The Use of Facebook to Support Student Engagement: A Case of Thai Studies Course

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Abstract

Due to the digital technology disruption, the purposes of this study are to study 1) Facebook using behavior to support student engagement in Thai Studies course and 2) the results of using Facebook to support such engagement. Samples comprise 70 English major students, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University registering Thai Studies course in academic year 1/2018. Statistics employed include percentage, Mean, and S.D. The research findings are as follows; 1) Facebook using behavior discloses the average time most students spend on Facebook group: 4 times a week and 1-2 hours a time. The Facebook using activities most students participate in includes giving Like Love clicks followed by reading their peer's posts, posing their work, sharing pictures and giving comments, respectively. 2) The results of using Facebook to support student engagement with highest impact includes the like of English followed by the attempt to accomplish the assignments, the interest in information retrieval, the interaction with the teacher, the increase of curiosity, and self-study, respectively. Facebook can, therefore, create online learning community with collaboration and develop such skills as language, communication and computer literacies.

Keywords: Facebook for education, Facebook group, Facebook using behavior, student engagement, tech savvy

INTRODUCTION

Due to the fast-growing Information Communication Technology, English is a vital tool for communication among people around the world. That is because the Internet or World Wide Web enables an important event happening in a part of the world to be simultaneously and clearly broadcast to people in other parts of the world with pictures, texts, and video clip, etc. [1] People with different races who speak different languages can consume the same piece of information or news, and share it to other internet users or netizen, and of course the core language used on the Internet or websites is English language. [2] That's why English is regarded as "World Language", or "Global Language". [3]

Since time passes, the need of internet users has been satisfied more and more by the development of web technology from 1.0 – webs presenting only texts to 2.0 or web application or programs enabling each user to be able not only to retrieve information in the form of texts, pictures, and video clips but also to connect to one another on web pages [4]. And this kind of online communication technology has become 'social media'. The most popular network worldwide as of June 2019 ranked by number of active accounts is market leader Facebook – the first social network to surpass 2.41 billion monthly active users. [5]. Thailand ranks eighth in number of Facebook users, with India, the US and Indonesia take the top three. [6] Based on the survey by The Office of Electronic Transaction Development Agency (Public Organization), Bangkok, Thailand, it is found that Thai active social media users as a percentage of total population is 60.60%, and Generation Y social media users or those who are 19-29 years old is the largest group. [7] Moreover, the capital city with the largest number of Facebook users in the world is Bangkok. Average time spent on Facebook is nearly 3 hours every day and the most popular pages relate to viral videos. [8] Based on these findings, it can be concluded that most university students spend some of their time on social media in a day. In addition, clearly Facebook is an essential part of daily life for most Thai people. [8]

However, the most common language used on the Internet including social media is English language. Due to its perceived enjoyment and social influence, in terms of English language teaching and learning, application of social media in many L2 (foreign language or second language) learning contexts has transformed increasingly teaching method,

curriculum design, and some conception of language learning [9]. That is to say teachers have moved from the application of 'talk & chalk' to 'point & click', and now the application of social media enables classroom instruction in which learners' needs for relationship, and self-actualization can be satisfied. In addition, the usual teaching steps: 3Ps or Presentation, Practice and Production can be blended with the impact of social media by the consideration of 'post, share and like.'

Meanwhile, the development of Information Communication Technology and social media especially Facebook affects the teaching of English in some aspects. In classroom contexts, Facebook allows English language learners to learn from a variety of multimedia with pictures, texts, sounds, YouTube, etc. both in class and outside class while teachers can make use of Facebook to facilitate learning and teaching in more dynamic ways. Communication between teachers and students or students and students take place not only in classroom setting but also on Facebook. [4] The teaching methodologies have included "Task-based learning" and "Project-based learning" in course design. It is, therefore, common for teachers to assign students to engage with English outside the class and bring into the class the authentic English in the forms of reports or classroom presentation. In the meanwhile, Facebook can be a platform for such presentation which can be seen, reflected with Like or Love click and commented by teachers and students at any place and any time. Some changes and improvements on such presentation can be made on Facebook. In this way Facebook can support student engagement in learning. [10]

However, by ignoring what students do with English on Facebook or refusing to engage with our students in social media especially Facebook, teachers will never truly understand their needs and never fully realize potential of using Facebook as a language learning tool. The purposes of this study are to study 1) Facebook using behavior to support student engagement in Thai Studies course and 2) the results of using Facebook to support student engagement in Thai Studies course.

THEORETICAL BACKGROUND

A. The Importance of Student Engagement

The main purpose of course design in English language teaching includes to support the student engagement in learning through the use of authentic language in signs, notices, news and articles. The use of these materials in the forms of texts, pictures, and video clips in classroom instruction is to bring language used in daily life as supplementary materials with the purposes of bridging the real world to the class, and this will motivate and engage students to learn meaningful language. [11] In addition, besides bringing pieces of language used in daily life for classroom learning, the course design requiring students to use English language outside the classroom in English as a Second Language: ESL and English as a Foreign Language: EFL contexts in the forms of task-based language activities will enable students to accomplish and develop English language skills. [12] That is because using of English language outside the classroom requires students to employ language skills learned in class for communication of messages both as senders and receivers. [13]

However, no matter how interesting and challenging these language learning activities are, and how good the teacher's teaching techniques are, without proper student engagement, the well-prepared learning activities will never encourage students to learn. In contrast, learning activities supporting student engagement will enable students to pay attention to learn with interest and motivation to practice and use English language, and this will support meaningful learning experiences leading to effective learning and higher learning outcome. [14] The term "Student Engagement" has been widely recognized in the field of education due to the correlation between student engagement and factors concerning the students' intellect, emotions, behavior, physical and social development. The factors relating to non-cognitive factors: motivation, interest, curiosity, responsibilities, determination, attitudes, learning behavior, self-discipline, social skills and the persistence to face obstacles correlate with cognitive learning results. [15] It can, therefore, be concluded that student engagement is a key to the development of language learning as well as skills improvement.

'Student Engagement' can be defined as 'the interaction between the time, effort and other relevant resources invested by both students and their institutions intend to optimize the student experience and enhance learning outcomes, development of students'

performance, and reputation of the institute. [16] Student engagement relates to the fact that students gain more from their studies and other aspects of learning experience when they devote more time and energy to certain tasks that require more effort than others – studying, interacting with their peers and teachers about substantive matters, applying their learning to concrete situations and tasks in different contexts, and so forth. [17] Student engagement has, also, been defined as participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes. [18] It is, therefore, necessary to create student engagement since stronger student engagement and improved student engagement are common instructional objectives expressed by educators.

Student engagement is measurable and monitorable, and it includes 3 dimensions: behavioral emotional and cognitive engagements. [19] The details of each dimension are as follows:

1) Behavioral engagement includes behavioral norms, such as attendance and involvement, and the absence of disruptive or negative behavior.

2) Emotional engagement refers to engagement with affective reactions such as interest, enjoyment, and a sense of belonging.

3) Cognitive engagement can be described as the time when cognitively engaged students would invest in their learning, seek to go beyond the requirements, and relish challenge. [19]

The study of student engagement would, therefore, be measurable and monitorable to find out to what extent the students engage in the classroom instructions by looking at the 3 dimensions of student engagement including behavioral, emotional and cognitive engagements including student-centeredness or student involvement in the design, conduction and evaluation of the activities. [16] Based on the mentioned issues, the development of effective classroom instruction relies on the course design supporting student engagement resulting in the student learning behavior including emotional, social and cognitive behavior, and this is the major objective of education in all level.

B. State-of-the-Art Facebook

Facebook has become more and more popular each year. The number of Facebook users in Thailand is expected to reach 26.9 million, up from 25.7 million in 2017. [20] The reasons why more and more people spend longer time each day on Facebook lie on its function that fulfills users' needs and preference; perceived enjoyment and perceived usefulness.

In the case of the need for self-esteem, those who regularly update their profiles, their photos, and timeline on Facebook may fulfil their needs to build their self-esteem. These kinds of social media-based activities satisfy users' feelings of being happy with their own characters and abilities. [21] In fact, without Facebook, creating someone's self-esteem requires lots more courage and time, while with Facebook, creating self-esteem seems to be easy and trendy. In the case of the need for self-actualization, relationship, and achievement, Facebook enables users to add friends, express affection through "Like" "Love" click with lovely and catchy stickers, and provide some praise, comfort, chat, etc., through comment. Once again, Facebook makes it easier for people to express their feeling and provide comments which are hard or uneasy to say face to face. This in-turn fulfils user's need for social relationship. [21] However, these kinds of online communication can keep people together while there will be some cases of arguments and online bullying.

In addition, Facebook serves users' perceived usefulness. Due to the ease of use of Facebook which is designed with the concept of being 'user-friendly,' Facebook pages are so easy to navigate that they require very less knowledge of the Internet allowing more people to connect through them. Moreover, some popular sites – Facebook and Google+ are free. Contents with eye-catching and attractive photos and images, as well as real scene of immediate situation including accidents, theft, robbery, violence, crime and unexpected occurrence can be shared on Facebook for different purposes, such as for entertainment, knowledge exchange, educational purposes and law suit. [9] Social media users serve as both content providers and content consumers. As content providers, these users will get immediate response in the forms of comment and like. As content consumers, large amount of contents in various topics can be explored and justified for their own preference.

Feedback and comment in the forms of like love click, comment and share are available for all users. All these are more reasons why Facebook is becoming more popular.

C. Pedagogical Use of Facebook for Education

Since one of the top social media platforms - Facebook - firstly used in Harvard University a decade ago before extending to other colleges in US by Mark Zuckerberg and his college friends, now it has been widely used by millions of people around the world in daily life, and in various careers especially in business marketing and education. Since then universities and other education providers have responded by the increased use of social media market to showcase their courses and attract students. Moreover, social media has been common in universities providing distance learning education or e-learning [22]. In this case, distance learning providers are required to manage their online courses to keep pace with any trends and technological advances which promote communication with students and enhance learning experiences.

A pedagogical model concerning good practice for the online classroom and online learning called 'Online Community of Inquiry' has been considered by faculty members and educators responsible for online instruction and blended online learning. Online Community of Inquiry or Community of Inquiry (CoI) is a model of learning online in which meaningful learning occurs best when teachers and students form a cohesive community of inquiry. The community of inquiry is based on the three core elements; social presence, teaching presence, and cognitive presence [23]. The online technology supporting this model is video conferencing. In the past few years it is noted that higher-order learning occurring through the interaction of three core elements in this model could be delivered by video conferencing [22]. However, in the dawn of Facebook, community of inquiry can be defined as a model that values collaborative learning through discussion and involves the interaction of three overlapping elements: social presence, teaching presence and cognitive presence [23].

Social presence is the ability of learners to project their personal characteristics into the community of inquiry through presenting themselves as 'real people.' It is, therefore, teachers' job to encourage collaborations by providing Facebook group for communication within a trusted and friendly environment where students can express

individual identities and establish social relationships. In terms of the integration Facebook in class instruction to support student engagement, course design should cover social presence so that learners can develop social relationships as well as language learning. It is, therefore, necessary for faculty members to make use of Facebook in curriculum design [24].

In terms of teaching presence, Facebook can be used in formal classroom instruction. For example, due to the ease of use of the Internet in classroom setting in most educational institutions, variety of online sources on Facebook in the forms of texts, pictures, and video clips can be accessed real time in class and used as warm up activities, leaning materials, exercises, and discussions. Moreover, in terms of learner's-based activities, it is common and effective for students as Facebook content providers to employ their language skills to create their own work as required in class instruction in the forms of texts, pictures, graphs, charts, and video clips for learning and discussion [25].

In addition, teachers as Facebook content providers can create various learning materials for students to study by themselves outside class anyplace and anytime. Facebook can, therefore, be valuable sources for classroom instruction as well as online learning with catchy and trendy selected teaching aids brought and created by teachers and students. Moreover, Facebook helps support student engagement in learning and bridging authentic world outside class to classroom contexts.

Social media, especially Facebook can support students' cognitive presence. As Facebook has become part of students' daily life, students spend long hours using Facebook for communication and fun in their daily life. However, using Facebook in learning and teaching can motivate them to learn by themselves, assist critical thinking, and create collaboration. For example, in Facebook-based activities requiring students to create a particular content in the form of project and/or oral presentation, Facebook can support these activities by its unique function allowing users to create content, share, and comment [25]. In addition, in class it is teachers' job to raise the students' awareness of netiquette [26]. For example, students should be informed of plagiarism, safety and danger in using social media, keyboard bullying and proper roles of being content providers and consumers.

Facebook group which is a self-published, web-based collection of writing and photos calls for regular updates, exchange of comments, and short posts. Facebook group,

therefore, offers a hugely exciting platform for learners to express themselves to maintain social relationship as well as to learn language. For example, building a class Facebook group where students can take turn writing posts on controlled topic while other students are required to add comment will enable students to develop thinking skills as well as communication skills. In addition, lessons based on Facebook group can be created with the purpose of language practice, language analysis, reading comprehension, and communication skills. [4].

Facebook - a charming social media platform - is ready to be used for educational purposes so that online learning communities with collaborations can be blended into classroom setting actively, effectively, and enjoyably through medium of students' voices and choices. This research is, therefore, aimed to study the use of Facebook to promote student engagement in learning.

RESEARCH DESIGN

A. Samples and Procedures

Samples of this study include 70 English major students Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University (SSRU), registering Thai Studies course in academic year 1/2518. Statistics employed include percentage, Mean and S.D. Data is collected by using a 5-rating questionnaire.

Procedure of the study: With the purpose of supporting student engagement in Thai Studies course in academic year 1/2018, a Facebook group of the course is set up allowing all students to be members. Some course notices and contents including short texts with pictures, illustrations, PowerPoint Presentation, and video clips relating to language learning including contents in English language relating to Thai arts, culture, traditions and customs are posted by the instructor as supplementary learning materials used in class and outside class for self-study. Students are also assigned to join the Facebook group as Facebook content providers and Facebook consumers. Facebook-based learning tasks to support student engagement include 9 activities; 1) posting contents 2) reading their peer's posts 3) sharing photos 4) sharing video 5) giving comments 6) English language error correcting 7) sending messages 8) sharing posts and 9) giving Like Love clicks.

A questionnaire is used to collect data relating to Facebook using behavior of the students and the results of using Facebook to support student engagement in Thai Studies course. Data from the questionnaire is analyzed by SPSS program, and statistics employed include percentage, Mean, and Standard Deviation.

B. Research Questions

Based on the purposes of this study, which include to study 1) Facebook using behavior to support student engagement in Thai Studies course and 2) the results of using Facebook to support such engagement of English major students, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, Bangkok, Thailand, the research questions are as follows;

1) What is Facebook using behavior of English major students, Faculty of Humanities and Social Sciences, SSRU? And to what the behavior is?

2) What are the results of using Facebook to support student engagement in Thai Studies course?

RESULTS AND DISCUSSION

The research findings disclose Facebook using behavior of English major students registering Thai Studies course and the results of using Facebook to support student engagement in Thai Study course. The details of the findings are as follows;

A. Facebook using behavior of English major students

The research finding reveals Facebook using behavior of English major students, Faculty of Humanities and Social Sciences, Suan Sunandha Rajabhat University, Bangkok registering Thai Studies course in academic year 1/2018. 2018. The Facebook using behavior is divided into 2 aspects; the average time the students spend on Facebook group and most frequently jointed Facebook-based activities. The details of the average time the students spend on Facebook group are shown in table 1.

TABLE I: TIME THE STUDENTS SPEND ON FACEBOOK

No	Time spent; times/week	Persons	Percent
1	More than 4 times/week	39	55.7
2	3 – 4 times/week	11	15.7
3	2 – 3 times/week	13	18.6
4	1 – 2 times/week	7	10.0

No	Time spent; hours/time	Persons	Percent
1	More than 3 hours/time	12	17.1
2	2 – 3 hours /time	10	14.3
3	1 – 2 hours/time	25	35.7
4	Less than 1 hour/time	23	32.9

Based on table 1, the average time most students spend on Facebook per week includes more than 4 times per week followed by 2 – 3 times per week, 3 – 4 times per week, and 1 – 2 times per week, respectively. In addition, the longest time the students spend on Facebook per time is 1 – 2 hours per time followed by less than 1 hour per time, more than 3 hours per time and 2 – 3 hours per time, respectively.

In Thai Studies course, 9 Facebook-based activities are set up with the purposes of supporting student engagement. The research findings disclose Facebook using behavior of the students registering Thai Studies course in terms of the activities most frequently joined by the students as shown in table II.

TABLE II: FACEBOOK-USING BEHAVIOR

No	Facebook-based activities	Persons	Percent.
1	Give Like Love Click	69	98.57
2	Read posts	68	97.41
3	Post contents	67	95.71
4	Share photos	60	85.71
5	Give comments	58	82.86
6	Send messages	56	80.00
7	Share posts	53	75.71
8	Correct writing errors	48	68.57
9	Share videos	42	60.00

Table 2 discloses that most frequently joined Facebook-based activity includes giving Like Love click followed by reading posts, posting contents, sharing photos, giving comments, sending messages, sharing posts, correcting writing errors, and sharing video respectively.

It can be noted that in terms of Facebook using behavior of English Major students registering Thai Studies course in academic year 1/2561, the average time most students spend on Facebook group is 4 times a week and 1 – 2 hours per time. Moreover, top 3 frequently joined Facebook-based activities include giving Like Love click, reading posts, and posting contents while the least frequently joined activity includes sharing video.

B. The Results of Using Facebook to Support Student Engagement

Based on the research findings taken from data analysis of the questionnaire about the results of using Facebook group to support student engagement in Thai Studies course, most of the respondents point out that using Facebook group results in the like of English. The details of the results of using Facebook group to support student engagement are shown in table 3.

TABLE III: THE RESULTS OF USING FACEBOOK GROUP

No	Using Facebook resulting in ...	Mean	S.D.	Result
1	the like of English	4.69	0.53	highest
2	the attempt of assignment accomplishment	4.43	0.65	highest
3	the interest in information retrieval	4.26	0.70	highest
4	the interaction with the instructor	4.24	0.73	highest
5	the increase of curiosity	4.23	0.66	highest
6	the interest in self-study	4.23	0.70	highest
7	the inspiration	4.21	0.74	highest
8	the interaction with their peers	4.17	0.72	high
9	the learning responsibility	4.16	0.81	high
10	self-discipline	4.07	0.77	high
11	the attention to learning	3.93	0.77	high
12	the expression of comments	3.80	1.07	high
	TOTAL	**4.20**	**0.45**	

As shown in table 3, the results of using Facebook group to support student engagement reveal the total level of student engagement in Thai Studies course in high level. However, the items in highest level include the like of English, the attempt of assignment accomplishment, the interest in information retrieval, the interaction with the instructor, the increase of curiosity, the interest in self-study, and the inspiration, respectively. However, the item with lowest mean scores is the expression of comments.

C. Discussion

1) The students' Facebook using behavior

Due to Digital Disruption, those who survive during these changes are not the strongest ones but the ones who can adapt best among disruptive challenges with the influx of innovations, digital technologies, AI, etc. This leads to lots of changes in societies and people ways of living. Digital technologies – the Internet, Social media, especially Facebook

change people life. The average time Thai people spend on Social media is nearly 3 hours every day. Moreover, largest group of Facebook users in Thailand includes people in 18-34 years old age group. [6] It can, therefore, be concluded that university students are in the largest group of Facebook users. In addition, the research findings in this study point out that Facebook using behavior of the students registering Thai Studies course includes time consumption on Facebook group at 4 times per week, and 1 – 2 hours per time. This leads to the conclusion that the students use Facebook group for learning together with using social media in their daily life, and the students can use social media to support their engagement in learning as well as to satisfy their tech savvy.

Moreover, the research findings concerning Facebook using behavior supporting student engagement in Thai Studies course disclose that most students participate in clicking Like Love followed by reading posts and post their contents. That is because due to the limitation of space for content presentation on Facebook page which is on one screen frame and it is less than that on a page of printed material, most Facebook users respond to contents, texts, pictures on Facebook page by doing some simple things not requiring complex processes like giving Like Love. [27]

In addition, Facebook using behavior the students conducted after giving Like Love click includes reading and writing posts relating to Thai Studies in English. Since reading posts is receptive language skills while writing posts is productive language skills [13], participating in Facebook group in Thai Studies course enables the students to use various language skills; reading comprehension and writing skills with organization of ideas and thinking skills. Using Facebook group in Thai Studies course can, therefore, challenge the students' language skills and support student engagement in learning.

Moreover, the findings that reading and writing posts together with giving comments are in top 5 Facebook using behavior in Thai Studies course point out cognitive engagement in which the students transfer knowledge and language skills learned in class and face with difficulties and challenge to accomplish the tasks of Facebook content providers in the related field of study. In addition, the findings concerning other top 5 Facebook using behavior; giving Like Love click and sharing photos represent emotional engagement in which the students join the Facebook group of Thai Studies course with their

pleasure, enjoyment, and the need to be a part of the activity. [19] Using Facebook to support student engagement in Thai Studies course can, therefore, create learning community and student engagement. [28] Moreover, since Facebook group can be a platform for the students to transfer the knowledge and skills learned in class in a meaningful and purposive context with immediate response from the teacher and the peers, using Facebook to support student engagement can motivate the students to learn. [29]

2) The results of using Facebook to support student engagement

In the past decade, lots of researches have paid high attention on student engagement. That is because student engagement results in the student's learning process and the students' social development. [15] Student engagement is noticeable and can be monitored. [19] The results of student engagement include cognitive learning results, namely higher learning results, higher ability to transfer knowledge and language skills learned in class in daily life contexts, and the improved language skills. In addition, the results of student engagement include non-cognitive learning results, namely the inspiration, the curiosity, the responsibility, the determination, the persistence to obstacles and good attitudes to learning. Both cognitive and non-cognitive learning results lead to the development of learning skills together with social and emotional skills. [15]

The research findings of this study reveal that the results of using Facebook to support student engagement in Thai Studies course lead to the like of English, the interest in information retrieval, the curiosity, and the interest in self-study. These results are non-cognitive learning results. The results of using Facebook to support student engagement also lead to cognitive learning results; the attempt to accomplish the assignments requiring the students to use knowledge and language skills in Facebook group platform with difficulties and challenges. [19] That is because in Thai Studies course the students are required to join Facebook group of the course which is a platform on social media, and are supposed to serve as a Facebook consumer who follows or learns about knowledge, stories, etc. posted by the instructor and their classmates. This can be done as learning activities outside class. Moreover, students are required to serve as Facebook content providers responsible for posting knowledge, information, etc. relating to Thai Studies course in English language. The posts should reflect the student's originality and creativity rather than the

so-called copy cut paste works. In this way, this kind of Facebook-based activity demands lots more attempt of the students to complete the tasks so that the post can be viewed, praised, commented, and shared by the instructor and their friends. The exchange of knowledge based on these posts among the teacher and all classmates on Facebook group is, therefore, an online learning community resulting in both cognitive and non-cognitive learning results. [15]

In addition, another result of using Facebook to support student engagement in Thai Studies course includes the interaction between the students and the instructor. That is because in Facebook group of Thai Studies course the contents posted by the students will be commented and suggested by the instructor for improvement in comment box and the students will be able to improve their posts as suggested by the instructor in terms of subject matter, text organization and writing error corrections. At the same time, other students reading the posts and comments can learn content and language from these online small talks. Learning from the posts as Facebook content providers and consumers can, therefore, occur anyplace and anytime repeatedly. This kind of interaction will replace face to face communication between the instructor and the students, and will be more effective since the interaction is in the form of written communication which can be accessed and replayed by large groups of users. Facebook group can, therefore, create online learning community and support learning cooperation including the interaction between instructors and students as well as among students. [30]

It can, therefore, be concluded that using Facebook group to support student engagement results in more advantages than disadvantages. Facebook group supports interaction between instructors and students as well as among students, discussions and learning outside classroom, especially on topics learned in class, and Facebook helps improve instructions and enriches learning experience. However, the awareness of plagiarisms, netiquette, keyboard bullying and individual digital footprints should be raised by instructors.

Conclusion

Social media especially Facebook has become popular all over the world with more than 2.41 billion monthly active users, [5] due to its amazing functions. Facebook can fulfill human's needs of self-actualization, being belonging, maintaining relationship, and communication. Moreover, it is user-friendly and free to use. The perceived usefulness and the ease of use of Facebook enable users to adopt this-state- of-the-art tool as a part of their daily life and people spend long hours using Facebook to entertain themselves and to satisfy their personal needs. At the same time, more and more faculty members in Higher Education use Facebook in teaching and learning to support student engagement. Since evidence of critical student engagement is viewed as a positive indicator of success, [16] this study aims to use Facebook group to support student engagement in Thai Studies course.

The research findings point out that average tune the students spent per Facebook visit is 1-2 hours, and Facebook-based activities most participated include giving Like Love click followed by reading and posting contents related to the course. The results of using Facebook to support student engagement include the like of English, the attempt to accomplish the assignments, the interest in information retrieval, the interaction with the instructor, the increase of curiosity, and self-study, respectively. Facebook can, therefore, create online learning community and collaboration, enhance communication between students and instructors, develop computer literacy as well as language skills, and incorporate current student culture into learning environment.

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