

The Influence of Facebook in the English Language Proficiency

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Abstract -

Purpose: The study provides a clearer understanding of the influences of Facebook to the development of the English language proficiency of students. The study advances a framework or model that serves as guide in the use of Facebook in the development and/or enhancement of their language skills/competencies.

Methods: This study made use of descriptive research design since it acquired information through description that is useful for identifying variables and hypothetical constructs which can be further investigated through other means like exploratory studies. T-test was utilized to determine the significant difference on the influence of the use of Facebook in the English language proficiency of students. Two-way Anova was used to determine the interaction effect of the different variables on the English language proficiency using Facebook.

Results: The users of Facebook are still learning in using appropriate vocabulary while the non-users are developing in the said area. Both the users of Facebook and non-users of Facebook are competent in spelling proficiency. However, in terms of grammar proficiency, the non-users of Facebook are considered competent while the users of Facebook are developing in the said area. In terms of correct sentence structure the non-users of Facebook got a higher mean score. However, both the users and non-users of Facebook are developing in the said area. On the other hand, both users of Facebook and non-users of Facebook are developing in using the correct and appropriate punctuation marks. The study reveals that in giving or expressing ideas, the non-users of Facebook are competent while the users of Facebook are developing. In the over-all language proficiency of students, both users of Facebook and non-users of Facebook are said to be developing.

Conclusion: This study revealed that Facebook is not effective in attaining proficiency in the English language despite the fact that students are highly motivated to use Facebook and their teachers are highly competent in using Facebook as educational material. Students are inquisitive in utilizing Facebook and enthusiast to explore the different features of Facebook especially on gaming and chatting however, they are being sidetracked and lose their focus on the given academic activities.

Implications: Facebook in its very nature caters for independent usage, thus the use of facebook must be integrated in the evaluation or in the assignment part of the lesson plan. It is for the students to develop their communication skills and be proficient in using the English language.

Keywords— facebook, learning motivation, teaching skills, secondary students.

I. INTRODUCTION

Social networking sites (SNS) like Facebook have been used for a variety of educational purposes and help students in educational settings (Akyıldız & Argan, 2012; Arquero & Romero-Frías, 2013) The “social spaces” available to students can enable a more individualized experience for learning in an online environment and can supply what is taught in a traditional classroom setting (Griffith & Liyenage, 2008). Most of the students use social networking sites like Facebook in conducting group projects and assignments and have been found to be very useful in having group work (Zanamwe, et al., 2013) Students’ language skills are also enhanced by the amount of information disclosed on a teachers’ or academics’ SNS. Sharing of information amongst groups can have a positive effect on students (Griffith & Liyenage, 2008). Social networking sites improve technology excellency, enhance social skills and

motivate students to communicate in new ways with new people (Zanamwe, Rupere, Kufandirimbwa, 2013). Facebook improves one’s personal development; increases students’ successes; assists both teachers and students when used as a supportive material in lessons; allows to share information between colleagues; makes learning more enjoyable; helps teachers and students to know each other better via the profile pages; increases students’ motivation by allowing them to communicate with each other; encourages colleagues to learn more; increases students’ will to learn by sharing extra resources about their homework; helps students to find out what goes on in the world through daily news; and enables them to share information about scientific studies.

Facebook can be a new learning strategy to motivate students to learn the English language since young people today live media saturated lives, spending an average of 6.5 hour a day using media, and are exposed to media more than 8.5 hour a day (Roberts, et.al,2005). Media literacy refers to the understanding of media and the use of it as a source of information, entertainment, enrichment, growth, empowerment, and communication (Wan, 2006).

Social networking sites like Facebook have the potential to facilitate interaction, communication, and collaboration, and as an upshot have been outstandingly featured in discussions centering on the use of technology to support and intensify educational endeavors (Morgan, 2014). Empirical research on their role in online education is limited, even though researchers have acknowledged an accelerating use of social software in formal learning contexts (Morgan, 2014). The growth of Facebook and similar sites has influenced many institutions. Many employers, for example, currently value digital literacy and look to hire employees who are skilled in social media. Since corporations increasingly value this type of literacy, researchers such as Greenhow and Gleason (2012) argue that educators need to respond by helping students develop best practices when using social networking and micro blogging services in a particular subject matter. Although studies on educational microblogging are few, some researchers are confident that this form of communication has strong potential to enhance learning (Gao et al., 2012). Some instructors have already witnessed the positive outcomes from using social networks like Facebook in school, such as improvement in reading, writing, digital literacy, information gathering, and communication with students and parents.

This paper came into realization to answer various questions related to the implications of Facebook to the English Language Proficiency of secondary public students especially that they are now living in a world known as the “Digital Age”. Students feel comfortable in expressing themselves in visual form and electronic gadgets. Thus, teachers are trying to harness this energy by using visual media (TV, movies, video games, photography, internet, etc...) to help students think critically from what they see.

II. Statement of the Problem

This study is an attempt to describe and analyze how secondary public students use Facebook and its impact to English language learning. It seeks to answer the following questions:

1. What is the profile of the students in terms of :
 - a. age
 - b. gender
 - c. weekly budget for Facebook usage
 - d. weekly frequency of Facebook usage
2. How does the English language proficiency of students a) using Facebook and b) not using Facebook compare in terms of the following variables:
 - a. appropriateness of vocabulary
 - b. spelling proficiency
 - c. grammar proficiency
 - d. correct sentence construction
 - e. appropriateness of punctuation marks
 - f. expressing ideas
3. How do students perceive the teaching skills of their English teachers in terms of the following?
 - a. efficiency in the use of Facebook
 - b. innovativeness in the use of Facebook
 - c. effectiveness in the use of Facebook
4. How do students assess their learning motivation in using Facebook?
5. Is there a significant difference in the English language proficiency of the students in terms of:
 - a. appropriateness of vocabulary
 - b. spelling proficiency
 - c. grammar proficiency
 - d. correct sentence construction
 - e. appropriateness of punctuation marks
 - f. expressing ideas
6. Is there a significant difference in the pre-test, post-test and mean gain scores of students using the traditional method and Facebook?
7. Is there a significant difference in the English language proficiency of students when grouped according to gender?
8. Is there a significant relationship between the English proficiency of students and the following variables?
 - a. age
 - b. weekly budget for Facebook usage
 - c. weekly frequency of Facebook usage
 - d. students perception of teacher's teaching skills in the use of Facebook
 - e. students learning motivations

A. Significance of the Study

The study provides a clearer understanding of the influences of Facebook to the development of the English language proficiency of students. The study shall advance a framework or model that will serve as guide in the use of Facebook in the development and/or enhancement of their language skills/competencies.

B. Literature Review

English is the universal language. It is the world's second largest native language, the official language in 70 countries. English can be at least understood almost everywhere among intellectuals, as it is the world media language, and the language of the entertainment industry, business and commerce and in the computer world. All over the planet people know many English words, their pronunciation and meaning. This is the primary reason why the rest of the world, like the Philippines keep on improving the teaching and learning processes of the said language.

The English Language is continuously changing to accommodate development in technology. Facebook or social networks play a vital role in learning English as a second language. Due to the significant role of grammar in writing improvement, there are both in-class and online teaching methods developed to enhance grammatical knowledge and subsequently to enhance writing abilities of students (Suthiwartnarueput, 2012).

The use of media directly affect the Linguistic Proficiency of the students while the teaching skills, learning motivation and the profile serve as moderators or intervening variables.

In psychology, Flow Theory helps assess human-computer interactions and addresses people's use of the internet. Flow is the holistic sensation that people feel when they act with total attachment. It implies assimilation in a task such that the person is completely engrossed by the conflict and the task being performed. Facebook is an artifact; the tasks refer to the activities performed using Facebook. These activities result in indispensable satisfaction. Combined with keen inquisitiveness and gratification that encourages repetition of the activity, but also the loss of the inability to control usage or close down the activity (Finneran, C.M. & Zhang, P. A, 2003).

III. Internet and Facebook in the Philippines

The first Filipino logged in to the Internet on March 29, 1994, when the Philippine Network Foundation, a conglomerate of private and public institutions, obtained the country's first public permanent connection to the Internet (Minges, Magpantay, Firth and Kelly, 2002). Since then, the quantity of Filipino Internet users has grown, gradually at first but drastically rapid in the past few years.

The socio-demographic distinctiveness of individuals influences their actions and behaviors (Akman & Mishra, 2010). Research has shown that the patterns of admittance and use of the

Internet show a incongruity with across socio-demographic groups, thus affecting how both the users and nonusers could access the improved opportunities in education, employment and civic engagement brought on by the facets of the Internet (Norris, 2001; Ono and Zavodny, 2007). It is therefore indispensable to comprehend how the socio-demographic attributes of the Internet users promote (or hinder) their access to and use of the Internet, and to use this knowledge to bridge the gap between the Internet users who have already benefited from the enlarged opportunities bought by the Internet and the non-Internet users who have not experienced these benefits.

Labucay (2011) found out those internet users who are from higher socio-economic class, who are college graduates, and have computer and Internet connection in the household tend to use the Internet more frequently than other socio-demographic groups. About three-fifths of classes ABC are frequent users, in contrast to majorities of classes D and E who use the internet less often. Two-fifths of the college graduates are frequent users, compared to about one-fourth of the less educated who are also daily users. About half of Internet users in households who own computers and 54% of those in households with Internet connection are also frequent users. Urban users are less likely than rural users to use the Internet on a daily basis. About half of those aged 35-44 and 55 and above are daily Internet users.

The youth are the key drivers of Internet use in the Philippines, such that while half of those aged 18-24 are Internet users, a small 2% of those aged 55 and above also use the Internet. This pattern clearly validates stereotype of younger individuals as bigger Internet user than the older individuals (Chinn & Fairlie, 2004; Choi, 2008; Gardner & Oswald, 2001; Howard, Rainie & Jones, 2001; Norris, 2001; Smith et al, 2008)

Labucay (2011) explained the patterns of what Filipino Internet users do online, online social networking is largely the most popular online activity and its usage hardly diverge across socio-demographic groups. In gap, use of Twitter is still low, but its convention is more accepted among those from higher socio-economic classes and the more educated. The Philippine results are unswerving with previous research that younger Internet users tend to do more fun activities such as playing online games while older people do more information seeking/learning activities particularly getting news on current events (Howard Rainie & Jones, 2002; Madden & Rainie, 2003). Contrary to findings in the United States, however, Filipino women are more likely than the men to use the Internet as an information utility, particularly getting news on current events and health information. The more educated and those from higher socio-economic classes also tend to go online to access news and health information.

Facebook in Language Learning

Despite widespread acknowledgement of the importance of the social dimensions of second language acquisition, there has been little research on second language (L2) use and learning in the social networks of foreign language learners (kurata,2010). However, media literacy education has become increasingly present in curricular initiatives around the world as media saturate our cultural environments. For second-language teachers and teacher educators whose practice centers on language, communication, and culture, the need to address

C. Learning Motivation

Motivation is an important issue in both face-to-face and computer-supported collaborative learning. There are numerous approaches for enhancing motivation, including group awareness tools that provide feedback on the group. However, this feedback was rarely un-compounded with other constructs. Additionally, it is only assumed and not investigated that the learners talk about their feedback and then remedy motivational problems which leads to the observed motivation gain. (Schoor et. al.,2014).

On the other hand, advancements in information and communication technology (ICT) allowed several tools and systems to be proposed for improving classroom experiences to both instructors and students. However, most of these tools were brand-new and stand-alone programs that require users to endow additional time and effort to become well-known with their use. This constraint could unfavorably affect the users motivation on using these particular programs. However, enhancing student learning motivation and participation is decisive for the teaching and learning of new-fangled knowledge or skills since motivation would affect how instructors and students interact with learning materials. In the era of Web 2.0, both instructors and students are heavily engrossed in various web applications such as SkyDrive, Evernote, DropBox, and Google Apps on a daily basis. These web applications were also well-received by both instructors and students in their daily lives. Therefore, the use of illustrious web applications could be a potentially novel method to engage instructors and students in meaningful teaching and learning activities (Lin, Yen-Ting; Jou, Min, 2013).

IV. The Teacher in the Context of Facebook Use in Teaching

The use of online social networks in educational endeavors has been supported by numerous educational technology researchers, who have highlighted the benefits of participatory technologies in formal learning contexts in K-12 (Barbour & Plough, 2009; Greenhow et al., 2009) and higher education settings (DeSchryver et al., 2009; Veletsianos, 2011; Webb, 2009). Social networking technologies have been viewed as tools that enable the use of participatory pedagogies able to address the problems that have traditionally plagued distance education: creating a sense of presence, community-building, and learner participation in interactive discussions (Brady et al., 2010; Lee & McLoughlin, 2010; Naveh et al., 2010). The literature suggests that using online social networks as educational platforms may support learners in forming social connections with others while they collaborate to share ideas, create products, construct identities, and receive timely feedback (Dron & Anderson, 2009a; Greenhow, 2011; Wheeler et al., 2008). Additionally, research on informal learning within SNS contexts suggests that SNS participation fulfills important social learning functions (Greenhow & Robelia, 2009), though Selwyn (2009, p. 170) argues the kind of learning that occurred in a study of naturally occurring Facebook interactions among undergraduates represents the chatter of the back row of the lecture hall. On the

other hand, Schroeder et al. (2010) offer a long list of potential issues that may arise when using social software in higher education. These include workload concerns for faculty and students, lack of trust in peer feedback, ownership issues with regards to public and collaborative spaces, difficulty in adapting publicly available tools, and difficulty in protecting the anonymity of students. Furthermore, Madge, Meek, Wellens, and Hooley (2009) have suggested that SNSs might be more useful for informal rather than formal learning as 91% of the undergraduates in their study never used such tools to communicate with university staff, and 43% believed that SNSs have no potential for academic work.

V. Student Characteristics in the Context of Facebook Use in Learning

Research studies on using Facebook for teaching and learning report both positive and negative findings. Schroeder and Greenbowe (2009) used a WebCT forum and a Facebook group to get undergraduate students discussing questions. The use of WebCT was compulsory, while the use of the Facebook group was optional. The result showed that the number of posts on Facebook was nearly four times more than on WebCT, and the postings raised more complex topics and generated more detailed replies. Possible reasons included the students often visited Facebook and spent a lot of time in Facebook. Ooi and Loh (2010) created a Facebook group for a class of Secondary school students to learn the Chinese language and found the Facebook group enabled the students to share course resources and give comments. Also, the use of events allowed the teacher to conveniently organize learning activities such as lesson observations. However, in a study where undergraduate students were assigned to use Moodle or Facebook as a discussion forum, DeSchryver et al (2009) found that the students assigned to Facebook did not write longer or more frequent postings than the students assigned to Moodle. A possible reason was that the students did not like having discussions in a separate system—Facebook—as they had been using Moodle in the course. Kirschner and Karpinski (2010) compared the academic performance of Facebook users and non-users who were undergraduate and graduate students and discovered that on average the Facebook users got lower grades and spent fewer hours per week studying than the non-users.

A. The Facebook

According to the Centre for Learning and Performance Technologies (2012) there are more than 100 social media being used for language learning and educational purposes. The number of uses of the media cannot predict the efficient or effective result of the latest teaching-learning tool. More research needs to be conducted and tracked down regarding the never-ending evolution of technology in terms of educational implications. However, it is the teachers' own premise to select what is considered best for their students. It might well be the case that what works best for others may be the worst for oneself.

Tilfarlioglu (2011) urge that Web 2.0 changed the way people used Web in the field of education and especially in foreign language learning. Since its emergence in 2004, it has

gained great attention of teenagers and university students. Educators regard Web 2.0. as a language learning/teaching tool.

Facebook is a Web 2.0 application serving a large online community. According to Socialbakers (2012), the number of Facebook users reached 15,948,040 in July 2012. In the study of Suthiwartnarueput (2012), he found out that aged 18-24 consists mainly of students who study in the university level. Facebook is used in this study as a social networking tool to enhance the students' language competence. It is believed that sufficient knowledge of English grammar not only helps students write paragraphs in standard English but also reduce the use of vernacular or non-standard English (i.e. using subjective pronouns in the place of objective pronouns, omission of certain prepositions, use of double negative form, mistakes in irregular verb forms, and so forth) (Valentine & Repath-Martos 1997).

Facebook is one of the most popular social networking sites which allow users to post information, with others, and collaborate within the system (Stelter, 2008). When students use Facebook a tool for their study by spending time browsing profiles, meeting new people, and exploring relationships using the English language, they have greater opportunities to collaborate with a large number of people worldwide and learn the target language at the same time (Educause Learning Initiative, 2006). Such a Facebook's property indirectly creates a community of practice an important component of student education in Social Constructivist theories. Students can construct knowledge after they interact with other people on Facebook. When students receive comments and suggestions, they can use the information given to improve their language skills. Apart from this, when students discuss on Facebook, they do not have to use their real names can avoid face-to-face interaction thus lowering the level of anxiety (Murphy, 2009). Such a learning style can reduce the Affective Filter and eventually enhance motivation and risk taking in language learning (Krashen, 1981, 1988). Other than the benefits given to students, Facebook can also provide many pedagogical advantages to teachers. It helps the teacher make a connection with students about assignments, upcoming events, useful links, and samples of work originating from both inside and outside of classrooms. Media literacy education has become increasingly present in curricular initiatives around the world as media saturate our cultural environments. For second-language teachers and teacher educators whose practice centers on language, communication, and culture, the need to address media as a pedagogical site of critique is imperative (Chamberlin-Quinlisk, Carla 2012). The topic of teaching and learning culture has been a matter of considerable interest to language educators and much has been written about the role of culture in foreign language instruction over the past two decades. English Second Language (ESL) students whose successes in a new environment are conditioned not only in their mastery of the new language, but also in their ability to negotiate the new culture. Media sources significantly affect students' attitudes and dispositions towards themselves, other people and society especially in English as a Second Language classes (Tanriverdi, Belgin; Apak, Ozlem.2008).

Hypotheses:

1. The English language proficiency of students a) using Facebook and b) not using Facebook has a significant difference in terms of a.) appropriateness of vocabulary; b.) spelling

proficiency; c.) grammar proficiency; d.) correct sentence construction; e.) appropriateness of punctuation marks and f.) expressing ideas.

2. Students' perception on the teaching competency of their English teachers has a significant difference in terms of a.) efficiency in the use of Facebook; b.) creativity in the use of Facebook; and c.) effectiveness of Facebook

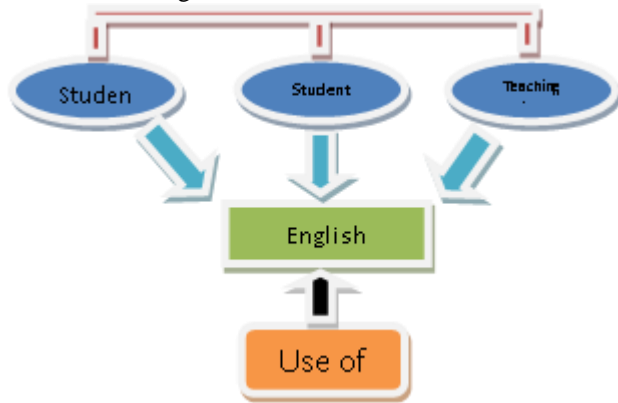
3. The Facebook usage has a significant influence in the English language proficiency of students in terms of: appropriateness of a.) appropriateness of vocabulary; b.) spelling proficiency; c.) grammar proficiency; d.) correct sentence construction; and e.) appropriateness of punctuation marks and f.) expressing ideas.

4. The students' pre-test, post-test and mean score have significant difference in the traditional method and Facebook.

5. The English language proficiency of students has a significant difference when they are grouped according to gender.

6. The English language proficiency of students has a significant relationship in terms of: a.) age; b.) weekly budget for Facebook usage; c.) weekly frequency of Facebook usage; d.) students perception of teachers' teaching skills; and e.) students learning motivations.

Research Paradigm



The use of Facebook greatly affects the English language proficiency of the students which is being moderated by the teaching skills of teachers in the use of Facebook as an educational material as well as the student learning motivation and the student profile.

Each moderator or intervening variable has sub-variables. The sub-variables in the teaching skills are the efficiency of the teacher in using Facebook as an educational material, their innovativeness in utilizing Facebook and the effectiveness of using Facebook as a learning aid. On the other hand, the student learning motivation internally and externally can intervene in the use of Facebook in attaining English language proficiency. It is also important to discuss the profile of the students along with their age, gender, weekly budget for the use of Facebook and weekly frequency of Facebook usage to intercede in the English language proficiency of the students.

There is a significant relationship between the English language proficiency of students and the intervening variables.

VI. METHODS

A. Research Design

This study made use of descriptive research design since it acquired information through description that is useful for identifying variables and hypothetical constructs which can be further investigated through other means like exploratory studies. These descriptions can be used as an indirect test of a theory or model regarding Facebook education. During the round 1 of implementation, the researcher and the expert used the Quasi-Experimental using post test design while during the round 2 of implementation the Time Series Design was utilized.

B. Participants of the Study

The participants of this study were secondary public students who were enrolled the Continuing Educational Course (CONEC) of AMA Computer College Tuguegarao. CONEC is an outreach program of AMA specialized in computer training that opens every weekend only. These high school students were from the remote barrios of Cagayan Valley and have some degree of knowledge about computer.

C. Research Instruments

The researcher used a validated questionnaire to assess the student learning motivation and their perception on the teaching skills of their teachers in the use of Facebook as an educational material. The students' learning motivation questionnaire was validated by a licensed psychologist who also obtained masters in guidance and counseling while in the area of teaching skills in the use of Facebook as an educational material was validated by an expert in instructional materials. Also, the questionnaire includes the profile of the respondents namely: gender, year level, frequency in using Facebook, weekly budget in using Facebook, accessibility and accessing the Facebook.

A module was designed for the implementation of activities. It was patterned in the K-12 curriculum of public secondary students and was further validated by the experts.

A rubric was created for the checking of the activities of the students. The said material was validated by a group of English teachers and experts and was used by English teachers who served as the official checkers in all activities done by the students.

D. Research Procedures

There were two rounds of implementation in this study. The first round consists of 60 public secondary students; 30 students from the experimental group and another 30 students from the control group.

The researcher floated a questionnaire to determine the profile of the students and will serve as a basis for the grouping of respondents. The said questionnaire is a standardized material designed for high school students. The population consists of Out-of-School-Youth, over-aged high school students, elementary pupils, barangay officials and secondary students. Out of 133 population, the researcher determined the 30 non-users of Facebook. This was the basis of creating the group for the users of Facebook. Only high school students aged 12-15 years old were included as samples of this study. The matching of groups was determined through their age, gender and their exam score

and was further checked, reviewed and validated by the experts.

Based on the profile of students (age, gender, intellectual capability), the researcher had created the matching group; the experimental group and the controlled group.

After the matching, the researcher who also served as a teacher implemented the module. The non users of Facebook were met every Saturday at 8:00-10:00am while the users of Facebook were met every Sunday at 8:00-10:00am. Activities for the non users were done in a traditional way which is the pen and paper quiz type while activities for the users were done through the use of Facebook where the researcher created page for them. The same activities were administered in the two groups; they only differ in the method. Students' answers were checked by English teachers based on the validated rubrics. The results were tabulated by a statistician.

After the activities, the questionnaire was floated to the users of Facebook to evaluate their learning motivation and the teaching skills of their teachers in using Facebook as an educational material. The results were tabulated by a statistician.

To further validate the result of the 1st round of implementation, the researcher created another group. This time, a single group was created. It was a mixture of users and non users of Facebook in just one class. The module was divided into three and was taught by 3 instructors. The respondents took the activities with pre-test and post-test in both methods; traditional and Facebook. The same rubric was used and was checked by the English teachers who were also the checkers during the first round of implementation. The results were tabulated by a statistician.

E. Data Analysis

Data collected was analyzed by the expert to show the existence of the framework of the influence of Facebook in the English language proficiency of the public secondary students. Descriptive statistics like frequency count, percentage, mean score and median score were used to describe the profile of students, English language proficiency, teaching skills in the use of Facebook as a teaching material and student learning motivations. T-test was utilized to determine the significant difference on the influence of the use of Facebook in the English language proficiency of students. Pearson-r was used to determine the significant relationship between the English language proficiency of students and the identified variables. On the other hand, T-test of correlated/ paired samples was utilized to interpret the results of the round 2 of implementation.

VII. Results

Table 1. STUDENTS' PROFILE

Users of Facebook				Non-users of Facebook	
Variable		Frequency	Percent	Frequency	Percent
Gender	Male	13	54.2%	14	46.67%
	Female	11	45.8%	16	53.33%
Age	15 years old	2	8.33%	6	20%
	14 years old	12	50%	16	53.33%

	13 years old	9	37.5%	6	20%
	12 years old	1	4.17%	2	6.67%
Weekly Budget	P10.00	3	12.5		
	P30.00	9	37.5		
	P60.00	11	45.83		
	No Response	1	4.17		
	Ave. weekly budget = P42.00				
Weekly Frequency of Usage	Once a week	4	16.7		
	Twice a week	14	58.3		
	Thrice a week	6	25.0		
	Ave. weekly frequency of usage = twice a week				

Table 1 shows the profile of the respondents for the users and non-users of Facebook. Originally, there is an equal distribution of numbers in gender and age based on the procedures for the matching group. However, the expert and the researcher had deleted the participants in the users of facebook who did not make or participate in the activities. Also, the table presents that the students are aged from 12-15 years old. Users of facebook are averagely using Facebook twice a week with an average weekly budget of 42.00 only.

Areas	Group	Mean Score	Interpretation
Appropriateness of vocabulary	Users	17.92	Learning
	Non-Users	19.54	Developing
Spelling proficiency	Users	17.33	Competent
	Non-Users	19.37	Competent
Grammar proficiency	Users	13.81	Developing
	Non-Users	16.65	Competent
Correct sentence structure	Users	9.04	Developing
	Non-Users	10.38	Developing
Appropriateness of use of punctuation mark	Users	4.90	Developing
	Non-Users	5.24	Developing
Expressing Ideas	Users	5.31	Developing
	Non-Users	6.95	Competent
Overall Language Proficiency	Users	68.31	Developing
	Non-Users	78.13	Developing

Table 2 shows the English language proficiency of students who used and those who did not use Facebook. Users of Facebook are still learning in the area of appropriateness of vocabulary while they are competent in the areas of spelling proficiency and

expressing ideas. Furthermore, users of Facebook are still developing in the areas of grammar proficiency, appropriateness of use of punctuation marks, correct sentence structure and expressing ideas. On the other hand, non-users of Facebook are still developing in the areas of appropriateness of vocabulary, correct sentence structure, and appropriateness of use of punctuation marks. However, they are competent in the areas of spelling proficiency, grammar proficiency and in expressing ideas. Over-all, the language proficiency level of both users and non users of Facebook is still developing.

Table 3. Teaching Skills of Teachers in the Use of Facebook as an Educational Material

Teaching skills	Mean Score	Median Score	Interpretation
Efficiency in the use of Facebook	16.42	15	Efficient
Innovativeness in the use of Facebook	16.25	15	Innovative
Effectiveness of using Facebook as educational material	16.375	15	Effective

Table 4. Students' Learning Motivations in the Use of Facebook

Motivation	Mean	Median	Interpretation
Internal Motivation	15.5	15	Motivated
External Motivation	15.5	15	Motivated

Table 4 illustrates that students are internally and externally motivated to use Facebook as an educational material.

Table 5. Difference in the English Language Proficiency of Facebook Users and Non-Users

Areas	Group	Mean	t-value	p-value	Interpretation
Appropriateness of vocabulary	Non-Users	19.54	1.529	0.134	Not Significant
	Users	17.92			
Spelling proficiency	Non-Users	19.37	2.103	0.041	Significant
	Users	17.33			
Grammar proficiency	Non-Users	16.65	2.825	0.007	Significant
	Users	16.65			

Correct sentence structure	Users	13.81	2.157	0.037	Significant
	Non-Users	10.38			
	Users	9.04			
Appropriateness of use of punctuation marks	Non-Users	5.24	1.074	0.289	Not Significant
	Users	4.90			
	Non-Users	6.95			
Expressing Ideas	Users	5.44	4.300	0.000	Significant
	Users	5.31			
Language Proficiency	Non-Users	78.13	2.549	0.014	Significant
	Users	68.31			
	Non-Users	78.13			

Table 5 explains the influence of the use of Facebook in the English language proficiency of students. There is no significant difference of users and non-users of Facebook in the areas of appropriateness of vocabulary and appropriateness in the use of punctuation marks. On the other hand, there is significant difference of users and non-users of Facebook in the four areas of English language proficiency namely; spelling proficiency, grammar proficiency, correct sentence structure and expressing ideas. Moreover, there is a significant difference between the users and non-users of Facebook in the overall English language proficiency.

Table 6. Difference in the Pre-test, Post-test and Mean Scores of Students in the Traditional Method and Facebook.

Result of Round 2
Paired Samples Statistics

Paired Samples Statistics

		Me an	N	t- value	p- value	Interpret ation
P a i r 1	T 1	81. 66 67	17	- 2.02 1	.060	Not Significa nt
	T 2	85. 80 39				
P a i r 2	F 1	79. 68 63	17	- 1.90 8	.075	Not Significa nt
	F 2	84. 52 94				
P a i r 3	T 1	81. 66 67	17	.450	.659	Not Significa nt
	F 1	79. 68 63				
P a i r 4	T 2	85. 80 39	17	.391	.701	Not Significa nt
	F 2	84. 52 94				
P a i r 5	T 3	4.1 37 3	17	-.212	.835	Not Significa nt
	F 3	4.8 43 1				

T1- Traditional Pretest

T2 – Traditional Posttest

F1- Face book Pretest

F2- Face book Posttest

T-Difference between Traditional Pretest and Posttest

F-Difference between Face book Pretest and Posttest

The table shows that there is no statistically significant difference in the English Language Proficiency of students when using Facebook and the traditional way. Specifically, there is no significant difference the traditional pre-test and post test; Facebook pre-test and post test; Traditional pre-test and facebook pre-test; traditional post test and Facebook post.

Table 7. Difference in the English Language Proficiency of Facebook Users when grouped according to Gender

	Gender	Mean	t- value	p- value	Interpretation
Vocabulary	Male	18.9754	1.721	0.099	Not Significant
	Female	16.6673			
Spelling	Male	18.4369	1.862	0.076	Not Significant
	Female	16.0300			
Grammar	Male	14.9492	2.036	0.054	Not Significant
	Female	12.4536			
Sentence	Male	9.7692	2.133	0.044	Significant
	Female	8.1818			
Punctuation	Male	5.3069	2.188	0.040	Significant
	Female	4.4245			
Idea	Male	5.8715	2.892	0.008	Significant
	Female	4.6355			
Proficiency	Male	73.3092	2.227	0.037	Significant
	Female	62.3927			

As reflected in the table, there is a significant difference in the English language proficiency of male and female students specifically on the areas of correct sentence structure, appropriateness on the use of punctuation marks, and in expressing ideas. In addition, males are more proficient in the abovementioned areas compared to females. On the other hand, there is no statistically significant difference in the English language proficiency of male and female students specifically on the areas of appropriateness of vocabulary, spelling proficiency and grammar proficiency.

Table 8. Correlation Between English Language Proficiency and Identified Variables

Variable	Voca bular y	Sp elli ng	Gra mma r	Stru ctur e	Punc tuati on	Ide as	Pr ofi ci en cy
Age	-.013	-. .00 6	-. .17 4	-. .135	-.070	-. .11 6	-. .0 85
Wee kly Budg et	-.348	-. .46 5*	-. .35 4	-. .408	-.421	-. .39 1	-. .4 31 *
Wee kly Freq uenc y	.198	.11 4	.17 5	.189	.305	.28 1	.2 04

Teac hers' teac hing skills	-.117	-.061	-.113	-.132	.012	-.096	-.102
Learn ing Motiv ation s	.244	.238	.316	.314	.399	.322	.313

VIII. Discussion

The influence of Facebook in English language proficiency will depend on how the respondents utilized Facebook especially on the frequency of usage. The respondents of this study are using Facebook twice a week. Law of Exercise (Thorndike) states that the idea that bonds between stimulus and response are strengthened by recency, frequency and contiguity. However, other exploratory studies (Canales et al., 2009; Karpinski & Duberstein, 2009; Kalpidou, Costin, & Morris, 2011) show that an extended presence on Facebook can have harmful effects on productivity and task performance. The amount that the user will spend on Facebook will decrease the amount he spends on studying thus it distract him from productive academic work. Intellectual capabilities to manage time and process information also should affect their capacity to benefit from online activities and restrict their efficiency on any tasks performed in parallel. Facebook users usually interrupt their work to visit Facebook profiles, because of the short-term capacity needed for the working memory process. This split attention paid to multi tasks causes distraction (Rouis; Limayen & Sangari, 2011). Even though they consider the website distracting and time consuming, these students note that they cannot quit visiting it, because they like it and use it to keep contact with their friends and family, whether they encounter them everyday or not (Adan, 2011). Facebook was designed for social interaction and this is also the primary reason why students are well motivated to use the said platform. This paper discloses that the respondents are motivated internally and externally. Students had higher learning motivation and participation when using the proposed web application supported learning environment during and after class as it gave them access to adequate learning support. The proposed approach also gave effective assistance to instructors and students in administering and conducting learning activities during and after class (Lin, Min 2013). In the new digital age, Siemens (2004,2005) and Downes (2007) proposed connectivism theory, where social learning is integrated with social media technologies like Facebook. In the world of social media proliferation, learning is not an internal, individualistic activity. Rather, learners gather information from connecting to others' knowledge using Facebook and other similar platforms. One of the principles of connectivism is the capacity to learn in more critical than what is currently known (Siemens, 2004). The

responsibility of a teacher is not just to define, generate, or assign content, but it is to help learners build learning paths and make connections with existing and new knowledge resources (Anderson and Dron, 2011). Social learning theories, especially connectivism provide insights on the roles of educators in this social network environment.

On the other hand, electronic media use is negatively associated with grades. (Jacobsen, & Forste, 2011). This multitasking likely increases distraction, something prior research has shown to be detrimental to student performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they are also becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework.

The survey data of Madge, Meek, Wellens and Hooley (2009) also illustrates that once at school, Facebook was part of the 'social glue' that helped students settle into student's life. However, care must be taken not to over-privilege Facebook: it is clearly only one aspect of students' more general social networking practices and face-to-face interrelationships and interactions remain important. Students thought Facebook was used most importantly for social reasons, not for formal teaching purposes, although it was sometimes used informally for learning purposes.

Facebook users are predominantly students (Selami, 2012) and this is also the reason why the researcher conducted this study to the secondary students. On the other hand, gender plays an imperative role in who uses Facebook, whereas age is not a considerable variable. A Survey research found that females are particularly interested in learning by mobile (especially given its "any time, any place" nature) (Rahman & Panda, 2012).

Literature says Facebook plays an important role in determining how dictionaries learn about potential new words. Instead of waiting for new words to gradually make their way through traditional channels, modern dictionaries use social media to monitor new words (Brown, 2012). In the study of Root & Mckay (2014) students did not consider grammar and spelling to be important. For them, expressing their ideas and receiving instant feedback are more important than being proficient in using correct and acceptable grammar. Users of Facebook start relying on the computer grammar and spelling check features. This reduces their command over the language and their creative writing skills (MacEntee, 2012). Apparently punctuation and spelling have a bigger upshot on Facebook posts and comments. It's understandable that punctuation is important on website, blogs and articles but punctuation in particular can persuade the reactions that posts receive on Facebook (Jasilek, 2013).

A paper released by the English Spelling Society concludes that the internet has revolutionized the English language, and made misspelling the norm. Internet fosters belief that there is no need to correct typos or conform to rules. English Spelling Society finds Internet chatrooms and social networking sites as heartening to children to spell words incorrectly. As people type at speed online, there is now a "general attitude" that there is no need to correct mistakes or conform to regular spelling rules. But this means that children who have been brought up with the internet do not question wrongly spelt words. The

report's author, Lucy Jones, a former student at Manchester University had mentioned that we are now witnessing the effect of these linguistic variations are having on children born into the computer age with such a high level of access in and out of schools.

The main effect of Facebook is that sentences and phrases have become much shorter. For example, the alteration of the word 'Facebook' to be both a noun and a verb can change a sentence from "I will send her a message on Facebook" to simply "I'll Facebook her". In our fast-paced society, the almost-instant ability of social media to share thoughts with the world has also affected our behavior in actual speech. Students mostly use slang words or shortened forms of words on social networking sites (MacEntee, 2012). For example, this use of terms such as 'tweet' as a verb to shorten sentences is very much reflective of the limit of 140 characters in a tweet, forcing you to become more concise and get your message across with a limited number of letters (Jasilek, 2013).

This paper divulges that students recognized their teacher as efficient in using Facebook as an educational material, innovative in the use of Facebook and effective in using Facebook as a teaching aid.

Media literacy education has become increasingly present in curricular initiatives around the world as media saturate cultural environments. For second-language teachers and teacher educators whose practice centers on language, communication, and culture, the need to address media as a pedagogical site of critique is imperative (Chamberlin-Quinlisk, Carla, 2012).

Though the teacher is efficient, innovative and effective in introducing Facebook as an educational material the results reveal that students who are using Facebook are not proficient in all areas of English language proficiency. Furthermore, the mean score is lower compared to the mean score of the non-users of Facebook. Mazer and Simon (2009) found out in his study entitled "The effects of teacher self-disclosure via Facebook on teacher credibility. Learning, Media & Technology" that teachers who personalize their teaching through the use of humor, stories, enthusiasm, and self-disclosure are perceived by their students to be effective in explaining course content. On the other hand, Mazer, Joseph P. Murphy, Richard E. Simonds, Cheri J.(2007) emphasized possible negative associations between teacher use of Facebook and teacher credibility.

On the other hand, Fewkes and McBabe (2012) state many examples of use for educational purposes. In their study, it was found out that 73% of respondents reported having used Facebook for educational purposes. The results of this research point to a need for the better utilization of Facebook in classrooms and the need for school boards who choose to "embrace" the increasing popularity of social media to implement programs that better ensure teachers also feel comfortable enough to embrace this informal teaching tool.

Teachers only marginally integrate the disposable technology in class (Maglic, 2007). Results revealed that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons. It was also found that students learn under harsh environment, which is often rowdy, congested and noisy.

Conclusion

This study revealed that Facebook is not effective in attaining proficiency in the English language despite the fact that students are highly motivated to use Facebook and their teachers are highly competent in using Facebook as educational material. It is worthy to note that socio-demographic aspect of the respondents is very important contributing factor in the result of this study. Users who are from higher socio-economic class and have computer and Internet connection in the household tend to use Facebook more frequently than other socio-demographic groups. The respondents of this study are from public secondary schools, thus they are not well exposed to social networks but this is also the reason why they are highly motivated to use Facebook. They are inquisitive in utilizing Facebook and enthusiast to explore the different features of Facebook especially on gaming and chatting however, they are being sidetracked and lose their focus on the given academic activities. The respondents of this study are aged from 12-15 years old, thus, they are vulnerable. They are still dependent in their teachers in terms of instructions and learning processes. Younger Facebook users tend to do more fun activities such as playing online games while older people do more information seeking/learning activities particularly getting news on current events. (Howard Rainie & Jones, 2002; Madden & Rainie, 2003). The more educated and those from higher socio-economic classes also tend to go online to access news and health information.

Recommendation

The researcher believes that facebook can be an educational material since it can attract the attention of the students. Furthermore, the students are highly motivated to use Facebook in their academic activities. Facebook in its very nature caters for independent usage, thus the use of facebook must be integrated in the evaluation or in the assignment part of the lesson plan. It is for the students to develop their communication skills and be proficient in using the English language. The said integration of Facebook in the academe is strongly recommended to all college students who can perform independent cooperative learning. In addition, college students can control themselves in utilizing Facebook. More research needs to be conducted and tracked down concerning the boundless advancement of Facebook in terms of its educational implications. Thus, the researcher strongly suggests that another research will be implemented to the young generations aged 18-24 years old since the youth are the key drivers of Facebook use in the country. Also, the study must be done in a private institution catering higher socio-economic class.

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