



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

Facultad de Ciencias de la Educación

Facultad de Comunicación, Lingüística y Literatura

Trabajo de Titulación como requisito previo para la obtención del título de
Magíster en Pedagogía del Inglés como Lengua Extranjera

Word Formation Activities on Facebook for EFL Students.

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Quito, febrero 2022

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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

WORD FORMATION ACTIVITIES ON FACEBOOK FOR EFL STUDENTS

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ABSTRACT

This research project presents the description and analysis of Facebook as a supporting tool for reinforcement to acquire vocabulary related to Word formation. The theoretical framework was built on information from primary and secondary sources specifically books, articles, and journals based on experienced authors like Kent and Leaver (2014) describing Facebook as an educational tool; Kieffer and Lesaux (2008) with the importance of morphology; and Schmitt (2014) with the analysis of the affective filter and the acquisition of languages. Additionally, this study involved students of the second baccalaureate of “Liceo los Álamos” high school in Quito. Likewise, the design focuses on a qualitative-quantitative method evidenced in two questionnaires, a pre-test and a post-test that were applied to a total population of 12 students. After applying this methodology, it could be determined that English teaching and learning based on Facebook could help students to extend and comprehend new vocabulary in written exercises effectively. Thus, this project becomes an extra resource to let learning be more significant and innovative.

Keywords: Facebook, Word-formation, tool, vocabulary, affective filter, reinforcement.

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**ACTIVIDADES DE FORMACIÓN DE PALABRAS EN FACEBOOK PARA
ESTUDIANTES DE INGLÉS COMO LENGUA EXTRANJERA.**

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RESUMEN

Este proyecto de investigación presenta la descripción y análisis de Facebook como herramienta de apoyo para el de refuerzo de la adquisición vocabulario, es decir, la formación de palabras. El marco teórico se construyó a partir de información de fuentes primarias y secundarias, específicamente libros, artículos y revistas basadas en autores experimentados como Kent y Leaver (2014) que describen Facebook como una herramienta educativa; Kieffer y Lesaux (2008) con la importancia de la morfología; y Schmitt (2014) con el análisis del filtro afectivo y la adquisición de lenguajes. Adicionalmente, este estudio involucró a estudiantes del segundo bachillerato del Liceo Los Álamos de Quito. Asimismo, el diseño se enfoca en un método cualitativo-cuantitativo evidenciado en dos cuestionarios, un pre-test y un post-test que se aplicaron a una población total de 12 estudiantes. Después de aplicar esta metodología, se pudo determinar que la enseñanza y el aprendizaje del inglés basado en Facebook podría ayudar a los estudiantes a ampliar y comprender nuevo vocabulario en ejercicios escritos de manera efectiva. Así, este proyecto se convierte en un recurso extra para que el aprendizaje sea más significativo e innovador.

INTRODUCTION

Learning English has started to become a necessity in our world upon acquiring the main feature of joining people for academic and personal purposes. When studying a foreign language, vocabulary is considered the gist of communication since it fosters the improvement of the four skills. Furthermore, it is known that the number of words one knows can increase with time and practice and if the grammar is included, all the skills can be mastered in the future. Thus, low vocabulary level triggers inconvenience to students and doesn't permit good performance in any field (Alqathani, 2015).

Today, gaining an understanding of English requires a group of technological tools as well as strategies that foster students' performance in the language. Social networking services have supported human relationships when allowing people, the facility to interact. According to Barrot (2018), Facebook as technology-enhance learning allows the creation of e-portfolios to publish written work and practise language efficiently reducing the level of anxiety since it could be adapted to changing environments. Additionally, this kind of study is increasing every day because of the different features that it possesses.

Extending English vocabulary and the students' repertoire is a suitable way to get better results at making learners communicate in different conversational environments. However, this process is challenging for non-native speakers who have difficulties when using new words especially in spelling, pronunciation, and context which causes low-performance problems. Those are manifested due to traditional strategies, usage of the mother language in classes to explain definitions, and wrong practices from students (Al-Seghayer, 2015).

Social Media has changed the way people communicate, one of the most used and famous ones is Facebook which can be considered not only a webpage to share personal information with your circle of friends but as a reinforcement and educational resource to search and share knowledge that has been acquired in classes. Furthermore, teachers and students have an instant interaction because of the ease of using it. The main objective of using Facebook in the educational field is to post several interactive activities to be developed. This procedure will abruptly change the student's mood at the time of doing any task or homework (Isham & Politeknik, 2014).

According to the questionnaire employed with some students of the second baccalaureate of "Liceo los Álamos" before the application of this tool, most of them seem connected to the idea of using Facebook as an educational resource where they can enhance their vocabulary skills. This new way of schooling is innovative since students are familiar with the tools Facebook has. Besides, learners will not find the exercises as homework, but rather reinforcement to excel in their B1 vocabulary. There have been some studies on this field that have influenced this project, one example is a project carried out by Ekoç (2014) where students were part of a Facebook group to post images and reply to questions written by

the teacher, who acted as a moderator and participator, it was shown enthusiastic participation in some phases. Therefore, it encompassed students' encouragement, certainly.

Research Questions

1. How useful are Facebook tools to promote word formation for the B1 level?
2. What is the impact of interactive activities related to word formation on the students' performance?

General Objective

- To design a method in Facebook as supplementary reinforcement to acquire B1 Vocabulary.

Specific Objectives

1. To analyze the main features Facebook has in the educational context to acquire B1 vocabulary related to Word Formation.
2. To examine the interactive activities that can be shared through Facebook.
3. To evaluate the impact of the activities related to Word Formation on the students' performance.

LITERATURE REVIEW

Word Formation

Word formation is a branch of morphology where words can be classified into simple, complex (with affixes), and compound words that contain more than one word. For the creation of words, roots or stems and affixes (prefixes, suffixes, infixes) are used. This procedure boosts the learner to use "reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations" part of the B1 grammatical accuracy part (Council of Europe, 2001). This process is of vital importance since one person can create a vast number of words considered the previous knowledge. According to Balteiro (2011) this procedure and its mechanisms are necessary to native and non-native speakers, in the same way, owing to numerous benefits. First, students can expand the basic vocabulary they possess when writing or speaking. Furthermore, the study of morphology, related to prefixes, infixes, and suffixes, encompasses EFL learners who can decode and comprehend countless statements even if the words have not been seen, nor studied before. In short, the emphasis is not on morphology itself, but the meaning of the word to communicate. In the same line of thought, Kuo & Anderson (2010) clearly states that morphological awareness fosters the understanding of morphologically complex words. Similarly, Kieffer and Lesaux (2008) assert that derivational morphological awareness is linked to the ability to recognize and produce new words from ones that pupils already know. In the same way, Koda & Zehler (2007) reveals that younger learners who have been exposed to nuances of derivational morphology in their schooling process are more likely to

develop a wide range of vocabulary. For example, scholars can divide the word into lexeme and affixes (prefix, infix, and suffix) to identify the accurate meaning. This contributes to the analysis that students do when reading academic papers to comprehend the meaning of any statement with help of context, too. Additionally, it facilitates the reading comprehension performance which leads to the acquirement and manipulation of these words in writing and oral future activities.

Facebook

This social media count on several unique features which together make a remarkable social communication tool. It is mandatory for the profile's creation with personal information to identify the user easily. Besides, a newsfeed consists of a wall where new information, for instance, texts, videos, photos, and comments are shared every day. There are also communication channels like public, private groups in which the interaction is closer that creates a new space of sharing limited information and an area for collective discussion while learning (Allen, 2012).

Facebook is a social media that has the view of millions of people around the world because of the facilities at the time of getting in touch with other people. According to Studio Visual Steps (2014) this is considered one of the most remarkable networking sites on the internet with about one billion people. Its name comes from the words Face and books. It started in 2004 with the purpose of making it possible to communicate with friends and relatives, as a result, the number of users is increasing each day.

Mentioning the main facts, it is quite visible Facebook has the required tools at the moment of educating. It is not only about acquiring information, but also sharing through different ways where students could be able to reinforce the vocabulary acquired in class and practice it playing games, being part of forums in a private group with the company of their partners in a secure environment. An undoubtedly remarkable feature of Facebook is the groups that can be created or joined in relation to the needs and wants of the users. In education, teachers can also take advantage of those to prepare classes and share extra information. According to Ekoç (2014) Social media benefits students by giving them input and output activities to perform. Besides, teachers convey their knowledge by providing a different but useful environment without the presence of traditional teaching allowing real communication. These groups encompass the alumni working actively out of the classroom through numerous resources. Facebook groups permit the creation of debates, feedback from their classmates and teacher on their work. Furthermore, it is known the profits driven from the groups like motivation towards the subject and more materials to be used related to the context (Morte & Peralta, 2013). Those materials change the space where students develop their ideas and the perception of how education works.

Facebook and forums are similar because of the ability to comment on others' works. People who work actively comment, share their ideas, and post personal information (Dholakia, Bagozzi, & Klein, 2004). Therefore, they are capable to be involved in the educational process which the main characters are the students. Regarding notification, once created the groups of the class, instructors can post on the wall

or send messages by chat while the students are informed. Everybody who is part of the group will receive a notification about the post (Muñoz & Towner, 2011). Therefore, the interaction in this somehow learning platform allows active participation among all members from the class.

Facebook enables various interactive strategies to develop engagement within the members of the group in real-time and deferred “Social Media provide multimedia communication channels where students can communicate both synchronously (instant pictures and video upload) and asynchronously (comments and wall posts)” (Ekoç, 2014). In this regard, the opportunity to get immediate feedback makes this platform have synchronous communication. There are some differences between email and chat in Facebook and students can take control of the interactions they prefer; Facebook chat allows them to have synchronous messages rather than spending time awaiting a response. This impacts the student’s communication and way of receiving information. Besides, students do not have the need to be friends with the teacher which can let them feel comfortable with the exposure of their personal information (Shaw, 2015).

Face-to-face classes permit a closer interaction between all the members involved in a classroom. However, this mixed with asynchronous activities and interaction can change abruptly the educational system and get more information in less time. As recorded by Ocker and Fjermestad (1998) face to face meetings used with Computer-Mediated communication is more effective than only using them isolated. Consequently, this results in a certain degree of satisfaction when learning.

Educational context

Lexical acquisition

Knowing and mastering vocabulary can encompass better comprehension of the four skills. As stated by Nagy et al. (1985) the process of learning new words is determined by several strategies and approaches to help reinforce them. Besides, input activities based on listening and reading ensure the process of expanding the lexicon. In addition, Thornbury (2004) argues that getting vocabulary requires labeling, necessary to differentiate the meaning of one word from another but also categorizing skills linked to the extension of the concept and the knowledge one person has when analyzing toy dogs and pictures of dogs that at the end are dissimilar.

On the other hand, Hong (2009) based on learners’ perceptions affirmed that the usage of vocabulary learning strategies encourages students to acquire more vocabulary and excel in their skills. These could be supported by technological sources to carry out countless varied activities depending on the age and level of the student. Moreover, the more the learners use them, the better they feel and consider them valuable to expand their knowledge in this field. Also, Schmitt (2014) believes that a direct vocabulary approach allows for better results by understanding more words and better form of retention leading to effective acquisition. This is related to the fact that students have different backgrounds and knowledge of certain subjects and of English itself, so it is necessary to take them into account before putting

certain activities into practice. Similarly, Sibold (2011) asserts that repetition (at least 3 times) is a good strategy to acquire a new word with the help of pictures or actual objects and similar sentences used in the explanation. Everything mentioned could be accompanied by oral participation and motivational strategies which can trigger students to be competitive and acquire the knowledge in a natural way.

Learning process

Affective filter and confidence

Virtuality encourages students to participate actively and share their ideas. Besides, students are the center of the educational process while teachers act like guiders facilitating the global learning process taking a supporting role (Rachtham & Kaewkitipong, 2012). The closed Facebook groups help students to get a suitable environment to share their opinions without mistrust. These groups can create a safe space where the affective filter is low, allowing their identity to be the center of education. Furthermore, the sense of safety depends on the tutor management and the power dynamics, it could be related to the number of members, posts, and kind of interactions. The teachers oversee ensuring comfort and excitement (Reid, 2011).

It is noteworthy to pay attention to the affective filter which can result in success or failure when acquiring the language. One of the teachers' roles is to be aware of the individual's participation in each task, give extra support through a direct message and know that everybody is taking part of the educational learning feeling secure with the ideas they are sharing. Students are aware of the collaborative work they must do on Facebook. The different tools help them to feel motivated at the time of expressing their ideas and become active participants. This triggers the construct of knowledge in an appropriate space to let them be themselves (Saaty, 2015).

Interactive Activities

Forums

Forums are new ways of sharing ideas, receiving feedback, and excel English vocabulary in education. In a study made by Schcolnik (2008) it was noticeable that students got a greater number of words to their repertoire at the time of writing which resulted in a high-quality paragraph that showed their academic level. Besides, peer contributions and teacher feedback could help the growth of this acquisition. This form of debate is linked to quick writes that invite the students to write short responses about a question with a keyword. These answers could be considered to start a dialogue in groups using prior knowledge acquired before. An alternative could be to work in pairs to make more questions and answers together (Sibold, 2011).

Games

Traditional ways of learning vocabulary have not been effective enough because of the lack of attention to task-based activities such as games which ensure the learning. Checking meanings on dictionaries does not satisfy the learners who are desired to get several words to express themselves in different macro skills like speaking, listening, reading, and writing (Thanh & Thu, 2019). Therefore, games which are commonly used in L2 classes like Scrabble and teacher-created games like Bingo are useful since they can foster the usage of vocabulary between the members creating a great environment where they feel comfortable and enthusiastic for learning new words (Sibold, 2011).

Worksheets

Based on the findings of this author Tenorio (2020) worksheets play an indispensable role in vocabulary acquisition because this joins the reading comprehension and vocabulary as a whole. Furthermore, one of his conclusions was that reading courses should be linked to vocabulary development to get advantages of the pupils' knowledge.

Recordings

Facebook has enhanced the English language with these two specific features (Al-Shehri, 2011). the study disclosed advantages from the usage of photos and videos in language learning classrooms. Pupils showed collaborative behavior on English tasks and more interest when they uploaded extra materials because it allows staying connected with their partners.

Polls

Polls embrace the students' opinions to make them feel effectively engaged in the learning process. Ismail et al. (2019) ensure that the usage of this tool can make learners feel more motivated when participating. It helps since they enjoy sharing their thoughts in pairs or in groups and getting feedback that allows getting fruitful feedback. Thus, monotony and traditional strategies could be avoided lowering the level of anxiety.

RESEARCH DESIGN AND METHODS

DESCRIPTION OF METHOD

This paper was based on action research owing to self-reflection analyzed through a mixed approach. First considered qualitative since the two questionnaires reflected opinions about students' likes and ways of thinking. On the other hand, it was quantitative because of the existence of a pre-test and a post-test to examine the mistakes students had in each category "adjective, nouns, negatives and verbs" in Word-formation part before and after using Facebook and several interactive activities there.

In preparation for the study one Facebook group was created to apply the methodology and the strategies: polls, worksheets, forums, recordings, and games were used to reinforce the vocabulary learned in class. The project was carried out in the second Quinmester.

After posting a PowerPoint presentation with the summary of the topic on the wall, the activity applied was the polls created on Facebook with a brief description. The group had to choose the correct noun in three statements. There were four options that included some nouns that could not fit the gap with the suffixes "ment", "tion", "ty", "ance", and "ing". Everybody answered correctly and faster than expected since they had to click.

In the next session, students received an infographic with the key points reviewed in class related to "adjectives" to do a worksheet. This activity with ten sentences and one gap was made in Word, a tool easy to manage, where learners must use some suffixes like "ful", "less", "al", and "ish". The analysis was vital because there were some possibilities talking about syntax, but not in the semantics field. After completing the task, students were asked to upload it through Messenger.

The third week, it was delivered the review of the class "adverbs" through slides. Hence students were ready to put this knowledge into practice in a forum created on Facebook's wall. The question to be discussed was "How should the perfect Instagram post be made?" where images could be used as well as emoticons, and gifts as part of the answer. Likewise, a few of them comment on their partners' ideas with respect.

Next week, the teacher used a Canva template to create a graphic organizer of some negative prefixes like mis, un, dis, in, im, il, ir and posted them in the group. Immediately, a next post was created with the instructions of the video using what they learned. Besides, they were invited to use at least three words from a list. For the video, three statements were written on a webpage called "Flipgrid" where the students could answer with video and see their partners' responses, too. In the end, the total of responses was thirteen and fifty-nine views.

The last task was a game taken from Kahoot since on this platform there are several modifiable free activities available for students. The exercise had twenty sentences with one gap each to complete

according to the context and three possible options where some words did not exist, or the infix was used wrongly. The deadline was seven days after the assignment. This activity was posted on Facebook and students had to send screenshots of the result through Messenger even though the teacher could see those scores in Kahoot, too.

Context

The participants were part of a bilingual high school where seven hours of classes were taught per week of the subjects: EFL, History, Academic Reading, and Laboratory. Besides, the main methodology that was considered in those classes was CLIL, the one recommended by the Ministry of Education of Ecuador, which means learning concepts of several subjects by doing.

All the lessons, classes, and projects were conducted through zoom because of the pandemic situation. Also, there was a platform to improve English in the field of the B1+ international test.

Participants

The population of this research was 12 high-school students out of 19 from the Second Baccalaureate in a private high-school “Liceo Los Álamos” located in Cumbayá-Quito during the academic year 2020-2021. There were five women (41.66%) and seven men (58.33%) of 16-17 years old who volunteered for the application of Facebook in the educational context.

Instruments and Procedures

Questionnaires

To analyze the importance of Facebook in the educational field and to collect some information about personal likes and dislikes related to this social media as a reinforcement tool to get more vocabulary, it was applied an online questionnaire. It was formed by six statements based on the interactive activities the learners can do and feelings they could have. It was done before applying the methodology where they had to rate how much they agreed with the statements on a five-point scale, with one being “muy en desacuerdo” strongly disagree, two “En desacuerdo” disagree, three “Ni de acuerdo, ni en desacuerdo” Neither agree nor disagree, four “de acuerdo” Agree and five “muy de acuerdo” Strongly agree. Before completing the questionnaire, pupils were asked to write their names and usernames.

Additionally, after using Facebook (in the 5th week) it was created a second questionnaire to compare the results and analyze if the students felt more attracted to this methodology following the same structure of the five-point scale. However, there were more questions where learners needed to answer about how they felt with each interactive activity.

Both questionnaires were done after some informal talks with students and teachers in Google forms since it reflects the results through clear graphs showing the percentages of each option. The main language used was Spanish because this is their native language, and it was vital the comprehension and not use of English. The questions did not refer to previous research, trying to know the current situation and experience using Facebook. Besides, Zoom was the instrument to make a meeting and explain each item before giving time to respond.

The author of this research asked the 19-Second Baccalaureate students to be part of this project. Only 12 of them accepted the invitation. The first question which was a filter one was about aimed to discover if the students use Facebook at least thirty minutes per day where 11/12 answered positively and the one that didn't do affirmed the possibility to reopen her Facebook account for the purpose of this paper.

Tests

A second instrument used to affirm the results got in both questionnaires was a test before and after applying the methodology mentioned. In the pre-test, a B1 exercise on word formation linked to "Graffiti problems" was chosen from the textbook titled Golden Experience. This test was constituted by three paragraphs and eight gaps located next to the main words to modify in brackets.

After a 5-week term with some interactive activities (polls, worksheets, forums, recordings, games) and presentations about Word Formation, students took a second test to validate the results. This time, the test was extended and constituted by seven paragraphs and fifteen gaps next to the lexemes to modify. The number of examples of each category (nouns, adjectives, adverbs, and negatives) was two in the text called "How to Spot Fake News" that was taken from learenglish.britishcouncil.org and adapted when the words were removed.

In both tests, the focus was on nouns, adjectives, adverbs, and negatives, for this reason, the students had to convey their ideas using prefixes, infixes, and suffixes. In other respects, the instructions were given at the beginning (they had to carefully read the text to create a different word according to the context within 15-20 minutes). Moreover, all the pupils connected to Zoom with cameras on at a specific hour after their regular classes to take the tests. The format required was PDF to save as evidence in an e-portfolio. About the grade, it was considered to give 10 points in each exam to compare later the performance.

The author of this project gave the instructions to the 19-Second Baccalaureate students to warrant they do not cheat, apply their knowledge without extra help, and avoid anxiety in the time set. However, three students sent the activity after some days in the same week because they oversaw some high-school online meetings. In the next session after each test, the feedback was carried out to show the correct answers reminding students of the meaning of each infix and making them review the context to connect previous ideas with the sentences where the word was missing.

Interactive Activities delivered

Word formation exercises are texts related to the age of the scholars with some paragraphs where sometimes subtitles are included, too. In this reading eight words have been removed and some words in capitals at the end of some of the lines must be used to discover them, as a result, they could fit in the gap. The learners must check the context and previous ideas to choose the correct part of speech. Therefore, in the 5-week term, the teacher implemented different activities to let the students reinforce the knowledge acquired in class. The procedure to carry out was the following:

- The teacher explained a category each week through Zoom using PowerPoint or other ICT tools.
- On Facebook, there was a summary of the class explained through PowerPoint, infographics, or graphic organizers.
- Students were notified about the creation of an interactive activity related to Word formation on Facebook: The first week, pupils studied nouns through three polls made on Facebook where learners had to select the correct option according to the context of the sentence, the next week, adjectives through a worksheet made up of ten sentences in Word and words to modify in parenthesis, the third one, adverbs through a forum made directly on Facebook where the question was “How should the perfect Instagram post be made?” they were given a list of words to use in their answers, week number four, negatives with the help of “Flipgrid” where three statements about music were written and students needed to agree or disagree using a list of words sent by Zoom, and the last week, a compilation of the four categories through a game “Quizizz” sent as homework.
- After finishing them at home, they sent the educator their answers or screenshots depending on the task to analyze the results by Messenger.

Data Analysis

To organize adequately the information obtained, the questionnaires were made in Google forms where the researcher can see the answers’ percentages of each question. For showing the students’ answers graphically, two tables were elaborated with the items, the five-point scale, and the number of participants that chose that option. In addition, two clustered columns were added to perceive the differences between the questions using several colors for the five-point scale and the percentage of each.

Talking about tests, the grades were studied in an individual analysis through a table showing the performance of each student in both tests. This was also reflected in a histogram to check deeper if they improved their performance or not. Furthermore, a group analysis was done to take into consideration the qualitative scale according to the Ministry of Education of Ecuador that says: “Domina los

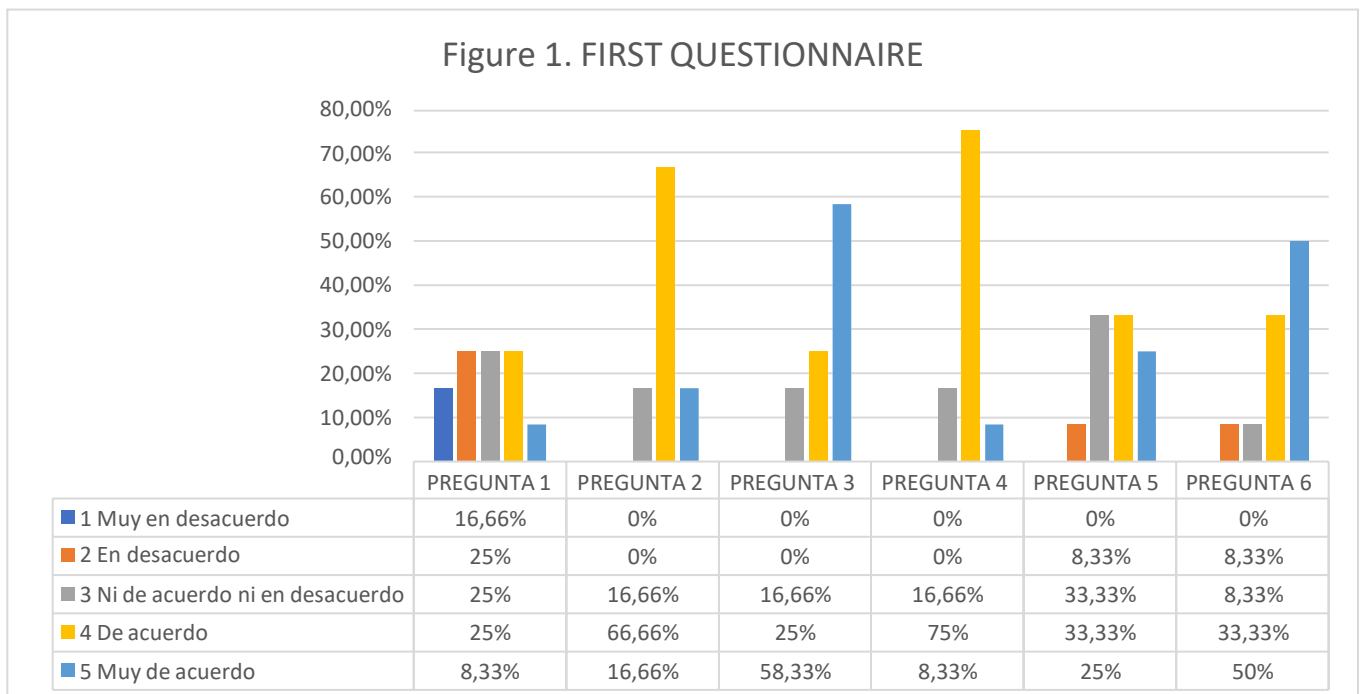
aprendizajes requeridos”/ Master the required learning 9-10; “Alcanza los aprendizajes requeridos”/Achieve the required learning 7-8.99; “Está próximo a alcanzar los aprendizajes requeridos”/Close to reaching the required learning 4.01-6.99; “No alcanza los aprendizajes requeridos”/ Do not reach the required learning <4 and the mean of the course.

RESULTS

Table 1. TABULATION OF DATA: FIRST QUESTIONNAIRE

Preguntas/Likert Scale Questions/Likert Scale	1 Muy en desacuerdo /Strongly disagree	2 En desacuerdo /disagree	3 Ni de acuerdo ni en desacuerdo/ Neither agree nor disagree	4 De acuerdo/ Agree	5 Muy de acuerdo/ Strongly agree
1. Utilizo Facebook al menos 30 minutos por día. / I use Facebook for at least 30 minutes a day.	2	3	3	3	1
2. Las grabaciones de estudiantes subidas a Facebook permiten reforzar el vocabulario aprendido en clase. / My partner’s recordings help the reinforcement of the vocabulary learned.	0	0	2	8	2
3. Creo que las actividades tales como: foros, encuestas, hojas de trabajo y juegos ayudan a mejorar el aprendizaje de vocabulario en inglés. / I believe the activities such as forums, worksheets, and games help the improvement of English vocabulary.	0	0	2	3	7
4. Creo que los grupos educativos de Facebook podrían facilitar los conocimientos al aprender inglés. / I believe educational groups could facilitate the reception of knowledge when learning English.	0	0	2	9	1
5. Cuando mis compañeros compartieran imágenes o publicaciones yo sería más participativo a través de los comentarios de Facebook. /	0	1	4	4	3

When my partners share images or posts, I would be more participative through Facebook comments.					
6. Yo considero que Facebook podría ser útil como plataforma educativa para el refuerzo de vocabulario. / I consider Facebook could be useful as an educational platform to reinforce English vocabulary.	0	1	1	4	6



First Questionnaire

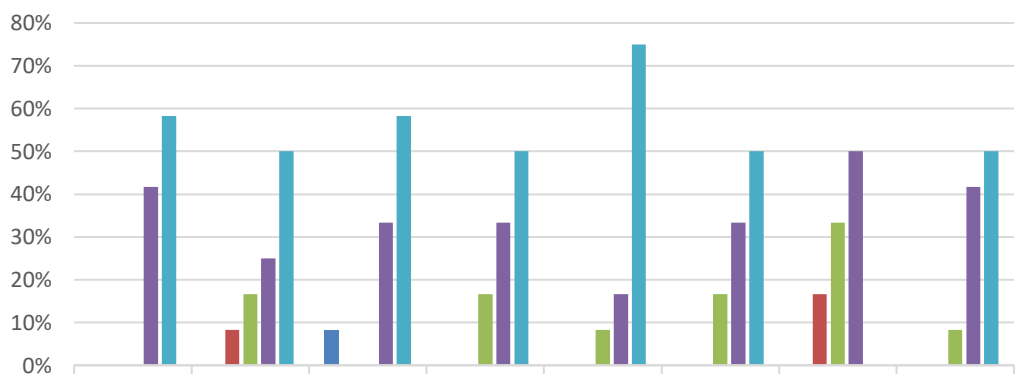
After having analyzed the first questionnaire, results (see figure 1) show that in the first question, only two people (16.66%) were “muy en desacuerdo” / strongly disagree that permitted the researcher to continue the study with the same group. In questions related to the usage of interactive activities on Facebook #2-3, most of the participants (16.66%) and (58.33%) respectively were “muy de acuerdo”/ strongly agree. In questions 4 and 6 related to personal likes, only one person disagreed with the idea of considering Facebook a useful educational platform to reinforce vocabulary. Finally in question number 5 linked to feelings and participation 7 students (58.33%) agreed with participating more in their partners’ comments on Facebook.

Table 2. TABULATION OF DATA: SECOND QUESTIONNAIRE

Preguntas/Likert Scale Questions/Likert Scale	1 Muy en desacuerdo /Strongly disagree	2 En desacuerdo /disagree	3 Ni de acuerdo ni en desacuerdo/ Neither agree nor disagree	4 De acuerdo/ Agree	5 Muy de acuerdo/ Strongly agree
1. El realizar videos utilizando el vocabulario estudiado permiten reforzar el conocimiento. / Making videos using the studied vocabulary allows reinforcing knowledge.	0	0	0	5	7
2. Creo que las encuestas ayudan a mejorar el aprendizaje de vocabulario en inglés. / I believe that surveys help to improve the learning of vocabulary in English.	0	1	2	3	6
3. Creo que los foros ayudan a mejorar el aprendizaje de vocabulario en inglés. / I believe that forums help improve English vocabulary.	1	0	0	4	7
4. Creo que las hojas de trabajo ayudan a mejorar el aprendizaje de vocabulario en inglés. / I think worksheets help improve English vocabulary.	0	0	2	4	6
5. Creo que los juegos ayudan a mejorar el aprendizaje de vocabulario en inglés. / I think games help improve English vocabulary.	0	0	1	2	9
6. Creo que los grupos educativos de Facebook podrían facilitar los conocimientos al aprender inglés. / I believe that educational Facebook groups could facilitate knowledge when learning English.	0	0	2	4	6
7. Cuando mis compañeros comparten imágenes o publicaciones yo soy más participativo a través de los comentarios de Facebook. / When my colleagues share	0	2	4	6	0

images or publications, I am more participatory through Facebook comments.					
8. Yo considero que Facebook podría ser útil como plataforma educativa para el refuerzo de vocabulario. / I consider that Facebook could be useful as an educational platform for vocabulary reinforcement.	0	0	1	5	6

Figure 2. SECOND QUESTIONNAIRE



	PREGUNTA 1	PREGUNTA 2	PREGUNTA 3	PREGUNTA 4	PREGUNTA 5	PREGUNTA 6	PREGUNTA 7	PREGUNTA 8
1 Muy en desacuerdo	0%	0%	8,33%	0%	0%	0%	0%	0%
2 En desacuerdo	0%	8,33%	0%	0%	0%	0%	16,66%	0%
3 Ni de acuerdo ni en desacuerdo	0%	16,66%	0%	16,66%	8,33%	16,66%	33,33%	8,33%
4 De acuerdo	41,66%	25%	33,33%	33,33%	16,66%	33,33%	50%	41,66%
5 Muy de acuerdo	58,33%	50%	58,33%	50%	75%	50%	0%	50%

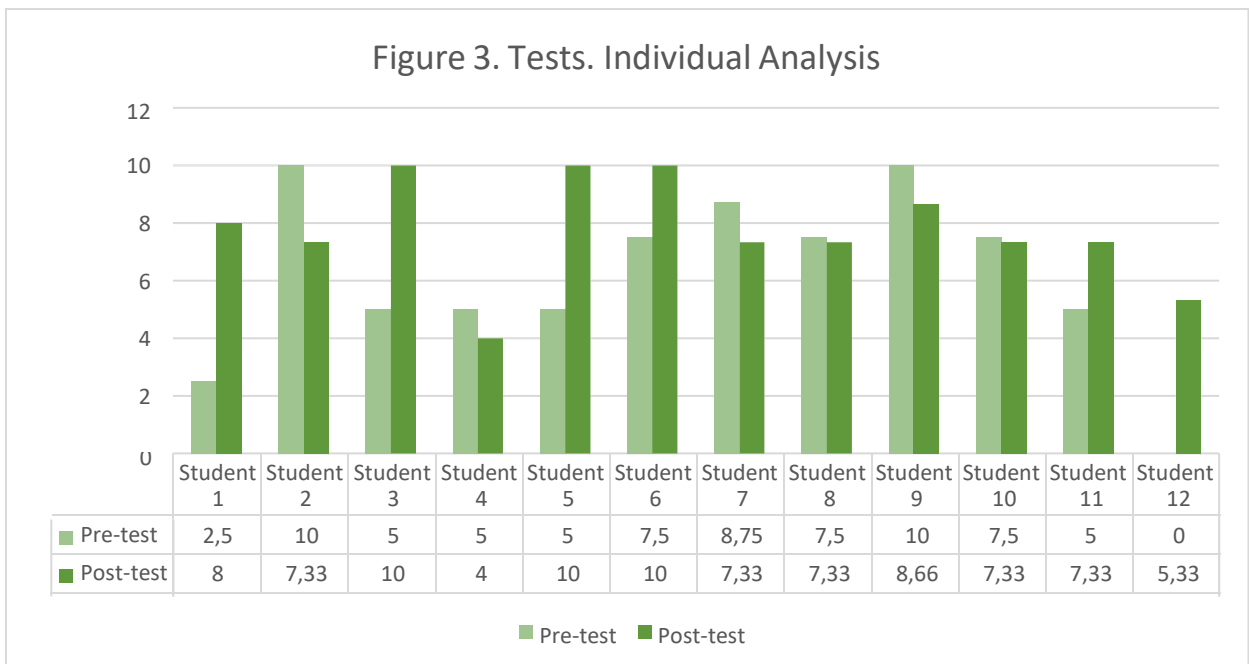
Second questionnaire

Correspondingly, after applying the methodology, the analysis indicates (see Figure 2) that 100% of the participants agreed that making videos using the vocabulary acquired in class can allow students to reinforce the knowledge. Compared to the first questionnaire, the majority also responded positively to question items 2-5, most of the answers about the interactive activities were “De acuerdo”/ agree and “muy de acuerdo”/ strongly agree. Speaking of personal preferences in question item #6 50% of the participants agreed that the educational groups on Facebook could facilitate the knowledge when learning English while in #7 50% of the class are in favor of being more active when their partners make comments, it is noticeable a decrease comparing to the first questionnaire. Finally, 91.99% consider that Facebook is useful as an educational platform which represents, they believe Facebook can change abruptly the way students acquire vocabulary.

Table 3. TABULATION OF DATA: TESTS-
INDIVIDUAL ANALYSIS

Students	Grade Pre-test	Percentage	Grade /10	Grade Post-test	Percentage	Grade /10
Student 1	2/8	25 %	2.5	12/15	80 %	8
Student 2	8/8	100 %	10	11/15	73.33 %	7.33
Student 3	4/8	50 %	5	15/15	100 %	10
Student 4	4/8	50 %	5	6/15	40 %	4
Student 5	4/8	50 %	5	15/15	100 %	10
Student 6	6/8	75 %	7.5	15/15	100 %	10
Student 7	7/8	87.5 %	8.75	11/15	73.33 %	7.33
Student 8	6/8	75 %	7.5	11/15	73.33 %	7.33
Student 9	8/8	100 %	10	13/15	86.66 %	8.66
Student 10	6/8	75 %	7.5	11/15	73.33 %	7.33
Student 11	4/8	50 %	5	11/15	73.33 %	7.33
Student 12	0/8	0 %	0	8/15	53.33 %	5.33

Figure 3. Tests. Individual Analysis



Tests. Individual Analysis.

Focusing on the individual performance of the tests (see figure 3), it is visible that six students (50%) got lower scores which are not significant (2 or 3 points) that could have happened because of the complexity of the second test that was composed with 15 gaps to complete while the first had only 8. However, the other half of them (50%) got better scores in the second test abruptly, the students 1, 3, 5, and 12 obtained 5 more points in the post-test.

TABLE 3. TABULATION OF DATA: PRE- TEST. GROUP ANALYSIS			
Students	Grade Pre-test	%	Qualitative Scale
Student 1	10	16.66	“Domina los aprendizajes requeridos” / Master the required learning.
Student 2	10		
Student 3	8.75	33.33	“Alcanza los aprendizajes requeridos” / Achieve the required learning.
Student 4	7.5		
Student 5	7.5		
Student 6	7.5		
Student 7	5	33.33	“Está próximo a alcanzar los aprendizajes requeridos.”/ Close to reaching the required learning.
Student 8	5		
Student 9	5		
Student 10	5		
Student 11	2.5	16.66	“No alcanza los aprendizajes requeridos.” Do not reach the required learning.
Student 12	0		
Mean	6.15	100	

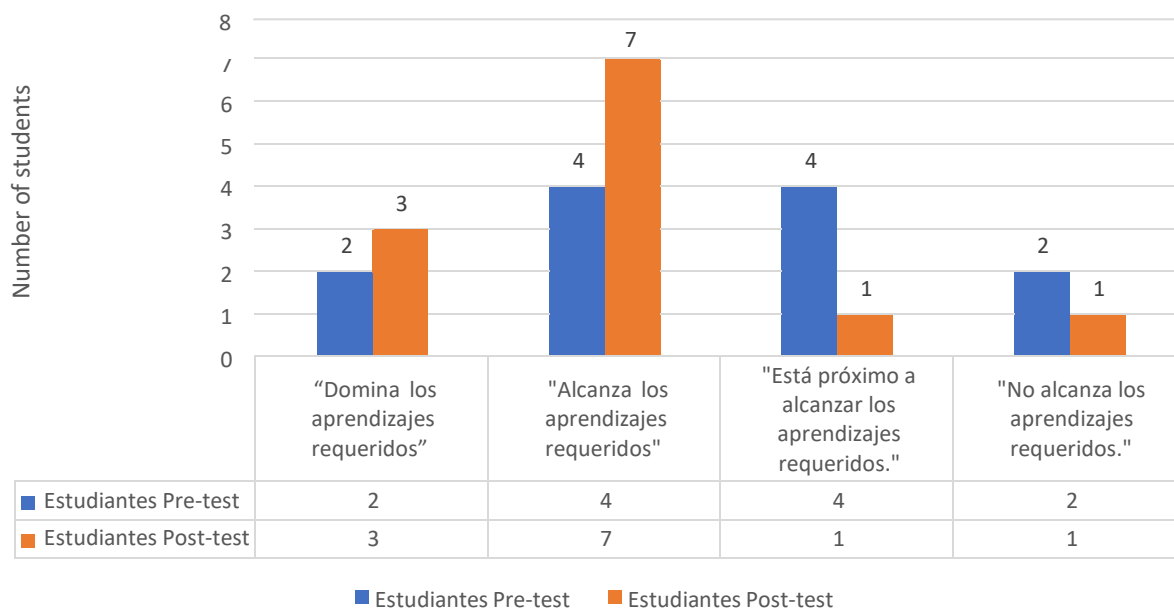
Pre-Test. Group analysis.

In the tabulation of data of the pre-test based on the qualitative Scale of the Ministry of Education of Ecuador, the results indicate that there are two students (16.66%) who “dominan los aprendizajes requeridos”/ Master the required learning, four (33.33%) who “alcanzan los aprendizajes requeridos”/ Achieve the required learning, four (33.33%) who “están próximos a alcanzar los aprendizajes requeridos” / Close to reaching the required learning, and two (16.66%) who “no alcanzan los aprendizajes requeridos” / Do not reach the required learning.

TABLE 4. TABULATION OF DATA: POST- TEST. GROUP ANALYSIS

Student's initials	Grade Post-test	%	Qualitative Scale
Student 1	10	25	"Domina los aprendizajes requeridos" / Master the required learning.
Student 2	10		
Student 3	10		
Student 4	8.66	58.33	"Alcanza los aprendizajes requeridos" / Achieve the required learning.
Student 5	8		
Student 6	7.33		
Student 7	7.33		
Student 8	7.33		
Student 9	7.33		
Student 10	7.33		
Student 11	5.33	8.33	"Está próximo a alcanzar los aprendizajes requeridos."/ Close to reaching the required learning.
Student 12	4	8.33	"No alcanza los aprendizajes requeridos." Do not reach the required learning.
Mean	7.72	100	

Figure 4. Tests. Group Analysis



Tests. Group Analysis

In the group analysis of the pre-tests, there were two students that “dominan los aprendizajes requeridos”/ master the required learning, while in the post-test there were three students, part of the category. Also, the number of the students who are part of “Alcanzan los aprendizajes requeridos” / Achieve the required learning, increased, in the pre-test, there were four students and in the second test there were seven. Additionally, in the third category “Está próximo a alcanzar los aprendizajes requeridos”/ Close to reaching the required learning, there was only one member. Finally, one student is part of “No alcanza los aprendizajes requeridos”/ Do not reach the required learning. Focusing on the mean, it has risen to 7.72/10 compared to the first test which the overage was 6.15/10. Through these results, more members (83.33%) are part of the two first categories leading this table.

DISCUSSION

Based on the findings collected through the questionnaires and tests in the second baccalaureate of Liceo Los Álamos high school, it could be correct to say that students have shown engagement in the interactive activities, reopening Facebook accounts with the purpose of acquiring some vocabulary. According to Morte and Peralta (2013), the Facebook students’ profile needs to be created with the purpose of motivating themselves to use it as a support tool and achieve success in the English learning process. In general terms, pupils agree with the idea of using Facebook as a new methodology to get more vocabulary and as a reinforcement for studied words in class.

Related to the post-test, it was more difficult for some of the students because of the lack of accuracy since there were not the same number of questions. Another key point analyzed is the common spelling mistakes they had due to the lack of double consonants in some words like “embarrassed” and “aggressive”

The goal of using Facebook to acquire vocabulary is simple because it can help students to do some activities on this social network and benefit teachers organize the information in one site knowing that almost everybody understands the functioning of it. It is recognized that the influence of Facebook is not only linked to the acquisition of vocabulary but also to the emotions and culture of the students. Farnadi et al. (2014) believe that the most memorable experiences and positive emotions that people have had are directly associated with connectedness and entertainment Facebook can share with them. Additionally, the scholar is monitored with the aid of using the teacher, who gives feedback, allows the scholar to successfully apprehend the difficulty of the class, and features significant learning.

While doing the project, it was expected that games could allow every student to liberate themselves from anxiety and stress. However, the affective filter was also part of the study when a few learners

mentioned orally, they preferred to play games without grades, just for fun. They felt under pressure due to the timer set for each question, focusing on this feature rather than on analyzing the options and remembering the usage of suffixes and prefixes. Therefore, games can be a good tool to learn and study some words, but only for practice since if it is graded teenagers cannot perform as they expect. Similarly, Elyas (2017) in his article determines that video games can lead to the natural acquisition of vocabulary especially when playing is not mandatory but an option. On the contrary, most of them commented they loved playing games to improve their vocabulary since they can compete, interact, and feel stimulated.

This study has potential limitations, and it is suggested that future research should take into consideration some main points. First, there was an incomplete size study with 12/19 students because not all of them were given permission to be part of this project. The study could be improved by having two groups. In group A, learners could be fostered to use Facebook and the traditional class might be given for group B to compare the results in Word Formation development.

Also, time can be extended from 5-week training to 10-week training or more. This time could give more precision with the result, considering that each Word Formation topic (nouns, adjectives, adverbs and negatives) took one week including the input and output activities. Moreover, learners could be observed some extra aspects like feelings, improvement, confidence, etc. with a rubric or an observation guide used weekly.

Some researchers from Romania named Gabriela Grossecka, Ramona Branb, and Laurentiu Tiruc (2011) wrote an article “Dear teacher, what should I write on my wall? A case study on academic uses of Facebook” and used an online survey to analyze the effects of this social media in the educational field. The results mentioned that only 26,7% of the students believe Facebook and its groups are critical to change education. Meanwhile, in the second questionnaire of this project, 50% of the pupils declared they strongly agree with the effectiveness of Facebook groups in their knowledge of English. Besides, 57.3% of the learners from Romania rather receive assignments posted on the class group or via messages. The analysis of this paper had similar results where the statement was: “I believe the activities such as forums, worksheets, and games help the improvement of English vocabulary” where 58.33% of the students strongly agreed. It could be said that despite the years, teenagers still prefer Facebook to receive information instead of academic platforms because of the ease. Something that has changed is the time they spend on other platforms for entertaining purposes considering Facebook an old platform for adults.

CONCLUSION

In communication, the most remarkable is the appropriate use of words to understand and give a clear message based on one's purpose or needs. Nowadays, teachers use social media to fill the gap and improve surprisingly the four skills. The social media Facebook is used to learn actively through different activities.

This study, utilizing the questionnaire, has investigated the usage of Facebook as supplementary reinforcement to acquire B1 vocabulary. By analyzing the responses of the participants, it has been confirmed that the main Facebook features in the educational context to acquire B1 vocabulary related to Word Formation are the groups that provide security for all the members, messages that can be instant to communicate better, notifications that send students reminders of the activities they must do.

The interactive activities that can be shared or created through Facebook are numerous: worksheets created on webpages or Word based on teachers' creativity; games such as Quizizz, Kahoot, or Nearpod that allows interaction and competition; polls that are easy to create using precise statements, forums related to youth topics where they have the possibility to share thoughts, like and post emoticons, and videos that were made in Flipgrid expressing feelings and points of view. Hence, the students feel more engaged when doing the activities through this social media since that helps encourage the learning of vocabulary in English and has an impact on the activities.

All the tasks mentioned before boosted students' capacity to form an awful lot of new words and sentences orally and in a written way. It triggered them to comprehend the text and convey their ideas effectively when sharing thoughts or personal experiences. It was quite visible that in the learning process, students were more actively participating in the center rather than an element. Furthermore, Facebook activities warranted most students to feel self-confident and ready to participate because of the easy management and interactivity.

Despite new efforts to change the educational system and improve pupils' vocabulary, more research is needed to develop new strategies that could be included on Facebook fostering students to use more words daily and communicate coherently.

RECOMMENDATIONS

This research will contribute to teachers who are dealing with demotivated students that cannot have English platforms reinforcement to enhance the B1 vocabulary. According to Kent and Leaver (2014) Facebook is an accessible platform where students can interact together because of formal and informal communication. The first, referring to the exchange of ideas that are planned and organized, while the second thoughts are shared in the social field like family members or friends generally. Furthermore, there are not many educators who use this social media called Facebook with their scholars because of their possible disadvantages and distractors. However, this paper will be beneficial for students to discover new ways of cooperating because of the easy usage. Besides, the multiple main profits teachers can get are the easy sharing of media content and communication that could be synchronic and asynchronous which will let them create a suitable, educational environment.

ANNEXES

Pre-test

Use of English 2 Word Formation. Pre-test

Read the text about graffiti. Use the word given in capitals in brackets to form a word that fits the gap. Time: 15 minutes

Graffiti problems

What do you think of graffiti? Most people agree that it can show a lot of 1 (ART) skill – if it's done in the right place. 2 (FORTUNATE), graffiti is appearing more in the wrong places these days, such as on historical 3 (BUILD). In those circumstances, graffiti seems to become more of an 4 (AGGRESSION) act by someone who does not care for the beauty or value of such things.

A young tourist recently found himself in the news when he made some marks on a 3,500-year-old temple in Egypt. Another tourist from the same country, who felt very 5 (EMBARRASS) by the young man's actions, photographed the graffiti and put it up on social media. Of course, the boy's parents apologised for their son's 6 (BEHAVE) and said that he had learnt his lesson. However, it was 7 (POSSIBLE) to clean all the graffiti off the ancient stonework because they couldn't use water.

So, even though it might be 8 (FASHION) to leave your mark on things, remember that it might remain there for thousands of years!

Taken from: Gold Experience B2 Use of English 2 Exercise 5

Post-test

Name: _____

Use the word in brackets to form a new word that fits into each blank.

How to Spot Fake News

Every time you're online, you are bombarded by pictures, articles, links and videos trying to tell their story. _____ (Fortune), not all of these stories are true. Sometimes they want you to click on another story or _____ (advertise) at their own site, other times they want to upset people for _____ (politics) reasons. These days it's so easy to share information. These stories circulate _____ (quick), and the result is ... fake news.

There is a range of fake news: from crazy stories which people easily recognise to more subtle types of _____ (information). Experts in media studies and online psychology have been examining the fake news phenomenon. Read these tips, and don't get fooled!

1. Check the source

Look at the website where the story comes from. Does it look real? Is the text _____ (good) written? Are there a _____ (various) of other stories or is it just one story? Fake news websites often use addresses that sound like real newspapers, but don't have many real stories about other topics. If you aren't _____ (security), click on the 'About' page and look for a clear description of the organisation.

2. Watch out for fake photos

Many fake news stories use images that are _____ (photoshop) or taken from an _____ (relate) site. Sometimes, if you just look _____ (close) at an image, you can see if it has been changed. Or use a tool like Google Reverse Image search. It will show you if the same image has been used in other contexts.

3. Check the story is in other places

Look to see if the story you are reading is on other news sites that you know and trust. If you do find it on many other sites, then it probably isn't fake (although

there are some _____(except), as many big news organisations try to check their sources before they publish a story.

4. Look for other signs

There are other _____(technical) that fake news uses. These include using ALL CAPS and lots of ads that pop up when you click on a link. Also, think about how the story makes you feel. If the news story makes you angry, it's _____ (probable) designed to make you angry.

If you know these things about online news, and can apply them in your everyday life, then you have the control over what to read, what to believe and most importantly what to share. If you find a news story that you know is fake, the most _____(importance) advice is: don't share it!

Taken and adapted from:

<https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/how-to-spot-fake-news>

Questionnaire 1

12 respuestas

No se aceptan más respuestas

Mensaje para los encuestados

Ya no se aceptan respuestas en este formulario

Resumen Pregunta Individual

Escribe tu nombre y apellido

12 respuestas

- Jose Mateo Villavicencio Garces
- Renata Troya
- Martín Baez
- Krystell Andrade
- Oriana Morales
- Julián Verdezoto
- Emilia Villalba

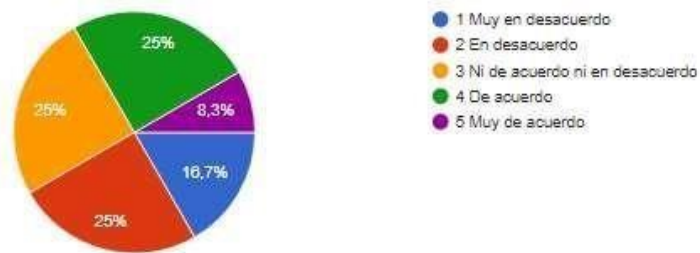
¿Cuál es tu nombre de usuario de Facebook?

12 respuestas

- Eidan Auz
- Felipe Meza
- Ernestito Mena
- Jose Mateo Villavicencio Garces
- Rení Troya
- Martin Baez
- Krystell Andrade
- Oriana Tais
- Julian Verdezoto

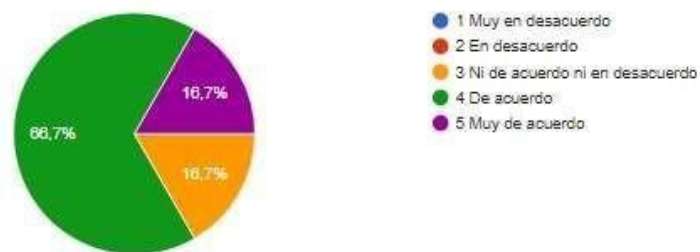
1. Utilizo Facebook al menos 30 minutos por día.

12 respuestas



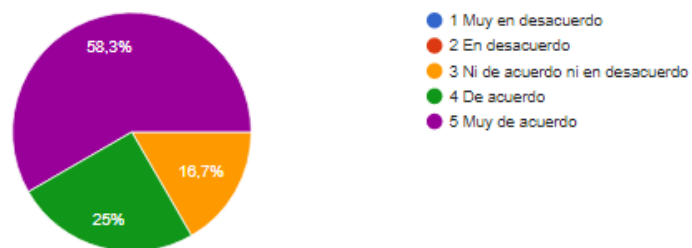
2. Las grabaciones de estudiantes subidas a Facebook permiten reforzar el vocabulario aprendido en clase.

12 respuestas



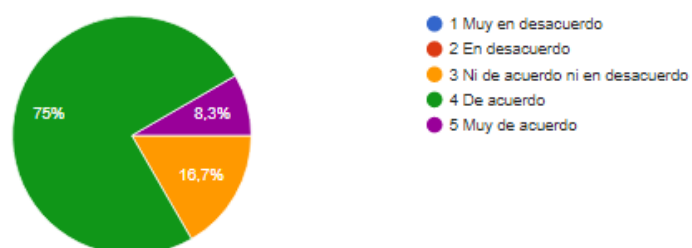
3. Creo que las actividades tales como: foros, encuestas, hojas de trabajo y juegos ayudan a mejorar el aprendizaje de vocabulario en inglés.

12 respuestas



4. Creo que los grupos educativos de Facebook podrían facilitar los conocimientos al aprender inglés.

12 respuestas



5. Cuando mis compañeros compartieran imágenes o publicaciones yo sería más participativo a través de los comentarios de Facebook.

12 respuestas





6. Yo considero que Facebook podría ser útil como plataforma educativa para el refuerzo de vocabulario.

12 respuestas



Questionnaire 2

12 respuestas 

No se aceptan más respuestas 

Mensaje para los encuestados

Ya no se aceptan respuestas en este formulario

Resumen Pregunta Individual

Escribe tu nombre y apellido

12 respuestas

Eidan Auz
Jose Villavicencio
Krystell Andrade
Renata Troya
Manuela Haro
Martin Báez
Juan Mena

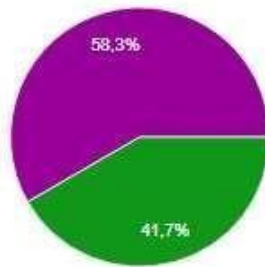
¿Cuál es tu nombre de usuario de Facebook?

12 respuestas

Eidan Auz
Jose Mateo Villavicencio Garces
Krystell Andrade
Reni Troya
Manuela Haro
Martin Camilo Báez Zuleta
Ernestito Mena
Emilia Villalba
Oriana Tais

1. El realizar videos utilizando el vocabulario estudiado permiten reforzar el conocimiento.

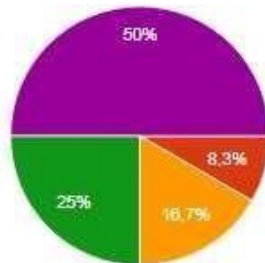
12 respuestas



- 1 Muy en desacuerdo
- 2 En desacuerdo
- 3 Ni de acuerdo ni en desacuerdo
- 4 De acuerdo
- 5 Muy de acuerdo

2. Creo que los encuestas ayudan a mejorar el aprendizaje de vocabulario en inglés.

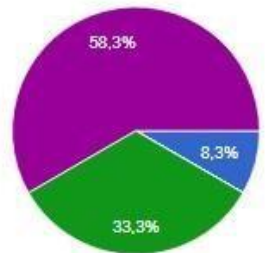
12 respuestas



- 1 Muy en desacuerdo
- 2 En desacuerdo
- 3 Ni de acuerdo ni en desacuerdo
- 4 De acuerdo
- 5 Muy de acuerdo

3. Creo que los foros ayudan a mejorar el aprendizaje de vocabulario en inglés.

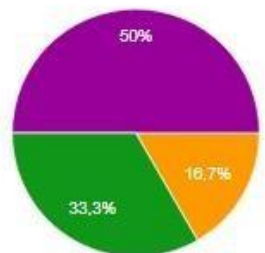
12 respuestas



- 1 Muy en desacuerdo
- 2 En desacuerdo
- 3 Ni de acuerdo ni en desacuerdo
- 4 De acuerdo
- 5 Muy de acuerdo

4. Creo que las hojas de trabajo ayudan a mejorar el aprendizaje de vocabulario en inglés.

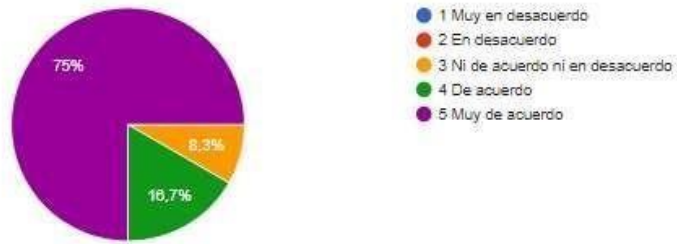
12 respuestas



- 1 Muy en desacuerdo
- 2 En desacuerdo
- 3 Ni de acuerdo ni en desacuerdo
- 4 De acuerdo
- 5 Muy de acuerdo

5. Creo que los juegos ayudan a mejorar el aprendizaje de vocabulario en inglés.

12 respuestas



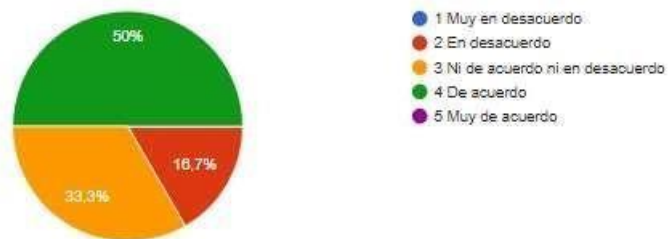
6. Creo que los grupos educativos de Facebook podrían facilitar los conocimientos al aprender inglés.

12 respuestas



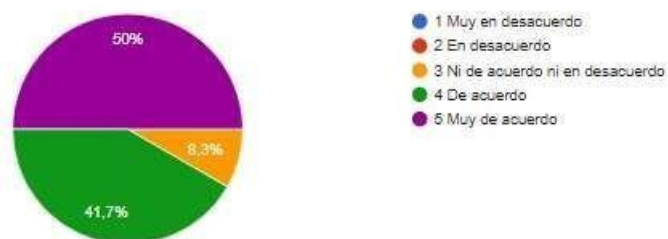
7. Cuando mis compañeros comparten imágenes o publicaciones yo soy más participativo a través de los comentarios de Facebook.

12 respuestas



8. Yo considero que Facebook podría ser útil como plataforma educativa para el refuerzo de vocabulario.


12 respuestas



Facebook interactive activities





Polls

 Word Formation Exercises

Karly Lopez created a poll.
Admin · June 9 · 🌐


Choose the correct option based on the context. Some of them have been made up.
My siblings looked at me with _____ when I played the piano.


- Added by you amusement  11 votes
- Added by you amusing
- Added by you amused
- Added by you amusance

 Word Formation Exercises

Karly Lopez created a poll.
Admin · June 9 · 🌐


Choose the correct option based on the context.
The two soccer teams are in _____ with each other.

- Added by you competition  11 votes
- Added by you competitor
- Added by you competitive
- Added by you compete
-

 Martin Camilo Baez Zuleta Seen by 12

Karly Lopez created a poll.
Admin · June 9 · 🌐

Choose the correct option based on the context. Some of them have been made up.
Running a marathon is a test of human _____.

- Added by you endurance  11 votes
- Added by you enduration
- Added by you endure
- Added by you endurement

Worksheet

 **Karly Lopez** uploaded a file. ...
Admin · June 14 · 🌐


Hello guys, please complete this worksheet only with the information you possess. When you finish, please send me that as a PDF by Messenger. 😊
Deadline: 16-06-2021 midnight

 DOCUMENT
WORD FORMATION ADJECTIVES Worksheet.docx

👍❤️ 3 Seen by 11

 Like  Comment



Forum

 **Karly Lopez** started a prompt in **Word Formation Exercises**. 8 Comments · Seen by 12
Admin · June 18 · 🌐


Please answer this question. Use at least 2 of the adverbs' list: shortly, seriously, urgently, fortunately, probably, rapidly, carefully, accurately, especially (particularly' or 'above all) and specially (the specific purpose of something), generally, simply, mostly, highly, bitterly, notably.


Try to avoid repetition.


How should the perfect Instagram post be made?

 Like  Add Another

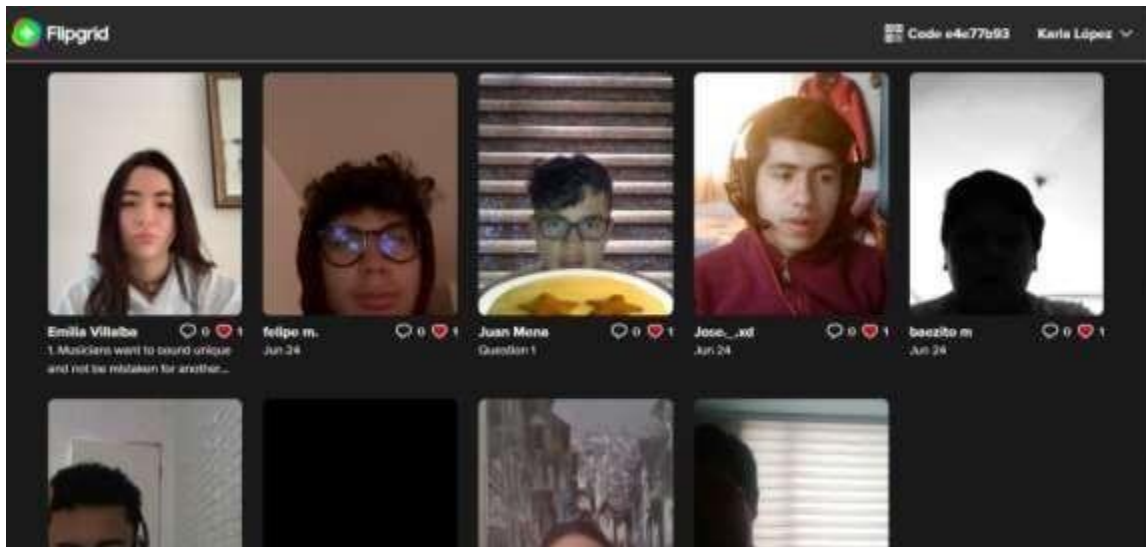
Write a comment...

 **Eidan Auz**
I think that the perfect Instagram post, probably has to be interactive, especially when you are offering a product, a service or other things. It depends in your role on the social media, but something that can't be miss is that the photo or video tha... [See More](#)

 **Martin Camilo Baez Zuleta**
The perfect post should be seriously and specially to share your feelings. Also it should be simply



Recordings



Game

 **Karly Lopez** shared a link.
Admin · June 30 at 9:30 AM · 🗨️

Hi guys, I would like to share with you a game's link to summarize everything studied.

- Do your best and use the knowledge acquired.
- Be aware of the context before choosing any option.

Deadline: 30-06-2021 11:00 pm
<https://kahoot.it/challenge/08848322...>



KAHOOT.IT
Play Kahoot! challenge: FCE word formation
Play this kahoot challenge about A quiz to practice word formation...

JgMz8kiDjB4lpLZRTnQKPy1iZuEpj8Rvbo

Qualitative Scale “Ministerio de Educación- Ecuador”

El evaluar el progreso de los niños y niñas permite detectar signos de alerta considerados como indicadores tempranos y, cuyo análisis permite prever la posibilidad de que en un futuro más o menos próximo se presente un atraso en el desarrollo, que les hagan susceptibles de presentar posteriormente necesidades educativas especiales en mayor proporción y frecuencia que el resto de la población estudiantil.

3. CALIFICACIÓN DE LOS APRENDIZAJES

Según el Art. 193, del Reglamento General a la LOEI para superar cada nivel, el estudiante debe demostrar que logró “aprobar” los objetivos de aprendizaje definidos en el programa de asignatura o área de conocimiento fijados para cada uno de los niveles y subniveles del Sistema Nacional de Educación. El rendimiento académico para los subniveles de básica elemental, media, superior y el nivel de bachillerato general unificado de los estudiantes se expresa a través de la siguiente escala de calificaciones:

Cuadro N° 3 ESCALA DE CALIFICACIONES

Escala cualitativa	Escala cuantitativa
Domina los aprendizajes requeridos.	9,00-10,00
Alcanza los aprendizajes requeridos.	7,00-8,99
Está próximo a alcanzar los aprendizajes requeridos.	4,01-6,99
No alcanza los aprendizajes requeridos.	≤ 4

Fuente: Decreto Ejecutivo N° 366, publicado en el Registro Oficial N°286 de 10 de julio de 2014

Taken from: <https://educacion.gob.ec/wp-content/uploads/downloads/2016/07/Instructivo-para-la-aplicacion-de-la-evaluacion-estudiantil.pdf>

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