Perceptions and Attitudes of TEFL Students towards Utilizing Facebook to Enhance Course Instruction: A Case Study

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ABSTRACT

The study investigated perceptions and attitudes towards the use of Facebook (FB)in course instruction among master students in a teaching English as a foreign language (TEFL) program, focusing mainly on the use of FB to enhance their course engagement and satisfaction. The participants were 16 female Saudi students registered in English Teacher Preparation Course in the second semester of the academic year 2013/ 2014.Data were collected using a five-point Likert survey prepared by the researcher and structured interviews. The study found that using FB in instruction enhanced students' engagement with the teaching materials offered and led to more interactions and greater satisfaction among them. The variables of age and frequency of FB use influenced students' perceptions and attitudes: younger students were more engaged and satisfied than older ones and those who used it less. The study recommended that TEFL instructors integrateFB into the delivery of their courses to increase students' engagement, number of interactions and learning satisfaction.

Keywords: Facebook -enhanced instruction, student engagement, course satisfaction

INTRODUCTION

Rapid advancements in communication technology have changed the way people communicate in all aspects of life. Within just a few years, the Web has grown from a one-way medium that allowed users to find information, to a two-way medium that enables them to create, edit and share information. The first version of the Web was a 'read- only' Web where users could only read the content other people had written and published. But around 2005, a kind of sudden evolution of the Internet took place and the next Web generation, social media was born.

Social media employ the use of web-based technologies to transform one-way communication into an interactive online dialogue (Dixon, 2012). They include a range of services and applications that support collaboration, participation, and sharing of viewpoints such as Facebook, Twitter, wikis, LinkedIn, and YouTube (Hughes, 2009).They can facilitate the creation and exchange of user-generated content such as digital text, images, audio and video (Kaplan & Haenlein, 2010).

Social media have gained incredible popularity over the past few years, and have become a part of daily life. The recognition of the power and popularity of social media as a tool for people to communicate has led to their integration and application in education. There are several reasons social media provide powerful learning opportunities. First, most of today's students are 'digital natives' who have grown up in an environment of omnipresent digital technology. They are familiar with many of its various applications and devices long before they join university (Ersoy, 2011; Prensky, 2001). Social media also provide educators with a way to gather resources, including research publication; and to learn new strategies through shared pedagogical YouTube videos and blogs, and get updates and news of new trends

influencing their fields. In addition, social media allow instructors to provide learning opportunities that promote twenty-first-century digital literacy skills while respecting students'diverse talents and ways of learning (Joosten, 2012, p.51).Furthermore, they are nimble, flexible, easy to use, foster socializing among students and encourage self - expression and sharing of ideas (Seo,2013; Poore, 2013).

Facebook (FB), founded by Mark Zuckerberg in 2004, has become the most prominent and most widely used social networking website. As of July 2011, more than 500 million people were using FB to stay connected with others (Shih, 2013). The number of active Facebook users has reached (1, 35) billion in 2014 (The Portal Statistics).In the Arab world specifically, according to the Arab Media Social Report (2012)the number of FB usershadreached45 million. Saudi Arabia accounts for around 50 % of FB users in the Gulf region.

Facebook enables users to perform functions such as the following: (1) create profiles that comprise personal information, (2) send and receive friend requests, (3) join groups, (4) send messages, (5) exchange information, (6) use instant chat, (7) raise discussions, (8) leave comments on friends'walls, (9) share videos, (10) play games, (11) upload documents, and (12) post and tag pictures (Petrovič et al.,2012; Rouis, Limayem & Salehi-Sangari, 2011).

Although FB has not been primarily developed for academic purposes, its popularity, familiarity, and benefits have attracted the attention of higher education instructors to its potential for use in instruction, in particular to generate interest and increase interactions among students(Liu, 2010). Many researchers such as Toland, 2013; Ersoy, 2011; and Liu, 2010have stated that FB has the potential to affect the way students study, interact, explore, discover and solve problems. There are many reasons for schools to use FB in order to keep students engaged; FB is easy to use, accessible, ubiquitous and manageable (Dixon, 2012); and Duncan and Barczyk (2013) and; Junco, Heiberger, and Loken (2011) state that FB services and practices can promote community building through collaboration, participation and information sharing. Instructors can use it to facilitate instructor-to-student and student-to-student course communication, respond to questions and needs and publicize announcements and updates (Mahmud & Ching, 2012).It has the capacity to enhance course engagement, motivation, and satisfaction, which are driving forces of academic achievement and key concerns for its improvement (Irwin et al., 2012).

Hence the current study aims to investigate the perceptions and the attitudes of TEFL master students towards the use of FB in their classes and its effects on their course engagement and satisfaction.

STATEMENT OF THE PROBLEM

Although FB has been expected to provide learners with a rich technological environment, various multimedia resources, and a positive and challenging climate, the level of FB usage in education and exposure to it in educational context is still relatively low and a limited amount of research has been conducted to investigate its potential use in education in general (Alias et al., 2013; Shih, 2013; Duncan & Barczyk, 2013; Wesseling, 2012; Pempek, Yermolayeva & Calvert, 2009). In Saudi Arabia, over 7 million active users interact and communicate with people globally, and spending time on FB and other social networking sites has become a daily routine for the majority of students today (Arab Social Media Report, 2012). Despite FB's growing popularity, however, it is rarely integrated into higher education, courses delivered face-to-face in Saudi Arabia. Integrating Face book into course instruction in the current study means more than using social media tools in the learning process. It should be an essential element in supporting course engagement and satisfaction

Therefore, this study aims to shed some light on TEFL students' perceptions and attitudes towards their learning experience after using FB to enhance their course engagement and satisfaction. There are many reasons for selecting Facebook among other social networking sites: the sharp increase of FB users in Saudi Arabia; it is ubiquitous in students' daily life; and few studies have examined the association between Facebook and students' engagement in general.

RESEARCH PURPOSES

The purpose of this study is to investigate TEFL master students' perceptions and attitudes towards the use of FB as a supplement to face- to- face instruction. It mainly focuses on the following specific matters: (1) using FB to enhance these students'course engagement and satisfaction, and (2) the influence of age and frequency of FB use on students' perceptions and attitudes.

RESEARCH QUESTIONS

1. What are the perceptions of TEFL master students towards using FB as a supplement to enhance their face-to-face course engagement?

2. What are the attitudes of TEFL master students towards using FB as a supplement to enhance their face-to-face course satisfaction?

3. Do TEFL master students' age and frequency of FB use influence their perceptions and attitudes toward FB use as a supplement to face-to-face instruction?

RESEARCH SIGNIFICANCE

The study is significant for several reasons:

1. It extends the new trend in the TEFL field of incorporating social media applications, in this case FB, to enhance face- to- face instruction.
2. It furthers the recognition and understanding of different perceptions and viewpoints towards FB use in TEFL instruction.
3. It draws instructors' attention toward how FB affects students' learning experiences and facilitates course participation, interaction, collaboration and sharing of ideas.
4. It may improve instructors'attitudes toward the use of FB to enhance course engagement and satisfaction.
5. University instructors are likely to benefit from the findings of this study, which will inform the development of pedagogical tools to increase their students ' engagement and interaction.
6. It is anticipated that this study would contribute to future researches.

LITERATURE REVIEW

Developments in information and communication technologies have led to new applications of those technologies both within and outside of the classrooms. Incorporating FB into learning is a fruitful instructional strategy because it can challenges students, offer new opportunities, provide learning experiences and support learning theories that result in better learning effectiveness (Chen et al., 2011). According to constructivism learning theory, learning is a social activity and social interaction plays a fundamental role in the development of cognition. A learner builds or constructs new knowledge through active participation, collaboration, and interaction in a socially interconnected environment. This is 'in sync' with

the FB paradigm, in that FB is a highly interactive platform that stimulates user involvement and participation in the construction of knowledge (Lou et al, 2011; Stevens, 2009).

Research has indicated that using social media as educational tools can lead to increased student-engagement (Junco, Heibergert & Loken, 2011; Chen, Lambert & Guidry, 2010; Heiberger, 2008). Alias et al. (2013) found that employing FB-based learning enhanced creativity level in writing among Islamic studies students in Malaysia. Barczyk and Duncan (2013) stated that the participants in their study perceived that FB enhanced their sense of social learning and connectedness. Wang (2013) concluded that FB use in instruction assisted students in achieving better grades, higher engagement, and greater satisfaction.

A significant finding of the Ivaa and Gachago'study (2010) was that FB enhanced students' engagement in activities both of an academic and of a social nature, on-and off-campus, by blurring the boundaries between students' academic and social lives. Facebook groups and blogs encouraged peer-to-peer support, collaborative learning, creation of student-generated content and improved interaction on and off campus between instructors and students, which are all powerful indicators of student engagement. Eren (2012) found out that students have a very positive attitude towards the use of FB activity as a supplement in the language classroom, but that traditional classroom- based- language learning still remains the most widely used method for language instruction.

Ractam, Kaewkitipong and Firpo's study (cited in Barczyk & Duncan, 2013) found that (55%)of their sample felt that FB helped them in learning, and even more(78%) felt that FB was a useful supplemental learning tool because it fostered communication and collaboration among them. Alhomod and Shafi (2012) demonstrated useful applications of FB in each phase of Team-Based-Learning. FB helps to increase the teacher- team communication and allows accessing the progress of each team. Yunus and Salehi (2012) examined views on the effect of FB groups on learning and improving writing. The perceptions of students who participated in the study revealed that the FB group helped them in writing, especially in the brainstorming process before the actual writing. Their responses showed that most respondents agreed that they learned new vocabulary from reading the comments of others in the group, and the spell-check feature helped them to reduce their spelling errors. In addition, the ideas or opinions of peers helped them get better ideas for writing, and they found that it was easier to complete their essays after participating in the FB group discussion. The findings of Irwin et al. (2012) indicated that students were receptive to incorporating FB into their academic lives and perceived benefits of it stemming from enhanced communication, interaction, and flexibility in course content delivery.

Hurt et al. (2012, p.3) found that FB discussion was preferred over a university sponsored online discussion. Students who participated in Facebook discussions enjoyed the site's familiarity, navigability, and they reported that they were able to become better acquainted with classmates, felt like valued participants in the course, and learned more course material. The findings of Atici and Bati (2010) showed that the students who participated in FB-based learning encouraged successful engagement and interaction with other individuals in the course. Ractham and Firpo (2011) concluded that FB allowed students to gain informal learning through informal communication, get feedback on their thoughts and communicate without time and space limit.

Furthermore, some studies indicated that FB can play an important role not only in the classroom community and communication factors but also in academic performance. Sturgeon and Walker (2009) found a significant correlation between FB use in a classroom setting and student academic performance. In addition, Blattner and Fiori (2009) pointed out that FB can be utilized for authentic language interaction, and to increase motivation and

improve the performance of English language learners. They argued that FB has "unique features that offer constructive educational experiences while maintaining privacy and safety" and that the potential of FB is "growing everyday with new applications" (p. 8) that are yet to be explored and examined.

Mills (2009) discovered that her students – with the help of FB as an authentic environment for enhancing communication, interaction and discussions in French – were able to meet the objectives of French language course. Mills further highlighted the fact that the use of FB was culturally relevant to her students who also felt that French class was more fun and are relevant when featuring the use of FB and that it enhanced classroom discussions.

FB has been shown to provide many other advantages to teachers and students. It creates a comfortable learning environment for students and provides many pedagogical advantages to teachers. For example, FB provides users with information sharing facilities, create cooperative environment, increase course interaction, support active learning and informal learning (Roblyer et al., 2010; Kayri & Cakir, 2010; Mùnoz & Towner, 2009). Furthermore, it enhances communication and human interaction, which in turn influence language learning (Blattner & Fiori, 2009; Godwin-Jones, 2008).Shih (2011) stated that incorporating peer assessment through FB in college-level English writing instruction can be interesting and effective for college-level English writing classes.

On the other hand, Junco (2012) found that FB activities had a negative impact on students' engagement. In their study, Gafni and Deri (2012) found that social activities on FB consumed a significant amount of students'time, during surfing and even after, thus negatively affecting their learning process. Rouis (2012) indicated negative effects of FB use on students'academic achievement. De Villiers (2010) similarly stated that FB use had negative effects on students' performance. Pasek, More and Hargittai (2009) found no direct correlation between FB usage and students'grades. Kolek and Saunders (2008) revealed no difference in overall grades between users and non-users of FB.

RESEARCH METHODOLOGY

Participants

The participants in this study were 16 female Saudi students in the TEFL Curriculum and Instruction Master Program at Taibah University in Medinah. They were registered in *English Teacher Preparation Course* in the second semester of the academic year 2013/ 2014.of the students, 9 (56.25%) were between the ages 20 and30, and 7 (43.75%) between 31and 40. In all, 10 (62.5%) had at least one FB account, and 11 (68.75%) had been using FB for more than one year. None of them had used FB in learning before participating in this study. (Further information on their FB use, which was collected as part of the study, is presented in the Results and Discussion section below)

The Facebook Assignments

The course selected for the study is called *English Teacher Preparation Course*. It is an obligatory course introduced in the second year of the TEFL Curriculum and Instruction Master Program in the Faculty of Education at Taibah University. It consists of two hours of lectures weekly for a 14- week semester. The content of this course includes topics like characteristics of highly effective teachers, evaluating current teaching programs, innovative programs, global teachers and others. The course made use of FB as an instructional strategy to deliver some activities and assignments. FB was used as an extension of face-to-face classroom instruction where students could continue discussing and sharing different thoughts related to the same topics learned in class.

The course instructor set up a FB page during the first week of the semester. All students registered in the course were enrolled in a closed FB group. They received an-hour-long training session on how to use the FB page in learning because none of the students had used FB in learning before participating in this stud. They were given instructions on how to respond to posts, participate in polling questions, and share course knowledge and documents. The instructor posted one or two times weekly before each in-class lecture. The posts explained assignments related to the topics that would be discussed that week. Students received text messages on their mobile phones when the instructor published a post. Then, they were required to check the posts on the FB page's wall. The published posts included YouTube segments, images, questions, statements, polls and so on. Students were expected to provide their comments, feelings, views or questions and to discuss their colleagues' comments. They could also download and upload files and documents and were encouraged to share related content .The role of the instructor was that of a facilitator, present to guide, monitor, lead, and evaluate the group discussions and the progress of group members. The students and the instructor used the FB page to communicate and connect with each other.

Data Collection

To investigate the participating students'perceptions and attitudes towards the use of FB to increase their course engagement and satisfaction, two research instruments, a survey and interviews, were developed to collect quantitative and qualitative data. The survey included (36) closed-ended items rated on a 5-point Likert scale from 'strongly agree' to 'strongly disagree'. They were divided into three sections: One on demographic data, one on students' perceptions of the level to which FB enhanced their engagement in constructing and sharing knowledge and facilitating collaboration and interaction, and one to identify their attitudes towards their experience using FB as an educational tool.

The survey was developed by the researcher after the review of the instruments used in related literature (Barczyk& Duncan, 2013; Irwin et al., 2012; Luo & Gao, 2012; Rosado-Feger, 2012).It was presented to several specialists to ensure its content validity and modified according to the suggestions they provided. The correlation coefficient ratios between the survey sections and the total score were high and significant at the 0.01 level (see Table 1).

Table 1. Correlation coefficient between survey sections and the total score

Section		Section 2	Section 3	Total
Section 2	Pearson correlation	1	.829[**]	.873[**]
	Sig. (two-tailed)		.000	.000
	N	16	16	16
Section 3	Pearson correlation	.829[**]	1	.853[**]
	Sig. (two-tailed)	.000		.000
	N	16	16	16
Total	Pearson correlation	.873[**]	.853[**]	1
	Sig. (two-tailed)	.000	.000	
	N	16	16	16

** Correlation is significant at the 0.01 level (two-tailed)

The reliability of the final survey was examined using the Cronbach's alpha coefficient and the Guttman Method. The survey obtained a high level of consistent reliability (.89); (.91).

The survey was administered to the participants at the end of the semester during class time. It took approximately 40 minutes to complete.

The structured interviews were conducted after completing the course lectures. All participants were asked to describe their FB learning experience in terms of benefits and concerns. The data collected were analyzed using both quantitative and qualitative measures.

RESULTS AND DISCUSSION

Demographic Characteristics of the Respondents

As mentioned above, all respondents had FB accounts prior to the course, but none had engaged in any learning activities using FB. While (62.5%) of the respondents had only one FB account, (37.5%) had two or more. Three-quarters of the students (75%) had more than 5000 FB friends, while only one respondent had less than 200. Approximately (68.75%) used various devices to access FB; (25%) used a PC only. The majority of students (62.5%) used FB for multiple purposes; (25%) used it for learning only and (12.5%) for social purposes. The respondents reported that the most interesting and preferred activities when accessing FB were miscellaneous (50%), making posts (31.25%), and watching videos (18.75%). It was not surprising that chat was not a preferred use of FB byte Saudi female respondents, due to the traditions of this conservative society. Some respondents (37.5%) categorized themselves as extremely familiar with FB features; (56.25%) were familiar to some extent and (6.25%) reported that they were less familiar. Finally, (%31.25) of the surveyed students stated that they had accessed FB daily prior to the FB course experience, (31.25%) every few days, (31.25%) weekly, and one respondent monthly.

Facebook and Student Engagement

The results of the statistical descriptive analysis of the second section of the survey which focused on the perceptions of these TEFL master students towards using FB as a supplement to increase their course engagement, are presented in Table (2); they show that the survey mean scores ranging from (3.562 to 4.8125).

The highest mean score was obtained forth third statement, indicating that all students either strongly agreed (81.25%) or agreed (18.75%) that they could upload/ download course presentations and materials using FB. The fourth statement got the second-highest mean score, showing that all respondents either strongly agreed (%75) or agreed (%25) that they could post links and videos related to course topics. All students (100%) further reported (either agreed or strongly agreed) that FB activities encouraged them to read more about the topic discussed.

The results illustrated in Table (2) show that the lowest mean score in the survey was obtained on the seventh statement, indicating that some respondents (32%) did not agree that they were often engaged by collaborative learning through FB. The eighth statement got the second-lowest mean score, indicating that some respondents either disagreed (18.8%) or could not decide (12.5%) if FB was a good tool to integrate into classroom instruction.

Although some statements obtained mean scores slightly below (4.00), all were higher than the midpoint. It was also found that two-thirds of the responses or more either strongly agreed or agreed to all statements. Of the total responses on the Facebook and student engagement section, about (84.013%) were positive. Therefore, it can be concluded that generally speaking, all the respondents agreed that FB increased their course engagement and provided pedagogical advantages to them (uploading and downloading course material, exchanging ideas and knowledge, discussing topics freely, etc.). This finding is consistent with those of

Wang, 2013; Chen et al, 2011; Junco, Heibergert & Loken,2011; Chen, Lambert & Guidry, 2010;Ivalo & Gachago,2010;Heiberger, 2008

Table 2. Frequency distribution of students' perceptions

ST	StrA	A	NAD	D	StrD	M*	SD*
FB enhances the instruction in course active.	5	7	2	2	-	3.9375	.99791
FB connects students to a real community.	8	7	-	1	-	4.3750	.80623
I can upload/ download course presentations and materials using FB	13	3	-	-	-	4.8125	.40311
I can post links and videos related to course topics.	12	4	-	-	-	4.7500	.44721
FB acts as a forum to discuss course topics.	6	8	1	1	-	4.1875	.83417
FB increases interaction among course material users.	5	7	2	2	-	3.9375	.99791
I am often engaged by collaborative learning through FB.	3	8	-	5	-	3.5625	1.15289
FB is a good tool to be integrated into classroom instruction.	5	6	2	3	-	3.8125	1.10868
FB allows for exchange of learning resources	4	11	1	-	-	4.1875	.54391
FB gives me more freedom to express my views on a certain topic.	12	3	-	1	-	4.6250	.80623
FB activities encourage a learner-centered environment.	6	7	1	2	-	4.0625	.99791
FB allows me to express my creative personal ideas.	11	4	-	1	-	4.5625	.81394
FB activities promote better problem solving skills	4	8	3	1	-	3.9375	.85391
Reading friends' comments helps me think critically.	5	10	-	1	-	4.1875	.75000
FB promotes knowledge sharing with other users.	4	10	2	-	-	4.1250	.61914
My overall learning experience via FB is more beneficial.	4	9	1	2	-	3.9375	.92871
FB activities promote a desire to search for more information	4	11	-	1	-	4.1250	.71880
FB activities encourage me to read more about the topic discussed.	5	11	-	-	-	4.3125	.47871
I think FB improves my language and communication skills.	7	8	1	-	-	4.3750	.61914

StrA= strongly agree; A= agree; NAD= neither agree nor disagree;
D= disagree; StrD= strongly disagree

Facebook and Student Satisfaction

The second research question examined the participating students' attitudes towards using FB as a supplement to face-to-face instruction in terms of increase in their course satisfaction. The results of the statistical analysis are presented in Table 3.

Table 3. Frequency distribution of students' attitudes

ST	*StrA*	*A*	*NAD*	*D*	*StrD*	*M**	*SD**
FB is important for the development of my academic life.	1	5	3	7	-	3.0000	1.03280
It is easy to use FB.	8	8	-	-	-	**4.5000**	.51640
FB is a distraction from studying.	2	6	4	3	1	3.3125	1.13835
I am comfortable using FB.	6	7	1	1	1	4.0000	1.15470
FB is a waste of time.	3	8	2	1	2	3.5625	1.26326
FB is a part of my daily routine.	3	4	4	3	2	3.1875	1.32759
I like others to know that I am on FB.	2	5	1	7	1	3.0000	1.26491
FB is a good way to communicate with instructors and colleagues.	5	8	1	1	1	3.9375	1.12361
I would be sorry if FB were to shut down.	3	5	3	3	2	3.2500	1.34164
I feel I am part of the FB community.	1	9	2	2	2	3.3125	1.19548
I think FB creates a positive climate for learning.	1	13	1	-	1	3.8125	.83417
I feel worried when I posted on FB.	4	10	1	-	1	4.0000	.96609
I can get academic assistance from professionals through FB.	-	12	2	2	-	3.6250	.71880
I like using FB.	3	9	2	1	1	3.7500	1.06458
I feel that the benefits of FB in learning are limited.	3	7	3	3	-	3.6250	1.02470
I never think about using FB in learning	2	7	2	3	2	3.2500	1.29099
I like using FB even if I have a lot of work.	3	4	1	4	4	**2.8750**	1.54380

StrA= strongly agree; A= agree; N= neither agree nor disagree;
D= disagree; StrD= strongly disagree

It can be seen in Table (3) that the survey statements obtained mean scores ranging from (2.8750 to 4.5000). The last statement obtained the lowest mean score both in this section and in the survey generally (*M*= 2.8750);it indicated that half of the respondents (50%) did not favor using FB if they had a lot of work. This was natural, as time is a crucial factor for

graduate students; but it also means that they prefer not to access FB if overloaded, with potential effects on the viability of FB as a learning tool. The second-lowest mean score was obtained by statement (20), showing that the respondents had different views regarding the importance of FB in their academic life: (37.5%) of the students strongly agreed or agreed it was important, while(43.70%) felt that was not so important in developing their academic life.

In contrast, the highest mean score in this section was obtained by statement (21), indicating that all respondents (100%) either strongly agreed or agreed that it was easy for them to use and access Facebook. Statements (23,31) obtained the second- highest mean score (*M*=4.000) revealing that that the majority of the respondents (81.25%) were comfortable using FB, and about (87.5%) did not feel worried when posting on FB.

A high percentage of the respondents (81.25%) either strongly agreed or agreed that FB was a good way to communicate with the instructor and colleagues and (87.5%) of the respondents using FB created a positive climate for learning. Almost (75%) agreed that they could get academic assistance from professionals through FB and similar number reported that they liked using FB in learning. Lower percentages of the respondents (18.75%) stated that the benefits of FB in their learning experience were limited; only (31.25%) of them never think about using FB in learning. Accordingly, it can be concluded on the whole that these master students had positive attitudes toward their learning experience with FB and felt that it enhanced course satisfaction. This finding is similar to that of Chu shih, 2013; Wang, 2013; Eren, 2012; Mahmud & Ching, 2012; Roy, 2008.

The Influences of Age and Frequency of FB Use

To determine how age and frequency of FB use affected students' perceptions towards course engagement, the mean scores on the questionnaire's engagement items were analyzed using an independent- samples t-test. The results in Table (4) show statistically significant differences between students who were less than 30 and those beween30 and 40 years old; specifically, younger participants perceived that they had greater course engagement than older ones. Similarly, there were statistically significant differences between students who accessed FB daily or every few days and those who accessed it weekly or monthly. Frequency of FB use was a significant factor in students' engagement.

Table 4. The effect of age and frequency of FB use on perceptions

	Age or / use	*N*	*Mean*	*SD*	*t-test*	*Sig.*
Engagement	20-29	9	84.777	2.4381	3.055	.020
	30-40	7	73.428	9.5891		
	Daily, Every few days	10	84.400	2.5905	2.982	.028
	Weekly , Monthly	6	72.166	9.8471		

To examine how age and frequent FB use affected students' attitudes towards course satisfaction, the mean scores on the questionnaire satisfaction items were analyzed using an independent - samples t-test. The results indicated in Table (5) show statistically significant differences between students less than 30 and those between 30 and 40; younger participants were more satisfied than older ones. Similarly, there were statistically significant differences between students who accessed FB daily or every few days (more satisfied) and those who accessed it weekly or monthly (less). This results are again consistent with studies like

Duncan& Braczyk, 2013; Wang, 2013; Pempek, Yermolayeva & Calvert., 2009; Ellison, Steinfield & Lampe, 2007).

Table 5. The effect of age and frequency of FB use on attitudes

	Age or Use	*N*	*Mean*	*SD*	*t-test*	*Sig.*
Satisfaction	20-29	9	67.000	7.5166	3.432	.004
	30-40	7	51.000	11.1504		
	daily, every few days	10	66.500	7.2303	3.823	.002
	Weekly, monthly	6	49.166	11.0347		

Structured Interviews

The researcher interviewed all (16) respondents to get information about their opinions, feelings and concerns surrounding their learning experience. Overall, the respondents thought that FB was an appropriate addition to face-to face lectures, since it was a familiar application which had a lot of benefits. Among the major difficulties that they encountered were the following (37.5%) of the respondents found that FB use was time consuming, since they were overloaded with reading posts, watching videos, thinking about the content, searching the web, and commenting themselves and so on. However, some respondents found that although it was frustrating at the beginning, they could manage their time better later on. Two respondents (12.5%) had problems only with internet access at home. The following is a list of some students' responses concerning the benefits and problems of FB integration.

Benefits: I like.....

- reading posts and learning about current events
- the global connection that FB affords
- voting and discussion.
- reading comments and sharing ideas.
- that it helped me improve my English writing and learn new vocabulary.
- uploading and downloading course materials.
- asking questions.
- expressing views and ideas freely.
- connecting with a multicultural community.
- exchanging experiences.
- freedom.
- thinking deeply before responding.
- sharing knowledge.
- searching for information.
- knowing that FB has educational benefits; before that it was for playing games only.

Concerns

- It was frustrating at the beginning, but with more practice it became very easy.
- I did not face any difficulty using the FB page.

- it was time consuming.
- I had problems with internet access.
- It was a lot of work reading, posting , thinking, searching, and watching videos
- I prefer face- to- face discussion

CONCLUSION

Using FB in instruction has become very popular in educational institutions worldwide nowadays. In the present study, FB was used to enhance face-to-face instruction so as to increase course engagement and satisfaction. The findings indicated that FB promoted knowledge sharing, expression of views and collaboration. The participants pointed out that FB created a positive learning environment and provided them with the helpful academic assistance. In general, integrating FB into classroom instruction enhanced course engagement and satisfaction. The results of the study were in consistent with the studies of Lereritt (2012), Suthiwartnarueput and Wasanasomsithi (2012), Salehi and Yunus (2012), Duncan and Barczyk (2013), Shih (2013), Mahmud and Ching (2013) and Wang (2013). This study closes by recommending further investigation on the impact of FB use on students' performance in universities and public schools.

LIMITATIONS

Although the study sample included all students in the focal class, the small number of participants was nevertheless a major limitation in terms of drawing robust statistical effects. Further research studies with larger sample sizes are needed to ensure that any generalisations possible are made and any generalisations made are appropriate. For the present, the implications of the current findings extend only to members of the treatment group.

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