



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA  
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**"FACEBOOKING PUPPETRY VIDEOS TO STIMULATE YOUNG LEARNERS' SPEAKING"**

a thesis submitted to the faculty of languages for the degree of

**LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS**

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## **CHAPTER I: INTRODUCTION**

### **Introduction**

People need the language to communicate ideas, necessities and feelings. In order to do this, people use languages spoken in the areas where they live in. English has been spread through the world, being one of the most important languages spoken around the world. According to Petruta (2012, p. 374) “The English language has been the common language of the world for decades. It is now impossible to find a country where English learning has not become a norm”.

The Secretaria de Educación Pública (SEP) in Mexico has established in the Programa Nacional de Inglés, (ProNI) English as part of the educational plan in public elementary schools. Due to English has taken such an important role in education as a foreign language and it has been included since kindergarten until high school. Hence, ProNI seek promote English from early age stages, young learners are rapid learners because they do not just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them.

### **1.1 The Problem**

Harmer (1998) affirms a crucial characteristic of young children is their ability to become competent speakers of a new language with remarkable facility, provided they get enough exposure to it. Hence, teaching a different language is in several ways a hard challenge for teachers, in order to guide students to achieve a successful speaking. There are many ways to help young learners to develop and improve their skills.

However, speaking is considered as one of the most difficult skills to develop. For that reason, teachers carry out a huge responsibility for conducting students’ learning. As a

result, teachers may consider many aspects that could contribute on students' speaking improvement.

Since technology is a powerful tool that has caused a big impact in every aspects of human beings' life. People find technology as a useful resource to entertain and to perform task at home, at work, at school, and in many other contexts. Thorne & Black as cited in Stanley (2013) in this regard say, "The internet, in particular has become a social phenomenon which pervades work, education, interpersonal communication, and having internet access in the classroom opens up learning to the real world, beyond the confines of the classroom".

Nowadays, many social networks maintain connection among people even if they are so far away from each other. Facebook social networks and teaching strategies applied in the classroom can both help teachers with young learners to improve their speaking. Holden (1985, p. 36) affirms "role-plays and dramatizations are activities that students enjoy a lot not only because they like to dress differently, but they make gestures and imagine they are different people" Therefore, they can use English expressions and construct their own conversation. In addition, they could use Facebook to share their videos with their classmates on a private Facebook group. Puppets are attractive material for children.

The puppet is then defined as a "theatrical figure perceived by an audience to be an object, that is given design, movement and speech" Tillis (1992 p. 65 as cited in Widjajanto 2009). This material is attractive so can be useful for young learners in many ways. They can create and design their own using their imagination. Students can bring alive the object while expressing themselves in an oral way and most importantly, students will be exposed to new areas of technology such as Facebook.

## **1.2 Rationale of the Study**

The aim of this paper is to analyze the pertinence of using private Facebook groups in EFL teaching, to enhance the practice of English speaking through videos, using puppets and role-play activities in and out of the classroom. According to Lantz-Anderson, Vigmo, & Bowen, 2013 “Integrating Facebook into language learning settings, especially in the EFL context, makes it possible for learners to increase their amount of language production even outside of the language classroom.”

From my own experience as an English teacher, I have realized how Facebook is an important social media that have had a positive impact in the English classes, because young learners find it attractive and newfangled, so they spend many hours behind the screens of a cell phone or computer. This may let students interact among them, due to Facebook has the option to send messages, upload videos, photos or even share videos on real time. Facebook is a free and easy resource to keep in touch with others, even in the distance. In addition, children are more aware of social media use so as teachers, we need to take into account the students’ preferences and the responsibility to guide pupils with the Facebook manage. It is, therefore, essential to explore how a teacher integrates Facebook into his or her instruction (Erdem & Kibar, 2014; Mitchell, 2012.)

## **1.3 Theoretical Context of the Research**

Many educational researchers and teaching practitioners have recognized that the application of computer technology can benefit language teaching and learning (Jamieson, Chappelle, & Preiss 2005; Warschauer & Healey, p. 3. 1998). According to Lomicka and Lord (2012) the use of SNS could help learners build collaborative communities and provide opportunities for creative language practice outside of class time.

Learners could also advance their learning autonomy and develop identity through their interactions on SNS. Research has found that Facebook has potential to foster language learners' Socio-pragmatics awareness (Blattner & Fiori, 2011). Long, (1985) mentions, Integrating Facebook into language learning settings, especially in the EFL context, makes it possible for learners to increase their amount of language production even outside of the language classroom. However, it is necessary to adapt this SNS in classroom in order to use Puppetry videos to stimulate students' speaking.

#### **1.4 Research Setting**

This research is carried out at "Cuauhtémoc" public Elementary School located in San Pablo del Monte, Tlaxcala. English subject has been taught for the whole school since January 2017. This research project is applied only to 13 sixth graders (4 males, 9 females) who have certain common abilities in writing and reading skills. All those participants have access to internet and they tend to use Facebook as resource to communicate among them after school. Participants' ages range from 11 to 12 years old. The material in the classroom focuses on puppets and role-play as a strategy to promote students' speaking.

All the participants are part of a private Facebook group, including the teacher who is the group's administrator.

#### **1.5 Significance of the Study**

The significance of this work lies on the fact that it will contribute to the English language-teaching field by providing information about the use of puppets as material and role-play as strategy. In addition, using Facebook as social media may contribute the autonomy of students to interact and seek information in order to develop and improve

young learners' speaking. This project can be helpful for teachers who are working on elementary levels and have the opportunity to combine the ICTs, puppetry and role-play, in order to help develop their students speaking. Also can be beneficial for students due to the puppet is an attractive material that let them integrate imagination, speaking, teamwork and fun.

### **1.6 Aims of the Study**

The main purpose of the study is to explore the impact of using puppetry videos on Facebook and role-play to enhance students' English speaking skills.

This research intends to motivate future English teachers to develop speaking skills on young learners using SNS.

### **1.7 Research Questions**

The following are the research questions:

How does Facebook promote the speaking skills on EFL settings with the support of puppets?

1. How does Facebook promote speaking on EFL learners?
2. How can puppetry enhance students' language skills?
3. How does Facebooking puppetry videos influence learners' speaking skills?

## CHAPTER II: LITERATURE REVIEW

### Introduction

This chapter aims to review relevant literature to the goals of this investigation. It gathers information about a number of topics that will help to get a deeper understanding of this research. The chapter examines the relevance of ICTs in education, SNS like Facebook; EFL, young learners, speaking skills, puppetry and other related topics. Then it talks about the importance of using puppetry videos on Facebook to stimulate young learners' speaking. The study particularly explores some authors' opinions and guidelines to apply an approach in the language classrooms.

### 2.1 ICTs in Education

Technology is a powerful tool that has caused a big impact in every aspects of human being's life. People find technology as useful resource to entertain and to perform task at home, work, school or many other context. According to Stanley (2013), the internet, in particular has become a social phenomenon, which pervades work, education, interpersonal communication and having internet access in classroom opens up learning to the real world, beyond the confines of the classroom.

Technology plays an important role in the educational area, for that reason teachers have to be aware of how positive and useful is this tool in their classroom to accomplish their student's needs, since students feel more enthusiastic and motivated to using technology. According the UNESCO (United National Educational, Scientific and Cultural Organization) “the *Information and Communication Technology* should reach people of all ages, linguistic and cultural groups or circumstances”.

Using technology in the teaching field is definitely important (Shyamlee, 2012). Due to the development of technology and the rapid growing of multimedia is being applied in ELT creating an acceptable result that is changing the English teaching model in the recent ages; consequently both areas are becoming part of the academic curricula in the basic levels of Education in many countries such as Mexico.

In relation to the utility of technology in education, Heemskerk (2011, p.22) states that ICTs has been implemented in education to provide various learning opportunities and environments for students. According to Ertmer, (2015) ICTs can be a potential tool for developing and generating knowledge in a constructive way, incorporating previous knowledge into new knowledge.

With the emergency of ICTs tools, people from all over the world have been making possible the communication through the use of SNS such as Facebook, Twitter, YouTube, Instagram, and MySpace, have attracted millions of users, many of whom have integrated these sites into their daily practices, and allowed users to connect based on shared interests, political views, or activities (Clarkson, 2013).

### **2.1.2 Social Networks**

Boyd & Ellison (2007) refers one of the benefits of Social Networks Sites (SNS) entails the easy access through a personal computer and portable devices such as mobile phones, smart phones, and MP3/MP4 players. According to Duman, Orhon, & Gedik, (2015) Mobile devices have provided language learners with real-time experience, spontaneous interaction, and simultaneous integration

Moreover, SNS allow individuals to construct a public or semi-public profile within a bounded system. Thus, it lets them articulate a list of other users with whom they share a

connection, and have common features of SNS: a user can create a profile, find peers online, publicly erect or confirm peer connections, collaborate to share content, and form online communities. Boyd and Ellison (2007).

In addition, Gruzd., Paulin & Haythornthwaite (2016, p. 36) argue that, “Social networks have changed the way people communicate, the interaction they have and the ability to create and share information with the rest of the world, becoming a daily occurrence”. Furthermore, social networks have gradually emerged as a new avenue of communication between teachers and students, mainly in higher education, becoming an important communicative tool generating diverse questions about teacher-student communication through social networks and their impact on the teaching-learning process.

The use of SNS provides the opportunity for teachers and students to be in continuous contact transcending the conventional classroom and creating new teaching and learning spaces (Chang, 2015). Therefore, if teachers wish to take advantage of the educational opportunities of social networks, both teachers and students should interact on them. Teclehaimanot & Hickman (2011). In addition, according to Pavlicek (2010, p. 31), the social networks contribute to mutual influence and enrich a group. He claims “the group identity accompanies a person all his life and he usually becomes a member of more than one group at the same time, and in each group he behaves and communicates differently”.

SNS can be divided into several types according to the way in which they function or what their main purposes are (Platko, 2010). Since 2003 there has been a lot of social networks out of which some are really popular nowadays such as MySpace, YouTube and, of course, Facebook (Pavlicek, 2010). However, “The most used social networks between teachers and students is Facebook” (Aaen & Dalsgaard, 2016 p.7).

### **2.1.3 Facebook**

The most popular social network nowadays is no doubt Facebook. According to the statistics of the "We are social" website as cited in Dogan & Seda (2016, p 176). "Facebook is the mostly used SNS and has approximately 1.5 billion active users in 2015". The use of Facebook in education is an innovation that is very suitable for getting the benefits of ICT to improve the quality of learning (Siraj, 2015).

Teachers should take advantage of ICT development, including social network sites such as Facebook, which is becoming an important site for teachers-students, to improve teaching methods (Rosaffari & Shabariah, 2011). According to the Facebook website, "Facebook Groups are the place for small group communication and for people to share their common interests and express their opinion" as cited in Stephen (2014 p. 55). Groups allow people to come together around a common cause, issue or activity to organize, express objectives, and discuss issues, post photos and share related content. Facebook Groups can serve many functional purposes in education. They allow students to have access to all class materials. In addition to manage power point slides, videos, and problem solutions, students can also have access to them on Facebook.

A recent study in the Benemerita Universidad Autonoma de Puebla (BUAP) Shown "students believed that the implementation the Facebooks groups in their lessons has helped the,. In this way, students have the opportunity to interact more with the class and the topic seen" Luna & Tapia (2017, p 88). In addition, other study on Kansas University display that Facebook Groups facilitate questions and answers. Stephen (2014, p.56) argues, "Students now have the choice to post their questions on the wall of the Facebook Group, and the answers are posted there". That way, other students benefit from the questions and

answers. Other students may also respond to questions before the professor does so, thereby encouraging an environment where they learn from each other.

Recently, Facebook has been used for young students' community. In addition, young students are in touch to ICTs and they have easily access to devices (Duman, Orhon, & Gedik, 2015). Overall, that relationship let students interact each other since early stages of life, sharing videos, pictures, info or even just as a resource to communicate in real time.

Facebook is now used as a tool with different purposes, many students and teachers can take advantage of it by sharing info and solving personal doubts. Moreover, students may practice new foreign language through it, due to the easy management of the social network site.

## **2.2 English as a Foreign Language in Mexico**

In Mexico, the implementation of English programs at the primary level began in a few states in Mexico in the 1990s and later expanded to more states in the early 2000s in the public sector (Romero, 2015). The Programa Nacional de Inglés (ProNI) or the National English Program was implemented as a public program across Mexico in 2009. With the intention of providing language teaching in basic education, from the third year of preschool to secondary school from the Mexican Ministry of Education (Secretaría de Educación Pública [sep] as cited in Lengeling, 2017).

Nowadays, in Mexico, English as a foreign language is consider as a subject at some public and private Elementary schools. Basic education teachers throughout Mexico face the challenge of a curriculum reform. Even in the case of teachers of English as a foreign language (EFL). According to Kramer & Catalano (2015, p.327) "Foreign language

learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken”.

The purpose of the ProNI is to prepare students to demonstrate “multilingual and multicultural competencies to successfully respond to the communication challenges of the global world; build a broad view of linguistic and cultural diversity; and demonstrate appreciation for their own and other people's’ cultures” (Secretaría de Educación Pública, 2011, p. 9).

However, the implementation of English as a subject on Mexican schools is a hard challenge for teachers owing to they have to cover certain characteristics including methods to teach, strategies, material among other, in order to develop the students’ English skills.

The goal is that students will have an A2 level based upon the Common European Framework of Reference (CEFR) at the end of primary school and hopefully a B1 level at the end of secondary school. This program focuses on the use of “social practices with spoken and oral language to interact with native and non-native English speakers by means of specific activities with the language” (SEP, 2010, p. 21). The ProNI teaching approach consists of “communicative functions of language” as well as “cultural learning for students to relate with each other, to progress and reconstruct the social world where they live” (SEP, 2010, p. 25 as cited in Lengeling (2017).

### **2.2.1 Young Learners**

Young learners are agreed to be children from 4 to 12 years old who are in the elementary school. However, the age of children is not necessarily an indicator of how mature they are. Philips (1993) As cited in Sahar, A (2016) states that there are several factors influencing the maturity of children. These factors include their culture, sex,

environment (city or rural), and parents. In addition, their development should be taken into consideration. Some children develop very fast, and others might need more time.

A good teacher of young learners should be aware of all their differences because understanding them can help teachers deciding on activities to be used in their teaching processes. In other words, teachers' decision must be influenced by his or her knowledge of the children's attitudes, interests, and circumstances instead of their physical age.

There are many characteristics of children, according to Halliwell (1992, p.76) As cited in Sahar, A (2016) he mentions, "Young learners possess good meaning interpretation skills without understanding the actual meaning of individual words. They use the limited vocabulary they know creatively and learn indirectly, as opposed to directly". In addition, their imagination is always ready. They take great pleasure and delight creating fun in what they do and say. Nevertheless, Yetenberg (1990) characterized young learners as having some problems distinguishing the real world from an imaginary one that could make it difficult for their teacher to understand their reality perception and cope with it.

Sahar (2016, p. 121) assess, "Young learners do not like to work alone, but to be accompanied by others especially when playing or working. They use their language skills before they are aware of them. Also, they learn by using body movement, mimics, and gestures". Furthermore, children have a very short attention span, so teachers need to keep this in mind when designing and choosing activities for their young students to be engaged in. It is imperative to praise young learners because they become motivated when their teacher support their enthusiasm. According to Brown (2001), teachers must take into consideration the characteristics and intellectuality of their young learners in order to be successful in learning the language.

### **2.2.2 Teaching EFL**

EFL gains importance in a highly ascending order day by day. Almost all countries empower their EFL teachers according to what they need in terms of employment goals in the long run (Gökhan,2015).

In recent years, English language is considered the dominant language worldwide. This importance comes because of its role in education, industry, commerce, media, business, technology, trade etc. “For better or worse, by choice or force, English has ‘traveled’ to many parts of the world and has been used to serve various purposes” (Sharifian, 2009, p.1).

Teaching speaking skills to students has always been a challenging task to EFL teachers because it is a foreign language. This refers to teaching of English to learners in or from countries where it has not been traditionally used (McArthur, 2005).

Over the last few decades, teaching English grown as a phenomenon in Mexico, especially to young learners. Like any other children, Mexican students accept new foreign languages easily, but they get bored very fast if the teacher is teaching them using the old conventional methods and techniques (Serrel, 2016). The English language has been turn into necessity and which is a global communication tool in many fields, it has been taught at many schools as one of the compulsory courses of the ProNI program (Can, 2005).

### **2.2.3 Teaching EFL to Young Learners**

Learning English in early stages of life is even easier than in other ages. The term children is generally used for learners between the ages of 2 to about 14. Students are generally described as young learners. Harmer (1998) mentions a characteristic of young

learners; Young learners have the ability to become competent speakers of a new language with remarkable facility. Hence, previous research in the teaching area has shown that learning EFL has been difficult for some young learners, especially in the development of self-confidence when they try to speak in a spontaneous way (Douglas & Brown, 1994).

Teaching young learners is very difficult compared with teaching teenagers or adults because young learners get distracted very fast. “Children love to have fun and play, so teachers should choose suitable teaching methods that cater to children’s nature. Games are one of the methods that could be used in order to avoid boredom in the classroom” Sahar (2016, p. 120).

They have a special role in any foreign language teaching. Both students and teachers will benefit from including games during class time. Furthermore, teachers may achieve all the educational outcomes through applying the use of games especially when teaching vocabulary. Teacher have to take into consideration the implementation of material, strategies and methods to help young learners achieve their speaking development.

## **2.3 English Language Skills**

The development in language teaching and learning circles for the past several decades has been towards making classroom language learning as much like natural language acquisition as possible. This goal of language teaching strives to make students competent in all kind of communication, with ability in all language skills.

### **2.3.1 Speaking skills**

When a new language is being learned it is necessary to enable student to acquire basic language skills (listening, speaking, reading and writing). Due to, it develops

student's awareness of the importance of English also student's positive attitudes towards the language. Students must produce the English language through speaking. Because in that way it can be observe the successful acquisition of EFL.

Speaking skills have been found a fundamental skill necessary for a person's success in life. Speaking skills cover a wide range, from engaging in simple conversation to formal public speaking. By other hand, Speaking is the target skill in both first and foreign languages. Developing the ability to speak orally to another person is a source of motivation for most learners of foreign languages.

Of all the four skills, speaking seems to be the most important, since people who know a language for a long time are said to be *speakers* of that language. Speaking skills play a vital role in communication process. It is the most important type from the types of linguistic activities. Developing speaking skill helps in creating an effective connection among the individuals' society. It is an active part in their daily life and a tool of learning Dorgham (2011).

Students' knowledge about how the language works does not mean that they are able to produce it. Bygate (1987) as cited in Mercado (2017) states the differences between how the language functions and how to use it. This is, to know how the language functions refers that students acquire grammar and vocabulary for making sentences and express ideas grammatically correct; on the other hand, to know how to use the language involves the way in which students interact or communicate through speaking with others in different backgrounds. The speaking skills takes time to develop and to be aware that the language has to emerge by itself.

“Speaking happens in real time: usually the person you are are talking to is waiting for you to speak right then... when you speak, you cannot edit and revise

what you wish to say, as you can if you are writing” (Nunan, 2003, as cited in Iman, J (2017).

Speaking means to produce the language spontaneously without time of reviewing what is going to be say. Hence, it becomes the importance of promoting speaking in class. However, in order to reduce anxiety on students, teachers must consider the use of SNS such as Facebook to help students’ develop speaking skills.

### **2.3.2 Developing Speaking Skills in Young Learners**

Speaking is defined as “an interactive process two persons or more are involved in a real-life situation they exchange talk or use the language so as to fulfill a certain communicative purpose or accomplish a certain social function” (Salem, 2005, p.17).

Similar to the listening skill, speaking skill; is a complicated skill as it involves many processes or operations working together. Speaking imply the linguistic, social, psychological, cultural components Salem (2005). The social aspect of speaking is apparent when we deal with another one who may have a different social or cultural background. According to Sabrin (2007, p. 4) “speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also, they understand when, why, and in what ways to produce language (Sociolinguistic competence)”.

Speaking is a complicated mental process and a productive skill. In addition, Brown (2001) argues that speaking is not a single skill, rather speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. In addition, Harmer (2001) points out that speaking comprises two categories; accuracy and

fluency. This means that developing speaking skill involves the correct use of vocabulary, grammar, pronunciation and having the ability to speak spontaneously.

Abdullah (2008) maintains there are various difficulties that teachers face as well as students found in teaching as well as learning speaking. First, it is naturally difficult for students to speak in the foreign language they are learning. Second, the teaching conditions that students are involved in can impede the development of their speaking skills. Third, the teachers' methods of teaching can hinder the oral ability of their students. Fourth, students have passive attitudes towards English. They are reluctant to participate in the speaking activities inside the classroom. Fifth, there are psychological factors that may passively influence the students' performances in speaking.

Speaking is often viewed as an 'anxiety-provoking' activity. Consequently, developing the speaking skill entails getting rid of the anxiety provoking atmosphere relating to the speaking experiences. Also, due care should be paid to training learners to speak intensively inside and outside the classroom (Atta & Salem, 2013). In addition, more focus to the enrichment of students' vocabulary could help developing speaking ability. Meanwhile, we focus on the importance of plunging students in an English-speaking environment; students have only minimal exposure to English language due to it is practiced only inside the classroom. Therefore, intensive practice of speaking skills can be possible because recently, Facebook is a tool that serves to share images, videos, comments or even projects.

If young learners are active users of Facebook, that may be useful SNS to share videos on a private group in which students' will talk about certain topics or make conversation among them so then they can easily upload it and they will realize their mistakes. In addition, teacher will contribute to give feedback and provide much more

vocabulary or advices them. In this way, students may obtain self-confidence and eventually the anxiety will be reduced.

## **2.4 Teaching the Speaking skills**

Hughes (2006) affirm that in young learners' classrooms, words and visual materials are not enough to teach EFL on young learners. The human body must be used while teaching through songs, rhymes, and games. Also, mention the importance of paying attention enjoyable and achievable hands-on activities that appeal to young learners' sense of fun.

Teaching speaking is an interactive process that includes certain skills such as giving oral presentation, making suggestions, making requests and giving advices that foster oral fluency of the prospective teachers of English. (Salem, 2013).

Nevertheless, according to Abdul (2013, p.20) "Speaking, gains a considerable significance among other language skills". However, learning to speak is not an easy task because students usually face a number of problems that hinder them from speaking. These include five factors: lack of exposure to language, lack of motivation, students' anxiety and lack of confidence, limited knowledge of English and inefficient teaching methodology.

Speaking skill receives inadequate emphasis in language instruction. It is, therefore, important to prepare students for successful speaking in the academia by implementing authentic speaking materials in the EFL classes. It involves a dynamic interaction between speakers and hearers. In other words, speaking is speech with the purpose of having the intention to be recognized by the speaker and the receiver processes the statements in order to recognize their intentions.

Speaking is the first mode in which children acquire language; it is the prime motor of language change. Hughes (2006). Speaking includes pronunciation, grammar, and vocabulary as it includes the use of the right words in the right order with the correct pronunciation.

A wide variety of teaching aid is needed in the foreign language classroom. One of them is the physical world. It is the main means of conveying meaning to students. Teaching a language without effective materials is not possible. Therefore, incorporating puppet, and computer, storybooks etc. can be helpful for authentic conversations to enhance students' speaking capabilities.

#### **2.4.1 Classroom Activities**

Teachers of English are required to be constantly implementing new teaching strategies to tackle the problems regarding speaking skills in the classroom and outside of it. Based on Bandar (2018, p. 1) "Teaching English speaking skill to EFL learners has always been an exacting task for teachers of English because it is considered a foreign language, i.e. not widely spoken or used in everyday interactions".

Students find difficult to develop their ability to speak because they do not communicate in English in and outside school. Nevertheless, the environment plays an influential role in developing a learner's language. Once a learner receives a lot of exposure to a foreign language and communicates with the people in the surrounding area, the acquisition of the target language is expected to be highly possible. In fact, the social context is important because it forms a number of learning factors such as foreign language learner's motivation, goals and proficiency. Social setting creates and shapes good chances for a foreign language learner because it develops his learning potential.

By other hand, it is necessary to mention the impact of Social media, Facebook can connect people around the world and let them communicate in real time. Furthermore, it exposes the students to new knowledge. With the use of Facebook, students can easily accomplish assignments and task from mobile devices or computers. Those activities given by teacher help considerably to pupils, due to the fact that they can be part of social media evolutions while learn a language. Gorjian, Moosavinia, & Shahramiri (2011) state that one of the challenges that teachers deal with is encouraging students to take part in classroom activities for which they do not have any information and interest.

Besides, for young learners, classroom activities is beyond textbooks, write stories, cut-paste, repeat vocabulary etc. Young Learner design material and create vivid and colorful instruments that let them expose their imagination and creativity. In other words they rather like attractive material. In addition, speaking skills may be develop through role-plays. Thus, the best relationship among those characteristics is the implementation of Puppetry on classroom activities.

#### **2.4.2 Puppetry**

A puppet is a figure or thing and it is movable. According to Yulianti & Latief (2014), puppet is a traditional art used to provide entertainment as well as to educate about character building. The movement of a puppet is controlled by rods, strings and even by placing hands into it. Some of the common puppets are the sock puppets, stick puppets and box puppets. Puppetry is a variation and creative way of presenting stories. During the ancient time, the goal of using puppetry is to bring the element of fun and excitement to the viewers. In puppetry, the whole story is presented using inanimate figure to represent the

characters in the story. The person who controls the puppets may or may not be visible to the audience.

Incorporating puppets in the classroom can be very motivating and appealing as there is element of fun in the teaching and learning (Toledo & Hoit, 2016; Christamia, 2014). Hence, it is believed that incorporating puppetry during the speaking lesson will reduce learners' anxiety and therefore encourage them to speak in English. Numerous studies have evaluated the effectiveness of puppetry in enhancing learners' English proficiency especially in speaking skills. However, little research has been carried out on the use of puppetry in teaching English among Malaysian primary school learners especially in a sub-urban area in Sabah.

As time passed, puppetry started to gain its popularity in the world of education as a helpful and effective educational tool (Christamia, 2014; Toledo & Hoit, 2016). In fact, specific lesson can be taught with full of enjoyment for children. Most importantly, a puppetry lesson will only be effective if the teachers are good and can take the place of an artist who normally manipulates a puppetry play.

Puppetry is a teaching aid or tool rather than a teaching method. Puppetry must be correctly connected with curriculum and syllabus. In fact, according to Lee (2016), it is essential for teachers to take into consideration types of fun activities that can be used, how to connect them with the syllabus, textbook, and how it can benefit the learners. In addition, the connection among Puppetry and Facebook can create a powerful impact on EFL learners.

Bulunuz (2012, p. 11) claimed that "the learning process with the aid of a puppet is characterized by a split. In performing the action in a show or in a dramatic play, the split is between "being you" and "being a character". This split often causes "hyper-awareness".

A puppet can therefore be used as a confidential mediator in the correlation between the children and their environment. According to Livija (2012) “If the teacher tells a story by a puppet is more interesting because they have a good relationship with them. Puppets help learners’ motivation and encourage them to retell the story especially the learners who has not enough confidence” In addition, Young learners by nature are creatively smart with their imagination they tend to develop new ideas in order to create a new puppet character.

### **2.4.3 Role-Play**

Role-Play refers to the part learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants Richards and Rodgers (2001). Role-play is a piece of activity exploited by different approaches to language teaching.

Role-play as an activity for bringing real language situations into classroom, It also help to create the atmosphere for learners to practice social contexts of the communication. Nevertheless, in order to make much more interesting the role play in the classroom. This study look for implement the puppets for puppetry as material and role- play as one. In order to encourage students’ speaking.

In addition, young learners as it was mentioned before are nowadays more expose to SNS. In this way, students can interact since the commodity of their houses, making role-play among them and video recording it. Nevertheless, most importantly, they can upload it in a private Facebook group where the teacher can comment and correct their mistakes.

## **2.5 Teaching Material**

Using materials have direct effects on realization of educative purposes in the teaching and learning process and these effects are among the major reasons for teachers to use materials. teaching materials in terms of quality and quantity has brought many benefits for teachers and students. Use of teaching equipment helped teachers reduced their teaching time, use of the board and too many words to a great extent.

Besides, materials make students more interested in the classes, become more active, do more exercise in accordance with their individual qualities, become more successful, experience real learning, get the chance to collaborate, think critically, and improve their problem solving and creative skills (Koparan, 2015).

By other hand, using teaching to design material in classroom contribute successfully in teaching programs. Designing materials make classes become more enjoyable, enable better time management and increase productivity in classes. Since using classroom materials facilitate learning, teachers should take advantage of materials regardless of what methods and techniques they employ. Furthermore, the changes and developments in science and technology mean that students are expected to be educated and have better qualities, which makes it a sheer necessity for teachers to create more effective learning environments. It is inevitable not to use materials to create effective learning environments.

### **2.5.1 Non-Authentic Material**

The most significant antonyms of genuine and natural of Authentic are artificial and unnatural. Non-Authentic material refers to the material that are not genuine and has a

purpose on teaching field, the textbook is an example of non-authentic material, which mostly teachers use in the classroom, Cholewinski (2009).

### **2.5.2 Authentic Material**

Authentic learning is based on authentic tasks and material. Tackling with authentic and realistic activities encourage students to collaborate in a complex structure, shows that learning takes place in an authentic manner. Authentic tasks are student-centered, interactive, intriguing, and daily life-based tasks. These tasks are also conducted using authentic material that possesses the same features. According to Beresova (2009, p. 286), “the concept of authenticity is synonymous to real-life objects used to teach real life situations in a classroom environment”. This concept focuses on the use of material that was not developed specifically for teaching purposes.

According to Lee (1995), materials are generally considered more interesting by the students since they were not produced for educational purposes and related to daily problems and activities. Gilmore (2007, p.103) states that “authentic materials, particularly audio-visual ones, offer a much richer source of input for learners and have the potential to be exploited in different ways and on different levels to develop learners’ speaking”. Some examples of authentic materials are a magazine, map, news, radio or TV show, newspaper, reality show, and poster.

Authentic material has the natural speech or writing qualities; thus, it is synonymous of genuine, realness, truthfulness, validity, reliability, undisputed credibility and legitimacy. More specifically, Nunan (1999) as cited in Hanan (2013, p.3) defines “authentic material as spoken or written language data produced in the course of genuine communication”. By

other hand, Gilmore (2017, p. 98) also mentions, “Authenticity doesn’t necessarily mean good, just as contrivance doesn’t necessarily mean bad”.

Nevertheless, Gebhard (1996), as cited in Oura (2001) grouped authentic materials under three categories. Authentic audio/visual materials include TV commercials, quiz shows, video clips, cartoons, movies, soap operas, radio dramas and radio commercials. Authentic visual materials include slides, pictures, photographs, children's drawings, non-verbal street signs, skylines, magazine pictures, postcards, nonverbal picture books, and stamps. Authentic written materials are newspaper articles, movie commercials, astrology columns, sports news reports, obituaries, recommendation columns, lyrics, restaurant menus, street signs.

However, when selecting the authentic material for the classroom activities, there are further issues that the teachers should consider. The most important of these issues is the requirement that the material should be used in a way that is similar to its use in the real world.

### **2.5.3 Puppets as Authentic Material**

Materials play a fundamental role in the language classroom since they are the means used by the teacher to facilitate learning that occurs both inside and outside the classroom. Is called authentic materials to those that have not been designed for teaching purposes, are potential learning tools due to the authenticity of teaching a language. Despite, as mentioned before, puppets are vivid figures that are nowadays implemented in classroom as material to teach and learn EFL.

In addition, it may be considered authentic because it covers certain characteristics of the definition of authentic material. Moreover, Authenticity in the classroom entails

more than using authentic texts and simulating authentic activities. Instead, we must “address the needs and interests of students, engaging them in authentic, real-life tasks, allowing them ownership of the curriculum” Gilmore (2017, p. 90).

## **2.6 Puppetry and Technology**

There are many advantages of incorporating puppetry and technology as one in the teaching and learning process in order to help young learners to speak in English. Firstly, it is believed that puppetry is very helpful in reducing anxiety among young learners. Secondly, nowadays young learners are immersed in the world of technology and most importantly students are learning through the SNS such as Facebook. In addition, students tend to feel more relaxed because the using of puppet create an ‘affective filter’ which prevents the learner get exposed in to nervousness, because they are concentrated on the puppet manipulation. Gomez (2012).

Moreover, according to Alam (2002), puppet has special advantage to nervous and shy learners and it provides them the confidence to become part of the activity. The moment learners experience something exciting, fun, new, and interesting, it will help them to speak spontaneously.

## **Conclusion**

This chapter discusses the most relevant topics related to the research questions. The concepts shown the importance of puppetry videos by Facebook on EFL learners to enhance speaking. Moreover, it reviews the impact of authentic material to generate authentic knowledge. In addition, this chapter explained many other authors’ opinions about the use of ICT’s on Young Learners to develop speaking skills.

## CHAPTER III: METHODOLOGY

### Introduction

This chapter provides a clear description of the methodology used in this study. As it was mentioned before, the main goal of this work was to analyze the pertinence of using private Facebook groups in EFL teaching. Therefore, as a result the chapter is divided into five sections. First, the methodology is presented. Secondly, it is mentioning how the research is conducted, followed by the instrument used for the data collection, which includes a description of how was piloted. Subsequently, the data collection process is presented continued by the analysis.

### 3.1 Methodology

This study seeks to analyze the pertinence of using private Facebook groups in EFL teaching, to enhance practice of English speaking through videos by using puppets and role-play activities in classroom and out of it. Therefore, this is a qualitative research. Based on Cresswell (2014, p.218). “Qualitative may include many different methods such as many varieties of interview, documentary work, and the collection of personal constructs and mental maps, as well as observation”. In addition, this research is conducted by a participant observation method. says that participant observation is used to cover a participant observation checklist.

Moreover, Seale & Gobo (2017) also mention that the most important characteristic of participant observation method is; recording what is being what is happen during the research. On the other hand, researchers tend to tape or film in order to keep safe the data. Although, the real work of the research comes with analysis data, interpreting them and

writing it them up into accounts for a wider readership. In order to accomplish this method, it is necessary to use a checklist with several statements of the process.

Many education settings use checklists. “A checklist, sometimes called a tick list or tick chart, is an inventory of behaviors or skills that the observer marks or checks if the pupil is seen to demonstrate them. The focus is inevitably on easily observed behaviors or skills that happen within daily routines and activities” (Gubrium & Silverman, 2017, p. 235).

Observations may be conducted for a single period of time or over several observation periods. The checklist can be filled out during or after the observation. The class team member who is acting as the observer must be familiar with each item on the checklist and there must be clear agreement about what earns a tick.

### **3.2 Sample**

The way of selecting the participant in this study is refers as purposive sampling. This means ´participants are selected because they are likely to generate useful data for the project Patton & Cochran (2007). It means the sample for this study had to accomplish certain characteristics for being considered as participants.

Therefore, it was taken 13 students as participants from a public elementary school at Tlaxcala. These students have taken English classes since January 2017. Furthermore, the participants have been constantly working on their classes with such a responsibility that let the researcher make easier the process of this project. Eventually, all these shared important characteristics of the language, for example, students were highly participative in classes; all they developed their listening, writing and reading skills during the lessons of this study´s development.

### **3.3 Instrument**

This work is based on checklist, as it was mentioned before; this qualitative study looks for gathering data in form of words. Once that the sample was selected the most appropriate way for getting data was through the use of a checklist due to the data might show reliability or validity. For conducting the checklist, it was necessary drawing up a topic guide which.

“The checklist is used to assess what the pupil says and does at a particular point in time; use of dates or different colored inks at different dates helps to track changes over time. Checklists are efficient and convenient. They are not too demanding of time. Progress within a huge range of behaviors and skills can be assessed using checklists”. (Patton & Cochran, 2002. p.129).

Consequently, researcher designed an observational checklist in which the most important points started, and after the pilot phase, it let the researcher to conduct the checklist.

### **3.4 Piloting**

For ensuring the reliability of the topic guide, it was necessary to pilot the instrument. The pilot phase of this study was conducting in the same Elementary school. During this phase, four students (who had accomplish the same characteristics of the sample selected for the study) were selected as participants. Throughout the piloting. It was observed that some aspects needed to be corrected. For example, the order of the variables in the topic guide and some issues needed to be covered during the checklist because there were some important aspects that researcher did not include in the instrument. Then, at the

end of the pilot phase the topic guide was a re-structure for making it more appropriate; Finally, the data collection process started with the real participants.

### **3.5 Data Collection Process**

The data collection process was divided into two stages; first, asking participants for their collaboration. Once those participants were selected. It was necessary to ask them if they were agreement of collaborating to this study, then the 10 classes took place for one month. It was necessary to have an English classroom owing to students are interacting with many visual materials and it is easier for them to design their puppets without any interruption.

Secondly, during their 2 first classes students design their puppets, then the 8 next classes they were recording their oral presentations and at evenings, participants upload their videos on a private Facebook group that was managed by the teacher. In that way, the researcher could easily manage the data by playing the videos over and over in order to fill the checklist. Researcher explained participants the main reasons for these activities, so they get conscious of being video recording for the study purpose. The participants and the researcher were constantly using Facebook in order to gather the data. When all the activities finished, participants were informed, and they were grateful for their participation.

### **3.6 Data Analysis**

This process was divided in several stages. At the beginning it was video recording the English classes for a month, starting in the puppet creation and their activities related to role-play. Researcher was constantly writing on a checklist the development of each class. Once the checklist was completed, all the information was analyzed.

First, the researcher observed the teacher's management of the class when the authentic material was implemented. In order to know what the impact of that authentic material for the class was. The researcher took notes about the students' behavior by using puppets in classes. In addition, the checklist was also designed to identify the benefits and speaking improvement of Facebooking puppetry videos.

Secondly, students used their mobiles in order to video record every oral presentation by manipulating puppets and making role-play activities in the class. Every participant was observed in each oral presentation and teacher filled a checklist per pupil. That is to say, at the end of the class there were 13 checklists, then at the end of the 8 classes there were in total 104 checklist to analyze. In order to fill easily every checklist, after classes, students uploaded their own videos on a private Facebook group, where the teacher was the administer. In this way, the researcher could play the video repeatedly in order to get the information for the instrument.

In classes, some videos of students were selected in order to show their progress since the beginning to the end of the month. Eventually, that action motivated other students to speak even more in classes and get much more vocabulary from teacher in order to produce a bit more in their video recordings. Third, each variable of the checklist was group for the 13 participants and it was focused in a graph.

Finally, the data interpretation was conducted; it was required to identify the phenomenon that came about in each variable of the checklist. Then, it was grouped the variable by the number of participants and highlight those relevant findings. The researcher had to make use of her knowledge in order to analyze each participant's checklist. This is the part where researcher ensures reliability according to the findings.

## **Conclusion**

This chapter is related to the methodology used for this research. This means the research methodology, the sample, the instrument followed by the piloting, the data collection process and the data analysis. Thus, the next chapter examines the interpretation of the data.

## **CHAPTER IV: DISCUSSION AND RESULTS**

### **Introduction**

This chapter aims to analyze the data gathered from this research study. The data was obtained from an observational checklist applied to 13 students from a public elementary school located at Tlaxcala. The purpose of the checklist was to assess what the pupil says and does at a particular point in time. In addition, it shows the progress of behaviors towards the use of Facebook and English-speaking skills. As a remainder to the reader, the research questions are displayed again:

How does Facebook promote the speaking skills on EFL settings with the support of puppets?

1. How does Facebook promote speaking on EFL learners?
2. How can puppetry enhance students' language skills?
3. How does Facebooking puppetry videos influence learners' speaking skills?

### **4.1 Observational Checklist Analysis**

The analysis presented below follows the same order in which the research questions were addressed. The observational checklist used for this study is organized into two main sections: 1) Use of Facebook to enhance students' speaking skills, 2) The impact of using puppetry on speaking activities. Consequently, in each section some statement from the participants are presented in order to illustrate how they proceed in speaking skills. Subsequently, as a general idea about the most important findings some figures are displayed.

## 4.2 Implementation of Facebook on EFL teaching

This section explores the percentages of the statements related to the Facebook implementation on EFL teaching. The results were taken from the statements of the checklist used in this study. It is important to highlight that the results from two or three statements from the checklist, were integrated into one single figure. In addition, the checklist was used in 8 classes. Thus, the figure shows the percentages of the first class comparing with the last one. In point 1, 2 and 3 from the checklist explored the learners' interest on Facebook, findings in figure 4.0 shows that the interest of participants increased in 53 per cent towards the use of Facebook in the English classes.

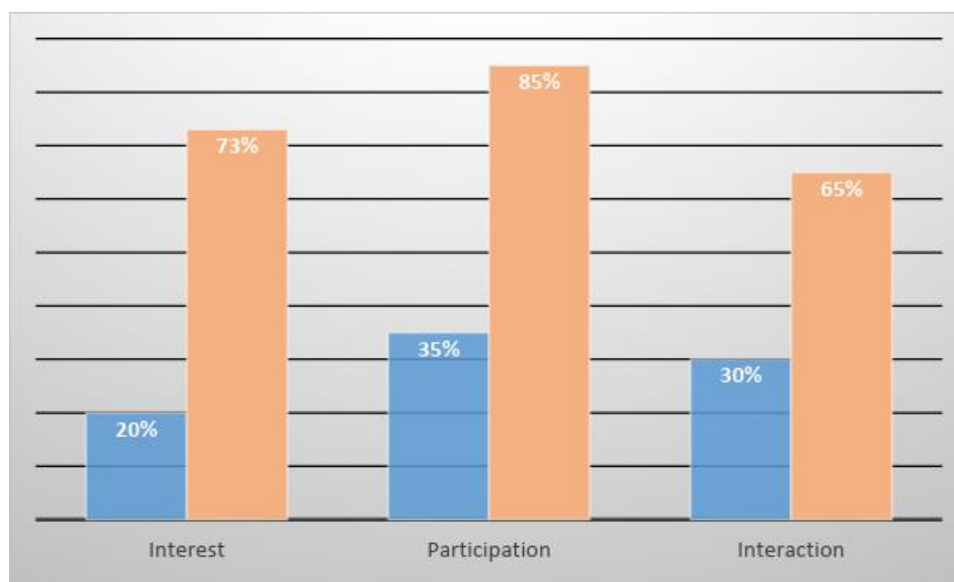


Figure 4.0 Implementation of Facebook on EFL teaching

In addition, at the beginning of classes 35 percent of students participated at every task. However, at the end of the research; more than half participants, work actively in the activities or assignments given by the teacher. Thus, those activities were highly related to Facebook. Consequently, 65 percent of students interacted properly in the Facebook group. They were very well adapted and so enthusiastic of using the social media for education

purposes. When students are motivated they tended to enjoy classes and activities even more, and eventually they try to accomplish the learning goals. Motivation is the force, which provides the impetus for human behavior, causing individuals to initiate and sustain goal-directed actions.

### 4.3 Students' Adaptation toward Facebook groups

After the implementation of Facebook groups on EFL teaching for young learners, the adaptation came up. Point four, five and six of the checklists are shown in figure 4.1, where students manifested their attitude and perception regarding the use of Facebook as resource to practicing speaking skills. Students posted videos, images, comments and they participated actively at any time. In this section, the research question, how does Facebook promote speaking on EFL learners? Will be discussed and answered

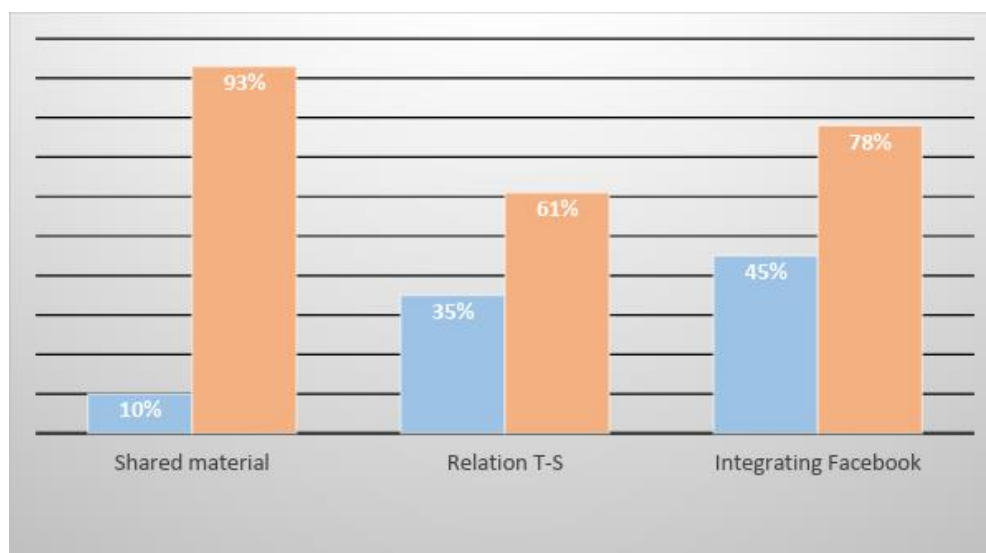


Figure 4.1 Student's adaptation towards Facebook groups

According to the figure above, the 10 per cent of participants posted little material in the first class, and at the last class, it was lot of material on the Facebook group such as; images, videos, links among others. The participants were constantly upload information in English that brings enrichment knowledge in order to help their speaking development. In

addition, at the end of the research the 61 per cent of students took Facebook as an easy tool to communicate with the professor and among students.

Moreover, the participants integrated Facebook in their daily English practices because they upload their videos on a private Facebook group and it was increasing the use of Facebook throughout the classes. At the end, the 78 per cent of students used Facebook to share their assignments outside the classroom. Nevertheless, during all this process was necessary the guidance of the teacher.

#### 4.4 Effectiveness of Using Facebook to enhance students' speaking

Throughout the study, the effectiveness of using Facebook to enhance speaking skills was measured by some concepts in the checklist, also well known as speaking skills. Point seven, eight, nine and ten are related to vocabulary, fluency, grammar and pronunciation. Those concepts are highly, thus in Figure 4.2 are displayed the results from the first until the last class. Consequently, it is show the improvement of students in speaking activities in eight classes.

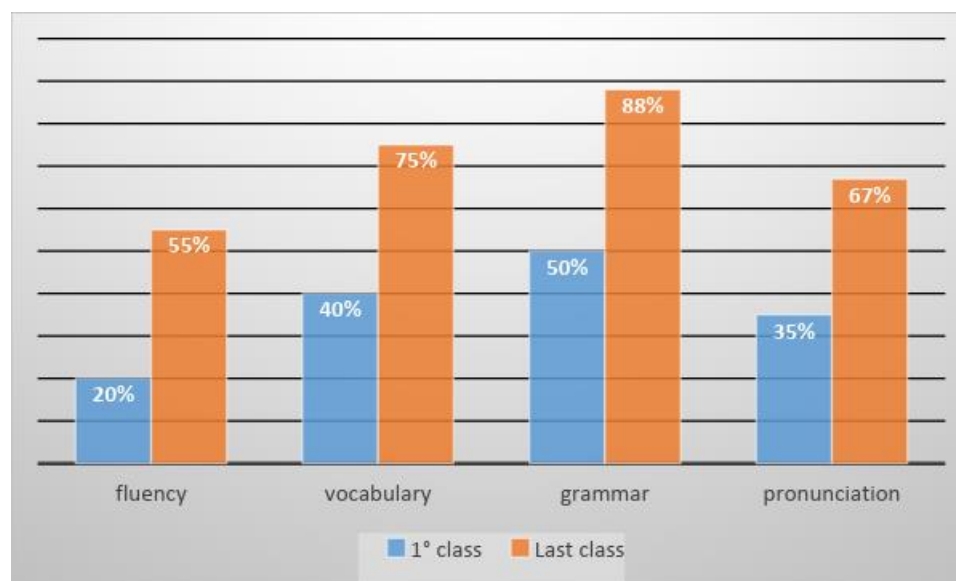


Figure 4.2. Effectiveness of Using Facebook to enhance students' speaking

In figure 4.2 above, it reflects the improvement of some characteristic that are highly important in speaking development. Since the first class until the last one, students raise their skills in many aspects that allowed them to speak English.

In the first class students were fluent while they were making English activities. However, in the following classes the fluency was raising up until 55%. In other words: in 7 classes participants increased 35 percent of their fluency throughout the use of Facebook and video recordings. By other hand, since the very beginning to the end of this project, participants acquired enough vocabulary that makes them speak a bit more and overcome different challenges, such as nervousness, panic and reduce anxiety. In fact, they gain self-confidence. In the first class, the 40 per cent of participants had the same vocabulary level. However, during the classes it was eventually increased until 35 per cent.

In figure 4.2 above, it is reflecting the improvement of grammar on speaking activities. Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately. Hence, at the beginning the 50 per cent of participants were using properly grammar. However, the implementation of Facebook allowed them to speak repeatedly until they improved. In addition, the grammar raised into a 35 per cent at the end of classes.

Further, the pronunciation of students, which is an important aspect of speaking skills, improved considerably. In the figure above, it is represented as a 35 per cent of good pronunciation for the first class. Thereby, for the last class, students reached a 67 per cent which allowed them to interact among others easily.

#### 4.5 Implementation of puppetry on EFL teaching

As it was mentioned before (See Chapter II). Material takes an important role in teaching English as a foreign Language. In order to get the results, it was also analyzing the impact of using puppets and puppetry on EFL teaching for young learners in order to develop their speaking skills.

According to (Logan, 2016.p 12), “young learners prefer design material and create vivid and colorful instruments that let them expose their imagination and creativity” in other words they rather like attractive material. Therefore, according to the results obtained on the checklist. It was necessary to identify the students’ perception toward the puppet implementation since the first to the last class activity.

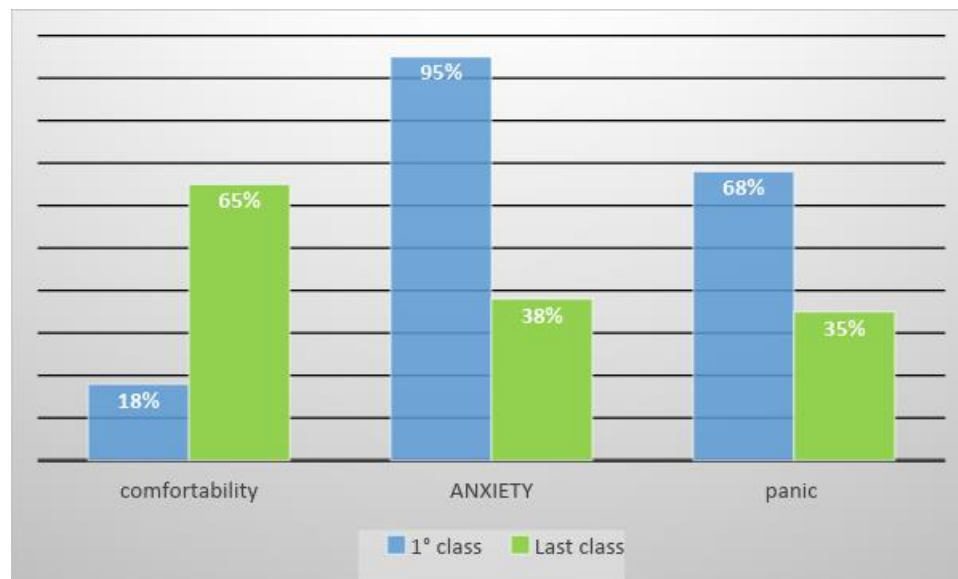


Figure 4.3 Puppets adaptation EFL class

The checklist was divided into two sections, where the first one was in relation to the use of Facebook and the effectiveness of it. Meanwhile, the second part is about the adaptation and manipulation of puppets to improve English-speaking skills. It is important to highlight that the results from two or three statements from the checklist, were integrated into one single figure as same as in part one of the checklist.

Point one, two and three are related to comfortability to speak, the reduce of anxiety and the reduce of panic. In figure 4.3, it can be observed the raising of comfort on students; in the first class 18% per cent of participants were using puppets with discomfort. They were barely manipulating the puppets and they were not concentrating on the activities but in the doll, which affect their speaking development. However, for the last class the 65 per cent of participants felt free to use the puppets while make speaking activities. Participants got a bit fluent and started to manage the doll at the same time.

In addition, the results show that at the beginning of this research the 95 per cent of students tended to get nervous on speaking activities because they were so exposed to commit mistakes. Nevertheless, along the way, half of the participants out of their comfort zone and lost fearful. Therefore, at the end of the classes 38 percent of participants still had anxiety or nervousness.

Consequently, the speaking English as a foreign language may drive students on a panic zone because it is a hard challenge to get on. Thus, in the first class the 68 per cent of students were afraid to make speaking activities using puppets. Nevertheless, in the last class that panic reduced considerably and only 35 percent of students still felt afraid.

#### **4.6 Puppet manipulation on Facebook videos**

According to Yulianti & Latief (2014), the movement of a puppet is controlled by rods, strings and even by placing hands into it. Some of the common puppets are the sock puppets, stick puppets and box puppets. Puppetry is a variation and creative way of presenting stories. However, speaking English as a foreign language and moving naturally a non-vivid figure at the same time represent a harder task to do.

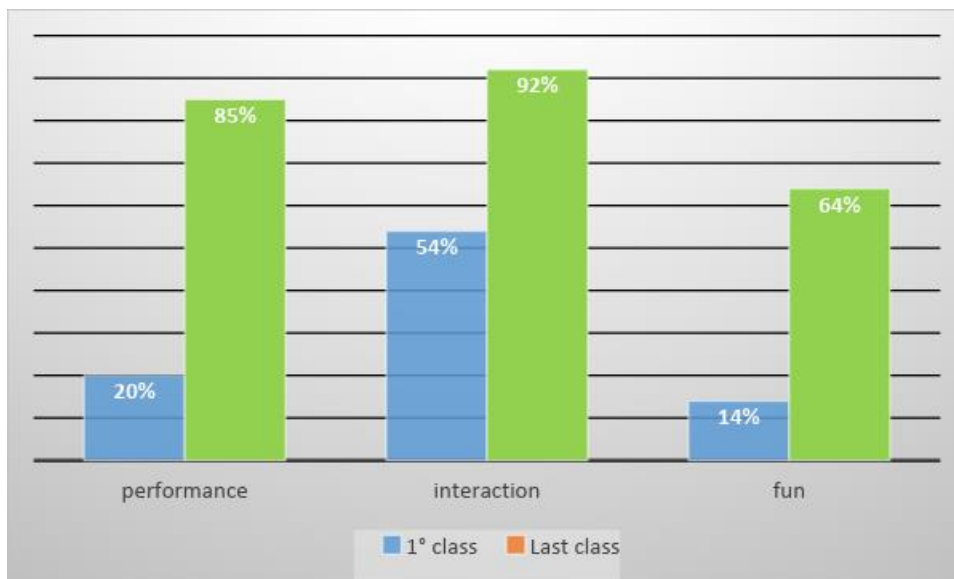


Figure 4.4 Puppets manipulation on Facebook videos.

Point four, five and six from the checklist are represented in the figure 4.4 above, it talks about the performance, interaction and fun that students experimented by using puppets. The 20 percent of students were slightly manipulating the puppet due to the students concentrated more on their dialogues and phrases to say. Nevertheless, at the end of the classes the performance of the puppets reaches the 85 per cent, it means; students were acquiring the puppets as a usual material. Consequently, the students spoke more natural and fluently.

Anxiety in language or better known as language anxiety is best defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz & Cope 1986, p. 133). Consequently, the effect of anxiety can lead to poor performance in speaking skills and interact to other people (Brown, 2007).

However, in this research, according to the result of the checklist. The students' interaction increased in a 38 per cent. Owing to the first class half of the participants interacted in a good way, they tried to speak and manipulate the puppet at the same time.

Eventually, for the last class the 92 per cent were highly interacting in their Facebook videos.

In addition, one of the most important characteristics of learning a language is that students enjoy what they are doing. As Frode (2010) asserts that, fun and play have many features in common, both of which are important aspects in children's lives. Students take advantages of topics when they are interested in play and have fun activities. Thus, the fun in the activities is quite important. In the figure above, the 14 percent of participants performed the tasks without any intention to have fun but only to accomplish an assignment. Thereby, the process was hard to handle for the teacher. Fun is related to motivation and if students are not motivated or enthusiastic, they will not feel free to speak because they are scared to make mistakes, then the classes became rough. Accordingly, at the end of the classes, the 64 percent of participants were more in touch with their emotions, they seemed to be more participative, and happy to use the puppets and video record their activities to upload them on Facebook.

#### **4.7 Impact of Facebooking Puppetry Videos to Enhance Students' Speaking.**

Using Facebook as a resource to upload puppetry videos and use puppetry to develop students' speaking has brought not only successful speaking development, but also it has many other benefits that may help to do further research. In Figure 4.6, there are three main points that the instrument shows.

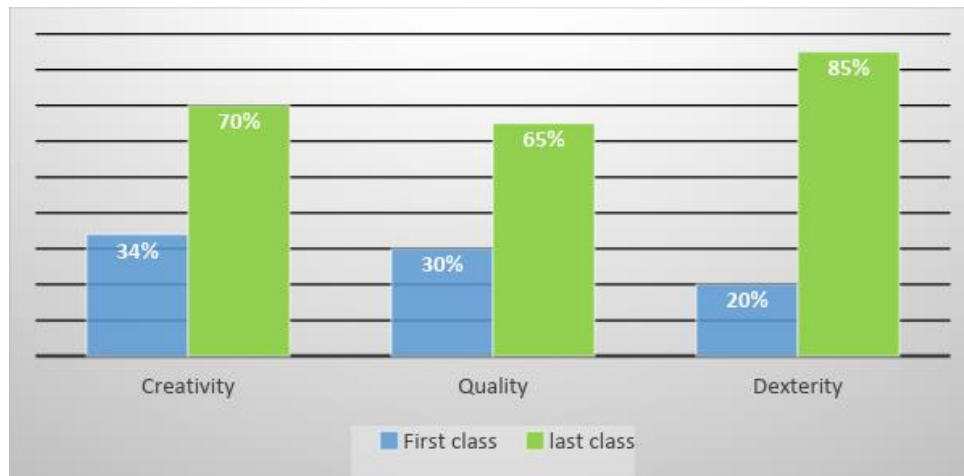


Figure 4.5 Impact of Facebooking Puppetry Videos to Enhance Students' Speaking.

Apart of the speaking development that this research has brought. It was perceived that the creativity of students increased double. Thus, in the first and second classes 34 per cent of participants designed their puppets with no much materials and they did not effort to make a nice puppet. However, at the end of this project the 70 per cent created much more colorful and vivid dolls that catch the attention of other members. In addition, participants competed among them in order to create the best one in the group, which it's a way to motivate them.

Consequently, the quality of those materials increased as well. In figure 4.6 above, the 30 percent of participants tended to design and decorated their puppets as something usual. Meanwhile, the other 70 % of participants just focused of deliver the assignments no matter the cleaning of their material (puppets). Nevertheless, at the eight class that phenomenon reached a 65 per cent, which means that at least half of the participant gained a better quality to work with it.

Finally, the idea of interacting with puppets and Facebook at the same time brought to much hard work for students that throughout the time was reducing until they became dexterity. Last class the 85% of pupils were very well adapted to the material and they

designed it with facility and much more complex, not like in the start of classes. At the beginning, only 20 % of the students had the ability to create a puppet and manipulating with no problem. This aspect changed considerably and helped students to feel free to speak while moving the dolls.

## **Conclusion**

This chapter presented the main findings regarding the research questions that was stated at the beginning of this study *Chapter I*. The information is shown following the next order; Implementation Facebook videos on EFL to motivate students to speak, the impact of Facebook for the purpose of the study. Besides, the enforcement of using puppetry and puppets as material to facilitate the speaking skills development. As a result, next chapter presents the conclusions of this research study.

## CHAPTER V: CONCLUSIONS

### Introduction

This chapter presents the final part of the study on a public elementary school located at Tlaxcala. As it has been mentioned in previous chapters, the purpose of this thesis was to explore the use of private Facebook groups in English Foreign Language (EFL) teaching, to enhance practice of English speaking through videos by using puppets and role-play activities in and out of the classroom.

I therefore present the findings of this study, followed by the research questions, the achieved aims, the study limitations, the directions for further research, and a personal reflection about going throughout the study.

### 5.1 Findings

To present the findings of this study, it was necessary to use the data collection of the instrument, which was an observational checklist. The analysis of the instrument was conducted, and it was found many aspects that confirm an improvement on young learners English speaking. The main findings of this investigation are summarized and displayed in the table below.

MAIN FINDINGS			
Number	Material	Activity	Results
1	Puppets that represent the students	Self-presentation	Students spoke about them and eventually give more details about themselves.

			Participants uploaded their videos and they did it like “youtubers” they had fun.
2	Puppets that represent the students	Getting personal information	<p>Students ask many questions as possible to other members and they answer with the information they are conscious.</p> <p>Participants used high quality devices and they participated actively on Facebook group. They designed nice puppets and their imagination shocked me.</p>
3	Puppets that represent different people	Describing physical appearance and emotions.	<p>Each student described all the puppets using vocabulary and proper grammar in order to describe a puppet (person). In addition, they were in touch among them on Facebook and</p> <p>Their videos were longer than the beginning.</p>
4	Puppets that represent occupations and professions.	Giving and requesting directions	<p>Students constructed a wide role- play were they spoke more and Facebook was full of comments in English.</p> <p>Most of participants gave feedback on other members’ videos and they used “memes, stickers, and reactions”. In addition, their text were accurate and much more complete.</p>
5	Puppets that represent workers	Describing a daily routine	<p>Students spoke about their daily routine in front of the class and some mates asked them for details. In this way, participants were exposed to speak a bit more.</p> <p>Some students did not video record their speeches, instead they made a video live just to experiment and spoke with nervousness but naturally while using puppets.</p>
6	Puppets that represent the students	Likes and dislikes	Students interview other participants’ puppets about their likes and dislikes. Most of them used as much vocabulary as they could.

			<p>On Facebook they shared more information about them, some of the students not only upload their videos in fact they wrote on the group wall the information they forgot to say on their videos.</p>
7	Puppets that represents themselves	Should and should not	<p>In pairs, students chose one situation and they had to develop a conversation where they gave and received advices. Some students made this activity funnier than expected.</p> <p>On Facebook, all of the participants made an effort to uploaded videos with good quality. Besides, they agreed about the features that their videos should have in order to challenge themselves.</p> <p>They know more characteristics and options that Facebook provide and manage the SNS quicker than the first class.</p>
8	SS chose their favorite puppet	Usual conversation	<p>In this last class, students were in teams so they chose a situation assigned by the teacher. They made a role-play in which they used the previous topics or vocabulary learned in previous sessions, and were challenge to speak more than other teams. The team that spoke the most was the winner.</p> <p>Participants practiced values, learned to managed nervousness, they got well adapted to SNS, and they were autodidactic when they were looking for information or pictures. In addition, they learn and shared it on Facebook.</p>

## 1. How does Facebook promote speaking on EFL learners?

First, Students were so excited when they knew they would be interacting on Facebook for scholar purposes. Motivation is important aspect that may contribute to a successful learning language. They were so enthusiastic about being part of a private Facebook group, where they could be in touch with other members group and the teacher. In addition, they worked hard in their pronunciation and they tried to get much more vocabulary from all sort so they got good grades and good comments on their Facebook walls.

According the statements of the checklist, students started talking a bit more while classes were going on. Consequently, participants reduced their oral mistakes and grammar errors periodically because teacher corrected them on private Facebook messages.

On Facebook, students were posting their comments regarding other members' videos, most of them with beneficial feedback and recommendations that let them improve their performances for coming videos. After that, participants were aware of their mistakes and made self-reflection, so they enhanced for next activities.

## 2. How can puppetry enhance students' language skills?

Using authentic material for English teacher-learners is really beneficial not only for young learners but for different ages. Because it provides the easy understanding of certain English topics and sometimes it is useful to practice specific subjects. Hence, when kids are creating their own material they are exposed to develop important qualities. By creating Puppets, students may integrate many aspects that allow them design with imagination and cleanliness.

Speaking was the hardest skills to develop while learning English or a new language. When a learner is acquiring new language as a second, they tend to commit lots of mistakes,

so they do not want to produce speaking ideas. Mostly of the participants were anxiety when they spoke in front of a crowd. Therefore, using a puppet reduces considerably the nervousness and anxiety; owing to the students take the puppets as mediatory to speak. The participants of this research manipulated the doll and they were so concentrated on the movement of it, and they started to speak naturally through the classes.

Besides, puppetry helped to gain self confidence in majority of the participants. When a group of students uploaded a video, the members of the Facebook group and the teacher commented it positively. Students shared their opinions regarding the performance and some advises to improve for next videos. Participant felt free to comment and to receive corrections that generate confidence for all participants.

### 3. How do Facebooking puppetry videos influence learners' speaking skills?

The study findings indicate that nowadays, young learners are interested in social networks, being Facebook the most commonly used. Most of the participants in this study were using Facebook in order to interact among them outside the classroom. Therefore, it was taken advantage of it and Facebook took important role in English classes.

Furthermore, students were very well adapted and so enthusiastic about using Facebook to learn English. They already knew how to use Facebook and were not a big deal to work with it. For them, it was funny to find memes and shared it for the group. Then, when did not understand them at all, they asked for the vocabulary or so on the wall so all members make laugh of memes.

Students agreed that were funny to watch other members' videos because sometimes they were videotape with funny sceneries and graceful conversations. Sometimes students work harder in their performances to be the best of the Facebook group and to receive good comments by others.

In addition, students participated actively and successfully on tasks or assignments given by teacher. Moreover, if they got any doubts about how to do homework, assignments or just to know vocabulary, they used Facebook to get in touch with classmates and even professors. In addition, results shown that more than the half of the students acquired new vocabulary on the puppetry practice due to the interaction students had.

It denotes that, puppetry that is kind of old practice on teaching field is still attractive for children. Meanwhile, Facebook; is a resource that innovates the way of communication on real time and it can be easily managed by a smartphone. It is also very attractive for students thus they wanted to work with technology. In fact, puppetry benefits and advantages of Facebook can be mixed and applied as one in order to help students speak in English.

## **5.2 Limitations of the Study**

The main concern faced was to find participants with EFL students with related characteristics such as good level of reading & writing, listening and speaking qualities. Besides, participants should be responsible and committed to accomplish the task on time and form.

Another limitation was the bad quality of videos, because in order to get the information for the checklist was necessary to watch the video of their speaking practice. Moreover, sometimes the audio or the quality of images was not good at all, so it was lost time on reviewing carefully each video.

Time classes with students was a limitation because classes was only twice per week. It was 50 minutes classes with the use of Facebook and puppets. However, it was not enough time for the teacher to make activities and teach the grammar.

### **5.3 Recommendation for further Research**

This research was mainly focused on public elementary school with thirteen students who were part of a private Facebook group. This study can be started to be considered as a basis for further research in the different teaching and educational fields.

First, it could be interesting to know teachers' beliefs about the impact of using Facebook in English classes. Besides, it could be useful to investigate the importance of puppets for young learners.

Second, the main objective of this was to analyze the pertinence of using Facebook to promote speaking skills on children. Nevertheless, for further research can be interesting to know what the impact of could be using Facebook for other language skills such as reading, writing or listening.

This research project was done with children, but it can also be done with teenagers, or with a teachers' perspectives of how implement SNS in their classes.

### **5.4 Conclusion**

Nowadays, using SNS such as Facebook can help create a significant impact on young learners. Children are rapid learners and they can manage a device with such facility. However, it is also important to teach students how to manipulate certain material to create a new one such as puppets. Thereby, if those aspects are mixed the result can be satisfactory as a teacher and consequently as a student of a new language.

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## Appendix A Checklist

**Objective:** The purpose of the instrument is to know the pertinence of make puppetry videos and uploaded it on Facebook in order to enhance young learners to speak in English. Besides, to know the impact of using Social Network Sites such as Facebook to accomplish the purpose of this project. This checklist will provide the data of improvement of every student on each class. Thus, it will help to identify the weakness and strength of every participant.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Group: \_\_\_\_\_

N <sup>o</sup>	Statement	1 Self- presentation	2 Getting personal information	3 Describing physical and emotional	4 Giving and requesting for directions	5 Make a routine in 3 <sup>rd</sup> person	6 Like/ dislikes Role-play	7 give advices to a friend	8 Usual conversation Role-play
<b>Effectiveness of using Facebook to enhance students' speak inside and outside the classroom.</b>									
1	Learners are interested on Facebook.								
2	Learners participate effectively on the Facebook group								
3	Learners interact in English.								
4	Learners share material by Facebook.								
5	Learners use Facebook to communicate with the teacher								
6	Learners express their opinions, jokes or preferences in English								
7	Students speak fluent								

