

EFL Students' Perceptions and Attitudes towards Facebook as an Educational Learning Tool

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ABSTRACT: *The purpose of this study was to examine EFL students' perceptions and attitudes towards Facebook as an educational learning tool. Participants were twenty eight undergraduate female students who experienced teaching and learning through Facebook and some classroom and face-to-face sessions. The researcher, to collect data, prepared and used two instruments; The first was face-to-face interview, while the second was Facebook Perception and Attitudes Questionnaire. Having conducted interviews, and administered the Facebook Perception and Attitudes Questionnaire, data were analyzed quantitatively and qualitatively. The findings revealed that students had high and positive perceptions of Facebook and its activities as a learning environment. Also, students had good and favourable attitudes towards using Facebook on teaching and learning.*

Keywords: *Facebook, e-learning, perceptions, attitudes, EFL students*

I. INTRODUCTION

The rapid growth of social media, mainly due to technological factors such as increased broadband availability, the improvement of software tools, and the development of more powerful computers and mobile devices, has been phenomenal. Social media seem to have greatly influenced the way we teach and learn. Online learning platform is playing an important role higher education. The maturity of Internet and emergence of various cloud services catalyze the development of these platforms and student learning behaviour. An example is Facebook, online social network sites, which changes the interaction, communication and interrelation of students and their daily life. Students get used to communicate on Facebook. The phenomenon enables teachers to think whether Facebook can be incorporated in teaching so as to facilitate student learning.

What is e-learning?

E-learning is commonly referred to the intentional use of networked information and communications technology in teaching and learning. All definitions refer to educational processes that utilize information and communications technology to mediate asynchronous as well as synchronous learning and teaching activities (Naidu, 2006). Graham (2006, 3) points out that the essence of blended learning is the combination of face-to-face instruction and computer-mediated instruction. The goal of blended learning should be to unite the best features of in class teaching with the best features of online learning, to promote active, self-directed learning opportunities for students.

Learning Management System (LMS)

Central to e-learning approaches are learning management systems (LMS). Phillip and Krongard (2016) argue that educators need a web-enabled relational database that links curriculum, instructional resources, assessment strategies, student data, and staff proficiencies. It is also a tool that will empower teachers to guide and manage student achievement more effectively by contextualizing the learning experience. According to McIntosh (2015) LMSs manage learners and facilities, launch and track online learning and keep records of the activity.

The learning process is connected and contextual. Teachers can document, record, and electronically share classroom lessons that have been successful in achieving specific student outcomes with unique and diverse student needs.

According to McIntosh (2015) common features of Learning Management Systems are:

1. Online course launching and tracking.
2. Classroom instruction management is included in most full-fledged corporate LMSs but not in all and is not normally included in education LMSs.
3. Talent management includes tools for recruitment, performance management, compensation and benefits, succession, retention and career planning.
4. Communication and collaboration (Web 2.0) tools have long been included as part of education LMSs and more and more corporate LMSs are including them now.

Past research on online social network sites revealed that there are several benefits including the improved student participation, social relationship, interaction, communication and facilitation. The emerge of social networking service creates a new paradigm of internet usage. Lam (2012) reported. A reliable online platform can facilitate the communication and interaction between that Facebook is widely adopted by people all round the world and the number of user increases over time teacher and student and also allow student to download learning materials and submit assignments. Thus, it is also crucial to learning success because an ease-of-use system improves student usability in terms of effectiveness, efficiency and satisfaction.

Social media in higher education:

Social media technologies have the potential to support and enhance teaching and learning in higher education (Ajjan and Hartshorne, 2008). According to Faizi et al (2013: 50), a social network is an online community that brings people with common interests, opinions, activities and experiences together by sharing their news, photos, videos, and events. Facebook is one of the categories of social network sites. Rutherford (2012) states that as the social features of social media resources have attracted the attention of millions of people around the globe, these same features are also capable of drawing the attention of students to the learning opportunities provided by their academic institutions. Students who hardly ever participate in class may get actively engaged in co-constructing his learning experience with his teachers, collaborating with their fellow colleagues, and may feel more comfortable to express themselves and to share their resources and ideas on Facebook. Facebook may be used to engage or re-engage bored or shy students to become active participants or even co-producers rather than passive consumers of content (Mc Loughlin et al, 2007).

Ferdig (2007) illustrated that beyond interaction with peers, social networking sites can connect students with more knowledgeable others within students' zones of proximal development. According to Mayfield (2008, 5), social media tools share most or all of the following characteristics:

1. Participation - social media encourages contributions and feedback from everyone who is interested. It blurs the line between media and audience.
2. Openness - most social media services are open to feedback and participation. They encourage voting, comments, and sharing of information.
3. There are rarely any barriers to accessing and making use of content
4. Password-protected content is frowned on.
5. Conversation - whereas traditional media is about "broadcast" (content transmitted or distributed to an audience) social media is better seen as a two-way conversation.
6. Community - social media allows communities to form quickly and
7. Communicate effectively. Communities share common interests, such as a love of photography, a political issue or a favorite TV show.
8. Connectedness - most kinds of social media thrive on their connectedness, making use of links to other sites, resources and people.

Hrastinski (2009) argues that social media give learners a chance to manipulate their learning environment and to participate actively in the learning process. According to Yazzie-Mint (2010), experience has shown that instructional methods that involve working and learning with peers are the most highly rated of all the instructional methods that teachers use. The core element of collaborative learning is that emphasis is on student interactions rather than on learning as a solitary activity.

Student engagement

Student engagement is commonly construed as having two dimensions, social and academic. Student engagement has been identified as a significant predictor of academic performance (Astin, 1984/1999; Pascarella & Terenzini, 2005; Zhao & Kuh, 2004). According to Wise et al (2011), There are (at least) two broad meanings of the term engagement; the first encompasses a student's willingness to participate in learning activities and do what the institution asks (academic engagement), and second is an affective component which deals with the emotional and social regard the student has toward the institution and the act of studying (social engagement).

Facebook

Online learning platform is playing an important role in higher education. The maturity of Internet and emergence of various cloud services catalyze the development of these platforms and student learning behavior. An example is Facebook, online social network sites, which changes the interaction, communication and interrelation of students and their daily life. Facebook has been suggested as a vehicle for promoting academic engagement with the digitally-proficient cohort of students (Wise et al, 2011). Previous papers indicated that the

adoption rates of Facebook in universities and colleges are remarkable - 85% of college students that have a college network within Facebook have adopted it (Arrington, 2005; Thompson, 2007).

According to Petrovic et al. (2012), Facebook as a learning tool has the following characteristics:

1. Fostering positive relationships among students and encompassing students' motivation and engagement.
2. Involving students in achieving the learning tasks and successful transfer of knowledge.
3. Developing a positive attitude towards learning and improving the quality of learning.
4. Developing interpersonal intelligence, as well as critical thought.
5. Developing of communications and interactions on the relationship between students and outside the classes.

II. RELATED STUDIES

Reviewing literature in the field of the use of Facebook as an educational tool, reveals that there are several studies conducted in social networking and Facebook as follows;

Montoneri's (2015) study discussed the benefits of using social network in the classroom. It aims at assessing the impact of Facebook on students' motivation and scores in a course of European Literature in a university of central Taiwan. A class of students was taught during the first semester of academic year 2013-2014 (September-January) using a traditional way of teaching. During the second semester (February-June 2014), the teacher used multimedia and Facebook to teach to the same students. They joined a "secret group", that is a group in which only students from the class can join, post, view posts, like, and comment. Montoneri (2015) conducted a study that compared various data from the first and second semester to measure students' improvement in motivation, their participation to the group and their scores. The data collected from the Facebook group during the whole second semester and students' evaluation of the educator at the end of each semester. Students are expected to make some progress and teacher's evaluation should improve. Even though Taiwanese students generally read and write in Chinese on Facebook, it is expected that they exclusively use English to read, share, and comment texts and information concerning the books studied during the second semester, thus increasing their chances to improve their reading and writing skills.

Gamble and Wilkins' (2014) research provides insight into Japanese students' perceptions and attitudes of participating in activities through Facebook for language learning. In addition, the authors discuss the overall implications of and potential uses for Facebook in the field of second language learning and teaching. Ninety-seven students from three private universities in Japan participated in this study. A 26-item quantitative questionnaire using a 7-point Likert scale and an open-ended qualitative questionnaire were used in this study. The results showed a small increase in positive attitudes toward most activities for language learning following the completion of the study compared to prior perceptions, but there were mixed attitudes toward using Facebook in an educational environment. Many studies support the advantages of utilizing Facebook for language learning. Since a number of studies have already reported on Facebook's positive impact on student motivation, satisfaction, and investment, the present study looked to further support this body of research by exploring the perceptions and attitudes of students regarding Facebook and L2 learning.

Aljasir et al. (2013) undertaken as part of a wider study of Facebook usage in Saudi Arabia, uses a self-report survey, and includes a thorough analysis of some aspects of Facebook usage by Saudi university students. The participants were 372 students (188 male and 184 female) at one university in Saudi Arabia. A self-reported survey was used to ask the participants where and how they like to access Facebook, the people whom they would not want to see their Facebook profile, and the number of Facebook friends they have. In addition, this study measures the differences between male and female university students in these variables. The study has revealed several significant results that contribute to the current knowledge of social network site.

Huang's (2012) study explored college students' perceptions of Facebook, focusing on their views of Facebook as an informal learning environment, how the features of Facebook motivate students' learning, and the relationship between motivation and interest triggered when using Facebook. Participants were surveyed via an online survey program in order to examine whether their perceptions and experiences with Facebook (Madge, Wellens, & Hooley, 2009) and how the features of Facebook motivated users' learning. This study provides evidence to support the idea that interest and motivated actions on Facebook are related. For example, students mostly read (click) posts that are related to things they are learning and therefore they are mostly self-motivated to reply to posts in which they are interested. In addition, in support of the four-phase model of interest development (Hidi & Renninger, 2006), students' positive feelings, which is interest, plays a crucial role in developing individual interest which leads to self-regulated learning.

Hunter-Brown's (2012) purpose of his study was to describe how social media networks impact secondary students when utilized as an instructional tool. The problem this study seeks to address is exploring the roles that social media play in the lives of high school students and the experiences they encounter by

utilizing these networks academically and socially. A case study approach was utilized to evaluate the impact of technology integration via social media networks in a secondary English classroom. The focus of the study was to determine the academic and social impact the social media network, more specifically Facebook, has on these students. The theoretical framework driving this study is motivational theory. Participants in this study completed surveys and interviews and participated in a series of classroom observations. Data collected was then used to tell the story of Facebook as an instructional tool in a secondary classroom. Findings revealed that teacher and student perceptions aligned in relation to student behavior academically and socially when Facebook was utilized as an instructional tool.

Context of the study:

One major challenge to be considered in the implementation of e- learning in university education is the adoption of social media environment in the traditional university culture. Some instructors as well as students are against new technological advances as a replacement for face-to-face instruction that resulted in a type of instructor resistance that should be taken into consideration. Conservative families considered social media, especially the Facebook as a danger to societal norms because some of unethical content. Using Facebook as an environment to enhance learning and teaching may affect students' perceptions and attitudes towards e-learning in general and social media in particular.

Aim of the study:

The main aim of the present study was to investigate EFL students' perceptions and attitudes towards Facebook as an educational learning tool.

Research questions

The study attempted to find answers to the following main questions:

"What are EFL students' perceptions and attitudes towards Facebook as a learning tool?"

From this question, the following questions emerged:

- a) What are EFL Students' Perceptions of Using Facebook in learning and teaching?
- b) What are EFL Students' Perceptions of Facebook and its activities?
- c) What are EFL Students' Attitudes towards Facebook?

Hypotheses:

1. Students hold positive perceptions towards the use of Facebook as a learning environment.
2. Students hold positive perceptions towards the use of Facebook activities.
3. Students hold positive attitudes towards Facebook as a learning tool.

III. METHOD

1. Participants

Participants of the study consisted of a group of (28) undergraduate students from three different levels studying three different courses. Students from Level 5, (N = 11) are studying Applied Linguistics, students from level 6 (N = 7) are studying Language evaluation and students from level seven (N = 10) are studying History of English language. All students are females studying English language at Alghat college of Sciences and Humanities, Majmaah University.

2. Instruments

A. A questionnaire on EFL students Perceptions and Attitudes towards Facebook (Appendix A).

It was adopted from Gamble and Wilkins (2014) and validated making some minor modifications as required by jury members.

B. Interviews: Some structured interviews with EFL students were conducted (Appendix B).

Procedures:

After using the Facebook environment for three months (the second semester of the academic year 2014-2015), participants were asked to complete the Facebook perceptions and attitudes questionnaire. The questionnaire was distributed to participants. They were asked to respond to the questionnaire after informing that this is very confidential. Questions were answered using a 5-point Likert scales (ranging from 1 which means "strongly disagree" to 5 which means "strongly agree"). This lasted for about 15 weeks. Different Classes met face to face once a week for two hours in two courses, History of English Language and Language evaluation and three times in Applied Linguistics. The participants used Facebook as their home assignments. Facebook tasks included posting articles, videos, diagrams and responding to quizzes and discussions.

Data collection and Analysis

Descriptive analyses of the quantitative data were conducted using SPSS version 15.0 .Reliability analysis was used to investigate the internal consistency reliability of the 37 statement items within the questionnaire. The questionnaire had a Cronbach Alpha value of .95 indicating a high degree of reliability.

IV. RESULTS

Hypotheses

Hypothesis 1: Students hold positive perceptions towards the use of Facebook as a learning environment.

In order to present a better understanding of perceptions of participants toward Facebook in EFL learning and teaching, qualitative data were collected, analyzed, and interpreted. Frequency data of the participants' opinions for section one about students' perceptions of using Facebook means and standard deviations are shown in the following table:

Table (1): Students' Perceptions of Using Facebook and their means and standard deviations

	Section 1: Students' Perceptions of Using Facebook.	scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD	Result
1	Facebook can be used both socially and for educational purposes	Freq.	0	1	1	18	8	4.18	.67	agree
		%		3.6	3.6	64.3	28.6			
2	Facebook is safe to use both socially and for educational purposes.	Freq	0	1	1	21	5	4.07	.60	agree
		%		3.6	3.6	75	17.9			
3	Facebook is easier to access from my mobile phone than my own university's website.	Freq	0	0	1	18	9	4.29	.53	Strongly agree
		%			3.6	64.3	32.1			
4	Facebook is easier to find school-related information than my own university website	Freq	0	2	4	12	10	4.07	.90	agree
		%		7.1	14.3	42.9	35.7			
5	It's easy to make posts, upload pictures and videos on Facebook.	Freq	0	1	2	13	12	4.29	.76	Strongly agree
		%		3.6	7.1	46.4	42.9			
6	Facebook is a good place to keep in contact with other students from class	Freq	0	1	3	14	10	4.18	.77	agree
		%		3.6	10.7	50	35.7			
7	Facebook is a good place to contact my teacher outside of class.	Freq	0	0	4	15	9	4.18	.67	agree
		%			14.3	53.6	32.1			
8	Facebook is a good place to check class notes or homework assignments posted by the teacher.	Freq	0	0	4	13	11	4.25	.70	Strongly agree
		%			14.3	46.42	39.28			
9	Facebook is a good place to ask for help about homework assignments	Freq	0	4	1	14	9	4.00	.98	agree
		%		14.3	3.6	50	32.1			
10	Facebook is a good place to check for school related updates and notices	Freq.	0	4	0	14	10	4.07	.97	agree
		%		14.3	0	50	35.7			
	Result of section 1	Freq.	0	10	18	52	93			
		%		3.57	6.42	18.57	33.21			

Table(1) indicates that the means and standard deviations for the whole items are high. Students responses varied from 'agree' to 'strongly agree'. These results showed that most students responded positively to using Facebook as an educational and social tool. Their responses showed that they enjoyed the use of most of the tools of face book as downloading, uploading and discussion with classmates. Thus, the first hypothesis was accepted.

Hypothesis2: Students hold positive perceptions towards the use of Facebook activities .

Table (2). Means and standard deviations of Students' Perceptions of Facebook Activities

	Section 2. Students' Perceptions of Activities on Facebook	scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD	Result
11	Facebook is a good place to make video posts as assignments.	Freq %	0 0	0 0	1 3.6	12 42.9	15 53.6	4.50	.57	Strongly agree
12	Facebook is a good place to read articles and take notes to prepare for next class.	Freq %	0 0	1 3.6	4 14.3	15 53.6	8 28.6	4.07	.76	agree
13	Facebook is a good place to listen to audio files and take notes to prepare for next class.	Freq %	0 0	1 3.6	4 14.3	13 46.4	10 35.7	4.14	.80	agree
14	Facebook is a good place to access links to resources provided by the teacher.	Freq %	0 0	0 0	2 7.1	14 50	12 42.9	4.36	.62	Strongly agree
15	Facebook is a good place to have discussions with "guest speakers" like international students.	Freq %	0 0	2 7.1	2 7.1	17 6.7	7 27	4.04	.79	agree
16	Facebook is a good place to post writing assignments like short stories or essays.	Freq %	0 0	0 0	4 14.3	15 53.6	6 21.4	4.18	.67	Strongly agree
17	Facebook is a good place to peer review or peer edit classmates' writing assignments	Freq %	0 0	0 0	5 17.9	17 6.7	6 21.4	4.04	.64	agree
18	Facebook is a good place to watch YouTube videos and discuss comprehension questions with classmates.	Freq %	0 0	0 0	3 10.7	17 6.7	8 28.6	4.18	.61	Strongly agree
19	Facebook is a good place to post and respond to surveys	Freq %	0 0	0 0	4 14.3	11 39.3	13 46.4	4.32	.72	Strongly agree
	Result of section 2		0	4	29	132	79			

Table (2) shows that students are highly interested in using Facebook as a source of classroom related activities specially video posts and access to links . It provided them with opportunities to confer with native speakers. Although responses ranged from agree to strongly agree, a few number of students expressed neutral responses to items of the questionnaire. They expressed their inability to use Facebook .They may not be able to use Facebook preferring twitter as a social media.

Hypothesis 3: Students hold positive attitudes towards facebook as a learning tool.

Table (3): Means and standard deviations of EFL students' attitudes towards Facebook

	Students Attitudes Towards Facebook	scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	M	SD	Result
20	Facebook is part of my everyday activity	Freq %	3 10.7	3 10.7	7 25	14 50	1 3.6	3.25	1.07	neutral
21	I am proud to tell people I'm on Facebook	Freq %	4 14.3	3 10.7	7 25	10 35.7	4 14.3	3.25	1.26	neutral
22	I dedicate a part of my daily schedule to Facebook	Freq %	4 14.3	6 21.4	8 28.6	8 28.6	2 7.1	3.93	1.18	neutral
23	I feel out of touch when I haven't logged on to Facebook for awhile	Freq %	4 14.3	4 14.3	6 21.4	13 46.4	1 3.6	3.11	1.16	neutral
24	I feel I am part of the Facebook community	Freq %	4 14.3	4 14.3	7 25	12 42.9	1 3.6	3.07	1.15	neutral
25	I would be sad if Facebook shut down	Freq %	2 7.1	4 14.3	1 3.6	14 50	7 25	3.71	1.21	agree

26	Facebook for classroom discussions is very convenient	Freq %	0	3 10.7	5 17.9	15 53.6	5 17.9	3.79	.876	agree
27	Facebook improved the quality of my course	Freq %	0	7 25	3 10.7	12 42.9	6 21.4	3.61	1.10	agree
28	Facebook should be introduced in more courses	Freq %	1 3.6	6 21.4	3 10.7	10 35.7	8 28.6	3.64	1.22	agree
29	Facebook changed my overall view of the course	Freq %	0	2 7.1	8 28.6	11 39.3	7 25	3.82	.90	agree
30	Facebook was well integrated into the course	Freq %	0	2 7.1	7 25	13 46.4	6 21.4	3.82	.86	agree
31	Facebook was more effective than face to face instruction	Freq %	1 3.6	2 7.1	7 25	12 42.9	6 21.4	3.71	1.01	agree
32	I preferred using Facebook over face to face instruction	Freq %	1 3.6	4 14.3	6 21.4	11 39.3	6 21.4	3.61	1.10	agree
33	Overall experience using Facebook was very positive	Freq %	1 3.6	2 7.1	5 17.9	13 46.4	7 25	3.82	1.02	agree
34	I felt more connected to fellow students using Facebook	Freq %	3 10.7		5 17.9	12 42.9	8 28.6	3.79	1.19	agree
35	I acquired personal or professional growth using Facebook	Freq %	1 3.6	4 14.3	5 17.9	15 53.6	3 10.7	3.54	.99	agree
36	Facebook enabled me to contact my instructor more often	Freq %	0	2 7.1	2 7.1	17 60.7	7 25	3.04	.79	neutral
37	Facebook enhanced my experience of participation in this course.	Freq %	0	1 3.6	3 10.7	12 42.9	12 42.9	3.25	.79	neutral

Table (3) indicates that the means of the whole items was medium according to 5-point scale. Other responses ranged from low to high for all items. Thus, the second hypothesis was accepted.

B. Interviews (Appendix B)

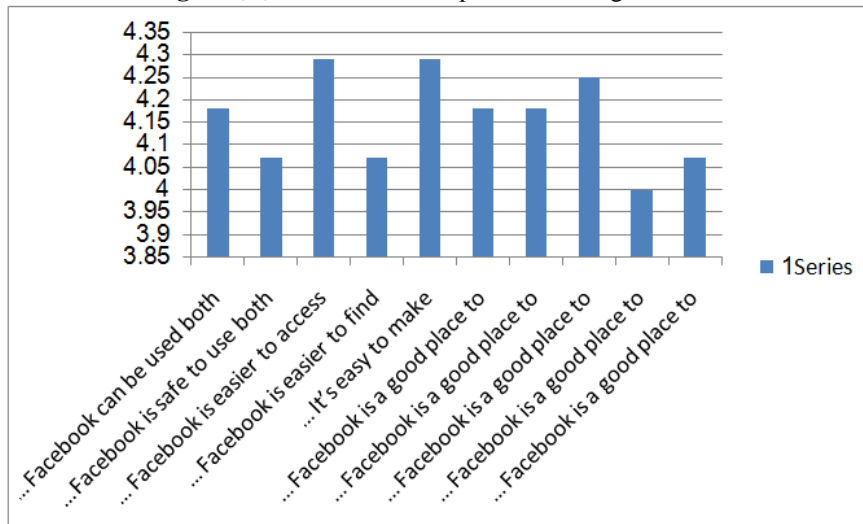
The face-to-face interviews revealed that students experienced a number of benefits from Facebook. Their answers to the interview questions revealed that they have not used Facebook very often before having this experience. But as soon as they learned to use it, they found it a very beneficial experience. They reported that they spent most of their time on Facebook uploading material and reading others'. They said that most of the activities they participated in were sharing instructional videos, uploading PowerPoint presentations and content material on the topics. Their responses to the interview questions revealed that the most important points that interested them were the interaction with their classmates and the teacher. The environment was highly motivating. Quizzes submitted were motivating too. Besides, adding new friends from their class widened their experience as they followed others' participations and shared contents. Most of students preferred using Facebook with face-to-face lectures to face-to-face only. That is because Facebook enabled all students to participate freely without being shy or embarrassed, thus strengthening interaction with peers. Feedback was immediate either from teacher or from peers at any time of the day. Students also added that the use of Facebook as a learning environment created a very positive and strong relationship with peers and teachers. They recommended that Facebook be used in other courses.

V. DISCUSSION

EFL students' perceptions and positive attitudes towards Facebook were due to the ease of use at anyplace and at any time. It is socially easier than face-to-face classroom environment. The qualitative data accorded with the quantitative data in answering the first question because students showed positive opinions about the ease and safety of using Facebook socially and educationally. They assured that Facebook is a good to contact with teachers and peers and for checking homework and notes freely. Moreover, they are always updated with new uploads and news because of the easy access through mobile phones.

Contrary to the researcher's expectations because of the special nature of the Saudi context, students showed high perceptions of using Facebook as an educational tool. At first some students said that they prefer using Twitter and they have no idea about Facebook. But after training them on using Facebook, their perceptions changed finding it an easy way to avoid shyness and problems of participating face to face with peers and teachers. These results are expressed in figure (2).

Figure (2) . Students' Perceptions of Using Facebook



Regarding the second question of the study, results revealed that EFL students' perceptions towards Facebook activities including video posts, articles, audio files, online resources provided by the teacher, discussions and assignments and surveys. Figure (3) shows their responses to such activities.

Figure (3) Means of students' perceptions of activities on Facebook

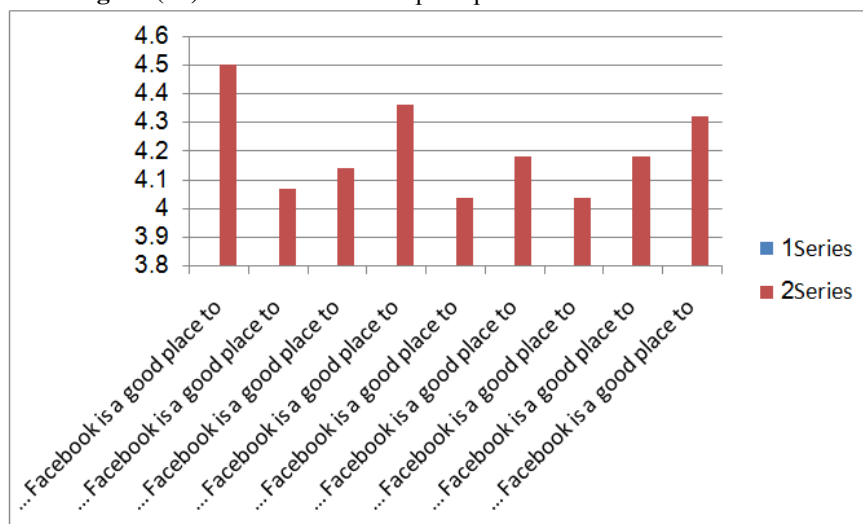


Figure (3) shows that students perceptions were very high towards video posts as assignments, online links provided by the teacher and posts and surveys. While responses to other activities such as reading articles, listening to audio files and discussions are extremely high.

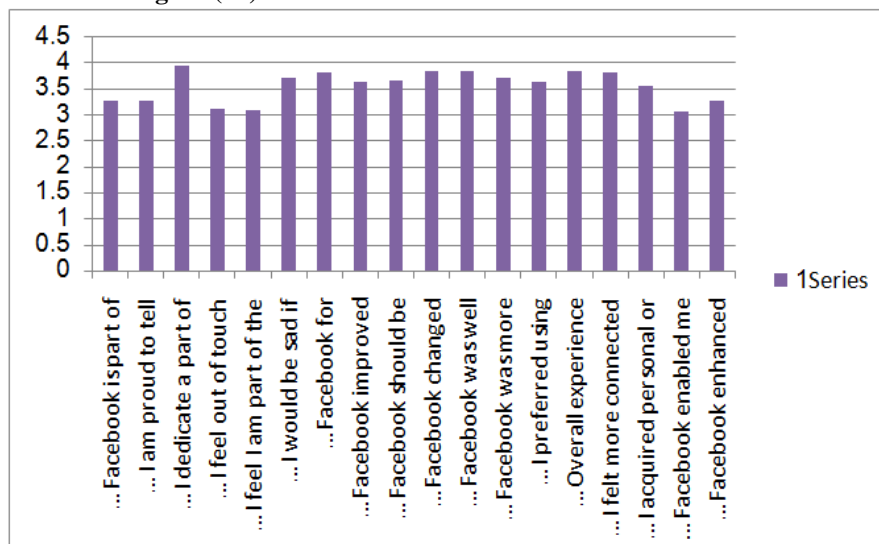
Four students only out of 28 responded negatively to some activities such as reading articles and taking notes and listening to audio files and sharing in discussions. These negative responses were not due to Facebook as a learning environment but as their interview answers revealed, were due to the inability to use or share discussions as it was new environment to them.

Posting videos were very interesting and motivating for students because they were not allowed to be used during face to face instruction due to the limited time. They allowed students to comment, answer questions and post their own videos as well. Regarding reading articles and writing notes to prepare for next class, students found it a very good place to do so and to obtain immediate feedback from teacher and from peers. It was a very good opportunity to both teacher and students to be in contact all the time especially during the time before exams. Extra resources are very important to use. While face to face instruction does not allow access to extra resources, Facebook environment motivated students to have an access to those resources and share their own. They may also answer questions based on these resources. Facebook is also good to get access

to native speaker guests from other groups in the same fields. So using Facebook in sharing videos and listening to native speakers helped greatly in developing other skills such as listening and speaking.

Regarding the third question of the present study, results showed moderate responses towards their attitudes towards Facebook. Figure (4) assures these results. Eleven responses out of seventeen showed that students were actively participating. Their engagement improved the quality of their work. Also, this engagement changed the overall views of the courses. They agreed that using Facebook environment was very positive as it helped them connect with others and develop professionally.

Figure (4) Means of students' attitudes towards Facebook



These results are in line with previous studies such as Huang's Montoneri's (2015), Johnston et al. (2015), Gamble and Wilkins' (2014), Graham (2014), Duncan and Barczyk (2013), Mims and Lanes (2013), Aljasir et al. (2013), Huang (2012) and Hunter-Brown's (2012). Their findings, consistent with those previous studies, confirmed students' good perceptions and favourable attitudes towards Facebook and its activities.

To conclude, Facebook has become a fact in our lives. So students should make the best use of it specially as an educational tool. Program designers should pair in mind the positive effect of this online tool on students' perceptions and attitudes as well as social development. They should direct it to achieve goals and objectives of courses and programs.

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Appendix A

Facebook Perception and Attitudes Questionnaire

Please choose the answer that best reflects your view for each item. Answer each item as truthfully as possible using the following rating scale.

	Section 1: Students' Perceptions of Using Facebook.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Facebook can be used both socially and for educational purposes					
2	Facebook is safe to use both socially and for educational purposes.					
3	Facebook is easier to access from my mobile phone than my own university's website.					
4	Facebook is easier to find school-related information than my own university website					
5	It's easy to make posts, upload pictures and videos on Facebook.					
6	Facebook is a good place to keep in contact with other students from class					
7	Facebook is a good place to contact my teacher outside of class.					
8	Facebook is a good place to check class notes or homework assignments posted by the teacher.					
9	Facebook is a good place to ask for help about homework assignments					
10	Facebook is a good place to check for school related updates and notices					

This next set of questions asks for your opinion on activities that could be done through Facebook. Please choose the answer that best reflects your view for each item. Answer each item as truthfully as possible using the rating scale from above.

	Section 2. Students' Perceptions of Activities on Facebook	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Facebook is a good place to make video posts as assignments.					
2	Facebook is a good place to read articles and take notes to prepare for next class.					
3	Facebook is a good place to listen to audio files and take notes to prepare for next class.					
4	Facebook is a good place to access links to resources provided by the teacher.					
5	Facebook is a good place to have discussions with "guest speakers" like international students.					
6	Facebook is a good place to post writing assignments like short stories or essays.					
7	Facebook is a good place to peer review or peer edit classmates' writing assignments					

