

Facebook Group Usage as a Learning Management System for an ESP Undergraduate Course

การใช้กลุ่มเฟซบุ๊กในฐานะระบบการจัดการเรียนรู้สำหรับวิชาภาษาอังกฤษเพื่อ

วิชาชีพระดับปริญญาตรี



Noparat Tananuraksakul

This research is supported by Huachiew
Chalermprakiet University.

Academic Year 2013

Research Title	Facebook Group Usage as a Learning Management System for an ESP Undergraduate Course
Researcher	Noparat Tananuraksakul
Institution	Huachiew Chalermprakiet University
Year of Publication	2015
Publisher	Huachiew Chalermprakiet University
Sources	Huachiew Chalermprakiet University
No. of Pages	84 pages
Keywords	Facebook group, learning management system, attitude toward learning English, motivation in learning English
Copyright	Huachiew Chalermprakiet University

Abstract

The present study qualitatively explores the ways in which a Facebook group created and used as a learning management system enhances undergraduate students' positive attitudes towards and motivation in learning English for specific purposes (ESP). The participants consist of a total number of ten students ($N = 10$), enrolled in the EG5203 English Reading-Writing for Professional Purposes Class and using Facebook regularly. They shared that they failed this course last year and that they disliked English and only wanted to pass their exams or just get a D grade. These voices reflect negative attitudes towards and a low degree of extrinsic motivation in learning English. Both are affective factors that interdependently influence learners' achievement. The exploration was conducted by means of virtual observations and interviews, and data were analyzed and grouped into common themes. The outcomes show that the use of a Facebook group can enhance the students' positive attitudes towards learning ESP to some extent and simultaneously motivate them to learn ESP integratively or intrinsically. The outcomes also indicate positive directions that the students who learn English as a foreign language (EFL) feel connected to global knowledge via the use of a Facebook group and learning at school seems relevant to them. The results also offer insightful implications for EFL teachers.

B

ชื่อเรื่อง	การใช้กลุ่มเฟซบุ๊กในฐานะระบบการจัดการเรียนรู้สำหรับวิชาภาษาอังกฤษเพื่ออาชีพ ระดับปริญญาตรี
ผู้วิจัย	นพรัตน์ ธนานุรักษากุล
สถาบัน	มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ
ปีที่พิมพ์	2558
สถานที่พิมพ์	มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ
แหล่งที่เก็บรายงานฉบับสมบูรณ์	มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ
จำนวนหน้างานวิจัย	84 หน้า
คำสำคัญ	กลุ่มเฟซบุ๊ก ระบบการจัดการเรียนรู้ ทักษะคิดต่อการเรียนภาษาอังกฤษ แรงจูงใจในการ เรียนภาษาอังกฤษ
ลิขสิทธิ์	มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ

บทคัดย่อ

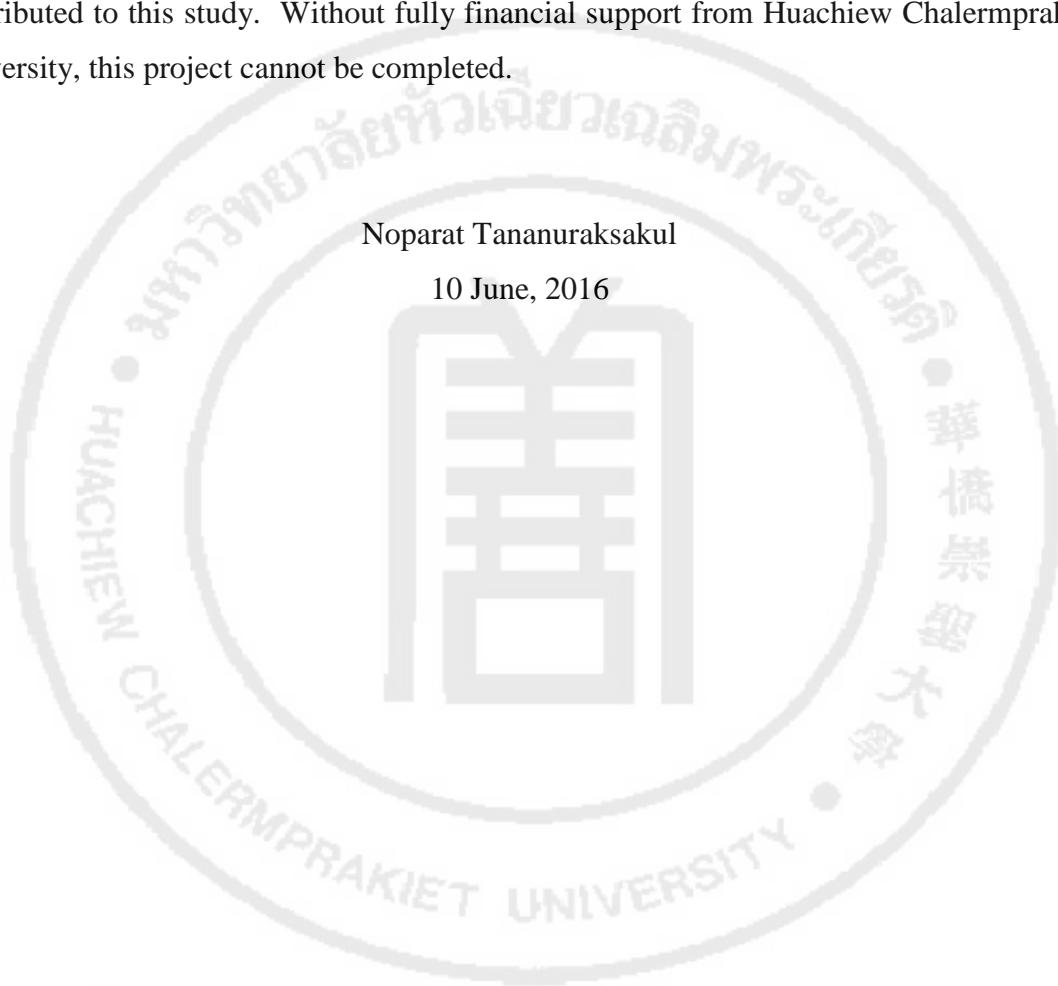
งานวิจัยเรื่องนี้เป็นงานวิจัยเชิงคุณภาพเพื่อศึกษาการใช้กลุ่มเฟซบุ๊กในฐานะระบบการจัดการเรียนรู้ที่สามารถเสริมสร้างนักศึกษาระดับปริญญาตรีให้มีทัศนคติเชิงบวกและแรงจูงใจในการเรียนวิชาภาษาอังกฤษเพื่ออาชีพได้หรือไม่ ผู้เข้าร่วมวิจัยประกอบด้วยจำนวนนักศึกษาจำนวนสิบคนซึ่งลงทะเบียนเรียนในรายวิชา EG 5203 การอ่านและเขียนภาษาอังกฤษเพื่ออาชีพ เป็นนักศึกษาที่ใช้เฟซบุ๊กเป็นประจำ ไม่ชอบเรียนวิชาภาษาอังกฤษ สอบไม่ผ่านรายวิชาดังกล่าวนี้แล้วหนึ่งครั้งและขอเพียงสอบผ่านหรือได้เกรดระดับ D ในรายวิชาภาษาอังกฤษนี้ คุณลักษณะเหล่านี้สะท้อนให้เห็นถึงทัศนคติเชิงลบและแรงจูงใจจากภายนอกระดับต่ำที่มีต่อการเรียนภาษาอังกฤษ ทั้งทัศนคติและแรงจูงใจนับเป็นตัวแปรด้านเจตคติที่มีอิทธิพลต่อผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักศึกษาโดยตรง ผู้วิจัยเก็บข้อมูลด้วยวิธีสังเกตการณ์และการสัมภาษณ์ จากนั้นนำข้อมูลมาวิเคราะห์และแบ่งกลุ่มเป็นธีม ผลการศึกษาแสดงให้เห็นว่าการใช้งานกลุ่มเฟซบุ๊กสามารถเสริมสร้างนักศึกษาให้มีทัศนคติเชิงบวกต่อการเรียนรู้ภาษาอังกฤษเพื่ออาชีพและกระตุ้นแรงจูงใจจากภายในให้เรียนภาษาอังกฤษเพื่ออาชีพได้ในระดับหนึ่ง อย่างไรก็ตาม ผลวิจัยระบุทิศทางเชิงบวกว่าผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศสามารถรู้สึกได้ว่าการเรียนผ่านการใช้กลุ่มเฟซบุ๊กสามารถเชื่อมโยงตัวผู้เรียนกับความรู้อันดับโลกและเชื่อมโยงผู้เรียนกับการเรียนที่สถาบันศึกษาด้วยวิจัยที่ได้ยังมีประโยชน์สำหรับครูผู้สอนภาษาอังกฤษเป็นภาษาต่างประเทศอีกด้วย

Acknowledgements

I would like to express my gratitude to staff members of the Department of English, Faculty of Liberal Arts for their support and the students who participated in and contributed to this study. Without fully financial support from Huachiew Chalermprakiet University, this project cannot be completed.

Noparat Tananuraksakul

10 June, 2016



Contents

	Page
Abstract	A
บทคัดย่อ	B
Acknowledgements	C
Contents	D
CHAPTER 1 – INTRODUCTION	
1.1 Background	1
1.2 Signification of the Research Problem	4
1.3 Objective	4
1.4 Key Research Questions	4
1.5 Scope of the Research	4
1.6 Definition of Terms	5
1.6.1 LMS	5
1.6.2 ESP	5
1.6.3 Facebook Groups	5
1.6.4 Attitude towards and Motivation in Learning ESP	5
1.7 Conceptual Framework	6
CHAPTER 2 - PERTINENT LITERTURE REVIEW	
2.1 Use of Facebook Group in Other Social and Academic Contexts	8
2.2 Use of Facebook Group in Thai Social and Academic Contexts	10
CHAPTER 3 - RESEARCH DESIGN	
3.1 Research Methodology	13
3.2 The Context of the Study	13
3.3 Participants Recruitment	14
3.4 Data Collection and Analysis	14
3.5 Procedures	15
3.6 Research Instruments	17

CHAPTER 4 - RESEARCH RESULTS

4.1	The Instructor's Virtual Observations and inside the Classroom	18
4.2	The Participants' Personal Information	23
4.3	Narratives of Experiences in Facebook Group Usage	26
4.3.1	Key Research Theme One: Attitudinal Aspects of Facebook Group Usage	26
4.3.2	Key Research Theme Two: Motivational Aspects of Facebook Group Usage	27
4.3.3	Key Research Theme Three: Relevant Benefits of Facebook Group Usage	29

CHAPTER 5 - DISCUSSION AND CONCLUSION

5.1	Discussion	31
5.1.1	From the Observations	31
5.1.2	From the Interviews	33
5.2	Conclusion	37
5.3	Implications	38
5.4	Limitations and Recommendations for Future Research	38

Bibliography

Appendices

Appendix 1: TQF 3

Appendix 2: Survey

Appendix 3: Interview Transcriptions with Two Structured Questions

Appendix 4: Interview Transcriptions with Six Unstructured Questions

Appendix 5: Conference Presentation and Publication

Appendix 6: Brief Biography

List of Tables

Table 1:	The instructor's virtual observations	19
Table 2:	The instructor's observations inside the class	21
Table 3:	Participants' gender, age, year of study and GPA	23
Table 4:	Participants' grades of other English classes	24
Table 5:	Participants' frequent use of Facebook and Facebook Group	25

CHAPTER 1

INTRODUCTION

This chapter introduces background, significance, key research questions and conceptual framework of the present study. A Facebook group is applied to use as a learning management system (LMS) for an English class in a Thai social context, where English is learned and utilized as a foreign language, and as a means to promote students' positive attitudes towards and motivation in learning English for specific purposes (ESP).

1.1 Background

The current globalized era has witnessed its impacts on our ways of living. Prensky (2001) argued that it creates a huge gap between teachers and students because the former are uncomfortable to adapt their teaching styles to the latter's diverted learning. He describes today's students as digital natives while teachers as digital immigrants and for those who cannot cope with use of digital equipment or computers as digital immigrant accent (ibid: 1-4). With this obvious generation gap, Prensky (2001) also proposed a new way of teaching all contents through invented computer games online, so that students who normally go there to search for information can be intrinsically motivated to learn. VanSlyke (2003) calls this idea edutainment.

Dalton (2009) agreed with Prensky's (2001) research findings mentioned above and further posited that young people nowadays feel connected to people and global knowledge. This suggestion is apparently in contrast with the classroom setting, in a manner that students may feel disconnected and isolated because it seems to them that school is irrelevant to their lives. Dalton (2009) also addresses certain implications from his suggestions. First, teachers might try to use learning technologies in the classroom whenever they can in order that they make the learning experience appropriate for their students. This suggestion is in line with Srinivas (2010) in that

social network is a tool, which facilitates teaching and learning of English. Second, teachers might take on the role of a trainer instead of an engineer. Finally, they might find out which social networking site their students are using the most.

Social media, such as Facebook, Instagram and Twitter, have been prominently used throughout the world. Recent reports show a rapidly increasing Facebook usage in Thailand (Millward. 2013; Sakawee. 2013). In the second quarter of 2013, about 18 million Thais used Facebook, which outnumbered users of Instagram and Twitter (Milward. 2013). By the third quarter, the number grew by 33 percent to 24 million Facebook users (Sakawee. 2013). This large number represents the country's social media users. Clicking 'like' (7.1 billion likes posted in the nation) is the most popular activity, followed by sending private messages (5.5 billion) and posting comments (1.3 billion). These behaviors characterize Thai users of Facebook.

Facebook becomes a trendy social networking site among Thai users because of its structure, namely news feed, like, groups and pages. For example, a study showed that many university students from middle-class background found news presentations on Facebook more interesting than the traditional papers (Rojanaphruk. 2013). Evidently, some students used it to fight hazing by creating a Facebook page where people could report on and post pictures that demonstrate any inappropriate behavior (Lynn. 2013). Recently, thousands of people protested against the government by changing their Facebook profile pictures into black sign with the message of "against the amnesty bill" to show their opposition to that bill (Pornwasin. 2013).

Students studying English as a foreign language (EFL) at Huachiew Chalermprakiet University also share the aforementioned phenomenon of Facebook usage. This includes ten undergraduate students of social work in my EG 5203 English Reading-Writing for Professional Purposes Class, which I was assigned to instruct for the first time. The course is considered ESP and is a compulsory subject for them. In the first session, I pre-tested all students, and they shared with me that they had taken this class before and they all had failed. They believed that they failed this course because they did not enjoy learning English, and consequently they rarely attended the classes. Additionally, they perceived that their English competence was

low, which accorded with the pre-test results. These aspects indicated that the students lacked intrinsic motivation in learning ESP and possessed negative attitudes towards learning it. They additionally said they just wanted to pass this subject so that they were able to take Practical Training or graduate from the social work program. These aspects showed that the students obtained some level of extrinsic motivation in learning ESP.

Past studies (e.g. Gardner. Tremblay & Masgoret. 1997; Masgoret & Gardner. 2003; Alhmali. 2007; Ghazali et al.. 2009; Fakeye. 2010; Padwick. 2010) confirm that motivation in and attitudes towards language learning are correlated, and they highly influence learners' performance. Motivation predicts success in learning a language while positive attitudes towards learning build up learners' motivation. If learners are motivated, they tend to consistently put much effort into study so that they can reach their goal of achievement. If they lack interest in learning, they will obtain negative attitudes, and become less motivated or enthusiastic to language learning (Gardner. 1985; De Bot et al.. 2005). They are then less likely to perform well in English. Other studies also showed that these two variables can greatly influence language learners' achievement in a computer-assisted language learning environment (Gilbert. 2001; Doherty. 2002). Learners can also gain confidence, if they possess positive attitudes towards their ability in speaking English, regardless of how well or badly they can actually communicate (Tananuraksakul & Hall. 2011). To say the least, it is considered vital for learners to be motivated in learning and enjoy it at the same time.

After learning that those ten students were very much active on Facebook for social reasons, especially to keep in touch with their friends who live far away from them and having no better way to communicate with them regularly, a Facebook group was created as an LMS for the class. It is used as a pedagogical means to boost their positive attitudes towards and motivation in learning ESP, as they may feel connected with the trendy technology.

1.2 Signification of the Research Problem

It is apparent that Facebook can be used as an educational tool apart from a social networking site. Some teachers of English in Thailand explored in what way Facebook facilitated interactions among students and their peers and between teacher and students in writing classes (Suthiwartnarueput & Wasanasomsithi. 2012; Kajornboon. 2013). However, there appears to be a gap in study into Facebook group usage as an LMS for an ESP class, although its structure of groups can enhance students' learning to a certain degree.

1.3 Objective

This present study therefore primarily aims to investigate the way in which the Facebook group can enhance undergraduate students to learn ESP.

1.4 Key Research Questions

These are key research questions:

1. How did the Facebook group promote students' positive attitudes towards learning ESP?
2. How did the Facebook group motivate students to learn ESP?

1.5 Scope of the Research

The scope of this study involves affective benefits of Facebook group usage created particularly as an LMS for students who regularly use Facebook, possess negative attitudes towards learning ESP and lack intrinsic motivation in study of ESP, but are required to take the language course. Students majoring in social work and enrolled in the EG 5203 English Reading-Writing for Professional Purposes during the second semester of 2013 (from November 2013 to February 2014) are the subjects of the study. They are qualitatively examined whether the use of the Facebook group as an LMS enhances their positive attitudes towards learning ESP and simultaneously motivates them to learn ESP. Although learners' affect in language learning has proved to influence their cognition or learning achievement (Arnold. 1999), the study, however, does not investigate into the latter for two reasons. Firstly, the students are not majoring in English or any other foreign languages. Secondly, their level of English is rather low to be improved upon within a semester under their learning with negative attitude and low motivation.

1.6 Definition of Terms

1.6.1 **LMS:** LMS is a software application for the administration, documentation, tracking, reporting and delivery of e-learning education courses or training programs (Ellis. 2009). Study into the use of a Facebook group as an LMS in two elective courses, at a teacher education institute in Singapore, showed that it had the potential to be used as an LMS, which allows making announcements, sharing resources and virtually participating in weekly discussions and activities (Wang et al. 2012). In this study, I applied a Facebook group as an LMS in my reading and writing in ESP class, to virtually administer interactions among students and between students and me. I put up announcements, shared resources and conducted online discussions. The virtual medium of communication was mostly in English in order that students can gain familiarity and feel comfortable with the language. However, Thai was also occasionally used to help students with thorough comprehension.

1.6.2 **ESP:** ESP is the specific purposes for learning English, which is taught integratively into a subject matter area important to learners, and the teaching emphasizes language in context rather than grammar and language structures (Fiorito. 2005). In this study, the subject-matter knowledge of social work is ESP, integratively taught in the EG 5230 English Reading-Writing for Professional Purpose Class.

1.6.3 **Facebook Groups:** According to Pineda (2010), Facebook groups are for small group communication and for people to share their common interests and express their opinion. Groups allow people to come together around a common cause, issue or activity to organize, express objectives, discuss issues, post photos and share related content. In this present study, a Facebook group, named English Reading-Writing for Professional Purposes, was created and used as an LMS for the EG5203 English Reading-Writing for Professional Purposes Class that I instructed during semester 2/2013 (between November 2013 and February 2014).

1.6.4 **Attitude towards and Motivation in Learning ESP:** Attitude towards and motivation in learning ESP are two key terms in this study that deal with feelings, and both of them influence one another. Taken from Macmillan English Dictionary (2006: 76), attitude is defined as learners' feelings about something, especially as shown by their behaviors. Choy and Troudi (2006) posit that foreign language

learners' feelings and emotions affect their attitudes towards the target language. Learners who like English or have positive attitudes towards learning tend to be motivated to learn. Since motivation and attitude influence one another, many research studies into language learning are focused on these two affective variables (Al-Tamimi & Shuib. 2009). In this study, Facebook group used as an LMS is the external tool to enhance students' positive attitudes towards learning ESP.

On the other hand, motivation refers to "a feeling of enthusiasm that makes [one] determined to do something" (Macmillan English Dictionary. 2006: 925). Psychologically, it plays a vital role in the process of learning a language in that learners can succeed in their learning if they possess intrinsic goals and desires, which link to their passion (Karaoglu, 2008). Motivation also fluctuates from time to time depending on external motivational factors, such as teaching and learning strategies, classroom atmosphere, and use of technology. Teachers need to find ways relating to their students' passion so as to promote their intrinsic motivation and maintain it. In this study, Facebook group used as an LMS is the external motivational tool to boost students' intrinsic motivation to learn ESP.

1.7 Conceptual Framework

The present study is constructed on the ground that affect in learning a foreign language is interdependent with cognitive abilities or learning achievement. Past research studies (e.g. Krashen. 1988; Dörnyei & Clément. 2001; Supakitjumnong. 2002; Udomkit. 2003; Dörnyei. 2003; Phimphirat. 2008; Tananuraksakul. 2012) indicate that learners can learn or perform a foreign language better if they have motivation in and positive attitudes towards language learning, high self-confidence and low anxiety. Gardner and Lambert (1972) initiated a study of motivation in Canada and applied their efforts over a decade to studying the degree to which motivation could impact on the achievement of second language acquisition. Their best-known conceptual framework of integrative and instrumental motivation has been widely adopted by scholars including Atkinson and Raynor (1974), Fineman (1977), Clement and Kruidenier (1985), Crookes and Schmidt (1991), and Dörnyei (1994, 1998, 2001, 2003) to name but a few. Learners with integrative (intrinsic) motivation

study a language because they want to know and understand the target language group better, while instrumentally (extrinsically) motivated learners want to succeed in life due to social, professional and/or academic purposes. Students in this study are not motivated integratively but instrumentally as they aim to pass the required ESP class. However, the level of their instrumental motivation is low since they only want to just pass or receive a D.

In the current era of globalization, Facebook is obviously used as parts of tertiary students' lives. Studies into Facebook reveal its social and academic benefits as a social networking site. For example, it can be used as an LMS to promote students' learning and student-teacher relationship (Li & Pitts. 2009; Schroder & Greenbowe. 2009; Terantino & Graf. 2011). It also has certain pedagogical, social and technological affordances, which satisfy adult learners in Singapore (Wang et al. 2012) and first-year undergraduate students who learn EFL in Thailand (Suthiwartnarueput & Wasanasomsithi. 2012; Kajornboon. 2013). The implications are that learners of EFL will feel satisfied with or like the Facebook group usage as an LMS for the ESP Class. The feeling of satisfaction or liking will in turn enhance their positive attitudes towards learning ESP. Simultaneously, they will be motivated integratively or intrinsically to learn ESP.

CHAPTER 2

PERTINENT LITERATURE REVIEW

This chapter reviews literature pertinent to the present study, which particularly lies in Facebook group usage for the primary purposes of English language teaching and learning in different social and academic contexts. The focus is placed upon contexts of using English as a second language (ESL) and an EFL. The reviews begin with the use of Facebook group in other contexts and then in Thai contexts.

2.1 Use of Facebook Group in Different Contexts

The existence of Facebook in 2004 has so far changed hundreds of millions of active users' ways of life, especially how they relate to other people and share and receive information. For this reason, scholars in many parts of the world have overwhelmingly conducted studies into Facebook from various perspectives (Wilson, Gosling & Wilson. 2012). Past studies (e.g. Valenzuela, Park & Kee. 2009; Arnold & Paulus. 2010; Bicen & Cavus. 2011; Grossecka, Branb & Tiruc. 2011; Terantino & Graf. 2011; Turkmen. 2012; Yusofa et al. 2012; Ventura & Quero. 2013) confirm that Facebook has been adopted worldwide as a teaching and learning tool in educational settings.

Take Britain and America as initial examples. These countries are norm-providing English to countries in the Expanding Circle, which includes Thailand (Kachru. 1985, 1992). In other words, people of this circle prefer to learn and use British English and American English to other English varieties. Even with the British Council, a worldwide language and cultural center referring to itself as the UK's international cultural relations body. Helping people all over the world to learn to speak English, uses a Facebook Page, called 'TeachingEnglish', as a tool to provide resources and information for teachers of English to teach English at home or abroad (Power. 2012).

In America, it is obvious that Facebook is a social networking site that has been very popular among American university students since its inception. Kathleen (2012)

qualitatively explores motivation of seven students, from non-native English speaking backgrounds in an intensive English program, for joining Facebook and use of the site. It was found that they joined Facebook for social reasons and had opportunities to acquire English and learn about American culture. Radel (2011) found that Facebook is used and valued as a blended learning tool in tertiary institutions. Blended learning is a hybrid model that encompasses face-to-face and virtual instructions viewed as good practice because it provides interactions and prompt feedback among users (Martyn. 2003).

In Malaysia where English is utilized as an ESL, it appears that educators use Facebook groups as a pedagogical tool to enrich their teaching and students' learning. For example, Kabilan, Ahmad and Abidin (2010) found in their study into Facebook usage as a useful and meaningful learning environment to learn English, that their students positively perceived it as a tool facilitating them to learn the language. Omar, Embi and Yunus (2012) studied into the use of Facebook groups as a platform for information-sharing discussion among tertiary students. The outcomes of their study showed that Facebook group could promote constructive interaction among ESL students as an alternative platform when they were assigned to discuss some issues online. Incorporation into classroom activities could also boost their confidence.

Yusofa, Manana, and Alias (2012) examined the potential of Facebook Notes usage as the medium of giving peer feedback to Malaysian students' writing tasks. The writing process consists of these four stages: planning, drafting, revising and editing. Guided peer feedback via the Facebook Notes was used to help the teacher ensure that all students writing work would be reviewed at all the four stages of the writing process and consequently improve the quality of their written work. The outcomes confirmed the benefits of peer feedback guided by the teacher through Facebook Notes that assisted the students in improving their writing outlines and first draft. In addition, Alias et al (2012) investigated whether Facebook Notes used as a language learning strategy (LLS) training tool could have any effects on Malaysian college students' LLS and academic writing performance. The quantitative outcomes concluded that it promoted the use of indirect LLS among the students.

In other countries where English is used as an EFL, Facebook is also valued and used as a teaching technology for English classes. For example, in Korea, Simpson

(2012) examined if Facebook could be an effective and easy teaching tool in English tertiary classes. The qualitative outcomes showed that it was neither effective nor easy due to some certain factors that involved the instructor's familiarity with the tool usage and students' willingness to learn, or "lazy factor" (p.46). In Bangladesh, Anwaruddin (2012) studied into the effects of Facebook usage on university students' learning English. The quantitative outcomes indicated its negative impacts on their English language learning in that they were encouraged to use grammatically incorrect words and expressions.

2.2 Use of Facebook Group in Thai Social and Academic Contexts

In a Thai social context, information technology has been increasingly used among educators for the main purposes of teaching and learning, and it is undoubted that many tools have been concurrently created to meet such goals. Anything with online tools and applications seem popular because users are able to access to those at anywhere and any place. Facebook is reported to be the most prominent social networking site for Thai (Millward. 2013; Sakawee. 2013) students, including the students enrolled in my EG 5203 English Reading-Writing for Professional Purposes class. Facebook appeals to them because it has high communication capabilities in both synchronous and asynchronous activities, with various structures that allow them to make and maintain friendship virtually. They can utilize messages as a channel to maintain social ties (Joinson. 2008), post and comment for social and emotional support and search for information (Kajornboon. 2013).

Despite the fact that Facebook has recently become the most popular social networking site in Thailand, it appears that there are more studies into use of e-learning and internet application in this context. For example, Tantaphalin (2011) investigated whether digital storytelling through collaborative scrapbook could enhance EFL learners' motivation in online knowledge sharing. Its results showed a positive confirmation in that learners could enjoy elaborating their ideas and creativity for composition and decoration rather than telling their own story through the text with a few visuals. It also interested other learners that help them gain attention in knowledge sharing. Othanasap (2011) examined if applying online tools and software

over the Internet associated with Blended Learning 2.0 to support student-centered learning in a tertiary context would be effective. Its outcomes positively indicated that the web applications lowered students' interaction problem because their teammates and teacher shared their work plans online at the same time, and that their skills of autonomous learning, analyzing, criticizing, sharing, presenting and communicating increased.

Additionally, Soranastaporn and Thanathiti (2006) conducted research into training teacher students to develop e-learning course by using the Blog named 'Multiply'. This study was then carried on by Soranastaporn et al (2011) with the purpose of following up on teachers' problems and obstacles of the e-learning course's implications and solutions. These teachers finished their study at the Teacher Profession Certificate Program at a university. The results found that most of them implemented their knowledge, skills and techniques of developing e-learning courseware into their class using the 'Multiply' program. Muangnakin (2011) asserts that blog is one of popular tools for language learning because of its simple use and versatile capabilities that enable writers to publish their work electronically. These ideals convinced him to investigate into the benefits of blogs for Thai university students majoring in English when English, when they used blogs to practice their news article writing for the English in Newspapers Course. The outcome demonstrated their positive opinions of the blogging experience, which helped to heighten their sense of professional practice in the English course.

Research into integrating the use of Facebook group into English language teaching in a Thai social context remains limited, although Saikaew et al (2011) posited that Facebook could be used as a supplementary teaching tool for undergraduate and graduate courses for formal and informal learning in Thailand. For example, Kultawanich et al (2011) utilized Facebook as a teaching tool for blended learning, a combination of normal classroom activities and computer-based activities that required a high performance communication tool. They argued that Facebook supported the collaborative learning environment and knowledge integration well if applying Social Constructivist theories for the design of learning activities. They found that both tools and methods were appropriate for problem-based learning. Both Suthiwartnarueput

and Wasanasomsithi (2012) utilized Facebook as a social networking tool to promote English competence of low-intermediate Thai EFL learners, and as a medium for discussions about English grammar and the writing problems they had. The findings demonstrated that the students had positive attitudes towards using Facebook as a means to learn English grammar and writing. In a similar vein, Tananuraksakul (2013b, 2014) found that Facebook groups can be used as blended learning and learning management system in a paragraph and essay writing class, since EFL students perceived that their writing skills improved through its usage and had positive views towards it. Additionally, they thought they were motivated to learn English.

It can be concluded that educators in not only in Thai contexts, but also other contexts adopt Facebook, which encompasses Facebook group and Facebook Notes as a teaching tool to enrich their students' cognitive and affective skills in learning. However, it appears that in any context there has not been an attempt to study into the use of Facebook group in an ESP undergraduate class to enhance EFL learners' intrinsic or integrative motivation and positive attitudes towards learning ESP. The aim of this present study was to shed light on this research gap.

CHAPTER 3

RESEARCH DESIGN

This chapter provides details of research methodology and design of the present study. It starts with research methodology which explains the reasons for the selection of qualitative research approach. It is then followed by participant recruitment, data collection and analysis, procedures and research tools.

3.1 Research Methodology

This study mainly employed qualitative research approach, which included survey, observations and virtual interviews with both structured and semi-structured questions. I selected this approach rather than quantitative research approach for two main reasons. First, it is because the study is not primarily concerned with numerical measurement or making generalized hypothesis statements, but with meaning of undergraduate students' personal experiences of a phenomenon (Johnson & Christensen. 2000, 2004, 2008, 2012; Crouch & McKenzie. 2006). Focus was on the ways in which they encountered the use of the Facebook group as an LMS in the 5203 English Reading-Writing for Professional Purposes Class, considered as an ESP subject. Second, the sample size characterized by the primary aim of the study (Charmaz. 2006) is rather small, comprising of ten students enrolled in this class.

3.2 The Context of the Study

In this study, students majoring in social work at Huachiew Chalermprakiet University have been viewed as poor learners of English, despite the fact that English is a compulsory subject taught at school at all levels. At the tertiary level, they are required to take four different English courses, which include English for communication and for professional purposes. These four particular courses are aimed at equipping the students with necessary English skills for daily and professional communication.

One common factor that appears to block the students' low competence is lack of intrinsic/instrumental motivation and positive attitudes in learning the language. In addition, they may also be prevented from improving their English skills because they are not forced to use it as parts of their daily life. Promoting the students' intrinsic motivation in as well as positive attitudes towards learning English in the present context is practical.

3.3 Participants Recruitment

All ten students enrolled in the 5203 English Reading-Writing for Professional Purposes Class during semester 2/2013 were recruited by means of purposive sampling. Johnson and Christensen (2012) explain that in this kind of sampling, "the researcher specifies the characteristics of the population of interest and locates individuals with those characteristics" (p. 592). In the case of this study, all ten students from this particular class expressed their voices at the start of the first session that they did not like to study ESP and failed this subject last year when taking it with another instructor. They re-took this class because it was required by their undergraduate program. Their aim of taking it was to just pass the exams or receive a D. Remarkably, all are regular Facebook users.

The ten students participated in this study on a voluntary basis as they returned the survey (See Appendix 3: Survey) to me in a week. There are more males than females, six being male while four are female. For confidential purposes, their names will not be disclosed.

3.4 Data Collection and Analysis

Data were garnered from weeks fourteen onwards (between 28 January and 21 February 2014). The data were transcribed and manually highlighted. The highlighted transcription were analyzed and constructed into critically common themes (Bogdan & Biklen. 1998).

3.5 Procedures

- 3.5.1 Create an English reading-writing for ESP group on my Facebook account in week two and invite all the students to join the group. Only a few of them were added to my Facebook's friends, who then invited their other classmates to join the Facebook group.
- 3.5.2 Start teaching in the classroom according to weekly lesson plans (See Appendix 1: TQF 3) and virtually interacting with the students in the Facebook group page by means of putting up announcements (e.g. to remind them of weekly reading assignments, virtual work submission and after-class activities), sharing resources, conducting simple online discussions relevant to the subject matter. English was the main medium of communication online so as to get students familiar with English and comfortable with the language. However, Thai was occasionally used to accommodate students' comprehension and sense of inclusion, especially when they failed to express their voices and opted to post in Thai. Students were offered grammatical error correction online when they interacted in English so that they could learn and improve the language properly.
- 3.5.3 Observe students' learning behaviors during the class and virtually and take notes. The emphasis was on their participations inside the class and on the Facebook group.
- 3.5.4 Inform the students of my research project in week eleven and ask them to participate in this study on a voluntary basis. They were ensured that their participation would not affect their final grades. It would however rather help improve my teaching strategies.
- 3.5.5 Start collecting data from the students regarding their experiences in the Facebook group usage in week fourteen. In order to reduce power distance between students and me that may cause some cultural and social barriers and in turn intimidate them and prevent them from sharing their real experiences with me (Tananuraksakul, 2013a). I asked the students to complete a survey that consists of two parts:

demographic profiles and views on use of Facebook group (See Appendix 2: Survey). The second part comprises of two structured questions (See 3.6 Research Instruments). I then asked them to return it to me in the following week (week fifteen), if they decided to take part in this study. The survey was in Thai but translated into English for this research report.

- 3.5.6 Transcribe the participants' views on the use of Facebook group in the ESP class from the survey (See Appendix 3: Interview Transcriptions with Structured Questions).
- 3.5.7 Check if there are any questions emerging in the survey, related to the key research questions, that the participants did not state in the survey. List those questions considered semi-structured.
- 3.5.8 Interview the participants in Thai with the semi-structured questions via Facebook group message in week sixteen, so that they would not feel intimidated but feel comfortable enough to share their views and experiences in the Facebook group usage with me. In fact, one of the participants mentioned in the survey that the use of Facebook group in the ESP class helped reduce his anxiety in communicating virtually with the instructor. The reason was that it was not face-to-face interaction.
- 3.5.9 Transcribe those data (See Appendix 4: Interview Transcriptions with Unstructured Questions) and then highlight words, phrases and sentences that signal the answers to key research questions. Since the medium of interviews is Thai, keywords/phrases/sentences that signaled the answers to key research questions were literally translated into English, for example, "pay attention to", "pay more attention", "put my interest", "arouse students attention", "feel enthusiastic/eager", "urge/inspire me", "like", "dislike", "appreciate", and "possess positive attitudes". Please note that all interviews were in Thai and then translated into English for this research report.
- 3.5.10 Analyze and group those highlighted words, phrases and sentences into themes.

3.6 Research Instruments

Although this study involves not only observations on the Facebook group and in the classroom but also interviews, the main research instrument is both structured and semi-structured questions for interviews. The structured questions encompass these following two:

1. What do you think about the use of a Facebook group?
2. How does use of the Facebook group help you learn English?

Here are semi-structured interview questions:

1. Do you feel more enthusiastic to study English on your own? If yes, please explain how.
2. Has the instructor's error correction helped you learn English? If, yes, how has it helped you so?
3. Does virtual communication with the instructor help you feel more comfortable to interact? If yes, can you explain how it helps you feel more comfortable?
4. Did you start to like English better after the use of the Facebook group ESP class? If yes, why do you like it so? If no, why do you not like it?
5. Why didn't you like English?
6. Was it because you could hardly read and understand it?
7. Do you feel enthusiastic to learn English with the use of the Facebook group? If yes, why do you feel so? If no, why do you not feel so?
8. Do you think English is important for you to study? If yes, why is it important? If no, why is it not important?

CHAPTER 4

RESEARCH RESULTS

This chapter reports on the results of data collection by means of observations, survey and virtual interviews. It consists of three sections. The first shows the instructor's virtual and inside the classroom observations, while the second reveals the instructor's demographical profiles. The third narrates the participants' experiences in the use of the Facebook group.

4.1 The Instructor's Virtual and inside the Classroom Observations

Based on Table 1, more students including Participants 1, 2, 3, 4, 6, 7, 8, and 10, tended to click 'like' than to make comments online in either English or Thai. Participants 5 and 9 appeared to be more active in virtual interactions as both not only clicked 'like' but also made comments in English and Thai. Participants 5 and 6 seemed to pay closer attention to my feedback and comments than the rest of the participants, since both were able to correct their final writing work successfully or accordingly. Participant 8 was the only person who seemed passive on the Facebook group page as he usually clicked 'like' and submitted his final writing assignment late.

Table 1: The instructor’s virtual observations

Participant	Learning Behaviors on the Facebook Group
1	This participant always clicked ‘like’ for my announcements and comments, and some of his classmates’ comments. He hardly made comments on the instructor’s posts and his classmates’ unless he was required to do so for any assignments. He could not correct his final writing work in line with my feedback and comments.
2	The participant tended to click ‘like’ when I posted announcements and give comments or feedback in Thai. He would say something in English when he was required to discuss in English as a group or an individual. He did not seem to read my feedback and comments particularly on his final writing project.
3	The participant clicked ‘like’ sometimes. He used both Thai and English to ask questions and express his voice. He did not seem to read my feedback and comments on his final writing project thoroughly, as he kept asking for the same things. He did not seem to work through problem-solving either as he tended to ask for answer. He could not correct his work according to my feedback and comments.
4	The participant saw all postings, clicked ‘like’ sometimes and hardly made comments. She did not seem to read my feedback and comments on her final writing project, as she could not correct her work accordingly.
5	The participant often clicked ‘like’ and appeared active to post group work and give feedback to my posting or comments in English. She was able to correct her final writing work after I gave her feedback and comments.
6	The participant always clicked ‘like’ and only made comments in English when he was required to do so. He was able to correct his final writing work with my feedback and comments.
7	The participant often clicked ‘like’ and rarely made comments. She seemed to make comments when she was required to do so. She could not

	correct her final writing work in accordance with my feedback and comments.
8	The participant mostly clicked 'like' and hardly made comments. He tended to be slow to interact online as he visited the group page later and submitted his final writing work online unpunctually. He could not correct his final writing work in accordance with my feedback and comments.
9	The participant always clicked 'like' and tried to interact with me in English. She tended to be active on the Facebook group as her name appeared "seen" soon right after my postings before anyone else. She could not correct her final writing work according to my feedback and comments.
10	The participant mostly clicked 'like' and hardly made comments if he was not required to do so. He could not correct his final writing work in accordance with my feedback and comments.

From Table 2 below, almost everyone used a smart phone as a language learning tool in the classroom, except Participant 10. Whenever I assigned students to do some individual or group work, they would turn on their smart phone to access to the Internet and begin to look up the meanings of words they did not know online. Participants 4, 5 and 6 sometimes clicked 'like' for my posting inside the classroom.

Among the Participants, only Participants 4, 5, 6 and 9 never missed any classes. The others missed classes between one and four times. Participants 1, 2, 3 and 10 arrived in the class late together. Since they were friends in the same group, they collectively waited for each other so that they could go to the class together. However, they started attending the class on time after I told him about its negative effect on his learning and attendance marks. Participants 4, 5 and 6 were regularly punctual attendants to the class and unsurprisingly, they were friends from the same group. Participant 7 sometimes attended the class late. Participants 8 and 9 were friends in the same group whose learning behaviors in the class differed in that the former was always punctual to the class while the latter was not.

Table2: The instructor's observations inside the class

Participant	Learning Behaviors inside the classroom
1	The participant missed the class once and arrived in the classroom ten to fifteen minutes late during the first three weeks. However, he tried to come on time after I asked him to do so and told him about the negative consequences – effects on his learning and attendance marks. He tended to pay attention to my lectures and group activities and asked me some questions when he did not understand something. He used his smart phone in the class.
2	The participant missed the class twice and asked for a business leave. He usually arrived in the classroom ten to fifteen minutes late, but started coming to the class on time once I asked him to do so and told him about the negative consequences (the same as Participant 1). He seemed to pay attention to my lectures and group activities from time to time. He hardly asked me any questions. He carried a smart phone and used its functions to look for meanings of new words during group activities.
3	The participant was absent once and asked for a business leave once. He appeared to be active in the classroom as he often asked me some questions. However, when it came to doing group work, he appeared to be passive. He usually entered the class with Participant 1, 2 and 10 after I started teaching ten or fifteen minutes. He began to arrive in the class on time after I asked him to do so and told him about its negative consequences. He used his smart phone for classroom activities.
4	The participant never missed the class and was always in the class on time. She seemed to pay attention to my lectures and group activities. She was quiet only asked a few questions for group work. She usually had a smart phone with her and to access to the Internet, especially Facebook and Google. Sometimes, she clicked 'like' when I posted something in the class.
5	The participant never missed the class and always arrived in the class on time. She seemed alert all the time as she tended to understand each lecture quickly and was able to lead her group work. She used a smart

	phone for class activities. Sometimes, she clicked 'like' for my postings in the class.
6	The participant never missed the class and always arrived in the class on time. He often interacted with me. He used a smart phone for class activities. He usually formed a group with Participant 4 and 5. Sometimes, he clicked 'like' when I posted something in the class.
7	The participant missed the class more than three times and sometimes she arrived in the class late. She tried to arrive in the class punctually after I asked her to do so and told her about the consequences. She seemed to be passive in the class and used a smart phone for class activities.
8	The participant always attended the class late between ten and thirty minutes (he said he was overloaded with other classes' assignments), so he did not seem to understand my lectures. However, it appeared that he tried to come to the class as early as he could after I asked him to do so and told him about the consequences. He normally asked me questions when he did not understand something. He seemed outspoken during his presentation. He used a smart phone for class activities.
9	The participant never missed the class and always arrived in the class on time. She often interacted with me and seemed to study hard. When forming a group, she tended to include Participant 8. She used a smart phone for class activities.
10	The participant missed the class twice and he usually arrived in the classroom ten to fifteen minutes late although I gave him some notices. He seemed quiet, hardly asking about anything. He did not carry a smart phone like any other his classmates.

4.2 The Participants' Personal Information

Table 3 below provides each participant's gender, age, year of study and GPA. There were more male participants than females, six being male and four female. Seven participants were between 20-25 years of age, while two were above 25. One participant did not specify his age. Four people were in their sixth year of study and one person was in his fifth year. Three were senior students and two were junior. Their grade point average ranged minimally between 1.91 and maximally 2.78.

Table 3: Participants' gender, age, year of study and GPA

Participant	Gender	Age	Year of Study	GPA
1	Male	20-25	5	2.00
2	Male	20-25	6	2.05
3	Male	-	6	2.13
4	Female	20-25	4	2.20
5	Female	20-25	4	2.13
6	Male	20-25	4	2.23
7	Female	over 25	6	-
8	Female	20-25	3	2.78
9	Male	20-25	3	2.20
10	Male	over 25	6	1.91

According to Table 4, most participants averagely received a D in other English classes, except Participant 7 who received a C in average. Participants 5, 9 and 10 earned a C in the English Listening and Speaking for Professional Purposes class, also considered an ESP with different language skills.

Table 4: Participants' grades of other English classes

Participant	English for Communication 1	English for Communication 2	English Listening and Speaking for Professional Purposes
1	D	D	D
2	D	D	D
3	D	D+	F
4	D	D	D
5	D	D	C
6	D	D	Studying
7	C	C+	C
8	D	D	D
9	D	D+	C
10	D	D	C

Table 5 indicated the frequency the participants spent their time accessing to Facebook and the Facebook group. Most participants were frequent users of Facebook as seven of them were active on the social networking site every day, while the rest used it a few times per week. Surprisingly, only Participants 4, 5, 7 and 10 said that they used the Facebook group synchronously with Facebook.

Table 5: Participants' frequent use of Facebook and Facebook Group

Participant	Frequent use of Facebook	Frequent use of Facebook Group
1	Everyday	A few times per week
2	Everyday	A few times per week
3	Everyday	A few times per week
4	Everyday	Everyday
5	A few times per week	A few times per week
6	Everyday	A few times per week
7	A few times per week	A few times per week
8	Everyday	A few times per week
9	Everyday	A few times per week
10	A few times per week	A few times per week

4.3 Narratives of Experiences in Facebook Group Usage

The qualitative results revealed similar reasons why all participants disliked English. Many of them said they started disliking it and feeling scared as well as discouraged to learn when they were at a young age, primarily because they found it too difficult to learn. They could read texts but not understand the meanings. Only one person chose not to study English as hard as he should, because he felt that English was unimportant.

Despite the fact that all participants did not like English when they were much younger, they began to realize, after spending three to six years at the university, that English has actually become an essential language for their future career. It is an international language to communicate with people from different backgrounds. The concept of becoming one community among ASEAN countries particularly enforces their realization.

The overall analyses of data collected by means of virtual interviews, through survey and Facebook group message with ten participants were commonly constructed into three themes. While the first two themes emerged in accordance with the purpose of the study, the last theme was out of the exploratory parameter, offering additional insights for EFL teaching and learning. Theme one is about attitudinal aspects of use of the Facebook group. Theme two regards motivational aspects of the Facebook group usage, while theme three unfolds its relevant benefits.

4.3.1 Key Research Theme One: Attitudinal Aspects of Facebook Group Usage

All ten participants agreed that they started feeling good toward learning English more or less. They definitely liked the teaching tool as they also used Facebook regularly for other social reasons. For example, Participants 4 and 6 appeared to be more explicit in giving their opinions as the former expressed that “I feel happy, not bored with the Facebook group usage. I do hope that I will try to learn English more by means of translation”. The latter expressed that “there is no need to type homework or write a piece of paper and ask the instructor to check it and then I have to bring it back for correction”.

Like Participant 6, Participant 2 saw that the use of a Facebook group “is a good alternative teaching approach, better than the traditional way”. Participants 7 and 9 also preferred the teaching tool the same way as Participant 4, in that they could practice English online by means of translating all the postings. Participant 7 particularly “liked it and felt stimulated to translate the instructor’s postings [at the same time]”, whereas Participant 9 “can translate online easily”. Participant 10 liked English better by reasoning that “the Facebook group usage reminds me of the instructor’s assignments, unlike e-Learning [used by the university]”. Participant 8 could learn new ESP words relating to his field of study to some extent, and this aroused his attention to learn English.

Participant 5 did not particularly think that she liked English more but said that:

for sure I have more positive attitude towards English because the instructor can apply Facebook group to teaching with interesting approaches and I also use Facebook, so it is convenient to access to this site.

Similar to Participant 5, Participant 6 only found himself fond of English a little bit more. He mentioned that “I like English a bit better, not that much, but I do like this kind of teaching...convenient to post something, edit some work and make comments...faster.

4.3.2 Key Research Theme Two: Motivational Aspects of Facebook Group Usage

All ten participants agreed that they felt more enthusiastic to learn English for different reasons despite the fact that their English competence remained low. Participant 10 particularly admitted that “I am eager to learn English more because it allows me to express my voice with a sense of convenience”. Participants 2, 3 and 5 similarly thought the use of Facebook group helped them to learn English more. Participant 2 expressed that “it is a

good pedagogical tool to help me learn...Facebook has become parts of my daily life”. Participant 5 felt that:

the use of a Facebook group is good, not boring...it urges me on access to the Facebook group to see the instructor’s new postings...it is easy and convenient as I use Facebook quite often.

Participant 3 found that:

it kindles me to learn English more, because it gives a sense of simplicity to understand the lessons and of convenience to access to the Facebook group...I regularly use Facebook.

Participants 1, 4, 6, 7, 8 and 9 shared their similar views in an aspect of doing assignments virtually in the Facebook group. Participant 1 said “I feel enthusiastic to search for information for the assignments”, while Participant 7 felt eager “because I would like to submit my work and so I have to try to understand all assignments the instructor posted in English on the Facebook group”. Participant 9 said “it stimulates me to study and do assignments, since I have to post them online”. Participant 8 “feels eager to be responsible for class assignments”. Participant 6 especially stated that:

I personally feel the differences between working on assignments virtually and on a paper...I feel more eager to learn and complete the tasks on Facebook group because it is more convenient to post, get feedback and edit.

4.3.3 Theme Three out of the Exploratory Parameter: Relevant Benefits of Facebook Group Usage

This theme emerged out of the exploratory parameter. It provides insights of the ways in which the participants positively perceived the use of the Facebook group in the ESP class. Participants 1 and 2 thought the same way that they “could virtually review what the instructor taught weekly in the class”. Participants 5, 7 and 9 similarly thought that the instructor’s postings in English helped them learn the language. Participant 5 elaborated on how the use of Facebook group equipped her with learning that “when I get to practice reading the instructor’s postings more often, I learn new words and comprehend the texts more”. Participant 6 additionally saw that “it helps save time and money for group discussion. I can ask the instructor virtually without face-to-face interaction”.

Participant 4 mentioned that they learned English more and better via the instructor’s virtual correction. She explained that:

the instructor corrects our English online after we posted our assignments. The error correction helps me learn because I am aware of the writing mistakes I made.

Participants 1, 2, 3, 5, 6, 7, 8 and 9 agreed to the above views of Participant 4 that the instructor’s error correction could help them learn English. In fact, they thought they learned the language in many positive ways. For example, Participants 1 and 8 saw that it helped them learn English better. The former added “because the instructor corrected some words I knew incorrectly. I also learn new words”. Participant 2 viewed that “sometimes, I could not translate sentences correctly, but the instructor helped correct it”. Participant 3 believed that “it makes me eager to learn from mistakes I made”.

Participants 5, 6 and 7 appeared to learn English better than the rest as they said they “learned English a lot”. Participant 5 explicitly shared that:

it helps me be aware of the errors I made and how to correct them. In my other English classes, the instructor did not correct my grammatical errors but deducted my marks.

Participant 6 simply said that “I can understand English better” whereas Participant 7 elaborated that “I can remember English for a long term which is better than self-study and I learn more about the instructor’s writing styles”.

Apart from the benefits of the instructor’s error correction, Participant 6 elaborated more in detail that:

the old teaching method involves face-to-face interaction between students and teacher, and students usually feel intimidated by the teacher’s presence and destructive comments...this teaching style helps reduce face-to-face interaction that may cause me to feel reluctant to interact with the instructor...promote more interactions between the instructor and students.

The rest of the participants, except Participants 4, 8 and 10, agreed to the above views of Participant 6 in that the use of Facebook group encouraged them to take part more in the classroom and online. Take Participant 1 an example. He shared that:

it gave me courage to ask questions in the classroom. I always avoided face-to-face interaction in the classroom as I was afraid that the instructor would call my name.

Participant 2 said that “there were more classmates, so I did not have courage to ask the instructor, but the use of Facebook group helped me feel less anxious”. Participants 5 and 9 implicitly stated similar points. The former said “it helps reduce my anxiety a lot because it further allows me to feel more comfortable to interact with the instructor outside the classroom. The latter thought “...it reduces my anxiety about 70%. I feel less nervous to interact with the instructor...I feel free to use my language to talk to her”.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter is comprised of four sections. The first discusses the analyses of data constructed into three different themes along with the participants' personal data and the instructor's observations described in the previous chapter. The second concludes the study while the third lists implications emerging from the research. The final section points out the limitations of the study and makes suggestions for future research.

5.1 Discussion¹

5.1.1 From the Observations

The findings through my virtual observations explained the nature of the students' learning behaviors in general, in that they tended to be passive even online among their classmates or people they knew. Their passive behaviors manifested in the eight students normally clicking 'like' more than making comments. This particular outcome is parallel with recent reports on behaviors of Thai Facebook users (Millward. 2013; Sakawee. 2013). Two students (Participants 5 and 9) tended to be more active, as they not only clicked 'like' but also made comments in both Thai and English. Two students (Participants 5 and 6) appeared to pay a closer attention to my feedback and comments on their final writing work than the rest of the students. One student (Participant 8) appeared to be too relaxed with virtual participation and assignment submission. His learning behaviors are in line with his frequent use of the Facebook group, a few times per week, although he uses Facebook daily. Six students spent more time on Facebook than on the Facebook group in the ESP class, resonant with the research findings

¹ Parts of the findings were presented at the First TRI-ELE International Conference on English Language Education on "Toward Global English Horizons" during 20-21 June 2014. However, all of the findings were published in International Journal of Teaching and Learning in Higher Education, Volume 27, Number 2, 2015 (See Appendix 5: Conference Presentation and Publication).

conducted by Grosseck, Bran and Tiru (2011) that tertiary students were more active on Facebook for social purposes than for academic uses.

The outcomes through my observations inside the classroom revealed the students as digital natives (Prensky. 2001) since nine of them used a smart phone as a part of their learning strategy. They switched it on and accessed to the wireless Internet to look up and check the meanings of words they did not know, when I assigned them to do group reading and writing work. Three of them were even active on the Facebook group during the class, as they clicked 'like' when I posted something whilst teaching them.

Six participants tended to arrive in the class between ten and thirty minutes late. Four of them were in the same group and were late because they awaited for each other to go to the class together. Three other students who were friends in the same group arrived in the class punctually and were rarely absent from the class. The class attendance behaviours of these seven students reflect high rank of cultural collectivism in Thailand (Hofstede. 1997), which they unconsciously practiced at school. This evidence accords with Tananuraksakul's (2011) study into power relations in pedagogy at a university in Thailand in that some Thai tertiary students tend to follow their peers when it comes to class attendance.

Nevertheless, the seven students mentioned above appeared to take my advice on unpunctual attendance to the class, as they stopped arriving late after I mentioned its negative effects on their learning and marks. This aspect, on the one hand, reflects the position of power that teachers hold (French & Raven. 1959) that is embedded in Thai culture, since they have a position of authority over their students. On the other hand, it suggests that I successfully exercised my teacher power in the classroom to influence my students' learning behaviors positively. The implication can be that teachers should embrace and exercise their power relations in pedagogy to positively influence their students to learn (Gore. 1995, 2002; Tananuraksakul. 2011).

The observational analyses above do not strongly indicate the impact of the Facebook group usage on students' positive attitudes towards and motivation in learning ESP, since their learning behaviors were rather influenced by collectivism and power relations in teaching. This aspect is resonant with Dörnyei's (2001b) argument that motivation is not something directly observable but inferred from self-report. Despite such cultural factors, there is a positive indication that the Facebook group usage in the ESP class is appropriate for this group of students.

5.1.2 From the Interviews

The qualitative results discussed in Chapter Four demonstrated that the use of a Facebook group in the English Reading-Writing for Professional Purposes Class as an LMS could enhance EFL students' positive attitudes towards and motivation in learning ESP to some extent. These were indicated in themes one and two. In the first theme, which answers the first key research question, all ten participants apparently obtained more positive attitudes towards learning ESP after the fifteen-week experience of Facebook group usage. Their attitudes appeared to be positive due to their "feelings about something, especially as shown by their behaviour" (Macmillan English Dictionary. 2006: 76).

In such cases, ten people liked using the Facebook group because they use Facebook regularly. Two people appreciated the structures of Facebook, namely making comments, editing and posting, integrated in the class, which gave them a sense of convenience. Three persons tended to work harder by translating the instructors' postings from English into Thai. Two liked using the Facebook group and were simultaneously stimulated to have a try on translation. One person felt rather happy rather than bored with the Facebook group usage, so she hoped she could keep herself enthusiastic to learn more English through translation. One person was interested and stimulated to learn more English technical terms. Two people preferred the Facebook group usage because it was seen as a better means of teaching than the regular classroom methods. One person further specified that

it also gave him a sense of relaxation when it came to doing homework or assignments, as it could shorten the process of submission.

In theme two, the findings demonstrated that all ten participants were motivated in learning ESP, after a long period of fifteen-week encounter with the use of the Facebook group. They had motivation due to their “feeling of enthusiasm that makes [them] determined to do something” (Macmillan English Dictionary. 2006: 925). Their motivation appeared to be driven intrinsically or integratively to some extent, because they began to like to learn English more or less as discussed in the first theme. Eight people were enthusiastic to learn more English. One person was determined to see the instructor’s postings. Six people were determined to complete and submit their assignments online, suggesting that I had successfully exercised my power relations in pedagogy by influencing students’ positive behaviours in learning. It further implies that teachers should embrace and exercise their power relations in pedagogy to positively influence their students to learn (Gore. 2002; Tananuraksakul. 2011). This implication aligns with the one constructed from the observations. One person was eager to learn English with a sense of convenience. Three people mentioned that they used Facebook as part of their daily life and concurrently gave them a sense of convenience and simplicity, suggesting that they identified themselves with the use of the Facebook group. This second theme answers the second key research question.

Past research (e.g. Atkinson & Raynor. 1974; Fineman. 1977; Clement & Kruidenier. 1985; Crookes & Schmidt. 1991; Dörnyei. 1994, 1998, 2001a, 2003) mostly conducted in western contexts consistently confirm the correlations between integrative motivation and language learning achievement in which English is used rather as a second language (ESL) than as an EFL. Oranpattanachai (2013) argued that there was no consensus of what type of motivation in non-western contexts affected achievement in learning EFL. In a Thai context, although study into this area is limited, instrumental motivation

appeared to correlate with success in EFL learning (Choosri & Intharaksa. 2011; Kitjaroonchai & Kitjaroonchai. 2012), socially enforced by the language requirements for all levels of education, better employment opportunities, and integrative motivation, which appeared to strengthen learners' motivation to study English beyond such requirements (Oranpattanachai. 2013). The ones who were socially and/or personally aspired to study English tended to pursue their higher education in an English-speaking country (Tananuraksakul. 2010) or domestically study in an international program (Teowkul1 et al. 2009). Initially, Thai students in this study possessed a low level of instrumental motivation and lacked instrumental motivation. The results however signalled a positive indication that they gained integrative motivation in learning ESP. Hopefully, they will be personally and/or socially aspired to study English more.

The analyses discussed in themes one and two, firstly suggest that a Facebook group with its structures is a social networking tool that can facilitate teaching and learning (Srinivas. 2010) of ESP. Secondly, it makes the learning experience relating to students, in line with Dalton's (2009) arguments that new generations feel associated with learning technology and that school is a part of their life. Thirdly, it constructs feelings of happiness and relaxation and senses of convenience and simplicity. Fourthly, liking or feeling happy with something can have positive impacts on learners' attitudes and motivation (Choy & Troudi. 2006). Fifthly, convenience, simplicity and relaxation are features that characterize Thai EFL learners' learning behaviours. These suggestions firstly imply that a Facebook group is a practical, trendy and a useful teaching tool in an ESP class and secondly it is practical, trendy and useful for Thai EFL learners.

In theme three, which emerged out of an exploratory parameter, three people seemed to appreciate my posts in English, as they perceived they could learn the language more through this channel. Acquiring new words through reading comprehension was in particular. One person thought it saved time and money, when it came to doing group discussion. Two people spent their leisure

time reviewing weekly lessons online. Nine people appreciated my error corrections directly made online after they had posted their assignments or comments, because they thought they could learn English better. Three persons emphasized their higher degree of learning that it helped them learn “a lot”. One female perceived, as compared to other teachers’ teaching strategies, that her English improved a lot, because she became aware of the mistakes she made and ways to correct them. One person elaborated that error correction improved his knowledge of vocabulary and helped in acquiring new words. One person was able to improve his reading comprehension. One person was driven to improve his English. One person preferred my error correction to her independent study, since she thought she could acquire new English words and model different writing styles.

The reasons nine students possessed positive perceptions of my direct feedback on their writing errors may be because they were incompetent in English as beginners and unable to self-correct their work (Ferris. 2002, 2003). Perhaps, those corrections made available virtually, not face-to-face, may give them a sense of security, confidence and/or comfort, since Komin (1991) asserts that the notions of losing, gaining and maintaining face are parts of Thai culture. The ‘face’ is identical with ‘ego’ and is very sensitive to Thais, who place importance emphasis on these two aspects. Preserving one another’s ego is the basic rule of all Thai interactions on the continuum of superior-inferior.

In addition to the benefits of the instructor’s error corrections, seven people found that the use of the Facebook group reduced power distance (PD) between them and the instructor in a manner that lowered their anxiety when interacting in the classroom and online. Hofstede (1997) posited that PD culture in Thailand ranking 64 is relatively high. Reducing PD can enhance EFL learners’ confidence in speaking English by decreasing their anxiety (Tananuraksakul. 2013a). One person liked English more because he preferred the use of the Facebook group to

the university's e-Learning system. As a regular user of Facebook, he could notice the instructor's reminders more easily.

The analyses of the unexpected data indicated that the students had positive perceptions of their English level through the use of the Facebook group in the ESP class. Regardless of how much they self-perceived they could learn – better, a lot or more, their experiences in learning English through the Facebook group usage appeared to impinge on their sense of self-efficacy. This is a kind of mastery experience that can urge learners on lifelong learning (Bandura, 1994). The data also imply that a Facebook group, on the one hand, is a practical, trendy and a useful teaching tool in an ESP class. On the other hand, it is also a practical, trendy and useful for EFL learner.

5.2 Conclusion

The study qualitatively explored the ways in which a Facebook group used as an LMS, a pedagogical tool in an English reading-writing for professional purposes class, could enhance EFL undergraduate students' attitudes towards and motivation in learning ESP. The results positively illuminated that the students enjoyed learning English better with the use of Facebook group and concurrently felt more enthusiastic to learn the language. The primary reason was that they could relate themselves to the Facebook group usage as regular Facebook users. These outcomes go in line with Prensky's (2001) argument that young students of the current era of globalization acquire knowledge effectively through technology as they are digital natives. They also comport with Dalton's (2009) arguments that young students feel connected with learning technology, especially a social networking site (Srinivas. 2010), and that teachers can take on the role of trainer not of engineer.

The positive outcomes led to insightful suggestions as well. First, a Facebook group with its structures is a social networking tool that can facilitate teaching and learning of ESP. Second, it constructs feelings of happiness and relaxation and senses of convenience and simplicity. Third, liking or feeling happy with something can have

positive impacts on learners' attitudes and motivation. Fourth, convenience, simplicity and relaxation are features that characterize Thai EFL learners' learning behaviors.

Unexpectedly, a Facebook group could be a teaching tool that reduces the PD between teacher and students, as it could lower the latter's anxiety during their interaction with the former. As such, interaction between them tended to be promoted. With time and space compression on the Internet, the use of a Facebook group additionally provided benefits to students to learning ESP, as well as saving time and money. My error correction made virtually was seen to contribute to most students' language improvement.

5.3 Implications

It is apparent that the analyses of findings from both observations and interviews direct three positive implications. The first was that teachers of EFL should consciously practice their position power or power relations in pedagogy to positively influence their students to learn. In other words, they should be aware of their cultural teacher power and use it as a tool to promote their students' learning. In this study, it appeared that I used my teacher power to enhance my students' motivation in and attitudes toward learning English through the use of Facebook Group. The second implies that a Facebook group is practical, trendy and useful for Thai EFL learners, and finally it can be a teaching tool that is practical, trendy and useful for an ESP class.

5.4 Limitations and Recommendations for Future Research

Although this qualitative exploration comprising a small number of ten participants may limit the outcomes, it offers positive directions and implications for EFL practitioners. Quantitative studies into the same topic or other relevant English language learning in different contexts with similar characteristics of participants is recommended for future research. Since attitudes towards and motivation in language learning are affective variables that can positively influence EFL learners' cognition, investigation into the effects of use of Facebook group as an LMS on their learning achievement is another recommendation.

Bibliography

- Abidin, M., Pour-Mohammadi, M. & Alzwari, H. (2012) "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students" **Asian Social Science**, 8(2), pages 119-134.
- Alhmali, J. (2007) **Student Attitudes in the Context of the Curriculum in Libyan Education in Middle and High Schools**. Dissertation Ph.D. Glasgow: University of Glasgow.
- Alias, A.A., Manan, Nor Ashikin Ab, Yusofa, J. & Pandian, A. (2012) "The use of Facebook as Language Learning Strategy (LLS) Training Tool on College Students' LLS Use and Academic Writing Performance" **Social and Behavioral Sciences**. 67 pages 36–48.
- Al-Tamimi, A. & Shuib, M. (2009) "Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology" **GEMA Online Journal of Language Studies**. 9(2) pages 29-55.
- Anwaruddin, S.M. (2012) "Learning English in the Age of Facebook" **Journal of Technology for ELT**, 2(3). [Online] Available: <https://sites.google.com/site/journaloftechnologyforelt/archive/july-2012/5-learning-english-in-the-age-of-facebook>
- Arnold, J. (1999) **Affect in Language Learning**. Cambridge: Cambridge University Press.
- Arnold, N. & Paulus, T. (2010) "Using a Social Networking Site for Experiential Learning: Appropriating, Lurking, Modeling and Community Building" **Internet and Higher Education**. 13 (4) pages 188-196.
- Asawaniwed, P. & Boonmoh, A. (2012) "Attitudes of Thai EFL Learners toward the Use of Blogs" **The Fourth TCU International e-Learning Conference Proceedings**, [Online] Available: <http://support.thaicyperu.go.th/iec2012/proc.pdf>.
- Atkinson, J. & Raynor, O. (1974) **Motivation and Achievement**. Washington: Winston.
- Bandura, A. (1994) "Self-efficacy" in **Encyclopedia of Human Behavior** (V. S. Ramachaudran). V 4. pages 71-81. New York: Academic Press.
- Bicen, H. & Nadire Cavus, N. (2011) "Social Network Sites Usage Habits of Undergraduate Students: A Case Study of Facebook" **Social and Behavioral Sciences**. 28, pages 943 – 947.
- Bogdan, R. C. & Biklen, S. K. (1998) **Qualitative Research for Education: An Introduction to Theory and Methods**. Boston Allyn and Bacon.

- Boonrangsri, K., Chuaymankhong, D., Rermyindee, N. & Vongchittpinyo, N. (2004) **The Attitude towards English Language Learning of the Students in Vocational Certificate Level under Curriculum in 2002.** A Case Study of Ayutthaya Technical College Studied by Naresuan University, Thailand.
- Charmaz, K. (2006) **Constructing Grounded Theory: A Practical Guide through Qualitative Analysis.** Thousand Oaks, CA: Sage.
- Choy, S.C. & Troudi, S. (2006) “An Investigation into the Changes in Perceptions of and Attitudes towards Learning English in a Malaysian College” **International Journal of Teaching and Learning in Higher Education.** 18(2) pages 120-130.
- Clement, R. & Kruidenier, B.G. (1985) “Aptitude, Attitude and Motivation in Second Language Proficiency: A Test of Clement’s Model” **Journal of Language and Social Psychology** 4 pages 21-37.
- Crookes, G. & Schmidt, R.W. (1991) “Motivation: Reopening the Research Agenda” **Language Learning.** 41 pages 469-512.
- Crouch, M. & McKenzie, H. (2006) “The Logic of Small Samples in Interview Based Qualitative Research” **Social Science Information.** 45(4) pages 483-499.
- Dalton, A. (2009) “Teaching and Learning through Social Networks” **Teaching English, British Council.** [Online] Available:
<http://www.teachingenglish.org.uk/articles/teaching-learning-through-social-networks>
- De Bot, K., Lowie, W. & Verspoor, M. (2005) **Second Language Acquisition: An Advanced Resource Book.** London: Routledge.
- Dörnyei, Z. (1994) “Motivation and Motivating in the Foreign Language Classroom” **Modern Language Journal.** 78(2) pages 73-284.
- Dörnyei, Z. (1998) “Motivation in Second and Foreign Language Learning” **Language Teaching Journal.** 78 pages 117-135.
- Dörnyei, Z. (2001) “New Themes and Approaches in Second Language Motivation Research” **Annual Review of Applied Linguistics.** 21 pages 43-59.
- Dörnyei, Z. (2003) “Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications” **Language Learning.** 53(1) pages 3-32.

- Dörnyei, Z. & Clément, R. (2001) "Motivational Characteristics of Learning Different Target Languages: Results of a Nationwide Survey" in **Motivation and Second Language Acquisition** (Z. Dörnyei and R. Schmidt). Technical Report 23. pages 399-432. Honolulu, HI: University of Hawaii Press.
- Ellis, R. K. (2009) "Field Guide to Learning Management Systems" **ASTD Learning Circuits**. [Online] Available:
http://cgit.nutn.edu.tw:8080/cgit/paperdl/hclin_091027163029.pdf
- Fakeye, D. (2010) "Students' Personal Variables as Correlates of Academic Achievement in English as a Second Language in Nigeria" **Journal of Social Sciences**. 22(3) pages 205-211.
- Ferris, D. R. (2002) **Treatment of Error in Second Language Student Writing**. Ann Arbor, MI: The University of Michigan Press.
- Ferris, D. R. (2003) **Response to Student Writing: Implications for Second Language Students**. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fineman, S. (1977) "The Achievement Motivation Construct and Its Measurement: Where Are We Now?" **Journal of Psychology**. 68 pages 1-22.
- Fiorito, L. (2005) **Teaching English for Specific Purposes**. [Online] Available:
<http://www.usingenglish.com/articles/teaching-english-for-specific-purposes-esp.html>
- French, J., & Raven, B. H. (1959) "The Bases of Social Power" in **Studies in Social Power** (D. Cartwright). pages 150-167. Ann Arbor, MI: Institute for Social Research.
- Gardner, R.C. & Lambert, W.E. (1972) **Attitudes and Motivation in Second-Language Learning**. Rowley, MA: Newbury House Publishers.
- Gardner, R. C., Tremblay, P. F. & Masgoret, A.M. (1997) "Towards a Full Model of Second Language Learning: An Empirical Investigation" **The Modern Language Journal**. 81(3) pages 344-362.
- Ghazali, S., Setia, R., Muthusamy, C. & Jusoff, K. (2009) "ESL Students' Attitude towards Texts and Teaching Methods Used in Literature Classes" **English Language Teaching**. 2(4) pages 51-56.
- Gore, J.M. (1995) "On the Continuity of Power Relations in Pedagogy" **International Studies in Sociology of Education**. 5(2) pages 165-188.

- Gore, J.M. (2002) "Some Certainties in the Uncertain World of Classroom Practice: An Outline of a Theory of Power Relations in Pedagogy" **The Conference Proceedings of Annual Meeting of the Australian Association for Research in Education.**
- Grossecka, G., Branb, R. & Tiruc, L. (2011) "Dear Teacher, What Should I Write on My Wall? A Case Study on Academic Uses of Facebook" **Social and Behavioral Sciences**, 15 pages 1425–1430.
- Gumperz, John J., & Cook-Gumperz, Jenny. (1982) "Introduction: Language and the Communication of Social Identity" in **Language and Social Identity** (J.J. Gumperz). pages 1-21. Cambridge: Cambridge University Press.
- Hofstede, G. (1980) **Culture's Consequences: International Differences in Work-Related Values.** Beverly Hills, CA: Sage.
- Hofstede, G. & Bond, M. (1984) "Hofstede's Culture Dimensions" **Journal of Cross-Cultural Psychology.** 15 pages 417-433.
- Hofstede, G. (1997) **Cultures and Organizations: Software of the Mind.** New York: McGraw-Hill.
- Johnson, B., & Christensen, L. (2000) **Education Research: Quantitative and Qualitative Approaches.** Needham Heights, MA. : Allyn & Bacon.
- Johnson, B., & Christensen, L. (2004) **Education Research: Quantitative and Qualitative Approaches** (2nd ed.). Boston, MA: Pearson Education, Inc.
- Johnson, B., & Christensen, L. (2008) **Education Research: Quantitative and Qualitative Approaches** (3rd ed.). Thousand Oaks, CA: SAGE Publications.
- Johnson, B., & Christensen, L. (2012) **Education Research: Quantitative and Qualitative Approaches** (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Joinson, A. N. (2008) **Looking at, Looking up or Keeping up with People? Motives and Uses of Facebook.** [Online] Available:
<http://www.dl.acm.org/citation.cfm?id=1357054.1357213>.
- Kabilan, M.K., Ahmad, N. & Abidin, M.J.Z. (2010) "Facebook: An Online Environment for Learning of English in Institutions of Higher Education?" **The Internet and Higher Education.** 13(4) pages 179-187.

- Kachru, B.B. (1985) "Standards, Codification, and Sociolinguistic Realism: The English Language in the Outer Circle" in **English in the World: Teaching and Learning the Language and Literatures**. (R. Quirk & H.G. Widdowson, H.G.). pages 11-30. Cambridge: Cambridge University Press.
- Kachru, B.B. (1992) "World Englishes: Approaches, Issues and Resources" **Language Teaching**. 25 pages 1-14.
- Kachru, B.B. (2005) **Asian Englishes: Beyond the Canon**. Hong Kong: Hong Kong University Press.
- Kajornboon, A.B. (2013) "The Effect of Using Social Networking Assisted Interaction between Peer and Teacher in English Language Learning" **FLLT Conference Proceedings**. [Online] Available: http://www.fllt2013.org/private_folder/Proceeding/611.pdf
- Karaoglu, S. (2008) "Motivating Language Learners to Succeed" **TESOL Journal**. 5(2). [Online] Available: [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-2-\(june-2008\)/motivating-language-learners-to-succeed](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-5-issue-2-(june-2008)/motivating-language-learners-to-succeed)
- Kessler, S. (2010) **The Case of Social Media in Schools**. [Online] Available: <http://www.mashable.com/2010/09/29/social-media-in-school>.
- Komin, S. (1991) **Psychology of the Thai people: Values and Behavioral Patterns**. Bangkok: National Institute of Development Administration (NIDA).
- Krashen, S. (1988) **Second Language Acquisition and Second Language Learning**. New York: Prentice-Hall International.
- Kultawanich, K., Suwatthipong, C., Tawitsri, N. & Sakulrat, K. (2011) "FACEBOOK: The Practice of Social Constructivist in Blended Learning" **Conference Proceedings of Thailand National E-Learning Conference: Open Learning – Open the World**.
- Lee, I. (2003) "How do Hong Kong English Teachers Correct Errors in Writing?" **Education Journal**. 31(1) pages 153-169.
- Li, L. & Pitts, J. P. (2009) "Does It Really Matter? Using Virtual Office Hours to Enhance Student-Faculty Interaction" **Journal of Information Systems Education**. 20(2) pages 686-694.

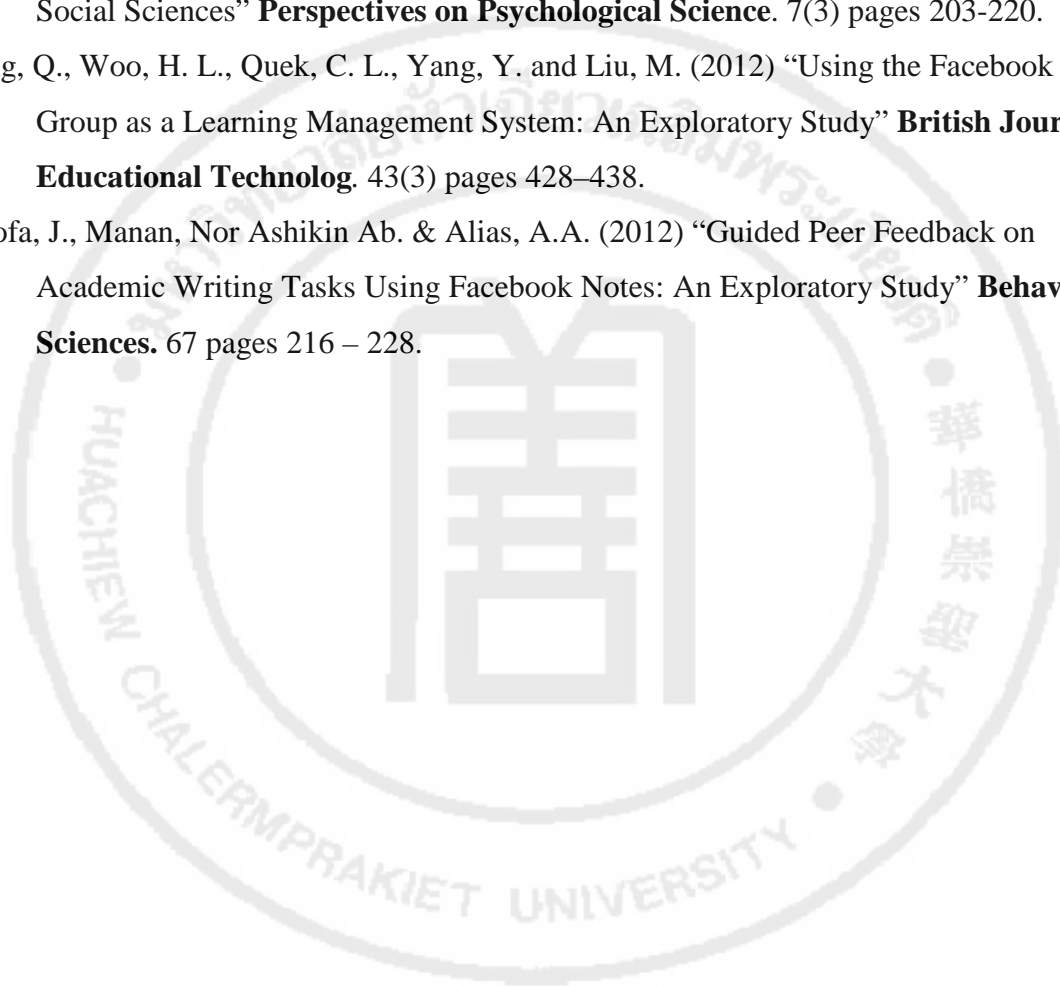
- Lockyer, L. & Patterson, J. (2008) "Integrating Social Networking Technologies in Education: A Case Study of a Formal Learning Environment" **8th IEEE International Conference on Advanced Learning Technologies**.
- Lynn, K. (2013) **Thai University Students Use Facebook to Fight Hazing**. [Online] Available: <http://bigthink.com/ideafeed/thai-university-students-use-facebook-to-fight-hazing-2>
- Macmillan English Dictionary. (2006) **Macmillan English Dictionary for Advanced Learners: International Student Edition**. Malaysia: Macmillan Publisher Limited.
- Martyn, M. (2003) "The Hybrid Online Model: Good Practice" **Educause Quarterly**. 1 pages 18–23.
- Masgoret, A.M. & Gardner, R.C. (2003) "Attitudes, Motivation, and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates" **Language Learning**. 53(1) pages 123-163.
- Mashable Social Media (2010) **3 Ways Educators Are Embracing Social Technology**. [Online] Available: <http://www.mashable.com/2010/01/10/educators-social-technology>.
- Mason, M. (2010) "Sample Size and Saturation in PhD Studies Using Qualitative Interviews" **Forum: Qualitative Social Research**. 11(3). [Online] Available: <http://www.qualitative-research.net/index.php/fqs/article/view/1428/3027>
- McArthur, T. (2003) "English as an Asian language" **English Today**. 74, 19 (2) pages 9-22.
- McKay, Sandra Lee. (2002) **Teaching English as an International Language: Rethinking Goals and Approaches**. Oxford: Oxford University Press.
- Millward, S. (2012) "Thailand Now Has 18 Million Social Media Users" **(INFOGRAPHIC)**. [Online] Available: www.techinasia.com/thailand-18-million-social-media-users-in-2013/
- Mitchell, K. (2012) "A Social Tool: Why and How ESOL Students Use Facebook" **CALICO Journal**. 29(3) pages 471-493.
- Muangnakin, P. (2011) "EFL Students' Writing of English News Articles in Blogs" (IEC2012). **Conference Proceedings of Thailand National E-Learning Conference: Open Learning – Open the World**.

- Omar, H., Embi, M.A. & Yunus, M.M. (2012) "Learners' Use of Communication Strategies in an Online Discussion via Facebook" **Social and Behavioral Science**. 64 pages 535–544.
- Omar, H., Embi, M.A. & Yunus, M.M. (2012) "ESL Learner' Interaction in an Online Discussion via Facebook" **Asian Social Science**. 8(11) pages 67-74.
- Otanasap, N. (2011) "Blended Learning 2.0 for Student-based Learning Approach Using Internet Applications" **Conference Proceedings of Thailand National E-Learning Conference: Open Learning – Open the World**.
- Padwick, A. (2010) **Attitudes towards English and Varieties of English in Globalizing India**. University of Groningen. Newcastle, England.
- Patterson, A. (2012) "Social-networkers of the World, Unite and Take over: A Meta-Introspective Perspective on the Facebook Brand" **Journal of Business Research**. 65(4) pages 527–534.
- Pineda, N. (2010) **Facebook Tips: What's the Difference between a Facebook Page and Facebook Group?**. [Online] Available: <http://www.facebook.com/notes/facebook/facebook-tips-whats-the-difference-between-a-facebook-page-and-group/324706977130>
- Pornwasin, A. (2013) "Thai Facebook Users in Uproar against Amnesty Bil". **The Nation**. [Online] Available: <http://www.nationmultimedia.com/politics/Thai-Facebook-users-in-uproar-against-amnesty-bill-30218592.html>
- Power, D. (2012) **Creative Ways Educators Use Facebook**. [Online] Available: <http://sproutsocial.com/insights/facebook-education/>
- Prensky, M. (2001) "Digital Natives, Digital Immigrants" **On the Horizon**. 9(5) pages 1-6.
- Radel, K. (2011) "Blending Web 2.0 in Marketing Courses to Engage Students at Distance – Reflections on Implementing 'Facebook' as a Personal Learning Environment" **ANZMAC Proceeding 2011**. [Online] Available: <http://anzmac.org/conference/2011/Papers%20by%20Presenting%20Author/Radel,%20Kylie%20Paper%20654.pdf>
- Rojanaphruk, P. (2013) "Facebook the Most Popular News Source, Study Shows" **The Nation**. [Online] Available: <http://www.thaivisa.com/forum/topic/654931-facebook-the-most-popular-news-source-for-thais-study-shows/>

- Saikaew, K.R., Krutkam, W., Pattaramanon, R., Leelathakul, N., Chaipah, K. & Chaosakul, (2011) "Using Facebook as a Supplementary Tool for Teaching and Learning" **Paper presented at the International Conference of e-Learning Futures, New Zealand.** [Online] Available:
<http://gear.kku.ac.th/~krunapon/research/pub/usingFB4Learning.pdf>
- Sakawee, S. (2013) "Facebook Users in Thailand Grew by 33% in 3 Months to 24 Million Users" (**INFOGRAPHIC**). [Online] Available:
<http://www.techinasia.com/facebook-thailand-grows-to-24-million-users-infographic/>
- Schroeder, J. & Greenbowe, T. (2009) "The Chemistry of Facebook: Using Social Networking to Create an Online Community for the Organic Chemistry Laboratory" **Journal of Online Education**. 5(4). [Online] Available:
<http://gator.uhd.edu/~williams/AT/ChemOfFB.htm>
- Simpson, M.N. (2012) "ESL@Facebook: A Teacher's Diary on Using Facebook" **Teaching English with Technology**. 12(3) pages 36-48.
- Soranastaporn, S. & Thanathiti, T. (2006) "Blog: A Simple Way to Train Teachers to Use E-Learning. **Silpakorn Educational Research Journal**. Silpakorn University. 4(1) pages 54-68.
- Soranastaporn, S., Indarangkura Na Ayutthaya, P. & Indarangkura Na Ayutthaya, W. (2011) "A Follow up Study of E-learning: Implication, Problems, and Solution" **Conference Proceedings of Thailand National E-Learning Conference: Open Learning – Open the World.**
- Srinivas, R. (2010) **ICT Tools for ELT Presentation-author Stream**. [Online] Available:
<http://www.authorstream.com/Presentation/rangoo-372780-ict-tools-elt-teaching-english-technology-language-esl-education-ppt-powerpoint/>
- Supakitjumnong, S. (2002) **Content-Based Instruction to Enhance English Academic Reading Ability and Motivation of Science and Technology Students at Chiang Mai University**. Thesis: Master of Education in Teaching English as a Foreign Language, Chiang Mai University.

- Suthiwartnarueput, T. & Wasanasomsithi, P. (2012) "Effects of Using Facebook as a Medium for Discussions of English Grammar and Writing of Low-Intermediate EFL Students" **Electronic Journal of Foreign Language Teaching**. 9(2) pages 194-214.
- Tananuraksakul, N. (2011) "Power Relations in Pedagogy: A Constraint on EFL Learners' Identity Confidence and Identity Anxiety" **FLLT 2011 Conference Proceedings on 'Strengthening Ties between Research and Foreign Language Classroom Practices'**.
- Tananuraksakul, N. (2012) "Psychological and Linguistic Identities in a Thai EFL/ELF Context" **International Journal of Language Studies**. 6(3) pages 81-98.
- Tananuraksakul, N. (2013a) "Power Distance Reduction and Positive Reinforcement: EFL Learners' Confidence and Linguistic Identity" **International Journal of Language Studies**. 7(1) pages 103-116.
- Tananuraksakul, N. (2013b) "Use of Facebook Group: Blended Learning in Writing". Presented at **the 33rd Annual Thailand TESOL International Conference**, Pullman Khon Kaen Raja Orchid Hotel, Khon Kaen, Thailand.
- Tananuraksakul, N. (2014) "Use of Facebook Group as Blended Learning and Learning Management System in Writing" **Journal of Teaching English with Technology**. 14(3) pages 3-15.
- Tantaphalin, P. (2011) "Enhance Motivation in Online Knowledge Sharing: How to Adapt Social Networking and Web Applications as Scrapbook Concept for Digital Storytelling" **Conference Proceedings of Thailand National E-Learning Conference: Open Learning – Open the World**.
- Terantino, J. & Graf, K. (2011) "In the Classroom: Using Facebook in the Language Classroom as Part of the Net Generation Curriculum" **The Language Educator**. [Online] Available: http://www.actfl.org/sites/default/files/pdfs/TLEsamples/TLE_Nov11_Article.pdf
- Turkmen, H.G. (2012) "Using Social Networking in EFL Classroom in Higher Education" **Conference Proceedings of eLearning & Software for Education**. pages 350-354.
- Udomkit, J. (2003). **Communication Anxiety for the Basic Signal Officers in the English Classroom at the Signal School**. Thesis: Master's Degree in Applied Linguistics, Mahidol University.

- Vanslyke, T. (2003) “Digital Natives, Digital Immigrants: Some Thoughts from the Generation Gap” **the Technology Source**. [Online] Available: http://technologysource.org/author/timothy_vanslyke/
- Ventura, R. & Quero, M. J. (2013) “Using Facebook in University Teaching: A Practical Case Study” **Social and Behavioral Sciences**. 83 pages 1032 – 1038.
- Wilson, R.E., Gosling, S.D. & Graham, L.T. (2012) “A Review of Facebook Research in the Social Sciences” **Perspectives on Psychological Science**. 7(3) pages 203-220.
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y. and Liu, M. (2012) “Using the Facebook Group as a Learning Management System: An Exploratory Study” **British Journal of Educational Technolog**. 43(3) pages 428–438.
- Yusofa, J., Manan, Nor Ashikin Ab. & Alias, A.A. (2012) “Guided Peer Feedback on Academic Writing Tasks Using Facebook Notes: An Exploratory Study” **Behavioral Sciences**. 67 pages 216 – 228.



Appendix 1: TQF3

COURSE SPECIFICATIONS

FACULTY Liberal Arts **DEPARTMENT** English
SEMESTER 2 **ACADEMIC YEAR** 2013
HUACHIEW CHALERMPRAKIET UNIVERSITY

PART 1: General Information

- | | |
|---|--|
| 1. Course code and title | EG 5203 English Reading-Writing for Professional Purposes |
| 2. Credit hours | 3(3/3-0-0) |
| 3. Program and course type | Undergraduate / Social work-professional foundation course |
| 4. Course year level | Third year |
| 5. Pre-requisite | GE1063 English for Communication II (only for students of Social Work) |
| 6. Co-requisite | None |
| 7. Course instructor(s) | Section(s) |
| Asst. Prof. Dr. Noparat Tananuraksakul | 01 |
| 8. Course venue | Building 2 Room 217 |
| 9. Date this form was completed or revised | November 18, 2013 |

PART 2: Goals and Objectives

1. Course objectives

Upon the completion of this course, students should be able to read English texts with comprehension; write reports and present them efficiently; and interact with other professionals meaningfully.

2. Why the course is being developed / revised

The development/improvement mainly concerns the abilities to utilize English with confidence for professional purposes.

PART 3: Course Details

1. Course description

This course offers students essential English skills: reading for comprehension through textbooks, journals and academic articles; report writing; oral presentation and discussion with technical terms relevant to social work discipline; and meaningful communication with other professionals in their field.

2. Total number of teaching hours per semester (expressed in terms of lecture, lab and practicum hours)

45 hours

3. Day and time each student is able to meet with the teacher

Wednesday, 8:30-15:30; Friday, 8:30-15:30

PART 4: Learning Outcomes

Each category should include the following:

- 1) Attributes the course aims to develop (see the curriculum mapping)
- 2) Teaching methods to be used
- 3) Evaluation methods to be used

1. Ethics and Morals

(1) Attribute	(2) Teaching method	(3) Evaluation method
● Understand other people, respect other people's rights, and listen to other people's opinions. (1.5)	Use task-based activities in pairs and/or small groups since only ten students are enrolled.	- Discipline in the class - Readiness and willingness to take part in pair and/or group activities
○ Be morally aware and follow professional ethics. (1.1)	Tell students about my expectations from them.	- Attitude during exams - Assessment of the student body as a whole in relation to the number of students caught cheating
○ Follow rules and regulations of organization and society. (1.4)	Provide students with a good role model, such as by being on time and well-presented.	-Punctuality to the class -Submitting assignments on time

2. Knowledge

(1) Attribute	(2) Teaching method	(3) Evaluation method
● Explain the principles and theories in the subject being studied. (2.1)	Give a lecture, ask and answer questions, have class discussions and have students do in-class exercises and homework.	-Weekly exercises in class and interactions virtually on a Facebook group created for this class - How well they can do on midterm and final examinations
○Integrate the knowledge of the subject being studied with professional studies. (2.2)	Include realistic simulations in the teaching of some topics.	- Assignments(writing a report on a social issue in Thailand) - Class presentations

3. Cognitive Skills

(1) Attribute	(2) Teaching method	(3) Evaluation method
○ Have the ability to apply skills and understanding in an academic context and in a professional manner at work and to find new and appropriate methods for problem solving. (3.3)	Discussions in pairs, individual report writing and presentation, pair/group assignments, and Facebook group activities	How well they can do on midterm and final examinations as well as their report writing and presentation

4. Interpersonal Skills and Responsibility

(1) Attribute	(2) Teaching method	(3) Evaluation method
○ Can adapt to work with other people as a leader and as a member of a group. (4.2)	Discussion and assignments in pairs and/or small groups	Interaction during pair/group activities

5. Skills in Numerical Analysis, Information Technology and Communication

(1) Attribute	(2) Teaching method	(3) Evaluation method
● Can summarize and communicate by speaking and writing, and choose appropriate forms for presentations. (5.2)	Discussions in pairs, individual report and presentation, pair/group assignments, and Facebook group activities	<ul style="list-style-type: none">- Techniques and contents of report writing and presentation- The ability to give a presentation in front of the class- Frequency in making comments on the Facebook group

PART 5: Teaching Plan and Evaluation

1. Teaching plan

Week	Topic/Details	Hours (lecture/lab/practicum)	Learning Activities and Teaching Materials *	Instructor
1	- Course Introduction - Pre-tests on reading, writing and orally presenting in English	3	Getting to know one another and pre-test	Dr. Noparat
2	The Family Today - examining graphic material, reading for the main idea, reading actively, writing about changes	3	Tasked-based activities; activities on the Facebook group	Dr. Noparat
3	Alternative Lifestyles - Skimming, reading boxed texts, predicting, personalizing the topic, building vocabulary, note taking and summarizing	3	Tasked-based activities; activities on the Facebook group	Dr. Noparat
4	How We Learn to Behave - personalizing the topic, predicting, defining, learning words related to the topic, summarizing,	3	Tasked-based activities; activities on the Facebook group	Dr. Noparat
5	The Importance of the Social Environment - thinking about the topic, reading for main ideas, words from context clues, citing studies in your writing (reports)	3	Tasked-based activities; activities on the Facebook group	Dr. Noparat
6-7	The Power of the Group (values, norms, mores and laws) - scanning, understanding key terms in the text and complex sentences, applying what you read, varying your language (paraphrasing), identifying topic sentences, building vocabulary, writing about differences and a listing paragraph	6	Tasked-based activities; activities on the Facebook group	Dr. Noparat
8	Mid-term Exam			
9-10	Learning Gender Lessons at School - predicting, speed-reading techniques, reading for detail, reading critically, building vocabulary, writing a one-sentence summary and writing for assignment	6	Tasked-based activities; activities on the Facebook group	Dr. Noparat
11-13	Report Writing - selecting a topic, collecting data, writing drafts and final reports	9	Tasked-based activities; activities on the Facebook group	Dr. Noparat
14-15	Oral Presentation Skills -Essential preparation and planning Checklist - Other questions concerning physical aspects. - Structure of an oral presentation - Creating interest and establishing a relationship with the audience - Visuals	6	Tasked-based activities; activities on the Facebook group	Dr. Noparat

	- Body language - Voice and pronunciation			
16	Students' presentations and discussions	3	Q and A from the audience	Dr. Noparat and all students enrolled in the class
	Total	45		

* These should correspond to the teaching methods in Part 4 above.

2. Evaluation of learning outcomes

Learning Outcome Category *	Evaluation Method (Report, Project, Test, Midterm Examination, Final Examination) **	Evaluation Date and Time	Percentage
Ethics and Morals 1.5, 1.1, 1.4	Participation in the class Pair/group work	From Nov. 19, 2013 to Feb 11, 2014 12.30-15.30	10%
Knowledge 2.1, 2.2	Midterm and final examinations	December 17, 2013 February 20, 2014	70%
Cognitive 3.3	Midterm and final examinations	December 17, 2013 February 20, 2014	70%
Interpersonal Skills and Responsibility 4.2	Interaction during pair/group activities in the class	From Nov. 19, 2013 to Feb 11, 2014 12.30-15.30	10%
Skills in Numerical Analysis, Information Technology and Communication 5.2, 5.5	Individual report writing and presentation	Feb 11, 2014 12.30-15.30	20%

* As shown in Part 4 above.

** As shown in Part 4 above.

PART 6: Learning Resources

1. Textbooks

Brown, K. & Hood, S. (2002). *Academic encounters: Life in society*. Cambridge: Cambridge University Press.

2. Supplementary Materials

Bar-Tzur, D. (2008). *Vocabulary list for social work and vocational rehabilitation*, Retrieved on 27 November 2013 from <http://www.theinterpretersfriend.org/tech/vocab/vl/sw.html>

Eurochance, (2011). *The Vocational English Language Textbook* . Retrieved November 13, 2013 from <http://www.langschool.eu/textbook/intermediate-en/index.en.html>

Leichtentritt, R.D. (2013). Beyond Favourable Attitudes to End-of-Life Rights: The Experiences of Israeli Health Care Social Workers. *The British Journal of Social Work*. 41(8), 1459-1476.

National Capital Language Resource Center (NCLRC). (n.d.). *The essentials of language teaching*. Retrieved November 13, 2013 from <http://nclrc.org/essentials>

Storz, C. and the English language teachers of the Institut national de Telecommunications. (2002). *Oral presentation skills: A practical guide*, EVERY FRANCE. Retrieved November 13, 2013 from http://people.engr.ncsu.edu/txie/publications/oral_presentation_skills.pdf

University of Canberra. (2012). *Report writing*. Retrieved November 13, 2013 from <http://www.canberra.edu.au/studyskills/writing/reports#Summary>

PART 7: Course Evaluation and Improvement

1. Ways in which students can provide feedback on the course

They can provide feedback on the course through the university course evaluation online which keeps their identities confidential.

2. Ways in which the teaching can be evaluated, whether by the assigned teacher or another party

The best way to evaluate the teaching is the students themselves as they are direct receptors.

3. Ways in which one's teaching can be steadily improved

His/her teaching can be steadily improved is through a classroom action research.

4. Ways to ensure the evaluation of each student is correct

Observe students' learning processes in the class and on the Facebook group

5. Ways to revise the course

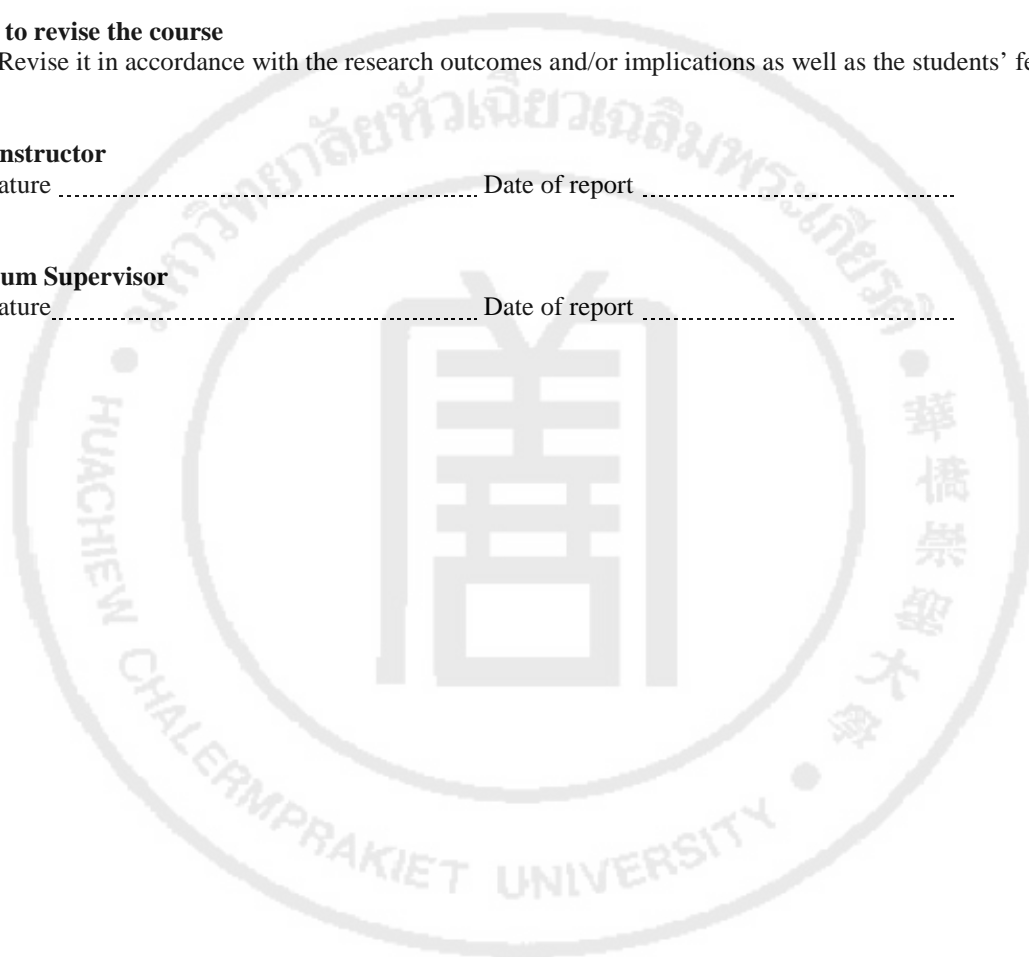
Revise it in accordance with the research outcomes and/or implications as well as the students' feedback.

Course Instructor

Signature Date of report

Curriculum Supervisor

Signature Date of report



Appendix 2: Survey

This survey is parts of a research study into use of Facebook group as a learning management system for an ESP class. Please complete all sections. Your information will help me improve my teaching strategies and it will be kept confidential.

I. Demographical Profile

1. Gender: female male
2. Age: 20-25 over 25
3. Year of study: 3 4 5 6
4. Your grades of other English classes:
 - 4.1 English for Communication 1 _____
 - 4.2 English for Communication 2 _____
 - 4.3 English Listening-Speaking for Professional Purposes _____
5. GPA: _____
6. How often do you use Facebook?
 rarely a few times per week everyday
 other - please specify _____
7. How often do you use Facebook group?
 rarely a few times per week everyday
 other - please specify _____

II. Views on Facebook Group Usage

1. What do you think about the use of Facebook group?

2. How does the use of Facebook group help your learn English?

Appendix 3: Interview Transcriptions with Two Structured Questions

Participant	1. What do you think about the use of Facebook group in this class?
1	It is a very good tool of teaching because the Internet has been widely used at all levels. It is a channel for students to communicate with the instructor virtually when they need extra explanations about the lessons after each class.
2	It is a good pedagogical tool that helps students pay attention to study English more because Facebook has become a part of students' daily life. It also makes me eager to learn the language because I have to follow up all the assignments the instructor posts online, which helps me understand more easily.
3	It stimulates students to learn English more because it gives us a sense of simplicity to understand the lessons and of convenience to access the Facebook group. We regularly use Facebook.
4	It is a very good tool because we use Facebook regularly. The Facebook group used in this class allows us to gain more knowledge in English. The instructor's postings in the Facebook group make me enthusiastic to learn and try to learn more because I wanted to know what she posted and tried to get the answers. Without this Facebook group, students may not understand the lessons thoroughly. Although I dislike learning English due to the low level of my English literacy difficult to comprehend English texts, I begin to like it better because the use of Facebook group has urged me to have a try, especially on translation. Therefore, I feel happy, not bored, with the Facebook group usage. I do hope that I will try to learn English more by means of making sense of it. Although I still cannot learn English as well as I want, I can understand the language much better than before. The use of Facebook group as a teaching tool is very good for me.
5	It is a good thing because Facebook is a popular social networking site that offers many useful functions for communication, assignment submission and so on. The use of Facebook group in this class is good and not boring because I use Facebook quite often. It also gives me enthusiasm to access the Facebook group to see the instructor's new postings. This is easy and convenient.
6	I feel that I can study English with a sense of more convenience and simplicity than before.

7	It helps teaching and learning better because it is very good, fast and suitable in the current era. Students are regular Facebook users, so they can easily and conveniently post their assignments through Facebook group by deadline. It is also a channel to make direct announcements.
8	It is a medium of communication that is simple and convenient to access. Through interacting with my classmates and instructor in Facebook group, I get to practice my reading and writing skills in English and learn something. I feel enthusiastic to be responsible for class assignments. The use of Facebook group is also useful for students absent from the class to follow up all activities posted by the instructor.
9	It gives a sense of rapidity and simplicity because everyone uses Facebook regularly. It arouses me more attention to study and do homework since I have to post it in the Facebook group. It is good for me to receive information from the instructor. It is also good for those who missed the class to be aware of what was going on in the class during that week.
10	It allows me to express my voices with more convenience. I am more eager to learn English but I am not good at it.

Participant	2. How does the use of Facebook group help you learn English?
1	It helps me learn English better. When the instructor posts any announcements, I google the meanings of the words I do not know. I learn new vocabulary during this semester and I think Facebook group is useful for me because I can review each lesson after class.
2	It helps me virtually review what the instructor taught weekly in the class.
3	It allows the instructor and students in the same class to share their ideas and I put my interest in study of English more.
4	It helps me learn better and understand lessons better. It is knowledge-sharing. The instructor corrects our English online after posting. The error correction helps me learn because I know of the writing mistakes I made. I like the instructor's teaching strategies that are good and trendy, especially posting our assignments in the Facebook group. I also learn English from the instructor's postings, which arouse me to look for information to interact with her. I help me learn more vocabulary. Before each class, the instructor posted announcements about what

	we should read as a reminder. The use of Facebook group and the instructor's weekly postings help me learn English unconsciously.
5	It helps me learn English without boredom. I regularly use Facebook partly to read interesting information and daily news. When Facebook group is integrated to teaching with the instructor's postings in English, I feel eager to try to read them more by means of translation. When I get to practice this more often, I learn new words and comprehend the texts more.
6	It helps save time and money for group discussion. I can also ask the instructor virtually, that helps reduce face-to-face interaction that may cause me to feel reluctant to interact with the instructor. It also helps promote more interactions between the instructor and students. The instructor can check from "the post seen" whether the students are interested in the subject.
7	It allows me to learn English as the instructor puts up announcements online. I have to look up the meanings of vocabulary I do not know.
8	It enables the learning process to happen through reading and writing practices. I learn new words and sentence structures. Sometimes, I understand; sometimes I do not. However, I try to learn English as much as I can. It also inspires me to learn English as I used to reject this subject. It is a channel easy to access because students use Facebook regularly.
9	It is useful for me as I learn English through the instructor's postings. It is a good idea to make use of technology for teaching English because I use Facebook daily. As such, it urges me to learn English.
10	It helps me pay more attention to study because I use Facebook daily, easier to access than the university's e-learning system. More importantly, access to the Facebook group is easy for young people.

Appendix 4: Interview Transcriptions with Six Unstructured Questions

Participant	1. Do you think English is important for you to study? If yes, why is it important? If no, why is it not important?
1	Yes, it is important because English is an international language that is the most widespread. These days it plays more vital as parts of our daily life and at work for communication. If we are competent in English skills, speaking, writing and listening, we will have more opportunity to get a job. English is a very important language for the current era.
2	Yes, it is very important. English skills give me a sense of accomplishment for employment and daily life since Thailand is entering the ASEAN Community soon. English becomes an important language for communication in any organizations.
3	It is important so. If we are competent in English with speaking and writing skills, we will have more opportunity in employment than the ones without skills in English. Now that I am about to graduate from the university, I begin to realize the fact that English is very important and that I will have to try to work hard to improve my English more for my future.
4	English is important to my daily life and work. It is important to communicate with foreigners because Thailand is entering ASEAN Community.
5	It is important now and it is even more important in the future because Thailand is stepping into the ASEAN Community and English is the medium of communication. We Thais will need to use English as parts of our life more and more. English is also useful for us for better job opportunity.
6	Yes, it is important particularly for opportunity in employment. If you want to work for the government, you need to take an English test. Many companies require job applicants to take their English test. If we are competent in English, we will have more opportunity to get a job.
7	English is important for the ASEAN Community as it is considered an international language.
8	English is important because it is an international language that is necessary for

	social work, communication with people in ASEAN, knowledge sharing, assistance in case study and rehabilitation.
9	English is important because it is used as an international language. Since Thailand is entering the ASEAN Community, English is adopted as the main medium of communication. If we acquire English, we don't have to be worried about communication.
10	Now it is important for me and my future. Once I graduate and become a social worker in Thailand, I will come across with service users from both local and international areas. English is a global language adopted to use for intercultural communication. English is also useful for work. If I know the language by means of speaking or understand it well, I will have more chances to be offered a job. Now that I am finishing up my study, I begin to understand the importance of English to my life and my future. I will try to do my best tomorrow.

Participant	2. Why did you say you disliked English (in week one)?
1	I have disliked English since I was a little kid. I always thought that it was a difficult language with complexity to learn and understand.
2	It was because I thought that English was a difficult language to understand and this scared me right from the start.
3	I thought English was a difficult language to learn. I could read but did not understand, so I felt discouraged and cared about it less.
4	No answer.
5	Ever since I studied English, I have never earned high marks. I am a quiet person who does not talk much, so I am shy to speak up. I am also afraid that I might say something wrong, and that other people will not understand what I want to say.
6	I did not like to study English only at school but not during my daily life. I have had some problems with study of English since I was in primary school. I could hardly pass the exams. It seems that I can understand at the moment I learn inside the class when the teacher explains lessons and do homework diligently by following guidelines and examples, but I usually fail the tests. In my real life at hometown, I often communicate in English with Westerners. I can say it in words, not sentences. I can understand them because I know what they want and what they

	are looking for. Learning in the classroom and in real life is not the same.
7	I disliked English because I could read it but I did not understand it, so I did not have confidence to communicate or use it in the classroom. I did not know how to use English with correct grammar either.
8	I didn't like English because I had negative attitudes towards the language. I had no interest in learning English since I couldn't understand it at all. As such, I have refused to learn it since I was in primary school.
9	I disliked English because I could neither remember the English grammatical rules nor understand English texts. I couldn't speak English like a native speaker either.
10	In the past, I thought English was not important. As such, I disliked studying it and ignoring to pay attention to study.

Participant	3. Do you start to like English better after using the Facebook group in the class? If yes, why so? If no, why not so?
1	Yes, I like English better because the instructor posts assignments on Facebook group and asks students to post their work online, which makes me interested in the language more. It is also because I often use Facebook although not every single day. Use of Facebook group is convenient and easy to access.
2	Yes, I do because I can search for information on my own with the instructor's virtual recommendations, unlike the traditional way of teaching and learning in the classroom. As such, this approach is a good alternative.
3	I begin to like English better because I can review lessons through the instructor's postings and because I use Facebook everyday. I even like it more because it is easy to access.
5	I don't think I begin to like English more but for sure I have more positive attitudes towards English because the instructor can apply Facebook group to teaching with interesting approaches. I also use Facebook, so it's convenient to access this site.
6	Maybe I like English a bit better, not that much, but I do like this kind of teaching because it is convenient to post something, edit some work and make comments. I mean it is faster. Most students use Facebook and the Internet almost everyday. The teaching style gives a sense of relax more than the usual teaching in the class. There is no need to type homework or write on a piece of paper and ask the instructor to check it and then I have to bring it back for correction. The old

	teaching method involves confrontation between students and teacher, and students usually feel intimidated by the teacher's presence and destructive comments. It takes longer time to correct my work. Facebook usage can decrease this problem. I also feel more comfortable and it is faster too.
7	Yes. It is because the instructor posts assignments online, which arouses me to translate the instructor's postings. I feel that I like this teaching style because I can practice my English.
8	Yes, I do because the use of Facebook group is another channel for me to learn English to some extent. It stimulates me to learn English words through the instructor's postings. Group assignment submission online also makes me feel more positive with this kind of teaching. It arouses me attention to learn more English and further motivates me to learn the language. I learn more of technical terms in social work.
9	I start to like English because I can access Facebook group easily and conveniently, read postings and translate all vocabulary online easily.
10	I start to like English better because the Facebook group usage reminds me of the instructor's assignments, unlike e-learning.

Participant	4. Do you feel enthusiastic to learn English with the use of Facebook group? If yes, why do you feel so? If no, why do you not feel so?
1	Yes, I do so because it makes me eager to search for information for the assignments.
6	Yes, I feel more eager to learn English because in my normal life I would not do things on the Internet like what I have to do for this class. I personally feel the differences between working on assignments virtually on Facebook and on the sheets. I feel more enthusiastic to learn and complete the tasks on Facebook perhaps because it is more convenient to post, get feedback and edit.
7	Yes, it helps me feel eager because I would like to submit my work and so I have to try to understand all assignments the instructor posted in English on Facebook group.

Participant	5. Has the instructor's error correction helped you learn English? If, yes, how has it helped you so?
1	It helps me learn English better because the instructor corrected some words I knew incorrectly. I also learned new words from the instructor.
2	It helps me learn English better. Sometimes, I could not translate sentences correctly, but the instructor helped correct it.
3	Yes, it has because it makes me eager to learn from mistakes.
5	Yes, it does so much. It helps me be aware of the errors I make and how to correct those. In my other English classes, the instructors did not correct my grammatical errors but deducted my marks.
6	Yes, it helps me learn a lot. I can understand English better.
7	Yes, it helps me learn English a lot in a way that I can remember it for a long term which is better than self-study and I learn the instructor's writing styles.
8	Yes, it assists me to learn better.
9	Yes, I learn English better because it helps me understand better and edit my errors more quickly and conveniently.
10	No answer.

Participant	6. Does virtual communication with the instructor help you feel more comfortable to interact? If yes, can you explain how it helps you feel more comfortable?
1	Yes, interacting with the instructor via Facebook group boosts my courage to ask her questions in the classroom. Unlike another English class I recently took, I always avoided face-to-face interaction in the classroom as I was afraid that the instructor would call my name.
2	Yes, it does. In the class, there were more classmates, so I did not have courage to ask the instructor. However, this Facebook group makes me feel more interested but less anxious.
3	Yes, I think so because I have more courage to talk to the instructor virtually.
4	No answer.
5	It helps reduce my anxiety a lot because it further allows me to feel more

	comfortable to interact with the instructor outside the classroom. I also have more courage to ask her questions if I do not understand something or express my voices.
7	Yes, it helps me relax a lot because students can normally get nervous when interacting with teachers.
8	I don't think so. Face-to-face communication helps reduce my anxiety more than virtual communication because I can express myself better to the interlocutor, make conversation more comprehensible and disclose my real identity. Face-to-face communication leads two people to perceive real identity of each other.
9	Yes, communication online through Facebook group with the instructor can reduce my anxiety, about 70%. I feel less nervous to interact with the instructor as I do not have to interact face-to-face with her and I feel free to use my language talking to her.
10	It only saves time and paper.





Tri-Institutes for English Language Education (Tri-ELE) is an organization founded by
Institute for English Language Education, Assumption University, Faculty of Liberal Arts, Mahidol University, and Language Institute, Thammasat University.

March 13, 2014

Dear Dr. Noparat Tananurasakul,

Thank you for your abstract submission for the 1st TRI-ELE International Conference – “Toward Global English Horizons.” The Conference Program Committee are pleased to confirm that your abstract – “Promoting EFL Students’ Positive Attitudes towards and Intrinsic Motivation in Learning with Trendy Technology” has been accepted for a 25-minute oral presentation at our conference during 20-21 June 2014 at the Ambassador Hotel, Bangkok, Thailand.

Would you please confirm your acceptance to present by return email to the Conference Program Committee at triele.paper@gmail.com by 30 March 2014?

We recommend that you submit your paid registration by 30 April 2014 to secure a confirmed position in the conference program. Please visit <http://tri-ele.litu.tu.ac.th/> (Registration Section). After we receive your paid registration, we will schedule your presentation in the conference program which will be posted on the Tri-ELE Conference website (<http://tri-ele.litu.tu.ac.th>). Please check the date, time, and room of your presentation on the website about two weeks before the conference.

We look forward to your participation and seeing you in Bangkok, Thailand.

Regards,

Chantarath Hongboontri, Ph.D.

Program Chair

1st TRI-ELE International Conference “Toward Global English Horizons”



Institute for English Language Education
Assumption University



Faculty of Liberal Arts
Mahidol University



Language Institute
Thammasat University

1st TRI-ELE INTERNATIONAL CONFERENCE

<http://tri-ele.litu.tu.ac.th>

Certificate of Presentation

This certificate is awarded to


NOPARAT TANANURAKSAKUL

In oral presentation, recognition, and appreciation of research contributions to
International Conference on English Language Education “Toward Global English Horizons”
Bangkok, Thailand

June 20 – 21, 2014


Assoc. Prof. Supong Tangkiengsirisin, PhD
Director
Language Institute
Thammasat University


Asst. Prof. Aphilak Kasempholkoon, PhD
Dean
Faculty of Liberal Arts
Mahidol University


Asst. Prof. Linchong Chorrojprasert PhD
Dean
Institute for English Language Education
Assumption University

An Investigation into the Impact of Facebook Group Usage on Students' Affect in Language Learning in a Thai Context

Noparat Tananuraksakul
Huachiew Chalermprakiet University

This paper reports on the way in which Facebook Group used as a learning management system can enhance Thai students' effective language learning (positive attitude and motivation) in a private university in the vicinity of Bangkok. These two variables are seen to influence learners' achievement in language learning, and they also interdependently influence one another. The qualitative outcomes deriving from ten participants revealed positive impacts of the Facebook Group usage on their attitude towards, and motivation in, learning English as a specific purpose in a Thai context because they commonly found themselves relevant to the Facebook Group as regular users of Facebook. Partly, the Facebook Group could give them senses of convenience, simplicity and relaxation and reduce cultural power distance between the instructor and them. Out of the exploratory parameter, the Facebook Group could be an online tool to facilitate English learning through error corrections. Positive results offered some insightful suggestions and implications for teachers of English as a foreign language. A specific limitation of this study is also discussed.

Facebook, Instagram, and Twitter—or social media—have been prominently used throughout the world. Recent reports in Thailand show a rapidly increasing Facebook usage (Millward, 2013; Sakawee, 2013). In the second quarter of 2013, about 18 million Thais used Facebook, which outnumbered users of Instagram and Twitter (Millward, 2013). By the third quarter, the number grew by 33 percent to 24 million Facebook users (Sakawee, 2013). This large number represents the country's social media users. Clicking "like" (7.1 billion likes posted in the nation) is the most popular activity, followed by sending private messages (5.5 billion) and posting comments (1.3 billion). These behaviors characterize Thai users of Facebook.

Facebook becomes a trendy social networking site among Thai users because of its structure, namely news feed, like, groups and pages. For example, a study showed that many university students from a middle-class background found news presentations on Facebook more interesting than the traditional papers (Rojanaphruk, 2013). Evidently, some students used it to fight hazing by creating a Facebook page where people could report on and post pictures that demonstrated any inappropriate behaviors (Lynn, 2013). Recently, thousands of people protested against the government by changing their Facebook profile pictures into a black sign with the message of *against the amnesty bill* to show their opposition to the amnesty bill (Pornwasin, 2013).

Students studying social work at a medium-sized private university in the vicinity of Bangkok also share the aforementioned phenomenon of Facebook usage. This includes ten undergraduate students in my English Reading-Writing for Professional Purposes class, which I was assigned to instruct for the first time. The course is considered English for specific purposes (ESP) and is one of the four compulsory subjects for them. In the

first session, all ten students studying and using English as a foreign language (EFL) admitted to me that they were not competent in English, commonly because they encountered difficulty to learn when they started it at a young age. They took this class before and did not pass it. They thought that they failed this course because they did not enjoy learning English and hardly attended the class. Psychologically, these aspects indicated their negative attitudes and lack of intrinsic motivation in learning ESP. Additionally, they just wanted to pass this subject so that they could further take Practical Training or graduate from the course. This aspect further showed that the students obtained some level of extrinsic motivation in learning ESP.

Past studies (e.g. Alhmali, 2007; Fakeye, 2010; Gardner, Tremblay, & Masgoret, 1997; Ghazali et al., 2009; Masgoret & Gardner, 2003; Padwick, 2010) confirmed that attitude towards, and motivation in, language learning are affective factors connectedly influencing learners' performance. Motivation predicts success in learning a language, while positive attitudes towards learning build up learners' motivation. On the one hand, if learners are motivated, they tend to consistently put much effort into study so that they can reach their goal of achievement. On the other hand, if they lack interest in learning, they will obtain negative attitudes and become less motivated or enthusiastic to language learning (De Bot, Lowie, & Verspoor, 2005). They are then less likely to perform well in English. Other studies also showed that these two variables can greatly influence language learners' achievement in a computer-assisted language learning environment (Doherty, 2002; Gilbert, 2001). Learners can also gain confidence if they possess positive attitudes towards their ability in speaking English regardless of how well or badly they can actually communicate (Tananuraksakul & Hall, 2011). To say the least, it is

considered vital for learners to be motivated in learning and enjoy it at the same time.

After discovering that the students were very much active on Facebook for social reasons, especially to keep in touch with their friends who live far away from them and have no other better way to communicate with them regularly, I created a Facebook Group and used it as a learning management system (LMS) in the ESP class. By means of LMS, I virtually administered interactions among students and between myself and students through putting up announcements, sharing resources and conducting online discussions (Wang et al., 2011). It is used as a teaching tool to boost their positive attitudes towards and motivation in learning ESP as Dalton (2009) suggests that young students may feel connected with people and global knowledge through technology.

While some teachers of EFL in Thailand have explored how Facebook facilitated interactions among students and their peers and between teachers and students in a writing class (Kajornboon, 2013; *Suthiwartnarueput & Wasanasomsithi, 2012*), there has been no attempt to investigate into Facebook Group usage as an LMS, a pedagogical tool to build up students' positive attitudes towards and motivation in learning ESP (although its structure of groups can enhance their learning to a certain degree). With the previously mentioned characteristics of the ten students enrolled in the ESP course, this present study primarily aims to investigate how the Facebook Group can enhance their positive attitude towards, and motivation in, learning ESP. It, however, does not examine how these two affective variables impact on their learning achievement for two reasons. First, their level of English is rather low to be improved within a semester under their learning attitudinal and motivational circumstances. Second, they do not major in English or any other foreign languages. The study asks these two key research questions:

1. How did Facebook Group promote students' positive attitudes towards learning ESP?
2. How did Facebook Group motivate students to learn ESP?

Defining Key Terms

Attitude towards and motivation in language learning are key terms that deal with feelings. Since both influence one another, many research studies into language learning are focused on these two affective variables (Al-Tamimi & Shuib, 2009). The former differs from the latter in that it refers to "[learners'] feelings about something, especially as shown by their behavior" (Macmillan English Dictionary, 2006, p. 76). Choy and Troudi (2006) posit that foreign language

learners' feelings and emotions affect their attitudes towards the target language. Learners who like English or have positive attitudes towards learning English tend to be motivated to learn. In this study, a Facebook Group used as an LMS is the external tool to enhance students' positive attitudes towards learning ESP.

Motivation is "a feeling of enthusiasm that makes [learners] determined to do something" (Macmillan English Dictionary, 2006, p. 925). Psychologically, it plays a vital role in the process of learning a language in that learners can succeed in their learning if they possess intrinsic goals and desires which link to their passion (Karaoglu, 2008). Motivation also fluctuates from time to time depending on external motivational factors, such as teaching and learning strategies, classroom atmosphere and use of technology. Teachers need to find ways relating to their students' passion so as to promote their intrinsic motivation and maintain it. In this study, a Facebook Group used as an LMS is the external motivational tool to boost students' intrinsic motivation to learn ESP.

Theoretical Framework

The present study is constructed on the ground that affect in learning a foreign language is interdependent with cognitive abilities or learning achievement. Past research studies (e.g., Dörnyei, 2003; Dörnyei & Clément, 2001; Krashen, 1988; Phimpirat, 2008; Supakitjumnong, 2002; Udomkit, 2003) indicate that learners can learn or perform in a foreign language better if they have both motivation and positive attitudes towards language learning, high self-confidence and low anxiety. Gardner and Lambert (1972) initiated a study of motivation in Canada and applied their efforts over a decade to studying the degree to which motivation could impact the achievement of second language acquisition. Their best-known conceptual framework of integrative (intrinsic) and instrumental (extrinsic) motivation has been widely adopted by many scholars (e.g. Atkinson & Raynor, 1974; Clement & Kruidenier, 1985; Crookes & Schmidt, 1991; Dörnyei, 1994, 1998, 2001a, 2003; Fineman, 1977). Learners with integrative motivation study a language because they want to know and understand the target language group better, while instrumentally motivated learners want to succeed in life due to social, professional and/or academic purposes.

Integrative and instrumental motivation in language learning is parallel with intrinsic and extrinsic motivation in social psychology that describes one's behavior as a consequence of a desire to earn something. Apparently, students in this study were not

motivated intrinsically but instrumentally or extrinsically as they aimed to pass the required ESP class. However, the level of their instrumental motivation was low since they only wanted to just pass the course or receive a D. From the qualitative data, they had learned English as an EFL since primary school but had not yet acquired the language generally due to the social context itself that does not require them to use it daily and in turn limits their chance of practice to be linguistically competent.

In the current era of globalization, Facebook is obviously used as parts of tertiary students' lives. Studies into Facebook reveal its social and academic benefits as a social networking site. For example, Mitchell (2012) qualitatively explores motivation of seven students from non-native English speaking backgrounds in an intensive English program in America for joining and utilizing Facebook. It was found that they joined this social networking site for social reasons and had opportunities to acquire English and learn about American culture. Radel (2011) found that Facebook is used and valued as a blended learning tool in tertiary institutions. Blended learning is a hybrid model that encompasses face-to-face and virtual instructions viewed as good practice because it provides interactions and prompt feedback among users (Martyn, 2003). Simpson (2012) examined if Facebook could be an effective and easy teaching tool in English tertiary classes, and the qualitative outcomes showed that it was neither effective nor easy due to some certain factors that involved the instructor's familiarity with the tool usage and students' willingness to learn or "lazy factor" (p. 46).

Omar, Embi, and Yunus (2012) explored the use of Facebook Group as a platform for information-sharing discussion among tertiary students in Malaysia. The outcomes showed that Facebook Group could promote constructive interaction among students studying English as a second language (ESL) as an alternative platform when they were assigned to discuss some issues online. Incorporation in classroom activities could also boost their confidence. Facebook Group can also be used as an LMS to promote students' learning and student-teacher relationship (Li & Pitts, 2009; Schroder & Greenbowe, 2009; Terantino & Graf, 2011). It has certain pedagogical, social, and technological affordances which satisfy adult learners in Singapore (Wang et al., 2012) and first-year undergraduate students learning EFL in Thailand (Kajornboon, 2013; Suthiwartnarueput & Wasanasomsithi, 2012). The implications are that Thai learners of EFL will be satisfied with or like the Facebook Group usage as an LMS, a teaching tool in the ESP class. The feeling of satisfaction or liking will in turn positively impact on

their attitudes towards, and intrinsic/instrumental motivation in, learning ESP.

Methodology

This study employed these qualitative research instruments for data collection: observations and interview questions. I selected this approach rather than a quantitative research approach due to two main reasons. First, it is because the study is not primarily concerned with numerical measurement or making generalized hypothesis statements, but with meaning of undergraduate students' personal experiences of a phenomenon (Crouch & McKenzie, 2006; Johnson & Christensen, 2012). Focus was on how they encountered the use of the Facebook Group as an LMS, a pedagogical tool in the ESP class. Second, the sample size characterized by the aims of the study (Charmaz, 2006) is rather small, comprising the number of ten students enrolled in the ESP course.

Participants

There were ten students who were enrolled in my ESP class and whose English competence was self-perceived as low with negative attitudes towards learning ESP and a lack of intrinsic motivation in learning ESP, and they were all recruited on a voluntary basis. Their self-perception of English ability accorded with the pre-test they took at the beginning of the semester (week one), grades of other English courses and GPA. Four were female, and six were male. Seven participants' ages ranged between 20 and 25, while two were over 25. One did not specify his age. While two were junior students, three were senior. Four were in their sixth year of study and one in her fifth year.

Exploratory Procedures

In order to fulfill the investigation, I invited all students to join the Facebook Group created in week two. Then I started teaching in the classroom according to weekly lesson plans along with virtual interactions with the students via the Facebook Group by means of putting up announcements, sharing resources, and conducting simple online discussions relevant to the subject matter as shown in Figure 1 below. The medium of virtual interaction was mostly English so as to get the students accustomed to the language and feel comfortable with it. I used Thai occasionally when some students failed to express themselves in English and kept trying in Thai. In addition, I tried to correct their English online as much as I could. Throughout the semester (sixteen weeks), I observed students' learning behaviors during the class and online. The emphasis

Figure 1
An Online Announcement and Discussion in the Facebook Group



The image shows a screenshot of a Facebook group post. At the top left is a profile picture of a person. The post title is "After-class activity 1 (week 13)". The main text of the post asks: "Write a listing paragraph giving the reasons that you chose as the most frightening situation. Use sentence structures on page 47." Below the text are interaction icons for "Like" (3), "Comment" (9), and the date "21 January at 13:44".

There are four comments visible:

- The first comment says "like this." and is marked "Seen by everyone".
- The second comment, dated "21 January at 15:48", lists three reasons for being frightened in a large shopping mall where a fire breaks out: "The first is we tend to fear burned. The second is we tend to fear dead. The third is we are afraid of parish with heat." It has 2 likes.
- The third comment, dated "22 January at 11:19", lists three reasons for being frightened in a large shopping mall where a fire breaks out: "The first is that we tend to fear our body will be burned. The second is that we are likely to fear death. The final is that we are afraid of the heat." It has 2 likes.
- The fourth comment, dated "23 January at 11:26", lists three reasons for being frightened when a hurricane is approaching: "One is we tend to fear death the others are we tend to fear injury and we tend to fear disabled." It has 1 like.

The fifth comment, partially visible at the bottom, lists three reasons for being frightened in a crowded football stadium where a bomb is found: "The first is we are afraid of dead. The second is we are fear of pain. The third is we are afraid did not return to see the people we love."

was on their participations both in the class and on Facebook Group.

In week fourteen, I started collecting data regarding the students' experiences in the Facebook Group usage. In order to reduce power distance between students and me that may cause any cultural and social barriers (Tananuraksakul, 2013) and concomitantly intimidate them and prevent them from sharing their real experiences with me, I asked them to voluntarily complete a survey (See Appendix) that consists of two parts: demographic profiles and views on the use of Facebook Group. The second part comprises two structured questions: "How does the use of Facebook Group help you learn English?" and, "What do you think about the use of Facebook Group in this class?" If they decided to take part in my research project, they could bring the answers back to me in the following week. I also ensured them that their final grades would not be affected whether they joined the research project or not.

After that, I transcribed the participants' views on the use of Facebook Group in the ESP class from the survey and checked if there were any questions emerging in the survey and related to the key research questions that the participants did not state in the survey. Then I listed those questions which were considered semi-structured (See Appendix). I spent two weeks interviewing the participants via Facebook Group message with the semi-structured questions so that they would not feel intimidated but feel comfortable enough to share their views with me. In fact, one of the participants mentioned in the survey that the Facebook Group usage in the ESP class helped reduce his anxiety in communicating virtually with me. The reason was that it was not a face-to-face interaction. The virtual interviews were conducted in Thai. Data garnered were then transcribed and translated into English. Thai words and phrases detecting the definitions of the two key terms were carefully translated with literal meanings, which included *stimulate*, *urge*, *kindle*, *pay attention*, *enthusiastic*, *eager*, *like*, *appreciate*, and *prefer*. These data were then analyzed and grouped into common themes (Bogdan & Biklen, 1998). The participants' views were kept confidential, so their real names were not disclosed.

Findings

Findings through my virtual observations explained the students' nature of learning behaviors in general that they tended to be more passive even online among their classmates or people they knew. Their passive behaviors were manifested in eight students (Participants 1, 2, 3, 4, 6, 7, 8, and 10) who normally clicked *like* more than making comments. This

particular outcome is parallel with recent reports on behaviors of Thai Facebook users (Millward, 2013; Sakawee, 2013). Two students (Participants 5 and 9) tended to be more active as they not only clicked *like*, but also made comments in both Thai and English. Two students (Participants 5 and 6) appeared to pay closer attention to my feedback and comments on their final writing work than the rest of the students. One student (Participant 8) appeared to be too relaxed with virtual participation and assignment submission. His learning behaviors are in line with his frequent use of Facebook Group—a few times per week—but more frequent use of Facebook, which is daily. Six students (Participants 1, 2, 3, 6, 8, and 9) spent more time on Facebook than on the Facebook Group in the ESP class, which is resonant with the research findings conducted by Grosbeck, Bran, and Tiru (2011) that tertiary students were more active on Facebook for social purposes than for academic uses.

Findings through my observations inside the classroom revealed the students as digital natives (Prensky, 2001) since nine of them (Participants 1, 2, 3, 4, 5, 6, 7, 8, and 9) used a smart phone as a part of their learning strategy. They switched it on and accessed the wireless Internet to look up and check the meanings of words they did not know when I assigned them to do group reading and writing work. Three of them were even active on the Facebook Group sometimes, as they clicked *like* when I posted something in the class.

Six participants (Participants 1, 2, 3, 7, 9, and 10) tended to arrive in the class late by ten to thirty minutes. Four of them (Participants 1, 2, 3, and 10) were in the same group and they were late because they awaited each other to go to class together. Three other students (Participants 4, 5, and 6) who were friends in the same group arrived in the class punctually and were rarely absent from the class. The class attendance behaviors of these seven students mirrored the high rank of cultural collectivism in Thailand (Hofstede, 1997), which they unconsciously practiced at school. This evidence accords with Tananuraksakul's (2011) study of power relations in pedagogy at a university in Thailand in that some Thai tertiary students tend to follow their peers when it comes to class attendance.

Nevertheless, the seven students mentioned above appeared to take my advice on unpunctual attendance to the class as they stopped arriving late after I mentioned its negative effects on their learning and marks. This aspect, on the one hand, reflected the position of power teachers hold (French & Raven, 1959) in Thai culture since they had a position of authority over their students. On the other hand, it suggests that I successfully exercised my teacher power in the classroom to

influence my students' learning behaviors positively. The implication can be that teachers should embrace and exercise their power relations in pedagogy to positively influence their students to learn (Gore, 1995, 2002; Tananuraksakul, 2011).

The observational analyses above do not strongly indicate the impact of the Facebook Group usage on students' positive attitudes towards, and motivation in, learning ESP since their learning behaviors were rather influenced by collectivism and power relations in teaching. This aspect is resonant with Dörnyei's (2001b) argument that motivation is not something directly observable but inferred from self-report. Despite such cultural factors, there is a positive indication that the Facebook Group usage in the ESP class is appropriate for this group of students.

In terms of interview findings, all students had similar reasons why they disliked English. Many of them said they started disliking it and feeling scared as well as discouraged to learn when they were at a young age primarily because they found it too difficult to learn. They could read texts but not understand the meanings. Only one person ignored studying English as hard as he should because he saw that English was unimportant.

Regardless of the fact that all students did not like English when they were much younger, they began to realize after spending three to six years at the university that English was an essential language for their future career. It is an international language to communicate with people from different backgrounds (Hatoss, 2006). The concept of becoming one community among the Association of Southeast Asian Nations (ASEAN) countries particularly enforces their realization.

The overall analyses of interview data with ten participants were commonly constructed into three themes. While the first two themes emerged in accordance with the purposes of the study, the last theme was out of the exploratory parameter, offering additional insights for EFL teaching and learning.

Key Research Theme #1: Attitudinal Aspects of Facebook Group Usage

All ten students apparently obtained more positive attitudes towards learning ESP after the fifteen-week experience in the Facebook Group usage. Their attitudes appeared to be positive due to their "feelings about something, especially as shown by their behavior" (Macmillan English Dictionary, 2006, p. 76). In such cases, ten of them liked the use of Facebook Group because they use Facebook regularly. Two people (Participants 4 and 6) appreciated the structures of Facebook, namely making comments, editing and posting, integrated in the class, which gave them a sense of

convenience. The former said, "I feel happy, not bored with the Facebook Group usage. I do hope that I will try to learn English more by means of translation." The latter expressed, "There is no need to type homework or write on a piece of paper and ask the instructor to check it, and then I have to bring it back for correction."

Three other students (Participants 2, 7, and 9) tended to work harder by translating the instructors' postings from English into Thai. Participant 2 saw that the use of Facebook Group "is a good alternative teaching approach, better than the traditional way." Participants 7 and 9 also preferred the teaching tool the same way as Participant 4 in that they could practice English online by means of translating all the postings. Another student (Participant 10) expressed his liking because "The Facebook Group usage reminds me of the instructor's assignments, unlike e-Learning [used by the university]." One person (Participant 8) was interested to learn more English technical terms.

One student (Participant 5) described that she had a positive attitude towards the Facebook group usage although she did not think she liked English more. Similarly to Participant 5, Participant 6 thought that he liked English a little more, but he enjoyed the Facebook Group "Because the teaching style gives me a sense of relaxation more than the traditional teaching in the classroom." In addition to this sense, the same student (Participant 6) made an explicit view of the Facebook Group usage that reflected on power distance (PD) deeply embedded in Thai culture (Hofstede, 1997). He said he preferred the Facebook Group usage to the traditional way of teaching because:

the old teaching method involves face-to-face interaction between students and the teacher, and students usually feel intimidated by the teacher's presence and destructive comments...this teaching style helps reduce face-to-face interaction that may cause me to feel reluctant to interact with the instructor...promote more interactions between the instructor and students.

Six other students (Participants 1, 2, 3, 5, 7, and 9) agreed to the above views that the use of Facebook Group encouraged them to take part more in the classroom and online. For example, Participant 1 shared "It gave me courage to ask questions in the classroom. I always avoided face-to-face interaction in the classroom as I was afraid that the instructor would call my name."

Participant 2 said, "There were more classmates, so I did not have courage to ask the

instructor, but the use of Facebook Group helped me feel less anxious.” Participants 5 and 9 implicitly stated similar points. The former said, “It helps reduce my anxiety a lot because it further allows me to feel more comfortable to interact with the instructor outside the classroom. The latter thought that “. . . it reduces my anxiety about 70%. I feel less nervous to interact with the instructor. . . I feel free to use my language to talk to her.”

The above analysis suggests that the Facebook Group usage could help reduce cultural PD between myself and students in a manner that lowered their anxiety when interacting in the classroom and online. Hofstede (1997) posited that PD culture in Thailand is viewed relatively high. Tananuraksakul’s (2013) study in cultural PD reduction in an English listening and speaking class in a Thai context is an example. Learning to call college students by a nickname instead of their real name in the class was a teaching approach to reduce PD, decrease their anxiety, and concurrently increase their confidence in speaking. The reason is that calling each other by nicknames shows a close relationship among friends while students (*luk-sid*) are culturally seen as disciples, and they formally go by real or official names.

Key Research Theme #2: Motivational Aspects of Facebook Group Usage

Findings demonstrated that all ten participants were motivated in learning ESP after a fifteen-week-long encounter with Facebook Group usage. They had motivation due to their “feeling of enthusiasm that makes [them] determined to do something” (Macmillan English Dictionary, 2006, p. 925). Their motivation appeared to be driven intrinsically to some extent because they began to like to learn English more or less as discussed in the first theme. Eight students were enthusiastic to learn English more. For example, Participant 5 said, “It urges me on access to the Facebook Group to see the instructor’s new postings.” Participant 10 mentioned, “I am eager to learn English more because it allows me to express my voice with a sense of convenience.” Participant 3 found that “It kindles me to learn English more because it gives a sense of simplicity to understand the lessons and of convenience to access the Facebook Group. . . I regularly use Facebook.” This aspect of using Facebook as part of daily life and feeling senses of convenience and simplicity suggests that students identified themselves with the Facebook Group usage in the ESP class.

Six people (Participants 1, 4, 6, 7, 8 and 9) were determined to complete and submit their assignments virtually in the Facebook Group. Participant 1 said, “I feel enthusiastic to search for information for the

assignments,” while Participant 7 felt eager “because I would like to submit my work and so I have to try to understand all assignments the instructor posted in English on the Facebook Group.” Participant 9 said, “It stimulates me to study and do assignments since I have to post them online.” Participant 8 “feels eager to be responsible for class assignments.” Participant 6 especially stressed the differences between working on assignments virtually and on a piece of paper that “I feel more eager to learn and complete the tasks on Facebook Group because it is more convenient to post, get feedback and edit.” These particular analyses suggest that I successfully exercised my power relations in pedagogy influencing students’ positive behaviors in learning. It further implies that teachers should embrace and exercise their power relations in pedagogy to positively influence their students to learn (Gore, 2002; Tananuraksakul, 2011). This implication aligns with the one constructed in the observations. Past research (e.g. Atkinson & Raynor, 1974; Clement & Kruidenier, 1985; Crookes & Schmidt, 1991; Dörnyei, 1994, 1998, 2001a, 2003; Fineman, 1977), mostly conducted in western contexts, consistently confirmed the correlations between integrative motivation and language learning achievement in which English is used rather as a second language (ESL) than as an EFL. Oranpattanachai (2013) argued that there was no consensus of what type of motivation in non-western contexts affected achievement in learning EFL. In a Thai context, although study into this area is limited, instrumental motivation appeared to correlate with success in EFL learning (Choosri & Intharaksa, 2011; Kitjaroonchai & Kitjaroonchai, 2012), which was socially enforced by the language requirements for all levels of education and better employment opportunities, and integrative motivation appeared to strengthen learners’ motivation to study English beyond such requirements (Oranpattanachai, 2013). The ones who were socially and/or personally inspired to study English tended to pursue their higher education in an English-speaking country (Tananuraksakul, 2010) or study domestically in an international program (Teowkull et al., 2009). Initially, Thai students in this study possessed a low level of instrumental motivation. The results, however, signalled a positive indication that they gained integrative motivation in learning ESP. With hope, they will be personally and/or socially inspired to study English more.

The analyses discussed in themes one and two firstly suggest that Facebook Group with its structures is a social networking tool that can facilitate teaching and learning (Srinivas, 2010) of ESP. Secondly, it places the learning experience relating to students in line with Dalton’s (2009) arguments that new generations feel associated with learning technology and that school is a part of their life. Thirdly, it reduces

cultural PD between teachers and students. Fourthly, it constructs feelings of happiness and relaxation and senses of convenience and simplicity. Fifthly, liking something or feeling happy with something can have positive impacts on learners' attitudes and motivation (Choy & Troudi, 2006). Finally, convenience, simplicity and relaxation are features that characterize Thai EFL learners' learning behaviours. These suggestions firstly imply that Facebook Group is a practical, trendy and useful teaching tool in an ESP class and secondly it is practical, trendy and useful for Thai EFL learners.

Theme Three out of the Exploratory Parameter: Relevant Benefits of Facebook Group Usage

This theme emerged out of the exploratory parameter. It provides insights into the ways in which the participants positively perceived the Facebook Group usage in the ESP class. For example, three people (Participants 5, 7, and 9) appeared to appreciate my posts in English, as they perceived they could learn the language more through this channel. Acquiring new words through reading comprehension was in particular. One student (Participant 6) thought, "It helps save time and money for group discussion. I can ask the instructor virtually without face-to-face interaction." Two students (Participants 1 and 2) spent their leisure time reviewing weekly lessons online. Participant 4 mentioned that she learned English better via the instructor's virtual correction, "The instructor corrects our English online after we posted our assignments. The error correction helps me learn because I am aware of the writing mistakes I made."

Eight other students (Participants 1, 2, 3, 5, 6, 7, 8, and 9) agreed to the above views of Participant 4 that the instructor's error correction could help them learn English. In fact, they thought they learned the language in many positive ways. For example, Participants 1 and 8 saw that it helped them learn English better. The former added that this was "Because the instructor corrected some words I knew incorrectly; I also learn new words." Participant 2 noted, "Sometimes I could not translate sentences correctly, but the instructor helped correct it." Participant 3 believed that "It makes me eager to learn from mistakes I made." However, three students (Participants 5, 6, and 7) appeared to learn English better than the rest. Participant 5 explicitly shared, "It helps me be aware of the errors I made and how to correct them. In my other English classes, the instructor did not correct my grammatical errors but deducted my marks."

The reasons nine students possessed positive perceptions of my direct feedback on their writing errors may be because they were incompetent in English as beginners and unable to self-correct their

work (Ferris, 2002, 2003). Those corrections made available virtually, not face-to-face, may give them a sense of security, confidence and/or comfort, since Komin (1991) asserts that the notions of losing, gaining and maintaining face are parts of Thai culture. The *face* is identical with *ego* and is very sensitive. Thai people place important emphasis on these two aspects, and preserving one another's ego is the basic rule of all Thai interactions on the superior-inferior continuum.

The analyses of the unexpected data indicated that the students had positive perceptions of their English level through the use of Facebook Group in the ESP class. Regardless of how much they self-perceived they could learn—better, a lot, or more—their experiences in learning English through the Facebook Group usage appeared to impinge on their sense of self-efficacy. This is a kind of mastery experience that can encourage learners in lifelong learning (Bandura, 1994). The data also imply that Facebook Group, on the one hand, is a practical, trendy and useful teaching tool in an ESP class. On the other hand, it is practical, trendy and useful for EFL learners.

Conclusion

The study qualitatively investigated the ways in which the Facebook Group used as an LMS, a pedagogical tool in an English reading-writing for professional purposes class, could enhance EFL undergraduate students' attitudes towards, and motivation in, learning ESP. The results positively illuminated that the students enjoyed learning English better with the use of Facebook Group and concurrently felt more enthusiastic to learn the language. The primary reason was that they could relate themselves to the Facebook Group usage as regular Facebook users. These outcomes go in line with Prensky's (2001) argument that young students of the current era of globalization acquire knowledge effectively through technology as they are digital natives. They also comport with Dalton's (2009) arguments that young students feel connected with learning technology, especially a social networking site (Srinivas, 2010), and that teachers can take on the role of trainer, not of engineer.

The positive outcomes led to insightful suggestions as well. First, Facebook Group with its structures is a social networking tool that can facilitate teaching and learning of ESP. Second, it is a teaching tool to reduce PD between teachers and students as it could lower the latter's anxiety during their interaction with the former. As such, interaction between them tended to be promoted. Third, it constructs feelings of happiness and relaxation and senses of convenience and simplicity. Fourth, liking something or feeling happy with something can have positive impacts on learners'

attitudes and motivation. Finally, convenience, simplicity and relaxation are features that characterize Thai EFL learners' learning behaviors.

Unexpectedly, with time and space compression on the Internet, the use of Facebook Group additionally provided benefits to students to learning ESP as well as saving time and money. My error correction was seen to contribute to most students' language improvement.

Implications

It is apparent that the analyses of findings from both observations and interviews suggest three positive implications. The first is that teachers of EFL should consciously practice their position power or power relations in pedagogy to positively influence their students to learn. The second implies that Facebook Group is practical, trendy and useful for Thai EFL learners, and the third is that it can be a teaching tool that is practical, trendy and useful for an ESP class.

Limitations and Recommendations for Future Research

Although this qualitative exploration comprising a small number of ten participants may limit the outcomes, it offers positive directions and implications for EFL practitioners. Quantitative study into the same topic or other relevant English language learning in different contexts with similar characteristics of participants is recommended for future research. Since attitudes towards, and motivation in, language learning are affective variables that can positively influence EFL learners' cognition, investigation into the effects of the use of Facebook Group as an LMS on their learning achievement is another recommendation.

References

- Alhmali, J. (2007). *Student attitudes in the context of the curriculum in Libyan education in middle and high schools*. PhD Thesis, University of Glasgow.
- Al-Tamimi, A., & Shuib, M. (2009). Motivation and attitudes towards learning English: A study of petroleum engineering undergraduates at Hadramout University of Sciences and Technology. *GEMA Online Journal of Language Studies*, 9(2), 29-55.
- Atkinson, J., & Raynor, O. (1974). *Motivation and Achievement*. Washington: Winston.
- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (pp. 71-81). New York: Academic Press.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research for education: An introduction to theory and methods*. Boston Allyn and Bacon.
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage.
- Chosri, C. & Intharaksa, U. (April 2, 2011). *Relationship between motivation and students' English learning achievement: A study of the second-year vocational certificate level Hadyai Technical College students*. Paper presented at the 3rd International Conference on Humanities and Social Sciences, Faculty of Liberal Arts, Prince of Songkla University, Songkla, Thailand.
- Choy, S. C., & Troudi, S. (2006). An investigation into the changes in perceptions of and attitudes towards learning English in a Malaysian college. *International Journal of Teaching and Learning in Higher Education*, 18(2), 120-130.
- Clement, R. & Kruidenier, B.G. (1985). Aptitude, attitude and motivation in second language proficiency: A test of Clement's model. *Journal of Language and Social Psychology*, 4, 21-37.
- Crookes, G., & Schmidt, R.W. (1991). Motivation: Reopening the research agenda. *Language Learning*, 41, 469-512.
- Crouch, M. & McKenzie, H. (2006). The logic of small samples in interview based qualitative research. *Social Science Information*, 45(4), 483-499.
- Dalton, A. (2009). Teaching and learning through social networks. *Teaching English, British Council*. Retrieved from <http://www.teachingenglish.org.uk/articles/teaching-learning-through-social-networks>
- De Bot, K., Lowie, W., & Verspoor, M. (2005). *Second language acquisition: An advanced resource book*. London: Routledge.
- Doherty, K. M. (2002). Students speak out. *Education Week*, 11(35), 19-23.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom, *Modern Language Journal*, 78(2), 73-284.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching Journal*, 78, 117-135.
- Dörnyei, Z. (2001a). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics*, 21, 43-59.
- Dörnyei, Z. (2001b). *Teaching and researching motivation*. Harlow: Pearson Education.
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(1), 3-32.
- Dörnyei, Z., & Clément, R. (2001). *Motivational characteristics of learning different target languages: Results of a nationwide survey*. In Z. Dörnyei and R. Schmidt (Eds.). *Motivation and second language acquisition*. Honolulu, HI: University of Hawaii Press.

- Fakeye, D. (2010). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*, 22(3), 205-211.
- Ferris, D. R. (2002). *Treatment of error in second language student writing*. Ann Arbor, MI: The University of Michigan Press.
- Ferris, D. R. (2003). *Response to student writing: Implications for second language students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Fineman, S. (1977). The achievement motivation construct and its measurement: Where are we now? *Journal of Psychology*, 68, 1-22.
- French, J., & Raven, B. H. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150-167). Ann Arbor, MI: Institute for Social Research.
- Gardner, R.C. & Lambert, W.E. (1972). *Attitudes and motivation in second-language learning*. Rowley, MA: Newbury House Publishers.
- Gardner, R. C., Tremblay, P. F. & Masgoret, A.M. (1997). Towards a full model of second language learning: An empirical investigation. *The Modern Language Journal*, 81(3), 344-362.
- Ghazali, S., Setia, R., Muthusamy, C. & Jusoff, K. (2009). ESL students' attitude towards texts and teaching methods used in literature classes. *English language teaching*, 2(4), 51-56.
- Gilbert, S. D. (2001). *How to be a successful online student*. New York: McGraw-Hill.
- Gore, J.M. (1995). On the continuity of power relations in pedagogy. *International Studies in Sociology of Education*, 5(2), 165-188.
- Gore, J.M. (2002). *Some certainties in the uncertain world of classroom practice: An outline of a theory of power relations in pedagogy*. Brisbane: The Conference Proceedings of Annual Meeting of the Australian Association for Research in Education.
- Grosbeck, G., Bran, R., & Tiru, L. (2011). Dear teacher, what should I write on my wall? A case study on academic uses of Facebook. *Social and Behavioral Sciences*, 15, 1425-1430.
- Hatoss, A. (2006). Globalisation, interculturality and culture teaching: International students' cultural learning needs in Australia. *Prospect*, 21(2), 47-69.
- Hofstede, G. (1997). *Cultures and organizations: Software of the mind*. New York: McGraw-Hill.
- Johnson, B., & Christensen, L. (2012). *Education Research: Quantitative and qualitative approaches* (4rd ed.). Thousand Oaks, CA: SAGE Publications.
- Kajornboon, A.B. (2013). *The Effect of using social networking assisted interaction between peer and teacher in English language learning*, Bangkok: FLLT Conference Proceedings.
- Karaoglu, S. (2008). Motivating language learners to succeed. *TESOL Journal*, 5(2). Retrieved from [http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleatlinks/compleatlinks-volume-5-issue-2-\(june-2008\)/motivating-language-learners-to-succeed](http://www.tesol.org/read-and-publish/journals/other-serial-publications/compleatlinks/compleatlinks-volume-5-issue-2-(june-2008)/motivating-language-learners-to-succeed)
- Kitjaroonchai, N., & Kitjaroonchai, T. (2012). Motivation toward English language learning of Thai students majoring in English at Asia-Pacific International University. *Academic Journal*, 7(1), 21-38.
- Komin, S. (1991). *Psychology of the Thai people: Values and behavioral patterns*. Bangkok: National Institute of Development Administration (NIDA).
- Krashen, S. (1988). *Second language acquisition and second language learning*. New York: Prentice-Hall International.
- Li, L., & Pitts, J. P. (2009). Does it really matter? Using virtual office hours to enhance student-faculty interaction. *Journal of Information Systems Education*, 20(2), 686-694.
- Lynn, K. (2013). *Thai university students use Facebook to fight hazing*. Retrieved from <http://bigthink.com/ideafeed/thai-university-students-use-facebook-to-fight-hazing-2>
- Macmillan English Dictionary. (2006). *Macmillan English Dictionary for Advanced Learners: International Student Edition*. Malaysia: Macmillan Publisher Limited.
- Martyn, M. (2003). The hybrid online model: Good practice. *Educause Quarterly*, 1, 18-23.
- Masgoret, A. M., & Gardner, R.C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and Associates. *Language Learning*, 53(1), 123-163.
- Millward, S. (2013). *Thailand Now Has 18 Million Social Media Users (INFOGRAPHIC)*. Retrieved from <http://www.techinasia.com/thailand-18-million-social-media-users-in-2013/>
- Mitchell, K. (2012). A social tool: Why and how ESOL students use Facebook. *CALICO Journal*, 29(3), 471-493.
- Omar, H., Embi, M. A., & Yunus, M.M. (2012). ESL learner' interaction in an online discussion via Facebook. *Asian Social Science*, 8(11), 67-74.
- Oranpattanachai, P. (2013). Motivation and English Language Achievement of Thai Undergraduate Students. *Learn Journal*, 6(1), 27-49.
- Padwick, A. (2010). *Attitudes towards English and varieties of English in globalizing India*. University of Groningen. Newcastle, England.
- Phimphirat, S. (2008). *Promoting Motivation and English Writing Abilities Through Local Content-Based Lesson Plans*. Thesis: Master of Education in Curriculum and Instruction, Chiang Mai University.

- Pornwasin, A. (2013). Thai Facebook users in uproar against amnesty bill. *The Nation*. Retrieved from <http://www.nationmultimedia.com/politics/Thai-Facebook-users-in-uproar-against-amnesty-bill-30218592.html>
- Radel, K. (2011). *Blending web 2.0 in marketing courses to engage students at distance – reflections on implementing 'facebook' as a personal learning environment*. Australia: ANZMAC Proceeding.
- Rojanaphruk, P. (2013). Facebook the most popular news source, study shows. *The Nation*. Retrieved from <http://www.thaivisa.com/forum/topic/654931-facebook-the-most-popular-news-source-for-thais-study-shows/>
- Sakawee, S. (2013). *Facebook users in Thailand grew by 33% in 3 months to 24 million users (INFOGRAPHIC)*. Retrieved from <http://www.techinasia.com/facebook-thailand-grows-to-24-million-users-infographic/>
- Schroeder, J., & Greenbowe, T. (2009). The chemistry of Facebook: Using social networking to create an online community for the organic chemistry laboratory. *Journal of Online Education*, 5(4), Retrieved from <http://gator.uhd.edu/~williams/AT/ChemOffB.htm>
- Simpson, M.N. (2012). ESL@Facebook: A teacher's diary on using Facebook. *Teaching English with Technology*, 12(3), 36-48.
- Srinivas, R. (2010). *ICT Tools for ELT Ppt Presentation-Author Stream*. Retrieved from <http://www.authorstream.com/Presentation/rango-372780-ict-tools-elt-teaching-english-technology-language-esl-education-ppt-powerpoint/>
- Supakitjumnong, S. (2002). *Content-based instruction to enhance English academic reading ability and motivation of science and technology students at Chiang Mai University*. Thesis: Master of Education in Teaching English as a Foreign Language, Chiang Mai University.
- Suthiwartnarueput, T., & Wasanasomsithi, P. (2012). Effects of using Facebook as a medium for discussions of English grammar and writing of low-intermediate EFL students. *Electronic Journal of Foreign Language Teaching*, 9(2), 194-214.
- Tananuraksakul, N. (2009). Unintelligibility: World Englishes shock and repetition shock in an Australian context. *Prospect*, 24(2), 42-52.
- Tananuraksakul, N. (2010). An exploration of English as the medium and the message in the "global village": A case study. *International Journal of Communication*, 4, 914-931.
- Tananuraksakul, N. (2011). *Power relations in pedagogy: A constraint on EFL learners' identity confidence and identity anxiety*. FLLT 2011 Conference Proceedings on 'Strengthening Ties between Research and Foreign Language Classroom Practices'.
- Tananuraksakul, N., & Hall, D. (2011). International students' emotional security and dignity in an Australian context: An aspect of psychological wellbeing. *Journal of Research in International Education*, 10(2), 189-200.
- Tananuraksakul, N. (2013). Power distance reduction and positive reinforcement: EFL learners' confidence and linguistic identity. *International Journal of Language Studies*, 7(1), 103-116.
- Teowkul, K., Seributra, N.J., Sangkaworn, C., Jivasantikarn, C., Denvilai, S., & Mujtaba, B.G. (2009). Motivational factors of graduate Thai students pursuing Master and Doctoral Degrees in Business. *RU International Journal*, 3(1), 25-56.
- Terantino, J., & Graf, K. (2011). In the classroom: Using Facebook in the language classroom as part of the net generation curriculum. *The Language Educator*. Retrieved from http://www.actfl.org/sites/default/files/pdfs/TLEsamples/TLE_Nov11_Article.pdf
- Udomkit, J. (2003). *Communication Anxiety for the Basic Signal Officers in the English Classroom at the Signal School*. Thesis: Master's Degree in Applied Linguistics, Mahidol University.
- Wang, Q., Woo, H. L., Quek, C. L., Yang, Y., and Liu, M. (2012). Using the Facebook Group as a learning management system: An exploratory study. *British Journal of Educational Technology*, 43(3), 428-438.

NOPARAT TANANURAKSAKUL is a full-time teaching staff member in the Department of English, Faculty of Liberal Arts at Huachiew Chalermprakiet University in Thailand. She has recently utilized Facebook Groups as a blended learning and learning management system. This kind of pedagogical strategy to teach EFL is added to an area of her research interests.

Appendix
Survey and Semi-Structured Interview Questions

Survey

This survey is part of a research study into use of Facebook Group as a learning management system for an ESP class. Please complete all sections. Your information will help me improve my teaching strategies, and it will be kept confidential.

I. Demographic Profile

1. Gender: female male
2. Age: 20-25 over 25
3. Year of study: 3 4 5 6
4. Your grades of other English classes:
 - 4.1 English for Communication 1 _____
 - 4.2 English for Communication 2 _____
 - 4.3 English Listening-Speaking for Professional Purposes _____
5. GPA: _____
6. How often do you use Facebook?
 - rarely a few times per week everyday
 - other - please specify _____
7. How often do you use Facebook Group?
 - rarely a few times per week everyday
 - other - please specify _____

II. Views on Facebook Group Usage

1. What do you think about the use of Facebook Group?
2. How does the use of Facebook Group help your learn English?

Semi-structured interview questions:

1. Do you feel more enthusiastic to study English on your own? If yes, please explain how.
2. Has the instructor's error correction helped you learn English? If, yes, how has it helped you so?
3. Does virtual communication with the instructor help you feel more comfortable to interact? If yes, can you explain how it helps you feel more comfortable?
4. Do you start to like English better after the use of Facebook Group the ESP class? If yes, why do you like it so? If no, why do you not like it?
5. Why didn't you like English?
6. Was it because you could hardly read and understood it?
7. Do you feel enthusiastic to learn English with the use of Facebook Group? If yes, why do you feel so? If no, why do you not feel so?
8. Do you think English is important for you to study? If yes, why is it important? If no, why is it not important?

Appendix 6: Brief Biography

The researcher holds a Bachelor of Arts Degree in English from Ramkhamhaeng University, a Master of Arts in TESOL from Azusa Pacific University, California, USA, a Master of Arts in International Communication from Macquarie University, and a Doctor of Philosophy in Linguistics from Macquarie University. She received International Macquarie University Research Excellence Scholarship (IMQRES) to undertake her doctoral study from 2007-2010. Her thesis project entitled “The impacts of English language proficiency on international students’ personal security in ‘an imagining village’ in Australia” involved interdisciplinary investigation into intercultural communication, intergroup communication and social psychology of language, EIL in particular, in Australian social and academic contexts. Emotional security and dignity in interactions between non-native and native English speakers and among non-native speakers are keywords in the study.

Noparat Tananuraksakul

Fulltime lecturer

Department of English, Faculty of Liberal Arts
Huachiew Chalermprakiet University

Direct contact: noparat2000@yahoo.com