UNIVERSIDAD INTERNACIONAL DE LA RIOJA **uniR**

Universidad Internacional de La Rioja (UNIR)

Escuela de Ingeniería

Máster universitario en e-Learning y redes sociales

English Teaching Platform for Illiterate Mexican Adults in the USA

Trabajo Fin de Máster

presentado por: López Paituvi, Lucía Paulina

Director/a: Padilla Zea, Natalia

Ciudad: Marshall, TX
Fecha: 18/09/18

ACKNOWLEDGEMENTS

Warm thanks to my family, friends and co-workers, for their endless support, patience and love. Without them, this research would not have been finished.

Special thanks to all my students, who are my every-day teachers without even knowing it.

TABLE OF CONTENTS

TABLE OF FIGURES

TABLE OF FIGURES

RESUMEN

Los inmigrantes mexicanos con bajo nivel de alfabetización en EEUU suelen tener problemas para aprender la lengua del país al que se desplazan, lo que supone un desafío para sus profesores de inglés. Sin embargo, este aprendizaje es imperativo para poder adaptarse a su nueva sociedad, por lo que surge la obligación de encontrar técnicas adaptadas a sus necesidades que les faciliten el proceso. En este trabajo, se ha utilizado la red social Facebook como herramienta para mediar y motivar el aprendizaje, dada la familiaridad del grupo objetivo con su uso. Utilizando la metodología ADDIE, se presenta un experimento piloto donde un grupo experimental de 20 estudiantes siguió un curso intensivo de 4 semanas usando el método del *blended learning* y se contrastó con un grupo de control de iguales características, pero que siguió el mismo curso de forma presencial tradicional. Los resultados obtenidos del piloto muestran que la propuesta desarrollada propició un aprendizaje exitoso y satisfactorio para los alumnos.

ABSTRACT

Mexican immigrants with low levels of literacy in the US often have problems learning the language of the country they are moving to, which is a challenge for their English teachers. However, this learning is imperative for them to be able to adapt to their new society, so there is a requirement to find techniques adapted to their needs that facilitate the process. In this work, the social network Facebook has been used as a tool to mediate and motivate learning, given the familiarity of the target group with its use. Using the ADDIE methodology, a pilot experiment is presented where an experimental group of 20 students followed an intensive course of 4 weeks using the *blended learning* method, and contrasted with a control group with the same characteristics, which followed the same course, but in a traditional face-to-face style. The results obtained from the pilot show that the proposal developed a successful and satisfactory learning for the students.

CHAPTER 1. INTRODUCTION

Learning a foreign language nowadays is something that society has come to know as synonym of success. People all around the world understand the importance of English as Second Language (ESL) in this globalization era. Many of them choose to learn it to travel, to find a "better job", or simply to expand their linguistic horizons. But, what happens when this language is a requirement to be acquired in order to be accepted by this society? Immigration is a trending issue that has been in the eyes and mouths of everybody in the last few years; however, do we really understand the problem of moving to a complete new country, with new habits, food, religion and, of course, new language? Mexican immigrants in the United States of America face this situation in a daily basis, but the circumstances become worse when they have a low level of literacy in their mother tongue, Spanish.

In the last couple of decades, it has been noticed that with the help of the new technologies of information and communication (ICT), especially the so-called *smartphones,* groups of population with low educational background read or write, because they use the services of the Social Media to communicate with their family and friends (Korkut Uluc, 2012).

According to Campero (2008), one of the largest and latest flows of international immigrants is the one of Mexican-born people to the United States that, since 1980, have been one of the most influential groups in this country. This numerous group of the population gave place to social and, of course, linguistic changes. Even though English proficiency is on the rise among Mexicans, there are many who speak English less than very well—or not at all. More to the point, there is a good rate of adults that, for different reasons, did not attend or did not finish their education during their youth in their country, so it is particularly complicated for them to learn a second language without having the main basis in their own. Even Mexican teenage immigrants are not very likely to live with their progenitors, and might have come to the United States with their mind set on looking for jobs and never to enroll or finish school. Non-English literacy is typically being confused with illiteracy in their first language, which is not the same (Savage, 1993). The latter group of immigrants is the one that this research is going to focus on.

Because non-literate students challenge conventional teaching techniques, the structure and characteristics of the contents proposed in this study deal with theoretical, methodological

and cultural issues, which are basic yet major question that any ESL teacher who deals with illiterate students should consider.

The study hypothesis is that students who followed a b-learning process (b-learning), after a teaching intervention based on the application of the "*Learning by doing*" methodology through Facebook, would obtain better results in the acquisition of competences associated with learning of their second language (English) versus those who followed a traditional teaching method (Group B). The final objective will be, therefore, to improve the teaching-learning process through ICT, in general, and Facebook, in particular, which would ultimately lead us to reduce the illiteracy rates of our immigrant students in the United States.

The mere introduction of ICT in the educational context does not guarantee the success of the teaching-learning process. Reasonably, in this research, it is considered taking advantage of the possibilities offered by the internet and ICT through the creation of an intensive course that will cover the English language through the Facebook platform.

To verify this new way of focusing on ICT-mediated learning, the construction of the intensive course is proposed, taking it to practice in two groups of Mexican immigrants settled in East Texas. In the control group, the course was taught in a traditional way: face-to-face classes, with a regular grammar book; in the experimental group, the ICT-course that included learning through Facebook was used. A quantitative contrast of the learning results is to be done, and it is intended to verify, through an inferential statistical analysis, the research hypothesis. Does the use of our ICT-course favor the teaching-learning process with contrast to more traditional resources such as the grammar textbook? Likewise, it is needed to establish some advantages and disadvantages of the use of these new technologies in teaching compared to other methods, emphasizing whether the experimental group that makes use of methodologies focused on the use of ICT tools shows a higher interest and motivation or not, and comparing the learning results in the experimental group to the control group that uses only traditional techniques.

The rest of this document is structured in the following way: in Chapter 2, the context of the proposal and the pertinent literature is reviewed, starting with understanding the definition of literacy, to the choice of the best tool to create an adaptive course for this group of population; in Chapter 3, the objectives and the methodology of the research are presented through the ADDIE method; Chapter 4 is dedicated to the pilot itself, that is, the description of the technologies utilized, description of the student profiles (including an Experimental and a Control Group), the

design and development of the course, the statistical analysis of the results, and a general discussion on them. The last Chapter is dedicated to the conclusions of the experiment and possible future lines of research.

The starting point was to first explore the social background of this significant part of the population to get to understand their everyday life and cultural tradition, which included a study on the illiteracy of Mexican immigrants in the United States. Also, a review on English as Second Language literacy and as a social phenomenon is to be presented. After understanding their needs, an *online platform* will be created using the most common and easy social media for them: Facebook. The experiment will consist of a 4-week intensive course to learn the most basic aspects of the language, including the Verb to Be (both in present and past tenses), the Present Simple and Continuous, elementary use of the articles, etc. The methodology used was mainly interviews, questionnaires and notes, which are transcribed literally in the correspondent section (Annex I).

CHAPTER 2. CONTEXT AND REVIEW OF THE LITERATURE

2.1 DEFINING LITERACY

Literacy is a complex concept. Many of the terms involved, such as *literacy* itself, have several meanings that are used commonly in a wide variety of both literal and metaphorical ways. There are also many different strands within literacy teaching, not necessarily conflicting, and different frameworks within which it is conceptualized. In the following pages, these complexities will be clarified, going through some cultural and historical aspects that are relevant for this research.

After the Second World War, many former colonies around the world became newly launched independent nations, and a priority for such nations very early on was to provide an adequate educational opportunity for their children. Education was closely linked to the building of economic security. Bodies like the United Nations and related agencies such as UNICEF and UNESCO have, in the postwar period, devoted large amounts of resources to educational provision in developing countries. After the 1960s, international agencies began to develop programs in "functional literacy" – a term similar to "semi-literate", which intended to capture a sense of basic competence in reading and writing of a kind held to be sufficient for fostering efficient and informed workers.

The year 1990 was acknowledged as the International Literacy Year (ILY), which was sponsored by the United Nations. The fact that such a year was instituted speaks in itself for the worldwide implication that had come to be involved to the process of becoming literate. The ILY programs led to the development of various literacy plans in the evolving current world, but it also had an important influence in countries such as the United Kingdom and the United States of America, where additional money was spent on developing new policies to promote literacy.

Stimulated in part by initiatives like the ILY, the English-speaking countries have increasingly come to use the term "literacy", both in certified policy statements arranged by governments and in an agreement of scholastic theorizing. Also, September 8th UNESCO proclaimed the International Literacy Day on November 17th, 1965. Its main goal is to stand out the importance of literacy to not only individuals, but also for whole communities and societies. Every year, UNESCO prompts the international community of the position of literacy and adult

learning in the world on the International Literacy Day. Celebrations take place around the globe, each year with specific themes, the last year 2015 being "Literacy and Sustainable Societies".

In the following sections, even though there is a vast lack of information in this aspect, similar programs to these will be pointed out and compared to the main purpose of this investigation, which is to improve the research on the language learning possibilities of the target group.

2.2 TYPES OF TRADITIONAL LITERACY

To focus on non-literate students, and their formal process of language learning, we need to differentiate them well from the literate ones. K. Lynn Savage (1993) discusses four types of students who require literacy instruction in any language: preliterate, non-literate, semi-literate, and also literate in non-Roman alphabet language.

- **Preliterate** students: their language's written form is rare or does not exist anymore.

- **Non-literate** students (illiterate): their mother tongue has an actual written structure, but they have not learned to read and write it themselves.

- **Semi-literate** students: they do not have much formal education and are able to read and write at a low elementary level.

These distinctions are considerable when determining the teaching techniques one should use different groups of learners. Even though these are the traditional types of illiteracy, in the recent years there was the emergence of a new kind: *cybercultural* analphabetism.

2.3 CYBERCULTURAL ANALPHABETISM. THE DIGITAL DIVIDE.

The ignorance of the new communication technologies by large sectors of the population produces what has been called a *digital divide[1]*, that is, inequalities in the knowledge, access and use of new technologies. To combat those inequalities, from different spheres have emerged proposals that defend digital literacy as a method for reduce the gap and contribute to a more egalitarian society. A good example of this strive is one of the most important researches that was developed by M. B Hertz, between 2011 and 2013, where she describes the "difference between entertainment and empowerment".

Before getting into the definitions the digital literacy, it is necessary to clarify some questions about the d*igital divide* concept. There are diverse opinions faced with the use and definition of this concept, created by the Clinton administration in the United States (1995) to refer to the difference between the *connected* and *not connected* population (*digital divide*). Since its creation, the concept has been adopted with different nuances, the same as we will see for literacy digital: the differences in access to ICTs, the differences in the use of them, the differences in the capacities of use, the differences in access to quality content, etc. In short, the *digital divide* usually refers to three general fields: the differences in infrastructure, in training and in the use of resources.

In this sense, the digital divide is also analyzed as a way exclusion that produces a broad digital illiteracy sectors of the world population. Researchers from Universities and centers of international software production, and the academic field of the Digital Literacy, have been developing from their academic interests, some approximations to this issue. A. Guitiérrez (2013) acknowledged that digital literacy does not aim to form exclusively towards correct use of different technologies. It's about providing skills directed towards the communicative process, critical sense, higher levels of group contributions, ability to analyze the information accessed by each individual, etc. In relation to the Internet and social networks, it must train to work and improve this new environment, to make responsible use of the web. To sum up, he refers to the possibility of interpreting the data, valuing it and being able to create their own messages.

---

[1] The term *digital divide* was first used by Lloyd Morrisett (2001). The term has been evolving to the new technologies since then.

Traditional literacy is related to digital competence, since it is not just about knowing the interaction and communication tools available thanks to the new technologies, but also the use that is made of such tools to achieve specific objectives, being these included in the everyday interaction with today's society. The new technologies are streamlining, optimizing and perfecting some activities that are carried out in our day to day life. Communication today, and therefore, literacy, is something that has advanced a lot, a communication that is much faster than before. In other words, technology has brought important benefits to our society, and even though there is still a lot of effort to be done in order to overcome the *digital divide*, it is evident that it makes our lives easier in so many different ways, including recreation, work, communication and learning.

2.4 LITERACY AND LANGUAGE AS A SOCIAL NEED

If there is one major idea that characterizes the field of literacy, especially after the late 1990s, it is that all languages and literacy are social. Language is a social phenomenon, and has always been recognized as such. It obviously developed from a need to communicate, which necessarily presupposes some primitive social interactions. Literacy, like oral language, has always been seen as concerned with community as well, through the influence of literacy to spread across time and space, our communities are all the more powerfully preserved and established, we are able to share innovation more easily, our market transactions can be documented, we are able to access a huge range of knowledge, we can enforce laws more effectively. According to Frances Christie and Ray Misson,"*literacy is, rather more than language in general, particularly concerned with the reproduction of a society that is suitably skilled and/or properly moral*" (2012, p. 51).

In the popular discourse, literacy is imperative because it helps with the economic goals of the nation by providing an educated workforce. Literacy, it is believed, gets one a job, although this fact has been widely discussed and it is still under debate. While still dominant in the minds of many politicians and indeed much of the general public, this concern with the utilitarian skills of basic reading and writing tends, in the discourse of English teaching at least during a great deal of the century, to have taken second place to the concern with literacy as an instrument of self-improvement. The link between the language of literacy and cultural identity is of particular

importance for immigrants who are, or feel, excluded from mainstream social currents, and who are constantly forced to function in accordance with the linguistic codes of the other party of their new community. Language is one of the factors that most clearly defines cultural identity.

We have already seen the types of literacy. A non-literate person cannot read or write. A semi-literate, however, can read and write texts in their native language to certain extent, with a varying degree of correction and style. An adult who is semi-literate does not know how to solve, in a proper way, tasks that are necessary in daily life such as filling out an application for a job, understanding a contract, following written instructions, interpret traffic or safety signals, etc. We are facing here a strong popular debate about whether a person can do their job being illiterate or not. Nevertheless, and for the purpose of this assignment, the focus will be on the way people with a low level of literacy reacts to social media, is able to take advantage of it with more or less skill, and the different kinds of usages they give it.

2.5 LITERACY AND SOCIAL NETWORKS.

From the point of view of its structure, a network is conceived as a set of points linked through relationships that have certain properties. Each node in the network is linked to another by a line that represents the direction of the link. The lines that connect the different points have a specific value, which can be numerical. In this possibility of quantifying the links lies the greater interest that the concept offers for a sociolinguistic analysis. In terms of its social function, the network acts as a mechanism for the exchange of goods and services, for the imposition of obligations and the granting of services. To account for this function, the Theory of Social Exchange has been used. This theory, as G. Homans (1985, p. 292) points out, relies on a basic principle: *"Social behavior is an exchange of goods, material goods but also some non-material ones, such as symbols of approval or prestige".* And part of the assumption that: *"People who give much to others try to get much from them, and people who receive much from others are under pressure to give much to them".*

This means that all transactions that take place within a small group are governed by the principle that the benefit achieved is equal to or greater than the cost. If these transactions circulate in both directions among the people in the group, we can talk about *exchange.* The

provision of goods and services creates the *obligation* to return them. If we apply this to the theory of the network, we see that it becomes a mechanism of constant pressure, resulting from the obligations contracted within it, which incessantly influences an individual's behavior. If he wishes to maintain his social relations, he must fulfill his obligations, but the network not only acts as a mechanism of pressure in terms of fulfilling obligations, but it is also an effective instrument for the reinforcement of norms and values accepted as such by the community. Research carried out by social anthropologists in the most diverse communities has clearly shown that networks with a dense and multiple structure exert a reinforcing function on the norm that results from resistance to the forces of innovation.[2] As a consequence, the differences between the groups are accentuated and the members of these networks are isolated to external influences. If this principle is true for social behavior, it is no less so for the linguistic one, since the social forces that govern interpersonal relationships can also be used in the interpretation of verbal realizations.

These sociolinguistic studies have focused their attention on social networks, and have found that, certainly, there is a relationship between the structure of the network and the linguistic facts of the individuals that form it. The denser its structure, that is, the more intense the relationship of its members, the more homogeneous their linguistic uses are, since the pressure exerted by the network leads to identification with the group. On the contrary, a diffuse social network, with weak and weak ties of union, does not prevent the diversification of the speech of its members.

In this sense, it is noticeable that people with low educational background still make the biggest effort to use social networks to take part in their family, friendship and work relations. It is given that the most popular one nowadays is Facebook, with more than 1.37 billion[3] active users in the world. Its easy interface makes it a comfortable network to visit every day for everyday life. But how to encourage Mexican immigrants in the USA to use it?

The *Social Exchange Theory* also suggests that there is a direct link between the personal motivations of an individual and his or her commitment in a society of individuals or relationship

---

[2] Aside from Homans (1961), Thibaut and Kelley in their *Social Exchange Theory* (1959) and Blau in his *Exchange and Power in Social Life* (1964) describe different group phenomena of conformity to general social rules, language cohesion and group status, among others.

[3] According to Zephoria.com

group (Thibaut & Kelly, 1959; Constant et al., 1994). Besides, it states that the individual values diverse possibilities of participation for maximizing your contribution with the minimum cost on your part. With this purpose, four main mechanisms are suggested to motivate the participation of the users of a community (Davenport & Prusak, 1998; Tiwana, & Bush, 2000), listed below.

- Personal access. The student has the impression that they will receive extra and valuable information as *payment*.
- Personal reputation. The student feels that he can improve your status, visibility or influence within the network.
- Social altruism. The student contributes for the good of the community.
- Reward. The student gets something tangible in compensation, as an economic bonus, material of study, gifts or bonuses.

Following the ideas exposed in these previous sections, the next section will aim to learn more about the group of population that will participate in the experiment.

2.6 LITERACY CONTEXT IN MEXICO AND ADULT LITERACY EDUCATORS

The present research is focused on Mexican non-literate and semi-literate students, who are at the same time immigrants in the United States and are encouraged to learn a completely foreign language for them: English. The following extract from senior thesis by Massera Winigah gives us an overview with actual statistics.

"Large-scale Mexican migration to the United States began in the early 20th century, motivated by labor demands in the United States and political unrest in Mexico. Throughout the 20th century, major reforms to the U.S. immigration system played a role in shaping the size and character of Mexican immigration flows. Since 1980, Mexicans have been the largest

immigrant group in the United States. As of 2013, approximately 11.6 million Mexican immigrants resided in the United States—up from 2.2 million in 1980—and Mexicans accounted for 28 percent of the country's 41.3 million foreign born" (2015, p.14).

Now that we know the amount, cultural origin and status of the Mexican immigrants in the United States, we go deeper into their social background and study their literacy condition in their native country. We need to know in detail the reason why literacy is still a reality today as a big challenge in Mexico, even though illiteracy rates have fallen progressively over the past eighty years.

The improvement in literacy is clear from census information which shows the reduction from the extremely high levels of the post-revolution period (61.5 % en 1930), and then of the population explosion of the 70s and 80s (when illiteracy rates were 25.8 % and 17.0 % respectively), to arrive at 8.4 % in 2005. However, in this huge multicultural country, that corresponds to 5.7 million people, out of an adult population of 68.8 million, an absolute figure that barely differs from the 6.4 million illiterates existing in 1980 (Massera Winigah, 2015).

They stress we need to keep in mind that the greatest inequalities are in rural areas, in the indigenous communities that maintain their cultural and linguistic diversity, and especially amongst women: in 2000, 62.4 % of the illiterate population were women. About 51 % are in rural areas (communities of under 2,500 in habitants), despite the fact that only 23 % of the population live in these areas; 33.4 % of the native population are illiterate, compared to just 7.6 % of the non-indigenous population, a gap that continues to grow. The states of Chiapas, Guerrero and Oaxaca, which have large indigenous populations and a polarized income distribution, have illiteracy levels over 22 %, bearing witness to the close relationship between illiteracy and poverty. The 2005 Population Count put the level of illiteracy in the indigenous communities at 47.7 %.

The Mexican State is committed, constitutionally, to provide basic education to all its population, however, until today about 32 million Mexicans (1 in 3) over 15 years, have not completed high school or the elementary school, a reality that directly affects the productivity of the country and marginalizes this sector of the population.

The *Instituto Nacional para la Educación de Adultos* (INEA) is an educational institution that cares for people over 15 years of age who for some situation did not have the opportunity to learn to read or write. A new literacy campaign is being undertaken by the current administration; the INEA is to receive an additional 500 million pesos to its budget to achieve this purpose. Their goal is to alphabetize at least 2.2 million Mexicans by the end of the current decade. This is equivalent to 1.7 times what has been done in the last 32 years, which is the lifespan of the INEA.

According to Massera Winigah (2015), there are actually several programs being held in Mexico to help decrease the illiteracy rate. This is a difficult task performed basically by volunteers, totaling more than 80,000 in 2007, with reduced budget and with several governmental obstacles. They are assigned an average of ten students maximum at different levels, in a variety of spaces provided by the community. This learning method was developed even before the creation of the INEA in 1981, mainly because of its low cost. Many adults and young people were unable to attend regular classes or even fit within a regular school schedule, so with this model, the teachers and the learners often agree their own times and ground rules.

Literacy is vital to any development in people's empowerment and in the social, economic and political expansion of societies. In order to be successful, literacy programs, especially mass ones, require various levels of organization, financial funds, didactic and active processes that are much more intricate than those often regarded by government programs. From the Mexican standpoint, the continued presence of almost six million illiterate people, all of whom have a right to being educated, represents a great real challenge.

In the USA, there is a recent experiment going on created by the Instituted of Social Research (ISR), called USA Learns[4]. It started in the early 2000s, and the director of the project, Jerome Johnston, focuses on teaching English freely to 12 million adults who have low level in language and *cyberculturalism*. The course is aims at preparing immigrants to get the US citizenship. As it can be seen in the screenshot below (Figure 1), the interface promises to be easy and simple, but there is a main concern that would not be a good match for a group of population with low level of literacy in their first (and second) language: it is presented all in English, and there are too many written options and commands. In this sense, it is understood

---

[4] www.usalearns.org

that there are initiatives for immigrants in America; nevertheless, there is a real requirement for improvement to include different kinds of cognitive necessities.

Figure 1. USA Learns current interface.

2.8 ICT AND SOCIAL NETWORKS FOR ILLITERATE LEARNERS

A large amount of information and communications technology (ICT) resources to learn English as a second language (ESL) is to be found on the Internet. Nevertheless, only a few of them can be applied to illiterate learners, since most of these tools require the ability to read in order to be able to use them. Non-literate or semi-literate people have severe limits to interact with the ICT, since they have difficulty using a computer, working with a word processor or a spreadsheet and can barely use a web browser efficiently. Then, how can they be helped to overcome this difficulty?

Recent researches state that in the United States, more than 90% of adults own a cell phone, regardless of their background education, which almost 60% of them are smartphones with Internet connection. In the case of computers, more than 80% of the American households

are known to own a desktop or laptop. So, implementing ICT to the English lessons would not be something strange or out of place, and it would even help illiterate learners with their everyday life, as they would be more confident using these kind of tools, not only for educational purposes but also to perform other tasks. In this sense, they would not only become literate in a second language, but also in the new technologies. Even though they don't have a deeply understanding of the system, they know how to use basic Facebook through their mobile device, as they need it for their everyday communication. With the help of this social network, they make themselves a place into the global society, so why not use it for their own personal improvement as well? Unfortunately, little to no research has been done on the advantages of the use of this social network for this group of population, but there are related studies that can be used as inferences for this current work, which intends to go deeply into this issue and find a solution.

With the development of the multicultural and multilingual American society in the recent decades, new scenarios and challenges arose within the educational field as language learning, which has become not only a need, but also a necessity to keep in touch with the new country the immigrants come to live in. The new communication environments provided by social networks such as Facebook, Twitter, Pinterest, etc. have become a real part of each individual's life, even for those with lower educational background. Several current researches are focusing on the use of ICT for language teaching which include dwelling with some Computer Assisted Language Learning studies (also known as C.A.L.L.),[5] that highlight different ways to improve ESL students learning processes incorporating simple technology into the classroom through PCs, tablets and smartphones.

At this point, it is imperative to highlight the research made by Mayer (2001), as a short introduction to the long designing process, which develops some of the ways that low level students "do better" through digitalized contents:

- Multimedia Principle: meaningful and constructive learning is reinforced through inclusion in the instructive sequence of images in the texts.
- Principle of spatial contiguity: The presentation of text and physically integrated graphics, not separated, facilitates learning.

---

[5] See the *Review of the Literature*.

- Principle of temporal coherence: when texts and graphics are presented in temporarily synchronized channels, it facilitates learning.
- Principle of coherence: the presentation of resources with conceptual implication with the content are more useful than the resources are of simple entertainment and are not related to the contents.
- Principle of presentation mode: oral narrations facilitate learning more than written texts.
- Principle of redundancy: animations blended with narrations facilitate the learning even better.
- Principle of individual differences: Students with low performance are influenced more in the design of content than students with high performance.

According to Korkut Uluc (2012), it is certain that the use of ICT has positive effects on English language teaching, especially for illiterate students. Its effect is highly dependent on the approach these tools are employed, and also in the students' motivation. The following impacts are the most important ones when using ICT to support this group of students:

- Teachers can adjust easily the lesson materials according to situation (illiteracy), student's needs and responses;
- ICT allows the use of current news; it offers access to reliable materials and stories on the internet that are applied in the everyday life;
- There is an option to combine and use interchangeably basic skills (simple text and images, audio and videoclips, etc);
- Lessons become more stimulating, relevant, and less conventional, which enhances learners' engagement and encouragement;
- Allows the students to focus on one specific part of the lesson (pronunciation, grammar, vocabulary...), without necessarily having to read and write.

According to K. Isisag (2012), online resources offer the easiest method to learn language other than total immersion in an English-speaking country or community. The benefits of online language learning can be summarized under the following points:

- Accessibility and flexibility – the online world offers the possibility to learn English when and where the students want, and allows the teachers to plan the lessons likewise.

- Response – the internet gives the students the possibility of instant feedback. This improves the learning experience, as they can be encouraged by different sources.

- Repeatability – the student can practice the language in a reiterative way until the advanced level is accomplished.

- Modality – the internet is a multi-modal learning resource. It improves the language acquisition through sensory and cognitive activities.

- Specificity – the online world gives the English student choice and diversity in both what and with who will be learned. The learning process can be customized to the language learners' precise needs.

- Cost – the internet is a wide-expanded model which is affordable for most residents of the United States. Even if they do not own a device with internet connection at home, they can always go to a library or a café, where they can find online connection for free and follow their course regularly. It is usual to have unlimited data packages in their cellphones, so it would not have any extra expenses.

From his several advantages of ICT usage in illiterate learners of a foreign language can be gathered, which can be listed as:

- **Encouragement and ease**. The fact that the students would not need to necessarily read or write to participate actively in a class, helps them to get involved with the language without feeling inferior because of their non-literate or semi-literate condition. It encourages them to continue with the lessons and to learn easily.

- **Capacity to modify presentation**. There is a big difference between computers and books. Books have an only permanent presentation, contrasting computers, which combine visual with listening materials, simple text with graphics and pictures, in multimedia packages like SCORM.

- **Novelty and creativity**. An educator can use different interesting resources for each lesson, not like in teaching with grammar and text books, where all classes presenting a certain subject are similar.

- **Feedback**. Computers can always offer a fast feedback to students' responses, correcting the mistakes. It not only catches the errors but also corrects them, often giving the appropriate advice, so the student gets feedback from a different teacher.

- **Adaptability**. Any software can be adapted by instructors to suit their students' needs and level of English knowledge. Books are produced in a single fixed presentation and need to be taught regardless of students' circumstances. Computer software, on the other hand, is more flexible and learner-friendly.

To sum up, we see that ICT and the internet in general provide English illiterate students the chance to practice the language they are studying in simple but at the same time meaningful contexts. Another important benefit of using ICT in an English class with non-literate students is based cooperation between teacher and student, and also between students, thanks to the easy feedback features. The last but not least important benefit of these tools is that English teachers can adapt their lessons to the illiterate circumstances of this group of students, making use of the constantly growing number of available resources for easy language teaching.

2.9 COLLABORATIVE LEARNING

According to M. L. Carrió (2006), in collaborative learning each participant assumes their role within the group, as the leader of the knowledge assigned to their, but each student understands that the team needs them to achieve the learning of the concepts that the group wants to know. In this situation, each participant will give the best of themselves when contributing their knowledge to the team, considering themselves as leaders of their own work, since in this learning there is not one single leader.

Collaborative learning should not be confused with other types of group learning. According to C. Coll and C. Monereo (2008), cooperative learning is essentially a process of division of labor: the participants agree to help each other in activities aimed at achieving the individual goals of each person. In contrast, in collaborative learning, each member of the group contributes to the joint resolution of the problem; collaboration depends, therefore, on the establishment of a common goal for the group of participants. Students support each other to fulfill a double objective: to become experts in the knowledge of content, in addition to developing

teamwork skills. Students share goals, resources, achievements and understanding of each other's role. A student cannot succeed unless everyone on the team succeeds.

Another important aspect to take into account when we refer to collaborative learning is the change of roles that occurs between students and teachers (C. A. Collazos, L. Guerrero and A. Vergara, 2001). Students are considered as active agents of their teaching-learning process, and teachers, as guides that facilitate and regulate this process. More specifically, the authors previously mentioned pointed to the idea that students who truly commit themselves to this type of learning are responsible people in their learning, who are motivated, who like to collaborate and who are strategic.

Regarding the role of the instructor, a teacher who is immersed in a collaborative learning process with a medium to large group of students, has many responsibilities to play. M. L. Carrió (2006) points out some of them: to motivate the student, awakening their interest before introducing a new concept or topic; to provide concrete experiences before explaining abstract ideas; to make sure that the explained contents have been understood to avoid misunderstandings between the learners; to give students opportunities to reflect on new information; and to review the material before an exam.

So far we have seen that collaborative learning, therefore, has an important component that has to do with the social, since it is about learning together with other people and sharing knowledge to reach a common goal. At present, this learning can be developed in different ways: the use of computers, ICTs and social networks are some of them.

2.10 FACEBOOK AS A B-LEARNING PLATFORM

A blended course combines face-to-face sessions with online sessions, establishes links among participants, develops skills and attitudes that are difficult to work with in conventional e-learning experiences, reinforces learning with strategies such as *role-play*, practices, *listenings*, etc. The reason why this is the best way to encourage the non-literate and semi-literate students is because, since they are not able to follow grammar and work books, they need a non-reading

stimulation in order for them to understand the class, and also to not make them feel inferior, which would be discourage for any beginner.

In this model of experimental education, the student becomes the center of the teaching-learning process, a process based on the acquisition of basic skills in oral and written expression and comprehension, as well as knowledge about the mechanisms that govern language functioning (grammar). This is understood as a set of knowledge, skills, abilities and skills that express what the student knows, understands and is capable of doing. Thus, we face a reformulation of the approach and the organization of the syllabus that requires a change in the traditional teaching methodologies, where the student becomes the center in the process of acquisition and maturation of the different learning. In traditional training, the role of the teacher was focused on the teaching-broadcast-transmission of knowledge (master lesson), while the student's role was focused on the reception and assimilation of knowledge. However, the introduction of new information and communication technologies (ICT), the teacher becomes a guide and driver of the learning process of students, which allows them to build their learning. In this sense, the student adopts a much more active and autonomous role, ceasing to be a mere recipient of knowledge, to become the architect of his own learning process (Delgado, 2005). In the exposed context, it is important to highlight here the research carried out by van Dam (2004) about the retention, memory and learning rates of adults when they use an E-learning application, based on the methodology *Learning by Doing*. This approach concludes that the execution of a an activity (*doing*) is fundamental to guarantee the highest possible retention during learning, as illustrated in Figure 2.
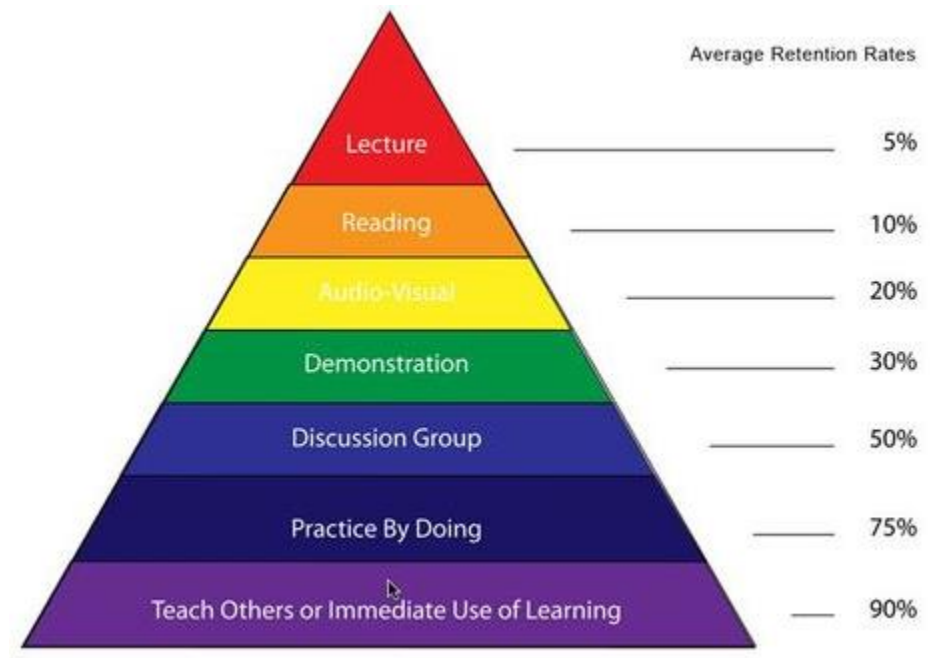
Figure 2. The Learning Pyramid. National Training Laboratories, Bethel, Maine.

Facebook is one of those concepts that has recently been incorporated into cyber-language or reinterpreted from a technological platform, the Internet. What was previously done face to face, now is done through a virtual community through which one can "add" friends, family or whoever they want (including peer students). Users exchange information synchronously and asynchronously, because people can dialogue in real time but also leave direct messages or in an open forum, called *Wall*, where they say what they want. Anyone can read it and therefore in doing so you can learn about that other person's life. The systems were developed with that objective, which is how social networks appear on the Internet.

In 2010, the *Web2Learn* group at the University of Catalonia, examined the potential of Facebook to create collaborative activities. Some of the activities that were taken into account to carry out the present pilot were (F. Llorens and N. Capdeferro, 2011):

-To stimulate the development of basic technical and social skills to participate in the social network Facebook, and in contemporary society in general (create individual accounts, create a social space to develop collaborative activities).

-Promote peer-to-peer learning and work: propose strategies and resources of information to other members of the group, in connection with the educational use of Facebook and its potential as a support for collaborative work (for example, external videos with extra information on the curriculum).

-Produce knowledge in the collaboration process collaboration with the other members of the group (for example, *reacting* to each other's comments, or answering to their contributions).

-Evaluate the potential of the chosen environment as a means of collaborative work and self-assess the work of the group (for example, the conclusions of the group at the ending of the course).

At this point, it is understandable that, even with the little research carried out in the past for such an important and mainstream matter as linguistic acquisition of immigrants with low level of literacy in the United States, it is imperative to set up specific objectives in order to find a way to improve their language learning and, therefore, their lives in their new country.

CHAPTER 3. OBJECTIVES AND METHODOLOGY

3.1 GENERAL OBJECTIVE

The general objective of this project is to improve the performance in learning the English language for Mexican immigrants in the US with low literacy in their first language (Spanish). To carry out this process, the informal learning style mediated by the social network Facebook has been used.

3.2 SPECIFIC OBJECTIVES

1. To know and to understand the cultural, social and educational values of Mexican immigrants in the US as target group.

2. To determine the most appropriate characteristics of the didactic material that is necessary to be adapted in the best way to the target group.

3. To analyze the combinations of basic elements of the language and determine the most appropriate ways to develop the content structure of the most basic grammar features of the language, in such a way that it is taught in an easy manner in four weeks of an intensive course adapted to the students' needs.

4. To implement the social network Facebook as a learning platform for immigrants with low literacy in their native language (Spanish), taking advantage of their intuitive model and previous knowledge of the students.

5. Improve the attendance and performance of students, encouraging the collaborative learning.

3.3 METHODOLOGY

The instructional model that will be used for the construction of the course is that of the ADDIE methodology (Rusell Watson, 1981), name that corresponds to the initials of each of its phases: Analysis, Design, Development, Implementation, and Evaluation.

The ADDIE model consists of a simple theoretical scheme, designed to describe the phases of any type of learning activity. This process ensures that the objectives set are met. For this purpose, the specific objectives must be clear and measurable.

Each of the phases is subdivided into sub-phases that detail the elements taken into account in the modeling process:

- **Analysis**. The initial step is to analyze the students; their background education, culture, age, goals, etc. This gathered data will result in the description of the specific situation and its training needs, in this case, Mexican immigrants with low level of literacy requiring to learn English in an easy way adapted to their previous knowledge. The initial evaluation is a process incorporated into the analysis procedure that allows to make a judgment on the performance of the future students from the information obtained, processed, and compared with the control group. In order to complete this task, the following points will be taken into account:
    - To accomplish the task of identifying previous learning that would mark the starting point for the new language learning, two series of pre-tests will be performed. This will help to detect gaps or errors that may hinder the achievement of the objectives set.
    - Design remedial activities aimed at leveling learning, taking into consideration the previous point.
    - Detect objectives that have already been mastered, in order to avoid repetition. In the case of the participant students, there was a need to start from zero, as it will be pointed out in the following chapter.
    - Grant elements that make it possible objectively to make adjustments or modifications in the program. Once again, Facebook proved itself to be a perfect platform for this purpose, because the materials that would be posted in the group could be added, modified or omitted at any time.

- Establish reasonable goals in order to make value judgments about course achievements and with all this adapt the pedagogical treatment to the characteristics and peculiarities of these particular students.

- **Design**. The course program is developed, paying special attention to the pedagogical approach and the way of organizing all the content.
- **Development**. The real creation (production) of the contents and learning materials described in the design phase.
- **Implementation**. Execution and implementation of the training action with the participation of the teacher and students, in this case, four weeks of continuous learning.
- **Evaluation**. This phase consists in carrying out the formative evaluation of each of the stages of the ADDIE process and the summative evaluation through specific tests to analyze the results of the students' learning process.

Another important aspect in the model is that it is not an imperatively linear process, since it allows to make the adjustments required in each phase, according to the learning needs. Figure 3 summarizes the main points of each phase, being all of these interrelated.
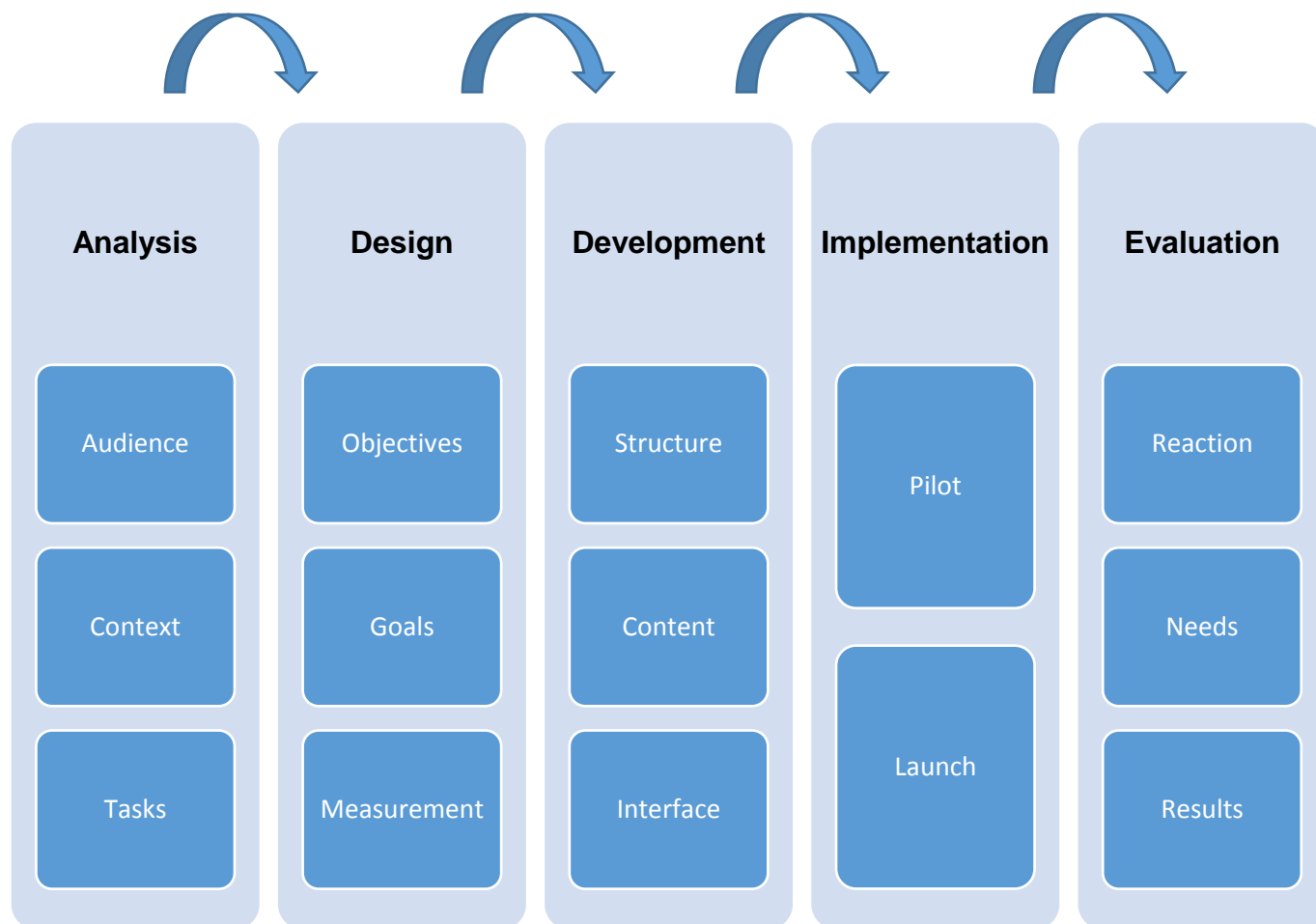
Figure 3. The ADDIE model, summarized.

CHAPTER 4. EXPERIMENTAL COURSE CREATION.

4.1 TECHNOLOGIES IMPLEMENTED

Facebook is, at present, the social network with the greatest extension and worldwide repercussion that exists. According to the latest studies and surveys conducted on it, it is said that approximately six hundred million users[6] use it as a common thread to communicate with each other. It is difficult to give an exact amount, since it has great activity of daily records, that is, of new users.

Another important point related to these studies is that, from those six hundred million regular users, more than a half enter the platform at least once a day, as stated in the following graph:
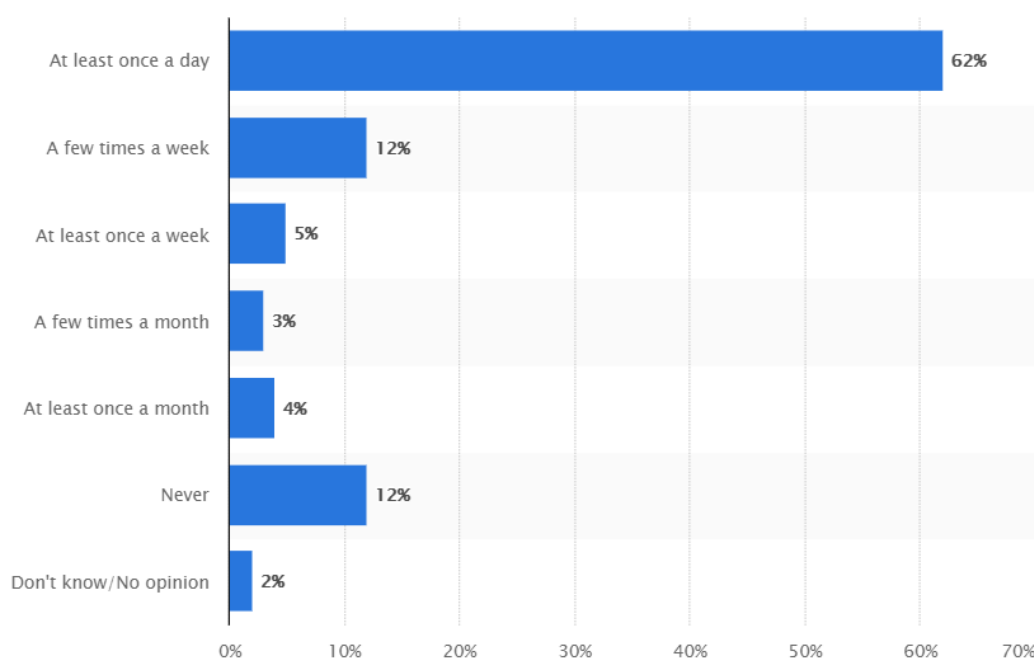

Figure 4. Frequency of Facebook use in the United States as of February 2018.

---

[6] According to Statista.com

Sociability is built on Facebook through a strategy that connects users not only with each other, but with numerous circles of sub-networks, events and groups. Once the user registers on Facebook (through an email account), he or she will be able to see on the main screen his or her profile (with personal interest data, etc.) and his or her board (*wall*) intended to write his or her own comments and see reflected in it those that his or her friends leave posted.

In addition to written messages, Facebook gives the possibility to publish photos, videos and links to other web pages, and also allows us to communicate with other people through its instant messaging service, called *Facebook messenger*. It also has the option to broadcast and save the video afterwards, to be available after hours, in the case any of these students could not attend to one of the sessions or they wanted to re-watch it for later review. These non-live videos were available throughout the course period, that is, four weeks.

There are many advantages that both a teacher and a student can benefit from, and the most important ones are summarized below:

- It is available in more than a hundred languages, which makes it a social network available to anybody and anywhere in the world, regardless of their mother tongue or their place of residency.
- It allows teachers to know more about interests and hobbies of their students, since they have a profile where these they are reflected. This makes it easier to create more adaptive learning content, as well as to build a better relationship with them.
- The administrator of a working group will receive live notifications when the students post, comment, or send a message.
- There is the option to "configure the privacy" of the account according to the user's wishes. In the case of this group of students, they will be taught to privatize their account so that only the peer group and the teacher can access their personal information.

This experimental group, as it is about to be explained in the following sections of this research, explores the advantages of Facebook for collaborative work, simplicity and speed to manage group work, the easiness to use tools such as the forum, the *wall*, photos, etc., the high degree of external connectivity, which can be used in *smartphones* with any operating systems (Android, IOS, etc), among other advantages that were already explained in Chapter 2.

4.2 STUDENT PROFILES

4.2.1 Experimental Group (Group A)

The objective group of 20 people was assisted by the coordinator and teacher of the main course (Paulina Bice). The group consisted in 10 males, and 10 females. The average of the age can be seen in the following chart:

Table 1. Average age in Group A

										Average
Male	25	28	31	33	35	36	40	42	45	31.5
Female	26	29	32	32	35	36	38	40	40	20.8

During the analysis step of the ADDIE methodology, a series of demographic data was gathered through initial interviews, which can be found in Annex I, *Student Interviews*. In order to have a better understanding of their level of literacy, they were asked what their last year of school was. The results are summarized in the following illustrative chart:
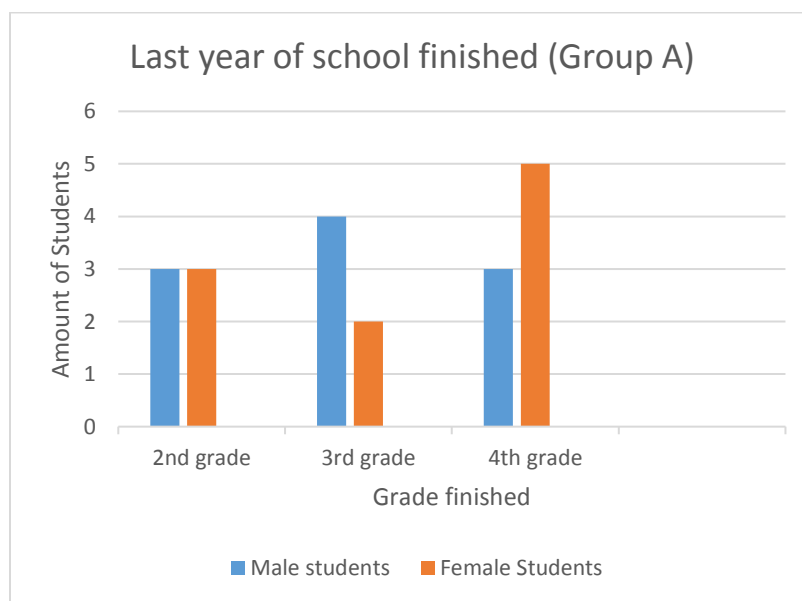

Figure 5. Level of literacy in Group A.

As it is seen in the chart, the whole group was well distributed in regards on the amount of education they received; there was not much difference between them. In the end, in some cases during our classes, even the ones that were in the lowest level (2nd grade), might have had less difficulties than the ones in the higher levels (4th grade). A good example of this was when they had to learn a new word and write it down during our live sessions. Sometimes, the teacher would spell slowly the word, and write it on the board that was behind her, and some of the 2nd graders would catch it sooner than the 4th graders. In the end, the overall level was very equitable, which was a major advantage for this experiment.

In the following graph, we can see that the amount of time spent in the United States of America by the students in Group A, is not directly proportional to the amount of English studying time[7]. On the contrary, it seems like the more time they have lived in the country, the less interest they put in learning the language. This is caused because of the lack of confidence they have in themselves due to their condition of almost illiterate, and also, as we saw earlier in this research, to the lack of inclusive materials for this group of population.

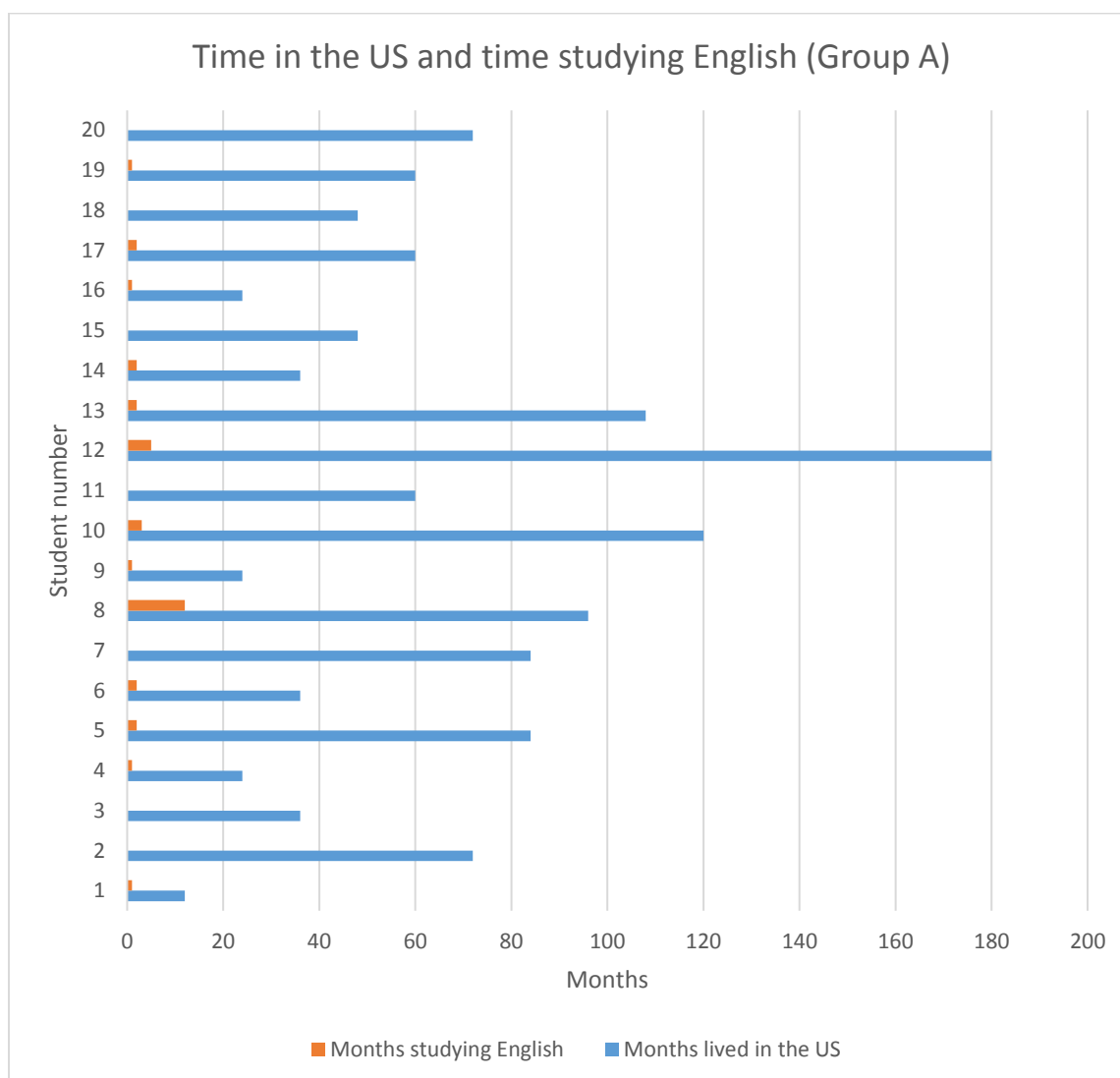[7] This *rule* only applies to the ones that actually did study English.

Figure 6.Relation between time studying English and time living in US in Group A.

After having a better understanding of their background education and culture in general during the analysis process, it was proved that the best way to encourage them to learn during such an intensive course would be to perform a short questionnaire, in which they would let the teacher know what kind of subjects they were more interested in. Since they would have to use a lot of mental capabilities, and, not being used to this it would probably be an extra effort for them, it is best to keep the subject of the course materials to something that they would actually enjoy reading, or at least it would be somewhat interesting for them. The results were the following:
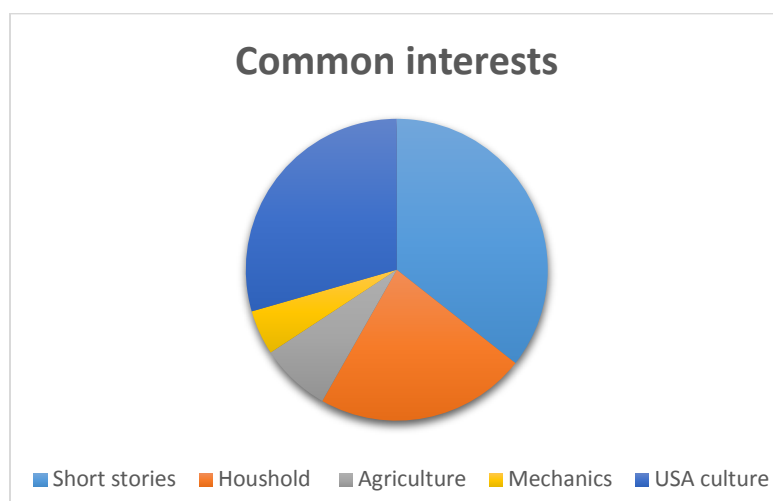
Figure 7. Common interests in Group A.

As we see in the previous pie chart, most of the students are interested in reading fiction short stories, and also learning about the USA culture. Along with these lines, the material design will be matched with these two choices as much as possible.

4.2.2 Control Group (Group B)

The control group of 20 people was assisted by the teacher Lucy Cabello. The group consisted in 10 males, and 10 females. The average of age can be seen in the following chart:

Table 2. Average age in Group B.

										Average
Male	25	27	31	32	34	38	40	40	41	30.8
Female	25	28	30	31	33	35	37	39	40	29.8

Following the same process as in the analysis of Group A, and in order to have a better understanding of their level of literacy, the members of Group B were asked what their last year of school was. The results are summarized in the following illustrative chart:
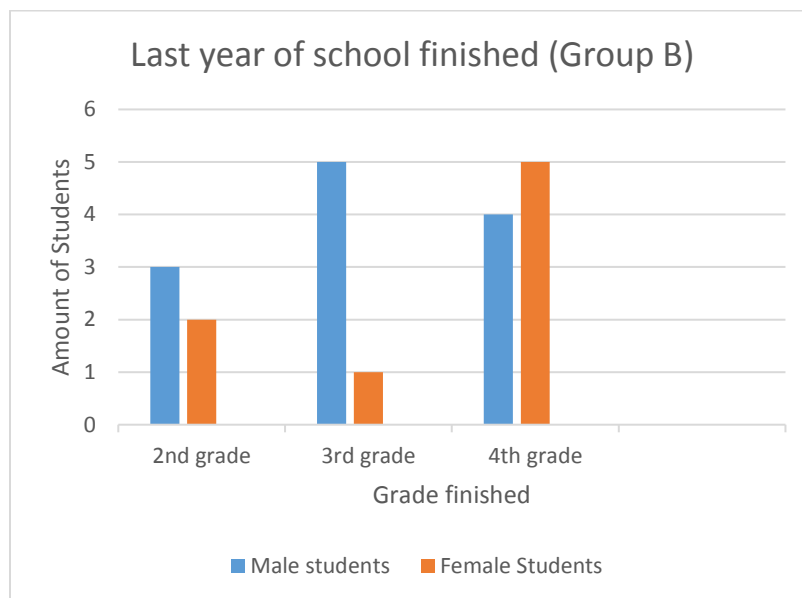

Figure 8. Level of literacy in group B.

In the same line as in Group A, the amount of time spent in the United States of America by the students in Group B, is not directly proportional to the amount of time they have been learning English, as shown in the following chart:
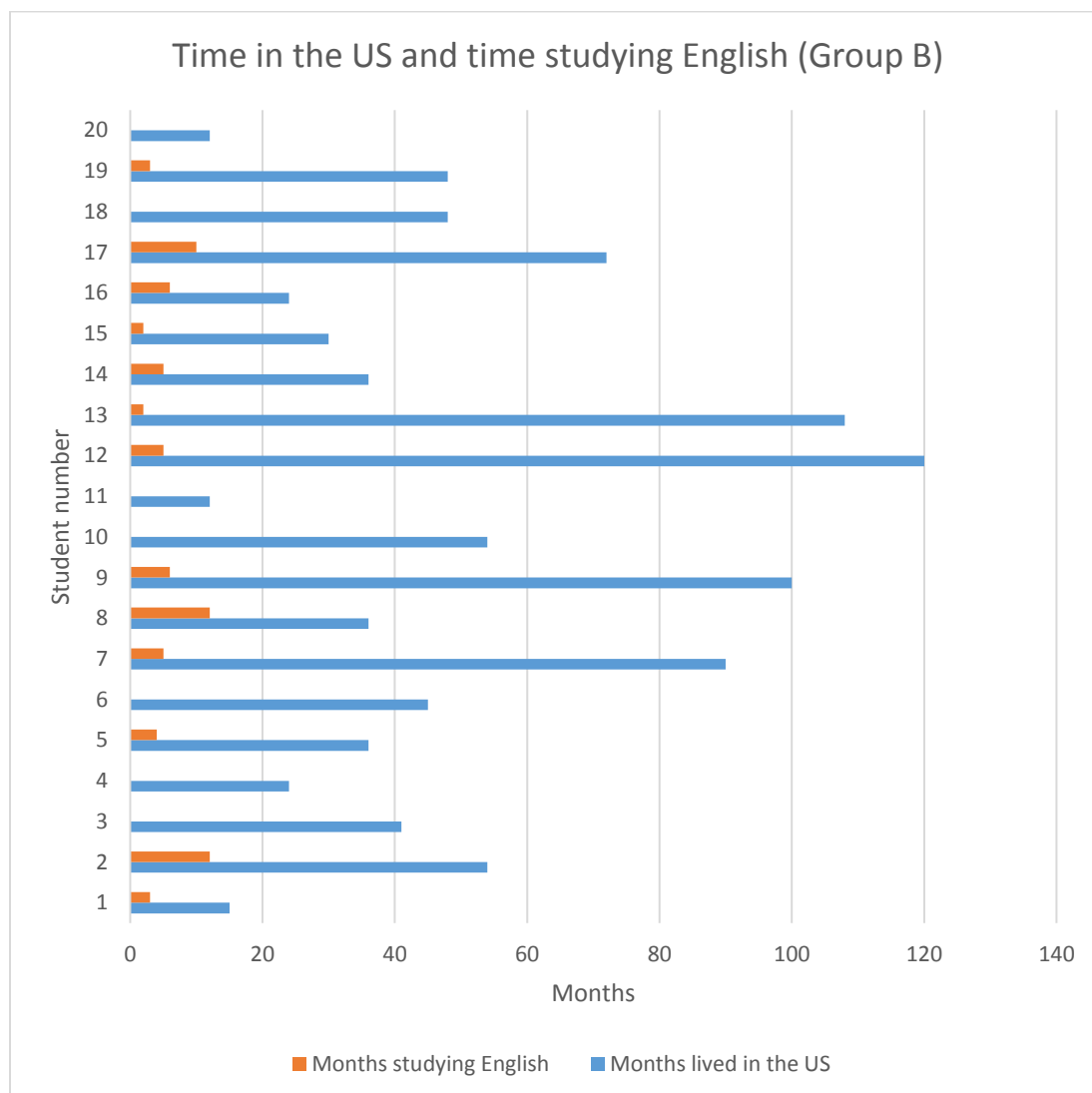
Figure 9. Relation between time studying English and time living in US in Group B.

About the common interests, it was decided to follow Group A's decision, in order to have exactly the same materials for both groups and have a more objective perspective of the learning achievements.

4.3 EXPERIMENT COURSE DESIGN

4.3.1 Student prior knowledge tests

In order to evaluate the students' prior knowledge, two types of pre-test were carried out: the first was aimed at testing the basic abilities to translate simple sentences from Spanish into English; the second test, was meant to test the basic perceptions of the students with respect to the social network Facebook.

Grammar Skills

The grammar skills were measured in a very simple way, in order to make the group of students more comfortable with the testing process. A total of twenty questions were selected, following the same sections that the course was going to contain. All of them were simple phrases in their mother tongue, Spanish, for them to translate in their minds to express the ideas in English. Section number 1 had seven questions in the test, section 2 had six questions, section 3 had four and section 4 had three[8]. The reason it was chosen to have more questions in the firsts sections was because it was more likely for them to know how to translate those statements, while the last two sections were the most complicated ones of the course[9].

Table 3 details and orders the questions by sections, and includes a summary of correct and incorrect answers. After that, Figure 10 consists in a chart summarizing the data found in the previous table, including a quick visualization to understand the grammar level of Group A, taking into account correct/incorrect answers.

---

[8] The questions can be seen in Table 3.

[9] See 4.2.2.

Table 3. Grammar skills pre-test (Group A).

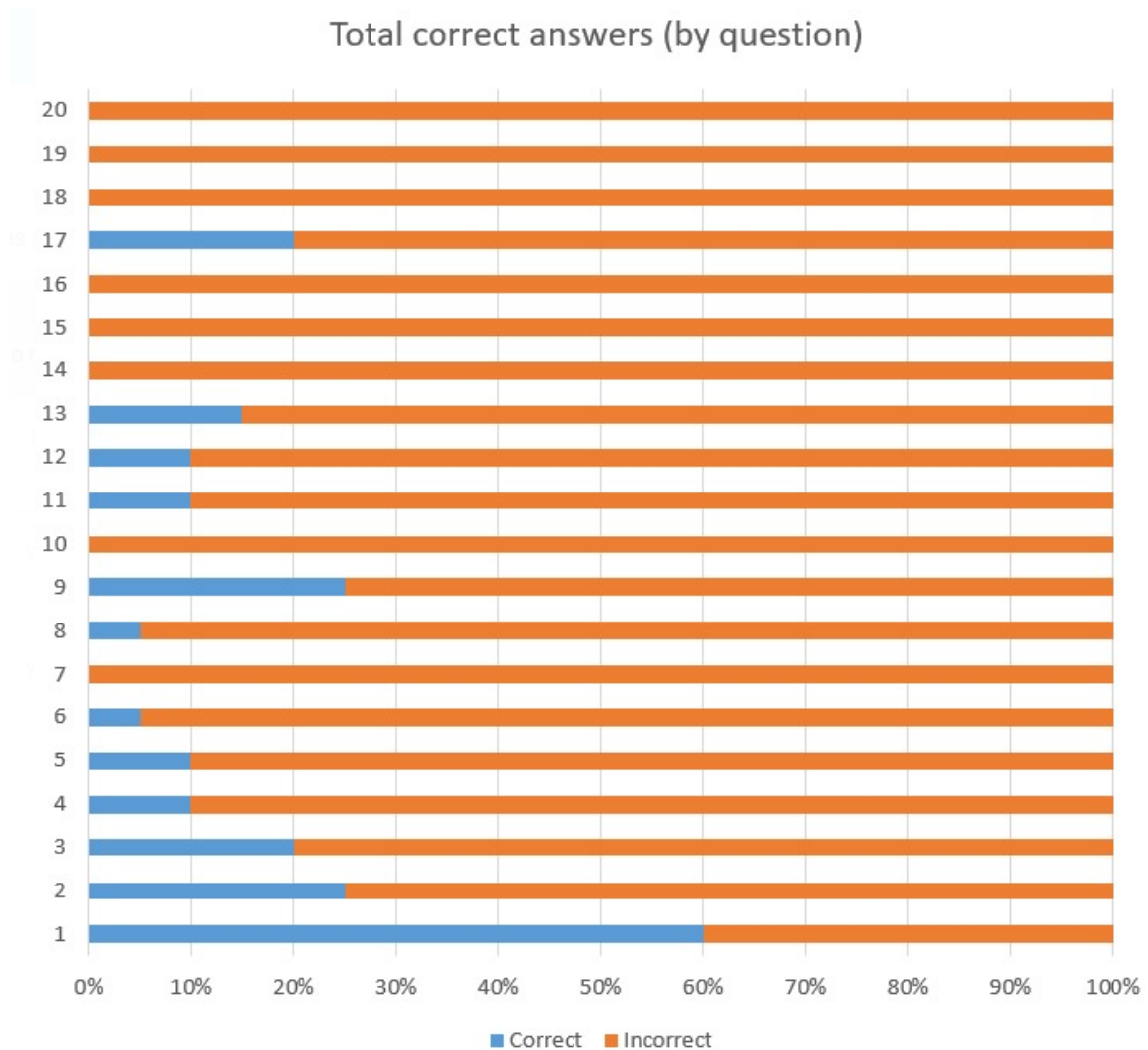| Section	#	Questions	Correct answers	Incorrect answers
1	1	Buenas tardes.	12	8
1	2	Que pase un buen día.	5	15
1	3	Ella está en casa.	4	16
1	4	Esta mesa es blanca.	2	18
1	5	Nosotros estamos en el trabajo.	2	18
1	13	Estas sillas son marrones.	1	19
1	19	Los gatos están abajo de la mesa.	0	20
		TOTAL	**26**	**94**
2	6	Ellos no están comiendo.	1	19
2	7	¿Dónde estás?	5	15
2	8	Yo no soy ama de casa.	0	20
2	9	¿Quién es usted?	2	18
2	16	Tengo un escritorio grande.	2	18
2	17	Las paredes no son amarillas.	3	17
		TOTAL	**13**	**207**
3	10	Él no va a la escuela.	0	20
3	12	Ellas quieren un helado.	0	20
3	14	A mi mamá le gustan las flores.	0	20
3	15	Ellos tienes dos perros.	4	16
		TOTAL	**4**	**76**
4	11	¿Cómo se pronuncia esta palabra?	0	20
4	18	¿Qué haces los fines de semana?	0	20
4	20	¿A qué hora sales del trabajo?	0	20
		TOTAL	**0**	**60**

Figure 10. Correct and incorrect answers (Group A).

In the same line with Group A, below is to be found the pre-test results of Group B:

Table 4. Grammar skills pre-test (Group B)

Section	#	Questions	Correct answers	Incorrect answers
1	1	Buenas tardes.	15	5
1	2	Que pase un buen día.	5	15
1	3	Ella está en casa.	3	17
1	4	Esta mesa es blanca.	2	18
1	5	Nosotros estamos en el trabajo.	3	17
1	13	Estas sillas son marrones.	1	19
1	19	Los gatos están abajo de la mesa.	0	20
		TOTAL	29	111
2	6	Ellos no están comiendo.	0	20
2	7	¿Dónde estás?	3	17
2	8	Yo no soy ama de casa.	1	20
2	9	¿Quién es usted?	4	16
2	16	Tengo un escritorio grande.	3	17
2	17	Las paredes no son amarillas.	4	16
		TOTAL	15	107
3	10	Él no va a la escuela.	1	19
3	12	Ellas quieren un helado.	0	20
3	14	A mi mamá le gustan las flores.	0	20
3	15	Ellos tienes dos perros.	2	18
		TOTAL	3	153
4	11	¿Cómo se pronuncia esta palabra?	0	20
4	18	¿Qué haces los fines de semana?	1	19
4	20	¿A qué hora sales del trabajo?	0	20
		TOTAL	1	59

Total correct answers (by question)
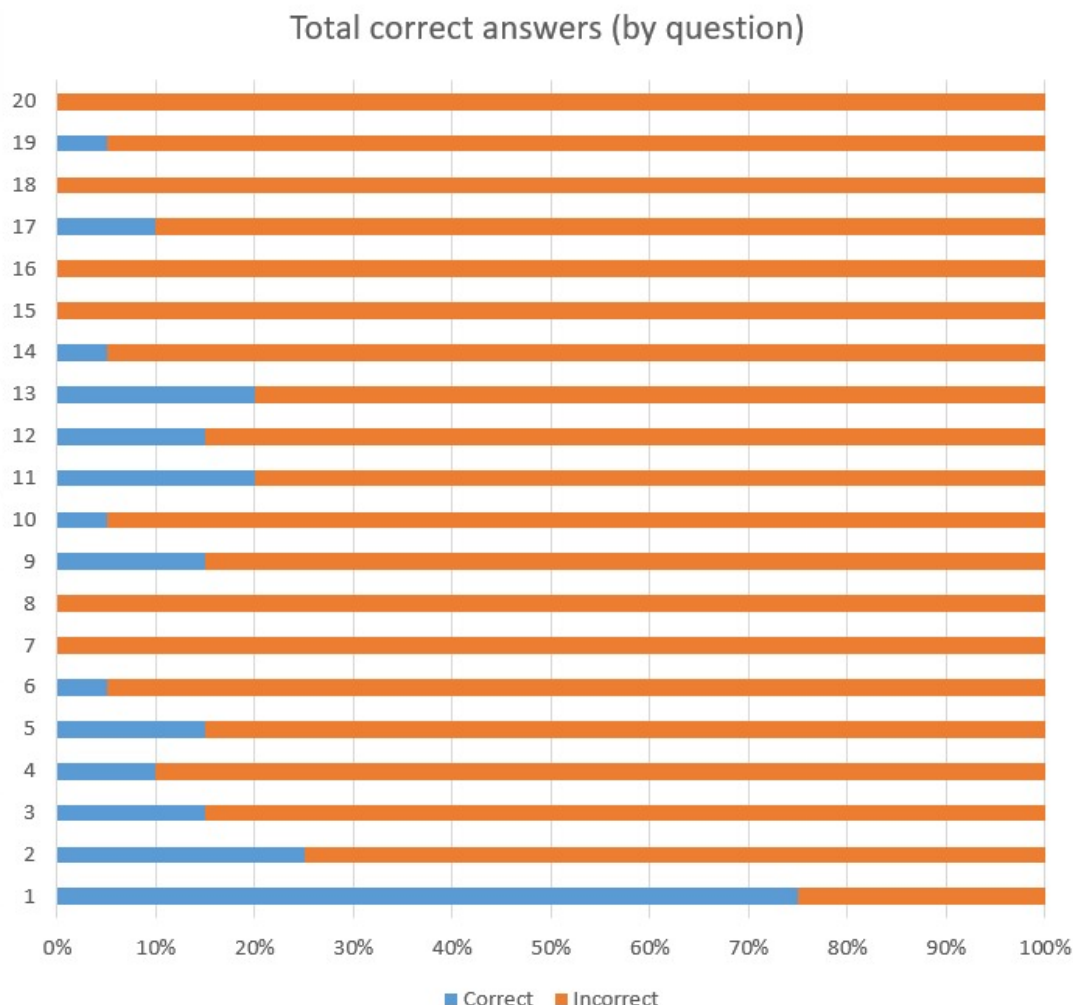
Figure 11. Correct and incorrect answers (Group B).

Facebook Skills

In order to understand their social network literacy (*cyberculturalism*), a second test was needed to perform. This one consisted in 10 questions related mostly with Facebook, so that they would demonstrate their knowledge to participate in its different services, such as videoconferences, groups, messaging, etc. The test was performed in their mother tongue, and so is developed below:

Table 5. Facebook skills pre-test (Group A)

#	Question	Yes	No
1	¿Utiliza las redes sociales para comunicarse con sus conocidos?	20	0
2	¿Utiliza la red social Facebook para relacionarse con gente nueva?	14	6
3	¿Utiliza la red social Facebook todos los días?	20	0
4	¿Utiliza la red social Facebook como medio de aprendizaje?	5	15
5	¿Utiliza la aplicación Messenger de Facebook para hacer llamadas?	13	7
6	¿Utiliza la aplicación Messenger de Facebook para hacer video llamadas?	9	11
7	¿Utiliza la aplicación Messenger de Facebook para hacer llamadas con más de dos personas?	2	18
8	¿Utiliza la aplicación Messenger de Facebook para mensajes de texto en grupo?	4	16
9	¿Conoce los grupos de Facebook?	19	1
10	¿Utiliza los grupos de Facebook?	15	5
	TOTAL	121	79

4.2.1 Learning objectives.

The main goal of defining specific learning objectives is to break down the materials design and to focus on the cognitive processes related to language learning.

1. To understand general and specific information from basic oral and written texts about different real-life situations.
2. To anticipate and infer information provided in basic oral and written texts productions.
3. To formulate coherent, meaningful, fluent statements (spontaneous or prepared), linked to basic real activities.
4. To develop and use different learning strategies, resources and activities, all of them via Facebook.
5. To learn essential cultural features of their new state and country.
6. To value English as a means for communication in the United States of America.

4.2.2 Classes temporization.

In this section, the sessions' model for Group A will be presented. Following the model of b-learning explained in section 2.10, there will be a Monday through Thursday 2-hour class during the four weeks, presented in the format of live video on the created Facebook group. On Fridays, the group will meet with the teacher in another 2-hour class for weekly review purposes.
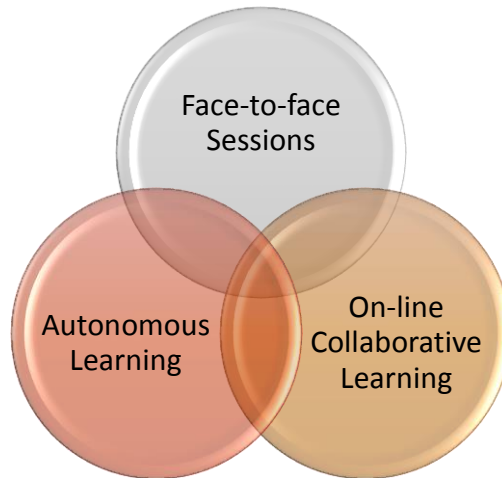

Figure 12. B-learning system used in Group A.

- Face-to-face sessions: Once a week for review (Fridays).
- On-line collaborative Learning: Four days a week, with the live sessions, but also participating in Facebook group any time of the week.
- Autonomous Learning: Seven days a week, the students were to choose their own schedule.

Being such an intensive program, and with both the students and the teacher being involved in the collaborative learning style, there is the need to schedule the daily online sessions every day at the same time (previously agreed) and allow these classes to be available to watch them later in the case of not being able to attend, or re-watch them in order to review the main concepts (which was always strongly recommended).

As an illustrative example, the following picture shows the first live session of the course, November 6th, 2017. The video was available to pause, restart and re-watch at any time during the 4-week period:

Presentación Let's Talk! Vive tu idioma
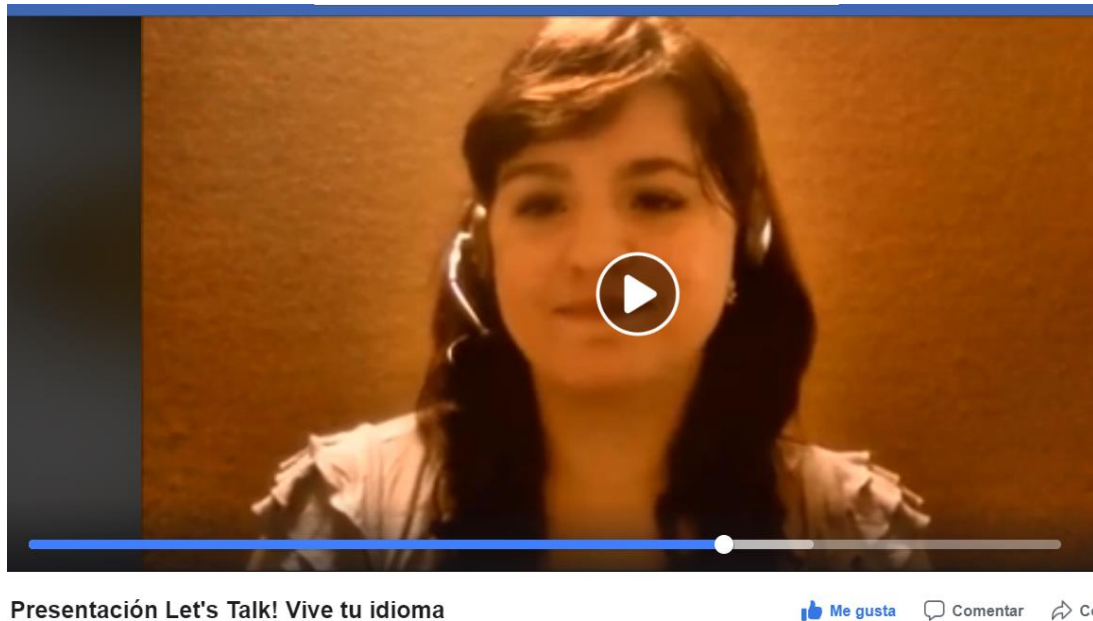
Figure 13. First live session; the teacher.

Monday through Thursday, classes will be held using the live video feature, with a duration of approximately 2 hours each. Students will have the opportunity to react, comment, ask and participate actively during these sessions. Each of them will have the same structure:

- 15 minutes of brainstorming and/or review questions.
- 10 minutes listening.
- 35 minutes of active lesson, with repetitions, questions and answers.
- 30 minutes worksheet related to the listening and grammar aspects of the lesson.
- 15 minutes review or explanation of common mistakes made.
- 15 minutes explaining homework and answering doubts.

Regarding the face-to-face Friday clases, they will have the following structure:

- 15 minutes discussion (in Spanish) on how the week went, and the difficulties presented in the group.
- 45 minutes of active lesson, repeating the same concepts learnt during the week.
- 30 minutes worksheet related to the listening and grammar aspects of the lesson.
- 15 minutes review or explanation of common mistakes made.
- 15 minutes explaining homework and answering doubts.

During the development of the course, the students will have the possibility to post their questions, activities, comment on other messages, add friends, and send private messages to their colleagues and the teacher. The latter one will be responsible not only for collaborating in the creation of personalized and expository content[10], but also adapted to the student's information presented in the first interview[11]. In this way, collaborative learning[12] is to be encouraged from the moment the group is accessed. With the help of the tags, the search process is made easier. These tags, located to the right of the screen, will always be announced in the live sessions, and the students will be advised to use them to look for their peers' contributions on the different posts, and comment on them.

The following timetables explain the temporization of each Week, regarding grammar and vocabulary objectives, and always following the learning objectives previously stated in 4.2.1.

---

[10] See section 4.2.3

[11] For the interview transcription, see Annex I. For an example of adapted content, see *Flat Tire Monday*, in 4.2.1.

[12] See 2.9.

Table 6. Week 1 planning.

WEEK 1	
Weekly grammar objectives	1. Monday: The greetings. 2. Tuesday: The personal pronouns. 3. Wednesday: This, That, These, Those. 4. Thursday: The Verb To Be (Affirmative, Present).
Weekly vocabulary objectives	1. Monday: Greetings. 2. Tuesday: Feelings. 3. Wednesday: Objects. 4. Thursday: Weather.

Table 7. Week 2 planning

WEEK 2	
Weekly grammar objectives	1. Monday: The Verb To Be (Negative, Present). 2. Tuesday: The Verb To Be (Interrogative, Present). 3. Wednesday: The Present Continuous. 4. Thursday: Week 1 and Week 2 Review. Test.
Weekly vocabulary objectives	1. Monday: Family. 2. Tuesday: Objects. 3. Wednesday: Meals. 4. Thursday: Food.

Table 8. Week 3 planning

WEEK 3	
Weekly grammar objectives	1. The Present Simple (Affirmative). 2. The Present Simple (Negative). 3. Use of *a/an* and *the*. 4. Week 1, Week 2 and Week 3 Review. Test.
Weekly vocabulary objectives	1. Monday: Useful phrases. 2. Tuesday: Colors. 3. Wednesday: Clothes. 4. Thursday: Objects.

Table 9. Week 2 planning

WEEK 4	
Weekly grammar objectives	1. The Present Simple (Interrogative). 2. The Present Continuous and the Present Simple. 3. Review. 4. Review. Test. Interviews.
Weekly vocabulary objectives	1. Monday: Useful phrases. 2. Tuesday: Body parts. 3. Wednesday: Objects. 4. Thursday: Car.

4.2.3 Creating educative content for illiterate ESL learners.

It is hard to believe that there are not many resources available in the internet with the tags *teach*, *English, illiterate, resources.* Relevant results are hard to find, and most of them do not include all the requirements desired in the search. This is another proof that one of the main concerns regarding the issue of Mexican immigrants, is trying to learn the language with a very low level of literacy; and this is real current struggle that is lacking a direct solution. It was

important for the teacher herself to design the contents for the course, both for the sake of the experiment and also for the sake of the students that are included in this group. For this purpose, there were a great amount of considerations taken into account.

The adapted reading materials had to be legible. The concept seems obvious, but, during this research, there was to be found materials supposedly destined for people who have a low level of literacy that are too often unusable due to its heaviness and lack of attractiveness. In the end, two variables came up: the difficulty of the materials and the amount of knowledge the student has.

- Difficulty. There are different factors that make a text easier or more difficult to read: the easiness or the complexity of the subject, and the extent to which the reader knows the subject and the vocabulary used. But, most importantly, we have the presentation factor, which is the way the resource is printed or illustrated.
- Reading skills. This is a variable factor. In the case of these experimental group of students, it is not a completely 0% of literacy; nevertheless, they have not attended school more than 4th grade in primary school, what makes it difficult for them to read a specialized average grammar book.

It was because of these two factors that the short fiction stories that were chosen, all written in present tense, dealt with people, children or animals who passed through a little adventure or difficulty that seemed real to the reader and that could teach them something. Everything that happens or could happen to the character or characters of the stories could also happen to the students, and they would learn the related vocabulary to those situations. For example, there was one story that was related to a normal Mexican household in Texas, and they all felt identified with the main character and his difficulties getting to work, because his car had broken down (he had a flat tire). So not only they enjoyed the reading because it was a situation of everyday life, but also they reviewed vocabulary related to the family, the car, and getting a basic problem solved. This short story[13], as some of the other ones that were used, has been written by the Group A teacher, using all these said factors to adapt the educative content. It was read aloud during the live session and then the document was uploaded to the group, so the students could access it to review it. Following this example, the next analysis of the reading

---

[13] *Flat Tire Monday* was used as Review in Week 4.

provides an explanation of the different aspects that were reviewed in the story. The numbers in between brackets are explained right below the reading application.

FLAT TIRE MONDAY

Today (1) *is Monday* (2)*. Dad* (3) *is getting* (4) *ready to go to work. Mom is cooking breakfast* (5)*. We like cereal, milk and fruits*(6)*. We wait for dad and we eat all together* (7)*. He kisses* (8) *me and my brother, and then he hugs mom.*

I go with him to the car. I always (9) *wave at him when he leaves every day. But today he is looking at the front tire. I stand beside* (10) *him. He says he has a flat tire* (11)*.*

"What is a flat tire?" (12)

"Look at the tire. It (13) *has no air."*

I look down. The tire is low on the ground! Dad is making a phone call. I don't understand (14)*. It is hot outside* (15)*. I go back in the house.*

Later, we see a truck parking beside dad's car. Something is wrong.

"The battery is dead, too. I need a ride to work!" (16)

Dad jumps in the truck, and the driver waves. I don't know the driver, but (17) *I wave, too. My brother doesn't understand* (18)*.*

"Be careful!" (19) *says mom.*

"I have to hurry. I am late!" (20)

Dad waves and leaves. Behind the truck, the school bus (21) *is waiting for me.*

"What time is it?"

"Hurry up!"

Figure 14. Illustration used for brainstorming before and after the reading application. Trendsetter Images.

Grammar points reviewed in Flat Tire Monday.

(1)   The whole situation is narrated in Present Tense, following the curriculum of the course.

(2)   Review of the days of the week.

(3)   The words dad, mom and brother are review of the family vocabulary.

(4)   Present continuous.

(5)   Review of the meals vocabulary.

(6)   Review of the food vocabulary.

(7)   Example of a scene in everyday life.

(8)   Present Simple (third person singular).

(9)   Common frequency adverbs (present simple).

(10)   Place prepositions like beside and behind (answer to the question where?).

(11)   Introducing precise car vocabulary, like tire and battery.

(12)   Dialogues are simplified as much as possible

(13)   Pronoun antecedent.

(14)   Present Simple (negative).

(15)   Review of weather vocabulary.

(16)   Another important instance of everyday life.

(17)   Common coordinating conjunctions.

(18)   Present simple (negative).

(19)   Be careful and Hurry up are important phrases to know for their routines.

(20)   More everyday problems conveyed.

(21)   Truck and school bus are instances of transportation vocabulary review.

The selection and writing of these stories has been a meticulous process and, after having a general idea of them, they have been adapted to an elementary level and switched into the present tense, if necessary. In an environment like this, where most people require alphabetization in both the target and the source language, the use of news or events in their area is especially important because it can help not only with their English learning capabilities, but also with a good reading habit and general improvement. As interesting as the chosen subjects might be[14], they should never be presented with excessive extension to new language readers, and always include enough illustrations to accompany the materials, which needed to be proportional to the amount of information presented in a text or exercise. In this way, this kind of students will retain more vocabulary than just having to read plain text with no graphics.

It is also important to point out that the materials design was focused on following Mayer's principles (2001)[15] as much as possible. The main goal of this intensive course was to provide the most basic knowledge necessary for communication in the English language. It was aimed at Mexican immigrants in the United States who, as it was seen in the previous sections, need the country's language in a predominant and essential way to carry out their daily lives. In *Flat Tire Monday*, the following principles were achieved: principle of spatial contiguity, principle of coherence, principle of presentation mode, and principle of individual differences.

After reading this kind of stories, it was a good exercise to ask questions during the live sessions and as homework, to make them write the most important words (or the new ones), so they could study them on their own. A homework example using *Flat Tire Monday*, was posting the related picture (Figure 14) on the group, and ask them to brainstorm about what they saw in the picture.

---

[14] See Figure 7.

[15] See Section 2.8.

4.5 PILOT DEVELOPMENT

The interface of the group was the same as the one any other Facebook group would have. After creating the group, the teacher proceeded to add everybody right after the initial interviews. Figure 16 shows the main screen and the number of members. It also shows where the tags were located for everybody to make use of them.

Figure 15. Group interface.

Figure 17 shows an example of every day homework from Week 2. The activity was explained during the previous live session, so they would know exactly what to do.

Figure 16. Activity example from Week 2.

During the first 3 weeks, the teacher's feedback was provided directly under the students' contributions, so that everybody could see them and benefit from them. The following screenshot (Figure 18) taken from Week 3 is a good example to show how the general feedback was given:

Figure 17. Teacher's feedback in the group.

During the last week of review, the feedback was more private-oriented, to avoid the copy/paste problem among the students. The following two combined screenshots (Figure 19) taken from Week 4 are a good example of this situation:

Figure 18. Teacher's feedback taken into private.

4.6 MEASUREMENT INSTRUMENTS

The rubrics shown below were based on the ones made by Radhika De Silva (2010) for her ESL students at the Open University of Sri Lanka. They were chosen to be adapted for this experiment because of their simplicity, and division between different aspects of the learning process. They are based on a Likert scale from 0 to 4. The information gathered to evaluate the students using these rubrics was taken from their main participation in the group, their comments and contributions, and during the face-to-face session on Friday, it was easier to take notes about their conversation skills.

Table 10. Rubric 1.

	4	3	2	1	0
PARTICIPATION IN THE FACEBOOK GROUP	Participates every day of the week at least twice, answering questions from other students, and to the required homework posts.	Participates every day of the week once.	Participates between three and four times per week.	Participates only once or twice per week.	Does not participate.

Table 11. Rubric 2.

	4	3	2	1	0
GENERAL VOCABULARY USE	Uses a complete range of vocabulary as seen in class.	Uses accurate vocabulary, with a mixture of precise and general words. Occasional errors in word choice.	Uses a fair range of vocabulary to express ideas.	Uses a very limited range of vocabulary.	Uses inaccurate or poor vocabulary.

Table 12. Rubric 3.

	4	3	2	1	0
PREPAREDNESS AND CONFIDENCE	Appeared well prepared, confident and comfortable.	Seemed fairly comfortable and confident but needs a bit more practice.	Seems somewhat prepared but needs more practice to build confidence.	Inadequate preparation. Needs more practice to build confidence.	Not prepared

4.7 STATISTICAL ANALYSIS AND RESULTS

4.7.1 Rubrics

The following graphs were used to show the results weekly, following the three rubrics[16]. Each colored line represents a week. The numbers on them are the amount of students that achieved the different grades according to the rubrics (from 0 to 4).
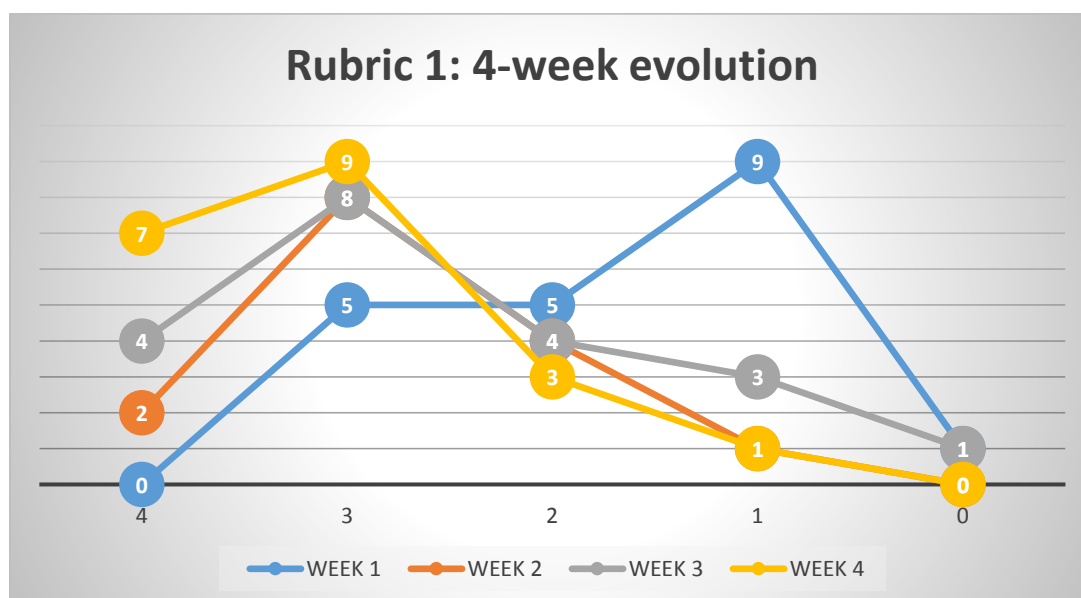
Figure 19. Rubric 1: 4-week evolution.

---

[16] See Section 4.6.
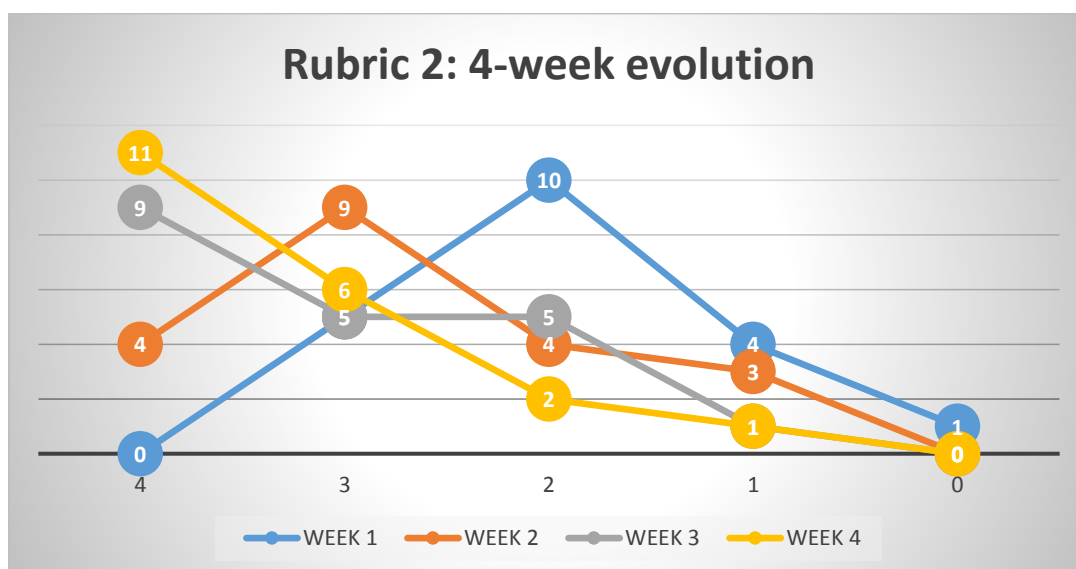
Figure 20. Rubric 2: 4-week evolution.
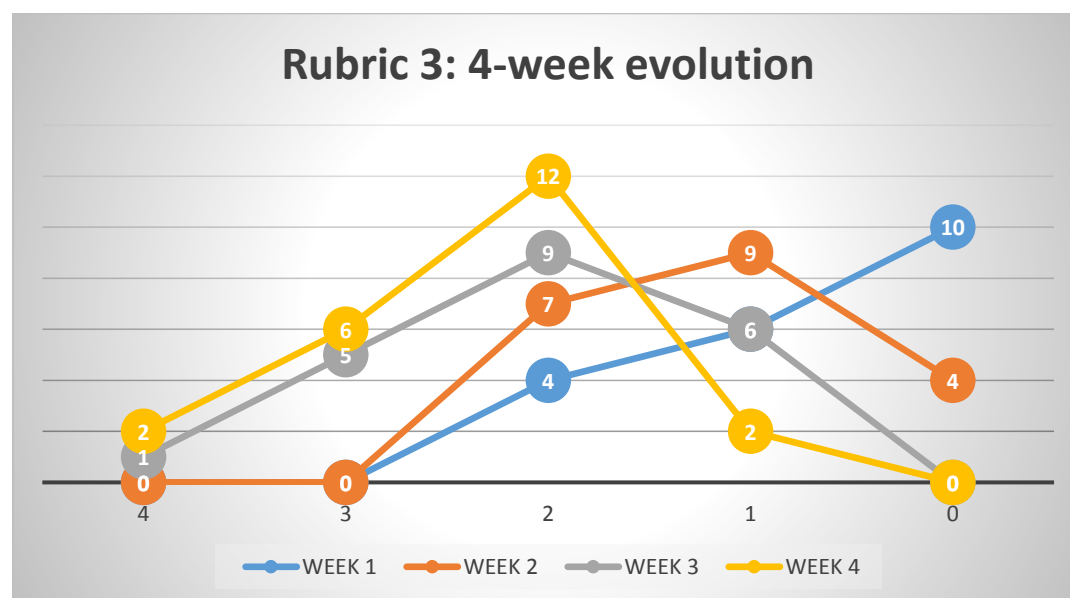
Figure 21. Rubric 3: 4-week evolution.

4.7.2 Post – test: How much did the students learn?

The pre-knowledge test was repeated exactly the same at the end of the course. The students in both groups did not know that the final exam was going to be the same initial sentences to translate. This ensured that they would not cheat and copy the questions right after the pre-test, to try to study the right answers in the following 4 weeks. The results were the following:

Table 13. Group A's final test.

Section	#	Questions	Correct answers	Incorrect answers
1	1	Buenas tardes.	20	0
1	2	Que pase un buen día.	18	2
1	3	Ella está en casa.	20	0
1	4	Esta mesa es blanca.	19	1
1	5	Nosotros estamos en el trabajo.	17	3
1	13	Estas sillas son marrones.	17	3
1	19	Los gatos están abajo de la mesa.	14	6
		TOTAL	125	15
2	6	Ellos no están comiendo.	18	2
2	7	¿Dónde estás?	20	0
2	8	Yo no soy ama de casa.	15	5
2	9	¿Quién es usted?	19	1
2	16	Tengo un escritorio grande.	13	7
2	17	Las paredes no son amarillas.	15	5
		TOTAL	100	20
3	10	Él no va a la escuela.	5	15
3	12	Ellas quieren un helado.	11	9
3	14	A mi mamá le gustan las flores.	14	6
3	15	Ellos tienen dos perros.	19	1
		TOTAL	49	31
4	11	¿Cómo se pronuncia esta palabra?	2	18
4	18	¿Qué haces los fines de semana?	12	6
4	20	¿A qué hora sales del trabajo?	10	10
		TOTAL	24	34

Table 14. Group B's final test.

Section	#	Questions	Correct answers	Incorrect answers
1	1	Buenas tardes.	20	0
1	2	Que pase un buen día.	18	2
1	3	Ella está en casa.	15	5
1	4	Esta mesa es blanca.	18	2
1	5	Nosotros estamos en el trabajo.	14	6
1	13	Estas sillas son marrones.	12	6
1	19	Los gatos están abajo de la mesa.	1	19
		TOTAL	98	40
2	6	Ellos no están comiendo.	15	5
2	7	¿Dónde estás?	16	4
2	8	Yo no soy ama de casa.	14	6
2	9	¿Quién es usted?	15	5
2	16	Tengo un escritorio grande.	13	7
2	17	Las paredes no son amarillas.	12	6
		TOTAL	85	33
3	10	Él no va a la escuela.	3	17
3	12	Ellas quieren un helado.	7	13
3	14	A mi mamá le gustan las flores.	10	10
3	15	Ellos tienes dos perros.	17	3
		TOTAL	27	43
4	11	¿Cómo se pronuncia esta palabra?	0	20
4	18	¿Qué haces los fines de semana?	0	20
4	20	¿A qué hora sales del trabajo?	0	20
		TOTAL	0	60

4.7.4 Attendance

This section aims at analyzing the general attendance of both of the groups. In the case of the group A, it refers to every time they were present in a live session plus the Friday session, and in the case of the group B, every time they attended the face-to-face sessions. The results can be found in the next two tables:

Table 15. Attendance (Group A)

Week #	Monday	Tuesday	Wednesday	Thursday	Friday	Average
1	19	20	18	20	20	19.4
2	20	17	19	19	18	18.6
3	19	16	18	18	15	17.2
4	17	16	18	19	16	17.2
					Total	18.1

Table 16. Attendance (Group B)

Week #	Monday	Tuesday	Wednesday	Thursday	Friday	Average
1	20	18	20	19	15	18.4
2	19	16	16	18	16	17
3	17	18	15	19	17	17.2
4	16	14	16	14	15	15
					Total	16.9

4.7.4 Student opinions on the course

To complement the interviews that were held during the first and last day of class, the teacher prepared anonymous questionnaires with Likert scales for easy data gathering and a better understanding of their opinion on the course. These easy questionnaires (in Spanish) were done during our last meeting, and the template translated in English is provided below:

	☹	🙁	😐	🙂	😊
I learnt all the contents provided during these 4 weeks.					
I think Facebook is a perfect way for me to learn English.					
My experience during this 4-week course was terrible.					
I met a lot of interesting people.					
The teacher, and only her, helped me during the learning process.					
This course was too long.					
I felt out of place during the live sessions or during the question and answer process.					
I felt like my previous schooling was important to take this course.					
I am willing to learn more English using this same technique.					
My experience in this course was better than any other experience learning English.					

Figure 22. Simplified Likert scale for Group A.

Combined with the interviews, which were much more personalized, with this questionnaire it was possible to gather most of the information on their final opinion of the course, in different graphics.
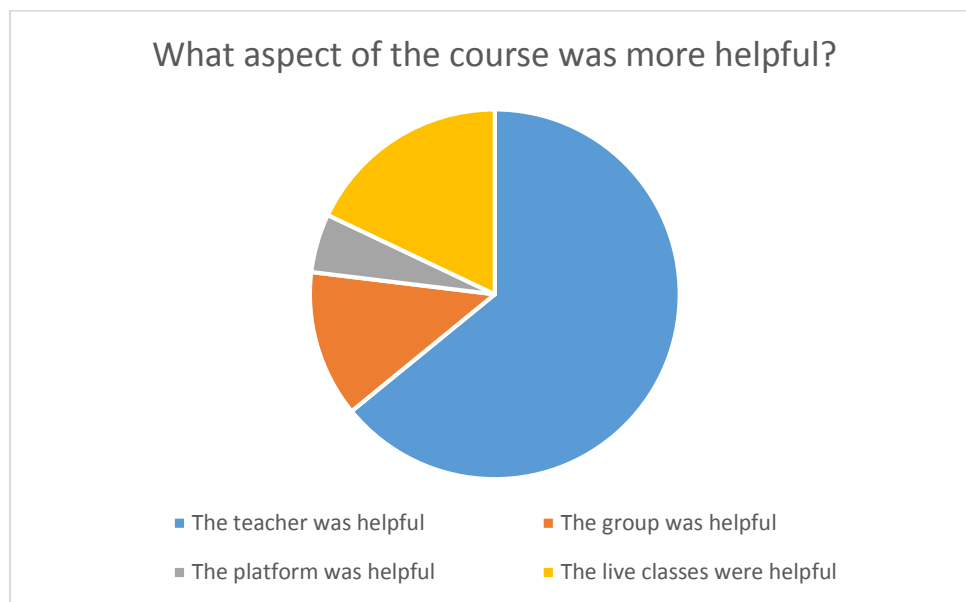
Figure 23. Opinion on how helpful the course was (Group A).

In this graph, we can see that there was a variety of opinions on what aspect was the most efficient on the learning process. Only one of the four options was for them to choose. Most of them agreed that the teacher was the most important component of the course, not only during the live classes but also during the question and answer procedure. The teacher's intention was that they would really connect with the group itself, so that they would help each other; but not everybody was a good team player. There were several issues on people not understanding exactly how the group worked. During the live classes, the teacher could feel there was certain chaos on occasion; they did not realize (or did not take into consideration) that the video was being watched by the whole group. In this way, they would ask questions all at the same time, without taking the required turns, and causing frustration on some of the other students who were less patient.
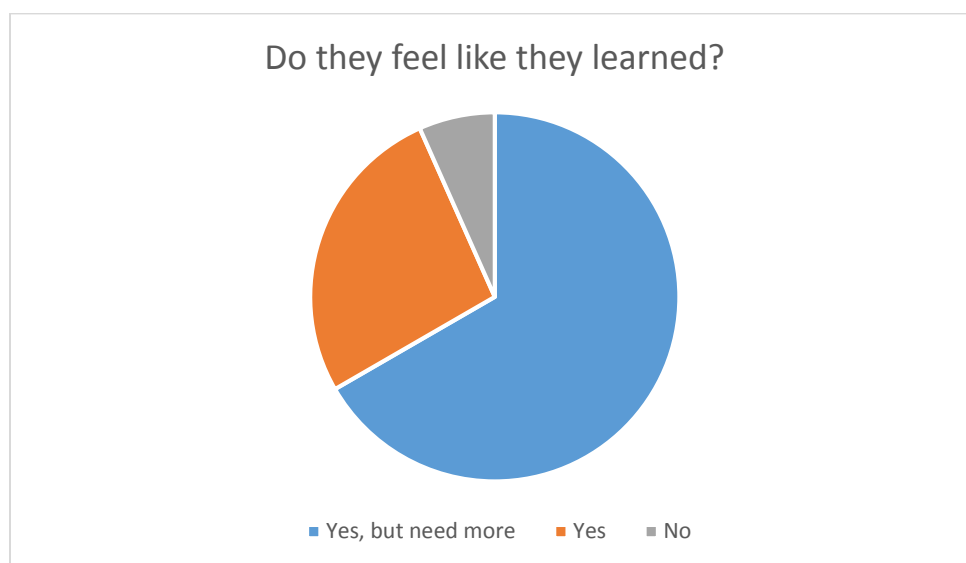
Figure 24. How much they think they have learned. (Group A)

4.9 DISCUSSION

In general terms, it is a good sign that so many people were willing to enroll in this experiment. It shows that, even though they may be well established in this nation, as we can see in Figures 6 and 9, they want to stand up for themselves and try to learn the basic communication skills required to have a prosperous life in the country. During most of the time that the course was being held, they kept their positive attitude towards both acquiring a new language, and learning a new way of learning. Using the examples shown in Section 4.5, the aim of the following paragraphs will be to help understand how the teacher's pilot design and general input helped improve the learners' results.

- The collaborative learning style fell through even easier than the teacher would have thought in the first place. The *reactions* to their peers' comments and contributions was the fastest and most popular way to give feedback among students. It was not a requirement, but soon it became a rule; when they saw a mistake, they would react with a crying face, and when they saw a good answer, they would add a heart or a thumbs up.

- Some students were a bit lost on how to perform the activities in the group. This was usually solved by the teacher's feedback (as seen in Figure 18), but also among peer learners.

- The reason why the teacher stopped posting the feedback in *public*, is because she noticed that, unfortunately, some students would take advantage of this situation and wait to provide their contributions after she gave extra instructions on how to answer to the homework.

- The distraction factor was something that the students would bring up during the face-to-face sessions; they would claim that there are too many ads in the application, or that they would get messages on their phone and get out of the course, provoking an extra waste of time.

- In the end, it is important to point at the final evolution of attendance between Group A and Group B. The difference of the average is more than a point, which is caused by the fact that online sessions were easier for the students to attend, balancing their personal lives with their educational process.

CHAPTER 5. CONCLUSIONS

Mexican immigrants in the United States are one of the largest alien communities in this country; they arrive in here with their own educational and cultural background. Once they settle down, one of their biggest necessities is to learn the English language in a fast and simple way. This is not always easy because of the circumstances that we have already seen in the previous chapters (immigration, lack of literacy programs, language barriers, etc.). Nevertheless, there are numerous tools that help the teachers' task with this group of students. One of them would be the method created during this research; a Facebook group as learning platform.

First, it was important to define literacy and its types. The definition of the scope of this term was of major importance to understand how far this experiment was going to reach. There was no use to try to analyze every type, because of obvious reasons such as time, dedication, lack of extra staff, and lack of a more ambitious budget. Besides, it was imperative to make the teacher more aware of why literacy is a social phenomenon so closely related not only to the everyday life, but also to any kind of job.

The next stage was to analyze literacy and social networks in relation to how they are interrelated and how to create the best method for illiterate students to make the most of the online platform chosen, Facebook. In this line, the *Social Exchange Theory* was prevailing to understand how would an online community affect the target group, and how to create engaging strategies to incentive them to participate in a complete new experience for them.

Getting deeper into the creation of the course was not an easy task. Even after understanding their needs, as well as their cultural and educational background, the selection of materials was a combination of having to deal with lack of specific resources for illiterate students, and the creation of the teacher's own lectures.

The students showed a vast improvement when using not only the platform itself (Facebook group) but also they acquired a fair level of English grammar and vocabulary, according to the short 4-week intensive course. The students turned to be more active as a group because they made use of collaborative learning, and, being something fun and easy, they could share it with their fellow mates, family and friends. Besides, now they feel more confident when they talk about learning online, after most of them being skeptical about being able to learn a new

language through their cellphones. This motivates them to continue with the whole learning process, with possibility of enrolling in another intensive course.

The whole experience during the 4-week course was completely educative not only for my students, but also the teacher. The instructor learnt how to overcome the illiteracy challenges, as well as about the students' culture, their concerns, their personalities, their learning styles, their different opinions, while building relationships with them to help them in the education process. For them, it was an evolving progression that required a great amount of effort not only from them, but also from the teacher. The first week was the most difficult one. They had to go through an adaptive learning development to get used to the Facebook group, the dynamics, the live sessions, the participation, etc. By the second week, they were struggling less with the platform itself, and they were more concentrated on learning the English contents. The third week went smoothly, with the foreseen difficulties of trying to teach a lot of contents in such a short amount of time. During the fourth week, some of them were already disappointed that the course was about to be over, and were somewhat discouraged to continue, which was reflected in the attendance records.

The first objective of this research was to know and to understand the cultural, social and educational values of the target group. This was achieved successfully mainly during the initial interviews[17] and the pre-knowledge tests, which results are to be found in Sections 4.2 and 4.3.1. The students had common concerns, interests and routines. After understanding their needs as target group, the second objective was to determine the most appropriate characteristics of the didactic material that was necessary to be adapted for these students. Being them adults with low level of literacy, the contents needed to have certain characteristics to catch their attention and interest at a glance, and the teacher was able to develop this feature with high level of accuracy.

The third objective was to develop the content structure of the most basic grammar features of the language, and to combine them to be taught in a four week period, adapting it to the student needs. As it was seen in Section 4.2.2, the temporization of the sessions was always the same, creating a simple routine for the students, and utilizing memorizing techniques during class such as repetition, active question and answer lectures, and weekly reviews. The fourth

---

[17] See Annex I.

objective was to implement Facebook as a learning platform for the target group, using its intuitive model and the students' previous knowledge on it. In Section 4.1, it was pointed out that this social network is a big part of the population's life in the US, no matter what their cultural or educational background may be. With the creation of the group *Let's Talk! Vive tu Idioma*, it was possible to conduct the main backbone of the course completely through their Facebook application on their smartphone. Since scrolling over this social network was already in their everyday routine, it was easy to have them follow up with the course regularly, aside from the fact that they did not require any extra training on any new platform.

The last objective was to improve the attendance and performance of the students, encouraging the collaborative learning. As it was analyzed in Section 4.7.4, the fact that Group A was following a b-learning style of course with mainly online sessions, it was proved to be a better option for those students who have to balance their jobs and other personal duties with the language learning process. It was also acknowledged that this group performed academically better than Group B; the innovative use of Facebook as an educative platform was an overall success.

There are a few aspects that remained unreachable during this experiment. The original number of students was set to 20 in order to have significant data to analyze. Regardless of this, it was noticed that this kind of students need a more personalized experience during the classes, and sometimes there was a sense of chaos in the live sessions, and also in the group forums. In order to prevent that in next-to-come teaching pilots, it is important to take into consideration the possibility of accepting less students in each group, that is to say, a maximum of 10 students per instructor. In this sense, they will feel more confident with the teacher and with the group itself, and also there will not be confusion when the time comes to participate in the online platform.

Another point that it is needed to be remarked, is the fact that the teacher was able to incorporate fiction short stories to the course, which had been chosen by votes. However, the subjects that dealt with their daily life were more relevant and easier for them, so a possible follow-up of this experiment would be to concentrate on the creation and adaptation of educative content that includes everyday situations. This will improve their confidence in themselves, since they are easier subjects for them to read and memorize vocabulary, grammar aspects, and they can also practice pronunciation in a day-to-day basis.

The distraction factor was something that was brought up not only during the face-to-face sessions but also during the last interviews by a significant amount of students. There needs to be some more possible research on how to evade the *temptation* to leave the group and start *scrolling* regularly on Facebook, using any other application on the cellphone, texting or calling. A possible solution to this problem would be to create a reward system using the guidelines of the *Social Exchange Theory* that were mentioned in Chapter II.

I would like to finish this paper with the acknowledgement of the experiment being an overall success, taking into account there was only a very short amount of time to teach such an ambitious curriculum to a specific kind of population that has its special needs. In the end, the reward that the teacher got after seeing the students reach our goals was, more important in a personal remark than the fact that this kind of course needs more improvements in the future.

WORKS CITED

Barriga Villanueva, R. (1995) *México, País Plurilingüe.* El colegio de México.

Campero, C, Castro, L and Díaz, C. (2008) *Mexico: Analysing the International Adult Literacy Benchmarks in our Context. National and Regional Reflections On Operationalising the Benchmarks.*

Christie, F, and Misson, R. (2012) *Literacy and Schooling.*

De Silva, R. (2010) *Rubrics for Assessment: Their Effects on ESL Students' Authentic Task Performance.* CELC Symposium.

Delgado-Gaitan, C. (1987) *Mexican adult literacy: New directions for immigrants. Becoming literate in English as a second language.*

Dörnyei, Z. (2001) *Motivational Strategies in the Language Classroom.* Cambridge University Press.

Emilsson, E. s.f. *Perspectiva multilingüe y multicultural en la formación de docentes de inglés como lengua extranjera.* Universidad Pedagógica Nacional-Ajusco.

Farr, M.(1994) *En los dos idiomas: Literacy practices among Chicago Mexicanos. Literacy across communities.*

Ferreiro, E. (1983) *Los adultos no alfabetizados y sus conceptualizaciones acerca del sistema de escritura.* México.

Ferreiro, E. (1983) *Los Adultos no Alfabetizados y Sus Conceptualizaciones Acerca Del Sistema De Escritura. En Cuadernos De Investigaciones Educativas.* Mexico.

Freire, P. (1986) *La Importancia De Leer y El Proceso De Liberación.* 4th ed. Ciudad Mexico: Editorial Siglo XXI, 1986.

Gajarde, M. (1982) *Educación de adultos en América Latina: problemas y tendencias. Aportes para un debate.* OREALC/Santiago: Santiago de Chile.

Gee, J. s.f. *Language and Literacy: Reading Paulo Freire Empirically.* Department of Curriculum and Instruction, Teacher Education Building, University of Wisconsin-Madison.

Gonzalez, D., St. Louis, R.. (2012) *The use of Web 2.0 tools to promote learner autonomy.* Independence, Vol. 43, pp. 28 – 32.

Green, David A. and Riddell, W., (2007) *Literacy and the Labour Market: The Generation of Literacy and Its Impact on Earnings for Native-born Canadians, International Adult Literacy Survey (collection)*, Catalogue No. 89-552-MIE, No. 18, Statistics Canada, Ottawa, 2007.

Isisag, Korkut U. (2012) *The Positive Effects of Integrating ICT in Foreign Language Teaching. ICT for Language Learning.* 5th Edition. Gazi University: Turkey.

Hart, C. (2003) *Analfabetismo científico en la nueva era imperial. Artículos y documentos ajenos.* Asociación Cultura Paz y Solidaridad Haydee Santamaría. La Habana.

Hertz, M. B. (2011) *A New Understanding of the Digital Divide.* George Lucas Educational Foundation.

Hirsh, E. D. (1987) *Alfabetismo cultural: lo que todo americano debe saber.* Boston: Houston Miflinn. Pxiii.

Hismanoglu, M. (2012) *Prospective EFL Teachers' Perceptions of ICT Integration: A Study of Distance Higher Education in Turkey.* Educational Technology & Society, 15 (1), 185–196.

Homans, G. C. (1958). *Social Behavior as Exchange*, American Journal of Sociology 63: 597-606.

Houcine, S. (2012) *The effects of ICT on learning/teaching in a foreign language.*

Hunter, C St J, and Harman, D. (1979) *Adult Illiteracy in the United States: A Report to the Ford Foundation.*

Jurich, S. (2001) *ICT and the teaching of foreign languages.* TechKnowLogia, Knowledge Enterprise, Inc.

Kalnina, S., Kangro, I. (2007) *ICT in Foeign Language Teaching and Learning at University of Latvia in the light of Fiste Project.* ICT in Education: Reflections and Perspectives – Bucharest.

Kirubahar, J. S., Subashini, A., Santhi, V.J. (2011) *ICT Enabled Language Learning Using Handphones - An Experimental Study.* Language in India, Strength for Today and Bright Hope for Tomorrow, Volume 11, ISSN 1930-2940.

Kisby, N. (2011) *The Role of ICT in EFL Teaching: An action research project with young learners in the Czech Republic.*

Kumar, S., Tammelin, M. (2008) *Integrating ICT into Language Learning and Teaching: Guide for Institutions.* Johannes Kepler Universität Linz.

Kyle, Stephen Eric. (1987) *Illiteracy in the United States.* Honors Theses. 805 Vol.

Mayer, R. E. (2001) *Multimedia Learning.* Cambridge University Press.

McLuhan, M. (2012) *Web 2.0 and English Language Learning: A New Model or A New Muddle?*

Morales Domínguez, J. F. s. f. *La Teoría del Intercambio Social desde la Perspectiva de Blau.*

Mullamaa, K. (2010) *ICT in Language Learning - Benefits and Methodological Implications.* International education studies, Vol 3, No 1.

ONU. (2002) *Alfabetización para todos. Una década de la alfabetización de Naciones Unidas.*

Padurean, A., Margan, M. (2009) *Foreign Language Teaching Via ICT.* Revista de Informatica Sociala, vol. VII nr. 12, ISSN 1584-384X.

Pixel. (2014) *Conference Proceedings.* International conference. The future of education. 4th ed. Florence, Italy.

Rahimi, M., Yadollahi, S. (2011) *ICT Use in EFL Classes: A Focus on EFL Teachers' Characteristics.* World Journal of English Language Vol. 1, No. 2, Sciedu Press 17.

Reyes, I. (2007) *Las prácticas de lectoescritura en los hogares de inmigrantes mexicanos.* Revista "Cultura y educación", volumen 19, número 4.

Salehi, H., Salehi Z. (2012) *Integration of ICT in language teaching: Challenges and barriers.* 3rd International Conference on e-Education, e-Business, e-Management and e-Learning IPEDR vol.27 IACSIT Press, Singapore.

Savage, K. Lynn. (1993) *Literacy Through Competency-Based Educational Approaches* in J. Crandall and J.K. Peyton (Eds.), Approaches to Adult ESL Literacy Instruction.

Scribner S. and Cole M. (1981) *The psychology of Literacy.* Cambridge. Harvard University Press.

Unesco. (1967) *Materiales de Lectura Sencillos para Adultos. Preparación y empleo.*

APPENDIX I: Initial interviews transcriptions.

STUDENT 1: Sergio Gómez

FIRST DAY OF CLASS

1. Highest grade completed.

   4th

2. Year.

   1991

3. Length of time in the USA.

   1 year

4. Previous occupation in Mexico (if any).

   Door-to-door seller.

5. Occupation in USA (if any).

   Car seller.

6. Length of time studying English.

   1 month

7. How would you describe yourself and your feelings on the first day of school?

   I feel like in a big adventure!

8. How do you feel about studying English via Facebook?

   I think new technologies are important, and this is a good way to learn more about them.

9. Why is learning English important in your life?

   Because I want to make better sales, I want to get promoted in my job.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

   They did change in the sense that I see how it takes a lot of time to learn English, and that I will have to work hard to get what I want. Nothing comes easy.

2. Who or what has helped you most in studying English?

I felt like the online classes were useful, but I found that the 1-1 classes worked better for me.

3. What do you consider the major difficulties of studying English?

   The present simple is difficult! And also the pronunciation.

4. What do you think was the best and worst thing about the Facebook group?

   The best thing was the comfort ability of access to the learning materials and the worst was that the course is over!

5. Do you think studying online is productive after this experience? Why?

   It is, because it teaches you more about the possibilities of social media.

STUDENT 2: Elena Gómez

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1993

3. Length of time in the USA.

   6 years

4. Previous occupation in Mexico (if any).

   Housewife.

5. Occupation in USA (if any).

   Housewife.

6. Length of time studying English.

   None.

7. How would you describe yourself and your feelings on the first day of school?

   I am nervous about it.

8. How do you feel about studying English via Facebook?

   I wonder how it will be possible!

9. Why is learning English important in your life?
   Because I want to help my children at school and in their lives.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   I just feel like I need more practice.

2. Who or what has helped you most in studying English?
   The group helped me a lot and I even made a couple of friends.

3. What do you consider the major difficulties of studying English?
   There is no enough time to study.

4. What do you think was the best and worst thing about the Facebook group?
   Maybe the best was that it was a surprising way of learning. The worst thing is that there
   is little time to do it.

5. Do you think studying online is productive after this experience? Why?
   Yes, because you can learn during your little free time, anywhere.

   STUDENT 2: Christian Hernández

FIRST DAY OF CLASS

1. Highest grade completed.

   2nd

2. Year.

   Early 1990's

3. Length of time in the USA.

   3   years

4. Previous occupation in Mexico (if any).

   Bartender.

5. Occupation in USA (if any).

   Yard laborer.

6. Length of time studying English.

   None.

7. How would you describe yourself and your feelings on the first day of school?

   I doubt I can do it, but I may try.

8. How do you feel about studying English via Facebook?

   I don't know much about Facebook.

9. Why is learning English important in your life?
   To get a better job and make some more money.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   I have a better understanding of what Facebook but I need to practice more English.

2. Who or what has helped you most in studying English?
   The teacher.

3. What do you consider the major difficulties of studying English?
   That I feel everything goes so fast.

4. What do you think was the best and worst thing about the Facebook group?

   The best was the live classes and the worst is that the course is over.

5. Do you think studying online is productive after this experience? Why?

   Yes, but I don't think it's the best way of learning for me.

STUDENT 4: Eusebio Pérez

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1995

3. Length of time in the USA.

   2 years

4. Previous occupation in Mexico (if any).

   Car seller

5. Occupation in USA (if any).

   None.

6. Length of time studying English.

   1 month.

7. How would you describe yourself and your feelings on the first day of school?

   I think I've got this.

8. How do you feel about studying English via Facebook?

   I find it interesting.

9. Why is learning English important in your life?

    So I can sell cars again.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

    I think I learnt a bit but I feel the same.

2. Who or what has helped you most in studying English?

    The group helped but the teacher was more helpful.

3. What do you consider the major difficulties of studying English?

    The pronunciation, and it felt lonely.

4. What do you think was the best and worst thing about the Facebook group?

    Everybody wanted to talk at the same time, but the best thing was to repeat the recorded classes.

5. Do you think studying online is productive after this experience? Why?

    I guess it can be possibly good but it was hard to get to interact in the group.

STUDENT 5: María Esquivel

FIRST DAY OF CLASS

1. Highest grade completed.

    4th

2. Year.

    1996

3. Length of time in the USA.

7 years

4. Previous occupation in Mexico (if any).

None.

5. Occupation in USA (if any).

Housewife.

6. Length of time studying English.

2 months.

7. How would you describe yourself and your feelings on the first day of school?

I feel like there are a lot people like me that don't know English so I am excited.

8. How do you feel about studying English via Facebook?

I don't like Facebook, so I don't know much how it would work.

9. Why is learning English important in your life?
I want to become an American citizen eventually.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
I learnt a lot, and I think the online group was interesting.

2. Who or what has helped you most in studying English?
This class was the best learning experience so far.

3. What do you consider the major difficulties of studying English?
They have so many different words that mean more than one thing, and there is not enough time to memorize them all.

4. What do you think was the best and worst thing about the Facebook group?

The best thing was the ability to meet new people and the worst thing was some people talking all at the same time.

5. Do you think studying online is productive after this experience? Why?

   Yes, but I prefer face to face classes, or at least only with one person involved.

STUDENT 6: Esteban Gutiérrez

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1994

3. Length of time in the USA.

   3 years

4. Previous occupation in Mexico (if any).

   Florist.

5. Occupation in USA (if any).

   Flower seller.

6. Length of time studying English.

   2 months.

7. How would you describe yourself and your feelings on the first day of school?

   I am happy to be here.

8. How do you feel about studying English via Facebook?

Good, because sometimes I sell plants on Facebook.

9. Why is learning English important in your life?

I am hopeful that my English will improve my sales.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

I am still happy to be part of this class.

2. Who or what has helped you most in studying English?

The teacher.

3. What do you consider the major difficulties of studying English?

Learning to use the group was difficult.

4. What do you think was the best and worst thing about the Facebook group?

The best part was that I met a lot of people, and the worst thing is that the course is over.

5. Do you think studying online is productive after this experience? Why?

Yes, I think not only to study but also to learn about other groups on Facebook.

STUDENT 7: Carlos López

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1991

3. Length of time in the USA.

7 years

4. Previous occupation in Mexico (if any).

Welder.

5. Occupation in USA (if any).

Yard laborer.

6. Length of time studying English.

None.

7. How would you describe yourself and your feelings on the first day of school?

I am ready to get this done.

8. How do you feel about studying English via Facebook?

If it will be a good way to do it, whatever it takes, I am cool with it.

9. Why is learning English important in your life?
I want to learn English to pass the welding license test.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
Not really, I feel like there is a lot more to learn.

2. Who or what has helped you most in studying English?
The easiness to do it online so I didn't have to get out of my house.

3. What do you consider the major difficulties of studying English?
The pronunciation and structures.

4. What do you think was the best and worst thing about the Facebook group?
Most of them seemed like they didn't want to learn, but every time I asked a question I got an answer so that was good.

5. Do you think studying online is productive after this experience? Why?

   It wouldn't be my choice for studying but most things are online now.

STUDENT 8: Diego Vicente

FIRST DAY OF CLASS

1. Highest grade completed.

   4th

2. Year.

   1994

3. Length of time in the USA.

   8 years

4. Previous occupation in Mexico (if any).

   None.

5. Occupation in USA (if any).

   Gardening/Mechanic.

6. Length of time studying English.

   1 year.

7. How would you describe yourself and your feelings on the first day of school?

   I am ready to learn.

8. How do you feel about studying English via Facebook?

   I don't know how that could be possible.

9. Why is learning English important in your life?

   I want to have my own shop.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

   I still feel like I need to learn a lot.

2. Who or what has helped you most in studying English?

   The teacher.

3. What do you consider the major difficulties of studying English?

   The pronunciation.

4. What do you think was the best and worst thing about the Facebook group?

   I feel like there was a big feeling of confusion in there, or maybe not very well organized.

5. Do you think studying online is productive after this experience? Why?

   It is frustrating sometimes, I didn't get to participate much.

STUDENT 9: Eugenia Rodrígez

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1996

3. Length of time in the USA.

   2 years.

4. Previous occupation in Mexico (if any).

   House maid.

5. Occupation in USA (if any).

   Cleaning.

6. Length of time studying English.

   1 month.

7. How would you describe yourself and your feelings on the first day of school?

   I'm excited to try to learn something new.

8. How do you feel about studying English via Facebook?

   I use Facebook a lot, but not for learning, so this sounds cool.

9. Why is learning English important in your life?
   So I can have a better job in this country.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   I am sad that is over, because I feel like I could learn a lot more.

2. Who or what has helped you most in studying English?
   The teacher.

3. What do you consider the major difficulties of studying English?
   Learning how to apply what I learnt to the rest of my life.

4. What do you think was the best and worst thing about the Facebook group?
   Getting to know that I am not the only one struggling to learn was both the best and worst thing about it.

5. Do you think studying online is productive after this experience? Why?
   I think it is very distractive but you can use it to learn some.

STUDENT 10: Paula Granada

FIRST DAY OF CLASS

1. Highest grade completed.

   4th

2. Year.

   1989

3. Length of time in the USA.

   10 years

4. Previous occupation in Mexico (if any).

   Housewife.

5. Occupation in USA (if any).

   Housewife.

6. Length of time studying English.

   3 months.

7. How would you describe yourself and your feelings on the first day of school?

   I feel like when my kids go to school their first day.

8. How do you feel about studying English via Facebook?

   If it's possible, I would find it very convenient.

9. Why is learning English important in your life?
   Because I want to help my children with schooling and life in this country.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

Yes, it is so much more extensive than what I thought the first day.

2. Who or what has helped you most in studying English?

    The teacher and the group.

3. What do you consider the major difficulties of studying English?

    There is no enough time with all my children's activities.

4. What do you think was the best and worst thing about the Facebook group?

    The bad connection made it difficult to understand the live classes but it was good overall.

5. Do you think studying online is productive after this experience? Why?

    Yes, so I know why my children like it so much!

STUDENT 11: Sebastián Pereira

FIRST DAY OF CLASS

1. Highest grade completed.

    2nd

2. Year.

    1990

3. Length of time in the USA.

    5 years

4. Previous occupation in Mexico (if any).

    Gardener.

5. Occupation in USA (if any).

   Gardener.

6. Length of time studying English.

   None.

7. How would you describe yourself and your feelings on the first day of school?

   I am very nervous.

8. How do you feel about studying English via Facebook?

   I use Facebook to message my clients, but I don't know how to study English with it.

9. Why is learning English important in your life?
   Because I want to talk to American clients as well, not only Mexicans.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   Not much. I think it is very difficult to go back to school.

2. Who or what has helped you most in studying English?
   The teacher and the group.

3. What do you consider the major difficulties of studying English?
   I don't feel like I can study alone.

4. What do you think was the best and worst thing about the Facebook group?
   It is difficult to understand how it works.

5. Do you think studying online is productive after this experience? Why?

   Yes, but I need more help with it.

STUDENT 12: Irma Hidalgo

FIRST DAY OF CLASS

1. Highest grade completed.

    4th

2. Year.

    1985

3. Length of time in the USA.

    15 years

4. Previous occupation in Mexico (if any).

    Tailor.

5. Occupation in USA (if any).

    Housewife.

6. Length of time studying English.

    5 months.

7. How would you describe yourself and your feelings on the first day of school?

    I have a lot of questions and I am happy to be part of this.

8. How do you feel about studying English via Facebook?

    I would love to learn how, I spend a lot of time online doing nothing.

9. Why is learning English important in your life?
    Because I would like to open my own business tailoring.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
    Yes, I can't believe I have learnt through Facebook without leaving home.

2. Who or what has helped you most in studying English?

   Some people were really helpful but the teacher helped the most.

3. What do you consider the major difficulties of studying English?

   I find it hard to do it by myself with no distractions.

4. What do you think was the best and worst thing about the Facebook group?

   The best thing was being able to watch the recorded classes at any time and the worst is that there were too many questions during these, all at the same time.

5. Do you think studying online is productive after this experience? Why?

   It is productive because I can do it in my free time but I get very distracted.

STUDENT 13: Rosalva Martínez

FIRST DAY OF CLASS

1. Highest grade completed.

   4th

2. Year.

   1989

3. Length of time in the USA.

   9 years

4. Previous occupation in Mexico (if any).

   Housewife.

5. Occupation in USA (if any).

   Housewife.

6. Length of time studying English.

   2 months.

7. How would you describe yourself and your feelings on the first day of school?

I am excited to be here but a bit nervous as well.

8. How do you feel about studying English via Facebook?

It feels like everything is possible nowadays!

9. Why is learning English important in your life?
Because I want to help my kids while they grow up in this country.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
A little bit, I feel like a learnt a lot.

2. Who or what has helped you most in studying English?
The teacher.

3. What do you consider the major difficulties of studying English?
There is not enough time for everything.

4. What do you think was the best and worst thing about the Facebook group?
It was good to see the classes anytime, but sometimes there were a lot of people talking at the same time.

5. Do you think studying online is productive after this experience? Why?
Yes, I can do it anywhere I go.

STUDENT 14: José Juárez

FIRST DAY OF CLASS

1. Highest grade completed.

3rd

2. Year.

   1988.

3. Length of time in the USA.

   3 years

4. Previous occupation in Mexico (if any).

   Fisherman.

5. Occupation in USA (if any).

   Yard labor.

6. Length of time studying English.

   2 months.

7. How would you describe yourself and your feelings on the first day of school?

   I am happy to be here.

8. How do you feel about studying English via Facebook?

   I am curious to see how that works.

9. Why is learning English important in your life?
   Because it is very needed in this country.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   I didn't think it was going to be possible.

2. Who or what has helped you most in studying English?
   The teacher and some mates.

3. What do you consider the major difficulties of studying English?
   I can't do it by myself.

4. What do you think was the best and worst thing about the Facebook group?

Some people ask questions that confuse me more than anything, but the live classes were good.

5. Do you think studying online is productive after this experience? Why?

Yes, but I feel like face-to-face would be better for me.

STUDENT 15: Julio Guerrera

FIRST DAY OF CLASS

1. Highest grade completed.

   4th

2. Year.

   1992.

3. Length of time in the USA.

   4 years

4. Previous occupation in Mexico (if any).

   Labor work.

5. Occupation in USA (if any).

   Labor work.

6. Length of time studying English.

   None.

7. How would you describe yourself and your feelings on the first day of school?

   I am ready to learn the language.

8. How do you feel about studying English via Facebook?

I think it will be fun.

9. Why is learning English important in your life?

Because I want to find a better job.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

   Well, I feel like I learnt some but I need more help.

2. Who or what has helped you most in studying English?

   The teacher, but I want more live classes.

3. What do you consider the major difficulties of studying English?

   It's difficult to do it without help at home.

4. What do you think was the best and worst thing about the Facebook group?

   The best thing were the live classes, the worst thing was that it is now over.

5. Do you think studying online is productive after this experience? Why?

   Yes, but I know I need to learn more.

STUDENT 16: María Sánchez

FIRST DAY OF CLASS

1. Highest grade completed.

   2nd

2. Year.

   1993.

3. Length of time in the USA.

   2 years

4. Previous occupation in Mexico (if any).

   Housekeeper.

5. Occupation in USA (if any).

   Housewife.

6. Length of time studying English.

   1 month.

7. How would you describe yourself and your feelings on the first day of school?

   It feels good to be back to school.

8. How do you feel about studying English via Facebook?

   I use Facebook a lot, so I want to see how to study through it.

9. Why is learning English important in your life?
   Because I want to improve my education.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   I feel more capable of studying.

2. Who or what has helped you most in studying English?
   The teacher and Facebook.

3. What do you consider the major difficulties of studying English?
   Practicing pronunciation.

4. What do you think was the best and worst thing about the Facebook group?
   I think the best thing was to be able to be a group where we were all the same. No
   bad things.

5. Do you think studying online is productive after this experience? Why?

Yes, I loved the experience!

STUDENT 17: Omar Domínguez

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1987.

3. Length of time in the USA.

   5 years

4. Previous occupation in Mexico (if any).

   Carpenter.

5. Occupation in USA (if any).

   Carpenter.

6. Length of time studying English.

   2 months.

7. How would you describe yourself and your feelings on the first day of school?

   I am not sure what we are going to do.

8. How do you feel about studying English via Facebook?

   I don't think that is possible, but I want to see it.

9. Why is learning English important in your life?
   Because I want to open my own business in this country.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

   I am surprised that we were able to learn through our cellphones.

2. Who or what has helped you most in studying English?

   The teacher and the homework.

3. What do you consider the major difficulties of studying English?

   Pronunciation is very difficult.

4. What do you think was the best and worst thing about the Facebook group?

   The best thing was the teacher being so patient with us, and the worst thing is that the course is over.

5. Do you think studying online is productive after this experience? Why?

   Yes, I think it is a good way to learn English.

STUDENT 18: Brandon Galván

FIRST DAY OF CLASS

1. Highest grade completed.

   3rd

2. Year.

   1991.

3. Length of time in the USA.

   4 years

4. Previous occupation in Mexico (if any).

   General labor.

5. Occupation in USA (if any).

   General labor.

6. Length of time studying English.

   None.

7. How would you describe yourself and your feelings on the first day of school?

   It feels strange to be back to a class.

8. How do you feel about studying English via Facebook?

   I think it will be very interesting.

9. Why is learning English important in your life?
   So I can have a better job.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?

   I learned a lot, I didn't think I was going to be able to understand the verb to be!

2. Who or what has helped you most in studying English?

   The group had a very good feeling, and of course the teacher.

3. What do you consider the major difficulties of studying English?

   It is difficult to read something that it is not pronounced the same as Spanish.

4. What do you think was the best and worst thing about the Facebook group?

   Sometimes the bad connection didn't let me make the most of the live classes.

5. Do you think studying online is productive after this experience? Why?

   Yes, but I think it's better to do face-to-face classes in my case.

STUDENT 19: Virginia Gallo

FIRST DAY OF CLASS

1. Highest grade completed.

4th.

2. Year.

   1992.

3. Length of time in the USA.

   5 years.

4. Previous occupation in Mexico (if any).

   House maid.

5. Occupation in USA (if any).

   Housekeeper.

6. Length of time studying English.

   1 month.

7. How would you describe yourself and your feelings on the first day of school?

   I am ready to learn English.

8. How do you feel about studying English via Facebook?

   I think it would be a great option.

9. Why is learning English important in your life?
   Because it is the main language of this country and I don't want to depend on other people to have to translate for me.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
   I see that there is so much to learn and it's not going to be fast.

2. Who or what has helped you most in studying English?
   The teacher mostly, and also the group.

3. What do you consider the major difficulties of studying English?

   The lack of time in between all the house duties.

4. What do you think was the best and worst thing about the Facebook group?

   I don't think there was any bad thing, well, just that it is over now, and there is still so much to learn.

5. Do you think studying online is productive after this experience? Why?

   Yes, and I would love to continue doing it.

STUDENT 20: Fabián Ibarra

FIRST DAY OF CLASS

1. Highest grade completed.

   2nd

2. Year.

   1990.

3. Length of time in the USA.

   6 years.

4. Previous occupation in Mexico (if any).

   General labor.

5. Occupation in USA (if any).

   Yard labor.

6. Length of time studying English.

   None.

7. How would you describe yourself and your feelings on the first day of school?

   I am very nervous.

8. How do you feel about studying English via Facebook?

I don't understand how that is possible.

9. Why is learning English important in your life?
Because I want to have a better opportunity in this country.

LAST DAY OF CLASS

1. Do you feel that your initial feelings have changed? If so, in what way? Why?
Yes, I am not nervous anymore and I have learnt quite a bit.

2. Who or what has helped you most in studying English?
I think mostly the live classes, the teacher is very good!

3. What do you consider the major difficulties of studying English?
It is hard to dedicate the necessary time to it.

4. What do you think was the best and worst thing about the Facebook group?
The best thing was the teacher being so patient, and the worst thing is that it is over.

5. Do you think studying online is productive after this experience? Why?
Yes, and I know I still need to learn so much more.

APPENDIX II: Materials used in Week 1

Good morning.

Good afternoon.

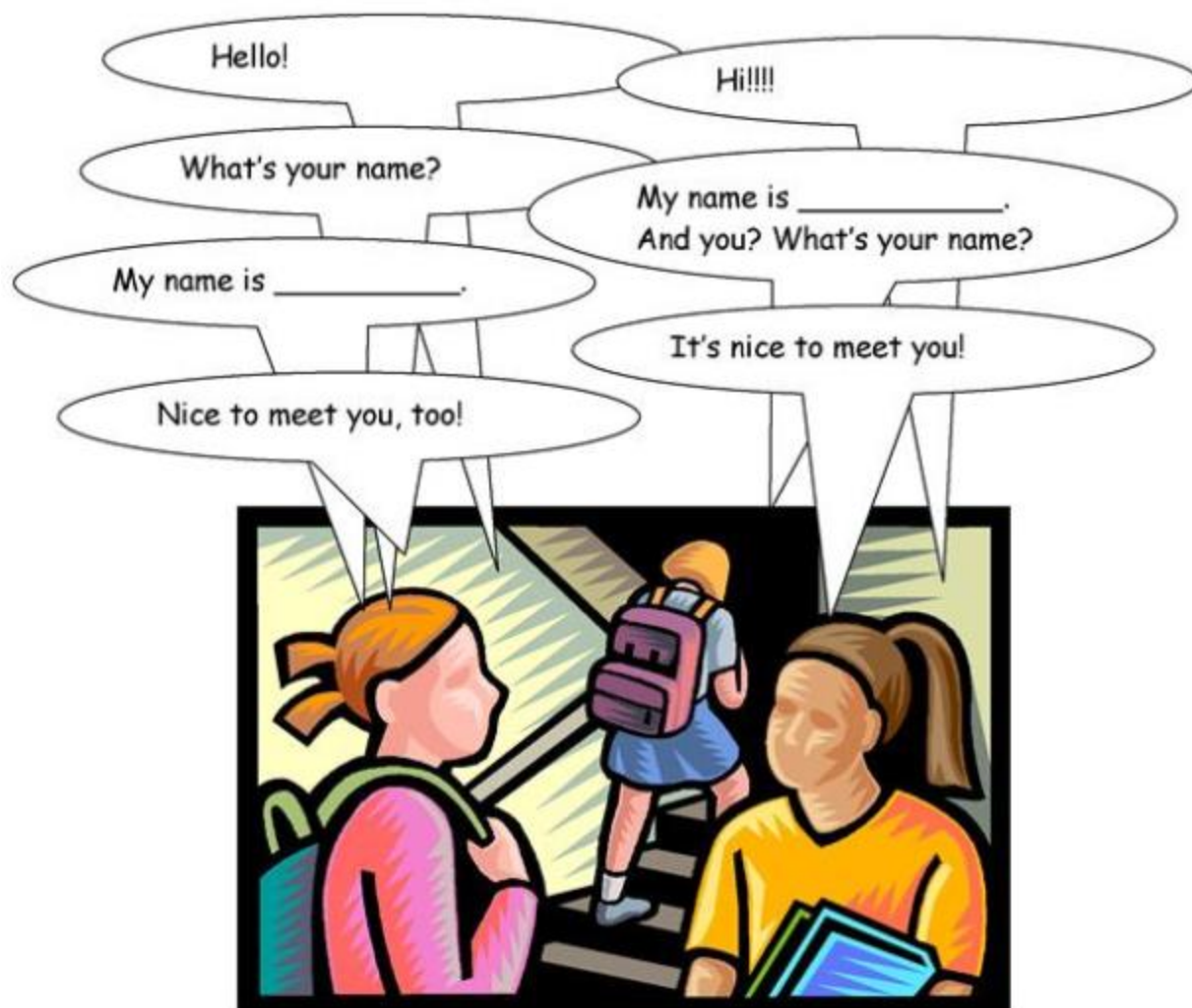Good evening.

How are you?

I'm fine.

How are you doing?

I'm doing great!

Hello!

Hi!

APPENDIX III: Materials used in Week 2

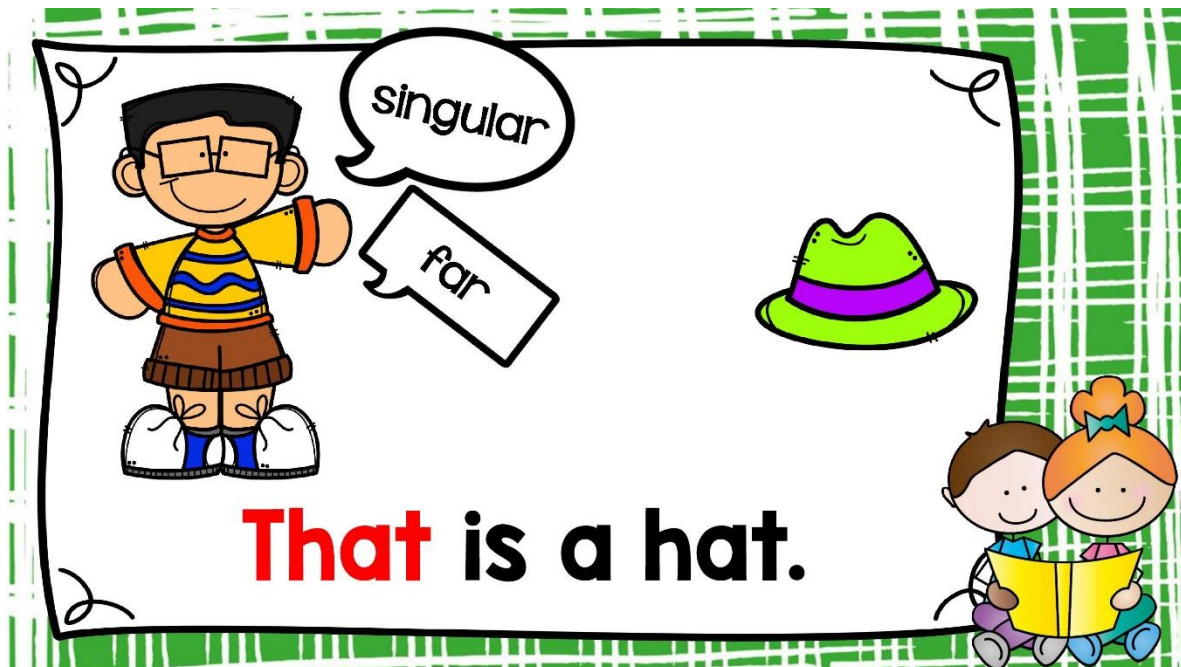| QUESTION	ANSWER
I	You're (singular)
You (singular)	I'm
He	He's
She	She's
It	It's
We	You're (plural)
You (plural)	We're
They	They're

father - mother
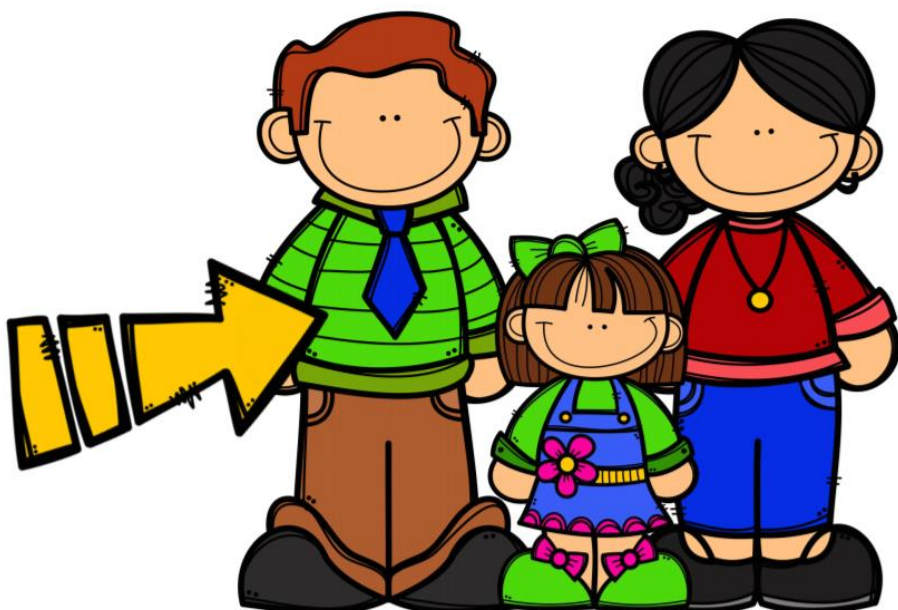
parents

daughter - son

children s

APPENDIX IV: Materials used in Week 3

APPENDIX V: Materials used in Week 4

Vitamins in Vegetables

You need vitamins. Everyone, young and old, needs them. The vitamins are necessary to have a robust body and to stay strong and healthy. When you eat fresh vegetables from your garden, you get pure vitamins.

The seeds are rich in certain vitamins, too. The vegetables produce and contain them. The ripe fruit, the vegetables and cereals provide us with vitamins, along with other food substances.

We don't find the taste or the smell of vitamins in our meals. We don't see them in any food we eat. But we need them to stay in excellent health. Try to include the seven essential foods every day in all your family meals.

News for You

MAY 24, 1961

Pioneers of the Sky

Do you know who these two men are? They are pioneers. They are pioneers in the sky above us.