

DIGITAL PLAYGROUND, LANGUAGE GAIN: FACEBOOK AND ENGLISH PROFICIENCY OF GRADE 3 LEARNERS

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Abstract :

This study investigated the influence of Facebook on the English language proficiency of Grade 3 learners in Bugallon II District, Schools Division Office I Pangasinan. Specifically, it aimed to determine how Facebook usage affects learners' vocabulary, spelling, grammar, sentence construction, punctuation, and ability to express ideas. The study also sought to develop a framework that could guide the use of Facebook to enhance learners' language skills. A descriptive research design was employed to collect and describe data useful for identifying variables and hypothetical constructs for further study. Quantitative analyses, including t-test and two-way ANOVA, were used to examine significant differences and interaction effects of variables on learners' English proficiency. Findings revealed that Facebook users are still developing appropriate vocabulary, while non-users show more progress in this area. Both users and non-users demonstrated competence in spelling. In grammar proficiency, non-users were more competent, whereas users were still developing. For sentence construction and punctuation, both groups were found to be developing, although non-users scored slightly higher in correct sentence structure. When expressing ideas, non-users were competent, while users were still developing. Overall, both Facebook users and non-users were categorized as developing in their English language proficiency. The study concluded that, despite learners' high motivation to use Facebook and teachers' competence in integrating it as an educational tool, Facebook alone is not effective in attaining English proficiency. Learners are easily distracted by gaming and social features, which reduces their focus on academic tasks. Therefore, Facebook's use in the classroom should be guided and integrated into lesson evaluations or assignments to effectively support the development of communication skills and English language proficiency.

Keywords: Facebook, English language proficiency, Grade 3 learners

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-Frias, 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.

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).

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 media as a pedagogical site of critique is imperative (Chamberlin-Quinlisk, 2012).

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 user's 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).

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.

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.

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 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).

This paper came into realization to answer various questions related to the implications of Facebook to the English Language Proficiency of Grade 3 learners especially that they are now living in a world known as the "Digital Age". Learners 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.

Statement of the Problem

This study sought to describe and analyze how Grade 3 learners use Facebook and its impact to English language learning in Bugallon II District, Schools Division Office I Pangasinan during the SY 2025-2026.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the Grade 3 learners in terms of:
 - a. sex
 - b. weekly budget for Facebook usage
 - c. weekly frequency of Facebook usage
2. How does the English language proficiency of learners 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 learners 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 learners assess their learning motivation in using Facebook?
5. Is there a significant difference in the English language proficiency of the learners 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 learners using the traditional method and Facebook?
7. Is there a significant difference in the English language proficiency of learners when grouped according to gender?
8. Is there a significant relationship between the English proficiency of learners and the following variables?
 - a. sex
 - b. weekly budget for Facebook usage
 - c. weekly frequency of Facebook usage
 - d. learners' perception of teacher's teaching skills in the use of Facebook
 - e. learners learning motivations
9. Based on the findings, what intervention plan to improve the English proficiency of Grade 3 learners using Facebook?

METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection, and tools for data analysis.

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.

Sources of Data

The data were gathered from the Grade 3 learners of Bugallon II District, Schools Division Office I Pangasinan.

Instrumentation and Data Collection

The researcher used a validated questionnaire to assess the Grade 3 learning motivation and their perception on the teaching skills of their teachers in the use of Facebook as an educational material. The learners' 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: sex, 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 elementary and was further validated by the experts.

A rubric was created for the checking of the activities of the learners. 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 learners.

There were two rounds of implementation in this study. The first round consists of 60 Grade 3 learners students; 30 learners from the experimental group and another 30 learners from the control group.

The researcher floated a questionnaire to determine the profile of the learners and will serve as a basis for the grouping of respondents. The said questionnaire is a standardized material designed for high school learners. 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. The matching of groups was determined through their sex and their exam score and was further checked, reviewed and validated by the experts.

Based on the profile of learners (sex, 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. Learners' 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 teachers. 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.

Tools for Data Analysis

To derive valid and accurate results, appropriate statistical measures were employed.

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 Grade 3 learners.

Descriptive statistics like frequency count, percentage, mean score and median score were used to describe the profile of learner, English language proficiency, teaching skills in the use of Facebook as a teaching material and learner 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 learners.

Pearson-r was used to determine the significant relationship between the English language proficiency of learners 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.

RESULTS AND DISCUSSION

This section presents the tables of the collected information gathered from the respondents which were analyzed and interpreted.

**Table 1
Learners' Profile**

Variable	Users of Facebook			Non-users of Facebook	
		Frequency	Percent	Frequency	Percent
Sex	Male	13	54.2%	14	46.67%
	Female	11	45.8%	16	53.33%
	9 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 sex 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. Users of Facebook are averagely using Facebook twice a week with an average weekly budget of 42.00 only.

Table 2. English Language Proficiency of Facebook Users and Non-Users

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 learners 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 3 presents that learners perceived the teaching skills of their teachers in the use of Facebook as an educational material to be efficient, innovative and effective.

Table 4. Learners' 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 learners 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	13.81			
Correct sentence structure	Non-Users	10.38	2.157	0.037	Significant
	Users	9.04			
Appropriateness of use of punctuation marks	Non-Users	5.24	1.074	0.289	Not Significant
	Users	4.90			
Expressing Ideas	Non-Users	6.95	4.344	0.000	Significant
	Users	5.31			
Language Proficiency	Non-Users	78.13	2.549	0.014	Significant
	Users	68.31			

Table 5 explains the influence of the use of Facebook in the English language proficiency of learners. 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 Learners in the Traditional Method and Facebook.

Result of Round 2

Paired Samples Statistics

		Mean	N	t-value	p-value	Interpretation
Pair 1	T1	81.6667	17	-2.021	.060	Not Significant
	T2	85.8039	17			
Pair 2	F1	79.6863	17	-1.908	.075	Not Significant
	F2	84.5294	17			
Pair 3	T1	81.6667	17	.450	.659	Not Significant
	F1	79.6863	17			
Pair 4	T2	85.8039	17	.391	.701	Not Significant
	F2	84.5294	17			
Pair 5	T	4.1373	17	-.212	.835	Not Significant
	F	4.8431	17			

T1- Traditional Pretest

T2 – Traditional Posttest

F1- Face book Pretest

F2- Face book Posttest

T-Difference between Traditional Pretest and Post-test

F-Difference between Face book Pretest and Post-test

The table shows that there is no statistically significant difference in the English Language Proficiency of learners 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 Sex

	Sex	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 learners 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 above mentioned areas compared to females. On the other hand, there is no statistically significant difference in the English language proficiency of male and female learners specifically on the areas of appropriateness of vocabulary, spelling proficiency and grammar proficiency.

Table 8. Correlation Between English Language Proficiency and Identified Variables

Variable	Vocabulary	Spelling	Grammar	Structure	Punctuation	Ideas	Proficiency
Age	-.013	-.006	-.174	-.135	-.070	-.116	-.085
Weekly Budget	-.348	-.465*	-.354	-.408	-.421	-.391	-.431*
Weekly Frequency	.198	.114	.175	.189	.305	.281	.204
Teachers' teaching skills	-.117	-.061	-.113	-.132	.012	-.096	-.102
Learning Motivations	.244	.238	.316	.314	.399	.322	.313

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 show that an extended presence on Facebook can have harmful effects on productivity and task performance.

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 Hookey (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).

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.

Summary

The study provides a clearer understanding of the influences of Facebook to the development of the English language proficiency of learners. 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.

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.

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

Based on the analysis and findings of the study, the following conclusions are stipulated below:

This study revealed that Facebook is not effective in attaining proficiency in the English language despite the fact that learners 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 elementary 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. 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. The more educated and those from higher socio-economic classes also tend to go online to access news and health information.

Recommendations

In light of the findings and conclusions, the following recommendations are offered:

1. The researcher believes that facebook can be an educational material since it can attract the attention of the learners.
2. Furthermore, the learners 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 learners 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 students who can perform independent cooperative learning. In addition, learners can control themselves in utilizing Facebook.
3. 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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