

**THE EFFECTS OF USING FACEBOOK AS SUPPLEMENTARY
TOOL IN ENGLISH CLASSROOM**

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**TITLE THE EFFECTS OF USING FACEBOOK AS SUPPLEMENTARY TOOL
IN ENGLISH CLASSROOM**

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Maliwan Chaiyakat
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บทคัดย่อ

เรื่อง : ผลของการใช้เฟซบุ๊กเป็นเครื่องมือเสริมในห้องเรียนวิชาภาษาอังกฤษ
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การศึกษาค้นคว้าครั้งนี้จัดทำขึ้นเพื่อสำรวจรูปแบบการเรียนรู้ของนักเรียน ความคิดเห็นของนักเรียนหลังการใช้เฟซบุ๊กในห้องเรียนภาษาอังกฤษและเฟซบุ๊กสนับสนุนรูปแบบการเรียนรู้ของผู้เรียนอย่างไร ตัวอย่างประชากรที่ใช้ในการศึกษาค้นคว้าครั้งนี้ คือ นักเรียนชั้นมัธยมศึกษาปีที่ 6 จำนวน 1 ห้องเรียนของโรงเรียนบึงคำวิทยาคม อำเภอเลิงนกทา จังหวัดยโสธร ที่เรียนวิชาภาษาอังกฤษพื้นฐาน ภาคเรียนที่ 1 ปีการศึกษา 2558 จำนวน 34 คน โดยนักเรียนทั้งหมดอยู่ในกลุ่มเก่ง กลาง อ่อน โดยจำแนกตามผลการเรียนเฉลี่ยของนักเรียนในภาคเรียนที่แล้ว เครื่องมือที่ใช้ในการศึกษา คือ แบบสอบถามจำแนกรูปแบบการเรียนรู้และแบบสอบถามความคิดเห็น สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าเฉลี่ย ร้อยละและส่วนเบี่ยงเบนมาตรฐาน

ผลการศึกษาพบว่า รูปแบบการเรียนรู้ของนักเรียนจากการใช้แบบสอบถามจำแนกรูปแบบการเรียนรู้ (VARK) มีนักเรียนที่มีรูปแบบการเรียนรู้ประเภทชอบอ่าน-เขียน จำนวน 13 คน ประเภท ชอบฟัง จำนวน 8 คน ประเภทชอบเคลื่อนไหว จำนวน 8 คน และประเภทชอบรูปภาพ จำนวน 5 คน การสอบถามความคิดเห็นของนักเรียนหลังการใช้เฟซบุ๊กในห้องเรียนภาษาอังกฤษ พบว่า ผู้เรียนส่วนมากเห็นด้วยกับการใช้เฟซบุ๊กในการเรียนการสอนภาษาอังกฤษ โดยมีค่าเฉลี่ยเท่ากับ 4.04 เมื่อพิจารณากิจกรรมที่ออกแบบให้ตรงกับรูปแบบการเรียนรู้ของผู้เรียนบนเฟซบุ๊ก พบว่า ผู้เรียนส่วนใหญ่เห็นด้วยที่กิจกรรมสนับสนุนรูปแบบการเรียนรู้ของตนเอง ยกเว้น ผู้เรียนประเภทชอบเคลื่อนไหวที่ไม่เห็นด้วย เพราะผู้เรียนกลุ่มนี้มาจากกลุ่มอ่อน อาจทำให้ทำกิจกรรมได้ไม่ดีเท่ากลุ่มเก่ง

ABSTRACT

TITLE : THE EFFECTS OF USING FACEBOOK AS SUPPLEMENTARY
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The purposes of the study were to explore students' preferences of learning styles, investigate their opinions of using Facebook as a supplementary tool in an English classroom, and explore how Facebook supports students with different learning styles. The participants in this study were 34 Mattayomsuksa 6 students at Bungkhawittayakom School in Yasothon province, Thailand who were studying the Fundamental English course during the first semester of the 2015 academic year. The students were classified as good, fair, or low English proficiency according to their average grade score from the previous semester. The instruments used in this study were a VARK learning style questionnaire and a students' opinions questionnaire. The statistics used for analyzing data in the study were mean, percentage and standard deviation.

The use of the VARK questionnaire revealed that there were 13 read-write learners, 8 aural learners, 8 kinesthetic learners, and 5 visual learners. The students' opinions questionnaire showed that most of the students agreed about the use of Facebook in learning and teaching English (4.04 average score). The students' opinions about Facebook supporting different learning styles indicated that most of the learners (except the kinesthetic students) agreed with the use of self-learning assignments which matched their learning styles. The kinesthetic learners were from the low proficiency group and were not able to complete activities as well as learners from higher proficiency groups.

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CHAPTER 1

INTRODUCTION

This chapter presents the study's rationale, research questions, the study's purposes, significance of the study and definitions of the key terms.

1.1 Rationale

New technology and the adoption of the Internet have resulted in a major transition in terms of business, education, science, and technological progress, all of which demand high proficiency in English (Wiriyachitra, 2002). Nowadays, computers have become an inseparable part of everybody's life. Classroom learning in 21st century is required students technology skill and all other skills that they will need in the 21st century workplace. By far, their roles in education, especially in language learning and teaching, have expanded so drastically that no language instruction can ignore them in its curriculum. With the advent of the Internet, as Warschauer and Healey (1998) believed, the role of computers as a tool for information processing and display has changed into a tool for information processing and communication. Not only can the Internet be used to develop access to resources, it is also used to enhance communication between individuals and groups (Levy, 1997).

Computer Mediated Communication (CMC) has been considered as a facilitator in developing communication among learners themselves and between learners and instructors, thereby the processes of language teaching and learning have, to a large extent, improved.

CMC has been developing at an increasing rate. While time constraints in classroom can often limit the amount of face-to-face student socialization, students who use forms of CMC (e.g., online meeting places or social networks) may experience more opportunities to develop personal relationships than their face-to-face counterparts (Walther, 1995). The use of CMC in the instructional context could ultimately have a positive effect on the student-teacher relationship, which can lead to more positive learning outcomes (Mazer, Murphy & Simonds, 2007). "Students use

computers, mobile devices, and the Internet to create their own engaging learning experiences outside school and after school hours – experiences that too often are radically different from what they are exposed to in school” (U.S. Department of Education, 2010: 4). Language learners can use CMC environments to improve their language skills. These environments also help teachers add new tasks that learners can do to learn a language (Mahdi, 2012).

Facebook is one of the latest examples of communication technologies that has been widely-adopted by students and, consequently, has the potential to become a valuable resource to support their educational communications and collaborations with their faculty (Roblyer, McDaniel, Webb, Herman & Witty, 2011). The application of Facebook as part of classroom was useful for students. They can create their social network and it is also beneficial for supporting language learning and their use of language in their interaction (Piriyasilpa, 2010). Students also have a very positive attitude towards the use of Facebook activity as a supplement to language classroom, but traditional classroom based language learning still remains a core for language education (Eren, 2012).

Learning styles preferences are likely to influence all learning and knowledge acquisition (McCarthy, St. Germaine & Lippett, 2006). Perceptual learning style deals with the physical environment in which we learn, and involves using our senses in order to perceive data (Renou, 2010). Fleming (2001) defines learning styles as an individual’s characteristic and preferred ways of gathering, organizing and thinking about information. Learning style refers to a student's preferred approach to construct knowledge. Therefore, understanding the effects of learning styles and learners' perceptions of online instructional practices can help teachers to improve the design and implementation of online educational experiences (Akdemir & Koszalka, 2008).

Based on learning in 21st century, technology skill is needed for students and teacher is a facilitator of students’ learning skills. Facebook has been widely used in daily life and adapted in several contexts; the effects on Thai secondary learners, however, have not been apparent. Therefore, this study is conducted to investigate how using Facebook as supplementary tool in English classroom can support students with different perceptual learning styles.

1.2 Research Questions

1.2.1 What are students' learning styles preferences?

1.2.2 What are students' opinions toward using Facebook as supplementary tool in English classroom?

1.2.3 How does Facebook support students with different learning styles?

1.3 Purposes of the Study

The purposes of the study are:

1.3.1 To explore students' learning styles preferences.

1.3.2 To investigate the students' opinion from using Facebook as supplementary tool in English classroom.

1.3.3 To explore how Facebook supports Mattayomsuksa 6 students who have different learning styles of Bungkhawittayakom School, Yasothon, Thailand.

1.4 Significance of the Study

The present study aims to explore students' opinion with different learning styles towards using Facebook as supplementary tool in English classroom. The findings are expected to demonstrate how Facebook is suitable to use as an instructional tool in teaching and learning language in EFL context. This may be useful in developing a curriculum and preparing technology for EFL students, as well as designing activity that matches students with different learning styles. It may also be possible for interested teachers to implement Facebook in the classroom.

1.5 Definition of Key Terms

The terms that need defining are as follows:

1.5.1 Learning style preferences refers to a student's preferred approach to construct knowledge in which we learn involving using our senses to perceive the data (Fleming, 2001).

1.5.2 Facebook is a networking website which people from all ages can create their own profiles, comment on other's profile space (walls) and share their favorite photos and videos (Mazer, et.al., 2007).

1.5.3 VARK stands for Visual (V), Aural (A), Read/Write (R) and Kinesthetic (K). VARK learning style preferences is used as a framework to explore students learning styles in this study (Fleming, 2001).

CHAPTER 2

LITERATURE REVIEW

This chapter provides background literature relevant to the topic of the study. Section 2.1 describes Computer -Mediated Communication. Section 2.2 describes an overview of Facebook. Section 2.3 features advantages of Facebook in learning and teaching. Section 2.4 presents learning styles. Finally, section 2.5 reviews the findings from previous studies on using Facebook in learning and teaching.

2.1 Computer Mediated Communication

Computer-Mediated Communication (CMC) is the coding and decoding of linguistics and other symbolic systems between sender and receiver for information processing in multiple formats through the medium of the computer and technologies such as the Internet, email, chat system and text messaging (Bodomo, 2010). CMC can be found on the online learning. Web applications include discussion forums, video based blogs (Vlogs), voice over Internet protocols (VoIP), web-conferencing, podcasts, wikis, video streaming, virtual worlds, blogs and social networks (Bonk, 2009). CMC enables conversation and collaboration through both synchronous and asynchronous tools. Synchronous CMC tools are those that allow participants to communicate spontaneously or at the same time. Some examples of synchronous CMC tools are web-conferencing (supported by audio and/or video), virtual whiteboards and chat (Greener, 2009; Repman, Zinskie and Carlson, 2005). These tools are useful for virtual lectures, meetings, or group breakout sessions. This type of Communication is interactive in real time and requires participants to be online at the same time.

Many studies (Beauvois, 1996; Chun, 1994; Pellettieri, 2000; Sullivan & Pratt, 1996; Warschauer, 1996; Warschauer, 1997) presented a number of potential benefits of CMC. Some of these benefits are of that CMC provides more participation of students, enables students to have meaningful and authentic conversations with others

in the target language, encourages a collaborative spirit among students, enhances motivation and reduces anxiety. It also improves the quality of language output and offers an effective environment for learner autonomy and empowerment. In addition, it provides an opportunity for learners to monitor their own language production and learn from each other.

Moreover, one of the major advantages of CMC is to bring together geographically dispersed students and in doing so, adds immediacy and increases motivation (Romiszowski & Mason, 1996). Unlike other ways of teaching and learning a language, CMC can support outside of classroom communication between students and their teachers and among the students themselves. Swaffar (1998) studied the benefits derived from CMC as compared to oral exchanges in the L2 classroom and pointed out that networked exchanges seem to help all individuals in language classes engage more frequently, with greater confidence and with greater enthusiasm in the communicative process than characteristic for similar students in oral classrooms.

2.2 Multimodality

Multimodality is used by Kress (2003) to describe the multiple interactions in which literacies are expressed that include writing, painting, speech, dance, gesture, music, image and sculpture. Also, new modes and media available through computer technology create new ways of making meaning through multimodality. This evolution in literacy constructs is driven in part by dimensions of communication that extend beyond reading and writing to include oral, audio and visual modes of representations (Kress, 2003).

The multimodal communication through the medium of the computer involving iconic symbols, print and images is helping to shape a concept literacy that is plural. Schools that include new modes and media of expression in both print and images will support students in learning to communicate in multiple ways.

According to the New London Group (2002), communication incorporates multiple modes - audio, visual, linguistic, gestural, spatial and multimodal. Kalantzis & Cope (2000: 5) advocate that a new pedagogical framework is needed because of the "increasing multiplicity and integration of significant modes of meaning-making,

where the textual is also related to the visual, the audio, the spatial, the behavioral and so on. Meaning is made in ways that are increasingly multimodal”

Using a variety of media and modes requires children to be designers of literacy, using multiple sign systems of communication. Kress (1997: 162) suggests that as children become skillful at moving from one mode to another, it does not occur in a linear or sequential pattern, as texts are replaced by webs with no entry or exit point. In other words, literacy is “a changing landscape of communication with moving images and sound”.

Kress (1997) also claims that all communication is multimodal. Children come to school as accomplished makers of meaning through a variety of modes though adults often fail to recognize these meanings. However, as multimedia and multimodal texts become part of the daily activities of home and work communities and computer screen images become more dominant modes of communication, schools; therefore, need to include and value these modes.

As for multimodal communication through the medium of the computer, Facebook and other social network sites are being adopted for using in educational environments as educators explore possible applications of Social Networking Site (SNS) to instruction, communication, marketing, student retention and engagement, faculty development and other purposes (Schwartz, 2009; Madge, Meek, Wallens & Hooley, 2009). For the classroom, a well-designed instance of educational SNS, or Educational Social Software - ESS (Anderson, 2005) can offer multi-modal and multi-media communication and content delivery capabilities and provide a virtual space where course participants can meet and take part in various formal and informal interactions centered on shared learning objectives.

2.3 An Overview of Facebook

Facebook is one of the most popular online social networking sites firstly utilized by college students (Eberhardt, 2007). It was created by Mark Zuckerberg in 2004 while he was a student at Harvard University. It was initially established to be used by Harvard university students only and was extended to be applied by other universities and school students in 2005. It was eventually opened to public in 2006. Facebook is

currently one of the most visited sites on the Internet with more than 845 million monthly active users and is available in more than 70 languages.

Facebook is now utilized by a wide range of people at all levels of education and society as well as by large companies and universities.

Facebook provides its users with numerous ways to communicate with each other. As far as education field is concerned, Facebook can be practiced to:

- (1) create a group or network
- (2) build educational application for Facebook
- (3) integrate Facebook into current educational tools
- (4) develop an educational application with Facebook developer platform
- (5) share classroom and topic information with other users of the Facebook

By using Facebook, students can maintain existing relationships and resurrecting past relationships. Facebook enables learning about acquaintances such as personal information: activities, interests, favorite music, movies, books and quotes (National School Boards Association, 2007).

2.4 Advantages of Facebook in Learning and Teaching

Facebook has several advantages in learning and teaching as discussed below. First, Facebook had been used for educational purpose. It has over 1.18 billion monthly active users as of August 2015 (Facebook, 2015). Facebook was increasingly used by some students for contacting other students to organize group meetings for academic project work, revision and coursework queries. It became more than just a social network for some students, but also an informal educational (Madge, Meek, Wellens & Hooley (2009). Hewitt and Forte (2006) studied student-faculty relationships on Facebook. They found that two thirds of the students were satisfied with their lecturers on Facebook, while others found it awkward.

Second, the growing popularity of Facebook has undoubtedly changed the way people communicate. With Facebook, students and teachers can easily communicate with each other simply because it is an interactive website. Messages and chats can be shared almost stantaneously. With large numbers of students and teachers using this virtual social network as a medium of communication (Lashinsky, 2005), it is important to understand how students use and make sense of specific social networks.

This understanding can provide useful information for teachers who use virtual social networks to communicate with students. Students may perceive a teacher's use of Facebook as an attempt to foster positive relationships with his or her students, which may have positive effects on student outcomes. Sturgeon and Walker (2009: 4) found that "students seem to be more willing to communicate with their instructors if students knew the instructors. Students feel more comfortable and therefore, they are able to learn better".

Junco and Heiberger (2009: 30) suggested five ways to use Facebook to increase engagement:

- (1) Help peer leaders and mentors develop so as to maintain connection with learners
- (2) Help learners, faculty and staff members to connect to each other.
- (3) Help learners connect to group and activities on campus
- (4) Increase engagement of non-traditional learners
- (5) Enhance pre-enrollment orientation efforts

Third, Mason (2006), for example, suggests Facebook's utility lies in its reflective qualities, its mechanisms for peer feedback and its collaborative models of learning. Many students use Facebook informally to schedule group meetings and ask questions about class. Most of the students used Facebook weekly to get in contact with students in their classes (Madge et al, p. 149). The potential of Facebook in the classroom is that it is already integrated into students' daily practices, thus perhaps more salient class discussions can occur as it adds the social peer-to-peer component and digital literacy skills (Ellison, Steinfield, & Lampe, 2007).

However, some researchers have found that using social media like Facebook can have a negative affect on a student psychologically, which in turn can affect how well they perform in the classroom. Petrescu (2010) looked into these claims in her paper titled, "The Influence of Media on Education-a Socio-Psycho-Pedagogical Approach". In her work, she looked at how over-using social media can lead to health problems such as headaches and blurred vision, psychological problems like addiction and irritability and social problems such as withdrawal and introversion. Keeping these findings in mind, it is important for educators to remember that students use a

computer frequently outside of class. This information should account for how the computer is used in class.

It is common that many students already use Facebook on daily basis. Although there are some negative effects of its overuse, teacher can still make use of it in education. Coley (2006; cited in Sheldon, 2007) stated, “about 80 percent of colleges have Facebook and 85 percent of students at those colleges have accounts” (p.14). Facebook has since gone public, allowing any one over the age of 13, students included, to sign up for an account. It also mentioned that 60 percent of students log on to Facebook daily and a high majority log on around six times a day. For this study, Mattayomsuksa 6 students are selected as the research sample since they are part of the new digital generation. All of them already have an account. Moreover, Facebook has several applications which can apply in learning and teaching.

Previous studies surrounding this issue have focused on motives for Facebook usage. This research aims to look at how Facebook can support students with different learning styles.

2.5 Learning Styles

2.5.1 The Importance of Learning Styles

Putintseva (2006) stated that EFL/ESL teachers, just like all other educators, have to bear the following in mind:

2.5.1.1 People differ consistently from each other in their preferences (e.g., emotional, environmental) for certain ways of processing information (the 'individual differences' assumption).

2.5.1.2 These individual differences are measurable (the 'measurement' assumption).

2.5.3.1 Matching or mismatching students' learning styles with instructional techniques affects learning significantly (the 'matching hypothesis'). But do classroom teachers always prepare to try matching their teaching styles with learning styles of their students? Do they always remember to cater to different learning styles?

Learning style is important in teaching and learning because it provides instructors a means of understanding how students learn. The learning style of the learners is important to be considered in their impact on learning. Individual learning

styles and these individual differences become even more important in the area of education (Bostrom et al., 1990). While instructors cannot always accommodate each student's need, it is important that several of learning opportunities are provided. It is expected that when the learning experience is more effective for the student, an increased level of user acceptance of information systems outcome.

Students learn more quickly, effectively and comfortably when learning experiences are geared to their learning needs (Kolb, et al., 1974). Individuals who receive instruction using a method that closely matches their learning preference have higher levels of internal motivation and content recall (Grasha, 1996; Sarasin, 1998). Simpson and Du (2004) note that students have greater levels of achievement and satisfaction when courses utilize a variety of different learning style preferences. According to Federico (2000), learning styles "improve the planning, producing and implementing of educational experiences" (p. 367).

2.5.2 VARK Learning Styles

In this study, VARK learning styles are used as a framework to explore students learning preferences. The acronym VARK stands for Visual (V), Aural (A), Read/Write (R) and Kinesthetic (K). Fleming (2001) defines learning style as an individual's characteristics and preferred ways of gathering, organizing and thinking about information. VARK is in the category of instructional preference because it deals with perceptual modes. It focuses on the different ways that we take in and give out information". VARK is based on a person's preference for particular types of external events to stimulate their senses to help them learn. It offers a guide for learners on how to pick up information suited to their learning strategy. Fleming developed and made available an instrument to measure learners' preferences. VARK is a catalyst for metacognition, not a diagnostic or a measure. The questionnaire is deliberately kept short in order to prevent student survey fatigue. It also tries to encourage respondents to reflect and answer from within their experience, rather than from hypothetical situations. It classified learners by their preferred mode of interaction with others based on input motivation and output performance. This model recognizes multimodal-learning styles for those learners with more than one preferences.

There are also differences in learning approaches for the four VARK Learning Styles.

(1) **Visual learners** prefer maps, charts, graphs, diagrams, brochures, flow charts, highlighters, different colors, pictures, word pictures and different spatial arrangements.

(2) **Aural learners** like to explain new ideas to others, discuss topics with other students and their teachers, use a tape recorder, attend lectures and discussion groups and use stories and jokes.

(3) **Read/Write learners** prefer lists, essays, reports, textbooks, definitions, printed handouts, readings, manuals, Web pages and taking notes.

(4) **Kinesthetic learners** like field trips, trial and error, doing things to understand them, laboratories, recipes and solutions to problems, hands-on approaches, using their senses and collections of samples.

Fleming (2001) offers extensive suggestions for classroom approaches for matching teaching styles and learning styles as showed in table 2.1 below.

Table 2.1 Activities that accommodate VARK learning styles

Visual	Aural	Read/Write	Kinesthetic
Diagrams	Debates, Arguments	Books, Texts	Real-Life Examples
Graphs	Discussions	Handouts	Examples
Colors	Conversations	Reading	Guest Lecturers
Charts	Audio Tapes	Written Feedback	Demonstrations
Written Texts	Video + Audio	Note Taking	Physical Activity
Different Fonts	Seminars	Essays	Constructing
Spatial Arrangement	Music	Multiple Choice	Role Play
Designs	Drama	Bibliographies	Working Models

In this study, VARK learning style preferences is used as a framework to explore students learning styles by using Facebook as a supplementary tool in English classroom. Moreover, the activities that accommodate VARK learning style are used to design the assignment on the Facebook

2.6 Previous Studies

There are a number of studies on using Facebook in teaching which can facilitate learners in their learning as discussed below.

Kabilan, et al. (2010) investigated students' general practices or uses of Facebook and online environment that facilitates English language learning. The instrument used in this survey was a questionnaire that consisted of two sections. Section A was demographic information of the students and their language usage. Section B was comprised of items enquiring information on the students' practices of learning English in Facebook environment. The participants in the study were 300 undergraduate students at Universiti Sains Malaysia (USM), Penang. It was found that the students believed Facebook could be utilized as an online environment to facilitate the learning of English. This study suggested that future research should focus on the meaningfulness of Facebook to students' language learning experiences.

Virvou, et al. (2012) conducted a study called User Modeling for Language Learning in Facebook. This study investigated an educational application of Greek users who wanted to learn the Conditionals grammatical structure in Filipino and vice versa. The given educational applications were used to a heterogeneous group of people including user adaptation and individualization. The study incorporated a student modeling component, which retrieves data from the user's Facebook profile and from a preliminary test to create a personalized learning profile. Moreover, the system provided advice to each user, adapted to his/her knowledge level. To illustrate the modeling component, researchers presented a prototype Facebook application. This study indicated that the wider adoption of Facebook as an educational tool can further benefit from the user modeling component.

Eren (2012) investigated students' attitudes towards the use of social networking sites, Facebook in particular, in language classroom. Although millions of students are using these Web 2.0 tools worldwide, there has not been much research regarding the educational use of social networking. Considering the probable potential of these websites for educational use, this study was carried out at a university in Gaziantep, Turkey with 48 undergraduate students who enrolled in one year compulsory English preparatory class. The research design included a 5 point Likert-type questionnaire and semi-structured interviews. It was found out that students had a very positive attitude

towards the use of Facebook activity as a supplement to language classroom, but traditional classroom based language learning still remained a core for language education. In addition, Olabanji (2011) found that students themselves saw many benefits with incorporating Facebook into the classroom. The majority of respondents concluded that Facebook could help them better understand their work by enhancing the classroom experience, but there was also the negative aspect of the site serving as a classroom distraction. Using this data, a teacher, instructor, professor or educator can find ways to implement Facebook into the classroom culture to best serve their students.

There is a number of studies on using VARK questionnaire were conducted. Zhang (2002) investigated students' perceptions of multimedia classrooms at East Tennessee State University regarding technologies in multimedia classrooms, students' learning achievements, instructors' instructional methods and students' learning styles. Participants in this study included 187 students in multimedia classrooms and 110 students in traditional classrooms. Two surveys using VARK questionnaire in multimedia classrooms and traditional classrooms were designed to measure and compare students' perceptions of multimedia classrooms. The results of data analysis showed that there were no significant differences in students' perceptions of multimedia classrooms regarding technologies, learning achievements and learning styles. However, there were significant differences in students' perceptions of multimedia classrooms regarding instructors' instructional methods. Students in multimedia classrooms had more positive perceptions of instructors' instructional methods than students in traditional classrooms. Furthermore, the majority of students in multimedia classrooms and traditional classrooms had positive attitudes towards multimedia classrooms.

Another research study was conducted by Kišiček (2012), the uses of multimedia resources with respect to learning styles. The research was conducted within an online course supporting multimedia resources. The course was fully online elective course in the field of Information Sciences, provided to all students at the Faculty of Humanities and Social Sciences at the University of Zagreb, Croatia. The content of the course was offered in the form of interactive Moodle lessons containing three different types of multimedia resources: textual, pictorial resources accompanied by text and video

resources. By analyzing the results of a VARK questionnaire and matching them with the results of students' feedback responses indicating what type of resources the students had been used, they determine on the relationship between learning styles and preferences. Students with stressed visual learning style show lesser preferences towards the usage of textual resources. Students with stressed read/write learning style show lesser preferences towards the usage of video resources. Understanding the learners' preferences leads to more effective instructional design in an online learning environment.

The findings from the studies mentioned above indicate that using Facebook can facilitate, motivate and benefit learners in their studies. According to the New London Group (2002), communication incorporates multiple modes - audio, visual, linguistic, gestural, spatial and multimodal. As for multimodal communication through the medium of the computer, Facebook and other social network sites are being adopted for use in educational environments as educators explore possible applications to instruction, communication, marketing, student retention and engagement, faculty development and other purposes (Schwartz, 2009; Terris, 2009). Using Facebook can offer multi-modal and multi-media communication and content delivery capabilities and provide a virtual space where course participants can meet and take part in various formal and informal interactions centered on shared learning objectives (Anderson, 2005).

Using Facebook in English classroom as supplementary tool should be considered. The study of implementing different learning styles on Facebook is not applied. There are some studies conducted to prove effectiveness of learning style on multimedia online environment such as Zhang (2002) used VARK to investigate students' perception of multimedia and to identify learner's preference in using instructional media in the classroom. Byrne (2002) further found support for the idea that students prefer learning with some types of online multimedia better than others, depending on their learning styles. Drago and Wagner (2004) applied VARK to suggest that learning styles do play a part in the decision to take online or traditional courses. Thus, this study focuses on using Facebook to accommodate students with different learning style by using VARK questionnaire in English classroom.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the research methods used in the study; participants, duration of the study, data collection, and data analysis.

3.1 Participants

The participants in the study were 34 Matthayomsuksa 6 students at Bungkhawittayakom School, Loengnoktha, Yasothon Province, Thailand. There were 2 classes of Matthayomsuksa 6 students. The selected class was chosen due to the Facebook account possession and the Internet access. They took Fundamental English and English for Reading Analysis Subject during their first semester of the academic year 2015. They studied English two hours a week. In this study, fundamental English class was chosen as participant group. The average age of the participants was 17 years old. Both male and female students participated in this study. The participants were classified from many proficiency levels - low, fairly good and good English proficiency, according to the grade point average that they earned in the academic year 2014. Students studied English as a foreign language in a regular classroom, and teacher also had students do the activities on Facebook as supplementary teaching tool at the first semester of the 2015 academic year. Students used their cell phone and laptop to do the given assignments on Facebook.

3.2 Teacher's Role

The researcher and also teacher of the current study taught English in class, assigned and posted some online activities related to the lesson in traditional class on Facebook group and gave feedbacks to students.

3.3 Instruments

3.3.1 Questionnaires

3.3.1.1 VARK Learning Styles Self-Assessment Questionnaire

VAR K is a self-reporting learning style assessment tool that measures four areas of the way learners take in and give out information. It was a questionnaire designed by Fleming (1995) as a tool to identify how students process information so instructors can find alternative teaching methods to address a student's learning preferences. In this study, VARK questions were used to identify the students' strongest learning style, classify them into four categories: Visual (V) learners process information by seeing images such as graphs, diagrams, and pictures, Aural (A) learners process information through auditory senses by listening, speaking, and discussing the learning information, Read/Write (R) learners process information by reading handouts, textbooks, and other printed material and Kinesthetic (K) learners like hands-on learning and learn best by performing skills and they needed to master the subject (See Appendix A). Questionnaire was adopted from VARK original version and translated into Thai language in order to avoid any confusions occurring during completing it. A pilot study was designed and launched to determine the questions of VARK. After the pilot study, the questions of VARK were edited to be used in the actual study. Students needed to provide their name in order to investigate their individual preferences and whether it matched with the activities designed on the Facebook group. When a student's responses were assessed, each student was assigned his/her preferred learning style. The scoring chart was used to find the VARK category that each of students' answers corresponding to in each question (See Appendix B).

3.3.1.2 Students' Opinion Questionnaire for quantitative data was administered to the participants at the end of the study. A questionnaire was administered to investigate students' opinion toward using Facebook group as supplementary tool in English classroom. A pilot study was designed and launched to determine the questions of students' opinion to be used in the actual study. A questionnaire was translated in to Thai. Students gave their opinions in open ended question and the researcher translated into English. Students needed to provide their names on the opinion questionnaire to investigate their opinions and whether they

matched with their individual preferences. 34 students who attended Facebook group responded to the questionnaire (See Appendix D).

3.4 Design of Activities

Facebook, a popular social network website was chosen to design activities for the participants of this study. Facebook was chosen by the researcher for three reasons. First, all members of this group could participate at any time, and at their own pace. Second, the teacher received a notification for each activity done by the members of this group. Finally, Facebook can be used into two ways of communications (synchronously or asynchronously).

Table 3.1 The steps of how to use Facebook in class

No.	Activities	
	Teacher	Students
1	Teacher created a private group called 6/1 English classroom	Students joined the Facebook group
2	Teacher assigned activities which provide for each learning style on the Facebook group	Students did all the assigned activities on the Facebook group
3	Teacher gave the feedback in each activity to students on the Facebook group as a group feedback	Students received the feedback from teacher on the Facebook group

The topics of each assignment covered on the Facebook group were selected from the lesson and learning activities in a regular English classroom (See Appendix C). Students were assigned to log in and participate in all activities. Moreover, they needed to access on the group, post, share, leaves comments, and do tasks or assignments according to the instructions. The participants could post anything about any topics they liked as well. They used Facebook via school's computer room, smart phone and their laptop.

3.5 Data Collection

The study was conducted in the first semester of academic year 2015. At the beginning of the study, all participants were asked to answer VARK Learning Styles Self-Assessment Questionnaire to identify the students' strongest learning style. All of the 34 participants were asked to join a group designed on Facebook specifically for this study. The group was called 6/1 English class. The students were encouraged to post, share, answer questions, and comment on the postings of the members of the group. A questionnaire was administered to students at the end of the study.

Table 3.2 The steps of collecting data

Activities				Learning Style	Facebook Features
In class	Time	On Facebook	Time		
Students were asked to answer to VARK Learning Styles Self-Assessment Questionnaire.	20 minutes	-	-	-	-
Session 1 Topic: Holidays and Travelling 1.1 Teacher introduced the vocabulary about activity on holidays and travelling by using the pictures of each activity, for example, shopping, sightseeing, windsurfing, camping, hiking, etc. 1.2 Students pronounced each word after the tape. 1.3 Students learned how to give the reason or express their feeling on holiday's activities. For example, <i>I like going hiking because it's exciting</i>	50 minutes	Topic: Holidays and Travelling 1.1 Teacher posted activity on the Facebook group. 1.2 Students choose one of the pictures of the most enjoyable activity on their holidays and gave the reasons why. (See Appendix C) 1.3 Teacher observed on students' use of Facebook group.	2 days after posted	Visual	Picture and Like

Table 3.2 The steps of collecting data (Continued)

Activities				Learning Style	Facebook Features
In class	Time	On Facebook	Time		
Session 2 Topic: Holidays and Travelling 2.1 Teacher introduced new vocabulary to the students. 2.2 Teacher had students listen and repeat to the conversation from the tape. 2.3 Students did the exercise to answer the questions after listening 2.4 Teacher and students checked the answer together	50 minutes	Topic: Holidays and Travelling 2.1 Teacher assigned activity on the Facebook group. 2.2 Students listened to the conversation and answered the questions after listening. (See Appendix C) 2.3 Teacher observed on students' use of Facebook and gave feedbacks to students.	2 days after posted	Aural	Video and Question

Table 3.2 The steps of collecting data (Continued)

Activities				Learning Style	Facebook Features
In class	Time	On Facebook	Time		
<p>Session 3 Topic: Holidays and Travelling</p> <p>3.1 Teacher introduced new vocabulary to the students.</p> <p>3.2 Teacher taught how to use reading techniques: skimming and scanning.</p> <p>3.3 Teacher had students read tourist attractions brochure (Roxboro, North Carolina).</p> <p>3.4 Students did the exercise by answering questions after reading</p> <p>3.5 Teacher and students checked the correct answer together.</p>	50 minutes	<p>Topic: Holidays and Travelling</p> <p>3.1 Teacher assigned activity on the Facebook group.</p> <p>3.2 Students read the article about travel guide: South Africa.</p> <p>3.3 Students answered questions by choosing the correct statements. (See Appendix C)</p>	2 days after posted	Read-Write	Picture and Question

Table 3.2 The steps of collecting data (Continued)

Activities				Learning Style	Facebook Features
In class	Time	On Facebook	Time		
Session 4 Topic: Holidays and Travelling 4.1 Teacher introduced new vocabulary to the students. 4.2 Teacher had students watch the video (at airport immigration). 4.3 Teacher divided students into six groups. Each group had to answer the questions from the video. 4.4 Teacher and students checked the correct answer together. 4.5 Student worked in pairs to do the situational role play	50 minutes	Topic: Holidays and Travelling 4.1 Teacher assigned activity on the Facebook group. 4.2 Students watched the video (at Travel Agent). 4.3 Students wrote script from the video on the Facebook group. (See Appendix C) 4.4 Students did role-play in class from their written script. 4.5 Teacher observed on students' use of Facebook and gave feedbacks to students.	2 days after posted	Kinesthetic	Video and Post
Students were asked to answer Students' Opinion Questionnaire toward the utility of applying Facebook as the supplementary tool in English classroom.	20 minutes	-	-		

3.6 Data Analysis

The data obtained from the above research instruments was analyzed and interpreted. VARK questionnaire was categorized to answer the research question 1. Students' Opinion Questionnaire in using Facebook as a supplementary tool in English classroom questionnaire was applied to analyze participants' opinions towards learning English via Facebook whether it can support students with different learning style preferences or not. SPSS was used to analyze average mean scores and percentage. The qualitative data analysis was conducted on the data obtained from the questionnaire. The data of the participants' opinions were categorized and described. The questionnaire results were considered complementary to the statistical results.

CHAPTER 4

RESULTS AND DISCUSSION

This section reports and discusses the results from all research practices including the results from the VARK Learning Styles Self-Assessment Questionnaire, Students' Opinion Questionnaire towards using Facebook group as supplementary tool in English classroom. This will discuss below.

4.1 Results

In order to determine the perceptual modalities of the participants, VARK Learning Styles Self-Assessment Questionnaire was administered. Based on the participants' performance on this questionnaire, students were divided into four groups of aural, visual, read-write and kinesthetic learners. The results are presented in table 4.1

Table 4.1 VARK learning styles self-assessment questionnaire

Learning Style Preferences	Number of Participants	Percentage
Aural	8	23.53
Visual	5	14.71
Read-write	13	38.24
Kinesthetic	8	23.53
Total	34	100

Referring to the table 4.1, the majority of participants in this study are Read-write learners. Aural and Kinesthetic learners are equal in number which is 23.53 percent or 8 students from each group. Only 14.71 percent or 5 students are categorized as Visual learners.

In order to find out the students' opinion towards using Facebook as supplementary tool in English classroom, the average mean score of each item is shown in Table 4.2

Table 4.2 Students' opinions toward using Facebook group as supplementary tool in English classroom

Opinion Questionnaire Items	Mean	percent	SD
1) Using Facebook as supplementary tool supported learning and teaching English.	3.99	79.80	0.40
2) Using Facebook as supplementary tool was better than teaching in class only.	4.25	85.00	0.25
3) Facebook enabled me to contact my teacher more conveniently.	4.00	80.00	0.04
4) Using Facebook as supplementary tool in English classroom supported your learning styles.	4.20	84.40	0.15
5) I liked answering questions from the picture on the Facebook group.	4.08	81.60	0.14
6) I liked listening to the conversation and answer questions on the Facebook group.	4.05	81.00	0.21
7) I liked reading the passage and answered on the Facebook group.	3.90	78.00	0.31
8) I liked watching the video on the Facebook group and did a role play in class.	3.83	76.60	0.13
Overall Mean	4.04		

The above table shows that the majority of students had positive opinion toward using Facebook group as supplementary tools in English classroom with the average (4.04) mean score. Students agreed that Facebook was very useful for learning English. It was better than learning English in classroom only. They also revealed that Facebook facilitated their learning and supported their learning style preferences.

Some students' opinion about learning on Facebook from the open ended questionnaire translating from Thai to English, were:

“I think learning English on Facebook is very interesting because I always use Facebook to contact friends”. (Students 1, 12/6/15)

“I like learning through Facebook because it’s easy to log in. It’s better than learning in class only”. (Student 2, 12/6/15)

As for the assigned activity on the Facebook group, most of the students liked looking at the pictures and answering questions because they liked authentic colorful pictures which they could see in their real life. The instructed structures helped them do the assignments on the Facebook group and the knowledge in class was useful in doing assignments on Facebook group. One of students who was a representative from visual learners group said that:

“I like this activity because it’s easy to do. The picture is very colorful and authentic. I can do this activity by using the structure I have learned in class.” (Student 3, 1/6/2015)

However, the lowest average score of their favorite activity assigned on the Facebook group was watching the video on the Facebook group and doing a role play in class. One of students who was a representative from kinesthetic learner group said that:

“I think this activity is challenging. We have to make a group script to do role play. We can do it better if all members practice their script before doing the role play”. (Student 4, 5/6/2015)

When the teacher posted and asked questions, most of the students replied even if there was not related to the assignments. It was found that students posted and commented about their feeling on the Facebook group.

Table 4.3 The opinion of students with different learning styles toward using Facebook in English classroom

Questionnaire Items	Students' Learning Style Preferences				Mean	SD
	Aural	Visual	Read- Write	Kinesthetic		
1	3.87	3.80	3.90	4.38	3.99	0.26
2	4.43	4.40	4.31	3.88	4.25	0.26
3	4.09	4.00	3.92	4.00	4.00	0.07
4	4.20	4.40	4.08	4.13	4.20	0.14
5	3.98	4.20	4.00	4.13	4.08	0.10
6	4.30	3.80	4.12	3.99	4.05	0.21
7	3.87	3.79	4.15	3.80	3.90	0.17
8	3.95	3.90	3.88	3.60	3.83	0.16
Overall Mean	4.09	4.04	4.05	3.99	4.04	

The above table illustrates the results of students' opinion toward using Facebook in English classroom with different learning style.

According to the activities assigned on Facebook group, the questions number 5-8 was used to ask about students' opinion whether or not each activity serves their learning style.

Visual learners ranked the highest average mean score (4.20) of the question number 5 (I liked answering questions from the picture on the Facebook group). This indicated that the activity which was assigned for students on Facebook could serve their learning style.

Aural learners ranked the highest mean score (4.30) of the question number 6 (I liked listening to the conversation and answering questions on the Facebook group). This revealed that aural learners satisfied with this activity since it supported their leaning style.

Read-Write learners ranked the highest mean score (4.15) of the question number 7 (I liked reading the passage and answering on the Facebook group). This indicated that this activity suited their learning style.

Kinesthetic learners ranked the lowest mean score (3.60) on the question number 8 (I liked watching the video on the Facebook group and doing a role play in class). This indicated that the assigned activity on the Facebook could not serve their learning style. The reason why kinesthetic learners did not like the activity was because students seemed to do two activities in one assignment. Most of kinesthetic learners were classified from many proficiency levels. Students contained difficult vocabulary and its pronunciation. Importantly, this activity was group work; cooperative learning was needed in a role play. Nevertheless, kinesthetic learners ranked the highest mean score of answering from picture.

However, all learners ranked the highest mean score of the question number 4 (Using Facebook as supplementary tool in English classroom supported your learning styles). This revealed that using Facebook could support students learning styles.

4.2 Discussion

In this section, the results of the study are discussed in order to answer the research questions.

Research Question 1: What are students' learning styles preferences?

The results of the study showed that the majority of participants in this study are Read-write learners which consisted of 13 students or 38.24 percent. Aural and Kinesthetic learners are equal in number which is 23.53 percent or 8 students from each group. Only 14.71 percent or 5 students are classified as Visual learners.

Research Question 2: What are students' opinions toward using Facebook as supplementary tool in English classroom?

The results of the study showed that most of the students (85%) had positive opinions toward using Facebook as supplementary tool in English classroom. They agreed that using Facebook as supplementary tool was better than teaching in class only. The results of this study confirmed previous studies (Piriyasilpa, 2010 and Eren, 2012) which found that students' attitudes of using Facebook in education are mostly positive. Students welcomed using social networking site as a supplementary to the curriculum. Students love spending time on Facebook and exercises, videos and other sharing in group are useful for improving their language skills. However, the factors that cause the differences between this study and previous studies could be the

instruments used on the Facebook and the participants' educational level. The participants in the previous study were college or university students while the participants in this study were secondary students. The previous study used the questionnaire to explore the university students if they see any benefit to using Facebook as part of educational practice and how it affected the way students' feel, understand, and perceive education while the present study used the questionnaire to explore students' opinion after the students did assignment on the Facebook group.

Among the contact of teacher and students on Facebook, 80 % of students agreed that Facebook enabled them to contact the teacher more conveniently. On the Facebook group, the teacher and students could contact easily. Some students posted on the Facebook to ask the teacher about the assignments directly, but some students preferred to ask the teacher on instant message and chat application. The results of this study supported previous studies which found that Facebook can help learners connect to group and activities in the school. When students use Facebook, it can increase engagement (Junco & Heiberger, 2009). Moreover, the teacher and students can use Facebook to integrate into the secondary classroom and promote a positive and productive classroom environment. Using Facebook provides them an opportunity to give more in depth feedback, share information with classmates, and contact teachers and classmates more efficiently (Hunter-Brown, 2012).

Additionally, students (84.44%) revealed that Facebook could support their learning style. Students had positive opinions toward learning through Facebook as multimedia classroom. This result corresponded with the findings of (Zhang, 2002 and Byrne, 2002). The previous study used VARK to investigate students' perception of multimedia and to identify learner's preference in using instructional media in the classroom. The majority of students in multimedia classrooms and traditional classrooms had positive attitudes towards multimedia classrooms. However, in this study, Facebook was used as multimedia teaching tool. The assignments on the Facebook were designed by using VARK learning style preferences. The materials used on the Facebook were chosen following learning indicators, subject curriculum and language proficiency level.

However, there was a small number of the student who had a problem of doing assignments on the Facebook group due to the cell phone capacity and the Internet

connection speed. They solved the problem by using laptop and desktop computer at the school computer room instead.

Research question 3: How does Facebook support students with their different learning styles?

According to the results showed in table 4.3, students agreed that using Facebook as supplementary tool in English classroom supported their learning styles. All types of learners including aural, visual, read-write and kinesthetic had positive opinion as a whole that using Facebook could support their learning styles. On the Facebook group, students did the tasks and exercises created by the teacher. Each activity was designed to match students' individual preferences. In relation to the results of the opinions for each type of learners, aural, read-write and visual learners except kinesthetic learners satisfied with the activity that matched their learning style.

However, kinesthetic learners did not like the activity that matched their behavior. Their favorite activity on the Facebook group was looking at the pictures and giving opinions about the pictures they liked. Activity designed on the Facebook group was watching the uploaded conversation video from YouTube and students needed to make their own script to do a role play in the traditional class. Kinesthetic students did not like the activity because of listening skill and vocabulary knowledge problem. Most of the kinesthetic learners were classified from many proficiency levels. Some of the kinesthetic learners noted that this activity was group work; cooperative learning was needed in a role play. If some students with low language proficiency level were assigned to do a role play, they were not able to use the target language better than high proficiency learners.

For these reasons, a central point regarding perceptual modalities is that any one of these preferences, as measured by the instruments available, is not a single marker of sensory preference in any one person. There are some learners who have more than one preferred sensory modality. That is, they feel comfortable receiving and processing information through more than one sensory channel. These learners have been called multisensory learners (Meyers, 1980, p. 64). Fleming (2001) reports that about 41% of the population who have taken the instrument online have single style preferences, 27% two preferences, 9% three, and 21% have a preference for all four styles. In the present study, 13 read-write learners (38.24%), 8 kinesthetic and aural

learners (23.53 %) and 5 visual learners (14.71%) can have more than one learning style preferences.

In conclusion, Facebook can be an instructional tool for teaching English and accommodate students with different learning styles. Students learned English through Facebook with a variety of modes. Facebook, as a computer technology creates new ways of making meaning through multimodality. The successful outcome of using technology in learning and teaching depends on students' learning background, the variety of texts and tools used on the Facebook group. This evolution in literacy constructs is driven in part by dimensions of communication that extend beyond reading and writing to include oral, audio, and visual modes of representations (Kress, 2003). For the classroom, if teacher designed a well social networking site like Facebook or educational software, it can serve multi-modal and multi-media communication. The students can meet and take part in various formal and informal interactions of the learning objectives (Anderson, 2005). Furthermore, using several of media and modes can facilitate children to be designers of literacy, using multiple sign systems of communication. It provides multiple modes while the students learning - audio, visual, linguistic, gestural, spatial, and multimodal (New London Group, 2002).

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion of the study, limitations of the research, and recommendations for further studies.

5.1 Conclusion

According to students' opinion toward using Facebook as supplementary tool in English classroom, the results of the study indicated that the students had positive opinions toward using Facebook as supplementary tool in English classroom. They agreed that using Facebook for learning was better than teaching in class only. It was more convenient for them to contact their teacher via Facebook. They also agreed that using it in English classroom supported their learning styles. According to students' opinion towards Facebook's supporting different learning styles, the results showed that students agreed with using Facebook in English classroom supported their learning styles. Most of the learners except kinesthetic students satisfied with the assignments which matched their learning styles. The kinesthetic learners were from the low proficiency group and they were not able to complete activities as well as learners from higher proficiency groups.

5.2 Implications of the Study

As seen from the results of the present study, using Facebook is considered useful for teaching and learning materials. This study shows the importance of enhancing the classroom experience. Students welcomed using social networking site as a supplementary to the curriculum. The results of the study showed that some students did not satisfy with the assigned activity on the Facebook group. They stated that the conversation in the video was too fast. They did not understand vocabulary and its pronunciation. In the future of using Facebook as supplementary tool in English classroom, it will be more beneficial for the students if the teacher chooses the materials which are suitable for their English proficiency and their knowledge

background. The teachers need to choose materials from suitable criteria. Moreover, the teacher needs to survey technology readiness before conducting the future study. Facebook can offer multi-modal and communication and content delivery capabilities. It also provides a virtual space where course participants can meet and take part in various formal and informal interactions centered on shared learning objectives (Anderson, 2005). Furthermore, using a variety of media and modes requires children to be designers of literacy, using multiple sign systems of communication. It incorporates multiple modes - audio, visual, linguistic, gestural, spatial, and multimodal (New London Group, 2002).

To conclude, this study equips educators with data to better understand the impacts of utilizing Facebook in the secondary classroom.

5.3 Limitations of the study

This study had some limitations. The number of participants was restricted to 34 Muttayomsuksa 6 students at Bungkhawittayakom School, Yasothon Province, Thailand. These participants were classified from many proficiency levels. Therefore, generalization of the findings of the study is limited in regard to application to groups of Thai EFL students with different age group and proficiency. The instrument in this study was VARK learning style questionnaire. The questionnaire would not be understood clearly by the students due to the different cultural context, the teacher needs to simplify each question appropriately for Thai students. Also, utilizing Facebook requires the availability of technology that all secondary students may not have access to the Internet connection. In order for Facebook to be beneficial in classroom environments, students and teachers must have an access to the technology as well as the appropriate resources for all students to utilize it.

5.4 Recommendations for further study

It is recommended that utilizing Facebook as supplementary tool in English classroom by different groups of students, such as high school and university students, ones need to investigate and study the performances of learners with different proficiencies. The research instrument of this study was the questionnaire to explore students' opinion, so further studies should include language proficiency test after

learning English through Facebook and compare the different group of the study such as a control group and an experiment group. Moreover, researchers should have participants to do more assignments and practice language uses on the Facebook such as class discussion and posting their own video clip on the given topics. English teachers who are interested in using social media like Facebook as supplementary teaching tool in classroom may consult the results of this study to find out the best methods to facilitate students' English language learning. Additionally, other specific variables which may influence students' learning achievement toward Facebook including interest and motivation should be investigated.

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APPENDICES

APPENDIX A
THE VARK QUESTIONNAIRE (ENGLISH VERSION)

The VARK Questionnaire (English Version)

Directions: Choose the answer which best explains your preference and circle the letter(s) next to it.

Please circle more than one if a single answer does not match your perception.

Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
 - a. go with her.
 - b. tell her the directions.
 - c. write down the directions.
 - d. draw, or show her a map, or give her a map.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
 - a. see the words in your mind and choose by the way they look.
 - b. think about how each word sounds and choose one.
 - c. find it online or in a dictionary.
 - d. write both words down and choose one.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
 - a. describe some of the highlights they will experience.
 - b. use a map to show them the places.
 - c. give them a copy of the printed itinerary.
 - d. phone, text or email them.
4. You are going to cook something as a special treat. You would:
 - a. cook something you know without the need for instructions.
 - b. ask friends for suggestions.
 - c. look on the Internet or in some cookbooks for ideas from the pictures.
 - d. use a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area.

You would:

- a. talk about, or arrange a talk for them about parks or wildlife reserves.
- b. show them maps and internet pictures.
- c. take them to a park or wildlife reserve and walk with them.
- d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

- a. Trying or testing it.
- b. Reading the details or checking its features online.
- c. It is a modern design and looks good.
- d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:

- a. watching a demonstration.
- b. listening to somebody explaining it and asking questions.
- c. diagrams, maps, and charts - visual clues.
- d. written instructions – e.g. a manual or book.

8. You have a problem with your heart. You would prefer that the doctor:

- a. gave you a something to read to explain what was wrong.
- b. used a plastic model to show what was wrong.
- c. described what was wrong.
- d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:

- a. read the written instructions that came with the program.
- b. talk with people who know about the program.
- c. use the controls or keyboard.
- d. follow the diagrams in the book that came with it.

10. I like websites that have:
 - a. things I can click on, shift or try.
 - b. interesting design and visual features.
 - c. interesting written descriptions, lists and explanations.
 - d. audio channels where I can hear music, radio programs or interviews.
11. Other than price, what would most influence your decision to buy a new non-fiction book?
 - a. The way it looks is appealing.
 - b. Quickly reading parts of it.
 - c. A friend talks about it and recommends it.
 - d. It has real-life stories, experiences and examples.
12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
 - a. a chance to ask questions and talk about the camera and its features.
 - b. clear written instructions with lists and bullet points about what to do.
 - c. diagrams showing the camera and what each part does.
 - d. many examples of good and poor photos and how to improve them.
13. Do you prefer a teacher or a presenter who uses:
 - a. demonstrations, models or practical sessions.
 - b. question and answer, talk, group discussion, or guest speakers.
 - c. handouts, books, or readings.
 - d. diagrams, charts or graphs.
14. You have finished a competition or test and would like some feedback. You would like to have feedback:
 - a. using examples from what you have done.
 - b. using a written description of your results.
 - c. from somebody who talks it through with you.
 - d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:
- a. choose something that you have had there before.
 - b. listen to the waiter or ask friends to recommend choices.
 - c. choose from the descriptions in the menu.
 - d. look at what others are eating or look at pictures of each dish.
16. You have to make an important speech at a conference or special occasion. You would:
- a. make diagrams or get graphs to help explain things.
 - b. write a few key words and practice saying your speech over and over.
 - c. write out your speech and learn from reading it over several times.
 - d. gather many examples and stories to make the talk real and practical.

APPENDIX B
THE VARK QUESTIONNAIRE (THAI VERSION)

แบบสอบถามรูปแบบการเรียนรู้ของตนเอง (ภาษาไทย)

คำชี้แจง: ให้นักเรียนทำเครื่องหมายวงกลมบนคำตอบที่อธิบายความเป็นตัวตนของนักเรียนมากที่สุด

1. หากมีคนมาถามเส้นทางไปสนามบิน คุณจะบอกเส้นทางด้วยวิธีใด
 - ก. เดินทางไปด้วยเพื่อบอกเส้นทาง
 - ข. อธิบายเส้นทางที่จะไป
 - ค. เขียนเส้นทางที่จะไป
 - ง. วาดแผนที่ให้
2. ถ้าคุณไม่แน่ใจว่าคำว่า “มั่นใจ” จะสะกดเป็นภาษาอังกฤษว่าconfidentหรือconfidence คุณจะมีวิธีการอย่างไร
 - ก. คิดคำที่อยู่ในใจและเลือกตามที่คิดไว้
 - ข. คิดว่าคำแต่ละคำออกเสียงอย่างไร แล้วเลือกหนึ่งคำ
 - ค. หาในพจนานุกรมหรือทางสื่ออิเล็กทรอนิกส์
 - ง. เขียนคำทั้งสองคำลงในกระดาษและเลือกมาหนึ่งคำ
3. คุณวางแผนจะไปเที่ยววันหยุดกับเพื่อนและต้องการความคิดเห็นจากพวกเขา คุณจะทำอย่างไร
 - ก. อธิบายจุดเด่นของสถานที่เพื่อดึงดูดใจเพื่อนๆ
 - ข. แสดงแผนที่สถานที่ต่างๆที่จะไปเที่ยวให้เพื่อนดู
 - ค. มอบกำหนดการต่างๆให้เพื่อนศึกษา
 - ง. แจ้งรายละเอียดต่างๆโดยการส่งSMS โทรศัพท์ หรือส่งอีเมลล์
4. เมื่อคุณจะทำอาหารเนื่องในโอกาสพิเศษด้วยตนเอง คุณมีวิธีการอย่างไร
 - ก. ลงมือทำอาหารด้วยสูตรของคุณเอง
 - ข. ถามเพื่อนเพื่อขอคำแนะนำในการทำอาหาร
 - ค. ค้นคว้าสูตรอาหารในอินเทอร์เน็ต
 - ง. ใช้ตำราอาหารที่ชื่นชอบ
5. เมื่อมีนักท่องเที่ยวมาสอบถามข้อมูลเกี่ยวกับสวนสาธารณะหรือเขตรักษาสัตว์ป่าสงวนในที่ที่คุณอาศัยอยู่ คุณจะให้คำแนะนำอย่างไร
 - ก. สนทนาให้ความรู้แก่นักท่องเที่ยว
 - ข. แสดงแผนที่และรูปภาพจากอินเทอร์เน็ตให้นักท่องเที่ยวดู
 - ค. พานักท่องเที่ยวไปศึกษาสถานที่จริง
 - ง. มอบคู่มือและแผ่นพับให้นักท่องเที่ยว

6. คุณกำลังจะซื้อกล้องดิจิทัลหรือโทรศัพท์มือถือ นอกเหนือจากเรื่องราคา สิ่งใดที่มีอิทธิพลต่อการตัดสินใจของคุณ
 - ก. ทดลองใช้หรือทดสอบเครื่อง
 - ข. ศึกษารายละเอียดหรือตรวจสอบคุณสมบัติผ่านระบบออนไลน์ก่อนซื้อ
 - ค. เลือกสินค้าที่มีการออกแบบที่ทันสมัยและดูดี
 - ง. ฟังคำแนะนำของคุณเกี่ยวกับคุณลักษณะต่างๆของเครื่องจากพนักงาน
7. เมื่อได้เรียนรู้สิ่งใหม่ๆ เช่น การใช้มือถือสมาร์ทโฟน คุณได้เรียนรู้ได้ดีที่สุดโดย:
 - ก. ชมการสาธิต
 - ข. ฟังการอธิบายวิธีการใช้และได้ถามคำถาม
 - ค. ดูแผนภาพ แผนที่หรือแผนภูมิ หรือสิ่งที่เข้าใจได้จากการมอง
 - ง. อ่านคำแนะนำ เช่น คู่มือ
8. เมื่อมีปัญหาเกี่ยวกับโรคหัวใจ คุณต้องการให้แพทย์อธิบายเกี่ยวกับโรคของคุณอย่างไร
 - ก. ให้ข้อมูลคุณอ่านและอธิบายสิ่งที่ผิดปกติ
 - ข. ใช้แบบจำลองพลาสติกเพื่อแสดงให้เห็นสิ่งที่ผิดปกติ
 - ค. อธิบายถึงสิ่งที่ผิดปกติ
 - ง. แสดงแผนภาพให้เห็นในสิ่งที่ผิดปกติ
9. คุณต้องการที่จะเรียนรู้เกี่ยวกับการใช้โปรแกรมหรือเกมบนคอมพิวเตอร์คุณมีวิธีการเรียนรู้ด้วยวิธีใด
 - ก. อ่านคำแนะนำที่มาพร้อมกับโปรแกรม
 - ข. สอบถามผู้มีความรู้เกี่ยวกับโปรแกรมนั้น
 - ค. ใช้เป็นตัวควบคุมหรือแป้นพิมพ์(key board) ช่วย
 - ง. ทำตามแผนภาพในหนังสือที่แนบมา
10. คุณชื่นชอบเว็บไซต์ที่มีลักษณะใด
 - ก. เว็บไซต์ที่สามารถคลิก กดหรือทดลองได้
 - ข. เว็บไซต์ที่ออกแบบได้ดึงดูด
 - ค. เว็บไซต์ที่จัดลำดับรายการและมีคำอธิบายที่น่าสนใจ
 - ง. เว็บไซต์ที่มีเสียงเพลงหรือรายการวิทยุ

11. นอกเหนือจากเรื่องราวลึกลับที่มีอิทธิพลต่อการตัดสินใจเลือกซื้อหนังสือใหม่ ที่ไม่ใช่บันเทิงคดีคืออะไร
- ดูรูปแบบลักษณะภายนอกของหนังสือ
 - อ่านส่วนต่างๆของหนังสืออย่างคร่าวๆ
 - ฟังเพื่อนเล่าหรือแนะนำเกี่ยวกับหนังสือ
 - เลือกหนังสือเกี่ยวกับการเล่าประสบการณ์หรือเรื่องยายในชีวิต
12. เมื่อคุณอยากได้หนังสือเกี่ยวกับวิธีการถ่ายภาพโดยกล้องดิจิทัลคุณจะเลือกหนังสือแบบใด
- หนังสือที่มีเนื้อหาถาม-ตอบเกี่ยวกับปัญหาหรือวิธีใช้กล้อง
 - หนังสือที่มีคำแนะนำที่ชัดเจน อธิบายการใช้แต่ละจุดอย่างชัดเจน
 - หนังสือที่มีแผนภาพแสดงแผนภาพการทำงานของส่วนต่างๆอย่างละเอียด
 - หนังสือที่มีการแสดงตัวอย่างการถ่ายภาพที่ดีและไม่ดีและบอกวิธีการปรับปรุงแก้ไขภาพเหล่านั้น
13. คุณชอบการนำเสนอในลักษณะใด
- มีการสาธิต การใช้แบบจำลองหรือมีเวลาให้ฝึกปฏิบัติ
 - มีการเปิดโอกาสให้ถามและตอบการพูดคุยสนทนา อภิปรายกลุ่ม หรือมีวิทยากร
 - มีเอกสารประกอบการนำเสนอ
 - มีการแสดงแผนภาพแผนภูมิหรือกราฟประกอบการนำเสนอ
14. เมื่อทำการแข่งขันหรือการทดสอบสิ้นสุดลง คุณต้องการข้อเสนอแนะแบบใด
- ยกตัวอย่างจากสิ่งที่คุณทำได้สำเร็จ
 - เขียนคำบรรยายถึงผลสำเร็จของคุณ
 - พูดให้ข้อเสนอแนะ โดยตรงกับคุณ
 - แสดงผลสำเร็จของคุณ โดยใช้กราฟอธิบาย
15. เมื่อไปรับประทานอาหารที่ร้าน คุณจะเลือกสั่งรายการอาหารโดยวิธีใด
- สั่งรายการอาหารที่คุณเคยสั่งมาก่อน
 - ฟังคำแนะนำจากเพื่อนหรือบริกร
 - เลือกสั่งจากคำอธิบายในเมนูรายการอาหาร
 - ดูจากภาพของอาหารในรายการหรือสังเกตจากอาหารที่คนอื่นกำลังรับประทาน

16. เมื่อคุณต้องพูดในที่ประชุมหรือ โอกาสพิเศษ คุณจะมีวิธีการเตรียมตัวอย่างไร

- ก. จัดทำแผนภาพหรือกราฟเพื่อช่วยอธิบายสิ่งต่างๆ
- ข. จัดหัวข้อสำคัญและฝึกซ้อมการพูด
- ค. เขียนบทพูดและอ่านบททวนหลายๆครั้ง
- ง. รวบรวมตัวอย่างที่เป็นเรื่องจริงและปฏิบัติจริง

APPENDIX C
THE VARK QUESTIONNAIRE SCORING CHART

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of students' answers corresponds to.

Circle the letters that correspond to students' answers.

Question	a category	b category	c category	d category
1.	K	A	R	V
2.	V	A	R	K
3.	K	V	R	A
4.	K	A	V	R
5.	A	V	K	R
6.	K	R	V	A
7.	K	A	V	R
8.	R	K	A	V
9.	R	A	K	V
10.	K	V	R	A
11.	V	K	A	K
12.	A	R	V	K
13.	K	A	R	V
14.	K	R	A	V
15.	K	A	R	V
16.	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters that students have circled to get students' score for each VARK category.

Total number of Vs circled = _____.

Total number of As circled = _____.

Total number of Rs circled = _____.

Total number of Ks circled = _____.

APPENDIX D
STUDENTS' OPINION QUESTIONNAIRE (ENGLISH VERSION)

The students 'opinion questionnaire toward using Facebook in classroom

Directions: Please tick to answer the following questions.

Item	scale				
	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1) Using Facebook as supplementary tool supported learning and teaching English.					
2) Using Facebook as supplementary tool was better than teaching in class only.					
3) Facebook enabled me to contact my teacher more convenient.					
4) Using Facebook as supplementary too in English classroom supported your learning styles.					
5) I liked answering questions from the picture on the Facebook group.					
6) I liked listening to the conversation and answer questions on the Facebook group.					
7) I liked reading the passage and answered on the Facebook group.					
8) I liked watching the video on the Facebook group and did a role play in class.					

Any suggestions/opinions

.....

.....

.....

.....

.....

.....

Thank you very much for your participation!

APPENDIX E
STUDENTS' OPINION QUESTIONNAIRE (THAI VERSION)

แบบสอบถามความคิดเห็นในการใช้เฟซบุ๊กประกอบการเรียนการสอนวิชาภาษาอังกฤษ
 คำชี้แจงโปรดทำเครื่องหมาย ✓ ลงในช่องที่กำหนดให้ตามความคิดเห็นของนักเรียน

รายการ	ระดับความคิดเห็น				
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	เห็นด้วย ปานกลาง	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1) การใช้เฟซบุ๊กประกอบ การสอน ช่วยส่งเสริมการเรียนการสอนวิชา ภาษาอังกฤษ					
2) การใช้เฟซบุ๊กประกอบการสอน ดีกว่าการสอนภาษาอังกฤษใน ห้องเรียน เพียงอย่างเดียว					
3) เฟซบุ๊กทำให้นักเรียนติดต่อกับ ครูผู้สอนได้สะดวกขึ้น					
4) การใช้เฟซบุ๊กประกอบ การสอน สนับสนุนรูปแบบ การเรียนรู้ของ นักเรียน					
5) ฉันชอบกิจกรรมตอบคำถามจาก รูปภาพที่กำหนดให้ใน เฟซบุ๊ก					
6) ฉันชอบกิจกรรมการอ่านบทความที่ กำหนดให้แล้วตอบคำถาม ในเฟซบุ๊ก					
7) ฉันชอบกิจกรรมการฟังบทสนทนา แล้วตอบคำถามในเฟซบุ๊ก					
8) ฉันชอบกิจกรรมดูวิดีโอ แล้วแสดงบทบาทสมมุติในห้องเรียน					

ข้อเสนอแนะและความคิดเห็นอื่น

.....

ขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถาม

APPENDIX F
ACTIVITIES IN ENGLISH CLASS

In class Activity

Student Handout: Read-Write Activity

1. Read this text about Sabrina and her friends, and then answer questions 1-6.

Making Plans to go on Holiday.

Sabrina and her friends want to go on holiday together. They have looked at some holiday brochures, but aren't sure what kind of holiday they want to go on. Sabrina likes city breaks and theme parks the best, but she doesn't like camping. All her friends like beach holidays but her friend Mohammed doesn't like city breaks. Her friend Pavel likes city breaks the best, but he likes camping and theme parks, too.

Source: <http://www.esolcourses.com/content/topicsmenu/elementary.html>

- 1) Mohammed likes city breaks.

☐ True
☐ False
☐ We don't know.

2. All Sabrina's friends like theme parks.

☐ True
☐ False
☐ We don't know.

3. Pavel likes camping.

☐ True
☐ False
☐ We don't know.

4. All Sabrina's friends like winter holidays.

☐ True
☐ False
☐ We don't know

5. Sabrina and her friend can't decide where to go on holidays.

☐ True
☐ False
☐ We don't know.

6. Everyone like camping.

☐ True
☐ False
☐ We don't know.

In class Activity

Student Handout: *Visual Activity*

1. Look at the pictures. Match the words with the pictures.

A



B



C



D



E



F



H



I



J



- | | | | | | |
|------------|-------|-------------|-------|------------------|-------|
| 1. camping | _____ | 2. swimming | _____ | 3. bird watching | _____ |
| 4. fishing | _____ | 5. hiking | _____ | 6. climbing | _____ |
| 7. skiing | _____ | 8. cycling | _____ | 9. windsurfing | _____ |

In class Activity

2. Write down the reasons of holiday activities that you like most and you don't like by using the given words below. **Ex:** *I like climbing because it is amazing. I don't like hiking because it is boring.*

exciting interesting wonderful fun boring terrible
frightening impressing enjoyable dangerous exhausting
beautiful amazing awful



In class Activity**Student Handout: Aural Activity**

Directions: Listen to the conversation and fill in the gaps by using the given words below.

Thursday reserve room stay go call find ninety single

A: Skylight Hotel Reservations.

B: I want to 1) _____ a room, please.

A: Certainly madam, when would you like to 2) _____?

B: Next 3) _____ night, that's the 15th.

A: And what type of 4) _____ would you like? Single or double?

B: Um, there were two of us going, but now it's only me, so just a 5) _____ room, please.

A: If you'd give me just a moment, please . . . Yes, we do have a single room available on the 15th. The room rate is 6) _____ dollars.

B: Wow! Boy . . . that's a bit more than I expected to pay.

A: Well, you can try calling other hotels, but you'll 7) _____ this is pretty standard.

B: Uh ..okay. I don't have the time to 8) _____ around and I know you're probably right.

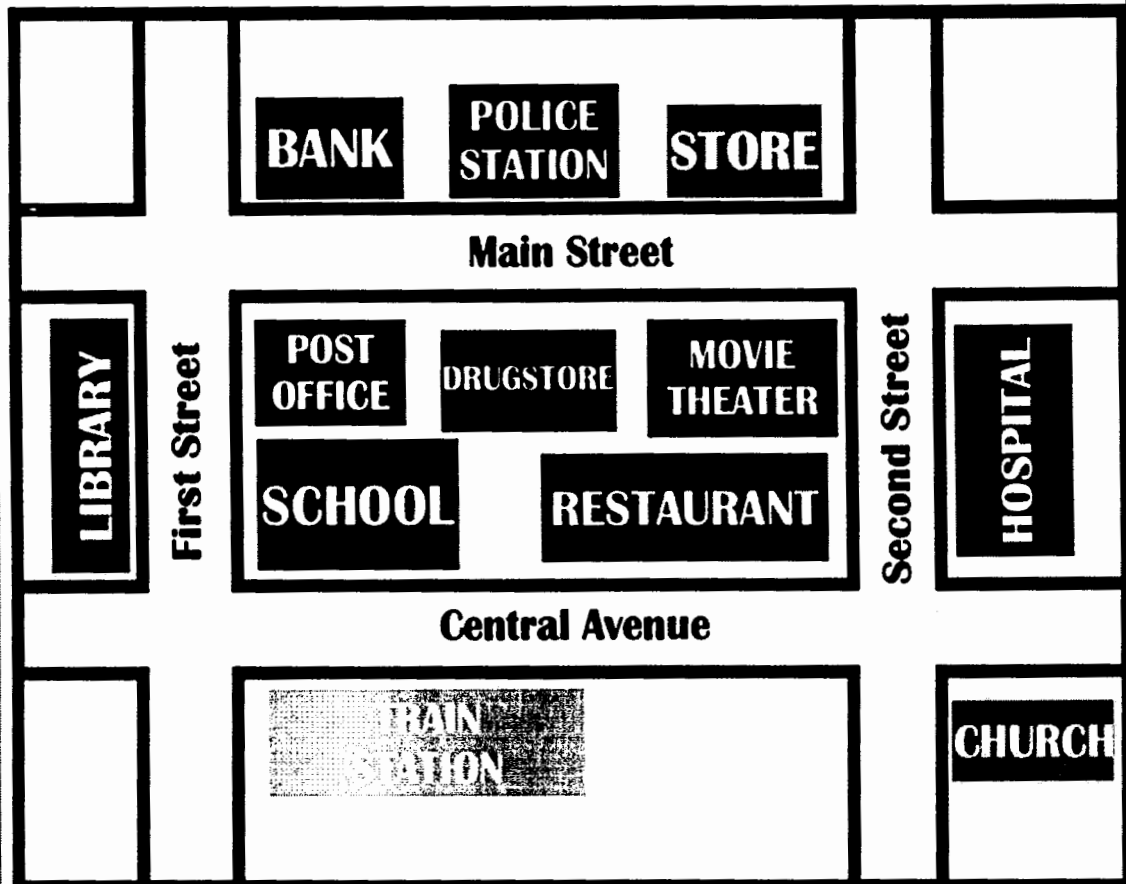
A: Great. Let me 9) _____ ahead then and reserve a room for you. Can you tell me your name, please?

B: It's Mrs. Horner, Peggy Horner. That's with two Gs.

In class Activity

Student Handout: *Kinesthetic Activity*

Directions: Works in pairs by using the given task. Student A needs to ask for the directions in each situation. Student B needs to give the direction in each place.



Student A

A1) You are at the train station and you want to go to the movie theater. You need to ask your friend the ways to the movie theater.

A2) You are at the bank and you want to go to the restaurant. You need to ask you partner how do you get there.

A3) You are at the church and you want to go to the drugstore. You need to ask your partner how do you get there.

A4) You are at the store and you want to go to school. You need to ask you partner the ways to school.

Student B

B1) Your partner is at the train station and he/she wants to go to the movie theater. You need to give him/her the directions.

B2) Your partner is at the bank and he/she wants to go to the restaurant. You need to give him/her the directions.

B3) Your partner is at the church and he/she wants to go to the drugstore. You need to give him/her the directions.

B4) Your partner is at the store and he/she wants to go to school. You need to give him/her the directions.

APPENDIX G
ACTIVITIES IN FACEBOOK GROUP

W Facebook M.5/1 English Class

https://www.facebook.com/groups/537802779610823/

M.5/1 English Class KruMaliwan หน้าหลัก

กิจกรรมการศึกษา
 กิจกรรมการศึกษา...
 การสาธิต
 ร.ร.เจมิก้า
 กิจกรรม

APPS
 เกม 20+
 หนังสือนวนิยาย
 Candy Crush ... 20+
 รูปภาพ
 เกมฝึก
 สดุดี 8
 KKBBOX
 สดุดี 20+
 เกม
 เกมสนุก ค.ศ.1 ... 20+
 EN48 Alumni (M... 2
 เกมใหม่ 20+
 สดุดี

ความสนใจ
 เกมและคอมพิวเตอร์...

Look at the pictures of holiday activities. Choose one of the activity that you want to enjoy. click Like on it and give the reason why. For example, I like shopping because it's relaxing.



ส่วนกลุ่มใหม่

กลุ่มที่กำลังมองหาเพื่อน
 กลุ่มที่กำลังมองหาเพื่อน
 กลุ่มที่กำลังมองหาเพื่อน
 กลุ่มที่กำลังมองหาเพื่อน

กลุ่มเพื่อนใหม่

ดูทั้งหมด

เพื่อนใหม่ที่เราสนใจ
 Kunbda Sanbha และเพื่อน
 อื่นๆ อีก 2 คนได้เข้าร่วม
 + เข้าร่วม

เพื่อนใหม่ที่เราสนใจ
 Kanyanaporn Gugkig และเพื่อน
 อื่นๆ อีก 4 คนได้เข้าร่วม
 + เข้าร่วม

เพื่อนใหม่ที่เราสนใจ
 Chayawut Pranot และเพื่อน
 อื่นๆ อีก 3 คนได้เข้าร่วม
 + เข้าร่วม

เพื่อนใหม่ที่เราสนใจ
 Wawad Niraphan และเพื่อน
 อื่นๆ อีก 49,099 คน
 + เข้าร่วม

เพื่อนใหม่ที่เราสนใจ
 Wawad Niraphan และเพื่อน
 อื่นๆ อีก 49,099 คน
 + เข้าร่วม

On Facebook: Visual Activity

W Facebook M.5/1 English Class

https://www.facebook.com/photo.php?fbid=1031947800156586&set=pcb.891490430908721&type=1&theater

M.5/1 English Class KruMaliwan Dumri

10 นาที · 20

เพิ่มคำบรรยาย

เพิ่มรูปภาพ · เพิ่มสถานที่ · แท็ก

เลือกจากความคิดเห็น เหตุการณ์เชิงซ้อน แชร์

คุณอาจสนใจ

KruMaliwan Dumri like cycling because it's enjoyable.
 เมื่อสักครู่นี้

ดูรูปภาพ · สดุดี



รูปถ่ายจากโทรศัพท์ของ KruMaliwan Dumri

แท็กรูปภาพ · สดุดี · แชร์ · 20 · 2558

Google | answer questions from | Google | M.5/1 English Class | M.5/1 English Class

https://www.facebook.com/groups/537802779610823/

M.5/1 English Class

KruMaliwan Dumri

Just now

Read the article "South Africa" and answer True or False. (1-5 questions)

TRAVEL GUIDE:

South Africa

South Africa is one of the most beautiful countries in the world and a favourite destination for many travellers. From Kruger National Park to the Kalahari Desert, South Africa provides a great introduction to Africa, but it has more to offer than stunning landscapes.

If you visit South Africa, make sure you stop off in Cape Town. There is so much to see and do, you'll never get bored. There's always something happening in this exciting city, and it has great shops, too. The more adventurous can take a trip up Table Mountain or take a boat trip to see great white sharks and seals. Cape Town has something for everybody.

South Africa is a place that everyone should visit at least once in their lifetime! Book now for a holiday you will never forget.

Like · Comment

What is this group about?
Set tags

CREATE NEW GROUPS

Groups make it easier than ever to share with friends, family and teammates.

+ Create Group

SUGGESTED GROUPS

See All

VENUSSADA RICHIDAI and 2 other friends joined

+ Join

RAICHANEE SAENGSAWANG and 4 other friends joined

+ Join

SAENGSAWANG and 3 other friends joined

+ Join

JANIRA BENMAS and 3 other friends joined

+ Join

On Facebook: Read-Write Activity

Google | answer questions from | Google | M.5/1 English Class | M.5/1 English Class

https://www.facebook.com/groups/537802779610823/

M.5/1 English Class

KruMaliwan Dumri

Home 9

Add an option

Like · Comment

✓ Seen by 1

Write a comment...

KruMaliwan Dumri asked a question.

9 mins

1. South Africa is not very popular.

☐ True

☐ False

Add an option

Like · Comment

✓ Seen by 1

Write a comment...

OLDER

SAKU and 2 other friends joined

lazada.co.th

B 3,460 บาท

English (US) · Privacy · Terms · Cookies · Advertising · Ad Choices · More · Facebook © 2015

Google | answer questions from | Google scholar | M.5/1 English Class | Ask.com

https://www.facebook.com/groups/537802779610823/

M.5/1 English Class

KruMaliwan Dumri asked a question 8 mins

3. There is not much going on in Cape Town.

☐ True

☐ False

Add an option

Like Comment

✓ Seen by 1

Write a comment

KruMaliwan Dumri asked a question 9 mins

2. The Kalahari Desert is in Cape Town.

☐ True

☐ False

Add an option

SAKU asinwathawad...
lazada.co.th
฿ 3,460 บาท
สินค้าพร้อมส่งฟรีโดย Lazada 2 ชั่วโมง
จัดส่งฟรี 30 วัน
รับประกันสินค้า

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Advertising Ad Choices More
Facebook © 2015

On Facebook: Read-Write Activity

Google | answer questions from | Google scholar | M.5/1 English Class | Ask.com

https://www.facebook.com/groups/537802779610823/

M.5/1 English Class

Candy Crush Saga 20+

Photos

Notes

Pokes

KKBOX

Games Feed 20+

INTERESTS

Pages and Public

EVENTS

Create Event

Take a boat trip to see great white sharks and seals.
Cape Town has something for everybody.
South Africa is a place that everyone should visit at least once in their lifetime! Book now for a holiday you will never forget.

Like Comment

Write a comment

KruMaliwan Dumri asked a question 6 mins

5. The author recommends that everyone should go to South Africa.

☐ True

☐ False

Add an option

Like Comment

Write a comment

RECENT ACTIVITY

Ratchanee Saengsawang and 3 other friends joined

Join

Jangra Benmas and 3 other friends joined

Join

BerryHouse 1,572 436 members

Join

SUGGESTED PAGES

See All

ดูข่าว - BBC Thai

Porkaew Angkhaew and 27 other friends like this

Like

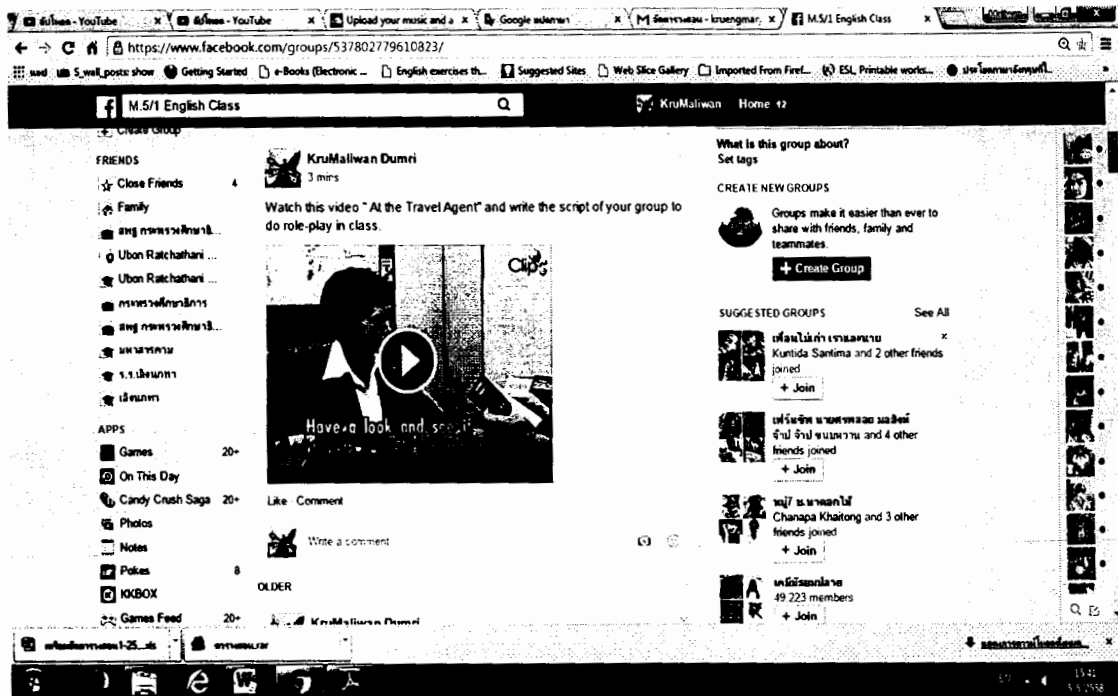
ดูข่าว SWEET DREAM

1,475 people like this

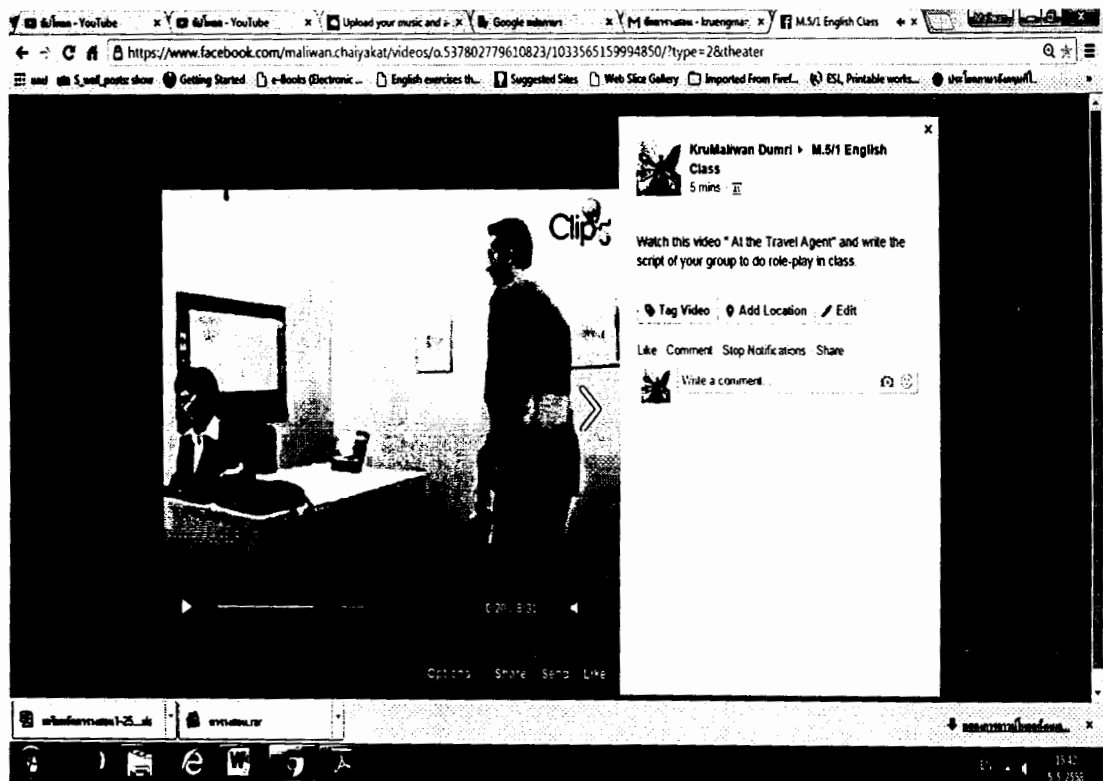
Like

SPONSORED

Create Ad



On Facebook: Kinesthetic Activity



Facebook group: M.5/1 English Class

Post by KruMaliwan Dumri: **D) skiing with his family**

Listen to the conversation and answer the questions.
<https://soundcloud.com/.../listen-to-the-conversation-and-ans...>

SoundCloud - Hear the world's sounds

SUGGESTED PAGES:

- Polka dot buzz Recipe: 43 people like this.
- Neutrogena Thai: 43 people like this.

Facebook © 2015

On Facebook: Aural Activity

Facebook group: M.5/1 English Class

Post by KruMaliwan Dumri: **D) skiing**

Listen to the conversation and answer the questions.
<https://soundcloud.com/.../listen-to-the-conversation-and-ans...>

SoundCloud - Hear the world's sounds

SUGGESTED PAGES:

- Polka dot buzz Recipe: 43 people like this.
- Neutrogena Thai: 43 people like this.

Facebook © 2015

Facebook group: M.5/1 English Class

Post by KruMaliwan Dumri: 2. What is second man going to do with some friend?

Options:

- ☐ A) windsurfing
- ☐ B) swimming
- ☐ C) sailing
- ☐ D) skiing

SUGGESTED GROUPS:

- Kunlida Santima and 2 other friends joined
- Jarira Benmas and 4 other friends joined
- Ratchanee Saengsawang and 3 other friends joined
- BerryHouse 1,572,400 members

On Facebook: Aural Activity

Facebook group: M.5/1 English Class

Post by KruMaliwan Dumri: 3. Does the second man friend have a sailboat?

Options:

- ☐ A) Yes, she has one.
- ☐ B) Yes, she has two.
- ☐ C) No, she doesn't.
- ☐ D) No, she never has it.

ABOUT:

20 members

Closed Group

Tell people what this group is about.

Add a Description

20 members Message Invite by Email

+ Add People to Group

What is this group about?

Set tags

CREATE NEW GROUPS

Groups make it easier than ever to share with friends, family and teammates

+ Create Group

APPENDIX H
THE RESULTS OF STUDENTS' OPINIONS WITH DIFFERENT
LEARNING STYLE

**The Results of Students' Opinions with Different Learning Styles
toward using Facebook group as supplementary tool in English classroom**

Students' Learning Style	Question Item (1-5 Likert Scale)							
	1	2	3	4	5	6	7	8
1	5	5	5	5	2	5	5	5
2	5	5	5	5	5	5	5	5
3	4	5	5	5	5	5	4	4
4	4	5	4	4	4	4	4	4
5	4	4	4	4	4	4	4	4
6	3	4	3	3	4	4	3	3
7	3	4	3	3	4	4	3	3
8	2	1	3	3	3	3	2	3
Aural (Total Mean)	3.75	4.125	4.00	4.00	3.88	4.25	3.75	3.88
1	4	5	5	5	5	5	4	5
2	4	5	5	5	5	5	4	4
3	4	4	4	4	4	4	3	4
4	3	4	3	4	4	3	3	3
5	2	4	3	4	3	2	3	2
Visual (Total Mean)	3.40	4.40	4.40	4.40	4.20	3.80	3.40	3.60
1	5	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5	5
3	5	5	5	5	5	4	5	4
4	5	5	4	5	5	4	5	4
5	4	5	4	5	4	4	5	4
6	4	5	4	4	4	4	4	4
7	4	4	4	4	4	4	4	4
8	3	4	4	4	4	4	4	3
9	3	4	4	4	4	4	4	3

Students' Learning Style	Question Item (1-5 Likert Scale)							
	1	2	3	4	5	6	7	8
10	3	4	3	4	3	3	4	3
11	3	4	3	3	3	3	3	3
12	3	3	3	3	3	3	3	3
13	3	3	3	2	3	3	3	2
Read-write (Total Mean)	3.85	4.31	3.92	4.08	4.00	3.85	4.15	3.62
1	5	5	5	5	5	5	5	5
2	5	5	5	5	5	5	5	5
3	5	5	4	5	5	4	5	4
4	5	4	4	4	4	4	4	4
5	4	4	4	4	4	4	4	4
6	4	3	4	4	4	3	3	3
7	4	3	3	3	3	3	3	3
8	3	2	3	3	3	3	2	2
Kinesthetic (Total Mean)	4.38	3.88	4.00	4.13	4.13	3.88	3.88	3.75

CURRICULUM VITAE

NAME Maliwan Chaiyakat

INSTITUTE ATTENDED Bachelor of Education (English)
Mahasarakham University

POSITION HELD 2009
English teacher at Bankaoklang School,
Buntarik District,
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