



**The effects of Facebook advertising on the behavioural intentions of
30-50-year-old CEFR English teachers**

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Abstract

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<p>This is a research-based thesis for Company X, which plans to develop and offer interactive digital CEFR English teaching materials to teachers who use the Common European Reference for Languages when teaching different levels of English. The objective is to find what are the effects of Facebook advertising on the behavioral intentions of English teachers in terms of but not limited to purchasing the products Company X intends to offer. Additional objectives include understanding how effective Facebook advertising is in terms of reach and building brand awareness.</p> <p>The theoretical part of the thesis presents key concepts related to consumer purchasing behavior, behavioral intentions as well as digital marketing, specifically related to Facebook advertising.</p> <p>In addition to the desktop study, to achieve the objective, a survey was conducted to collect responses from the target group. The survey included questions related to the current behaviors of the target group on social media as well as their behavioral intentions in terms of engaging on Facebook and purchasing products related to their professions after seeing them advertised on Meta channels. The survey link was distributed using two separate Facebook ads specifically designed to reach the target group.</p> <p>The result from the Facebook ads showed the author that as an advertising tool, Facebook can be effective in reaching particular audiences if ad campaigns are carefully designed and set up. In terms of building brand awareness, certain ad types are more effective than others, and when it comes to the behavioral intentions of the target group, Facebook can be used to successfully attract potential clients, provided that the author uses the more preferred and effective attention-grabbing ads, for example, video ads.</p> <p>The different findings will be implemented by the auhtor of the thesis in her future marketing efforts for Company X when using Facebook advertising.</p>
Keywords CEFR English teachers, consumer behavior, Facebook advertising, behavioral intentions, brand awareness, reach

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1 Introduction

This is a research-based bachelor's thesis for the Degree Programme for Multilingual Management Assistants in the specialization of marketing at the Haaga-Helia University of Applied Sciences.

This chapter introduces the reader to the background of the thesis and aims to briefly explain its objective, specifically, what problems it is trying to solve and how it benefits the author, the company, and its potential customers and users.

The chapter also introduces the commissioning company, hereby referred to as Company X, describes the key concepts used in the research, and defines its scope and limitations.

1.1 Thesis background

The background of the thesis stems from the need of Company X, which is a newly founded company, to find the least expensive and most effective way to market its products and reach its target audience in a timely manner.

While building an audience for any website organically is considered the best way to succeed in the long term, it is also a time-consuming and sometimes years-long process, and in terms of building a business, it is not effective when it comes to short-term success.

Therefore, there is a need to find a relatively quick but highly efficient way to market products and services so that Company X can achieve success in the short term.

In the online world, when it comes to promoting websites and online stores, Google Ads (formerly Google AdWords) as an advertising platform, has been the go-to place for decades. Albeit it is one of the most popular advertising tools available to websites and businesses, as per the author's previous experience, Google Ads is also expensive and quite complicated, which requires valuable resources like money and time to be invested before it can yield results.

In recent years, Facebook has emerged as a user and business-friendly way to advertise all sorts of products and services. As a place where all types of communities exist, the opportunity to target users based on their interests, job titles, or hobbies can be invaluable.

1.2 Thesis objective

The objective of this research-based thesis is to help the author of the thesis learn more about the effectiveness of Facebook advertising in terms of reaching Company X's target group, building brand awareness, and promoting its products. In addition, the author is looking to determine what are the behavioral intentions of 30-50-year-old CEFR English teachers in terms of but not limited to purchasing Company X's product after seeing them advertised on Meta channels.

This particular audience is of significance to the author of the thesis because its members represent the potential clients of Company X, namely English teachers who use lessons based on the CEFR framework when teaching English as a foreign language. Getting more insight into their behavior on Facebook is paramount because the author of the thesis plans to use Facebook advertising to reach and engage her target group. Therefore, the aim is to understand how effective Facebook advertising is in terms of raising brand awareness, but mainly, reaching the target group, finding new potential customers, and promoting the products the author's Company X intends to offer.

The topic being researched is important because it explores consumer behavior and the effects of Facebook as an advertising tool and a marketing platform for businesses in one of the most widely populated online environments.

This topic can be specifically important to businesses similar to the case company. Company X plans to create and distribute English language products, both physical and electronic, specifically meant for educators who can then use them to teach their learners.

Company X is the author's company. This subject matter will help her broaden her knowledge of the effects of Facebook as a platform for businesses, and later on, she can use the acquired knowledge to successfully create and run her marketing campaigns on Facebook, Messenger, Instagram as well as WhatsApp.

The research is needed not only to determine which is the best Facebook advertising strategy for Company X but also to get a better understanding of the needs and the behavioral intentions of the target group. That will help adjust the product development, as well as the marketing campaign to better suit the needs of Company X's potential customers.

The research question (RQ) in this study is: Could Facebook be considered an effective advertising tool that Company X can use to achieve its goals? Furthermore, the RQ is broken down into several Investigative Questions (IQs):

IQ 1. How effective is Facebook advertising when it comes to reaching the target audience?

IQ 2. How effective is Facebook advertising when it comes to engaging the target audience in terms of clicks or other specific actions, for example, post likes and shares?

IQ 3. Which according to the target group are the most impressive Facebook ad types?

IQ 4. What are the behavioral intentions of the target group in terms of liking relative Facebook pages, visiting a website offering English teaching materials and purchasing a product they see an advertisement for on their Facebook feed?

The theoretical framework, the research methods, the survey questions, and the result chapters are summarized in the overlay matrix below.

Table 1. Overlay matrix.

Investigative question	Knowledge base/ Essential points	Research methods	Surveys/ measurement questions	Results
IQ 1: How effective is targeted Facebook advertising when it comes to reaching the target audience?	<i>Meta for Business</i>	<i>Desktop research</i>	<i>n/a</i>	(4.1, 4.2, 4.3)
IQ 2: How effective is Facebook advertising when it comes to engaging the target audience in terms of clicks or other specific actions, for example post likes and shares?	<i>Meta for Business</i>	<i>Desktop research</i>	<i>n/a</i>	(4.1, 4.2, 4.3)

IQ 3. Which according to the target group are the most impressive Facebook ad types?	<i>n/a</i>	<i>survey</i>	<i>Q 17, Q18</i>	<i>4.4</i>
IQ 4. What are the behavioral intentions of the target group in terms of liking relative Facebook pages, visiting a website offering English teaching materials and purchasing a product they see an advertisement for on their Facebook feed?	<i>n/a</i>	<i>survey</i>	<i>Q 13-Q16</i>	<i>4.4</i>

1.3 Demarcation of the research

The objective of this research thesis is to examine the effectiveness of Facebook advertising therefore the research will not include other social platforms like Twitter or LinkedIn where it is also possible to advertise depending on one's goals.

It is not the goal of this research to examine the effects of Google Ads, therefore, it also excludes other channels like YouTube.

Also, because the research only focuses on the effects of Facebook on a certain type of individuals who have specific professions and/ or interests, one other limitation is the target group to which the results may apply. This thesis is not concerned with the buyer behaviour of all individuals within the age group.

1.4 Key concepts

The key concepts under this section are important to this research because they inform the reader about the target group, the meaning of some digital marketing terms, as well as the meanings of some key metrics and terms used in Facebook advertising which are central to analysing ad performance.

CEFR - Common European Framework of Reference for languages a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening, and writing at six reference levels. (Cambridge English)

C2	Mastery	}	Proficient user
C1	Effective Operational Proficiency		
B2	Vantage	}	Independent user
B1	Threshold		
A2	Waystage	}	Basic user
A1	Breakthrough		

Consumer buyer behaviour is the buying behaviour of the final consumers. Final consumers are the individuals and households that buy goods and services for personal consumption. (Kotler & Armstrong 2018, 668.)

Digital and social media marketing is the process of using different tools such as Web sites, social media, mobile apps and ads, online video, email, and blogs to engage consumers anywhere, at any time, via their digital devices. (Armstrong, Kotler, 2017, 52).

Post engagements are the total number of actions that people take involving ads on Facebook. Post engagements can include actions such as reacting to, commenting on, or sharing the ad, claiming an offer, viewing a photo or video, or clicking on a link. (Meta for Business Help Center)

Quantitative research is a type of research involving the administration of a set of structured questions with predetermined response options to many respondents. The compilation and formatting of the gathered data follow an orderly procedure that is largely numerical in nature. (Burns & al. 2017, 143-144.)

Reach is the number of people who saw an ad at least once. Reach is different from impressions, which may include multiple views of an ad by the same people. (Meta for Business Help Center)

Search engine optimization (SEO) is a structured approach used to increase the position of a company or its products in search engine natural or organic results listings (the main body of the search results page) for selected keywords or phrases. (Chaffey, Dave, 2019, 524).

Segmentation - Identification of different groups within a target market in order to develop different offerings for each group. (Chaffey, Dave, 2019, 525).

Social media marketing is the process of monitoring and facilitating customer–customer interaction and participation throughout the web to encourage positive engagement with a company and its brands. Interactions may occur on a company site, social networks and other third-party sites. (Chaffey, Dave, 2019, 526.)

Social media optimization (SMO) is a process to review and improve the effectiveness of social media marketing through reviewing approaches to enhance content and communications quality to generate more business value. (Chaffey, Dave, 2019, 526).

Social network is a site that facilitates peer-to-peer communications within a group or between individuals through providing facilities to develop user-generated content (UGC) and to exchange messages and comments between different users. (Chaffey, Dave, 2019, 526).

Survey research is done by gathering primary data by asking people questions about their knowledge, attitudes, preferences, and buying behaviour (Kotler & Armstrong 2018, 674).

1.5 Company X

Company X is a newly founded company in Finland, and the idea of the company is based on a previous project also owned by the author of the thesis. The main focus of the company is to develop and promote interactive English lessons, which aim to help teachers of the English language provide alternative interactive materials to their learners.

The products are structured based on the Common European Framework of Reference for Languages (CEFR) and are provided in an electronic form with the option to be either printed out, used online, or on one's computer without the need for an Internet connection. Other than the products themselves, the company's website will offer free resources as well, which will also help with the organic promotion of the products.

Although the products target teachers of the English language, the website, the materials and the products will also be made available in other languages as well, starting with German and Bulgarian. The plan is to further develop the project and add additional

languages, for example, French, Russian, etc. There is a value in this effort for the company in terms of organically becoming present in search results in these specific geographical locations and raising awareness about the company's products and services.

As mentioned above, growing organically is not enough for the success of any business, therefore Company X needs to focus on its marketing strategy, and adopt the best advertising practices available to new businesses today. That is why the owner of the company focuses her attention on Facebook as an advertising platform.

As of November 2021, the company is established but not active. Active means for the website and online store to be open to visitors. The reason for the company to not be active just yet is that the owner is working on creating the products, and the content for the website and online store. Because the owner is working on it part-time, the times for accumulating the needed amount of content are set for the middle or last quarter of 2022 when the company's website will be officially up and running.

Also, it is important to point out that it is imperative to have a good amount of quality content and products before launch as it greatly affects the initial performance of new online businesses as well as bounce rates – a critical indicator of how a website is performing and retaining its users. There are good practices set in this field of which the company's owner is aware and trying to closely follow.

1.6 Method and Framework

There are two methods used for this research. One is the desktop method (documents and content analysis), and the other is the quantitative method. The desktop method is possible because there is enough information and resources available to guarantee a strong foundation that is needed for a good layout of the main concepts, ideas, and general findings when it comes to consumer behaviour and digital marketing.

The quantitative method is used to collect data about the attitudes of specifically targeted individuals for which there isn't much information available.

2 Facebook

This part of the thesis tells the reader about Facebook's history. The goal is to highlight the most important events in the company's historic development, focusing specifically on Facebook itself, and not on other products or services the company may have.

2.1 From Facemash to Facebook to Meta



Figure 1. From Facemash to Facebook to Meta - Company history

What we know as Facebook today, started as Facemash at Harvard University in 2003, as a service for students to rate the attractiveness of other students. It was quickly shut down due to university policy violations on resource usage but because it was successful, it led to the registration of the <http://www.thefacebook.com> URL in January 2004. (Hall, Mark. Encyclopedia Britannica 2021)

The social network theFacebook.com was launched in February 2004 by Mark Zuckerberg and co-founders Dustin Moskovitz, Chris Huges, and Eduardo Saverin. Several months later, in September 2004, the Facebook Wall was made available, and people had a place to post messages to their friends.

The network gained popularity outside Harvard quickly, and by the end of 2004, it already had 1 million active users. During the following year, the company officially changed its name to Facebook.

Facebook for mobile was made available in 2006. The famous like button was introduced at the beginning of 2009, and by July 2010, 500 million people were active on Facebook. Messenger, which is the messaging app of Facebook was introduced in August 2011.

By 2014 Facebook had already acquired Instagram and WhatsApp, which were essentially the company's biggest competitors. A year later, the company had 1 billion active users in a single day. (Meta 2022.)

In October 2021 Facebook announced the change of the company's name to Meta Platforms introducing the "metaverse" – a place where users would play, work and interact in virtual reality environments. (Hall, Mark Encyclopedia Britannica 2021.)

Ever since it first launched, Facebook, now Meta Platforms, hasn't stopped developing and growing. More and more people use their services and apps every day.

"With roughly 2.91 billion monthly active users as of the fourth quarter of 2021, Facebook is the biggest social network worldwide. In the third quarter of 2012, the number of active Facebook users surpassed one billion, making it the first social network ever to do so." (Statista Research Department, Feb 14, 2022.)

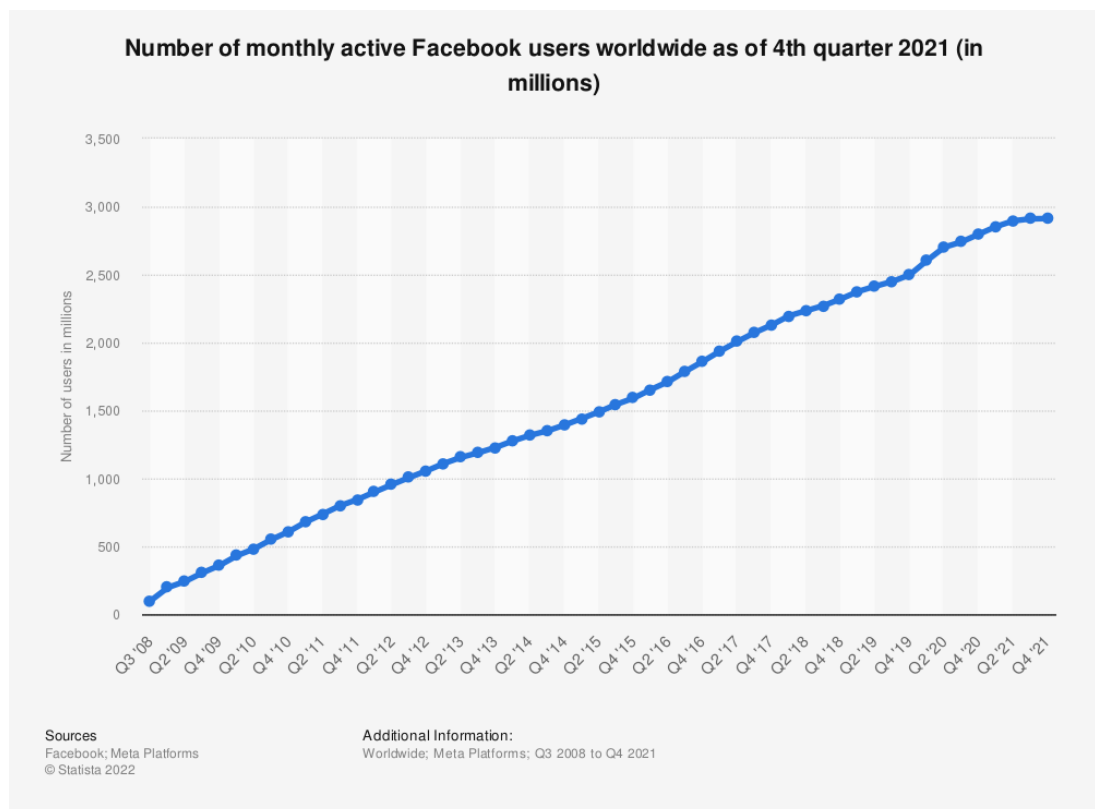


Figure 2. Number of monthly active Facebook users worldwide as of 4th quarter 2021 in millions (Statista Research Department)

With the numbers constantly growing, Facebook continues to be the place that attracts the majority of social media users, and, in terms of reach, is the place to go if you are looking to grow your audience.

That is another reason why the author of this thesis focuses her efforts on using Facebook as a place to market Company X's products and services. The combination of easy

control over budgeting and the potential to reach more users indicates that it's possible to build brand awareness and achieve success in the short term as well, provided a good marketing strategy is in place.

2.2 Facebook advertising

This part of the thesis will introduce the Facebook Advertising platform, some of its most important tools and functions, as well as its various types of campaign objectives and ad types available to businesses and individuals. Some of the key terminology specific to Facebook advertising will also be included here.

2.2.1 Key terms utilized by Facebook

Facebook advertising terminology is important for businesses and page administrators to understand so that they know what they are doing when starting their paid advertising initiatives.

Ad campaigns - A campaign is a series of ad sets and ads that aim to accomplish a single objective, such as generating leads or increasing the number of app installs. (Meta Blueprint 2022)

Ad sets - Ad sets are groups of ads that share settings for how, when, and where to run ads. (Meta Blueprint 2022)

A/B testing - A/B testing is a marketing strategy that puts two different versions of a website, advert, email, popup, or landing page against each other to see which is most effective. (NEILPATEL 2022)

Cost Per Link Click - CPC shows how much, on average, each link click costs. CPC is a metric used in the online advertising industry for benchmarking ad efficiency and performance. (Meta for Business 2022)

Daily budget - The average amount spent on an ad set or campaign each day. Useful when the goal is to spend the same amount each day to achieve consistent daily results for a campaign or an ad set. (Meta for Business 2022)

Lifetime budget - The total amount of money spent over the entire run-time of a campaign or ad set. Useful when the goal is to not exceed a certain amount and works best if there is flexibility on how much can be spent each day. (Meta for Business 2022)

2.2.2 Mission of Facebook

The core mission of Facebook has always been to help people connect with friends, family, and communities who share the same interests, have the same hobbies, and similar lifestyles. However, Facebook has developed as a place where businesses can thrive, making it possible for them to connect and interact with the right customers and audiences.

Facebook advertising started as an attempt to cover server costs under the name of the “Flyers” project in 2004. In 2007, Facebook officially launched its Facebook Ads platform, which provided an opportunity for businesses to create Facebook profiles, and to share content on Facebook. (Fuchs, Jay HubSpot 2022.)

As the testimonials presented in figure 3 and figure 4 below demonstrate, ever since its launch, the Facebook Ads platform has been helping businesses succeed by guiding them in creating the right types of ad campaigns and targeting the right audiences so that they can achieve their business goals.



Figure 3. Testimonial by Felix von Zabiensky, Facebook/ Instagram Performance Marketing Consultant at Just Spices.

The German herbs and spices company Just Spices considers the Facebook marketing options the most efficient when it comes to achieving the company's business goals. The company was able to increase its brand awareness by 6.8 points with a broadly targeted video and photo ad campaign which was distributed on Facebook. They also saw a 4% higher conversion rate with the help of Meta for Business. (Meta for Business 2022.)

The shopping application Joom's advertising objectives were to ultimately reach new potential customers and make ads easier to set up. Their strategic decision to use Facebook's Automated App Ads helped them achieve a 6x higher return on ad spend, as well as a 7x lower cost per incremental in-app. (Meta for Business 2022.)

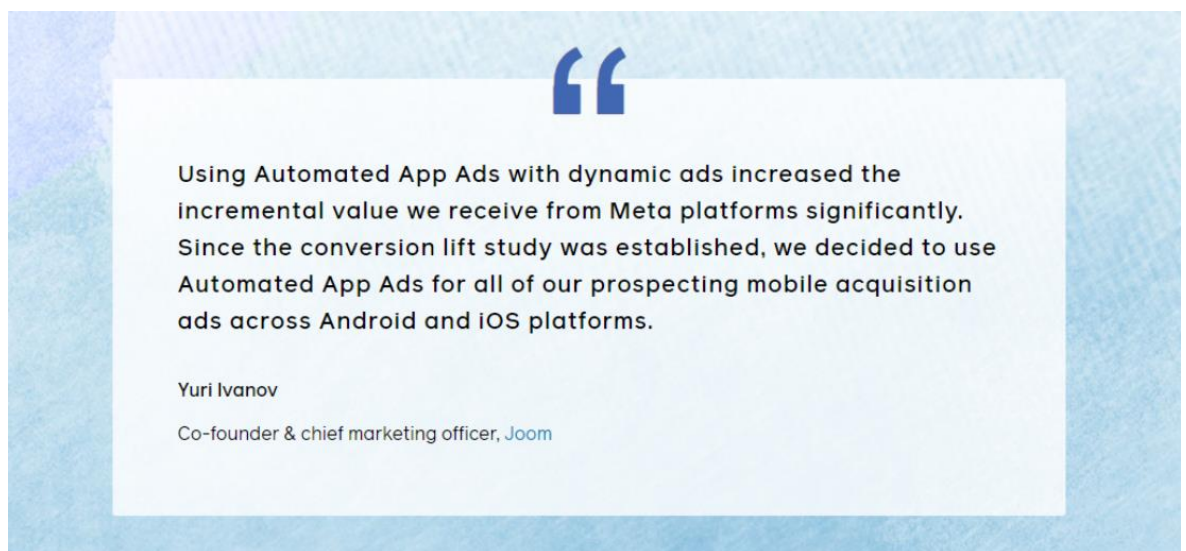


Figure 4. Testimonial by Yuri Ivanov, Co-founder & Chief Marketing Officer at Joom

Because there is no too big or too small a business that can use Facebook ads, the author of this thesis finds that Meta for Business is the place to go for newly founded companies.

2.2.3 Campaign objectives

Social media advertising is not very different from traditional advertising, meaning it includes most, if not all the steps of traditional advertising. A key step is setting the campaign objective, and it is the first step that needs to be taken.

Campaigns correspond to the advertising objectives a business may have, for instance, building brand awareness, driving website traffic, or generating leads, to name a few. Campaigns are designed in a way that facilitates optimization and result measurement. Each advertising campaign can have several ad sets, where each ad can have its own

budget, schedule, creative (image, video, link, etc.), and target audience. (Meta for Business 2014.)

When it comes to Facebook advertising, there are several distinguished objectives businesses can set depending on their goals. It is paramount to consider one's business goals before choosing a campaign objective. In short, business goals are divided into three main categories, and different campaign objectives fall under them. (Meta for Business 2022.) Broadly speaking, business goals include:

- Awareness
- Consideration
- Conversion

The campaign objectives which fall under each of these categories of business goals are the following:

Awareness

Objective	Your business goal is to:
Brand awareness	Increase people's awareness of your business, brand or service.
Reach	Show your ad to as many people as possible in your target audience.

Figure 5. Campaign objectives under the Awareness business goal category

Both brand awareness and the reach objectives are the first key steps for any new business. These objectives help generate interest in a product or service. (Meta for Business 2022.)

Company X will use these first objectives because it's a newly founded company, and there is a need to make people aware of the company's existence, products, and services.

Ads created within the brand awareness campaign need to be set in a way that they have the potential to reach as many people from the target group as possible in order for the campaign to be successful. The reach objective, being an integral part of the brand awareness goal, is also paramount, which is why it will be a part of the initial advertising campaigns of Company X.

Consideration

Objective	Your business goal is to:
Traffic	Send people from Facebook to any destination you choose, such as your website's landing page, a blog post, app, phone call, etc.
Engagement	Reach people more likely to engage with your post. Engagement includes likes, comments and shares but can also include offers claimed from your page.
App installs	Send people to the store where they can download your business's app.
Video views	Share videos of your business with people on Facebook most likely to watch it.
Lead generation	Collect leads for your business. Create ads that collect info from people interested in your product, such as sign-ups for newsletters, or have people give your business a call.
Messages	Connect with people on Messenger, Instagram Direct, and WhatsApp. Communicate with potential or existing customers to encourage interest in your business.

Figure 6. Campaign objectives under the Consideration business goal category

Once the brand awareness and reach objectives have yielded good results, the next appropriate step is to set up an advertising campaign under the Consideration category.

Objectives under this category are a key second step because they get people to consider the products or services a certain company offers and seek more information about them. (Meta for Business 2022.)

In the case of Company X, possible objectives here would be generating traffic to the company's website and online store outside Facebook, but also encouraging people to engage with the company's posts via shares, and likes within Facebook, so that it can further grow its audience, exposure, and reach on this particular social media channel.

Conversion

Objective	Your business goal is to:
Conversions	Encourage people to take a specific action on your business's site, such as having them add items to a cart, download your app, register for your site, call your business, or make a purchase.
Catalog sales	Show products from your ecommerce store's catalog to generate sales.
Store traffic	Promote your brick-and-mortar business locations to people that are nearby.

Figure 7. Campaign objectives under the Conversion business goal category

Conversion objectives are the kind of objectives that encourage people interested in a business to buy or use their products and services. (Meta for Business 2022.)

Objectives within the Conversion category are the ultimate goal of any company, as they constitute the business-making part of the above process. At this stage, businesses aim to turn people into their customers who buy a product or a service and, hopefully, come back for more.

For Company X, a conversion objective would be to encourage people to add products to the shopping cart in the online store and make a purchase but also sign up for a newsletter and become an active user of the company’s website.

2.2.4 Segmentation and targeting

When it comes to segmentation and targeting the right audiences, Facebook is capable of facilitating the process by automatically showing ads to people who are most likely to find them relevant. (Meta for Business 2022.)

To target audiences further, Facebook currently offers three audience selection tools that allow targeting users based on different criteria.

Core Audiences	Custom Audiences	Lookalike Audiences
Define an audience based on criteria such as age, interests, geography and more.	Get back in touch with people who have engaged with your business, online or off.	Reach new people whose interests are similar to those of your best customers.

Figure 8. Facebook's three audience selection tools

Core Audiences help set the rules for where and to whom ads are delivered. Target audiences can be adjusted and predefined based on the following criteria: (Meta for Business 2022.)

- Location
 - Countries
 - Cities
 - Communities
- Demographics
 - Age
 - Gender
 - Education
 - Job, etc.
- Interests and hobbies
- Consumer behaviour
 - Prior purchases and device usage
- Connections

Custom Audiences, on the other hand, is a convenient tool to use when a business is aiming to connect with people who are already interested in the product or service the business offers, for example, they have previously visited the website or used the app the business has. (Meta for Business 2022.)

These audiences include users from:

- Contact lists
- Site visitors
- App users

The Lookalike Audiences tool targets users similar to the ones a company already has on their Facebook business page. Figure 9 and figure 10 below illustrate who the Lookalike Audiences tool would target automatically based on the information about the current audience on Company X's Facebook business page.

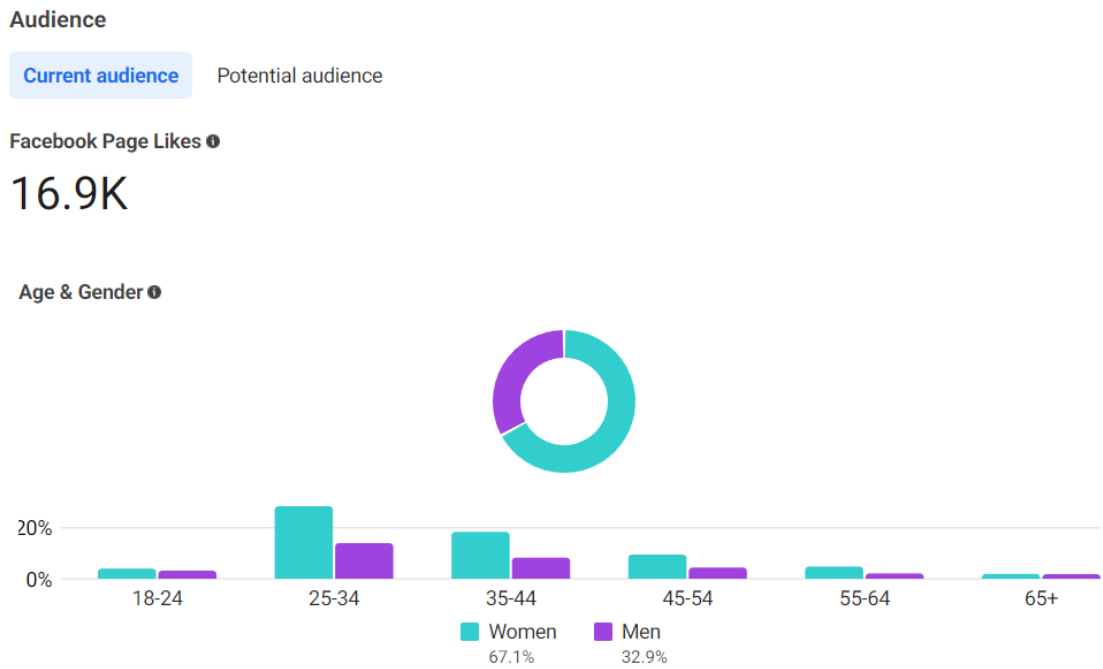


Figure 9. Company X's current audience Age and Gender profile

Based on the audience profile in figure 9 above, the Lookalike Audiences tool can help reach the potential audience from figure 10 below (in Finland):

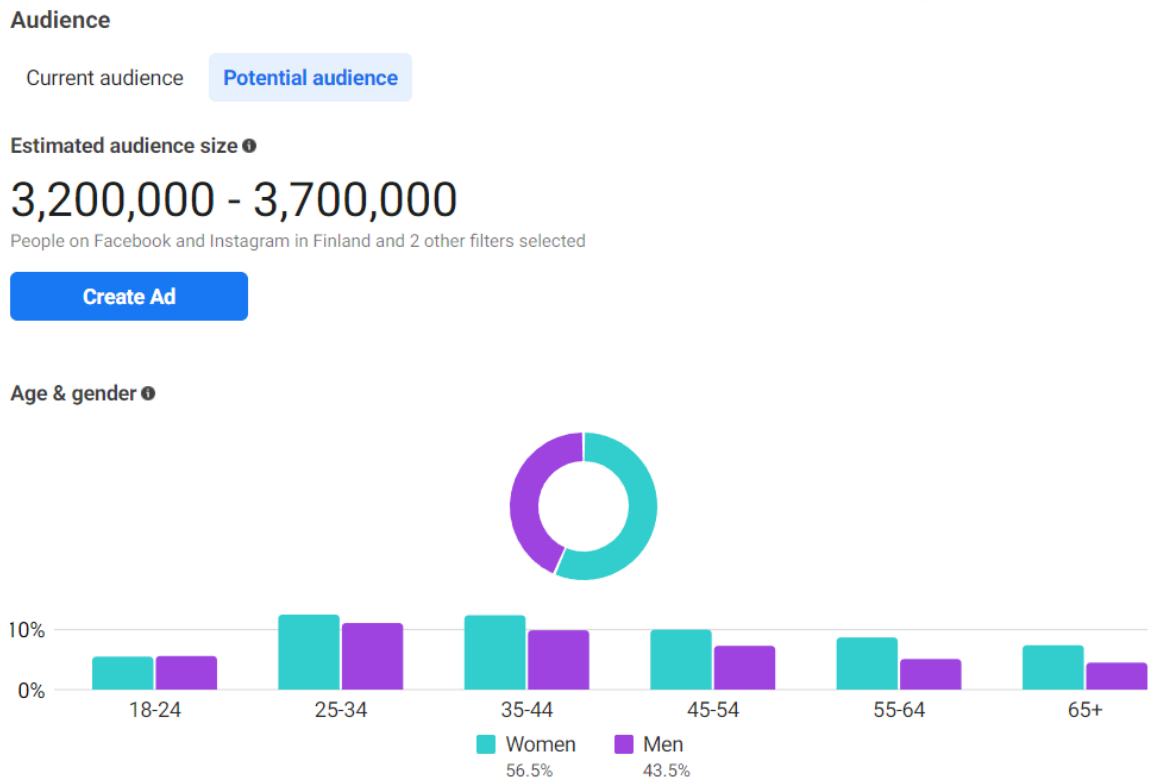


Figure 10. Potential Audience reach - Lookalike Audiences Tool

The Lookalike Audiences tool can be further configured in order to target users more precisely, for example, by location, age, interests, and more.

2.2.5 Ad structure

In the past, Facebook's campaign structure had two levels — campaigns and ads. The new ad campaign structure is organized into three levels: campaigns, ad sets, and ads. (Fuchs, Jay HubSpot 2020.)

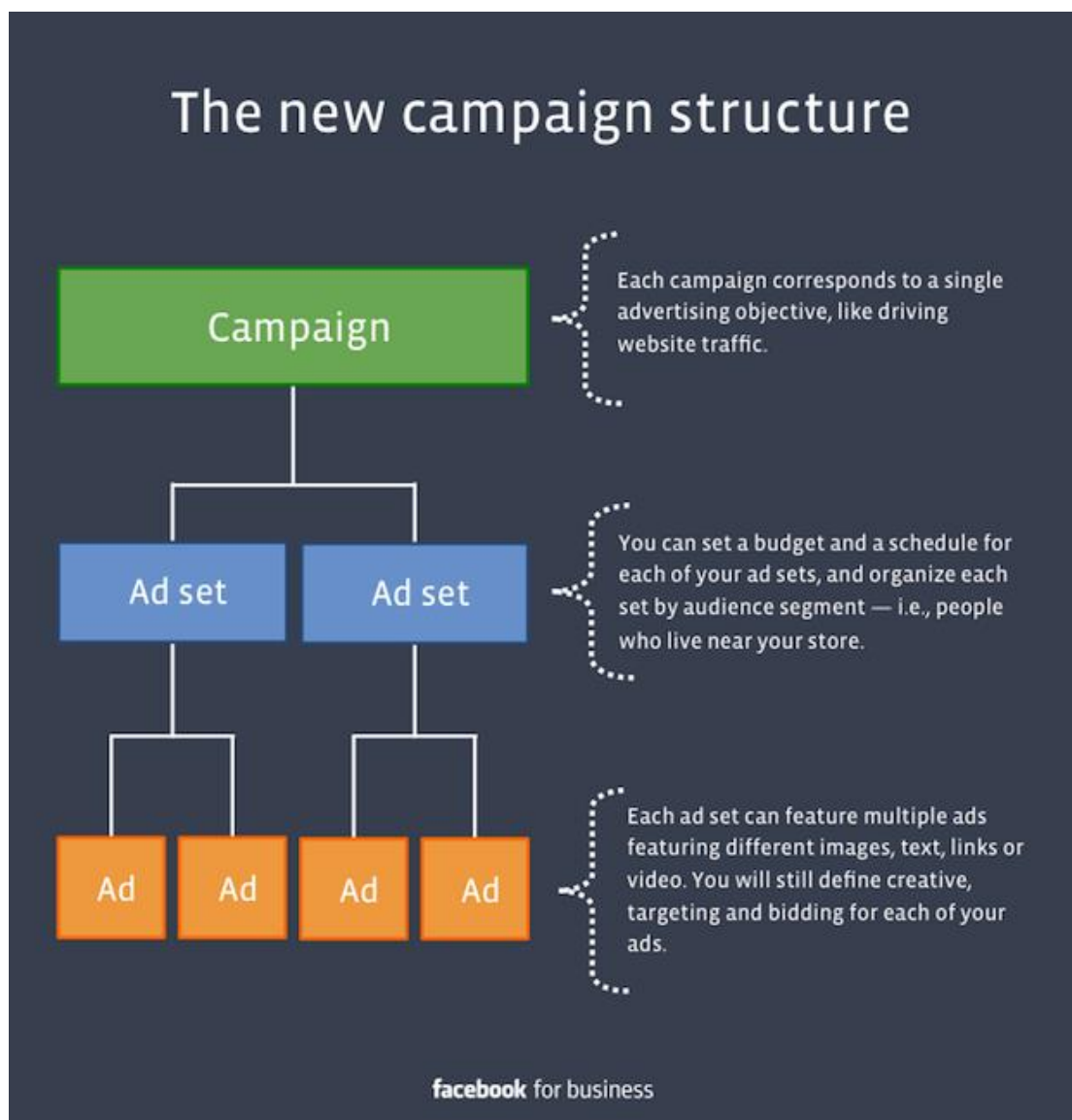


Figure 11. Facebook Ad Campaign Structure

The new campaign structure supposes taking the following steps:

- create an ad campaign for each objective
- create the ad sets for each audience being targeted within the campaign

- create the ads for each ad set targeting the corresponding audience

Using different ad types (images, videos, etc.) during the last step is considered best practice because it helps with understanding which ad type works best with which audience, and ultimately leads to better-optimized ad campaigns which have the potential to yield better results. (Meta for Business 2014.)

It is important to point out that a business's advertising objectives can affect the placements and distribution of ads (Facebook, Instagram, Messenger, etc.) (Meta for Business 2022.) That ultimately affects the potential to reach audiences therefore, it's crucial to consider one's goals carefully before choosing the proper ad format.

2.2.6 Ad types available on Facebook

Over its history, the Facebook Ads platform has consistently expanded its available advertising formats, aiming to effectively monetize the platform without compromising user experience. (Fuchs, Jay HubSpot 2020.)

Currently, the ad types available are the following:

- Image
- Video
- Carousel
- Collection
- Instant Experience

For the purposes of Company X, at this time, the author considers that, from the above list of ad types, all except for the Image ad type will be a good choice to advertise the products of the company. Because the Image ad type uses static creatives, it will not be a suitable choice to demonstrate the interactive features of Company X's products.

Instant Experience, on the other hand, is perhaps the best place to start, because it is an ad type that allows achieving multiple objectives at the same time, from capturing user attention and telling the story of a brand, to highlighting and showcasing products and services.

Because the Collection ad type features multiple product images or videos (up to 10) and opens as an Instant Experience type of ad when people interact with it, that, too, is a good choice if the goal is to display several different products together.

2.2.7 Ad creation, placement, and management

Once the campaign objectives have been set, it is time to take the steps that will lead to running ads on Facebook as well as other places like Messenger, Instagram, etc.

Ad creation

From the Meta Business Suit admin area, the Facebook Business page administrator has access to several tools, which are there to help with page, posts, and ads management.

There are more than one ways to create ads in the Meta Business Suit. The Ads Manager tool in the Meta Business Suit can be found under All tools. It allows page administrators to create campaigns, ad sets and ads. The first thing that needs to be done before choosing an ad type is to set the Campaign Objectives, which one can do by clicking the Create button under the Campaigns Tab.

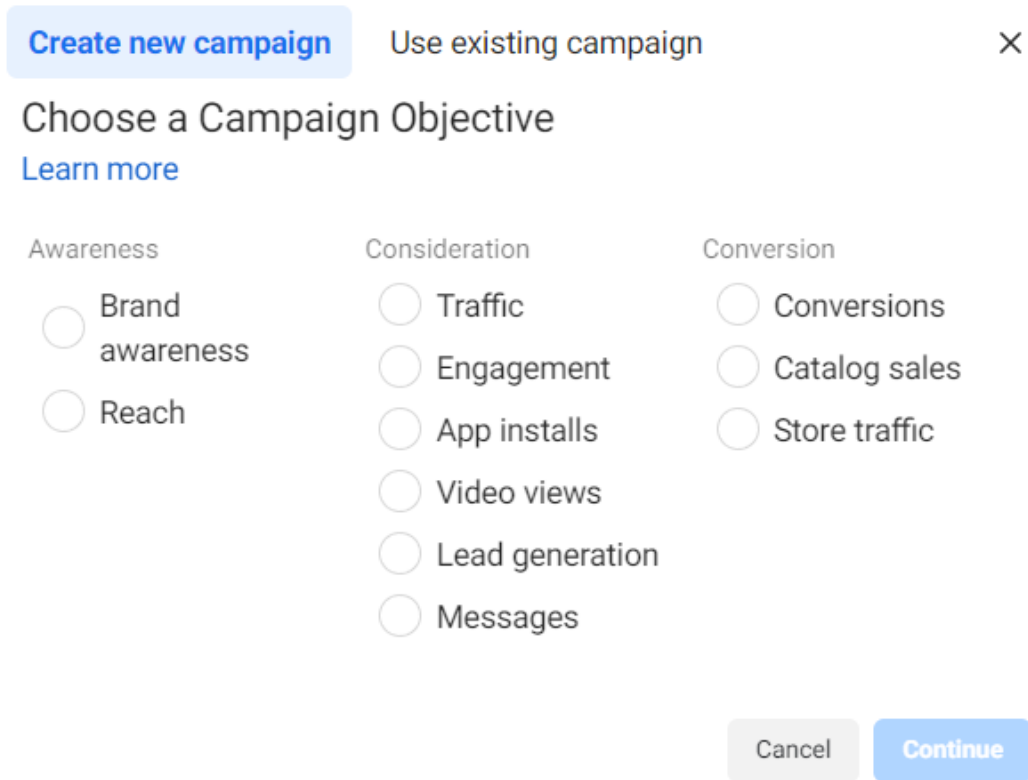


Figure 12. Choosing a campaign objective in Ads Manager

Another way to start the ads creation process in the Meta Business Suit is by using the Planner tool, which makes it possible to schedule posts and ads ahead of time, as shown in figure 13 below.

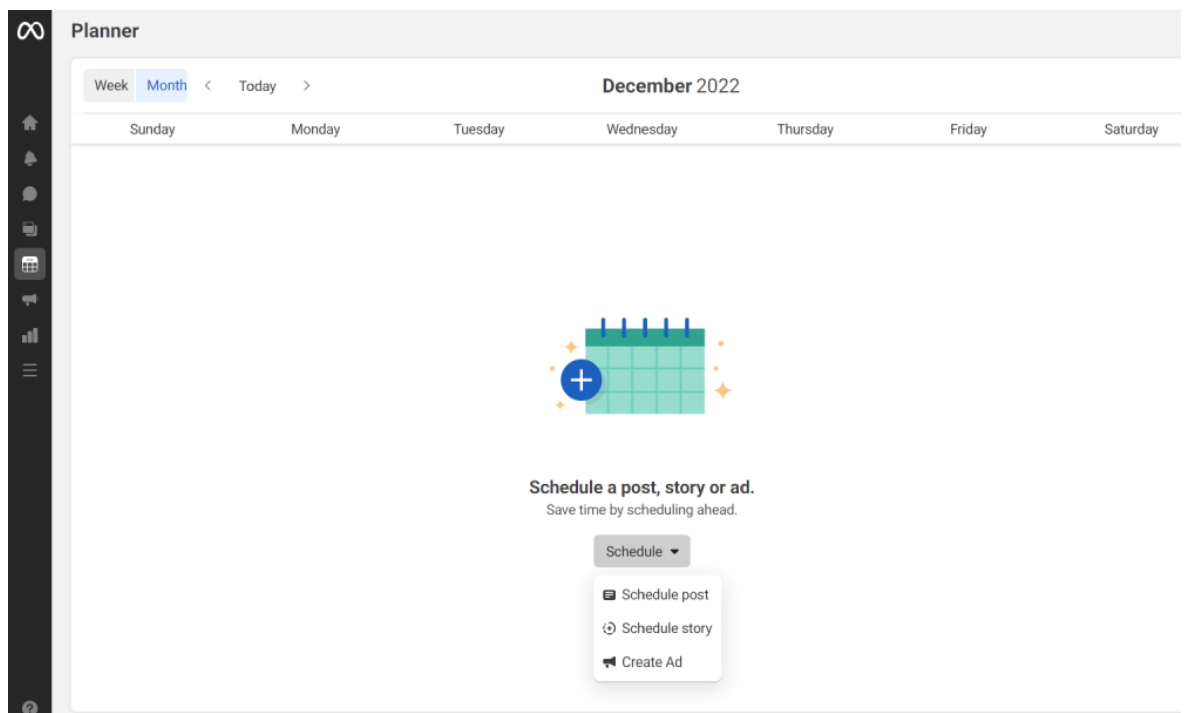


Figure 13. Meta Business Suit - Planner Tool

Upon selecting the Create Ad option, another window opens leading to the next step in ad creation, namely choosing the goal for the ad. There are several recommended options available, for example, driving website traffic or boosting a post, and there is also the opportunity to start off with Automated Ads as figure 14 below illustrates.

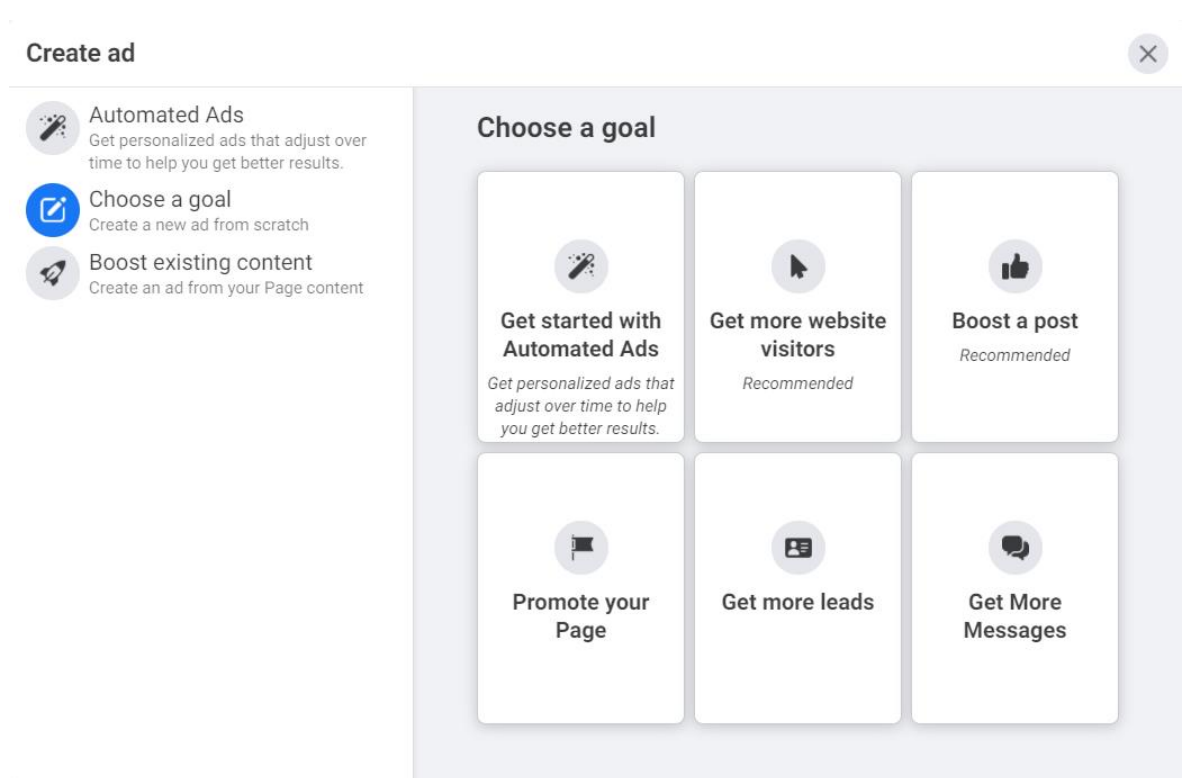


Figure 14. Choosing a goal and creating an ad in Meta Business Suite

The Automated Ads option is suitable for people who prefer to start with a more personalized plan or have limited experience with Facebook ad creation. Once the Automated Ads option is selected, another window opens (figure 15 below), which offers the opportunity to answer a few survey questions about the company and the business's products, services, and goals, which ultimately leads to Facebook Ads testing and comparing 6 different ad versions to find out the best-performing one.

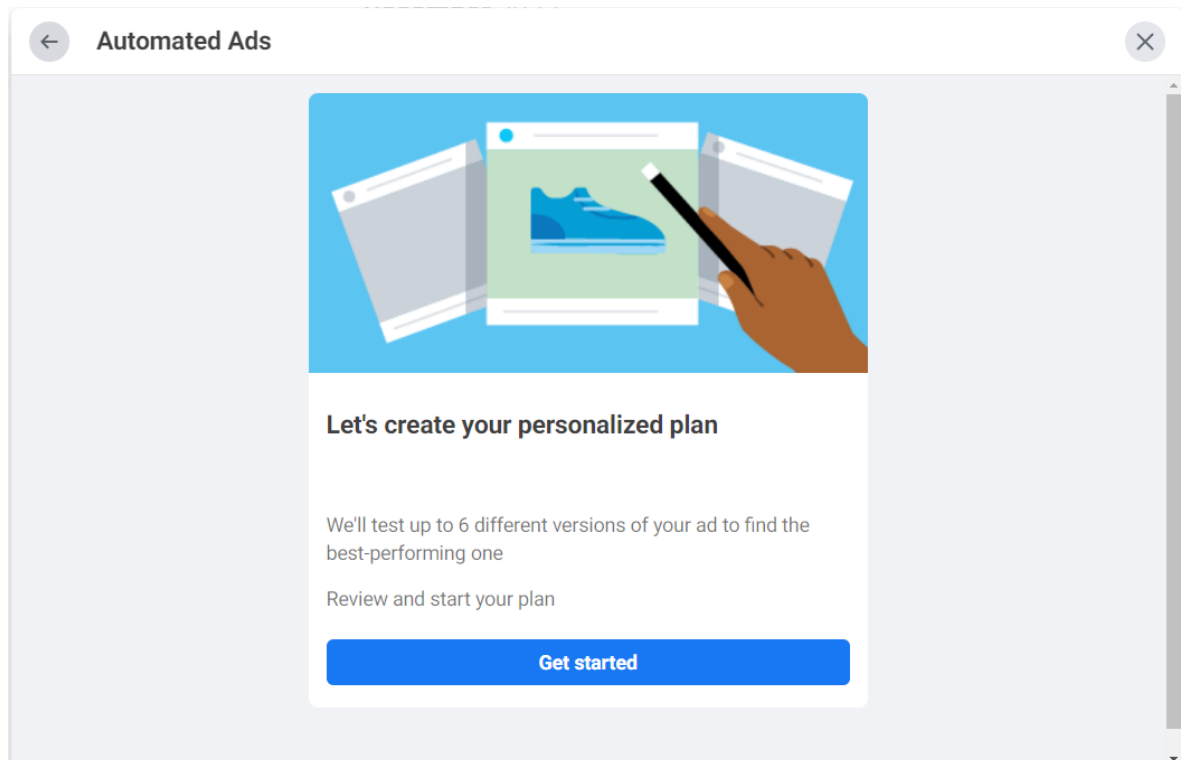


Figure 15. Automated Ads – Creating a personalized plan

The author of this thesis considers this way of creating ads to be more flexible, more accurate but also easier. The opportunity to test different ad versions is very valuable, as it will provide more insight into the way to continue forward with the best chances for success.

For that reason, in her initial marketing campaigns, the author will focus her efforts on utilizing the Automated Ads tool when promoting Company X's products.

Ad placement

The Meta for Business website recommends using the Automated Placements option in Ads Manager because it is the most effective way for the delivery system to make the most of the available budget. (Meta for Business 2022.)

In terms of reach, including more ad placement options helps with targeting a wider audience, and may be beneficial when it comes to making an ad more memorable if users come across the same ad over different platforms. However, there is also an option to choose ad placements manually as well.

Currently, as figure 16 below demonstrates, in addition to Instagram Shop, there are another 7 inbox, desktop or mobile feeds where ads are displayed.

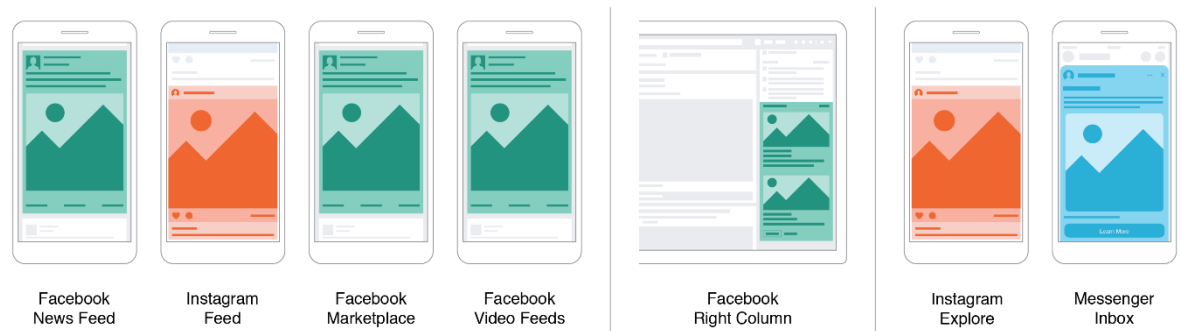


Figure 16. Ad placements across Facebook, Instagram, and Messenger

As figure 16 above shows, on Facebook, ads are displayed in users' News Feed, Market Place, Video Feeds on mobile, as well as in the right column of Facebook for Desktop.

On Instagram, in addition to Instagram Shop, ads show on Instagram Feed, and Instagram Explore. Ads are displayed in Messenger Inbox as well.

2.3 Positives of Facebook Advertising

Apart from the possibility to specifically target users based on their interests and professions, being able to control the budget for each ad is another major positive because careful budgeting is especially important for newly founded companies.

The different ad types are also a positive feature because there is no limitation to the type of content one can use in their ads. This allows for a lot of creativity when creating ads, and it also helps with user engagement because many people are ad-blind to certain types of ads.

Facebook being the biggest social network in the world is another positive thing, because it speaks of its potential to reach the most people at any given moment which is essential for businesses looking for exposure.

2.4 Negatives of Facebook Advertising

Tackling how Facebook ad campaigns work and finding the best strategy is likely to take time no matter how straightforward a process it seems to be at a first glance. Usually, there is some testing involved to see what yields the best results and what doesn't, and

because of that, a possible negative is the time, and the money spent on adjusting one's strategy and finding the best solution.

When it comes to Facebook ad campaigns and ad types, it can be expected that, as time passes, they will continue to be updated to match current trends and user demands which indicates that there will always be a learning curve involved in all marketing efforts.

Other than that, there is also the problem that Facebook ads only reach people who are active on the Facebook app itself as well as on some of the other Meta apps, for example, Messenger, which means that users who are inactive or are not on any of these apps at all cannot possibly be reached by using Facebook Ads. Albeit a good solution, Facebook is not an all-around solution, so the need to use other channels will always be there.

3 Research Design

In this chapter the author explains how the research for this thesis was conducted. The chapter also includes information on the research design, the phases of the research, the data collection and analysis methods.

3.1 Research Design

This is a one-phase research which uses the quantitative method to gather necessary data with a survey exploring the attitudes of English language professionals towards Facebook advertising and its effectiveness as well as their behavioural intentions. The survey also looks to explore current behaviours of English language teachers on Facebook, their preferences when it comes to ad types they encounter as well as their readiness to purchase products designed to help them in their professions.

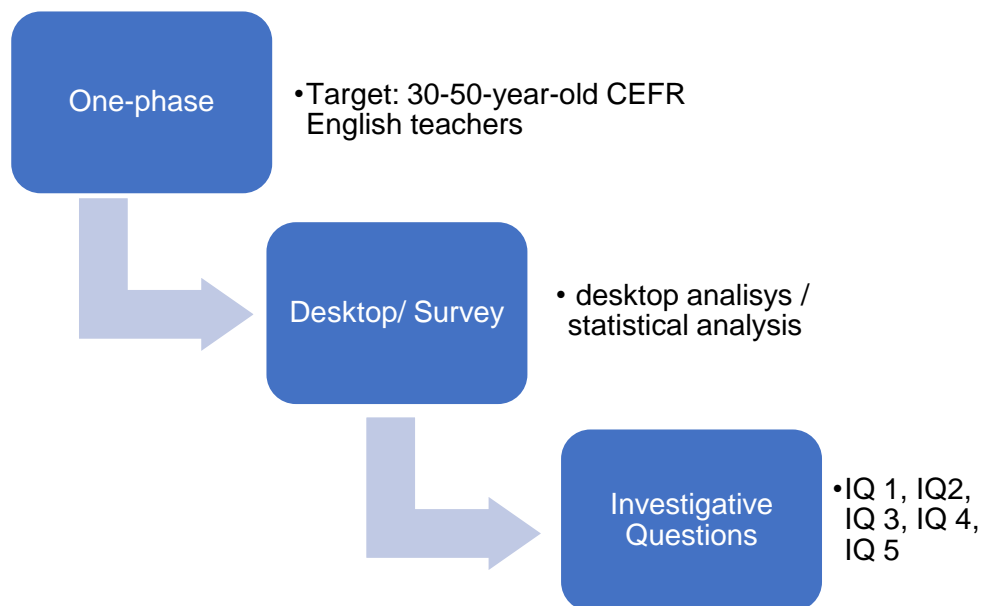


Figure 17. Research Design

3.2 Quantitative Research

The survey (Appendix 1) for the quantitative data research method was designed so that it stems from the investigative questions that this thesis asks.

To make the survey, the author used the Webropol Software which is a leading survey design and collection tool. The survey consists of 21 questions in total spread on 10

separate pages so that different topic questions can be logically separated to make sure it is well organized, and the respondents can follow with ease free of confusion.

Because the thesis focuses on a particular age group of professionals who teach English using a specific framework, the first two questions of the survey were screening questions. Other than the question about gender, no personal or sensitive data was collected, and the survey was completely anonymous.

The author of the thesis provided her contact information in the beginning of the survey, along with short information to prospect respondents about the purposes of the research.

The questions of the survey were, for the most part, mandatory, closed multiple choice questions except for the last two questions, which were both open questions, but the last one was voluntary.

3.3 Data collection

This part of the thesis explains to the reader how the data needed for the research was collected. It also provides information about where geographically and for how long the survey was distributed, as well as what channels were used to reach the target group.

3.3.1 Quantitative research data collection

As mentioned above, for the quantitative data collection, a survey consisting of 21 questions was created using the Webropol software. The weblink to the survey was made available for all sorts of devices, meaning it worked on mobile and desktop, as well. It was distributed to the targeted audience using Facebook advertising.

The collection process was initiated three times over the period of more than 6 months, two of which were unsuccessful. The first problem that presented itself was that the survey's screening questions were not functioning as expected and tested previously, which resulted in collecting responses from people outside of the target group in terms of age and in terms of the English teaching framework they worked with. Because these are central to the research, the survey responses had to be abolished since they were invalid. After editing the survey and testing it out again, it was launched anew several weeks after the first launch.

The second failed attempt was mainly due to the author's lack of knowledge of how Facebook advertising works, specifically when it comes to geographical targeting. Due to

a lack of clear instructions or prompts informing the user that there is a limited number of countries that can be targeted within a single ad campaign, the author believes that she targeted a bigger number of countries from the European Union than allowed. That, in turn, resulted in Facebook targeting and distributing the survey link throughout the continent of Europe as a whole, and not the list of countries specifically targeted by the author when setting up the campaign. As a result, the collected responses came from individuals outside of the EU where the CEFR framework is used.

In that instance, a very large portion of the survey responses came from Ukraine. Although there is no clear reason as to how and why this happened, the author believes that it is somehow related to the war in Ukraine, because the second collection attempt was made shortly after it started.

In the end, however, because geographical targeting is central to this thesis, the results from the second attempt had to be abandoned as well.

Get more website visitors Facebook ad

The third launch of the survey was made on Monday, September 19th, 2022, and lasted ten days. For that launch, the author of the thesis created a Facebook ad, the goal of which was to Get more website visitors, where the website was the link to the survey. Due to the type of ad being used, to access the link to the survey, respondents had to click on a “Learn more” button.

English teachers, we value your opinion! Tell us what you think about Facebook Ads and interactive English lessons & help a fellow teacher do her BA Thesis!



Figure 18. Get more website visitors Facebook ad

To avoid Facebook distributing the ad to countries outside of the EU, where the CEFR Framework is primarily used, the author decided to target a limited number of EU countries which she is most interested in and planning to create content for. The countries included German-speaking Austria and Germany, Bulgaria, the native country of the author, as well as France - another EU country of interest.

To further detail the target group for the ad, the following targeting options were selected for both men and women:

- Age: 28-55
- Interests: English as a second or foreign language, English language or Teaching English as a foreign language
- Employers: ESL Teacher (English as a Second Language Teacher)
- Job title: English Language Arts Teacher (ELA Teacher), ESOL Teacher (English for Speakers of Other Languages Teacher) or Middle School English Teacher

This Facebook ad ran for 10 days with a daily budget of 2 Euros which is the daily minimum Facebook sets for their users.

Get more engagement Facebook post boost

In order to reach more people from EU member states, the author of the thesis decided to make another campaign and distribute the survey link to other countries from the European Union that she is also interested in. For this campaign, the EU countries were the following:

- Greece
- Italy
- Poland
- Romania

To be able to compare the performance of the ads and the campaigns, a different approach was used this time. A Facebook post was created on Company X's Facebook page on Thursday, September 22nd, 2022, which was then boosted for 7 days until September 29th, to match the ending of the Get more website visitors ad campaign.

Boosting an already existing post means that a Facebook ad is created but the main goal for that ad campaign is slightly different, meaning that in this case, the goal is to get more engagement, for example, post reactions and not necessarily link clicks.

Apart from targeting different EU countries, and using a different advertising approach, there was another significant difference in the settings for this ad type, namely the demographic segmentation in terms of age, where the targeted age group was men and women from 25-56 years of age. All other settings in terms of interests and job titles remained the same.

The boosted post campaign ran for 7 days and had a total budget of 20 euros.

Due to the ad type, this time, the link to the survey was directly added to the post, and there was no button for users to click on as can be seen in figure 19 below.



Figure 19. Boosted post Facebook ad type

In addition, to make sure that the survey participants were further screened to match the target group for this thesis more precisely, there were two screening questions at the beginning of the survey. One was for age, and the second one asked if the person uses the CEFR framework for teaching English. People who responded they were younger than 30 or older than 50, were taken to the Thank you page and exited the survey.

Respondents who replied they didn't use the CEFR framework for language teaching were taken to the Thank you page and did not proceed further with the survey either, which ensured that the target group for this thesis was precisely matched.

The above campaigns concluded on September 29th, 2022.

However, because the author of the thesis was not satisfied with the overall results of the ads, she decided to run both campaigns for a second round of 7 days in an attempt to reach more survey participants and collect more responses.

The second round ended on Thursday, October 6th, 2022, with very little impact on survey response numbers from the first cycle.

3.4 Data analysis methods

The following section of the thesis introduces the reader to the methods used to visualize and analyse the collected data from the survey.

3.4.1 Qualitative Research analysis methods

The data which was collected via the weblink distributed to different geographic locations using two different types of Facebook ad campaigns, was exported to Excel using the export function of the Webropol software. The software exported the data along with visualizations but some of them were modified and styled differently for the sake of presenting better visuals.

4 Results

This chapter of the thesis presents the results from both Facebook campaigns that were run to collect survey responses from the target group, as well as the results from the survey itself. First, the reader is introduced to the Facebook ads results, followed by the survey results. The author first presents the respondents of the survey, and then the results from each survey question are presented in more detail.

4.1 Get more website visitors Facebook ad - performance and result

The final Facebook ad report for the Get more website visitors ad campaign shows that for the time the ad was running, namely 10 days, it reached a total of 10,468 people, 46,9% of whom were women, and 53,1% were men. The largest number of people reached were within the 45–54-year range (figure 20 below.)

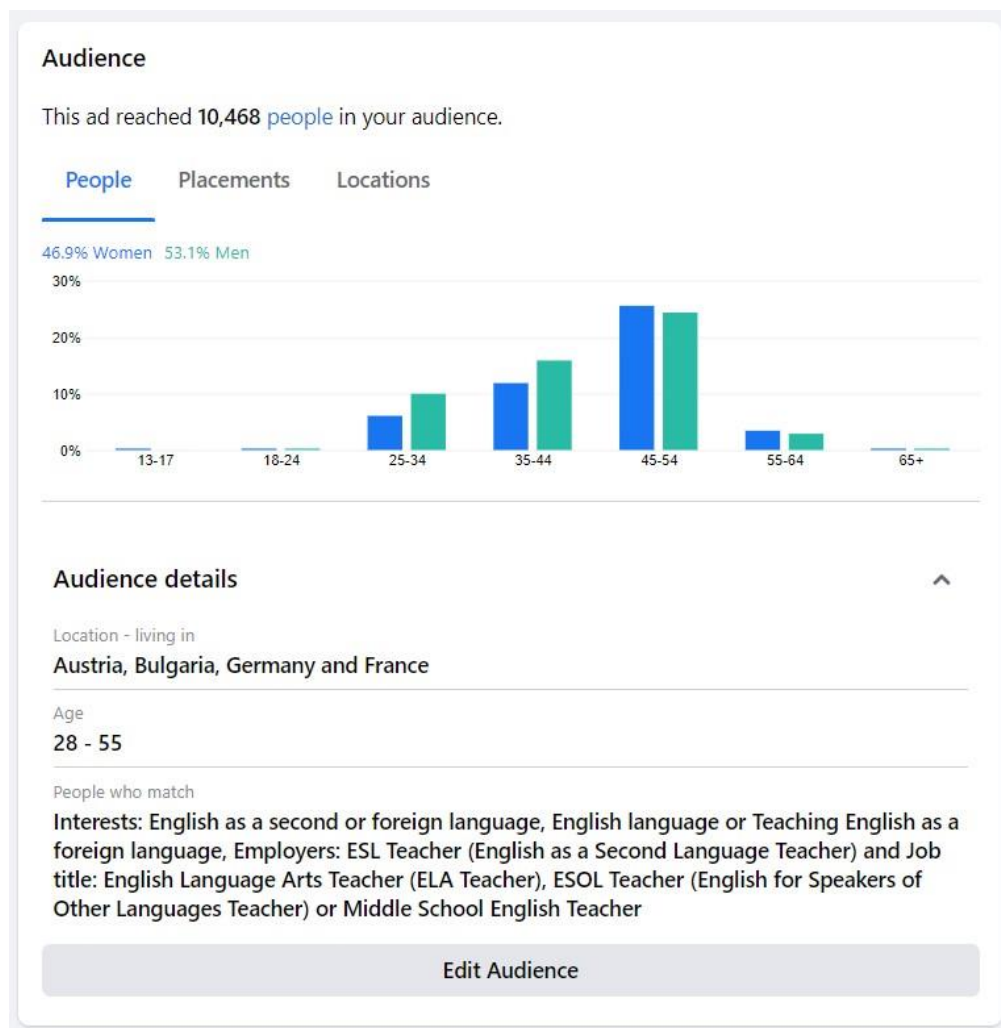


Figure 20. Facebook Ad results - Audience reach

As can be seen from figure 21 below, most Facebook users were from one of the targeted countries – Bulgaria.

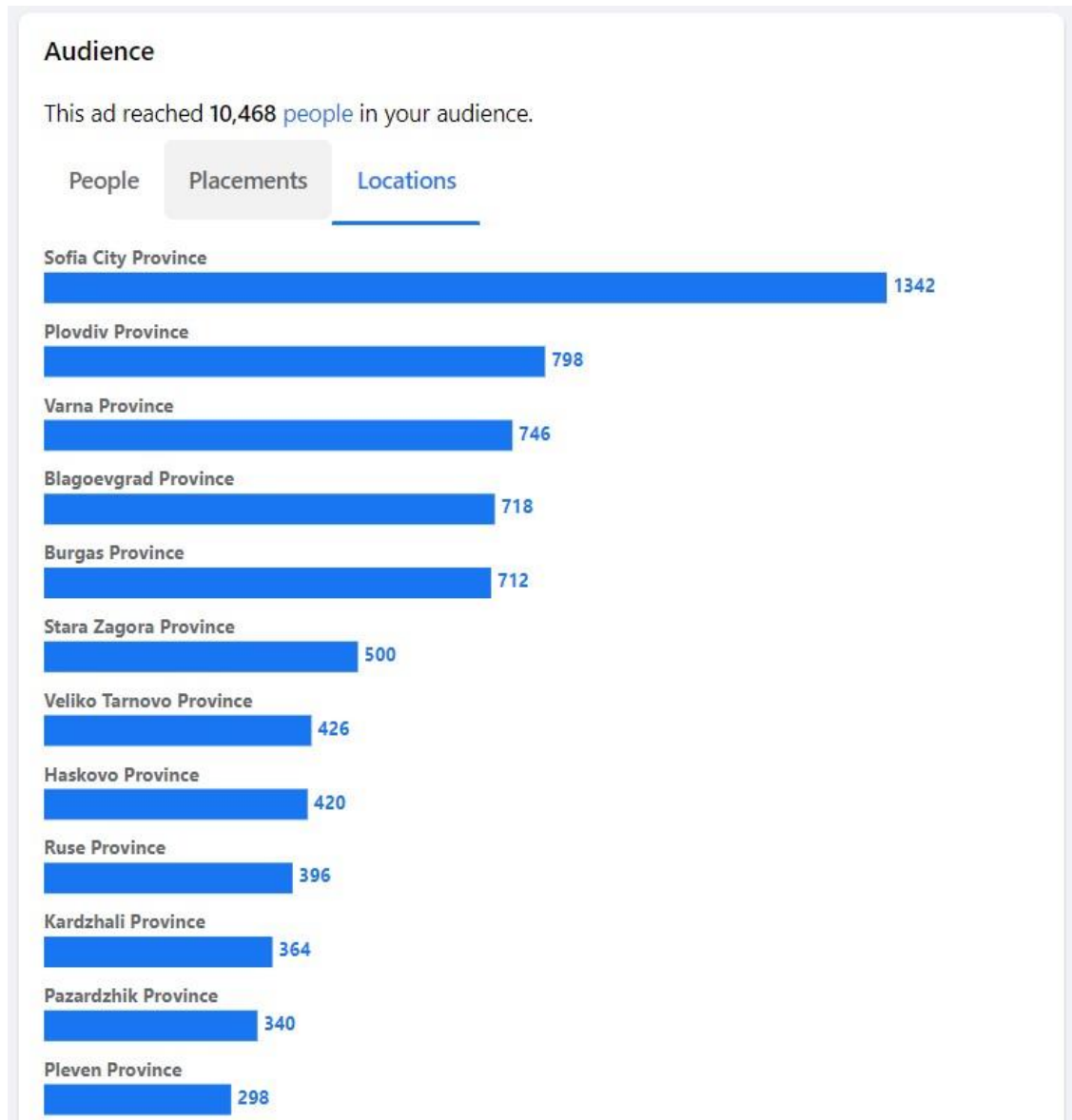


Figure 21. Facebook Ad Results - Audience Reach – Locations

Figure 22 below, demonstrates that the ad performed worst in terms of reach in Austria and Germany, reaching as many as 2 users in respectively Vienna, and Salzburg.



Figure 22. Facebook Ad Results - Audience Reach - Austria and Germany

The above reach of 10,468 users translates into 144 link clicks, and 152 post engagements with a cost per link click of 0.14 Euros (figure 23 below.)

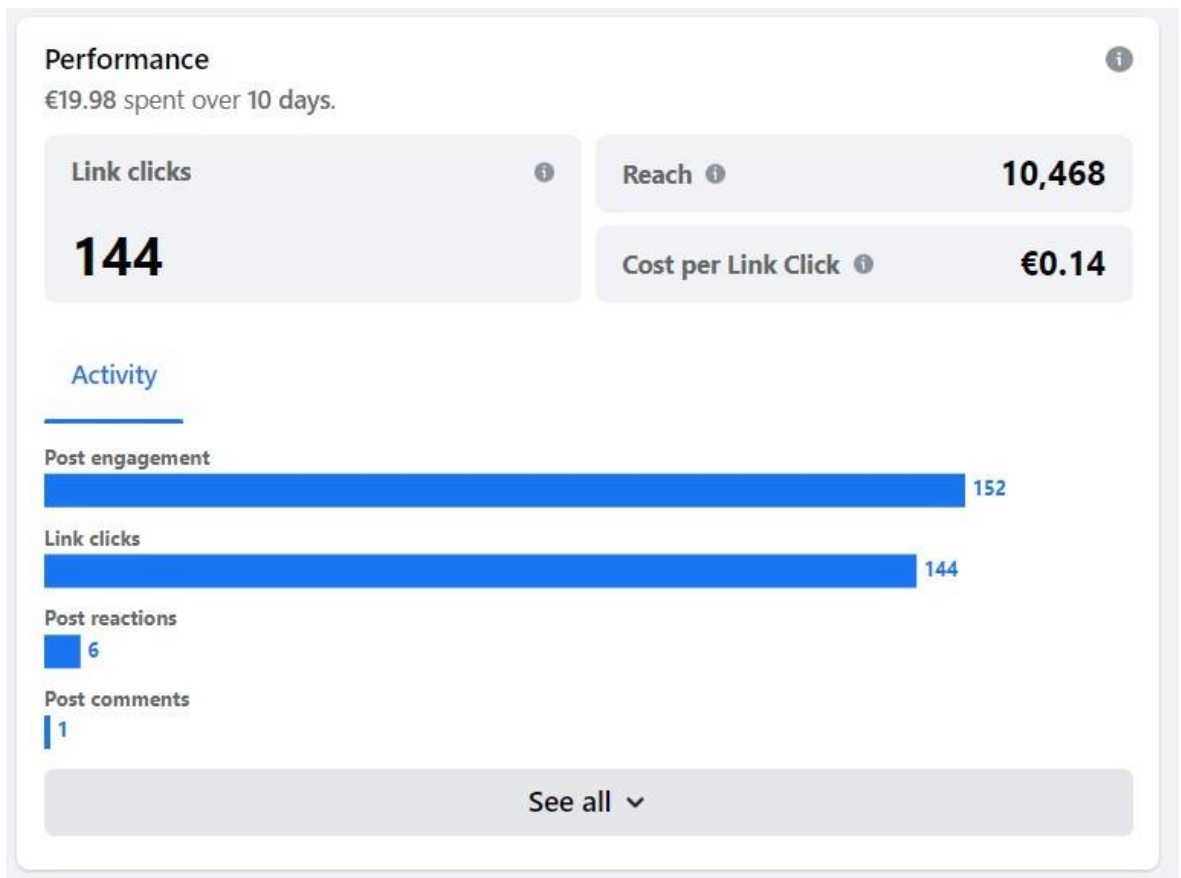


Figure 23. Facebook Ad Performance - link clicks

The same ad ran a second time for 7 days, reaching 7,436 people. It resulted in 69 link clicks as figure 24 below demonstrates.

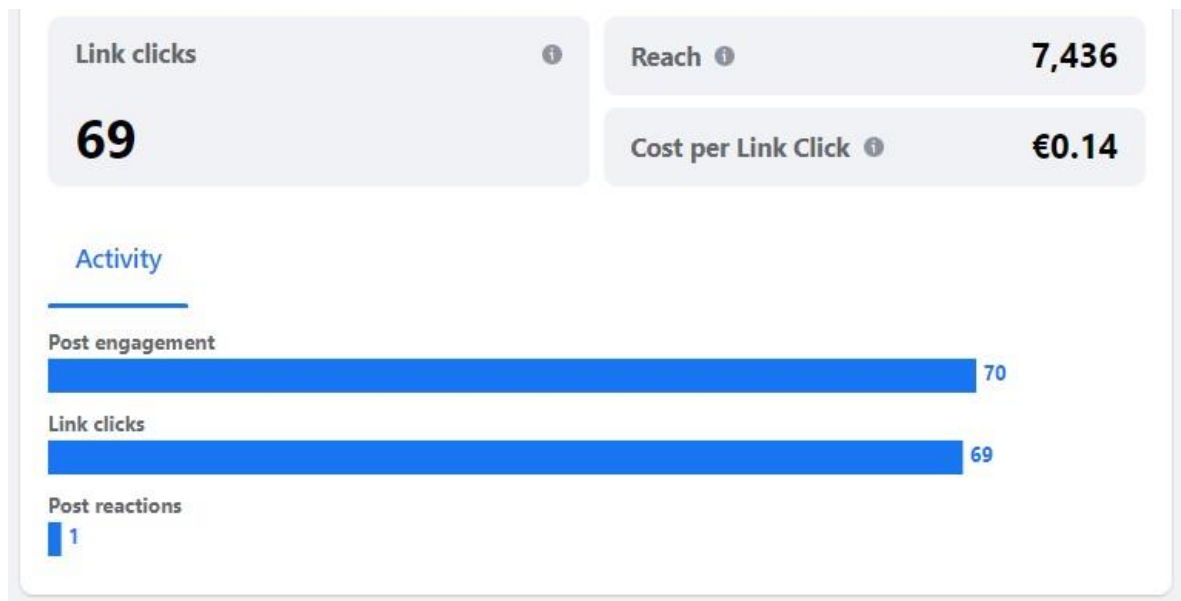


Figure 24. Facebook Ad - Audience reach and link clicks (second round)

The audience profile, as well as the locations where the ad was distributed, did not differ significantly from the first cycle of the ad and its performance.

Out of the 7,436 people, 42,4% were women, and 57,6% were men, the largest group being people within the 45-54 age range (figure 25 below.)



Figure 25. Facebook Ad - Audience profile (second round)



Figure 26. Facebook Ad Performance - Locations (second round)

Again, as can be observed in figure 26 above, the country where the ad was mostly distributed during the second round was Bulgaria.

To summarize, the Get more website visitors Facebook ad campaign which lasted a total of 17 days within two rounds between September 19th, 2022, and October 6th, 2022, reached a total of 17,904 people, the majority of whom were men. It produced a total of 213 link clicks at 0,14 euros per link click.

The second round of the ad reached fewer people and achieved fewer link clicks in comparison to the first one. Both, however, reached more men than women. For both rounds, the ad was predominantly distributed in Bulgaria, which is the author's country of origin.

4.2 Get more engagement Facebook Ad – performance and results

As mentioned above, to reach more survey respondents from other EU countries as well, the author of this thesis decided to run another Facebook ad campaign. A Facebook post was created and then boosted for 7 days. The goal of this particular ad was to get more engagement from users, which generally means reacting to the ad, for example, liking it, commenting on it or sharing it, or, ultimately, clicking on the link included in the ad.

As figure 27 below demonstrates, for the time it was running, the Get more engagement Facebook ad reached 1,803 users from the targeted audience and received a total of 219

engagements, 187 of which were post reactions, 19 link clicks, 3 post saves, 1 comment, and 1 share at 0.09 euros per engagement.

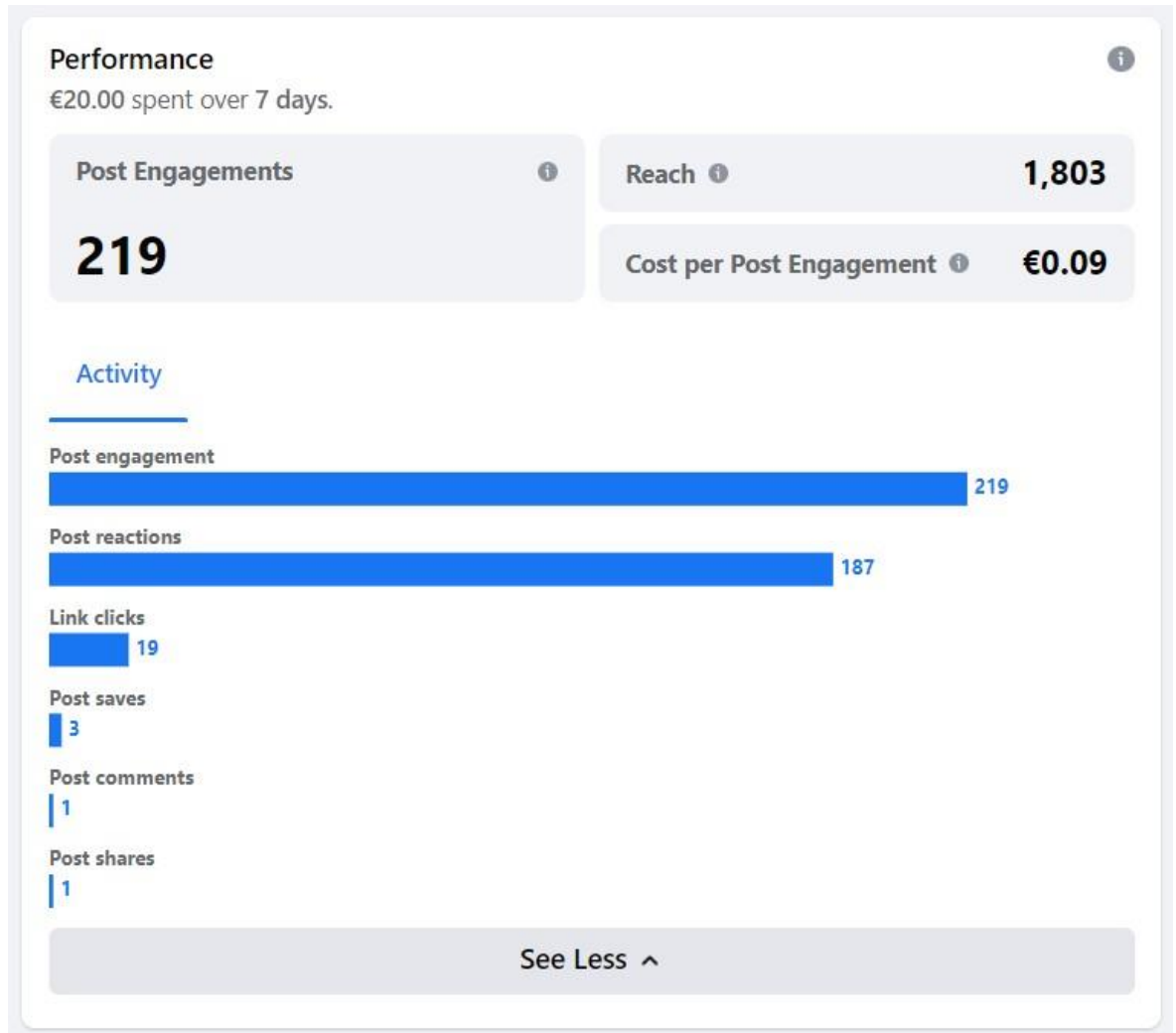


Figure 27. Get more engagement Facebook ad - audience reach and engagements

Figure 28 below shows that 72% of the people reached were women, while 28% were men, the largest group being within the 45-54 age range.



Figure 28. Get more engagement Facebook Ad - Audience profiling

Similar to the Get more website visitors ad campaign, the Get more engagement ad was not equally distributed between all the targeted countries, and as figure 29 below shows, the ad was mostly seen by users in Greece and Romania.

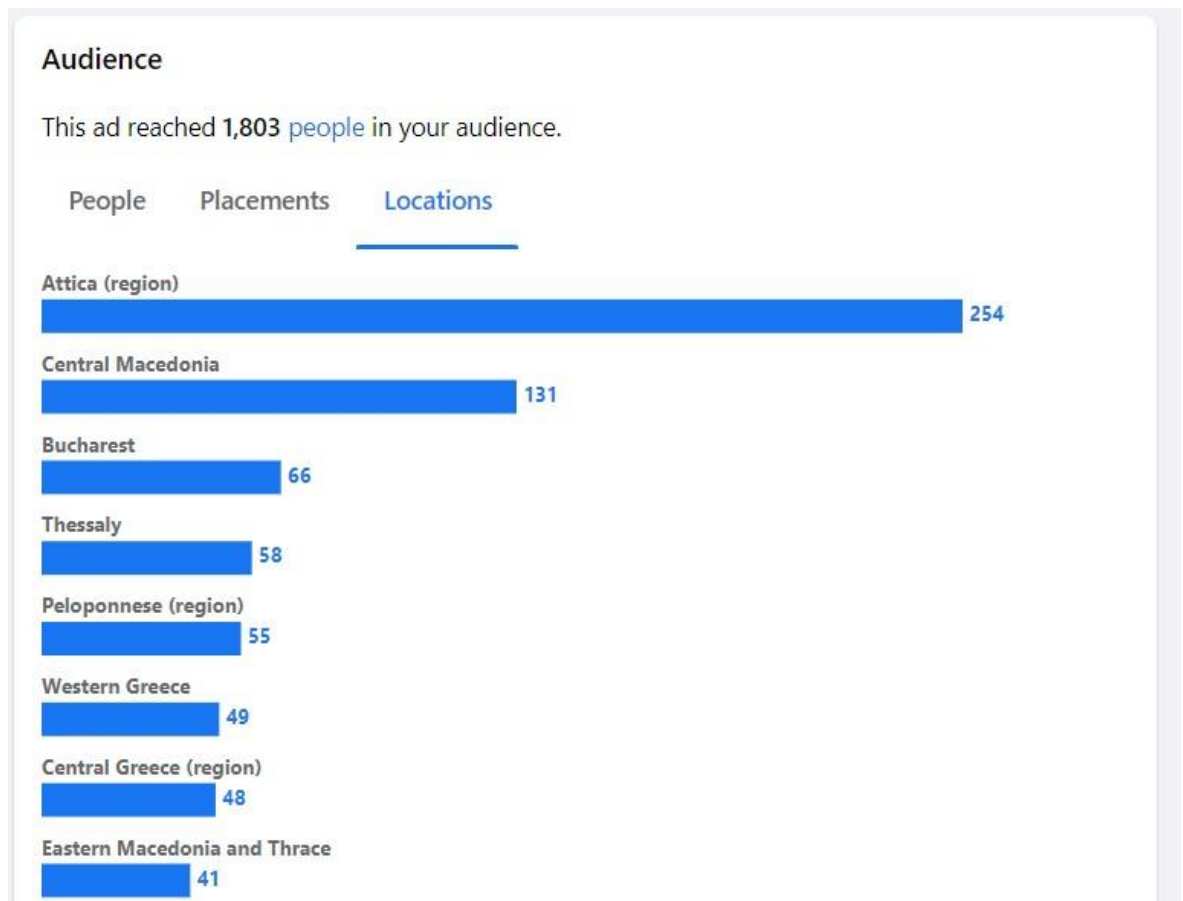


Figure 29. Get more engagements Facebook ad – geographical locations

This ad also had a second round for another 7 days. The second time around, the ad reached a total of 3, 546 people and had 220 post engagements at 0.07 euros per engagement. It received 168 post reactions, 39 link clicks, and 2 post saves (figure 30 below.)



Figure 30. Get more engagement Facebook Ad - Performance (second round)

In terms of audience profiling, again, the ad reached more women (74,6%) than men (25,4%), the majority of whom were from the 45-54 age group (figure 31 below.)



Figure 31. Get more engagement Facebook Ad - audience (second round)

As figure 32 below demonstrates, the second time around, again, the ad was distributed predominantly in Greece and Romania.



Figure 32. Get more engagement Facebook Ad - locations (second round)

To sum up, both campaigns of the Boosted Post Ad type, which ran for a total of 14 days, through September 22nd, 2022, and October 6th, 2022, reached a total of 5,349 people, the majority of whom were women, and had a total of 439 post engagements, of which 58 in total were link clicks.

Even though the second round of the campaign reached significantly more people in general, the number of post engagements was practically the same. The number of link clicks was significantly bigger the second time around but there was no difference in the geographical distribution of the ads.

4.3 Summary and comparison

As figure 33 below shows, both ads collectively achieved a reach of 19, 733 people, totalling 661 post engagements, 271 link clicks and 0 page likes.

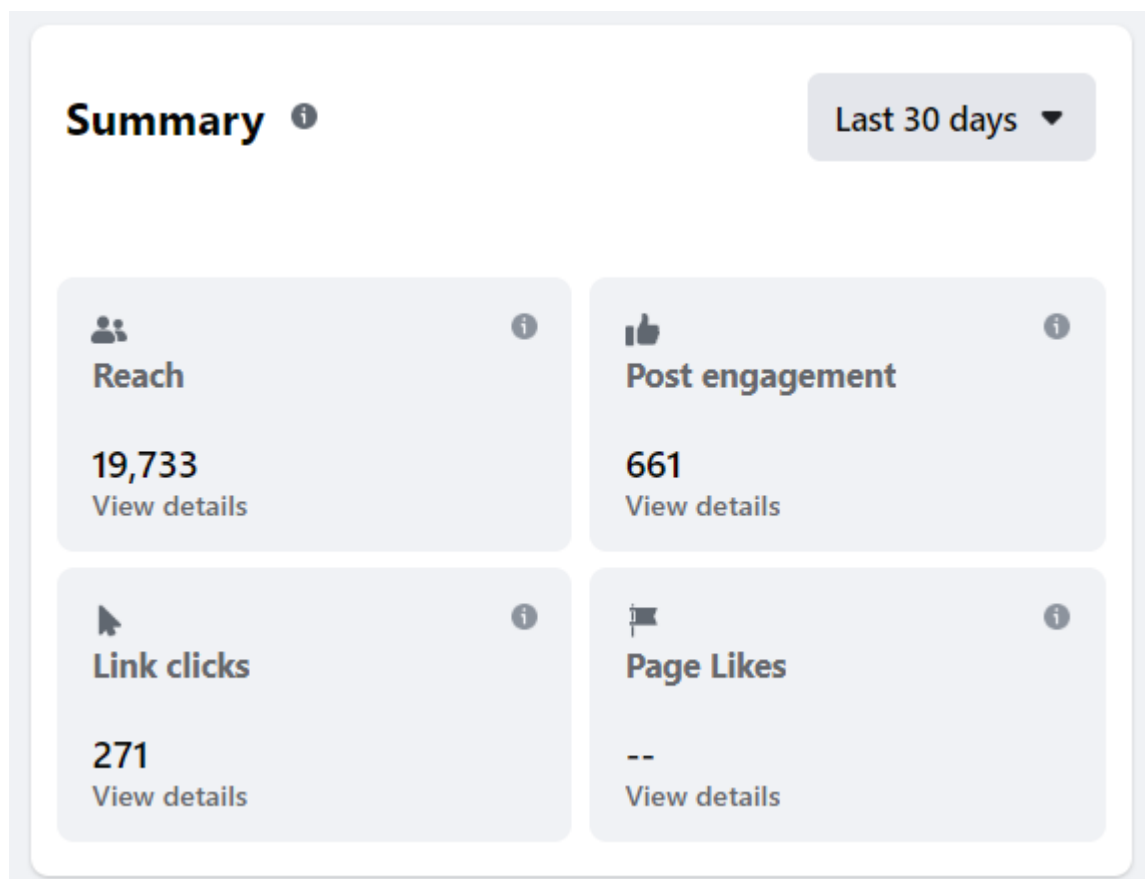


Figure 33. Facebook Ads Campaign Summary

Table 2 below compares both ads' performance in terms of reach, link clicks, user gender, and country. These results are directly related to the results in the next chapter of this thesis in terms of survey participation.

Table 2 Ad performance comparison and breakdown

Ad type	Reach (number)	Link Clicks (number)	User Gender (Men/Women)	Location (country)
Facebook Ad 1 (Get more website visitors)	17 904	213	Over 50% Over 40%	Bulgaria
Facebook Ad 2 (Get more engagement)	5 349	58	Over 25% Over 70%	Greece, Romania

Page likes and post engagements (for example, post reactions, shares, or comments) are not central to the objective set for these ads, therefore their numbers will not be considered at this point in determining how successful the campaigns were.

Because in this case, as well as in the future, Company X will be using Facebook ads predominately to take users outside of Facebook to Company X's website and online store, reach as well as the number of link clicks are the key metrics that will be used to determine the success of the marketing campaigns.

As previously mentioned, the two rounds of the Get more visitors campaign achieved a total of 213 link clicks within 17 days with a total budget of 28.98 euros. For 14 days, the two rounds of the Get more engagement campaign performed worse in terms of link clicks, getting a total of 58 link clicks with a total budget of 34.37 euros.

Therefore, having the ads' primary objective in mind, the author of this thesis considers the Get more visitors campaign more successful in terms of reach and link clicks as well as budgeting.

However, as the Survey Results chapter reveals, in terms of actual survey participants, it was the Get more engagement ad that led to collecting the majority of responses to the Webropol survey.

4.4 Survey Results

4.4.1 Screening questions

As the results above show, the Facebook ads containing the link to the survey created for this thesis reached nearly 19, 750 people, 271 of whom clicked on the link. Out of the 271 people who clicked the link, a total of 55 respondents started the survey.

After the first screening question out of the 55 initial participants, 34 people moved on to the second screening question. 3 out of the 34 respondents to the second question were taken to the Thank you page and exited the survey, while a total of 31 completed the entire survey successfully.

Because the thesis targets a specific age group of 30-50-year-olds, the first survey question was about respondents' age, where participants under the age of 30, and over the age of 50 were taken to the Thank you page and did not continue with the rest of the questions.

As figure 34 below shows, 36% (n=20) were older than 50, and 2% (n=1) – younger than 30. These respondents did not fit into the target age group and, as a consequence, they exited the survey and did not continue to the next question, which was also a screening question.

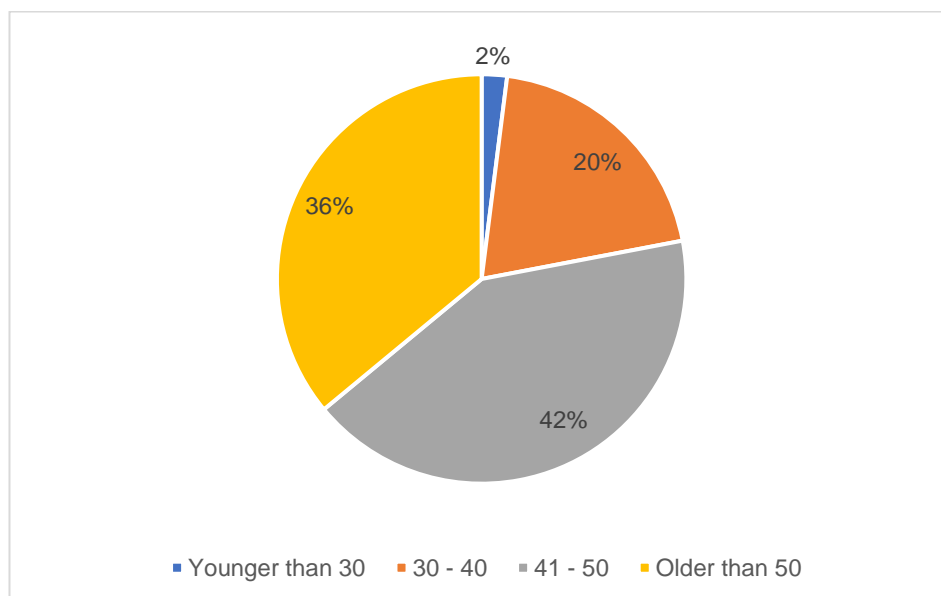


Figure 34. 62% (n=34) of the initial 55 fit the target age group and moved on with the next question.

Most survey respondents (42%) fall into the age group of 41-50 years of age, while 20% are within the 30-40 age group. Both groups having passed the first screening question moved to the next, which helps determine if they teach English using the CEFR framework.

As figure 35 below demonstrates, 91 % of the participants (n=31) responded that they use the CEFR framework for teaching English, and the remaining 9% (n=3) said they don't. The latter were taken to the Thank you page and exited the survey.

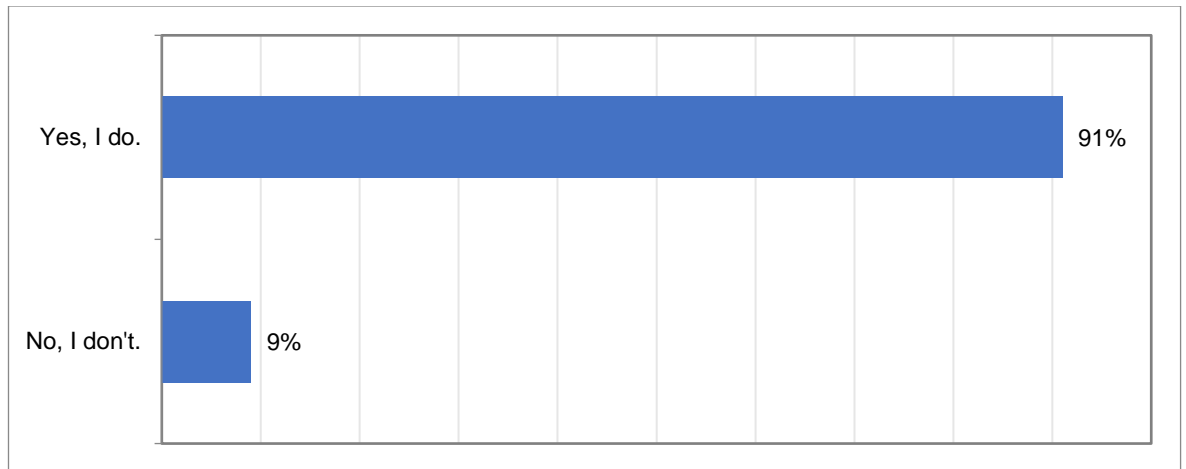


Figure 35. 91% (n=31) of the respondents follow the CEFR framework

After the second question which, too, was a screening question, there were a total of 31 respondents who successfully completed the entire survey.

4.4.2 Survey participants background information and profile

Apart from age, as part of their demographics targeting, Facebook advertising platform allows targeting audiences in terms of their gender, so the author of the thesis considered the question about gender important because it can be indicative of the audiences that are primarily interested in looking for additional teaching materials.

As figure 36 below shows, the majority of the survey respondents, 87% (n=27) were female, and 13% (n=4) were male.

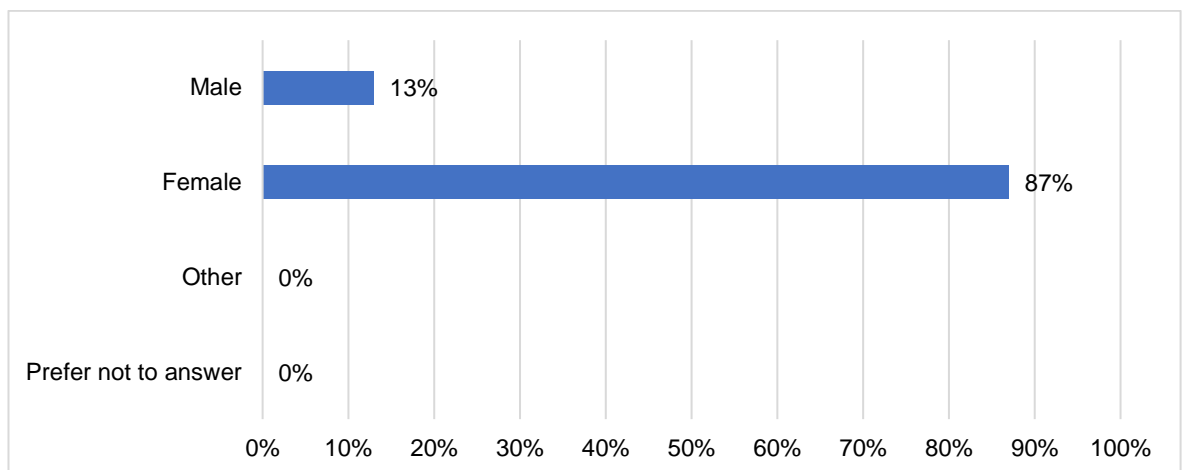


Figure 36. Gender of survey respondents

The author of the thesis wanted to know more about the teachers in terms of their careers and types of learners they work with, so the following two questions in the survey asked about those details.

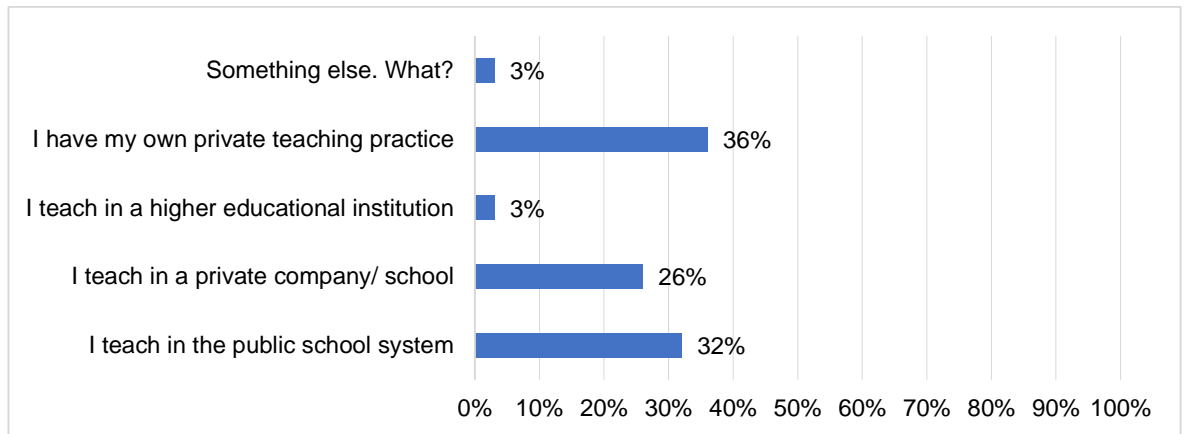


Figure 37. Survey respondents teaching profile (n=31)

As figure 37 above demonstrates, most of the English teachers, who participated in the survey, namely 36%, have their own private teaching practice, and 26% of the educators teach at a private school or a company. 32% teach in the public school system, and 3% - in a higher educational institution. Another 3% are in “Adult Education focusing on low literacy learners.”

The first two groups are important to the author of the thesis because, as per her experience, they are usually the ones looking for alternative teaching materials which Company X intends to offer.

There can be a correlation between the place of teaching, and the type of learners especially in terms of learners’ age. The question about learners’ age is important because teaching materials need to be adjusted not only in terms of language levels but also in terms of the age of the learners they are presented to.

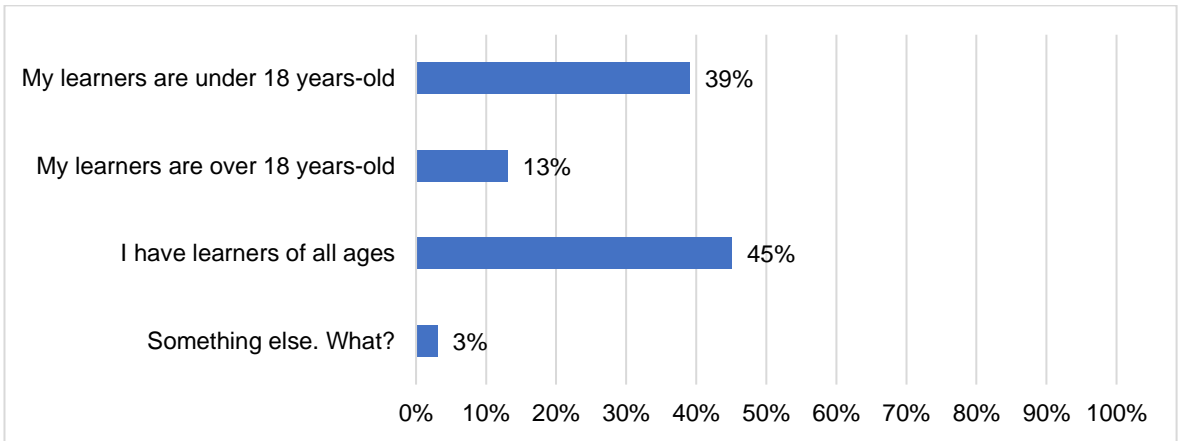


Figure 38. The age of the learners’ teachers work with

As shown in figure 38 above, the majority of English teachers (45%) who participated in the survey responded that they have learners of all ages, while 39% said they work with learners under the age of 18. 13% work with adults, and 3% shared that they “teach to teenage students and adults.”

Considering their learners’ needs, for most teachers, namely 97%, as figure 39 below demonstrates, interactive activities and lesson features are important. That is a noteworthy finding because Company X intends to focus mainly on interactive learning content with the option for printouts, and not the other way around.

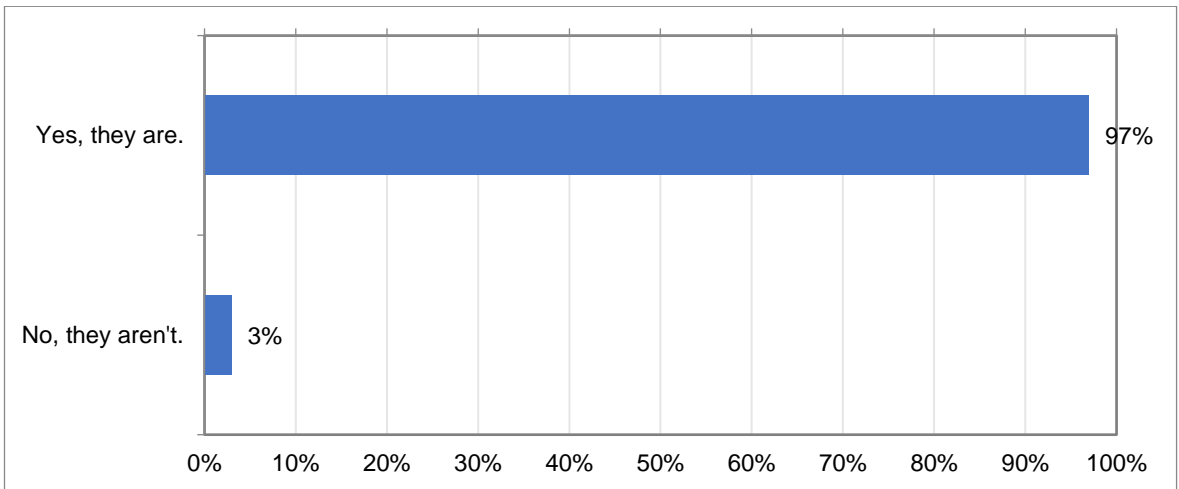


Figure 39. The importance of interactive elements in lessons

4.4.3 Most used social media and instant messaging apps

The most used social media channel among the respondents is Facebook with 90%, followed by Instagram with 48% as figure 40 below shows. LinkedIn, TikTok and Twitter follow with respectively 19%, 10% and 6%. The other medias that were mentioned by the survey respondents include YouTube, Pinterest, and Viber.

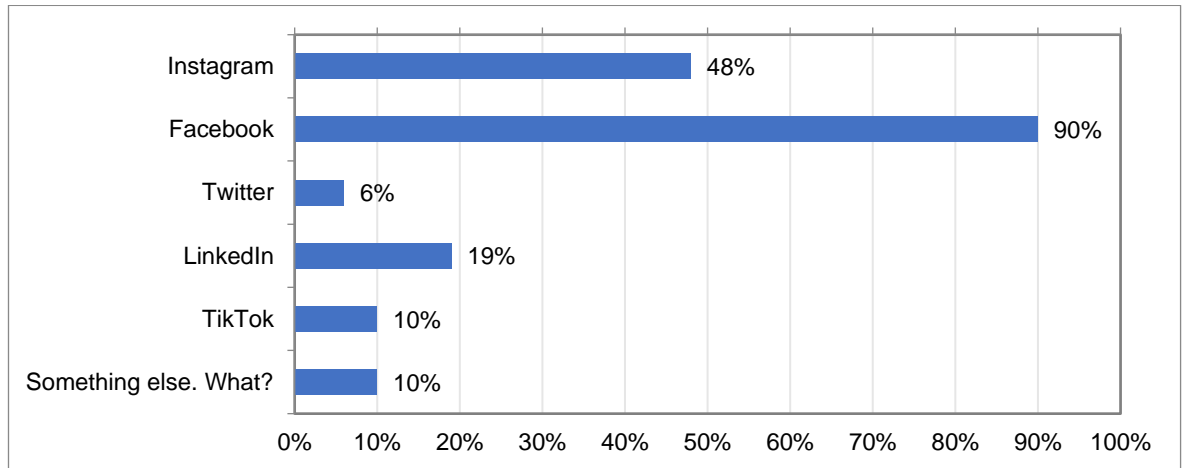


Figure 40. Most frequently used social media network by survey respondents

The above results are important as they confirm that Facebook as a place of advertisement is a good choice for Company X since it's the social media of choice for the majority of the target group. It is important to mention that Instagram and Facebook are both part of Meta, therefore Facebook ads are distributed among all of Meta's channels, which means that it is very probable that, in the future, Company X's ads will have a good reach within the target group.

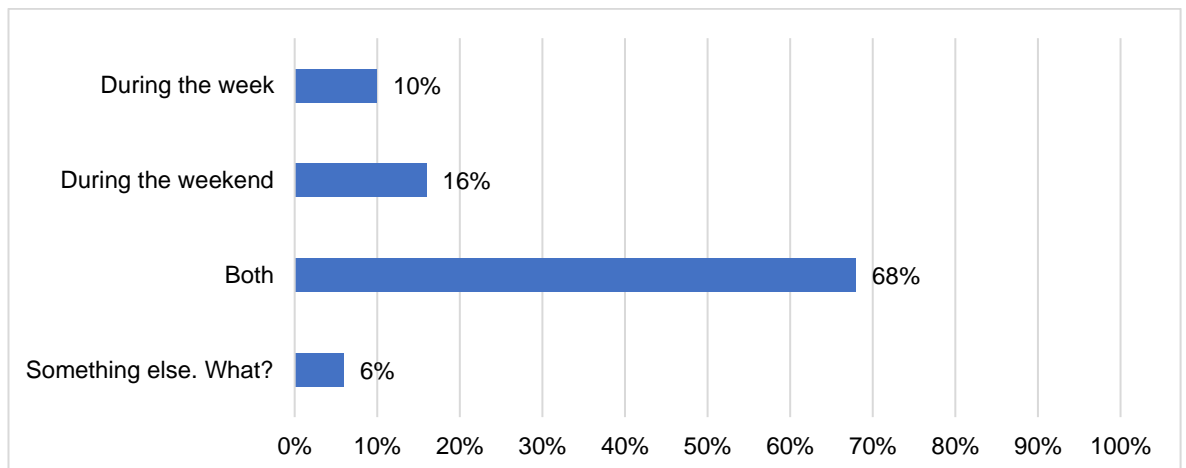


Figure 41. Users' activity on social media

To time Company X's advertising campaigns more precisely, the author of these thesis needs information not only about which social media channels her target group uses predominantly, but also about what time during the week or weekend English teachers are most active on social media. As can be seen in figure 41 above, 68% of the survey participants are active on social media both during the week as well as during the weekend. 16% of the respondents use their social media mostly during the week, while 10% are more active during the weekends only.

6% of the survey participants shared that they are not active on social media as a whole.

Figure 42 below demonstrates that 71% of the respondents are more active on social media during the evening, while 29% are active in the mornings. Only 13% are actively using social media around noon, and 3% (n=1) responded they are active late at night.

This information is important because it will help the author of the thesis determine what would be the best time to post or advertise on Facebook.

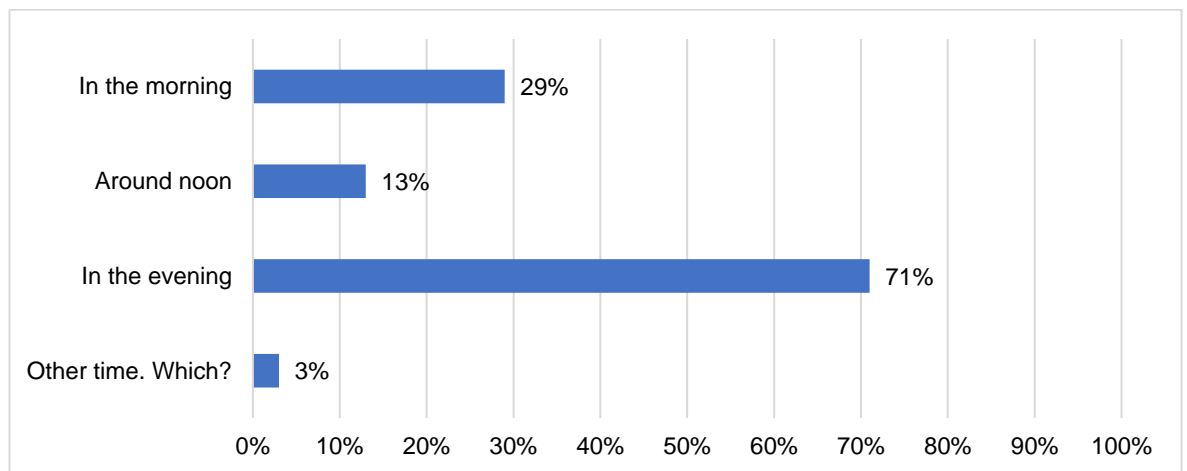


Figure 42. Users' activity on social media during different times of the day

Figure 43 below shows which instant messaging app members of the target group use most frequently. This question is important to Company X because, as previously mentioned, Meta distributes their Facebook ads to all their platforms and apps, including but not limited to Instagram and Messenger.

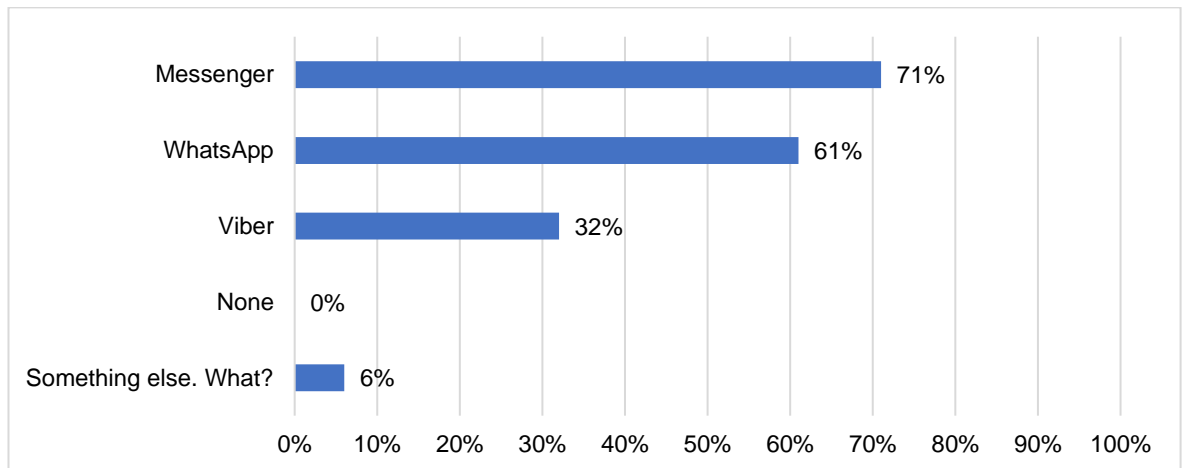


Figure 43. Most frequently used instant messaging apps

For 71% of the survey respondents Messenger is the instant messaging app of choice. 61% of the users use WhatsApp which is another app by Meta. This is a good finding because it shows that Facebook ads will potentially reach more of Company X's target audience on Messenger and WhatsApp even if some users are not active on Facebook at all.

4.4.4 Target group activities and behavior on Facebook

To find out more about the behaviour of English teachers while on Facebook, the author of this thesis asked a number of questions in the survey including whether or not respondents like and follow Facebook pages related to English teaching or if they belong to groups related to the English teaching profession.

The results of this part of the survey, as seen in figures 44 and 45 below, show that 87% of the respondents follow and like pages on Facebook that are somehow related to teaching English, and 77% are members of English teaching groups.

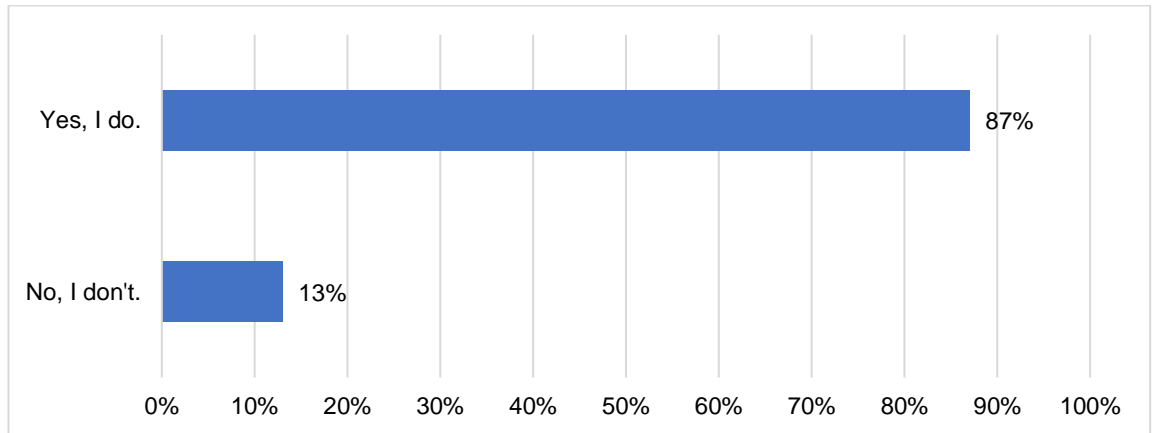


Figure 44. The majority of the target group follow and like pages relevant to their profession

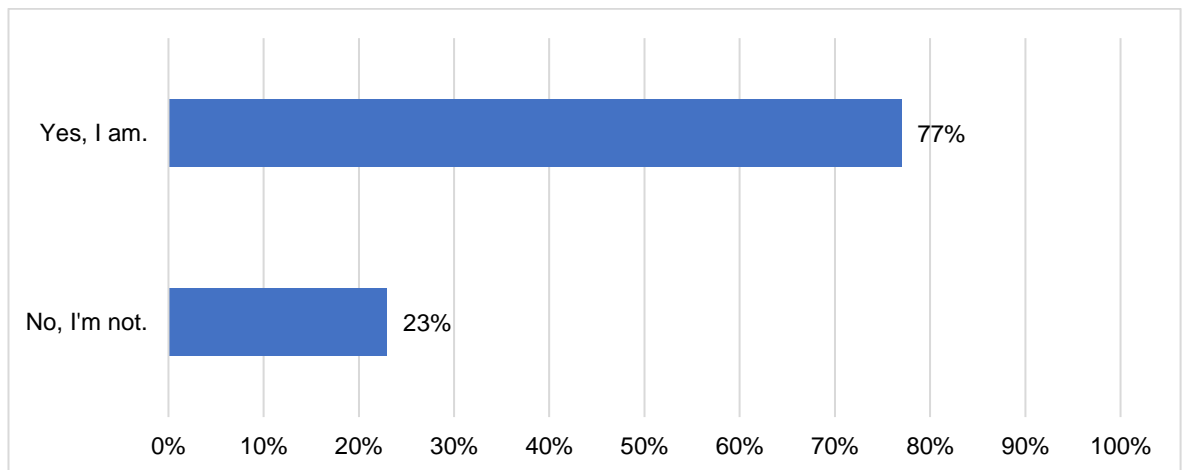


Figure 45. English teaching group memberships

When asked about their behavioural intentions in the question “How likely are you to follow or like a Facebook page that offers English language teaching materials if it shows on your Facebook Feed? on the scale from 1 (not likely) to 5 (very likely), 48% of the respondents pointed out that they are very likely to do that, while only 3% said they are not likely to (figure 46 below.)

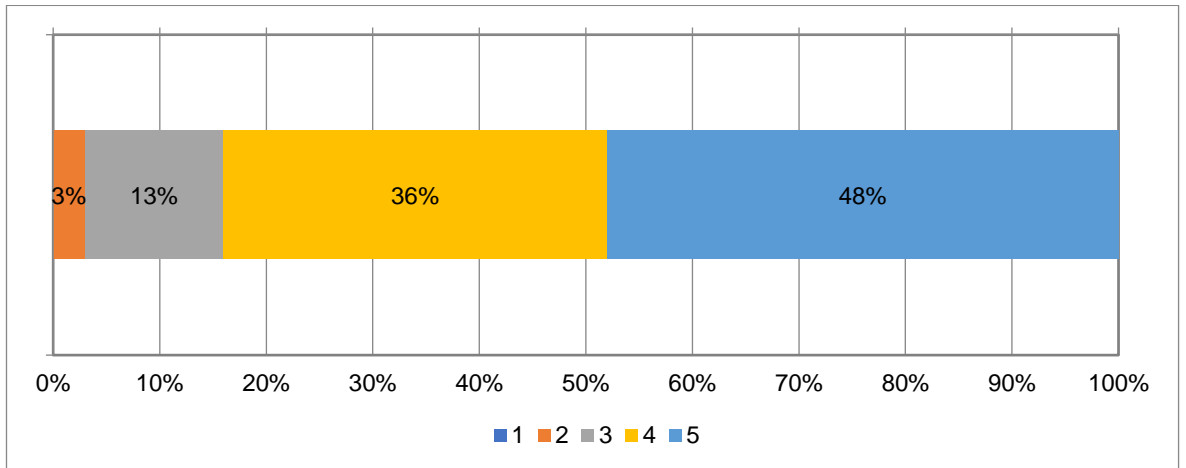


Figure 46. Following or liking a Facebook page related to English teaching

To the question “How likely are you to click on a Facebook Post and visit a webpage offering English language teaching materials if it shows on your Facebook Feed?”, 55% of the respondents replied that they are very likely. 23% said they are likely as figure 47 below shows, and 3% shared they are not likely at all.

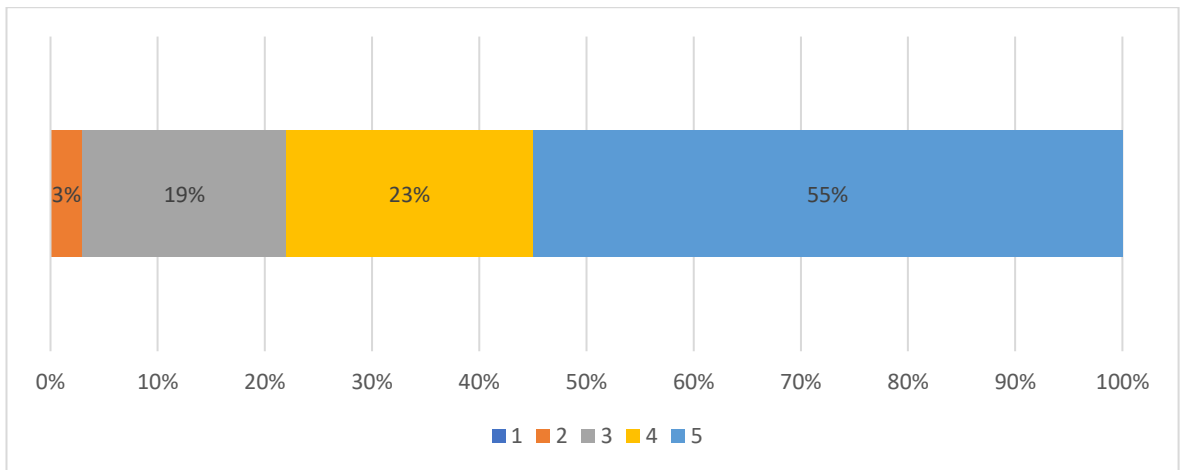


Figure 47. Visiting a webpage with English teaching materials seen on Facebook

As to how likely survey participants are to purchase a product they see advertised on Facebook, figure 48 below demonstrates, that 19% are very likely, 29% are likely, whereas 10% are not likely to do it at all.

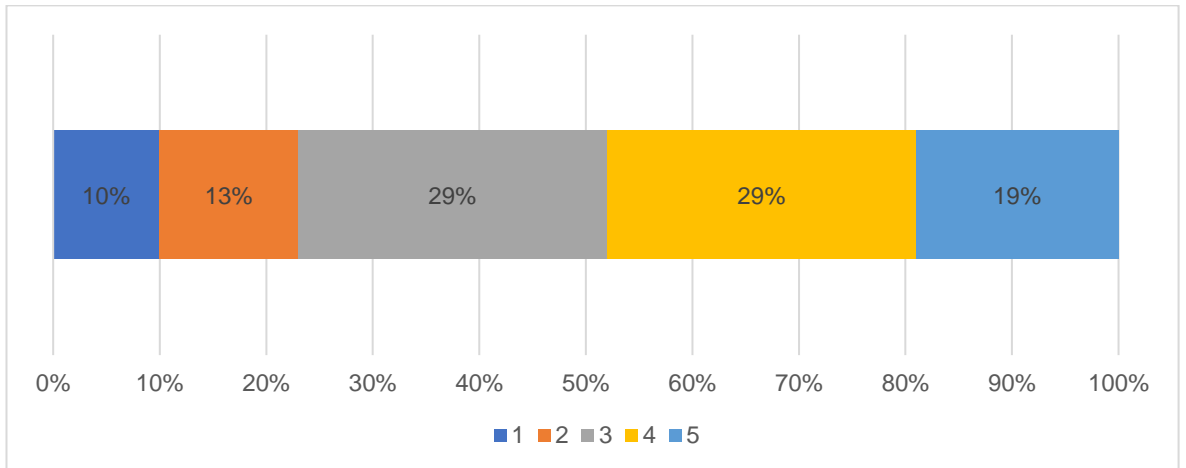


Figure 48. Purchasing and English teaching product seen on a Facebook ad

As figure 49 below shows, 52% of the survey participants responded that they are very likely to refer a colleague of theirs to English teaching materials that fit their needs. 22% said they are likely to do that, while 10% would not consider it at all.

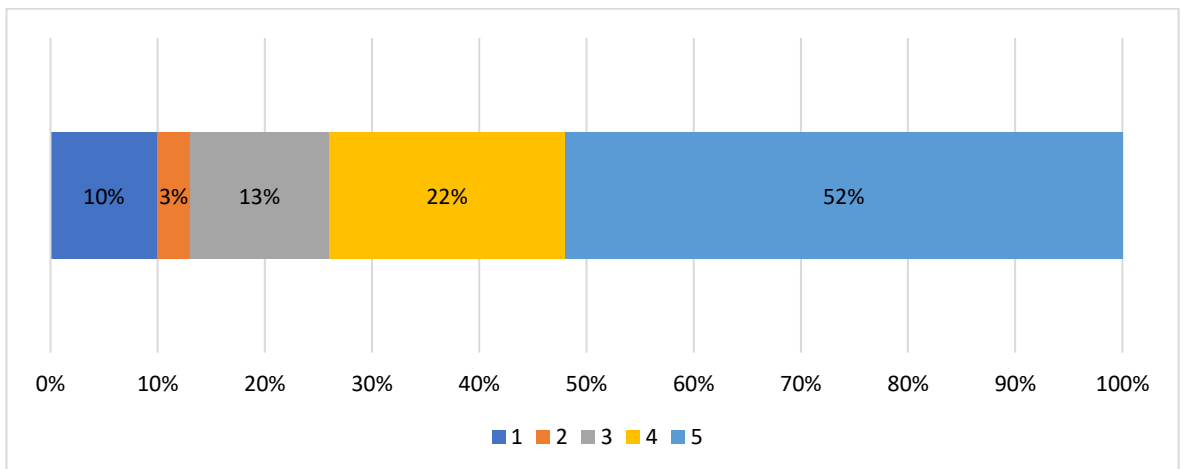


Figure 49. Referring colleagues to English teaching materials

4.4.5 Preferred ad types

In order for Company X to have successful ad campaigns, it is important to find out what the target group’s preferred ad types are in terms of types of content and creatives used. The following results demonstrate the survey respondents’ preferences and tastes in that respect.

As can be seen from figure 50 below, 52% of the participants said they are most impressed by ads that contain multiple images and videos, while 32% percent shared,

they are impressed by single-image ads. This finding is important because it helps lead the author of the thesis in the right direction when it comes to choosing what types of ads she should be creating in the future to be successful.

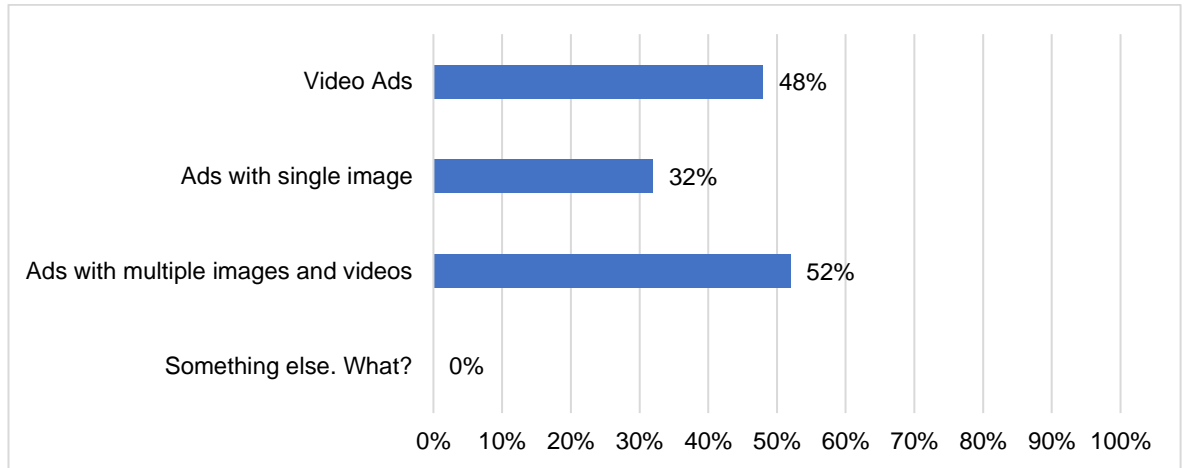


Figure 50. Most impressive ad types

As for the contents of the ads, 55% of the respondents said that they would prefer serious and practical ads, and 3% said that they would like a combination of fun and practicality. 48%, on the other hand, shared they prefer cute, playful, and funny ads (figure 51 below.)

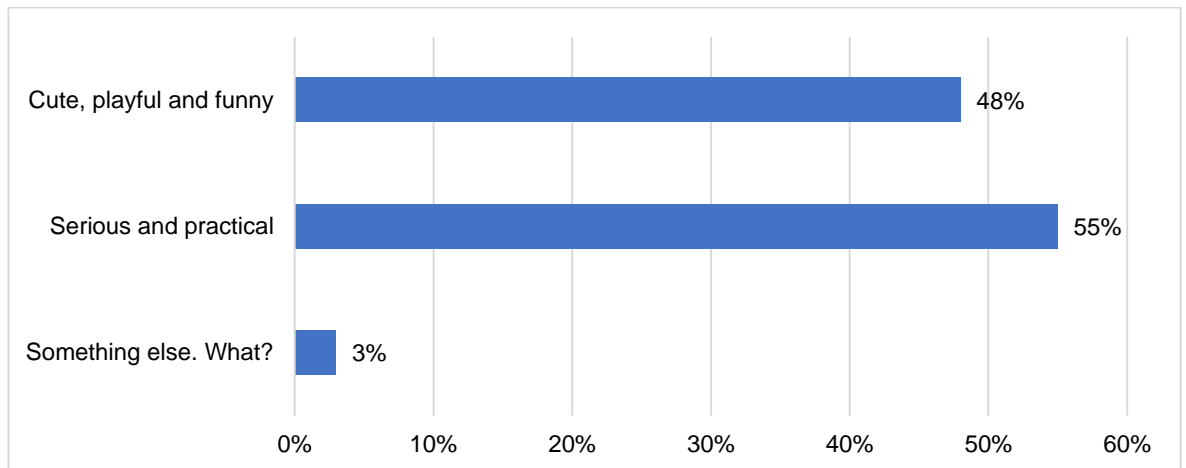


Figure 51. Preferable content of Facebook ads

The survey also asked the respondent to share what country they are from and if that country is different from the one they teach English in. Below are the results from the two questions in, respectively, figures 52 and 53.

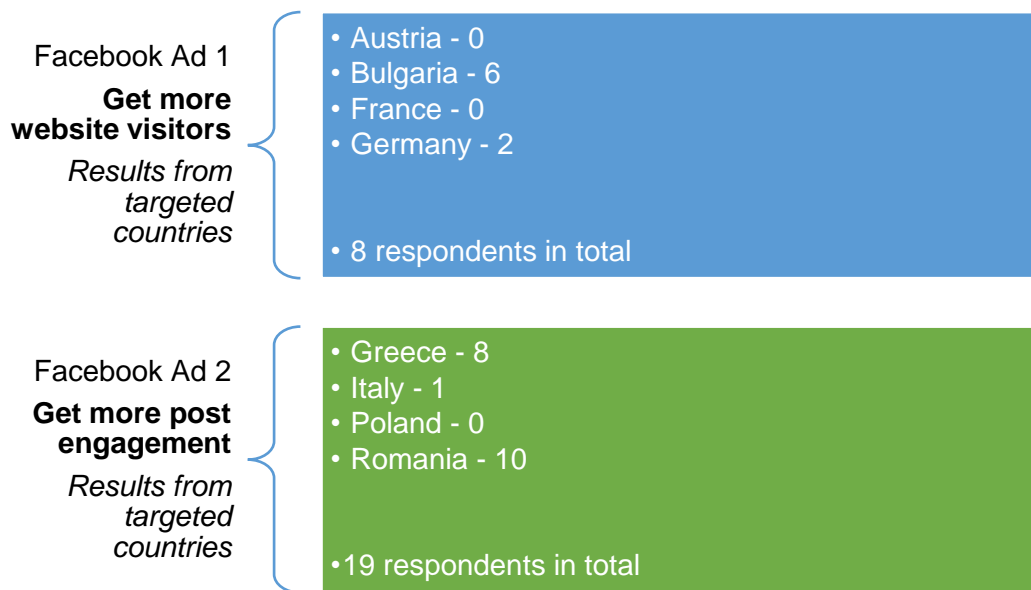


Figure 52. Respondents' country of origin

As can be seen above in figure 52, most survey respondents come from the countries targeted in the second Facebook Ad, specifically from Greece and Romania, the two countries Facebook distributed their ad predominantly in.

A total of 8 responses came from the countries targeted in the first Facebook ad, most of which were from Bulgaria, the country where the ad had the most reach.

There were four more survey responses coming from countries other than the targeted ones: Australia, Ireland, Hungary, and Spain. Most likely, these respondents were reached by the second Facebook ad, which had several shares among the engagement types in its report.

As for the final question of the survey, as can be observed in figure 53 below, for 81% of the respondents, the country they teach in is not different from the one they come from. The results show that they teach English in their native country, and most likely work with students who learn English as a foreign language.

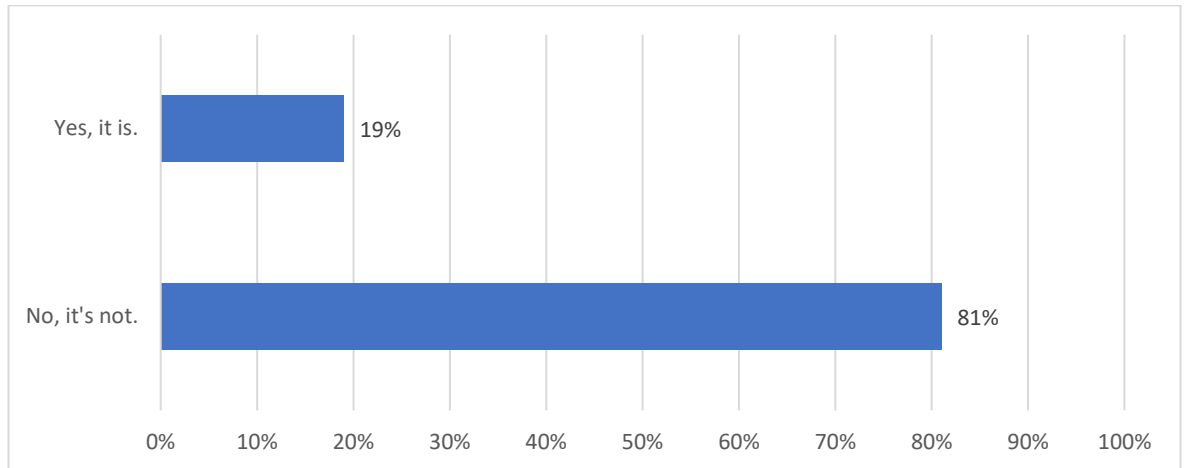


Figure 53. Is the country you teach in different from your home country?

5 Conclusion

In this section of the thesis, the author presents the conclusion and key findings from her research and survey results. The outcomes are central to the research and will lay the foundation of the future marketing efforts of Company X on Facebook in terms of targeting, creatives used, and timing of campaigns.

5.1 Key outcomes

5.1.1 Facebook's ads reach and effectiveness

Get more website visitors ad

It's an interesting finding that in both campaigns, Facebook did not distribute the ads equally to all targeted countries. There is no clear explanation in the ads' reports as to why that is the case. The author believes that Facebook distributed their first ad mostly to Bulgaria because it's her native country. Perhaps, in part, this can be also attributed to the levels of activity on Facebook different users from different countries have.

As can be seen from Facebook's ads report, the Get more website visitors ad had a better reach compared to the Get more engagement ad. It also produced more link clicks which were needed to collect survey responses. Regardless of that success, however, very few people from the targeted countries in that ad ended up participating in the survey itself. More than half of the responses came from countries which the author targeted in the second Facebook ad, namely the Get more engagement ad.

Although the Get more website visitors Facebook ad had the smaller budgets of the two ads, the fact that it ran for a longer period but still performed worse in terms of collecting survey responses, means that it was ultimately unsuccessful and ineffective.

In addition, because the Get more website visitors ad leads users outside of Facebook since that is the goal this particular ad type has, the author believes that this ad type is not a suitable tool for building brand awareness within Facebook.

Get more engagement ad

The Get more engagement ad ran for a shorter time in comparison to the Get more website visitors ad on a slightly higher budget. It was interesting to find that, regardless of its type which suggests that the focus is not on link clicks, this ad collected the majority of

the survey responses. There is no way to determine why certain visitors decide to leave the survey, and others don't but the author of this thesis believes that since the difference is quite substantial, it's safe to say that the Get more engagement ad was more successful and effective when it comes to achieving the ultimate goal.

The author also considers that the Get more engagement Facebook ad type would be a more suitable and effective choice when it comes to creating brand awareness because one of its goals is to engage users in terms of likes, shares and other reactions within Facebook. The option to share which is available in the Get more engagement ad type and not in the Get more website visitors ad type, makes it possible for a boosted post to be seen by more Facebook users when shared, and therefore provides an opportunity to build brand awareness and exposure on the social media channel.

5.1.2 Survey results

Survey responses

Since the targeting of the ads that were created to reach out to potential survey respondents was narrowed down to a specific niche, it is not surprising that the survey responses did not surpass 100 people which was the author's initial goal. Another reason for not collecting a larger number of responses may be due to the fact that the first screening question of the survey redirected users over the age of 50 to the Thank you page.

Teacher and learner profiles

The main target group of Company X are English teachers who have a private teaching practice or teach at private language schools or companies. As per the author's experience those are the English teachers who spend a lot of time preparing their own materials to match the needs of their learners and are the most likely ones to need help with that. Therefore, the author believes, that in terms of finding potential clients on Facebook for Company X's materials among that group of teachers will be quite possible.

The products

Company X does not plan to create products which target a specific group of learners in terms of age. The fact that the 45% of the learners that teachers have are people of all ages means that Company X's product will match the needs of a more versatile group of

learners especially in the beginner levels of A1-A2. As for interactivity, the results show that Company X is on the right track when it comes to designing the products because for most of the respondents, lesson interactivity is key.

Perhaps the most significant finding from the survey is that for most users the social media of choice is Facebook, and respectively, Messenger and WhatsApp are their instant messaging apps of choice. This is important to know because it shows that Company X's plan to focus its marketing efforts on Facebook is the right choice and that the company will be able to get significant exposure since Meta displays its ads on all channels available.

The fact that survey respondents shared that they are active on social media both during the week, and the weekend is another key finding because it indicates that regardless of when during the week ads run, they will have relative success, and reach.

Liking and visiting a Facebook page

As expected, most survey respondents follow and like Facebook pages that are related to their professions and are also members of such groups. In terms of their behavioral intentions, discovering that the majority of the survey participants are likely to follow and like a Facebook page that offers English language teaching materials indicates that boosting different posts from Company X's Facebook page is a good idea since it has the potential to increase the exposure of the page as well membership numbers and help with raising brand awareness.

Visiting a website

Discovering that most of the survey respondents are likely to visit a web page that offers English language teaching materials is noteworthy because it indicates that, in terms of the expected behavioral intentions of Company X's potential clients and users, there is a probability for achieving success when promoting different website pages from the company's website.

Purchasing a product and referring others

Most of the participants indicated that they are likely to purchase a product they see an ad for on Facebook. That too is a key finding for Company X in terms of the company's potential clients' behavioral intentions. Referring others to the products, which again, the

majority of the respondents are likely to do, speaks of the potential for increased reach, and the opportunity to, organically, build brand awareness, and increase sales as well.

Preferred ad types

The question about preferred ad types, and ad content is important because the results from it can guide Company X in the right direction when it comes to what types of creatives the company should use when promoting its products. Ads with multiple images and videos, as well as video ads, are the preferred ad type for English teachers. There is no clear distinction between the different ad contents. The results from the survey show that both funny, playful as well as serious and practical ads can achieve success when it comes to engaging potential users and clients.

5.2 Reflection on learning

This thesis project was initiated with a clear idea about what kind of information I was looking for from the target group. However, I find that I was ill prepared, which resulted in me wrongfully assuming that Facebook is a far more straightforward advertising tool than it actually is, and that nothing could go wrong with it. In terms of software, and user-friendliness, it is: one can easily, within a matter of a couple of minutes, set up an ad. But ads that require more precision in targeting are not as intuitive to create, and therefore the results may be unexpected and not what the user is looking for.

Apart from Facebook, a number of other things went wrong some of which were my mistake, others were just life circumstances that prevented me from completing my thesis within the time frame I initially had. That reminds me that one should always be two steps ahead, just in case. Also, testing out how ads work on Facebook prior to launching my campaigns would have saved me time, money, and perhaps I would have been able to complete my thesis project on time.

However, having the freedom to step back and take time was invaluable to me. Without it, I would not have had the experiences I did, and I would not have learned the things I did in the end.

The target group

Initially, I planned to target 25-55-year-old CEFR English teachers but decided to narrow the age to 30-50-year-olds, wrongfully assuming that 50+ year old English teachers are

not active on social media. As the results from the first screening question of the survey show, 36% of the survey respondents were individuals over the age of 50. Their input would have been invaluable to Company X therefore, I firmly believe this was a missed opportunity, and a very wrong assumption for said age group.

Facebook as a marketing tool

Although I did work around with the Facebook Business Suit tool while writing the thesis, one of the, what I consider key mistakes, that I made was that I did not in fact run a comparison test and I did not in fact use the tools available on Facebook Business Suit (for example, the option to personalize my ads) to create the ad that was promoting the survey link. The other mistake is that I chose to use static creatives (an image), and not short video, for example, which would have been more effective in terms of attention grabbing and retention. The ad which promoted the survey link was made in haste, because I was pressed for time, and I consider this to be one of the main reasons why, ultimately the survey did not collect as many responses as I would have liked.

Although creating ads is a very straight forward and effortless process, to my surprise, Facebook advertising didn't ultimately work the way I expected it to, especially when it comes to targeting specific countries. As a result, and in order to address the ad distribution problem and achieve a more precise geographical targeting, as well better overall results from specific geographical locations, which Company X concretely needs, it is my conclusion that the number of locations per ad should be limited to a maximum of 2. However, if that approach does not bring forth any changes to the way Facebook distributes their ads, then, when needed, Company X will only target one specific location at a time.

Another very surprising finding about Facebook advertising was the fact that even though the Get more website visitors Facebook ad had a much better reach and a higher number of link clicks, it produced very few responses in comparison to the Get more engagement Facebook ad. That to me means that link clicks and their number is not indicative of success. Certain actions and the results from said actions, in this case, are the true measurement of success. Ultimately, it's the user that decides whether they should take further action or not.

In the future I will focus my efforts on learning in more detail how Facebook works, and I will also run A/ B tests before launching ad campaigns because A/B testing is a good way

to compare two different ads against each other and determine which has better potential to succeed.

Survey results

When it comes to the survey results it was interesting to find that the majority of respondents were female. Gender is not important to company X but the gap between the numbers of female and male respondents is unexpectedly high. Unfortunately, there is no way to know for certain what the reason for that may be but the learning outcome in this respect for me as the author of the thesis is that expectations should be lowered, and assumptions should not be made.

The survey results showed me that English teachers still largely use Facebook as their social media of choice and it's mostly due to the fact that on Facebook there are communities of people that share the same professions, hobbies or interests unlike Instagram, for example, where individuals become influencers and are followed by their fans. I must admit that I was a little surprised that fewer of the survey respondents use Instagram. Again, I had wrongfully assumed that overtime Instagram has overpowered Facebook and somehow attracted most of the users there.

Most importantly, the survey results showed that there is a need for interactive English lessons and people from the target group would be interested in using such lessons.

Overall, this thesis helped me get answers to the questions that I needed. With more preparation and precision, as well as prior testing, I believe that Company X can successfully promote its products and reach its audience with the help of Facebook as an advertising tool.

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Appendices

Appendix 1. Webropol Survey

CEFR English Professionals

 Mandatory questions are marked with a star (*)

Hello!

I am currently working on my Bachelor's Thesis for my BA degree at Haaga-Helia University of Applied Sciences in Helsinki, Finland. For this purpose, I am conducting a survey to collect information and do research on how effective Facebook Advertising is among teachers of English as a foreign language. The survey targets individuals within the 30-50 age range.

The topic is important because it will measure not only the effectiveness of Facebook as an advertising tool but it will also try to understand the needs of CEFR English language educators.

The survey should take anywhere between 5 or 7 minutes of your time and your responses are completely anonymous. The data will be used for the purposes of the Thesis only.

If you have any questions about the survey, please email: marinela.marinova-zaharieva@myy.haaga-helia.fi

I really appreciate your input!

Thank you,

M. Marinova-Zaharieva

1. What is your age? *

- Younger than 30
- 30 - 40
- 41 - 50
- Older than 50

2. Do you teach English following the Common European Framework of Reference for Languages (CEFR) in levels A1, A2, B1, B2, etc.? *

- Yes, I do.
- No, I don't.

3. You are? *

- Male
- Female
- Other
- Prefer not to answer

4. Tell us more about you as a teacher *

- I teach in the public school system
- I teach in a private company/ school
- I teach in a higher educational institution
- I have my own private teaching practice
- Something else. What? _____

5. Tell us more about your learners *

- My learners are under 18 years-old
- My learners are over 18 years-old
- I have learners of all ages
- Something else. What? _____

6. Are interactive features in an English lesson important to you as an English teacher considering the needs of your learners? *

- Yes, they are.
- No, they aren't.

7. Which social media channels do you use? *

- Instagram
- Facebook

- Twitter
- LinkedIn
- TikTok
- Something else. What? _____

8. When are you most active on social media channels? *

- During the week
- During the weekend
- Both
- Something else. What? _____

9. What time during the day are you most active on your social media? *

- In the morning
- Around noon
- In the evening
- Other time. Which? _____

10. Which instant messaging apps do you use? *

- Messenger
- WhatsApp
- Viber
- None
- Something else. What? _____

17. What kinds of ads are you most impressed by? *

- Video Ads
- Ads with single image
- Ads with multiple images and videos
- Something else. What? _____

18. What kind of ad content do you find interesting and impressive? *

- Cute, playful and funny
- Serious and practical
- Something else. What? _____

19. In what country do you teach English? *

Please type your answer *

20. Is the country you teach in different from your home country? *

- Yes, it is.
- No, it's not.

21. Would you like to add anything?

Appendix 2. Survey Results

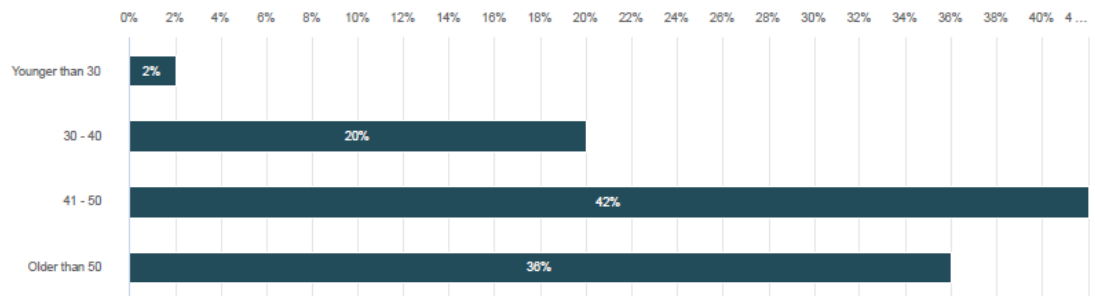
Basic report

CEFR English Professionals

Total number of respondents: 55

1. What is your age?

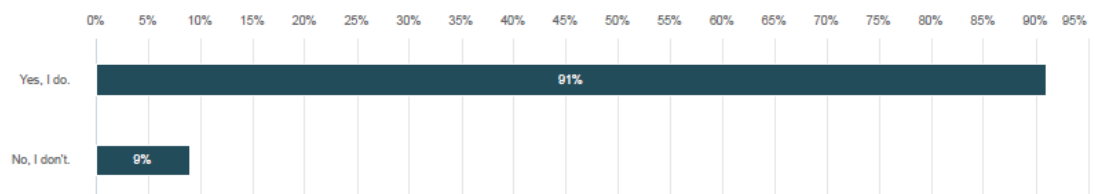
Number of respondents: 55



	n	Percent
Younger than 30	1	1.8%
30 - 40	11	20.0%
41 - 50	23	41.8%
Older than 50	20	36.4%

2. Do you teach English following the Common European Framework of Reference for Languages (CEFR) in levels A1, A2, B1, B2, etc.?

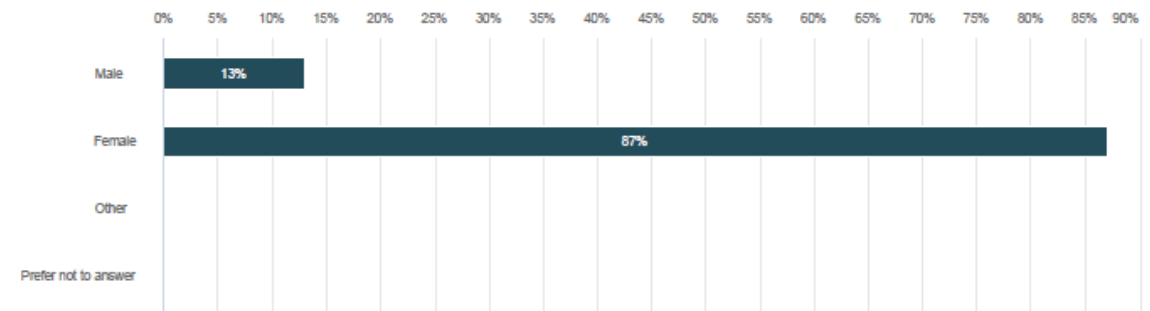
Number of respondents: 34



	n	Percent
Yes, I do.	31	91.2%
No, I don't.	3	8.8%

3. You are?

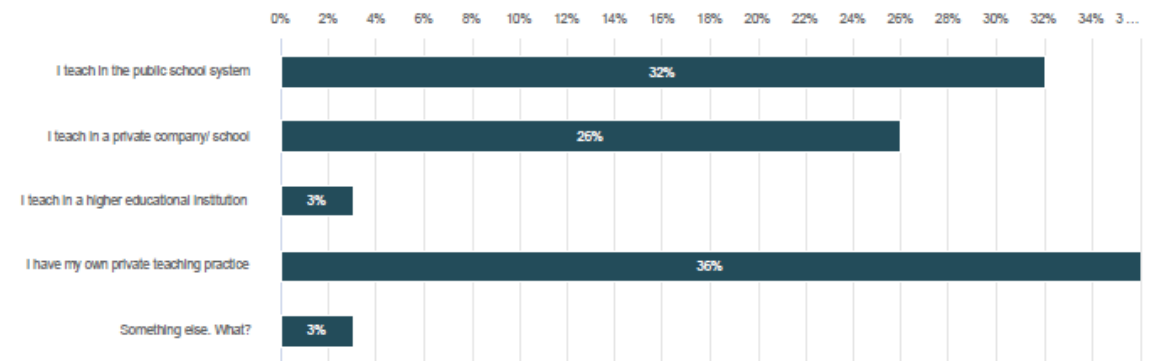
Number of respondents: 31



	n	Percent
Male	4	12.9%
Female	27	87.1%
Other	0	0.0%
Prefer not to answer	0	0.0%

4. Tell us more about you as a teacher

Number of respondents: 31



	n	Percent
I teach in the public school system	10	32.3%
I teach in a private company/ school	8	25.8%
I teach in a higher educational institution	1	3.2%
I have my own private teaching practice	11	35.5%
Something else. What?	1	3.2%

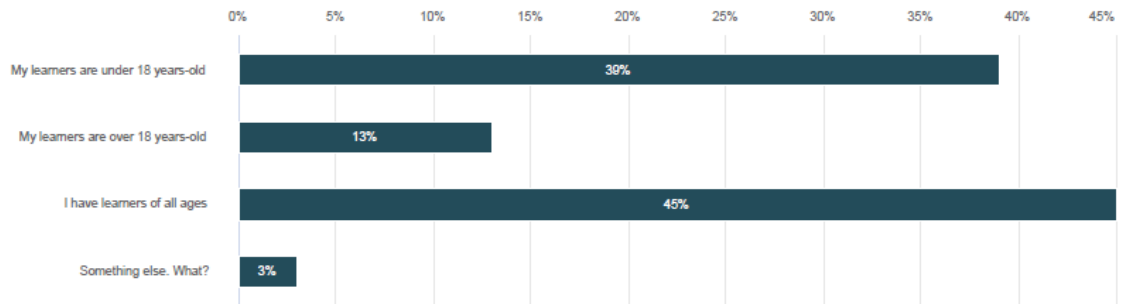
Answers given into textfield

Show all

Option names	Text
Something else. What?	Adult Education focusing on low literacy learners

5. Tell us more about your learners

Number of respondents: 31



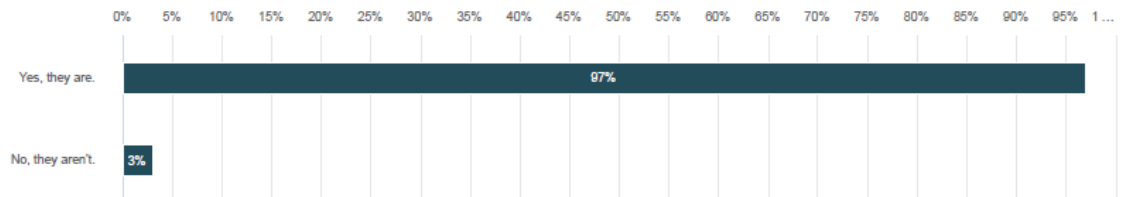
	n	Percent
My learners are under 18 years-old	12	38.7%
My learners are over 18 years-old	4	12.9%
I have learners of all ages	14	45.2%
Something else. What?	1	3.2%

Answers given into textfield
Show all

Option names	Text
Something else. What?	I teach to teenage students and adults.

6. Are interactive features in an English lesson important to you as an English teacher considering the needs of your learners?

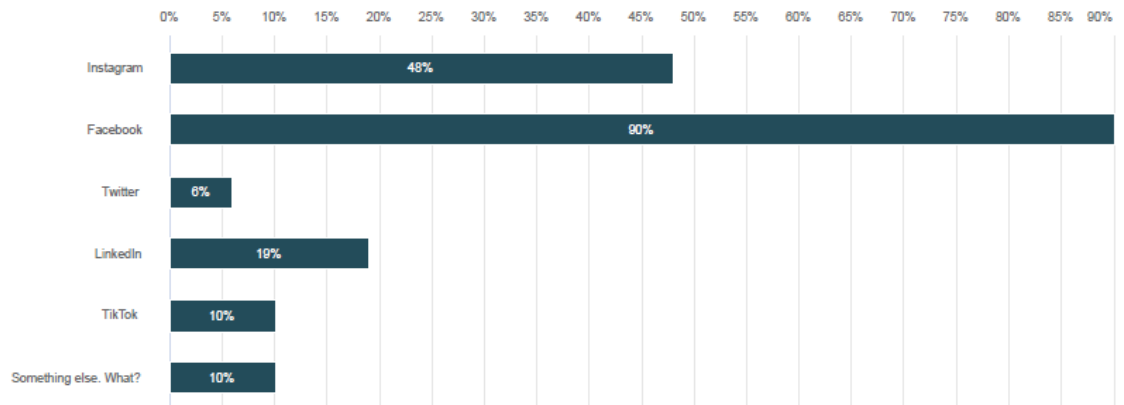
Number of respondents: 31



	n	Percent
Yes, they are.	30	96.8%
No, they aren't.	1	3.2%

7. Which social media channels do you use?

Number of respondents: 31 , selected answers: 57



	n	Percent
Instagram	15	48.4%
Facebook	28	90.3%
Twitter	2	6.5%
LinkedIn	6	19.4%
TikTok	3	9.7%
Something else. What?	3	9.7%

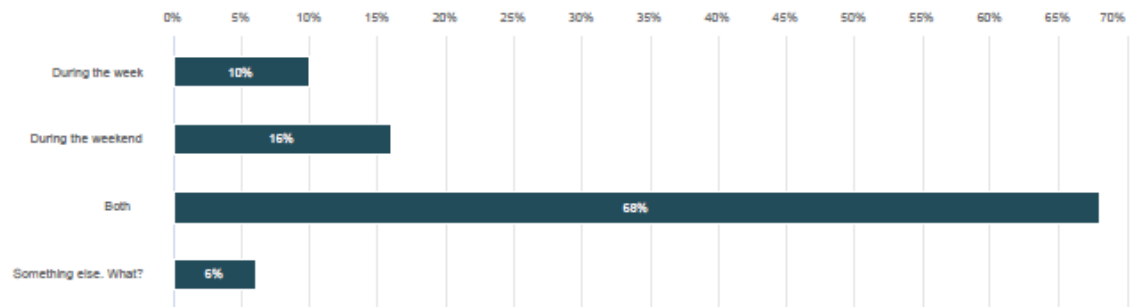
Answers given into textfield

Show all

Option names	Text
Something else. What?	YouTube
Something else. What?	Pinterest
Something else. What?	Viber

8. When are you most active on social media channels?

Number of respondents: 31



	n	Percent
During the week	3	9.7%
During the weekend	5	16.1%
Both	21	67.7%
Something else. What?	2	6.5%

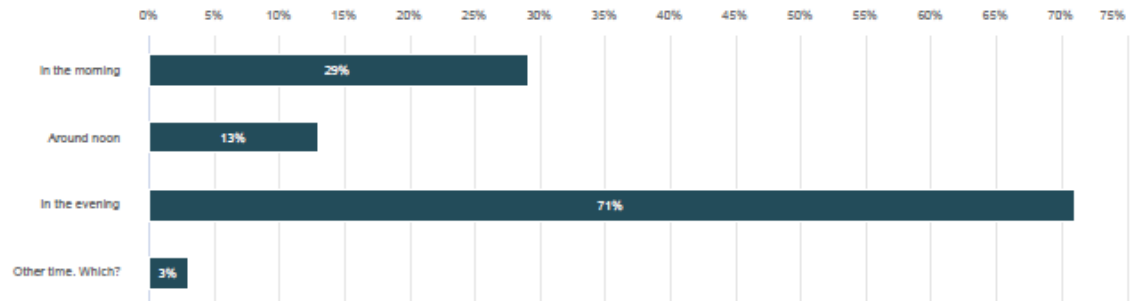
Answers given into textfield

Show all

Option names	Text
Something else. What?	None of the above, because work takes up a big portion of my time.
Something else. What?	I am also never active

9. What time during the day are you most active on your social media?

Number of respondents: 31 , selected answers: 36



	n	Percent
In the morning	9	29.0%
Around noon	4	12.9%
In the evening	22	71.0%
Other time. Which?	1	3.2%

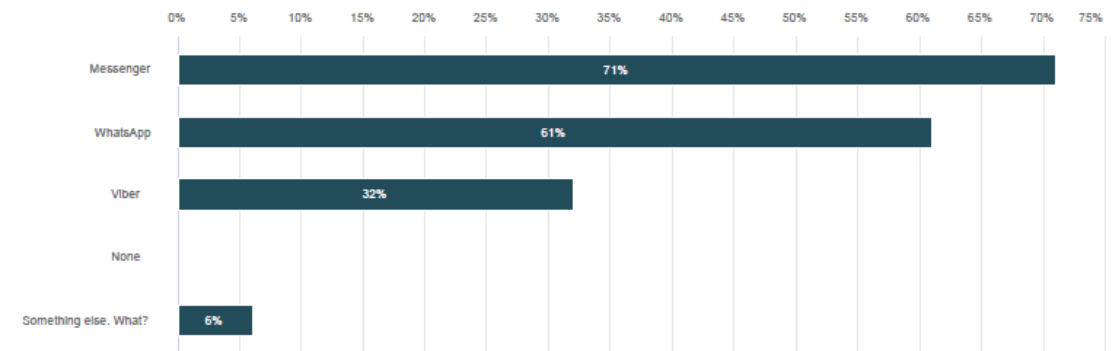
Answers given into textfield

Show all

Option names	Text
Other time. Which?	Late at night

10. Which instant messaging apps do you use?

Number of respondents: 31 , selected answers: 53



	n	Percent
Messenger	22	71.0%
WhatsApp	19	61.3%
Viber	10	32.3%
None	0	0.0%
Something else. What?	2	6.5%

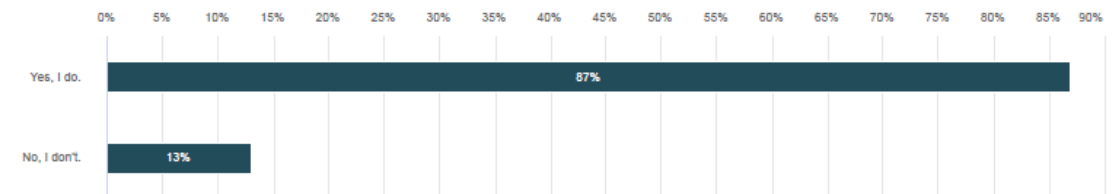
Answers given into textfield

Show all

Option names	Text
Something else. What?	Telegram
Something else. What?	Telegram

11. Do you follow or like Facebook pages related to English teaching?

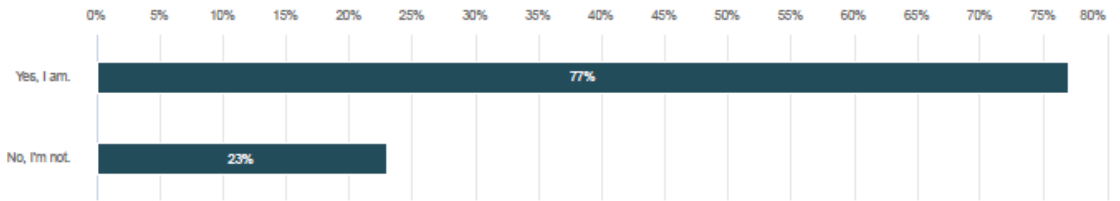
Number of respondents: 31



	n	Percent
Yes, I do.	27	87.1%
No, I don't.	4	12.9%

12. Are you a member of Facebook groups related to English teaching?

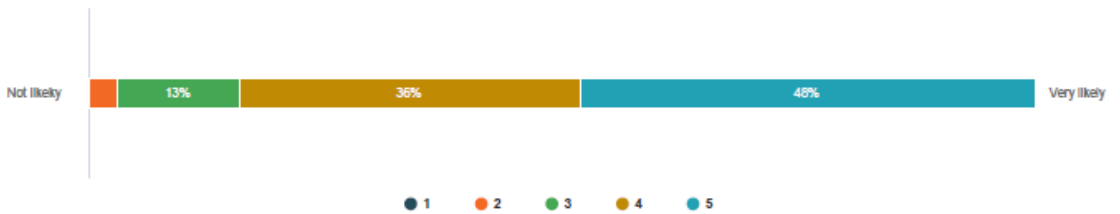
Number of respondents: 31



	n	Percent
Yes, I am.	24	77.4%
No, I'm not.	7	22.6%

13. How likely are you to follow or like a Facebook page that offers English language teaching materials if it shows on your Facebook Feed?

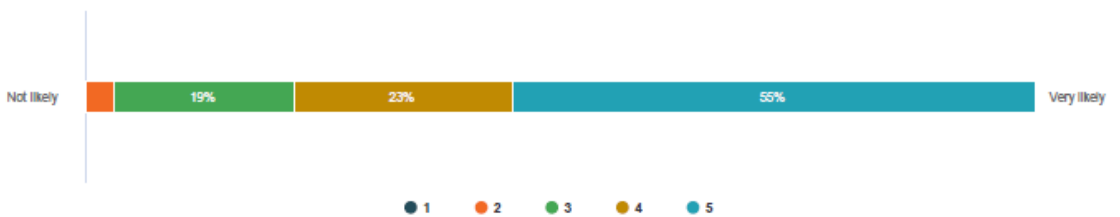
Number of respondents: 31



	1	2	3	4	5		Total	Average	Median
Not likely	0	1	4	11	15	Very likely	31	4.3	4.0
	0.0%	3.2%	12.9%	35.5%	48.4%				
Total	0	1	4	11	15		31	4.3	4.0

14. How likely are you to click on a Facebook Post and visit a webpage offering English language teaching materials if it shows on your Facebook Feed?

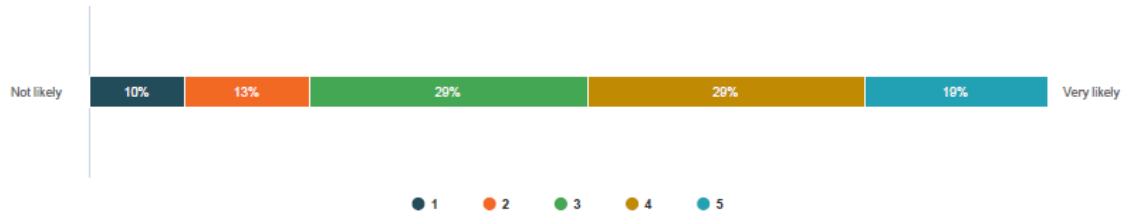
Number of respondents: 31



	1	2	3	4	5		Total	Average	Median
Not likely	0	1	6	7	17	Very likely	31	4.3	5.0
	0.0%	3.2%	19.4%	22.6%	54.8%				
Total	0	1	6	7	17		31	4.3	5.0

15. How likely are you to purchase English language materials after seeing an ad on Facebook and discovering that the materials fit your teaching needs?

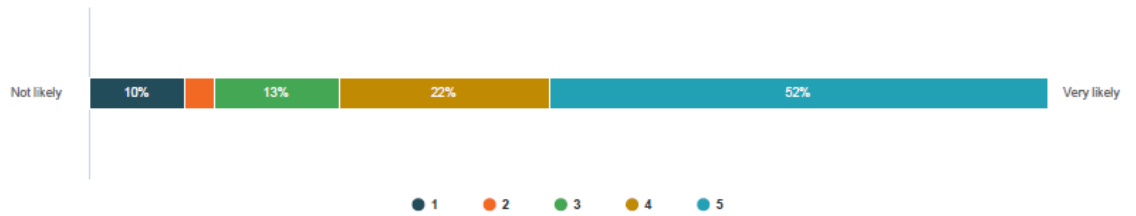
Number of respondents: 31



	1	2	3	4	5		Total	Average	Median
Not likely	3	4	9	9	6	Very likely	31	3.4	3.0
	9.7%	12.9%	29.0%	29.0%	19.4%				
Total	3	4	9	9	6		31	3.4	3.0

16. How likely are you to refer a colleague to the materials if you know they fit their needs as well?

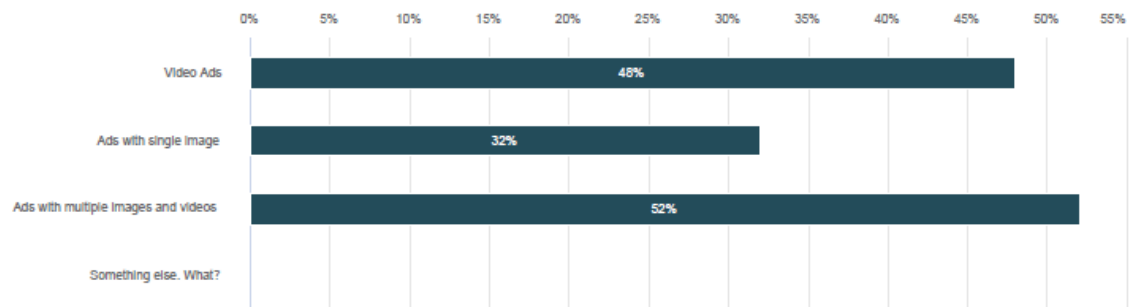
Number of respondents: 31



	1	2	3	4	5		Total	Average	Median
Not likely	3	1	4	7	16	Very likely	31	4.0	5.0
	9.7%	3.2%	12.9%	22.6%	51.6%				
Total	3	1	4	7	16		31	4.0	5.0

17. What kinds of ads are you most impressed by?

Number of respondents: 31 , selected answers: 41



	n	Percent
Video Ads	15	48.4%
Ads with single Image	10	32.3%
Ads with multiple Images and videos	16	51.6%
Something else. What?	0	0.0%

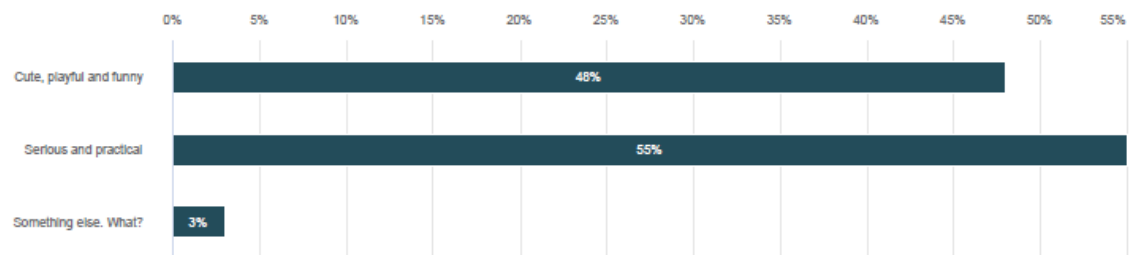
Answers given into textfield

Show all

Option names	Text

18. What kind of ad content do you find interesting and impressive?

Number of respondents: 31 , selected answers: 33



	n	Percent
Cute, playful and funny	15	48.4%
Serious and practical	17	54.8%
Something else. What?	1	3.2%

Answers given into textfield

Show all

Option names	Text
Something else. What?	The combination of the above.

19. In what country do you teach English?

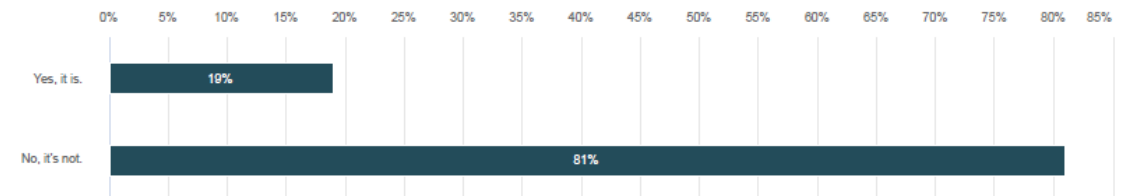
Number of respondents: 31

Please type your answer
Bg
Bulgaria
Spain
Australia
Ireland

Please type your answer
Greece
Romania
Romania
Bulgaria
Hungary
Italy
Romania
Romania
Romania
Greece
Greece
Romania
Romania
Greece
Greece
Greece
Romania
Greece
Germany
Bulgaria
Romania
Romania
Bulgaria
GREECE
Germany
Bulgaria

20. Is the country you teach in different from your home country?

Number of respondents: 31



	n	Percent
Yes, it is.	6	19.4%
No, it's not.	25	80.6%

21. Would you like to add anything?

Number of respondents: 4

Responses
Have a nice day! :)
No
Good luck with your survey! Would be nice to receive a reply of your research. Wish you all the best! Daniela davidanielamarta@gmail.com
No.