



Do social networks motivate students?

A case study of the implementation of Facebook as an educational tool in a secondary school EFL class

Author: **Maria Guixé Antich**

Tutor: **Maricel Oró Piqueras**

INTRODUCTION

Era of **globalisation**



Ubiquity of **technology**



Increase in quantity and variety of **SNSs**



Implementation in **educational contexts**

- Linguistic & digital competences



SNSs IN EDUCATION: PREVIOUS STUDIES

(!) Few studies in high schools

POSITIVE FINDINGS

- **Quality & consistency of homework** (Kitsis, 2008)
- **Sense of community** (Mazer et al., 2007)
- **Authentic language in context** (Blattner & Fiori, 2009)
- **Incidental learning** (Kabilan & Jafre, 2010)
- **High participation** (Omar et al., 2012)
- **More motivation** (Low & Warawudhi, 2016)

NEGATIVE FINDINGS

- **Invasion of privacy** (Lockey & Patterson, 2008)
- **Inadequate platform** (Kabilan & Jafre, 2010)
- **Important distractor** (Saykili & Kumtepe, 2014)
- **No impact on participation and motivation** (Simpson, 2012)



CONTEXT, LEVEL & PROBLEM

Ins Joan Oró (Lleida)

- 568 students
- Innovative & collaborative methodology

12 2nd Batxillerat students (A2-B2 level)



- x **Low participation** in homework submission
- x **Low motivation** towards English
- x **No use of SNSs** to do homework

THE STUDY: INNOVATION PROPOSAL

RESEARCH QUESTIONS

1. Does Facebook help raise participation in out-of-class assignments?
2. Does this tool contribute to engaging students with their English classes?

METHODOLOGY & PROCEDURE

- **Pre-questionnaire**
- **Facebook group** (7 weeks)
 - Weekly posts in English
 - Evaluated component
 - Unlimited participation
- **Post-questionnaire**



RESULTS & DISCUSSION

- **Moderate participation** (Simpson, 2012)
 - Time
 - Diversification of SNSs
 - Students' grade
- **Slight changes in motivation** (Saykili & Kumtepe, 2014; Simpson, 2012)
 - Topics of discussion

• Overall positive opinions

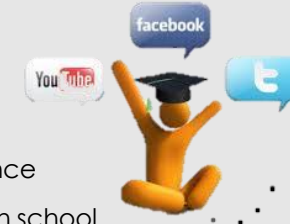
“Crec que és una bona eina per a reforçar els coneixements assolits i alhora fugir de la monotonia de les classes.”

“Al final l'únic que volia era practicar anglès sense cap mena de pressió d'una classe, i l'utilitzava com feia amb castellà o català.”

CONCLUSIONS

Effects of Facebook as an educational resource in a secondary school context

- x Short duration
- x Small sample
- x Just one SNS
- ✓ Additional evidence
- ✓ Research in a high school



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