

# Facebook short response: The 10/90 Model and Comment- and-reply Strategy

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**Abstract** This paper presents an action research project designed to explore how a Facebook group wall discussion is integrated as the flexible learning activity (FLA) in an undergraduate teacher education program literature course. It describes the nature, patterns and nuances of the short responses and how teacher-student and student-student interactions in the online course enrichment activities are formed. Data was gathered through content analyses of comments and replies including an online forum. Although action research is limited by its generalizability and focus, the study yields innovative and interactive ways of keeping students to be academically and emotionally engaged through the consistently prevailing 10/90 model ratio of teacher and students online content contribution shared respectively. Positive theme generations and active interactions of students are mostly evident. Pedagogical online functions of teacher and student-student connections are recognized to support how the project became a viable platform for idea expression, fun, freedom and flexibility, and thus converting students' regular online social media behaviors into academic works. Considerations for the next cycle via Facebook group or related platforms are also extended. Finally, data-driven results with student stakeholders' inputs justifiably espouse relevant theoretical propositions and pedagogical model or lessons for both teacher-practitioners and academic researchers to try in different setting, in other courses, and/or to investigate further.

**Keywords:** action research; content analysis; Facebook; model

## **Introduction**

The world has been extremely connected online with the prevalence of various social networking sites (SNS). One example is Facebook. Over two billion active members visit Facebook making it the ‘most popular’ around the globe (Statista, 2018). Most common online behaviors of its users include but are not limited to liking content, watching videos, messaging friends, and reading articles. As of July 2016, the Philippines with its 43.5 percent internet penetration had a total of 47 million users, hailing the country as one rank shy of becoming the largest Facebook market within the region of Southeast Asia. There is no wonder why Rayport in a Harvard Business Review article argued that since connection is essential for human beings, technology that catapults such connection could naturally flourish; much more, that it has greatly penetrated the internet and our mobile devices (2011, February). On one hand, Facebook is considered to be a model environment for communication and interaction that facilitates language learning and teaching (Aydin, 2012). Although there are currently many studies exploring the educational benefits of Facebook and its effectiveness, still some advantages and areas seem to be underresearched “particularly referring to mixing information and learning resources, hybridization of expertise and widening context of learning” (Manca & Ranieri, 2016, p. 18) amidst criticisms or late adoption of some educators to avail most of its educational dividends (Karl & Peluchette, 2011).

College-aged students have active accounts in SNS sites of which Facebook is not an exception due to its popularity (Manca & Ranieri, 2016). They devote much of their individual time connecting with their friends whether face to face or through text (Hanson et al., 2011). Even when postsecondary

students multitask, Facebook is always part of their common tinkering routines (Junco, 2015). Apparently, Facebook use in the tertiary level for both students and teachers has become a common phenomenon. Local studies (e.g. Cacho, 2017; Cacho, Avila, & Villaseñor, 2017) in a small college in the Philippines reveal how Facebook group feature (an exclusive group created by students and teacher) is integrated in an online undergraduate course work. College students with the guidance of their instructors use their smartphone Facebook app to communicate with their peers on education related content. Both studies argue the needs to utilize such platform through any accessible device for instructors and learners to be able to extend the learning space and to create more opportunities for them to co-create individualized or group-initiated relevant educational material.

Cacho, Avila and Villaseñor (2017) in a small college in the Philippines piloted the use of tablet devices in teacher education using multiple technologies; in-depth investigation, however, focusing on one particular application and its features for potential learning and teaching processes (for instance, Facebook group post comments or reply capability) has yet to be systematically undertaken. Consequently, this study responds to such call and to many academic demands (e.g. Aydin, 2012; Hourigan & Murray, 2010; Manca & Ranieri, 2016) for more empirical Facebook-for-education project which could generate new approaches or extend models, and frameworks that explore the integration of mobile technologies and applications into preservice teacher education program (Baran, 2014). The instructor-researcher, thus, had these research questions to begin with: (1) How can a Facebook group comment-and-reply strategy be incorporated as flexible learning activity in an undergraduate world literature course enrichment? and (2) What are the patterns and nuances of teacher-student and student-student interactions, and how do students perceive the use of Facebook group activity as learning and communication space environment?

## **Methodology**

### **Looking**

The aforementioned questions do not technically require an intensive experimental approach or survey methods. Taking into account the interactive activities, and emotional lives of research participants (Lune & Berg, 2017), solutions to issues in practice emerge from the actual experience. Action research common to a wide range of applications aside from classroom or schools, however is considered to be “highly rigorous, yet reflective or interpretive, approach to empirical research” apart from its active engagement from the research participants or stakeholders in relation toward an integration of some practical outcomes in their lives (Lune & Berg, 2017, p. 137). Moreover, action research processes and reflective inquiry can be framed in certain ways; hence this project is positioned with the primary goal in mind of making the teachers or instructors more effective and/or efficient in their practice (Leitch & Day, 2000). Similar to Souleles’ (2012) study, this project can be regarded as a technical action research adhering with Grundy’s (1982) typology for it seeks to deliver more improvement in the practice through the practical knowledge and interests of the participants who are familiar with the project online environment. Strategically, Lune and Berg’s (2017) three cyclical ways of approaching action research which involves “looking, thinking, and action” (p. 138) guided the overall research cycle.

The Facebook group project was implemented in a small teacher education college in the Philippines where the researcher was also the instructor of the three-unit course ‘World Literature’. At the onset, the college has adopted curricular reforms implemented by the Main campus to new cohorts, which includes but not limited to application of a blended format of course delivery. By blended format, it means institutionalization of face-to-face session (in class)

and flexible learning activities (FLAs) (equivalent to online learning, alternative or equivalent outside-the-classroom activities, etc.). Although such change did not include the group of students under this project, instructors handling existing and new programs were encouraged to implement innovative and relevant flexible learning activities that could supplement the regular course works.

### **Thinking**

The ongoing university drive for curricular change inspired the implementation of the Facebook group intervention as the aforementioned course online FLA. At the beginning of the units in ‘poetry’ and ‘fiction’, the instructor requested the fourth year class composed of 11 males and 29 females to organize themselves a Facebook group. In this way, the teacher did not bother to invite students to the exclusive group; instead, students who are already connected with each other used their existing accounts. Important reminders and guidelines as to the ethical behaviors and privacy issues were also discussed including the shared minimal weight of 15 % and equitable credit to their summative rating for their active and meaningful contribution. The instructor-researcher also carefully presented some expectations and contingencies, soliciting students’ implied consent to participate to FLA as part of an action research project. If they wish, however, to withdraw from the Facebook group project, they would be given alternative and equivalent flexible learning activity. Even so, everybody was on board from the start to finish. Moreover, online monitoring and checking of activities were also limited to the closed Facebook group where only members have access. Other online activities of students in their private spaces or timeline are respected. Online proper decorum or netiquette are also observed inculcating respect, trust, diversity of ideas, and psychological safety net.

Beside classifying representative literature materials or texts according to types and subtypes, the ‘world literature’

course intends to develop among its learners critical thinking and open communication integrating the values of important literary elements (text and form) into the written (in paper and online) and verbal discourse (classroom discussion). Reinforcing and extending learning from the face-to-face session, single wall post in the Facebook group with its commenting and replying feature was implemented in the two units. Through the teacher's online modelling of a post provided in the group wall, students easily contributed their outputs in the first online FLA in 'poetry unit', the flexible learning activity. Here, originally written poem (minimum of three lines) were posted as comment in the main post by the teacher. Students were encouraged then to react or critic each other's work by replying their thoughts to a specific poem(s) (forming a sub-thread of the comments). Sporadic wall post not in the main post where the teacher initiated was deleted to make sure that all necessary online interactions are in one group post.

### **Reflecting and Analyzing Content**

After 20 days, the teacher formatively assessed the initial works following the guides of Lune and Berg's (2017) that eventually provided the 'baseline' data to be reflected upon and analyzed. Preliminary results indicated in Table 1 reported that not all students (11 or 26.83%) participated in commenting and replying tasks. One apparent reason was the varying length and style of responses. Almost all students' input appeared to be more than two stanzas long; very few stucked with the minimum three-line works, and, most of all, a number of students appeared not so interested or emotionally engaged in the online activity. Finishing poetry, 'Fiction' followed. After covering representative stories with classroom discussions and independent readings, the instructor-researcher had to try something new in the next online FLA making the next concrete '*action*' (Lune & Berg's, 2017). Instead of the usual long comments and reply, the instructor introduced the idea

of *short response*. Short response in 3-to-4-word idea was conceived and implemented. After modelling some examples, the instructor-researcher invited his students to comment and reply their thoughts, feelings, emotions or any idea (from the readings or elsewhere) in the form of *story themes or summaries*. The teacher also modelled different ways to respond to the themes of their classmates. To help the members decipher the meaning of the message theme, the teacher asked them to mark their story theme(s) with a positive or negative sign. Unlike the first activity, the instructor added also some encouragement in the form of equitable credits for meaningful and interactive contributions. Similar to the first, the second FLA took three weeks to complete.

As a way to reflect on the data gathered, the researcher examines a discourse with the goal of looking at patterns as well as other contextualization that enriched the messages or not. This includes how a discourse in a given social situation (Paltridge, 2006) arises in “examining what a given communication exchange may be intended to do or mean in a given social cultural setting” (Lune & Berg, 2017, p. 192) which in the case of the project includes the long familiarity and class cohesiveness of the members with each other, considering that it is their fourth year together. Furthermore, content analyses can simply be systematized. The researcher systematically coded and counted the words, terms, important concepts and themes for him to discover and to verify consistencies, nuances and variations in which the messages and the interactions are formed or communicated following Lune and Berg’s (2017) guidelines.

Unlike other methods or techniques that employ sophisticated and too hard to understand statistical measures, action research utilizing content analysis simply needs to use language and content that are simple to understand by both professionals and the public (Lune & Berg, 2017). Comparative

and descriptive processed data of the two activities are then presented in the succeeding findings section. Action research is also undertaken in a participatory approach of making meanings and reflective practice both for teacher researchers and their direct clienteles (Cassell & Johnson, 2006). Thus, to complement the analyses, the teacher researcher conducted a Facebook group online forum designed to draw the students' perceptions about the online intervention. Online discussion with necessary questions, follow-up and probes through content analysis generated essential information that explains the interactions, treatment, benefits and future considerations of the online activities for the students.

## **Results**

### **The Initial Activity and Intervention**

The single post comment-and-reply feature in the Facebook group is easier to quantify because the counts of comments and replies can be manually generated and not lost as other course related posts eat up wall or timeline space. Moreover, multiple or sporadic wall posts were not allowed so accounting relevant data was not problematic as it may seem. Looking into the data generated, Table 1 shows comparative figures of comments and replies between the online FLAs in poetry (baseline) and in fiction (short response). In totality, huge difference in terms of the frequency of responses surfaced. From the baseline wall comment of 50, short response comments grew to 680. If replies in the poetry unit got 100, short response replies in fiction collected 376.

To describe the data into a more simplified yet meaningful form, certain adjustment on analyses and presentation is necessary. Thus, Table 1 also presents how specific cluster is made through a set of justifiable ranges (0, 1 to 4, 5 to 9, 10 or more). In the poetry online FLA, overall



Table 1. Comparative Frequencies of Comments and Replies by Range.

<i>Baseline (FLA in poetry)</i>	<b>0 (zero response</b>	<b>%</b>	<b>1 to 4</b>	<b>%</b>	<b>5 to 9</b>	<b>%</b>	<b>10 or more</b>	<b>%</b>	<b>Total no. of Responses</b>
Comment	<b>1</b>	2.44	<b>39</b>	95.12	1	2.44	0	0.00	<b>50</b>
Replies	<b>11</b>	26.83	<b>25</b>	60.98	2	4.88	3	7.32	<b>100</b>

*Notable details: N = 41 (including the teacher), total no. of entries/responses generated = 150, teachers' inputs (comment, 5 + replies 6 = 11 or 7.33%), students' inputs (comments, 45 + replies, 94 = 139 or 92.67%)*

<i>With Short Response (FLA in fiction)</i>	<b>0 (zero response</b>	<b>%</b>	<b>1 to 4</b>	<b>%</b>	<b>5 to 9</b>	<b>%</b>	<b>10 or more</b>	<b>%</b>	<b>Total no. of Responses</b>
Comment	<b>0</b>	0.00	11	26.83	7	17.07	<b>23</b>	<b>56.10</b>	<b>680</b>
Replies	<b>0</b>	0.00	<b>19</b>	46.34	<b>10</b>	24.39	<b>12</b>	29.27	<b>376</b>

*Notable details: N = 41 (including the teacher), total no. of entries/responses generated = 1056, teacher's inputs (comment, 28 + replies 53 = 81 or 7.67%), students' inputs (comments, 652 + replies, 323 = 975 or 92.33%)*

comments and replies accumulated to 150 (teacher's inputs = 11 or 7.33 % and students' 139 or 92.67 %). In this activity, 39 out of 40 students commented their poems. Thirty-one students, moreover, were able to make a reply to the work of their classmates; however, 11 students failed to share their thoughts with others. This drove the teacher-researcher to try something to somehow increase the online interaction in the next FLA. In time for students' creative works under fiction unit, a short response of 3-to-4-word summaries or themes of story (theirs, others, or inspired from their readings) were implemented. Certain parameters guided the commenting and replying of themes with some flexibility (no limits of responses) and reinforcement of credit points for active and meaningful engagement. Surprisingly, posting and interactions ballooned to 1056 responses. Notably, more than half of the students had 10 or more comments (and 3 students with 50 + comments). Majority had five or more replies and four of them with 20 + responses.

## **Prevailing 10/90 Model**

Emerging in Table 1, nothing much has changed in comparison to the researcher-instructor's comments and replies both for the baseline and the short response activities with the teacher's inputs of 11 or 7.33% and 81 or 7.67% respectively, while students maintain an enormous share of 139 or 92.67% (baseline) and 975 or 92.33% (with short response). This convincingly suggests that both online FLAs drive student-centered activities or predominantly student content generated. Furthermore, the descriptive results in teacher-student ratio of engagement in this manner yield the '*10/90 model*' (as a whole, teacher's inputs account to 10% while students' shares generate 90% of the total online contribution). This prevailing model of teacher-student ratio of content contribution was not preconceivedly designed, but rather emerged from data with the teacher's intention to make the online FLAs collaborative and essentially student-focus in filling up the unlimited online space for expressions and interactions. The 10/90 model ratio could also be attributed to the instructor's critical and engaging online facilitation with encouragement and continuous interaction for the students to actively participate and to greatly generate content through multiple and creative ways.

To set the tone and context of the story themes, the instructors also encouraged students to include plus (+) sign for positive theme or negative (-) for an unpleasant one. Response categorization to indicate a positive or negative is purely students' decision as all kinds of responses are welcome. The teacher also modelled both positive and negative themes. After clustering and tallying the responses, Table 2 that follows shows how responses are categorized. True enough, the predominantly prevailing themes are positive tones (574 or 54.36%). On the other side of polarity, more than a quarter of all the tallied ideas falls to negative themes (306 or 28.98%). Combining both themes (112 or 10.61%), however, found relatively a room in

the discussion thread, while comments and replies with images had a minimal share (24 or 2.27%).

Table 2. Categories of Short Response Themes.

Category	F	%	Indicative Posts
Positive	574	<b>54.36</b>	Unthinkable you and me (+), thank you for leaving (+)
Negative	306	<b>28.98</b>	It's Monday again (-), Should I move on (-)
Combination	112	<b>10.61</b>	Can forgive, Can't forgive (-,+), starving for points (-, +)
Uncategorized	40	<b>3.79</b>	We were destined, I were a boy( <i>no category</i> , + or -)
Pictures	24	<b>2.27</b>	<i>variety of images</i>
Total	1056	100.00	

### Teacher's Online Presence and Pedagogical Functions

Indicative entries in the short response FLA were critically chosen and analyzed line by line to describe the patterns of teacher-student and student-student interactions. Of primacy are subsections of the activities that demonstrate the teacher connecting with students or vice versa. Samples of student-student interactions are also culled from the interaction threads for content analyses. Based on the analyses of the interactions teacher initiated and/or responded to by students, online roles of teacher in the prevailing 10/90 model are distinctly characterized regarding his online presence and functions to: (1) make clarification or elaboration, (2) remind students of short reply procedure, (3) provide alternative or contrasting views, (4) make fun to lighten the tone, (5) drive conversation by asking question, (6) challenge or misdirect thoughtfully the students' ideas, and (7) inform and encourage active participation. Brief descriptions and observations are outlined below:

- **Make clarification or elaboration** (*Line 61-64*). Teacher responded to student post on 'long wait over' weeks before graduation ceremonies by clarifying that it has yet to come and waiting

continue for a short while which the student concerned acknowledged and other students (2) joined in the conversation.

- **Remind students of short reply procedure or course related matters.** In instances where post or comments (*Line 77*) went to more or less than 3 to 4 words, teacher reminded members to stick to the rules. Nonetheless, there are some posts or comments which obviously violated the rule but somehow managed to connect with other ideas or create distinct legitimate story summary or themes. Also, when teacher observed that students were doing other ways of studying a course related text, he promptly reminded students to also read the text aside watching the film version (*Line 583-587*).
- **Provide alternative or contrasting views or perspectives.** When group member shared a thought on being free from lies (*Line 92*), the teacher responded an idea about being on the denial stage (*Line 93*). If another posted on keeping the faith by continually believing (*Line 222*), the teacher suggested that she could ‘just end believing’ (*Line 223*). Some of the teacher’s way of reacting to the ideas are framed in the positive way; however, there were times for a bit negative or in opposition. Consequently, students concerned found it to be engaging by making replies that support or acknowledge the ideas.
- **Make fun to lighten the tone.** When sharing of ideas appeared to be very personal or serious, teacher came butting in to lighten the moment. When one expressed his or her patience by ‘willing to wait’ from line 295, the teacher reacted by saying food matter like waiting for ‘fries or chicken joy’ (*Line 296*). However, student user

clarified that it is not referring to a meal but for someone special. Other classmates followed-up with an annoying yet jokingly statement that it may take a lifetime (*Line 297*).

- **Drive conversation by asking question.** Much of the teacher-student connections is more on personal matters. For example, one posted his or her only hope (*Line 183*). The teacher asked what she meant by that (idea of hope) (*Line 184*). Other students responded with seemingly related ideas like having last chance (*Line 185*), while for other a course-related reading in literature, a short story on optimism, by the title ‘The Last Leaf’ (*Line 186*) came in.
- **Challenge or Misdirect thoughtfully the students’ ideas or themes.** Not all chat connection is sustained by giving similar or related ideas. Others can be enriched or driven by challenging or misdirecting a topic to connect seemingly unrelated ideas but relevant to enrich the conversation. For instance, when one student shared an idea on doing his/her best specifically ‘we did our best’ (*Line 190*), the teacher responded with a negation ‘still not enough’ (*Line 191*). Student concerned promptly accepted the thought with justification that they ‘almost’ made it although such ‘almost’ is not enough for them. In other theme response on missing someone ‘I miss her’ (*Line 239*), the teacher not-so-seriously yet contrastingly reacted with ‘you’re missing the point’ (*Line 240*).
- **Inform and encourage active participation.** As the course online activity progresses, the teacher has to do its share of keeping students updated and motivated. Keeping students informed of their progress, giving timely feedbacks and celebrating milestone or achievements are critical to sustained

online FLA. For such purposes, teacher posted at the initial peak of the activity all in positive signs ‘255 comments and counting’, ‘less than a day’, ‘I’m on the road’, ‘Keep it flowing’, ‘What a story’ (*Line 299*).

### **Student-student Patterns of Interaction**

Apparently, there are also student-student engagement that must be explored for knowledge creation. After thorough analysis of the comments and replies (sub)threads, idea development, topic and level of discussion emerged. Out of the 27 emerging codes, three clustered ways of describing student-student interactions are presented, namely: (1) personal matters, (2) relational connection, and (3) course-related link.

Connected and similar personal matters of ideas (13, 48.25 %) appear to generate highest traction for conversation or sustained interaction. Just refer to line 488 to 526 (with 5 replies or continuing chat thread) covering 5 related personal topics in linear order, namely: *On life’s challenge or difficulty (488-493)*, *Being prepared (494-501)*, *Being so afraid (502-509)*, *Valuing life (515-518)*, and *Tired of thinking (523-526)*. Communication processes or tasks on personal matters revolve on concerned members providing peer support, clarifications, jokes or light moments, encouragement, unsolicited advices with varying perspectives. Such lines are considered the longest student-student engagement or conversation on personal subject which paradoxically becomes a group topic of great interest looking at the way members responded to the comments and replies.

Apart from personal and individual matters, relational or group oriented topics shared substantial discussion space (12, 44.41%). Apparently, certain actively responded comments concentrate in certain areas where idea post is similar to the topic of interest. For instance, Line 247 to Line 278 covers topic predominantly about getting one’s destined partner in

life. Specific posts coming from ‘we are destined’ (*Line 247*) and ‘the better half’ (*Line 272*) had substantial sustained replies indicating that such topic had a long thread of chat. Here, group members shared their supporting and/or dissenting thought about an ideal partner in life with some witty remarks or jokes and provided each other some advices in relation to finding that perfect partner. Such topics focus on person’s relation toward others.

In striking contrast to the patterns of the messages, not all similarly categorized topics both for group or personal matters stir conversation for members. Aside from academic related interaction (2, 7.41%), opposite ideas or topics tend to sustain or spark conversation too as students generate ideas to share in the single-wall-discussion post. For instance, line 443 to 454 indicate two contrasting topics and conversation positioned one after the other. Line 443-447 encapsulates the topic on friendship with the main post of ‘I need a friend’ while 449-454 present the idea of ‘judgmental people everywhere’ of which the nature of the topic is about unfriendly people to shy away with. Not to be considered friend, in short. Both threads got the attention of their concerned classmates. Those engaged in the conversation described their terms or characteristic of friendly people and not friendly ones. Notably, the nature of interactions seems to confirm the earlier observation related to the group’s online openness of ideas and cloud of psychological safety and/or trust among its members.

### **Extended Learning and Communication Space**

In the end, the teacher researcher explored how the students (stakeholders) perceive the online flexible learning activities. An open online forum was moderated by the instructor to explore the possible explanations of the students varied and multiple ways of engaging in the short response FLA. Thirty-one (31 out of 40, 77%) participated in the discussion. The online forum content generated 142 codes divided into two major categories

with corresponding (sub)categories. The first primary category, making the short response engaging includes: (1) expressive voices; (2) fun, freedom and flexibility; (3) creative challenge and novelty experience; (4) teacher's online presence; (5) learners' identities – millennial (*expressive*) type; (6) online peer influence and group perceived trust. The second major category under the limitations of FLA indicates (1) internet; (2) not-my-style type; (3) device limit; and (4) privacy issues.

Half of the analyzed codes or responses pertains to the project being perceived by the students as way of providing channel for expressions (40, 28.17%), enjoyment and flexibility of expressions (16.20%) and creative challenge and novelty experience (18, 12.68%). This suggests that the online FLA predominantly becomes a viable platform for students to express themselves in so many ways guided by the 3-4-word challenge with some extent of flexibility. Moreover, a commonly and personal way of sharing ideas becomes an academic activity manifesting an authentic learning experience for the students and an integrative teaching strategy for the teacher. Connecting personal experiences, sharing anything of importance or not to them, and interacting online in a SNS designed for academic works could then be considered as extended learning spaces for both students and teacher.

Notably, teacher's critical role online to provide a newer and better online experience considering students' interests and online behaviors is also acknowledged by students to some extent (14, 9.86%). Not only that instructor's role appears to be of great importance but also the way students connect with fellow students seems to be critical since there are indications of peer influence (8, 5.6%) in the way students make comments or replies. Nonetheless, this is too early to infer convincingly since more studies in the process are warranted. In the same obvious reason, some students explicitly share the motivation of reward for points or credits (8, 5.63%). Getting additional points for active participation would not harm except for very



few others (specifically, three students with 50 plus more comments) occupying much of the comments or reply space in some parts. Although bare minimum, the three students individualistic or for-just-credits-goal online behaviors create disconnected and sporadic comments or replies not one fellow classmate dared to reply.

Not all students were pleased about the online short response FLA. However, they tried their best to participate in just few posts or ways to comply with the course activities. Compared to the unpopularity of the baseline data (poetry unit FLA), all students participated in the intervention project. Less active students narrate their own perceptions of not being so active. Mostly, they would complain about their lack of access to the internet (10, 7.04%) and appropriate device (3, 2.11%). Having a simple phone for text and call only would not help unlike others who have smartphone with internet data connection or living near the internet cafes. Moreover, some students who are not fond of expressing themselves online argue that it is their personality type (6, 4.04%) that is keeping them from becoming very outspoken online. Although with too little indication, privacy (2, 1.14%) matters for these less or not expressive students who explicitly shared their sentiment of becoming not so vocal online. The Facebook group, however, appears to provide peer support with some blanket of psychological safety for others who are too open and expressive with their comments or replies.

### **Concluding Discussion**

This action research sought to deeply explore the Facebook group short response compared to an initial online FLA in a world literature undergraduate course. It also aimed to generate patterns and functions of teacher-student and student-student interactions that may encourage and sustain meaningful engagement in a Facebook group designed for

course enrichment and communication space. The magnitude of the online intervention in terms of the exponential increase of comments and replies including the observed educational and personal affordances the Facebook group provide for both teacher and students validate Facebook usefulness for teaching and learning processes (Aydin, 2012; Manca & Ranieri, 2016), in general, and enhancement of creative and meaningful expressions in language and literature (DePew, 2011; Walker, 2010) in particular.

The economy of words for easier reading (White 2013) and the complexity of English language use in social media with its nuances and peculiarities (Leppänen et al. 2009) cannot be discounted to capture the interest and predictable behavior of millennial students (Taylor, 2012). But such language and processes, however, are collectively created and guided accordingly to have educational relevance aside from its personal values (Lewis, Pea, & Rosen, 2010). Online comments and replies in the project naturally morphed into an online dialogue where teacher and students portrayed different roles by responding rhetorically, joking around, giving advice to peers, among others. This further demonstrates the extended spaces which Akkerman and Bakker (2011) claims to leverage meaning negotiation against conflicting and dynamic online genres and linguistic repertoires. Hence, teacher's pedagogical intent and actions in navigating this online environment with the students were evident. In contrast to a similar study which does not give additional points for extra online activities (e.g. Souleles, 2012), the positive impact of credits or reasonable points for active participation, however in this study is consistent with Blattner and Lomicka (2012). Thus, reinforcing meaningful and substantial online participation of students with equitable credit in this case is pedagogically justified.

The nature and patterns of the group messages and interactions imply how the Facebook wall post-comment-reply feature drives student-centered activities, particularly student

content generation with teacher's strategic modelling and facilitation. The major findings as to the teacher-student ratio of engagement in an education SNS group explicitly espouse the 10/90 model ratio as an ideal benchmark for online student-centered interaction space. Of course, this may vary depending on the scope, discipline and intention of teacher. On one hand, the content and nature of students' inputs manifest overarching cross-discipline scope since topics of the responses were not just limited to literature course but also included personal, relational, and perspectival in nature. As far as ideal online representation management is concerned, having more prevailing positive themes than negative ones suggest the overall optimistic attitude and positive emotional state of its members although multiple negative realities or thoughts as shared in the FLA should never be overlooked.

The Facebook group project appears to have morphed into a viable platform for idea expression, fun, freedom and flexibility, and more creative way of channeling students' regular online social media behaviors into educational works. Project results also promote the intentional roles of teacher to be sensitive, inquisitive, witty, conversational, informative and encouraging online. Thus, teacher's online presence and pedagogical functions are critical for the success of online FLA as a course enrichment. The first cycle of this action research may have been too transcending in scope. However, exploring in-depth the Facebook group comments, replies and activities with student stakeholders' inputs may have justifiable reasons to advance relevant theoretical propositions and pedagogical model or lessons that the study has implied and explicitly shared in the process for both higher education teachers and academic researchers to consider.

### **Limitation and Future directions**

The study has inherent limitation common to action research although the instructor-researcher exerted robust and systematic

implementation of the action research cycles. Moreover, the limitation of this research stems from its inability to generalize across cases or contexts since it is a small scale pilot in a single small size campus. But, prevailing trends and patterns of online SNS interaction for learning and teaching emerge in this study; consequently, some propositions for testing and future studies are suggested. For instance, the tone and style of the teacher's online presence and behaviors in connecting with students' ideas appear to influence the students' online communicative behaviors. What seems to be prevailing however is that this Facebook group activity appears to favor more expressive and millennial type students rather than the more private or traditional learners. Moreover, other contextual and evolving teacher roles and student online behaviors in Facebook groups or similar platforms necessitate further study in greater scale, in unique case or in diverse areas not just confined in language or literature undergraduate course.

### **Next Cycle**

The 10/90 model ratio of teacher-student engagement will be put to test in the next cycle, particularly when the instructor handles a different course or subject for undergraduate students. Aside from the short text, thought-evoking images add variation, creativity, and meanings in the way students express their thoughts. More flexibility could be intentionally provided for learners. However, not all students enjoyed participating with the current intervention considering the challenges and limitations of internet connection and device access, online learning non-compatibility, and privacy issue. Thus, group familiarity and teacher's understanding of these issues before project implementation should be prudently discriminated and proactively dealt with. Care and positive tolerance is encouraged; more so, the online group should consistently provide peer support, psychological safety and trust among its members. Aforementioned concerns are

critical considerations for the next cycle via Facebook group or similar platforms.

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## Appendix

### Samples of the line-by-line coded comments and replies and online forum

#### 1.1 With student-teacher interactions:

*(Comment to main post)* Line 183 - Student 39: (+) My only hope

*(Replies to comment)* Line 184 - Teacher: what is hope? (+, -)

Line 185 - Student 7: (+) For one last chance

Line 186 - Student 39: (-) the last leaf

#### 1.2 Student-student interactions:

*(Comment to main post)* Line 272 – Student 23: The better half (+)

*(Replies to comment)* Line 273 Student 7: (+) the better half pig

Line 274 Student 23: (-) I'm very hungry

Line 275 Student 7: (-) hungry of loving him

Line 276 Student 20: (+) these makes me laugh

Line 278 Student 23: (-) tired of chasing him

Line 279 Student 20: (+) then stop chasing him



### 1.3 Student-teacher interactions with Image:

*(Comment to main post)* Line 61 - Student 17: (+) Long wait is over

*(With image of symbolic Torch for graduation)*

*(Replies to comment)* Line 62 – Teacher: (+) almost, some more days.

Line 63 – Student 17: (+) this is advance post.

Line 64 - Student 32: (+) Road to graduation

### 1.4 Online Group Forum (Separate post, comment and reply):

Line 46 - Student 10: The 3-4 word story became so phenomenal in this group wall because sharing about how we feel is really one of the most adequate ways of expressing feelings. It gives not only opportunity for us to earn extra points but chance to reveal our top-secret joy, happiness, shames, and fears through 3-4-word theme. It provides us freedom to express our thoughts/feelings from the weight of negative and positive emotions held within us. Even though, I always have poor internet connection, I found it really enjoyable especially the minute I read different stories from my classmates.

Line 47 - Teacher: Nice, internet connection was not much a big deal, you endured and found ways

Line 48 - Student 28: Some cannot express in a long passage that's why 3-4 word story became their way to share what is inside of them. Some posted their responses several times because that's their way of expressing. I respond neither few nor several. If there's something on my mind that is something new or unusual, I immediately search for the post and share what is that thing.

Line 49 - Student 13: Different persons have their various ways of sharing their ideas. With 3 to 4 words, most of the students who find their way of expressing in long sentences as troublesome, can express their feeling with ease. There are no explanations, various of interpretations and only minimal words to use. I enjoyed sharing in that wall simply because there's no pressure in sharing a short idea, there are no right or wrong comment, and I, everyone, can post anything they/we like.

Line 50 - Student 18: Some are with internet while others are without.