

In Chapter 3, the research methodology used in the study is presented.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

In this chapter, the study investigated the efficiency of Facebook as medium in general English learners (Online learning without face-to-face learning). Although the related research in chapter two supported that Facebook can be a tool for teaching in the English classroom by comparing the performance of classroom learners and general learners, this study examines if Facebook is useful for general English learners.

In addition, the characteristic of participants as well as the variables, research instruments, data collection and data analysis are described in Section 3.1-3.5.

#### **3.1 Participants**

Participants were selected from active Facebook users who normally communicate on English Learning Facebook pages in order to acquire knowledge about English language. For analyzing the differences in English competence between general English learner and classroom students, the study separated these two groups. The first group contained bachelor's students who represented learners who learned English through the blended learning approach. The second group contained participants who were not taking English lessons in the classroom. They represented English learners who were not exposed to Blended learning. Figure 4 summarizes the characteristics of these two groups of participants.

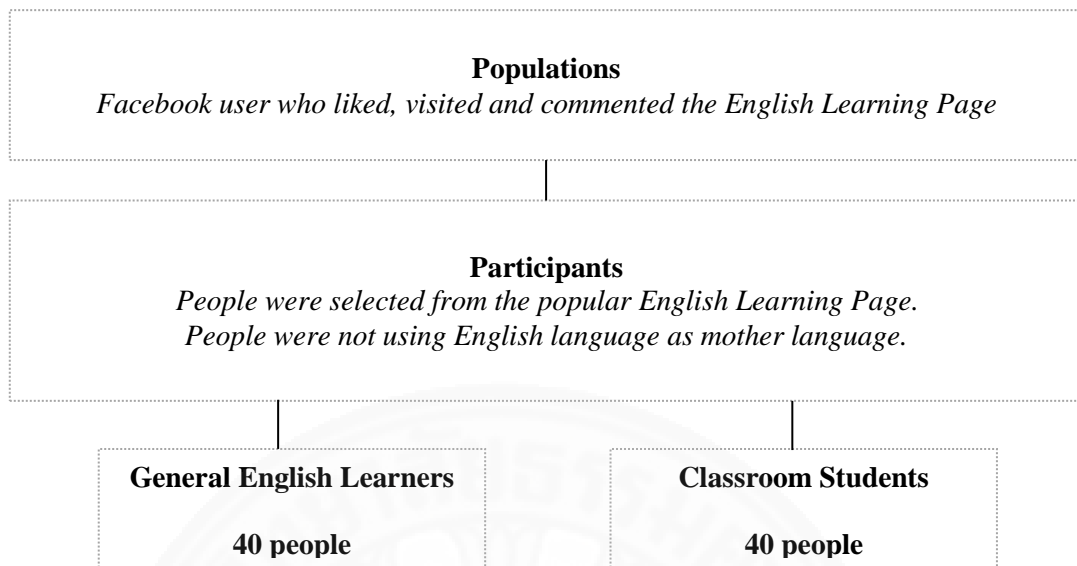


Figure 4: The characteristic of participants in the study

### 3.2 Data Collection

In this research, the RFacebook program was used to select the 80 participants from the target English Facebook Page. The process was as follows:

- (1) RFacebook was used to retrieve all English Learning Pages registered for English education category. Five pages were selected by the number of Like clicks.

	likes	link	city	state
1	3717654	<a href="https://www.facebook.com/AustraliaPlusLearnEnglish/">https://www.facebook.com/AustraliaPlusLearnEnglish/</a>	<NA>	<NA>
19	3234639	<a href="https://www.facebook.com/LearnEnglish.BritishCouncilMENA/">https://www.facebook.com/LearnEnglish.BritishCouncilMENA/</a>	<NA>	<NA>
2	2253816	<a href="https://www.facebook.com/LearnEnglish.BritishCouncil/">https://www.facebook.com/LearnEnglish.BritishCouncil/</a>	London	<NA>
17	1305148	<a href="https://www.facebook.com/LearnEnglishConversation/">https://www.facebook.com/LearnEnglishConversation/</a>	<NA>	<NA>
28	1198579	<a href="https://www.facebook.com/learnenglish10com/">https://www.facebook.com/learnenglish10com/</a>	<NA>	<NA>

Figure 5: The top five pages by number of Page Like

- (2) On each Page, RFacebook was used to retrieve the most popular posts based on the numbers of comments written in 2016.

A	B	C	D	E	F
Type		id	likes_count	comments_count	shares_count
photo	426	112763675418812_1207806042581231	2900	2422	370
photo	296	112763675418812_1212722418756260	2676	2161	0
photo	39	112763675418812_1221164827912019	2803	2137	286
photo	92	112763675418812_1219468684748300	1693	1559	142
photo	183	112763675418812_1216220675073101	1489	1065	694
photo	230	112763675418812_1214967361865099	944	690	176
photo	150	112763675418812_1217234268305075	744	610	144

Figure 6: The most popular post by number of Comment in one English Page

- (3) Five Facebook pages represented a variety of English pages. Posts on each page represented the favorite topics, which were discussed by English enthusiasts.
- (4) In each Post, RFacebook was used in order to retrieve the public details of the commentators. With five posts form five pages; the possible commentators were more than 5,000 persons.
- (5) The research randomized 300 from 5,000 commentators as potential participants.
- (6) The research invited the potential 300 participants to join the Electronic Questionnaire via Facebook.
- (7) Then, the responses were monitored; the feedback of questionnaire was counted until the number of participants reached 80 participants and matched with the group category (Classroom and General Learners). The data was be ready for analysis.

### 3.3 Variables

To investigate the hypothesis that both classroom students and general English learners can increase English competence by using Facebook as a medium for English Grammar discussion, the research designated the type of learner - classroom student and general English learner as independent variables. Educational status was used to separate classroom students from general English learners. The grammatical and vocabulary competence of using Facebook as a channel for English grammar discussion were dependent variables designed to test the advantages and disadvantages of using Facebook. The Grammar Ability Test is explained in Section 3.4.2

### 3.4 Research instruments

The study used English Facebook Learning Pages as a resource for finding the potential participants. RFacebook program was used to connect and retrieve potential participants. An Electronic Questionnaire was designed in four parts and set up in a Poll for Pages (Electronic Questionnaire by Facebook features). To invite participants, the study used Facebook Messenger, with the URL link attached for potential participants. When the data was ready to analyze, it was exported as the raw data and Program R was used to calculate it in terms of statistical results - frequency, percentage, mean and standard variation.

#### 3.4.1 Facebook Pages (Source of Information)

The research focused on top five most popular English Learning Facebook pages in 2016. The study analyzed which post topics were of interest to English enthusiasts and motivated them to interact with Facebook. The commentators of posts were selected as potential participants. The posts' content was collected and used to develop a set of questionnaires to support the research questions.

#### 3.4.2 Questionnaire

This part was divided into four parts.

- **Personal Information**

This part focused on participants' demographic data, consisting of seven questions regarding age, gender, educational status, mother language, general learner or classroom student, total years of studying English, and frequency of visiting Facebook page.

- **Overall Questions on Grammar and Facebook Page**

Six questions were provided in this part, asking about attitudes and opinions of using Facebook. Questions referenced the characteristics of posts that interested the participants.



- **Grammar Ability Test**

Twenty questions were chosen from Facebook post of English Learning. The grammar ability test contained grammar or vocabulary questions, which were posted in top five Facebook pages. The correct answers indicated the benefit of using Facebook as a channel for English learning and discussion. In addition, when Facebook users are members of English learning pages, they receive new learning posts by Facebook feed or notification services. Please see the questions in Appendix A.

- **Suggestions**

This part contained three questions in order to obtain participants' suggestions and comments on recommendations of using Facebook as a channel for English learning and discussion.

### **3.4.3 Poll for Pages**

The questionnaires were created by Electronic Questionnaire and were a questionnaire by Facebook messenger. The advantages of an electronic questionnaire are minimum cost, real-time status monitoring, mobility, and its ability to target participants.

## **3.5 Data analysis**

The collected raw data was generated by a Poll for Pages in Excel format. The study used mathematic statistics to interpret raw data such as frequency, percentage and median. Those statistical results are displayed in graphs for explicating the participants' characteristics and for comparing the two groups.

The results and discussion are described in Chapter Four. The conclusions of the study and suggestions are contained in Chapter Five.

## **CHAPTER 4**

### **RESULTS AND DISCUSSION**

In this chapter, the study revealed the result of the efficiency of Facebook as medium in general English learners (Online learning without face-to-face learning). The e-questionnaire was distributed to 300 participants who were Facebook members of the British Council page and Australia Plus page. Data collection took four weeks for 80 participants. Defective and incomplete feedback was removed from results.

According to Section 3.4.2, the questionnaire feedback included four parts: Personal Information, Overall Questions on Grammar and Facebook Page, Grammar Ability Test and Suggestion. The feedback is summarized along with the results in Sections 4.1- 4.5

#### **4.1 Participants' Characteristics**

The 80 participants were separated in two groups: 40 general learners and 40 classroom students. None of the participants used English as a native language in daily life. In addition, each group was categorized into male and female, various age ranges, various years of English. The participants' characteristics were analyzed from Personal Information and are shown in Figures 7 – 12

As shown in Figure 7, the important criteria separating general learners and classroom students was the current status of English learning. It was represented by "*Are you studying or attending in English Class?*" The answer 'yes' represented classroom students who are learning English in a classroom in which blended learning is supposed to be applied. The answer 'no' represented general learners who are learning English via Facebook without face-to-face learning.

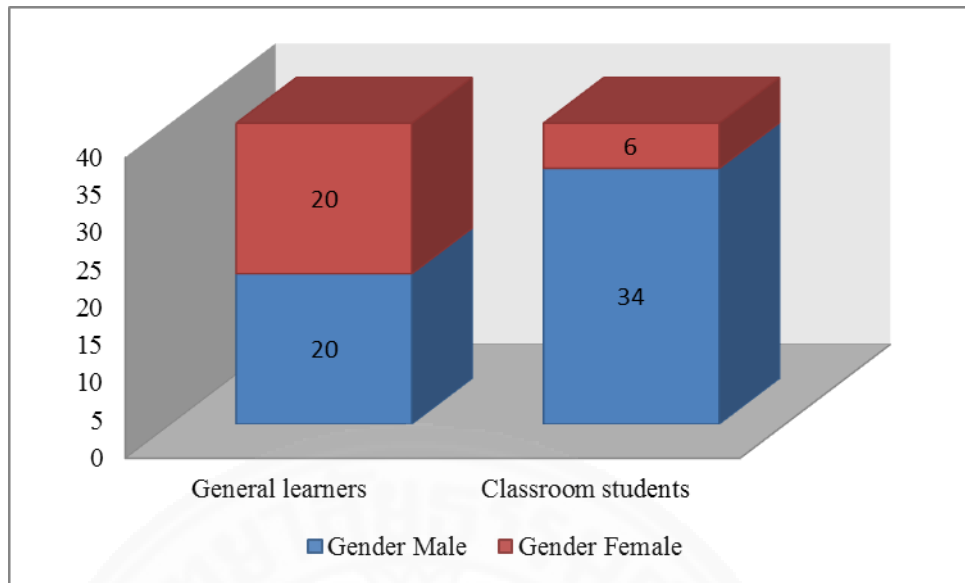


Figure 7: Number of Participants in general learners and classroom students

Genders of participant are shown in Figure 8. The percentage of males and females in general learners were equal whereas the percentage of males were 85% and higher than females in classroom students.

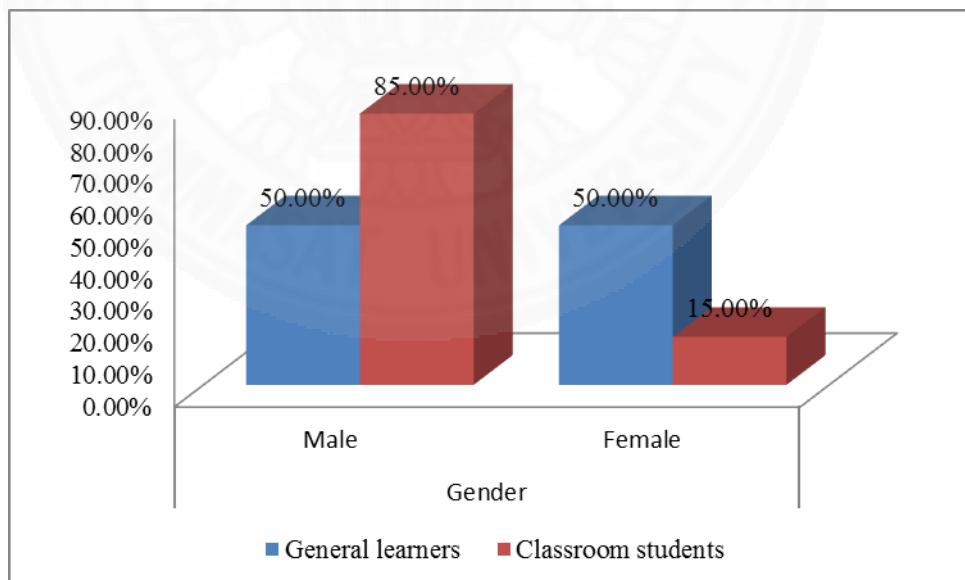


Figure 8: Participant genders of general learners and classroom students

The age ranges of the participants are shown in Figure 9. General learners were 59%, 40% and 10% in age ranges 36-45, 26-35 and 18-25, respectively. In contrast, classroom students were 57.50%, 22.50, 10% and 10% in age ranges 20-35, 36-45, 46-60 and 18-25, respectively. The age ranges of most participants were 26-35 and 36-45.

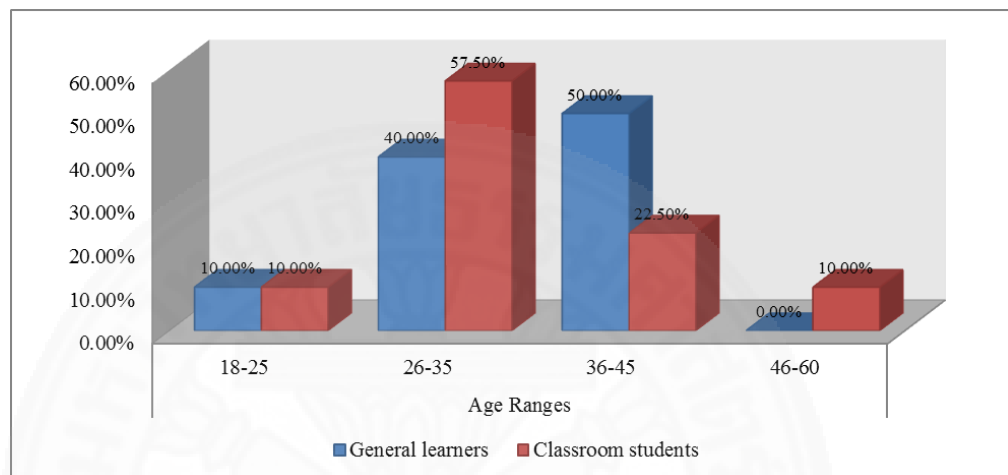


Figure 9: Age ranges of general learners and classroom students

Education background and total years of English study are shown in Figure 10 and 11, respectively. Both groups completed bachelor's degrees or higher. Most participants had attended in English study for more than five years. In addition, the percentage of general learners in 10-15 years of studying English was much higher than classroom students (32.50% versus 17.50%). At the same time, the total percentage of 0-3 years and 3-5 years were 10% in general learners and 25% in classroom students. Therefore, total general learners who had learned English less than five years were less than classroom students.

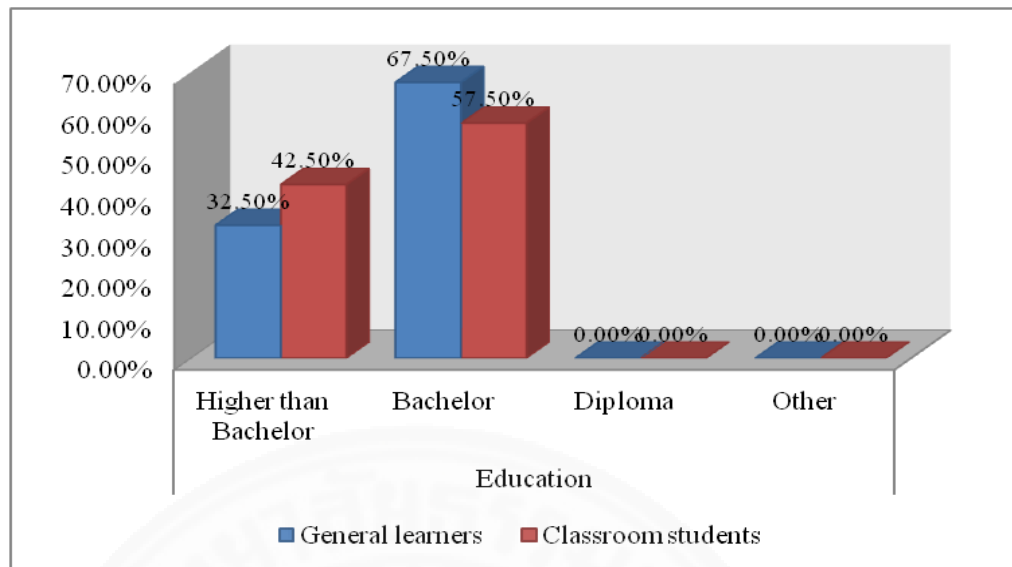


Figure 10: Education background of general learners and classroom students

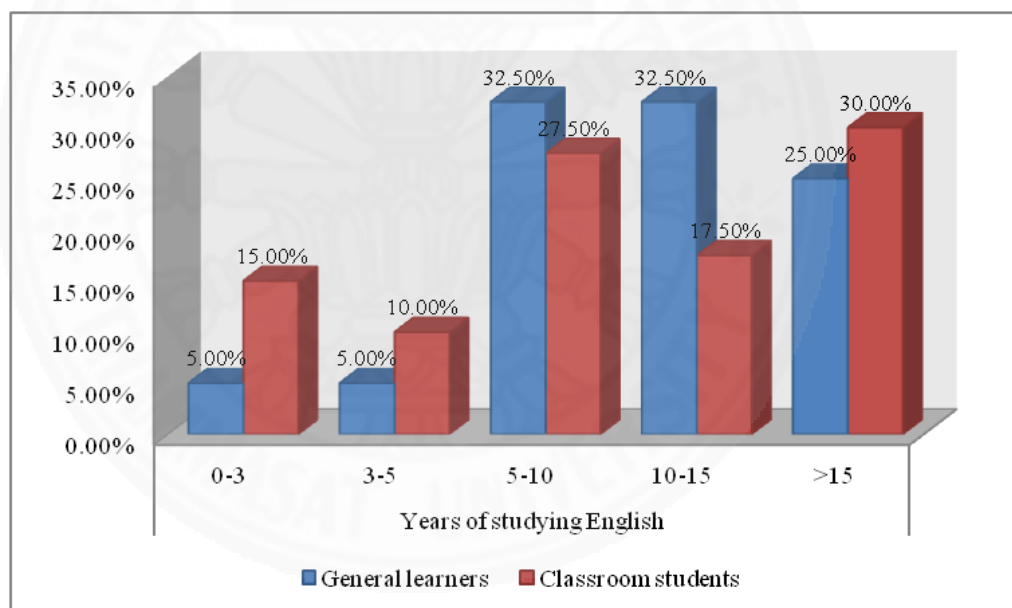


Figure 11: Total year of English studying of general learners and classroom students

In Figure 12, the last information of participants was the frequency of visiting English Facebook pages in daily life. Even though the current study focused on Facebook users who used English pages to learn and improve English competency, it was necessary to determine the percentage of English page visits per week. This would ensure that the participants visited English pages regularly. Interestingly, none of general learners visited English pages more than once a week.

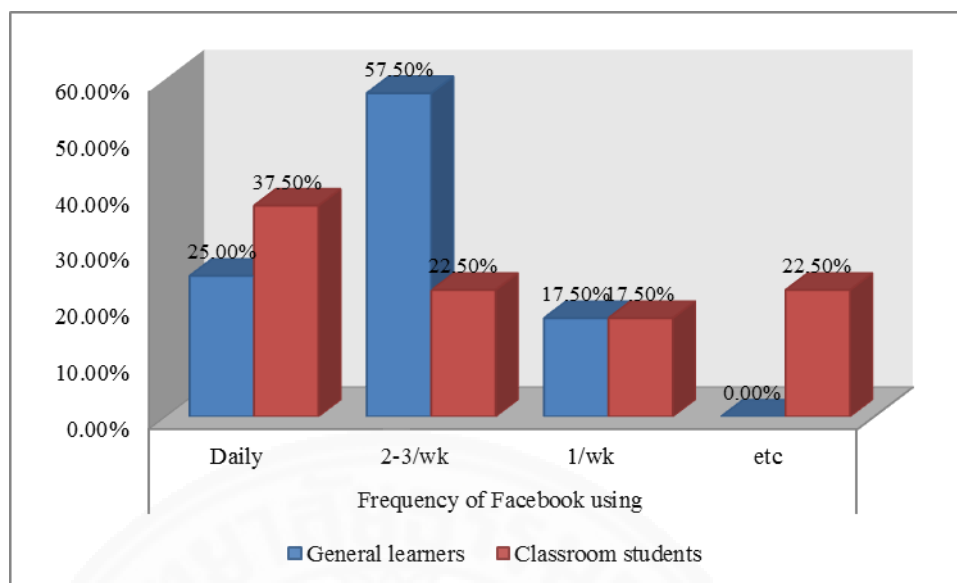


Figure 12: Frequency of visiting English Facebook page in daily life

To summarize, the numbers of male and female general learners were equal and most of them were 26-45 years of age. All general learners completed bachelor's degrees or higher; 90% of general learners had attended English study more than five years. Almost 60% of general learners visited Facebook pages 2-3 times per week and a quarter of general learners visited every day.

For classroom students, most participants were male. Most of them, like general learners, were 26-45 years of age and completed bachelor's degrees or higher. A total of 75% of classroom students had learned English for more than five years; 37.5% of them visited Facebook daily while 22.5% of them visited pages 2-3 times a week.

Even though there was no difference between two groups in terms age ranges, the educational backgrounds and total years of English study were quite different with respect to gender because most classroom participants were male. In addition, there was a slight difference in terms of the frequency of page visits. Most general learner participants visited Facebook pages 2-3 times per week whereas almost 40% of classroom students visited English pages every day.

## **4.2 Attitudes toward using Facebook as a channel for English Grammar and Discussion**

Questions relating to attitudes toward using Facebook for grammar learning and discussion were divided for analyzing two points. The first point is whether learners agree that Facebook helps them learn and improve their English proficiency. The second point concerns the agreement of learners that Facebook should require interactions from them through answering questions, explaining their ideas and doing some challenging examinations.

In Table 1, it is shown that the median scores representing the attitude of the two groups of learners did not differ. In addition, all agreement percentages of Facebook attitudes shown in Table 2 were in the same trend. The table shows that Facebook can be a channel for learning and can provide knowledge for improvement with 77.5% of learners of both groups agreeing that Facebook can be a learning channel and 76.4% of them agreeing that Facebook provides knowledge for their improvement. The agreement percentage was not different between the two groups. When asked about post interactions, 74.25% of learners of both groups agreed that Facebook should require learners' interactions. A total of 73% of them agreed that the questions about new knowledge are interesting. It is assumed that whenever English pages posted grammar questions and invited members to answer, 73% of members will interact and comment when they did not know the answer whereas 56.50% of member will agree to participate if they see the questions and knew the answer. This showed that participants will interact when they find questions interesting and contain new knowledge.

Table 1: Median score of Attitudes of general learners and classroom students

Group	Can Facebook pages be a learning channel?	Can Facebook pages provide knowledge for improvement?	Should Facebook pages comment in English language only?	Should Facebook pages require member interaction ?	Is a Facebook post interesting when it contains questions about existing knowledge ?	Is a Facebook post interesting when it contains questions about new knowledge ?
General Learner	4	4	3	4	3	4
Classroom Students	4	4	4	4	3	4

Table 2: Agreement Percentage of Attitude in general learners and classroom students

All Participants	Can Facebook pages be a learning channel?	Can Facebook pages provide knowledge for improvement?	Should Facebook pages comment in English language only?	Should Facebook pages require member interaction ?	Is a Facebook post interesting when it contains questions about existing knowledge ?	Is a Facebook post interesting when it contains questions about new knowledge ?
Both Group	77.50%	76.50%	69.50%	74.25%	56.50%	73.00%

However, there was an interesting difference between the two groups when the grammar ability scores were analyzed together with attitude scores. It is shown in Figure 13 that both scores of general learners had the same trend. If general learners had high scores of grammar test, they also had high scores of attitude.



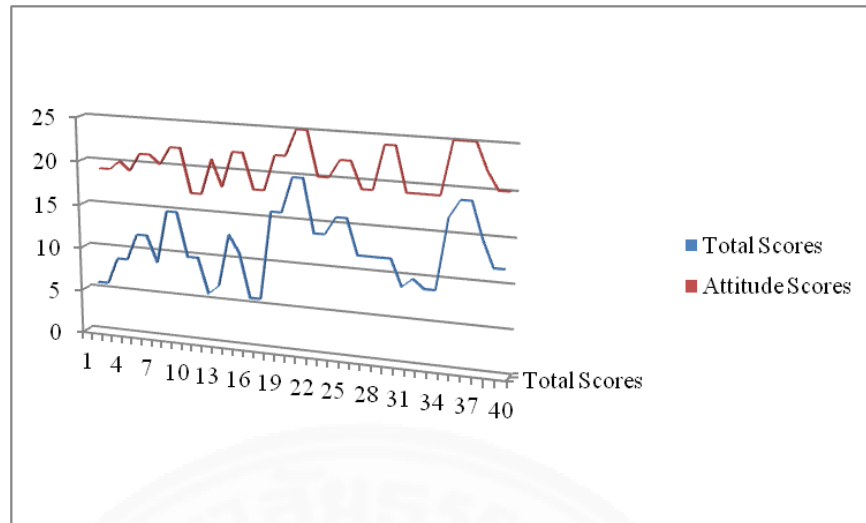


Figure 13: Grammar Ability score and Attitude scores of general learners

However, the relationship between the attitude score and grammar score of classroom students are difficult to explain. Some classroom students who got high scores for the grammar ability test did not get high scores for the attitude test. Classroom scores are shown in Figure 14.

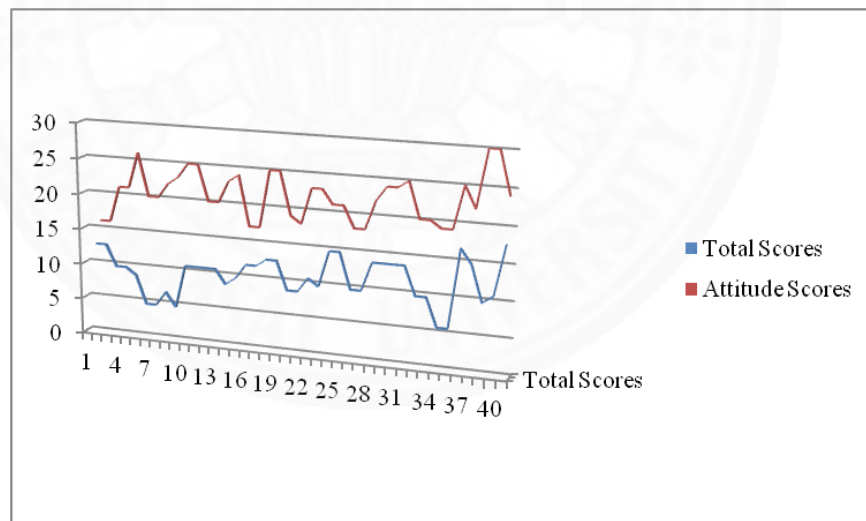


Figure 14: Grammar Ability score and Attitude scores of classroom students

### 4.3 Results for the evaluation of the English competency

A Grammar Ability Test was part of the questionnaire. Each question was collected from the Australia Plus page and British Council page. The grammar test contained 20 questions, which covered modal verbs and phrasal verbs, tenses, relative clauses and connectors and parts of speech. Both participant groups, who were members of those pages, received knowledge and interacted by writing comments on posts.

Figure 15 shows the total percentage of correctness grouped by grammar topic. Except for modal verbs and phrasal verbs, general learners had a higher total percentage of correctness than classroom students in tenses (51.50% and 32.50%), relative clauses and connectors (60% and 52.50%), and, in particular, speech (65% and 57.50) and vocabulary (62.50% and 60.83%), with the total percentage of correctness in tenses, general learners much higher than classroom students. These results revealed that general learners representing online learning had better English competency than classroom students who acquire English knowledge from Blended learning.

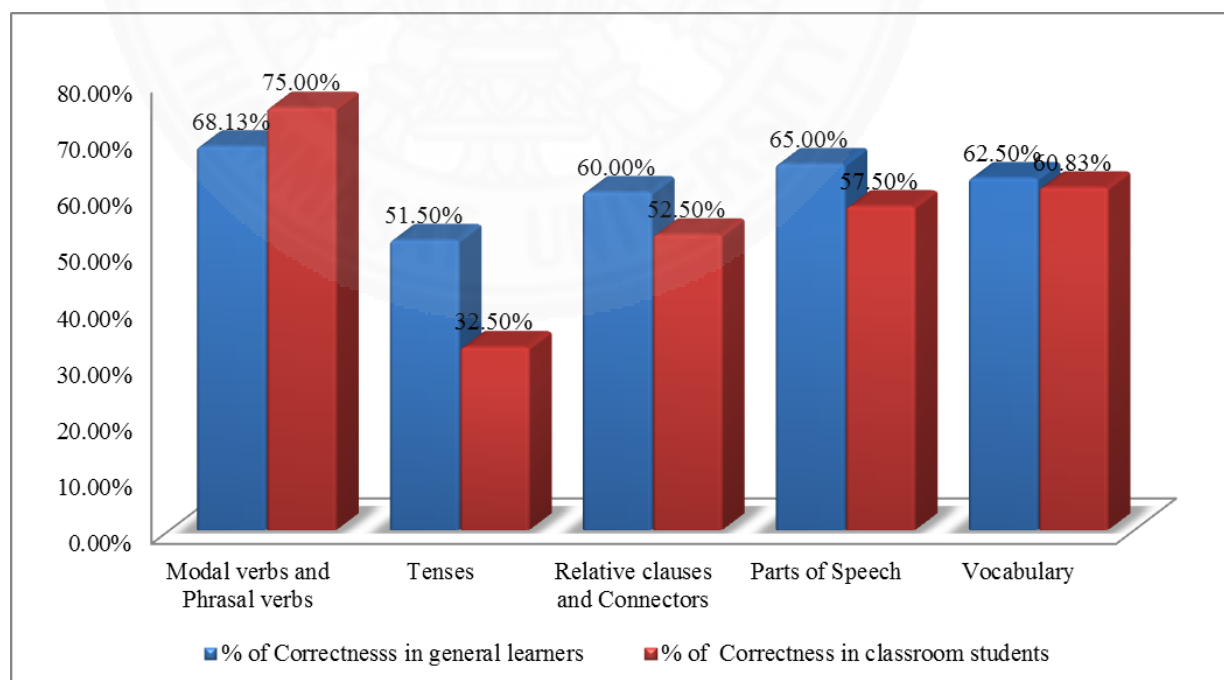


Figure 15: The total percentage of correctness of the Grammar Ability Test grouped by grammar topic

Table 3 shows the percentage of correctness in each test item. From Table 3, grammar topics and questions were randomly arranged. Both groups got high scores in each topic except relative clauses and connectors. Regarding modal verbs and phrasal verbs, general learners and classroom students had scores of correctness for test item No. 1 of 95% and 87.50%, respectively. For tenses, general learners had high score for test item No. 8 at 90% while classroom students had score of correctness for the same test item at 80%. For part of speech and Test No.13, both general learners and classroom students had high scores of correctness for test item No. 13 at 95%. Similarly, both groups of learners got a very high score of correctness for test item No. 12 of the vocabulary test.

Interestingly, low scores for test items No. 5-7 in the tense test indicated that tense is a difficult topic. Thus, enhancing skill in tense usage is a challenge.

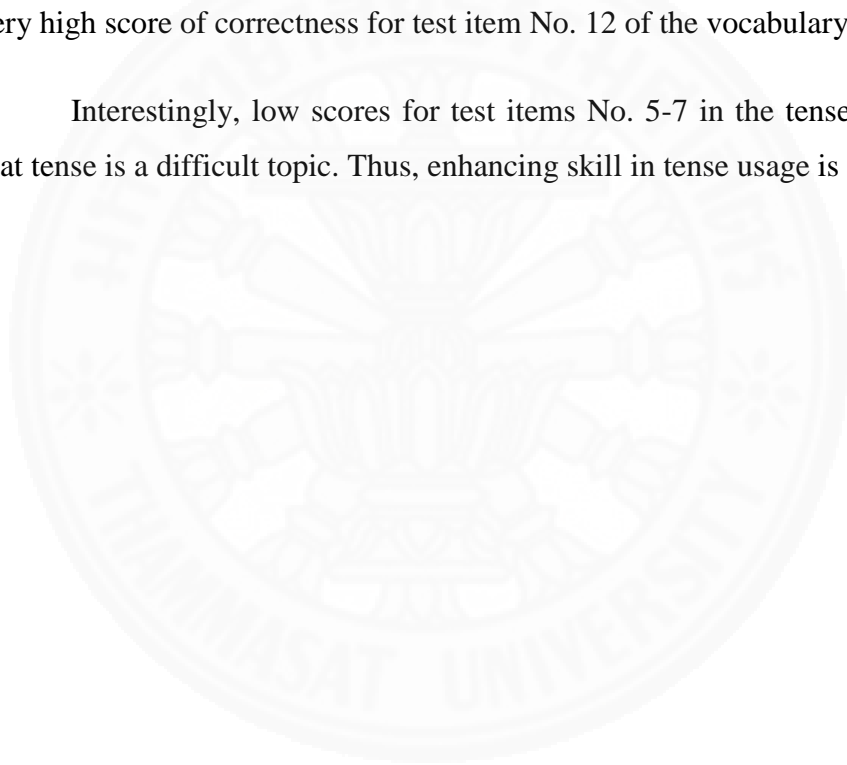


Table 3: Scores on Grammar Ability Test in general learners and classroom students

Grammar	Test No.	General learners (40)		Classroom students (40)		Ref. No.
		No. of Correct Answers	% Correctness of General learners	No. of Correct Answers	% Correctness of Classroom students	
Modal verbs and Phrasal verbs	1	29	72.50%	32	80.00%	2
	<b>2</b>	<b>38</b>	<b>95.00%</b>	<b>35</b>	<b>87.50%</b>	<b>3</b>
	3	21	52.50%	30	75.00%	4
	4	21	52.50%	23	57.50%	5
Tenses	5	15	37.50%	9	22.50%	8
	6	24	60.00%	6	15.00%	11
	7	24	60.00%	16	40.00%	13
	<b>8</b>	<b>36</b>	<b>90.00%</b>	<b>32</b>	<b>80.00%</b>	<b>14</b>
	9	4	10.00%	2	5.00%	19
Relative clauses and Connectors	10	24	60.00%	24	60.00%	16
	11	24	60.00%	18	45.00%	20
Parts of Speech	12	30	75.00%	36	90.00%	7
	<b>13</b>	<b>38</b>	<b>95.00%</b>	<b>38</b>	<b>95.00%</b>	<b>9</b>
	14	26	65.00%	20	50.00%	10
	15	22	55.00%	24	60.00%	15
	16	27	67.50%	19	47.50%	17
	17	13	32.50%	1	2.50%	18
Vocabulary	1	18	45.00%	14	35.00%	1
	6	28	70.00%	30	75.00%	6
	<b>12</b>	<b>29</b>	<b>72.50%</b>	<b>29</b>	<b>72.50%</b>	<b>12</b>

Figure 16 shows the grammar ability test scores of general learners as compared with frequency of Facebook page visits. Four general learners who got higher scores (91%-100%) visited Facebook every day and 2-3 times a week. The ranges of scores between 51%-100% and frequency of visiting were related because the general learners who got those scores visited Facebook pages every day or 2-3 a week. General learners who got score less than 50% visited Facebook pages less than a week, 2-3 a week and every day. These results revealed that frequency of visiting Facebook pages was significant in general learners.

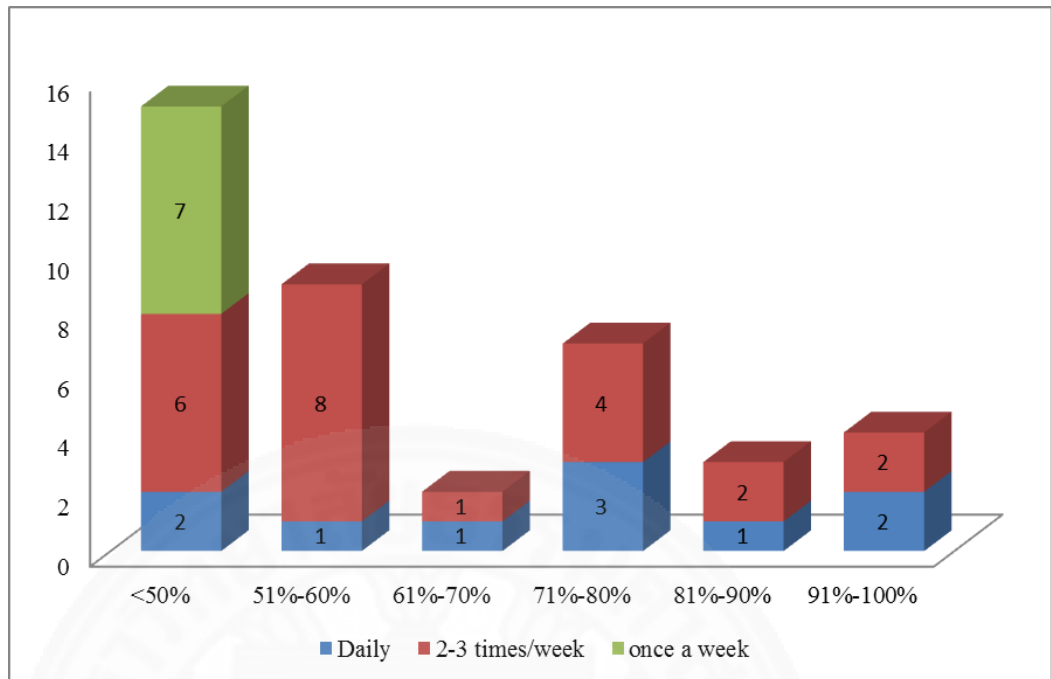


Figure 16: % of Correctness of Grammar Ability Test in general learners grouped by frequency visiting

Figure 17 shows the grammar ability test scores of classroom students as compared with frequency of Facebook page visits. No one got higher scores (91%-100%). The scores ranged between below 50% to 90%. It is difficult to identify the relationship between the scores and the frequency of Facebook visits because the frequencies varied hugely.

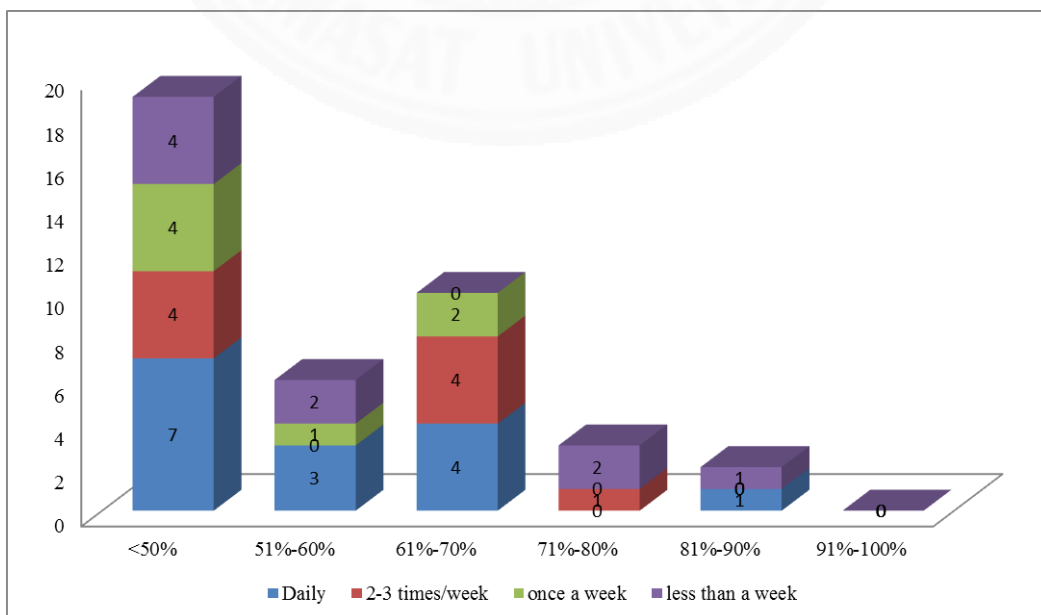


Figure 17: % of Correctness of Grammar Ability Test in classroom students grouped by frequency visiting

The advantages and disadvantages of Facebook as a channel to learn English as well as learners' suggestions will be presented in Sections 4.4 and 4.5. All information can be analyzed to support the reasons for the attitude scores and grammar ability test scores.

#### 4.4 The advantages and disadvantages of Facebook for Grammar learning

Referring to the findings presented in Table 4, participants shared the positive opinions that Facebook was a free, easy to use, popular and convenient channel and provided daily vocabulary relevant to current situations. Knowledge content was ready to use and native. Facebook had many features (personal feed, notifications) and it was easy to reach everyone. In addition, participants feel free to discuss or ask questions to anonymous English professionals. However, they shared the negative opinions that Facebook shows too many feeds, which might be difficult to get. Some participants did not access Facebook every day, and once they did, the content disappeared. Facebook also lacks feedback. Sometimes, posts and comments were written in informal language or with short syntax.

Table 4: Opinions on advantages and disadvantages of Facebook for grammar learning

No.	4.1 Please give us the advantages of using Facebook as a channel of English Learning and Discussion.	4.2 Please give us the disadvantages of using Facebook as a channel of English Learning and Discussion.
1	Daily Vocab relevant to current situation	Some articles were wrong grammar
2	Feed information.	Feed quickly disappears, Difficult to find.
3	Like social, Use it every day.	Lack of speaking skill
4	New feed	There isn't an adviser for advising anyone who uses Facebook.
5	It's might be fun and interesting.	Too much feed and it might be difficult to get it
6	A lot of people nowadays use Facebook. It's easier to reach everyone.	Emotionless grammatical learning unless using a video call! Unfair opportunity in learning because it is limited by Internet accessibility.

In addition, the study explored Facebook pages to check if general members had positive opinions like other participants. Figure 18 was copied from

British Council English page and displays positive reviews (4.7) from approximately 1,200 members



Figure 18: Review scores by Page Member and Samples of Reviewed Comments

#### 4.5 Suggestions

As shown in Table 5, participants shared their opinions on improving Facebook as a learning channel. Facebook learning pages should have means for English practice and evaluation such as pretests and posttests. Content should have attractive images and graphic. More creativity will make people get interested. Facebook pages should separate knowledge content from discussions. In addition, they should have filters to remove unnecessary content.

Table 5: Suggestion opinions of participants in questionnaire

4.3 Do you have any suggestion on using Facebook as a channel for English learning and discussion?
There should be pre-tests and post-tests.
Importantly, there should be a friends list of those who use English.
Continue learning and practicing
Post pictures with short stories / conversation
More creativity makes people get interested.
Sometimes Facebook has a fast feed; it should separate knowledge content and discussion.
Filter to remove unnecessary content

## CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

This chapter firstly provides a summary of Chapter 1- 4 to realize the purpose of the study in Section 5.1. Secondly, the study provides an answer to the question, “*Is Facebook as an efficient learning channel for English grammar discussion for general English learners similar to classroom students?*” in Section 5.2. Finally, the study provides recommendations for the further research in Section 5.3

### 5.1 Summary of the study

This section summarizes the research question and objectives, significant, related theories and the findings.

- **Research Question and Objective**

This study analyzed whether Facebook can be an efficient learning channel for English grammar discussion for general English learners similar to classroom students by evaluation of general learners’ competence in English grammar when using Facebook as a channel to learn the language

- **Significance of the study**

Following to Social and Economic Transformation in the Digital era, the results of the study can facilitate the improvement of online education through the use of Facebook.

- **Related Theories**

Blended learning is an educational model that combines traditional classroom teaching with online digital media. It requires physical presence. This theory reflected the learning system of classroom students.

For general learners, the acquisition learning hypothesis and the affective filter hypothesis of Krashen’s theory was associated with Facebook characteristics and features. In addition, a Zone of Proximal Development (ZPD) is constructed on Facebook. In this zone, language



assistants on Facebook, such as teachers, friends, or users in general, can play the role as more knowledgeable people explaining English grammar usage and giving suggestions. The skill is moved from their actual stage of development to their potential stage of development, a stage at which their grammatical and writing competence is enhanced.

- **Methodology**

For analyzing the English competence between general learners and classroom students, the participants were selected from active Facebook users and separated in two groups. Facebook users with bachelor's degrees represented classroom students who learn English through the Blended learning system. Meanwhile, the second group was general learners who were not taking English lesson in the classroom. The English competency in grammar and vocabulary in using Facebook was analyzed from the responses on the questionnaire feedback from those participants.

The questionnaire was divided into four parts – personal information, overall questions on grammar and Facebook page, Grammar Ability Test and suggestions. The results of the questionnaire were analyzed for both attitudes and the efficiency of using Facebook as a learning channel.

The study interpreted the data using percentage and graph visualization. The Grammar Ability Test results and participants' characteristics in terms of gender, age, educational background, years of studying English were interpreted into percentages of each view. In addition, the study used clustered column-graphs to compare the percentages between two general learners and classroom students. Attitudes toward using Facebook between two groups were compared with median scores. The relationship between the attitude score and the grammar ability score were displayed in line-graphs.

- **The findings**

The findings were analyzed from questionnaire feedback of the 80 participants. The findings explained in Chapter Four are summarized below.

- (1) Regarding participants, there was a slight difference in terms of the frequency of page visits. Almost 60% of general learners visited Facebook page 2-3 per week whereas almost 40% of classroom students visited English pages every day
- (2) Concerning attitude scores, the agreement percentage was the same for the two groups. Approximately 80% of them agreed that Facebook provides knowledge for their improvement.
- (3) Attitude scores and Grammar Ability Test scores of general learners showed the same trend. When general learners had high scores of grammar test, they also had high scores of attitude.
- (4) As for the Grammar Ability Test scores, the total percentage of correctness revealed that general learners representing online learning had higher proficiency of English than classroom students who acquired English knowledge from Blended learning.
- (5) Regarding the influence of Facebook page visits, it was found that the frequency of page visits was related with the performance of general learners in the grammar ability test. Those who visited pages daily got higher scores than those who visited pages less often.

## **5.2 The efficiency of using Facebook as a learning channel for English grammar**

According to Facebook attitude, the grammar ability test result, and advantages/disadvantages described in Section 4.2 – 4.4, the data indicated that Facebook can be a channel for learning and discussion for both general learners and classroom students.

As English learning via Facebook was associated with Krashens' theories (acquisition system and lower affective filter) and Zone of Proximal Development

(ZPD), the attitude results and participant's opinions support the idea that most participants agreed to use Facebook and that it required interaction for practice and discussion. In addition, participants' opinions showed they prefer to use Facebook because they feel free and relaxed when they interact and discuss via Facebook. ZPD on Facebook was shown in that participants visited and continually interacted via Facebook regularly.

In Section 4.2, compared with classroom students who received knowledge from blended learning, the mean attitude scores of general learners were not different. As shown in Section 4.3, the scores for the grammar ability test of general learners were slightly higher than those of classroom students. In addition, the frequency of visiting English pages related with the grammar ability scores of general learners. The study showed that the frequency of visiting Facebook pages is one factor to increase the English competency when learners continually visit Facebook pages to learn, practice and discuss. This same effect was shown for face-to-face learning in the case of classroom students.

### **5.3 Recommendations for further research**

With respect to the increase of the percentage of correctness in the grammar ability test, especially tenses, in Figure 15, further research should investigate the reason why both groups mostly used incorrect tenses, especially classroom students.

Section 4.4 and 4.5 provided useful information. For example, Facebook lacked feedback; some participants did not access Facebook every day and content disappeared. Facebook pages should separate knowledge content and discussion. If these problems were address, the efficiency of learning via Facebook would increase including tenses. However, these reasons must be explored in further research.

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## APPENDIX A

### Electronic Questionnaire in Poll for Page

1.1 What is your gender?

- Male
- Female

1.2 How old are you?

- Your age is between 18 - 25
- Your age is between 26 - 35
- Your age is between 36 - 45
- Your age is between 46 - 60

1.3 Are you are studying or attending in English Class?

- Yes for studying in degree
- Yes for attending in English course
- No

1.4 What's your highest education background?

If you are studying, Please select the previous education background.

- Master degree or higher
- Bachelor degree
- High school diploma
- Other

1.5 Do you use English as Native Language in daily life?

- Yes
- No

1.6 How many years of studying in English?

If the years of studying in English is 5, Please answer (3-5)

- ( 0 - 3 ) Not over than 3 years
- ( 3 - 5 ) Between 3 - 5 years
- ( 5 - 10 ) Between 5 - 10 years
- (10 - 15) Between 10 - 15 years
- More than 15 years

1.7 How often do you visit English Facebook page in daily life?

- daily
- 2-3 times/week
- once a week
- etc

2.1 How much do you agree that Facebook can be a channel for Grammar Learning and Discussion?

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

1      2      3      4      5

Poor                                 Excellent

2.2 How much do you agree that Facebook page of English Learning can provide English knowledge and can improve your Grammatical competence in English?

for example: <https://www.facebook.com/LearnEnglish.BritishCouncil>

<https://www.facebook.com/learnenglishteam>

<https://www.facebook.com/legrammar>

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

1      2      3      4      5

Poor                                 Excellent

2.3 How much do you agree that Facebook page of English Learning should share comments with only English Language?

Some Facebook pages of English Learning are commented with using local language more than English Language.

for example:

<https://www.facebook.com/learnenglish100com>

1=Strongly disagree

2=Disagree

3=Neither agree nor disagree

4=Agree

5=Strongly agree

1      2      3      4      5



Poor      Excellent

2.4 How much do you agree that Facebook page of English Learning should require feedback actions (comment) more than proving useful English Grammar Instruction?

Facebook pages of English Learning are normally share Grammar Pattern, Video, Images without require feedback.

- 1=Strongly disagree
- 2=Disagree
- 3=Neither agree nor disagree
- 4=Agree
- 5=Strongly agree

1 2 3 4 5

Poor      Excellent



LearnEnglish

I have two \_\_\_\_ holiday. I can't wait!



2.5 How much percentage do you involve that Facebook page of English Learning post the quiz and you think, you knew the answer?

- 1=Strongly not involve
- 2=Not involve
- 3=Neither involve nor not involve
- 4=Involve
- 5=Strongly involve

1 2 3 4 5

Poor      Excellent

2.6 How much percentage do you involve that Facebook page of English Learning post the quiz but you do not know the answer?

Do you have an idea to guess the answer and comment it?

- 1=Strongly not involve
- 2=Not involve
- 3=Neither involve nor not involve
- 4=Involve
- 5=Strongly involve

1 2 3 4 5

Poor      Excellent

3.1 My arm were ..... from carrying heavy books.

- a. paining
- b. aching
- c. burning

3.2 Don't forget to ..... your hat during summer !

- a. put in
- b. put up
- c. put on

3.3 I ..... let her know when I see her.

- a. will
- b. do
- c. make
- d. get

3.4 You ..... have seen the sunrise. It was so beautiful.

- a. shall
- b. should
- c. will
- d. would

3.5 He really takes ..... his mother, doesn't he?

- a. down
- b. up
- c. after

3.6 I fell and ..... my hand.

- a. pain
- b. hurt
- c. agony

3.7 Have you been to this beach .....?

- a. before
- b. ago
- c. Both are correct

3.8 Please select the correct answer

- a. The man cut back on the Amazon rainforest.
- b. People need to cut back on their car use.
- c. I don't think he likes me. He cut back on me last week

3.9 I never drive to work, I ... walk.

- a. sometimes
- b. often
- c. always

3.10 Let's play ..... volleyball.

- a. the
- b. an
- c. a
- d. no article

3.11 I'm really looking forward \_\_\_\_\_ you at the weekend!

- a. to see
- b. to seeing
- c. seeing

3.12 Don't worry! If it doesn't \_\_\_\_\_, you can always take it back.

- a. suit
- b. fit
- c. look
- d. sit

3.13 When we go home we (find out) that we (be burgled)

- a. had found out, were burgled
- b. found out, had been burgled
- c. found out, were burgled
- d. had found out, had been burgled

3.14 What \_\_\_\_\_ for Christmas?

- a. got you
- b. you did get
- c. did you got
- d. did you get

3.15 He's \_\_\_\_\_ tall for his age - almost 2 metres already!

- a. totally
- b. absolutely
- c. extremely

3.16 He asked me \_\_\_\_\_. (Reported Speech)

- a. where was my sister.
- b. where my sister was.

3.17 I'm afraid that's \_\_\_\_\_ impossible !

- a. very
- b. quite
- c. a little

3.18 He's \_\_\_\_\_ fastest swimmer in his class.

- a. among the
- b. much
- c. by far the
- d. one of the

3.19 More than \$1 million is thought \_\_\_\_\_ in the robbery.

- a. to be stolen
- b. been stolen
- c. was stolen
- d. to have been stolen

3.20 The house, \_\_\_\_\_ was built in 1694, was sold for more than a million pounds.

- a. that
- b. which
- c. what
- d. where

4.1 Please give us the advantage of using Facebook as a channel of English Learning and Discussion.

++ Please advice me - New Feed, Notification, etc ++

4.2 Please give us the disadvantage of using Facebook as a channel of English Learning and Discussion.

++ Please advice me the disadvantage ++

4.3 Do you have any suggestion of using Facebook as a channel for English Learning and Discussion.

If you truly have no idea of this question, please type N/A.