

Didactic Use of Facebook to Perfect Basic English Skills

Martha Inés Ormaza Bermello¹, Marcos Alejandro Yáñez Rodríguez²

Abstract---The educational use of Facebook in recent years has been booming, but to successfully incorporate this social network in classrooms, teachers need to think very well and carry out proper strategic planning, students without a doubt when they talk about social networks tend to motivate themselves, that is why this research comes to bring the proposal of how to use the Facebook tool in a didactic way to motivate students of General Baccalaureate Unified and help them understand, write and pronounce English better. The type of research is descriptive, a qualitative approach was used to collect information, and techniques such as: observation and documentary analysis were chosen. The results show that the use of Facebook successfully promotes collaborative work, helps in processes of speaking, writing and listening to the language, it also generates motivation, since it provides a fun and entertaining interface, in conclusion it can be said that good use from a social network in the educational field gives a variety of gains.

Keywords---Social network; Facebook; Tool; TIC.

I. Introduction

Through the observation method it is easy to see that among students of the General Unified Baccalaureate (BGU) of the San Francisco de Sales Educational Unit located in Manabí, Canton Rocafuerte, Ecuador, there is a notable interest in understanding, writing and pronouncing every time Better English, in turn, it is worth mentioning that there is a group with a lack of spirit towards the subject, since the way in which the teachers of the area give the classes is still traditional; Likewise, it has been perceived that they do not incorporate Information and Communication Technologies (ICT), either due to ignorance or fears in the use of new resources and online teaching tools, among other aspects.

Taking into account that students are encouraged to learn English and that there is a lack of motivation due to the lack of application of new educational tools and methodologies by teachers, this research proposes the didactic use of the Facebook social network, specifically the objective The job is to create a closed group with strategic and interactive activities, aimed at improving the basic qualities for the language, later the pertinent details will be given.

As antecedent of this study, the “Use of Facebook during an English for Business Course: a Phenomenographic Research-Action Study” presented by the author Herrera (2016) stands out, where results are

¹ Pontificia Universidad Católica del Ecuador Manabí, Portoviejo Manabí, Ecuador
mormaza7764@puce.edu.ec | <https://orcid.org/0000-0002-3429-0320>

² Pontificia Universidad Católica del Ecuador Manabí, Portoviejo Manabí, Ecuador
myanez@puce.edu.ec | <https://orcid.org/0000-0003-3683-8481>

obtained to evaluate the use of Facebook as a tool, enable learning and collaboration during an online business English course. Facebook is found to be very helpful in promoting collaboration and writing in English.

For his part, Portilla (2015), carried out a study entitled "Use of the social network Facebook as a tool to strengthen English language learning" presented at the National Learning Service (SENA) La Angostura Agro-industrial Training Center, in Spain. This work focused on determining what is the impact of the Facebook social network on learning English, the type of research was action research. The result was positive. They carried out a satisfaction survey and 100% of the students participated in the activities that were posted on the social network, being the activity that most attracted attention.

Plazas (2018), carried out a study to demonstrate the point of view of a group of young people regarding the role of social networks in their academic life, and then carry out actions in the classroom using Facebook for an experimental group but not Thus, in another group, students were also asked to motivate. Finally, it was possible to determine that the group where strategies were used using the aforementioned social network were highly motivated, highly accepted, and kept young people away from the misuse of networks. social.

Stay (2015) carried out a study to demonstrate that the use of the social network Facebook can be used as a pedagogical tool to solve an evaluation problem in the English subject, the results showed that in addition to obtaining the proposed objective, critical thinking was promoted, collaborative learning and research, admitting personal growth.

Laverde, (2015) investigated the use of the Facebook social network to promote written production, this social network being a non-formal source but with enough communication potential and widely used by students, it was innovative and relevant enough, it can be said that Certain informal patterns were identified in the students' writings, which was motivating since they entered into confidence and enriched their messages. In conclusion, new roles of the student and the teacher were founded, providing young people with greater ownership in the teaching-learning process.

So, if the use of Facebook is analyzed in what refers to the educational field, it is very relevant to reflect on how this tool so widely named today benefits the development of the minimum qualities required in the English language, which could of course improve with practice, taking into account the motivation that the teacher must give the student, without forgetting the collaborative work that can be given when experiences are exchanged within a social network (Holguín, 2015).

It is good to point out that the realization and incorporation of collaborative activities with the use of a social network such as Facebook would greatly benefit the learning of the students because they would break traditional schemes and methods that are somewhat tedious for them, especially for those born in the digital age (Campos, 2015).

It has been observed that students, with the use of Facebook, are motivated by the interaction and the multimedia resources that are found there, serving this as a positive impact on their attitude towards English. This is an environment that encourages creativity, curiosity and the desire to explore new knowledge, they can access English-speaking experts as well as interact with international educational communities (Castro, 2016).

Therefore, taking into account all the context raised so far, it is projected that when this proposal is put into practice, the results obtained according to the data generated in this experience, will serve to improve the practice of the teacher as well as the student, taking as added value that the educational use of this social network will not only serve for English but also for other subjects.

Also, it is important to remember what Nájera (2015) mentions:

“Social networks such as Facebook, really attract the attention of young people, these tools can contribute significantly to all aspects of their training, accompanied by a process appropriation by teachers and parents can create a culture of digital responsibility” (p.1).

The inclusion of Facebook in the classroom will serve as great benefits and will overshadow the belief that social networks are merely for entertainment and something superficial, and will provide students with a flexible, communicative and friendly environment where they can interact with common interests among their Companions, all this implies taking into account the needs of the students and the impact that ICTs cause when used wisely (Bejarano, 2015). A variety of studies reveal that Facebook is one of the most used social networks by students today, so it is important that it is valued academically as a special ally, in addition, in the English area it can be greatly exploited, hanging interactive and fun activities that will undoubtedly bring an invaluable benefit (Castañeda, 2016).

II. Materials and Methods

The observation method has been used, through which the existing problems regarding student motivation and the urgency of incorporating information and communication technologies (ICT), as a resource to enhance the teaching-learning process could be verified. This method involves carefully regulating registers to translate the results into a quantitative language, it also collects data on forms of behavior (Acuña, B., 2015). The research is descriptive because it analyzes a series of previously published bibliographies that demonstrate the feasibility of using the social network Facebook for the specific teaching of English (Hernández, 2006).

III. Analysis and discussion of the results

Creation of a Facebook Group

A proposal is presented that is the creation of a closed group on Facebook to optimize basic English skills taking advantage of the benefits and contributions of this social network for teaching, the vision of this The proposal is aimed at BGU students in the English course, aged between 15 and 18 years approximately, the qualitative approach was used, since techniques such as: observation and documentary analysis were selected.

Facebook groups are a space within this social network, made up of a series of people who participate in a common interest, in this case the improvement of the basic qualities required by the English language, it is desired that students take advantage of the educational benefits offered by the web, it has also been proven that the use of new technologies stimulates students in their work, in figure 1 you can see graphically what you are looking for.

They will be classified according to their utility

Grammar & Vocabulary

BBC Learning English (grammar exercises, videos, etc.), the mansion of English which is a web platform where you can find video games and books electronic, engVid (video-lessons), Language Guide for vocabulary practice and Oxford Learners Dictionary, an online Dictionary.

Writing

Listen and write, for dictation, comprehension and reading of English, Write Source tool to promote writing and Pen Pal World to reinforce written comprehension.

Reading

Starfall to practice vocabulary, National Geographic Kids (reading), TIME for kids where there are articles to practice reading and Go comics that are comic strips to practice English.

Listening

Vaughan Radio and Listen a minute to train the ear, is a radio, Lyrics Training, for written and oral comprehension, RD Lessons that are lessons in English.

Interactive games and activities

Learn English Teens and Bitesize (interactive activities), ESL Games Plus, is used for interactive vocabulary practice, Fun English Games, lessons and fun proposals, Groove to English, Gamifications. After having reviewed the bibliography, important categories originated from topics that most authors took into account were determined:

Facebook to improve basic qualities of the English language

Within the bibliography consulted, students are offered activities for listening comprehension in pairs, from so that they put into practice what they have learned in theory, through the creation of videos where they talk about a free topic, interviews and repetition of sounds (Karaoke), etc., regarding pronunciation, the use of Mp3 recordings with the smart phone where they can check their improvement, it is very important to do whenever they are compared with an English-speaking native, for grammar they formulate using selection and relationship exercises and to strengthen vocabulary readings are indicated as well as games, all these activities are They can be posted on Facebook, giving directions to strengthen collaborative work.

Collaborative work

Several authors of the reviewed academic documents agree that the use of the social network Facebook in education encourages collaborative work, the fact that a teacher can establish well-planned activities within a group made up of students who share the same interest It greatly enriches communication links, the interaction that occurs is the key. Actually, it gives great benefits to work with this tool.

Motivation

Undoubtedly, it is an important topic found, this is due to the pleasure produced by interaction within social networks, in addition to the pleasant interface, authors agree that working with Facebook decisively influences the

motivation of Students, it is very pleasant for them to have academic activities in a place that they know very well and simultaneously make use of other ICT tools that create a charming environment where knowledge flows.

Autonomy

It is intrinsically in the documents reviewed, it must be clear that education with the use of ICT promotes autonomy in students, since each individual manages their way of working in relation to their own needs. It is relevant to take into account multiple intelligences, where in general some always develop more than others.

Role of the teacher and the student

Authors agree that the role of the teacher changes from being the sage who provides information to a counselor, facilitator, advisor, facilitator of content, technology, designer, organizer and, as for the student, passes from passive receiver to protagonist his teaching-learning process where he must manage his own time, that is, become autonomous.

IV. Conclusions

Because students are currently using social networks considerably, it makes it favorable for teachers to incorporate them in classes, thus giving way to more interactive and enjoyable communication. Undoubtedly, the use of ICT supports the teaching-learning process and promotes the development of technological competences that help achieve specific objectives in the school curriculum. As for the contributions of this research, it should be noted that conducting research where a series of academic documents are reviewed will always be of benefit because it will allow knowing how current knowledge is on a given topic.

In the methodological way, it is important to point out that the observation method was of great help to find the problems related to the motivation of the students and to the lack of use of ICT by teachers to better develop the teaching process- learning. The type of descriptive research was very pertinent to analyze academic documents and demonstrate that the use of Facebook is indeed viable to teach English.

Pedagogically, it must be admitted that ICT completely invaded education, especially in this time of global crisis caused by the Covid-19 virus, teachers are being forced to migrate from face-to-face to virtual education. Regarding the theoretical, it is aimed at educational professionals by demonstrating how descriptive research promotes progress in education, in the same way the importance of continuing with research that shows reviews and environments that cope with institutions is evidenced. to improve pedagogy, as the educational world is invigorated as research is carried out.

It is evidenced based on the bibliography consulted that a variety of authors coincide in the social sphere, in which teachers and students are interested in breaking communication difficulties and that Facebook is a way to take advantage of pedagogically to make the educational process a very enjoyable event. In an educational context, research shows that when Facebook is used in classes, students tend to be motivated by the activities generated by the teacher, in turn, attention and suspense originates from knowing the next activities that will be incorporated into the online teacher.

It is noteworthy that the proposal to use a Facebook group to improve the basic qualities that the English language requires gives way to education in this 21st century, it has already been left behind the traditional class where the teacher is simply a transmitter of knowledge and the student is a passive being receiver of knowledge, the majority

of researched authors attest that the use of ICT fosters a fun and enjoyable teaching, also mention that the student becomes an important actor in class capable of managing their time of autonomously.

Finally, teachers are recommended to use this social network correctly to generate collaborative learning and stimulate students to use networks appropriately. In the specific subject of English, its use is very successful since there are many ICT tools to those that can be profited from.

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