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Facebooking for a Lively Interaction in Literature Classes

*A Case study of Master I Teachers and Students at the Department of English –
Laghouat University*

***A Dissertation Submitted to the Department of English Language as Partial
Fulfillment of the Master's Degree in Civilization and Literature***

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Abstract

Facebook is a social network site which is universally-adopted as a good tool of communication. It can enhance interaction and engagement between different members and even learners. On the other hand, literature has a high position in the language classes particularly in EFL classes. It becomes an essential component for learners to master. Furthermore, teachers of English Literature are always thinking about how to bring new and effective tools of interaction so as to enhance students' better understanding of literary lessons. In this respect, Facebook may be a useful tool. Thus, the purpose of this study is to investigate the impact of integrating Facebook as a tool of interaction in literature classes, and its effects on improving students' performance in literature. In order to achieve this objective, the researcher selects (50) students from Master One as a sample and (7) teachers from the English Department in Laghouat University - Algeria. The method adopted was descriptive and our data were collected through two questionnaires. Even though, Facebook usage has some disadvantages, the results indicate that both teachers and students have a positive attitude towards the use of Facebook in learning literature. During this study, the researcher discovered that Facebook was able to make a lively interaction in literature classes. It was able to strength the relationship among students themselves and between them and their teachers. And hence, we can recommend the integration of Facebook by EFL teachers to add an enjoyable interaction in the educational contexts in the future.

يعتبر الفيسبوك وسيلة فعالة للتواصل الاجتماعي عبر العالم، فهو أداة للتفاعل و تبادل الأفكار و لآراء بين جميع مستخدميه بصفة عامة و بين الطلاب و الأساتذة بصفة خاصة، و من جهة أخرى يعتبر الأدب مادة أساسية بالنسبة للطلاب في أقسام اللغة، خاصة في أقسام اللغة الإنجليزية، حيث يبدو جليا حاجة الأساتذة الى وسيلة جديدة و فعالة تساعد على معرفة مدى فهم و استيعاب الطلاب للدروس الأدبية، وهنا تتجلى أهمية استعمال الفيسبوك كأداة تعليمية، الغرض من هذه الدراسة هو البحث في اثار استخدام الفيسبوك كأداة للتفاعل في أقسام الادب الإنجليزي و نتيجة استخدامه في فهم الدروس الأدبية. من أجل تحقيق هذا الهدف يختار الباحث (50) طالبا من سنة أولى ماستر و (7) أساتذة من قسم اللغة الإنجليزية في جامعة الأغواط بالجزائر كعينة. تم جمع بياناتنا من خلال الاعتماد على الأسلوب الوصفي و مجموعة من الاستبيانات، على الرغم من ان استخدام الفيسبوك له بعض السلبيات و مع ذلك تشير النتائج الى أن كل من الأساتذة والطلاب لديهم موقف ايجابي اتجاه استخدام الفيسبوك في السياق التعليمي. نتائج الدراسة اثبتت أن الفيسبوك بإمكانه أن يكون أداة للتفاعل بشكل حيوي في أقسام الأدب الإنجليزي. كما أنه يقوي العلاقات بين الطلاب و بين مدرسيهم، لذلك نوجه نصيحة لأساتذة اللغة الانجليزية ان يستخدموا الفيسبوك ليضيفوا جو تفاعليا على دروس الأدب الإنجليزي.

Table of Contents

Acknowledgements	I
Abstract	II
Table of Contents	III
Table of Figures	VI
List of Tables	VII
Table of Abbreviations	VIII
General Introduction	1
Chapter I: Interaction in Literature Classroom	5
Introduction	7
1. Part One: Teaching Literature	7
1.1. Definition of Literature	7
1.2. Rationale for Incorporating Literature in EFL Classrooms	8
1.2.1. Valuable Authentic Material	9
1.2.2. Cultural Enrichment	9
1.2.3. Language Enrichment	10
1.2.4. Personal Involvement	10
1.3. Criteria for Using Literature in the Classroom	10
1.3.1. The Linguistic Criterion	11
1.3.2. The Methodological Criterion	11
1.3.3. The Motivational Criterion	11
1.4. Approaches to Teaching Literature	11
1.4.1. New Criticism	12
1.4.2. Structuralism	12
1.4.3. Stylistics	12
1.4.4. Reader-Response Approach	13
1.4.5. Language-Based Approach	13
1.4.6. Critical Literacy	13
1.4.7. Periphrastic Approach	13
1.4.8. Information-Based Approach	14
1.4.9. Personal Response Approach	14
1.4.10. Content Approach	14
1.4.11. Personal Growth Approach	14
1.5. Models of Teaching Literature	15
1.5.1. The Cultural Model	15
1.5.2. The Language Model	15
1.5.3. Personal Growth Model	15
1.6. The Theoretical Models of Using Literature	16
1.6.1. Pre-Reading	16
1.6.2. While Reading	16
1.6.3. After Reading	16
1.7. How to Teach Literature in the Classroom	16
1.8. Training Skills in Literature Class	17
1.8.1. Perceptual Skills	17

1.8.2. Decoding Skills	18
1.8.3. Encoding Skills	18
2. Part Two: Classroom Interaction	18
2.1. Defining Interaction	18
2.2. Types of Interaction	19
2.3. Participants in Classroom Interaction	20
2.4. Classroom Interaction and its Components	20
2.4.1. Collaborative Dialogue	20
2.4.2. Negotiation	21
2.4.3. Co-Construction	21
2.5. Technologies and Instructional Activities that Promote Interaction	21
Conclusion	22
Chapter II: Using Facebook in the Classroom	23
Introduction	24
1. Review of Literature	24
1.1. Definition of Social Networking Sites (SNSs)	25
1.2. The History of Social Networking Sites (SNSs)	25
1.2.1. The First Stage 1997-2001	26
1.2.2. The Second Stage From 2002 Onwards	26
1.3. Types of Social Networking Sites (SNSs)	26
1.3.1. Facebook	26
1.3.2. Twitter	26
1.3.3. What App Messenger	27
1.3.4. My Space	27
1.3.5. Blog	27
1.4. Social Networking Sites and Education	27
1.5. The Integration of Social Networking Sites in Learning/ Teaching Process	29
1.6. Definition of Facebook	30
1.7. History of Facebook	31
1.8. Using Facebook in the Classroom	31
1.9. Advantages and Disadvantages of Using Facebook in the classroom	35
1.9.1. Advantages of Using Facebook in the Classroom	35
1.9.2. Disadvantages of Using Facebook in the Classroom	38
1.10. Facebooking for a Lively Interaction in Literature Classes	40
1.11. The Learning Theories and Facebook as a Tool of Interaction in Literature Classes	41
1.11.1. Constructivism and Facebook	42
1.11.2. Behaviorism and Facebook	43
1.11.3. Active Learning Theory and Facebook	43
1.11.4. Cooperative Learning Theory and Facebook	44
Conclusion	44

Chapter III: Research Methodology and Results' Interpretations	45
Introduction	46
1. Variables of the Research	46
2. Plan of the Research	47
2.1. Research Questions	47
2.2. Research Hypotheses	47
2.3. Research Objectives	47
3. Sample of the Research	48
4. Tools of the Research	48
5. Questionnaire Analyses and Interpretations	50
5.1. Students' Questionnaire	50
5.1.1. Analyses of the Results	50
5.1.2. Interpretation of the Results	61
5.2. Teachers' Questionnaire	63
5.2.1. Analyses of the Results	63
5.2.2. Interpretation of the Results	73
6. Results of the Hypotheses of the Results	74
Conclusion	75
General Conclusion	76
Bibliography	78
Appendix I	85
Appendix II	86

List of Tables

3. 1. The Distribution of the Questions in the Questionnaire.	53
3. 2. Benefits for the Sstudents of Using Facebook as a Tool of Interaction in Literature Classes	63
3.3. Benefits for the Teachers of Using Facebook as a Tool of Interaction in Literature Classes	76

Table of Figures

3.1. Students' Gender	54
3.2. Students' Age	55
3.3. Students' Usage of Facebook Account	55
3.4. Length of Time Students Having Facebook Account	56
3.5. Students' Familiarity with Facebook Features	56
3.6. Facebook's Reliability	57
3.7. Students' Daily Usage of Facebook	58
3.8. Length of Time as a Facebook Member	59
3.9. Frequency of the Helpfulness of Using Facebook Group	59
3.10. Students' Perceptions towards the Use of Facebook as a Part of Their Classes	60
3.11. Frequency of Students' Interaction on Facebook Group	61
3.12. Students' Experience of Learning on Facebook Group	62
3.13. Benefits for the Students of Using Facebook as a Tool of Interaction in Literature Classes	64
3.14. Students' Perceptions towards the Idea of Using Facebook to Review the Content of English Literature	65
3.15. Students' Opinions towards the Use of Facebook Group	65
3.16. Teachers' Gender	68
3.17. Teachers' Age	69
3.18. Teachers' Degree	69
3.19. Teachers' Experience of Teaching	70
3.20. Teachers' Usage of Online Platforms in their Classes	70
3.21. Teachers' Usage of Facebook as a Tool of Interaction	71
3.22. Length of time Teachers' Usage of Facebook in their Classes	72
3.23. Teachers' Use of Facebook Group	72
3.24. Teachers' Perceptions towards the Use of Facebook as a Tool of Interaction	73
3.25. Teachers' Attitude towards the Use of Facebook as a Helpful Tool	74
3.26. Teachers' Encouragements to Use Facebook	74
3.27. Teachers' Usage of Facebook as an Effective Tool of Interaction	75
3.28. Teachers' Usage of Facebook in Literature Classes	76
3.29. Benefits for the Teachers of Using Facebook as a Tool of Interaction in Literature Classes	77

Table of Abbreviations

SNSs	Social Networking Sites
EFL	English as a Foreign Language
APP	Application



General Introduction

General Introduction

Background of the study

Nowadays, technology becomes a wide issue among people. It has become a habitual activity among students; it spreads quickly to their lives especially in the learning process. In addition, with the rise of social networking sites (SNSs) the sense of communication between teachers and students is increased and among students themselves. Therefore the websites such as Facebook rose rapidly in the field of teaching.

Facebook is considered as a modern trend of students' today communication. The authors claim that "Facebook as one of the social networking sites has captured the attention of educators ... as an alternative tool for language teaching and learning" (Mariappan et al. 749). Students are used to live with Facebook in their schools and universities. Thus they do not have any problem in using Facebook in their classes. Moreover, this phenomenon affects both students as well as teachers. Since Facebook gets a huge number of users, teachers have to admit the fact that Facebook has controlled a great position in the scope of education.

Furthermore, learners of foreign languages focus more on learning literature through Facebook as an effective tool; they ask for a lively interaction in their literature classes, in which they can understand the lessons effectively (Mariappan et al. 749). This has led both teachers and students to find out and develop Facebook as a means of interaction in teaching and learning literature.

Rationale

In teaching/ learning English as a Foreign Language (EFL), teachers of literature are looking for better ways to share and explain literary text such as: novels, short stories, and poems. Also students have interested in finding an interactive tool to understand better. So they have to adopt Facebook as a learning tool in literature classes. Since Facebook possesses a huge potential as an educational tool, the researcher has chosen **"Facebooking for a Lively Interaction in Literature Classes"** for a various reasons: First of all, students of EFL in general and the students of the Department of English at Amar Thelidji University in particular are suffering from the difficulties of literary lessons. Such case can be a result of the absence of student's interaction inside their literary classes. Second, there are students who are lacking the ability to

General Introduction

express their ideas, but they can share it by writing comments on Facebook pages. Also there are teachers who prefer to explain literary lessons by using Facebook in order to acknowledge the students' understanding about the lesson. Thus, students as well as teachers need Facebook as a learning tool to share information and make a lively interactive atmosphere in their literary classes. These reasons motivate me to study the use of Facebook for a lively interaction in literature classes (Mariappan et al. 749).

Statement of the Problem

The lack of interaction in literature classes and the teaching methods that followed the same conventional approaches and tools let the students to face problems in learning literature. Thus, the researcher thinks of the use of Facebook in literature classes as a new and useful tool to communicate with. Henceforth, the researcher chooses Facebook as a good solution for interaction as it motivates students to improve their understanding of literature lessons. Moreover, it gives better opportunities for students to interact increasingly in their classes.

Purpose of Study

This study aims at reaching the following purposes:

- Discovering how Facebook can assist teachers in their literary classes?
- Investigating the effect of using Facebook as tool of interaction in literature classes.
- Examining students' as well as teachers' opinions towards the use of Facebook in literature classes.

Research Question

The study attempts to resolve the following questions:

- Can Facebook be a suitable tool of interaction to facilitate English literature teaching?
- What are the effects of using Facebook on improving students' performance in literature classes?
- What are the perceptions of learners as well as teachers towards the usage of Facebook in teaching literature?

General Introduction

Hypotheses of the Study

In conducting the present study, the researcher hypothesizes that:

- Facebook may be a very interesting tool of interaction in literature classes.
- Facebook can affect students' performance positively and provide them with better understanding of literature.
- Facebook usage in literature classes may have more advantages in teaching literature.

Research Methodology and Tools

To assess the hypotheses stated above, the researcher is going to investigate the effectuality of using Facebook for a lively interaction in literature class; using a questionnaire given to (50) students from Master I and another for (7) teachers of literature at the English Department - Amar Thelidji University of Laghouat. In order to clarify their opinions and insights toward the integration of Facebook in their literary classes before and after.

Structure of the Dissertation

This work involves two parts: The theoretical part consists of two chapters: Chapter one deals with interaction in literature classes and the other one deals with using social networking sites in education especially Facebook in the classroom. However; the practical chapter deals with the center of this research: **Using Facebook for a lively interaction in literature classrooms**. The third chapter addresses a brief description about the main tools and methodology that are used in this research and discusses the interpretation and analysis of both questionnaires.

General Introduction

Limitation of the Study:

This study is limited to the use of social networking sites (SNSs) especially to the use of Facebook group only. Other social networking sites such as Skype, Twitter, and Viber are excluded. Additionally, this research attends to shed light on one group of students and teachers (at Amar Thelidji University of Laghouat - Algeria). The researcher choose Facebook as tool of interaction in literature classes because of Facebook is currently the most popular online social networking site among students, but its usage is different from one group of community to another. Another limitation, in our university there are no adequate chat rooms when a number of students can communicate effectively, in order to investigate the effectiveness of using Facebook for a lively interaction in literature classes. So the best way to check the integration of Facebook as an effective tool of interaction in literature classes is to provide sufficient chat rooms. Therefore, further studies with large group and multiple chat rooms can be better to investigate Face booking for a lively interaction in literature classes.

Chapter One

Interaction in Literature Classroom

Chapter I: Interaction in Literature Classroom

Introduction	7
1. Part One: Teaching Literature	7
1.1. Definition of Literature	7
1.2. Rationale for Incorporating Literature in EFL Classrooms	8
1.2.1. Valuable Authentic Material	9
1.2.2. Cultural Enrichment	9
1.2.3. Language Enrichment	10
1.2.4. Personal Involvement	10
1.3. Criteria for Using Literature in the Classroom	10
1.3.1. The Linguistic Criterion	11
1.3.2. The Methodological Criterion	11
1.3.3. The Motivational Criterion	11
1.4. Approaches to Teaching Literature	11
1.4.1. New Criticism	12
1.4.2. Structuralism	12
1.4.3. Stylistics	12
1.4.4. Reader-Response Approach	13
1.4.5. Language-Based Approach	13
1.4.6. Critical Literacy	13
1.4.7. Periphrastic Approach	13
1.4.8. Information-Based Approach	14
1.4.9. Personal Response Approach	14
1.4.10. Content Approach	14
1.4.11. Personal Growth Approach	14
1.5. Models of Teaching Literature	15
1.5.1. The Cultural Model	15
1.5.2. The Language Model	15
1.5.3. Personal Growth Model	15
1.6. The Theoretical Models of Using Literature	16
1.6.1. Pre-Reading	16
1.6.2. While Reading	16
1.6.3. After Reading	16
1.7. How to Teach Literature in the Classroom	16
1.8. Training Skills in Literature Class	17
1.8.1. Perceptual Skills	17
1.8.2. Decoding Skills	18
1.8.3. Encoding Skills	18

Chapter I: Interaction in Literature Classroom

2. Part Two: Classroom Interaction	18
2.1. Defining Interaction	18
2.2. Types of Interaction	19
2.3. Participants in Classroom Interaction	20
2.4. Classroom Interaction and its Components	20
2.4.1. Collaborative Dialogue	20
2.4.2. Negotiation	21
2.4.3. Co-Construction	21
2.5. Technologies and Instructional Activities that Promote Interaction	21
Conclusion	22

Chapter I: Interaction in Literature Classroom

Introduction

Language has a crucial role in creating a strong relationship among people. Furthermore, it is considered as a means of interaction and communication. Basically, language as a source of comprehension and communication and literature as the root of inspiration and creativity, they are used for the sake of communication amongst other things.

In EFL classes, literature has a high position. It has become an important component for learners as well as teachers. Basically, literary texts tend to help students develop their skills through communication and interaction as key components in the learning process.

This chapter is divided into two parts: the first part deals with the nature of teaching literature, reasons for teaching literature, approaches to teaching literature in language classroom, models of teaching literature. The second part discusses classroom interaction, its types, tools, the main participants and its components. This chapter ends up with conclusion that sums our understanding of the role of literature in the classroom.

1. Teaching Literature

Literature has an important role in the language classroom. Basically, teaching literature needs different approaches and models that help the students to understand better the literary subjects.

1.1. Definition of Literature

Literature is the term that has multiple definitions. It is the profession or the art of a writer, in which he/she can express his/her feelings, emotions and attitudes. Also, it is a range of words, in which the world of fantasy, visions, and horror is existed. Literature could be the source when emotions elicit at the external world by a sort of disciplined technique (Violetta 74). Moreover literature as an art is closely related to language; Literary texts are helpful tools in language teaching. In this context, Violetta stated that “literature is considered a tool of the structural approaches to language teaching because literature presents the old tradition” (Violetta 74).

In EFL classes, literature is a unique picture of different cultures. In this context, Zhen (2012) pointed out that: “literature is usually considered as the encyclopedia of a nation’s civilization and culture; it reflects the psychological structure of the nation, spiritual pursuits,

Chapter I: Interaction in Literature Classroom

cultural customs, religion, history, economy, political system and other aspects of ideology from different facets” (36). The aforementioned quote means that literature provides a full vision about a certain society and people’s life. Besides, literature cannot exist separately from language and linguistics. These three aspects are interrelated to each other. More specifically, literature is entirely related to language teaching material, in which students can provide more opportunities to learn the language creatively and to develop their awareness of the language they are learning. Additionally, teaching literature produces different kinds of communication and activities. Through analyzing poems, novels, and short stories, students can develop their abilities and skills. What is more is that the literary texts can help learners to develop their social and cultural background and knowledge of the target language (Areen 30-31).

1.2. Rationale for Incorporating Literature in EFL classrooms

Literature is an important subject matter in the language classroom. Thus, teachers are obliged to teach literature in their classes. Furthermore, in order to help students achieve communicative competence that pushed them to use language creatively in the real world, there should be authentic materials and activities in the classroom such as literary texts. In a study conducted by Daskalovska and Denova (2012), it is found out that most of the benefits of teaching literary texts include: Creativity, authenticity, and motivation. Literary texts are full of creative and imaginative use of language. By the use of imaginative words, learners can obtain several skills mainly reading and writing. The second benefit is authenticity and motivation. Literature as an authentic material involves learners in authentic communication in their classes. It also helps learners to construct experiences and develop certain skills. Another important benefit is the active involvement of learners. Literary texts are the only means that can help students be involved in the course. For example, they can ask questions, make predictions, form hypotheses, and use their imaginative background and knowledge until they actively engage with the lessons. Basically, the reason behind studying literary texts is not just comprehension and understanding of the text but rather developing procedures for understanding other similar texts that learners may want to read outside the classroom. Because learners have differentiated by psychological cognitive, affective, and social abilities, this may offer an opportunity for them to share information, negotiate, and interact with each other. In addition to all foregoing points literature contribution is to increase student’s exposure to the target language; it serves as a getaway to extensive reading (1183-1185).

Chapter I: Interaction in Literature Classroom

Moreover, literary texts are highly motivating. By reading literary texts, students can create an alternative environment that they were not familiar with. This can motivate them to go deeper. Furthermore, literature gives the learners cultural knowledge and intercultural experience, means that the linguistic skills as well as the knowledge and culture have developed by literature particularly, for foreign language students who have an opportunity to learn the culture and history of the target language. Besides, literary texts promote language learning and they are authentic material. Literature as an authentic material helps students to stimulate the language acquisition and to learn the non-spoken modes of English language. Consequently, teaching/learning literature in the language classroom can promote personal involvement and enrichment. Thus engaging in literary texts alters the learners to focus beyond the grammar and syntax of the target language, in which they can develop their personal interests (Tevdovska 162).

According to Callie and Slater (1987), there are four main reasons which lead to the use of literature in the classroom. These are: valuable authentic material, cultural enrichment language enrichment, and personal involvement (3).

1.2.1. Valuable Authentic Material

As we mentioned previously, literature is an authentic material. Most of literary works are not created for the purpose of teaching language but for many authentic samples of language in real life context i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisement newspapers and magazine articles. Thus, in the classroom context, learners are exposed to actual language samples. Literature seems as a beneficial complement to such materials particularly when the first survival level has been passed. Therefore, in reading literary texts students become familiar with many different linguistic forms and meanings (Callie and Slater 3).

1.2.2. Cultural Enrichment

For many language learners, the best way to enhance their studying of verbal and non-verbal communication in the country is language that is spoken. The literary works such as novels, poems, plays, and short stories can facilitate apprehension of how communication takes place in a certain country. As we know any literary work is imaginary one; it indicates a full setting and vivid picture, in which characters from many social background can be described. As readers, students can attain the real life through characters' actions, thoughts, feelings, traditions

Chapter I: Interaction in Literature Classroom

possessions; what they buy, believes in, fear, enjoy; how they speak and behave differently. These bright imaginations help the foreign learners to feel for the codes and preoccupations that build a real society. As a result, literature perhaps has regarded as a complement to other materials used to develop the foreign learners' abilities to understand the cultural side of the country (Callie and Slater 3).

1.2.3. Language Enrichment

Language enrichment is another beneficial reason of teaching literature in the classroom. Literature provides learners with several individual lexical or syntactical items. Thus, learners can develop their familiarity with many features of the written language. To a great extent, by engaging with literary texts, students can acquire more abilities to make inferences from linguistic clues. As well, they learn about the syntax and discourse, functions of sentences, the variety of possible structures, and the different ways of connecting ideas which develop their own writing skills. Students also become more advanced and aware with the range of language itself. Thus, they improve their communicative and cultural competence in the authentic texts (Callie and Slater 3).

1.2.4. Personal Involvement

Literature is a helpful tool in the language learning process because it offers the personal involvement. Once the students read a literary text, they start to be familiar with the text. Additionally, engaging imaginatively with literary text enabling learners to focus on the mechanical aspects of the foreign language system, the development of the story events lets students become more authentic to find out what happens as events unfold via the climax. Therefore sometimes students feel close to the characters and share their emotional responses (Callie and Slater 3).

1.3. Criteria for Using Literature in the Classroom

Learners of EFL classes get huge benefits from studying literary texts. Fundamentally, Violetta (2015) stated that using literature in the classroom provides three main principal criteria: the linguistic criterion, the methodological criterion, and the motivational criterion. These criteria tend to rationalize the function of literature as a fundamental and motivated tool in the language classes (75)

Chapter I: Interaction in Literature Classroom

1.3.1. The Linguistic Criterion

Literary texts provide learners with some linguistic aspects. Indeed, learners by reading a literary text attempt to apprehend some authentic samples of language, samples of styles, text types, and registers to be able to make difference of the purpose of each item, these different manifestations of language are distinctive socially and linguistically. Thus, the linguistic criterion comes to support using literature in the language class. Furthermore, the real engagement of learners towards the literary texts reveals the notion of adequacy, in which a message needs to be linguistically adjusted to focus more on its form as well as its content (Violetta 75).

1.3.2. The Methodological Criterion

In fact, literature constructs a lively discussion in the classroom, in which learners feel the need to talk, express, comment, and disagree on a certain literary subject. Progressively, they will make a kind of interaction inside their classes. So, literature subjects attempt to make the learners more active, and motivate teachers as well as learners to integrate within the text. As matter of fact, language is learned by interaction as one of the communicative approach. Another support of using literature in the classroom is to make learners to have an active role during the learning process. As a result, literature can be considered a helpful tool for learners to trace their position in the learning process (Violetta 75).

1.3.3. The Motivational Criterion

Literary texts are a sort of activities that motivates learners, since literary texts are about feelings and emotions of the writer, learners also by reading a literary text can access those feelings and emotion through personal experiences. Moreover, they feel as one of the characters of the story or the novel specially when dealing with the themes, tones, and other elements of the literary text. So, they make a connection between what they are reading with the existing world. Consequently, literature as a sensitive matter, it has the power to motivate students through what is called personal experiences (Violetta 75).

1.4. Approaches to Teaching Literature

There are different pedagogical approaches for teaching literature. Firstly, we have to define what is an approach? An approach according to Anthony (1963) was “A set of

Chapter I: Interaction in Literature Classroom

assumptions dealing with the nature of language, learning and teaching” (qtd.in Rashid, Vethamani and Abdul Rahman 90). Means that, an approach is a part of the nature of language teaching and learning, as it is a sort of assumptions used to provide a model of operations which influences the teaching strategies.

Actually, scholars and researchers have found different approaches in teaching literature in the language classes. Van (2009) declared that there are six main classifications of approaches to literary analysis (qtd. in Bagherkazemi and Alemi 4-5).

1.4.1. New Criticism

In this approach, the author’s intention and the reader’s response have neglected, also the historical, social, and political backgrounds of the text are set aside. Here the reader focuses only on the main literary devices such as simile, metaphor, personification, and other devices without buying attention to its beauty and values. Thus, literature within this approach seems as a self-contained art (qtd. in Bagherkazemi and Alemi 4-5).

1.4.2. Structuralism

Unlike new criticism, structuralism comes to focus more on the structure of the literary text. In addition, it has interested only on the mechanical formal relationships of the literary and linguistic components of the text which involve in the production of meaning and which place the work into a meaningful hierarchical system. Structuralism aims to look to literature as a scientific system, thus, it is less suitable for the teaching of literature qtd. in Bagherkazemi and Alemi 4-5).

1.4.3. Stylistics

This approach aims to analyze the features of literary language to develop students’ sensitiveness towards literary text mainly its unconventionality structure of literature and its non-grammatical manners. More specifically, stylistics raises challenges to the learners’ communicative competence through comparative techniques, in which they compare literary and non-literary registers. In this way, students encourage to use their linguistic knowledge to make aesthetic interpretations of the text (qtd. in Bagherkazemi and Alemi 4-5).

Chapter I: Interaction in Literature Classroom

1.4.4. Reader-Response Approach

The primary goal of this type is to build a close relationship between the reader and the text, in which the personal experiences of the reader are integrated within the text. Basically, the reader-response approach provides motivation and interaction in the classroom through activating students' background knowledge, their reactions, and experiences (qtd. in Bagherkazemi and Alemi 4-5).

1.4.5. Language-Based Approach

It emphasizes awareness of the language of literature, it calls for a variety of activities such as close procedures, brainstorming, summarizing...etc. These activities help students to working in collaboration, making interaction, and increasing motivation in their classroom. This approach considers literature as an excellent tool to work on the basic language skills (qtd. in Bagherkazemi and Alemi 4-5).

1.4.6. Critical Literacy

It is an important approach that reveals the relationship between language use and social power. Since it derives from several theories, it has aimed at developing students' awareness towards the use of language in social status and encouraging them to have an idea that the language they are learning is shaped by social and political factors, thus, teachers who use this approach should be aware about their students' society and culture (qtd. in Bagherkazemi and Alemi 4-5). On the other hand, According to Rashid, Vethamani, and Abdul Rahman (2010) there are other effective approaches which related to teaching literature.

1.4.7. Periphrastic Approach

This approach is more adequate for young learners of the target language; it is interested in text's meaning. The role of the teacher within this approach is to make the complicated words and sentences of the text simple, also he/she tends to translate the difficult words into other languages (Rashid, Vethamani, and Abdul Rahman 90).

Chapter I: Interaction in Literature Classroom

1.4.8. Information-Based Approach

It concerns with the term literature with a big 'L' in which literature seems as an art that related with the knowledge potentials philosophy, culture, morality, and humanities. Therefore this approach is the best way of how literature offers a source of information to students (Rashid, Vethamani, and Abdul Rahman 90).

1.4.9. Personal Response Approach

It focuses on the connection between the text's elements and the students' personal experiences, in which learners relate their personal experiences to the text itself mainly through characters' actions, themes, and tones. As result, this approach deals with learners' reaction towards the author's text (Rashid, Vethamani, and Abdul Rahman 90). In addition, Midhin (2015) added two main approaches in the use of literature in the classes which are content approach and personal approach.

1.4.10. Content Approach

The Content of any literary piece is the main point of interest. Within this approach, the students attempt to analyze mainly all the surrounding of the text, its background, the biography of the author, genre, and everything related to it. Krashen stated that "In the content approach there are two types of models. The first type is a theme based model in which selected topics or themes provide the content for students to learn and the other type of the content approach Is the adjunct model this model rather emphasizes the importance of concurrently teaching the academic subject matter and foreign language skills" (qtd. in Midhin 87). Thus, EFL teacher have to focus on both themes and contents of the literary works as well as the subject.

1.4.11. Personal Growth Approach

It is similar to personal-response approach, in which it focuses on encouraging students to reveal their experiences with those expressed in the text. Within this approach, students have truly engaged with the text. So, it focuses on teaching literature as a resource and not on the study of literature (Midhin 87).

Chapter I: Interaction in Literature Classroom

1.5. Models of Teaching Literature

Literature in the classroom is resulted in beneficial objectives for the learners which are: the cultural model, the language model, and the personal growth model. Each model has provided the students with some knowledge and information.

1.5.1. The Cultural Model

In a study done by Nicaleta (2015), it is found that the cultural model interested in the importance of the culture of the target language in which students can connect the literary work with the culture of language they are learning, in order to develop their knowledge and interpret the social, political, literary and historical circumstances of the text they are reading (196). In another study done by Violetta (2015), it is found that through the engagement of students with the literary text, not only the background of particular novel will discover but also the historical and social sides of the country, in which students become familiar with the culture of a certain country (75).

1.5.2. The Language Model

The language model has closely related to how language is used in a literary text. In this context, Carter and Long (1991: 2) stated that the language model aims to “help students find ways into the text in a methodological way” (qtd. in Ghouti and Kheladi 116). It is to say that this model has existed to encourage students to develop their language skills. Thus, the grammatical and vocabulary activities done by the teacher tend to open an opportunities for students to enrich and develop their language input (Ghouti and Kheladi 116).

1.5.3. Personal Growth Model

Within this model students have enjoyed reading literature for personal development (Ling and Eng 4). In addition Healy (2010) explained that through the personal growth model, the relationship between the text and the personal experiences of the students will increase. Therefore, it is a learner centered approach, in which a teacher seems as only a facilitator of the learning process (180).

Chapter I: Interaction in Literature Classroom

1.6. The Theoretical Model for Using Literature

Using literature in education specifically in EFL classroom demands a theoretical models and activities which facilitate the learning process. This model consists of three main steps: pre-reading as a primary activity, while reading as an actual one, and after reading.

1.6.1. Pre-reading

According to Lundahl (2001), it is found “that before reading any literary text, students have to look for the background knowledge of the text. when they fail in the comprehension of the text, the reason behind this failure may be the lack of vocabulary and previous information about the text” (qtd. in Kubik 7). Furthermore, teachers of literature have to take into consideration the students’ level and interest before reading any literary text (Kubik 7).

1.6.2. While Reading

During this stage, students have to start reading the literary text. However, the issue of place and time are important during the reading process. Lundahl (1998) claimed that “the students need to spend their class time discussing, debating and interacting with each other” (qtd. in Kubik 8). Also the teacher has to read the text with his/her students in order to encourage them continuing their reading. Moreover, the reading process of any literary text must be done inside the classroom, in which the teacher reads a few lines from the text loudly to his/her students, this may help them to get a picture about the story or any other types of literature (Kubik 9).

1.6.3. After Reading

According to Kubik (2010), this part is the most important one, in which students have to questioning the ambiguous points, learning new words, and finally summarizing the text. Additionally, by this activity, students can share their information and make a whole class discussion. As a result, the sense of interaction and communication will increase among students (11).

1.7. How to Teach Literature in Classroom

Literary works such as novels, poems, short stories, and plays contain a fertile imagination and creativity. Indeed, literary texts are too difficult for the learners to understand.

Chapter I: Interaction in Literature Classroom

Actually, students of EFL classes are facing obstacles in the understanding of the literary texts due to its complicated vocabulary and grammatical structures. Accordingly, teachers have found several steps concerning how to plan the lessons in literature classes, for the purpose of facilitating the lesson to students. In this context, Alemi (2017), has found that initially the teacher has to divide his/her students into pairs or groups, afterwards opening a short discussion or a whole class discussion, using games, and checking vocabulary and grammar, all these are called warm-up stage. Then, the second stage is before reading. In this case there are activities that should be done in the classroom such as pre-teaching the most difficult words and vocabulary. In addition, the teacher should limit the amount of words in this stage, in which only the hardest words will explain for the students. Eventually, the teacher has to read the text in normal speed and then he/she has to test his students' understanding of the text, again, he/she has to ask them to close the books and repeat a couple of lines then to open the books and read the lines for themselves (179). Thirdly, the ongoing stage is about understanding the text. After engaging the students with the text, the teacher has to ask some comprehensive questions and ask them to explain a certain key words of the text. In this context, Alemi stated that "Another way to check comprehension is to ask students to explain to each other (in pairs) what they have understood" (179). Finally, the students have to understand the main difficult words of the text. For example, they have to understand the strange words of the text and the figurative language used in the text. Consequently, as a final stage, the teacher has to follow-up activities in order to help students develop their knowledge. For instance, ask them for a summary of the text (Alemi 179-180).

1.8. Training Skills in Literature Class

With regards to Jie (2007), it is found that there are three main training skills in literature class mainly those who related to perception, the decoding skills, and the encoding training skills.

1.8.1. Perceptual Skills

The structure and the surface features of the text are realized by the students' perception. Even more, the perceptual skills assist students to make a difference between sorts of the text. Additionally, by those skills, students can recognize how language is used in literary discourse. Likewise, students should be able to differentiate the various sub-genres of literary text and to

Chapter I: Interaction in Literature Classroom

observe the unusual features of language use. Besides, students also should discover the presence and the use of literary devices (Jie 47).

1.8.2. Decoding Skills

After the perceptual skills, the decoding skills come to cover the whole needs when the students are able to use their reading and thinking skills to reveal the hidden meaning of the text. Basically, recovering meaning from the text has related to what Richard has called “Making out the plain sense” (qtd.in Jie 47). That is to mean the students have the ability to dig the connotation and the denotation of literary text through “Picked out unusual features of language use, observes patterns foregrounded in the text and noticed the presence of technical devices . . .” (Jie 47).

1.8.3. Encoding Skills

The encoding skills are similar to the writing skills. Literature is not only about reading the text but also writing about it, as well students have compelled to react and express their ideas towards the text accurately and correctly in Standard English. Anyway, they have to check vocabulary and sentence patterns. Even more, they have to practice writing coherently and cohesively on a given topic in relation to the text they are studying (Jie 48-49).

2. Classroom Interaction

2.1. Defining Interaction

Interaction in the classroom plays a crucial role in the classroom. The learning process is based on interaction as the only mean of communication. “The Cambridge International Dictionary of English defines the verb ‘to interact as to communicate with or react to (each other)’. The New Oxford Dictionary of English defines the noun ‘interaction’ as reciprocal action or influence” (qtd. in Dagarin 128). More importantly, interaction is not only about how to act but rather exchanging and acting upon each other. Furthermore, interaction is closely related to communication. Both of them attempt to create a vivid atmosphere inside the classroom. Brown (2001) related interaction to communication, stating “Interaction is, in fact, the heart of communication; it is what communication is all about” (Brown 165).

Chapter I: Interaction in Literature Classroom

Additionally, interaction is very important in human being's lives, it is a kind of cooperative exchange of ideas, in which thoughts, feelings, and emotions are expressed in a reciprocal way. Indeed, the communicative competence theories have emphasized the importance of interaction. Thus, through interaction people use language variously to negotiate and exchange ideas (Brown 1965).

2.2. Types of Interaction

Scholars and researchers have found several types of interaction. Tuan and Nhu (2010) pointed out that interaction has two main types: non-verbal interaction and verbal interaction. In non-verbal interaction, students use visual aids such as body language, gestures, and eye contact to interact with each other. This type is related to students' behavior. On the other hand, verbal interaction is based on oral and written skills. Namely, the written interaction or skill aims to help the students to write out their ideas and express them. In contrast, the oral interaction aims to develop the speaking skills, in which students can ask questions and make comments (30).

Moore (1993) encounters three types of interaction: learner-content interaction, learner-instructor interaction, and learner-learner interaction. First of all, in learner-content interaction, students have an opportunity to obtain information from the text, audio or other course materials. Secondly, learner-instructor interaction based on the teacher as the source of information, here the teacher's aim is to deliver the message clearly to his learners and encourage them to interact more inside the classroom by asking questions and sharing information. Lastly, learner-learner interaction bases on students' collaboration among students, students can interact with each other in a form of groups or pairs in the presence or absence of the teacher (qtd. in Sher 104).

Similarly, Su et al (2005) are interested to find other types of interaction which are vicarious interaction and learner-self interaction. Devries (1996) indicated that "Vicarious interaction means that the learners are participating internally by silently responding to questions" (qtd. in Su et al 3). Thus, the learners prefer to observe indirectly rather than actively participate. On the other hand, learner-self interaction happens when students are engaging with the learning process; it aims to underline the importance of self-talk (Su et al. 3).

Chapter I: Interaction in Literature Classroom

On the whole, all different types of interaction have intended to create a vivid and lively classroom's atmosphere, in which the sense of communication and collaboration increase among students as well as teachers inside their classrooms.

2.3. Participants in Classroom Interaction

Dagarin (2004) stated that the teacher and the learner are interacted in different forms: teacher-learners, teacher-learner/a group of learners, learner-learner and learners-learners. The teacher-learners interaction focuses on exercising the language structure and vocabulary. Here the teacher is the leader, in which he controls the activity process. Second, teacher-learner interaction has established when the teacher addresses the whole class but only one student or group of students have expected to answer. Indeed, this type of interaction has viewed as an evaluation of students. The third type of participants is learner-learner interaction; it is a pair work activity between two students, the teacher seems as an adviser, in which he divides the students into pairs, gives them activities, and asks each pairs to report their works. Lastly, learners-learners interaction also calls group work task, here the teacher has to divide the classroom into groups, give the students activities, and the students are obliged to report their works to the teacher. This kind of interaction encourages competition among learners. Consequently, all types of participants of the classroom encourage interaction among students as well as with their teachers (129-130).

2.4. Classroom Interaction and its Components

Vygotsky (1978) indicate that “ based on sociocultural theory a dialogical approach holds that learning child's interaction and cooperation with other in the environment and those process become internalized when they turn into a part of independent developmental achievement of the child”(qtd.in Fahim 933). Indeed, classroom interaction addresses several important components.

2.3.1. Collaborative Dialogue

It takes the form of dialogic interaction when the learners attempt to build a strong relationship with their family member, teachers, friends, and classmates. In this way, voygotsky stated that “learning is an essential activity of the learner's self and adult's assistance or cooperation with more capable peers” (qtd.in Fahim 933). On the other hand, Gass (2003) pointed out “that collaborative dialogue is knowledge of building dialogue, in which language

Chapter I: Interaction in Literature Classroom

use and language learning can co-occur. It is language use mediating language learning. It is cognitive activity and it is social activity” (qtd. in Fahim 933). As a result, since collaborative dialogue has a crucial role in communicative language learning, classroom interaction has also the same role in class language learning.

2.3.2. Negotiation

Negotiation is very important component in classroom interaction. As a matter of fact, classroom interaction has three main forms: face-to-face, corrective feedback, and self-negotiation. Face-to-face negotiation happens when learners interact with each other or with their teacher. However, corrective feedback negotiation has given by the instructor; from teacher to learners. The self-negotiation demands a high cooperation between the learners themselves, with learners, and teachers. Additionally, negotiation is a kind of discussion to find solutions and agreements of a certain subject. More specifically, interactive negotiation involves person to person communication in order to reach satisfactory results. Consequently, by negotiation, learners gain more opportunities to comprehend problems, find solutions, and acquire high vocabulary acquisition scores (Fahim 933).

2.3.3. Co-construction

Jacoby and Ochs (1995) define co-construction as “the joint creation of a form interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning realities” (qtd.in Fahim 933). Thus, classroom interaction bases on co-construction as an important element. Further, all activities that done in the classroom including, individual activity, group activity, teacher questioning, and learners answers have considered as an assistant factors for the learner to construct interactive relations in their classrooms (Fahim 934).

2.4. Technologies and Instructional Activities that Promote Interaction

Modern technology tools are spread quickly in education, particularly in schools and universities. They aim to encourage interaction in the classroom. In a study done by Su et al. (2005), it is found that there are several technologies used to facilitate the learning process and promote interaction inside the classroom. The most known technologies are social media with its types, video, audio and images. Additionally, Su et al also have highlighted some instructional

Chapter I: Interaction in Literature Classroom

activities for enhancing interaction; the instructional activity aims to help the students to enhance their engagement in learning and to understand the content easily (4). In this context, Bonk and Kim (1998) are described several instructional activities that assist the learning process “such as questioning, feedback and praise, encouraging articulation and dialogue, and managements” (qtd.in Su et al. 4). In fact, those instructional activities tend to create a more interactive environment in the classroom.

Conclusion

This chapter attempted to shed light on interaction in literature classroom. Actually literature as a source of creativity and imagination has a crucial position in the language classroom. Basically, using literature in the classroom involves multiple approaches, models, and criteria that facilitate the learning process. Besides, literary text as an important subject matter in the language classroom, it intends to construct a strong relationship between the learners and the teacher. Additionally, literature is a key factor that supports communication and interaction in the classroom. Similarly, interaction has an essential role in the classroom; it helps the students to cross the bridge with their teachers. On the whole, success in the learning process can be based on literature as an authentic and imaginative material and interaction as a mean of communication. In the subsequent chapter, we will discuss the use of Facebook as tool of interaction in the classroom.

Chapter Two

Using Facebook in the Classroom

Chapter II: Using Facebook in the Classroom

Introduction	24
1. Review of Literature	24
1.1. Definition of Social Networking Sites (SNSs)	25
1.2. The History of Social Networking Sites (SNSs)	25
1.2.1. The First Stage 1997-2001	26
1.2.2. The Second Stage From 2002 Onwards	26
1.3. Types of Social Networking Sites (SNSs)	26
1.3.1. Facebook	26
1.3.2. Twitter	26
1.3.3. What App Messenger	27
1.3.4. My Space	27
1.3.5. Blog	27
1.4. Social Networking Sites and Education	27
1.5. The Integration of Social Networking Sites in Learning/ Teaching Process	29
1.6. Definition of Facebook	30
1.7. History of Facebook	31
1.8. Using Facebook in the Classroom	31
1.9. Advantages and Dis advantages of Using Facebook in the classroom	35
1.9.1. Advantages of Using Facebook in the Classroom	35
1.9.2. Disadvantages of Using Facebook in the Classroom	38
1.10. Facebook for a Lively Interaction in Literature Classes	40
1.11. The Learning Theories and Facebook as a tool of Interaction in Literature Classes	41
1.11.1. Constructivism and Facebook	42
1.11.2. Behaviorism and Facebook	43
1.11.3. Active Learning Theory and Facebook	43
1.11.4. Cooperative Learning Theory and Facebook	44
Conclusion	44

Chapter II: Using Facebook in the Classroom

Introduction

Today, the emergence of technology and internet is fundamentally changing our lives. Initially, nowadays, learners depend on technology as a learning tool. Therefore, technology influences students' interaction and participation in their classes. Additionally, with the emergence of social networking sites (SNSs), the sense of communication is increased rapidly in the field of teaching/learning process.

Moreover, most of teachers are trying to integrate technology tools in their classrooms particularly the social media such as Twitter, Skype, and Facebook. These social networking sites are became a wide issue among learners as well as teachers. More specifically, Facebook as a social networking site affects the students' lives especially in their schools and universities. Therefore Facebook can be an educational tool which promotes interaction inside the classroom.

This chapter represents the idea of using Facebook as learning tool in the educational context. Firstly we have to define what are social networking sites? Its types with a particular focus on Facebook. In addition, this chapter reviews the main literature that interested in the matter of using Facebook in the classroom, the advantages and the advantages of using Facebook in the classroom, and how Facebook can be a tool of interaction in literature classes. Further, this chapter presents the common related points between learning theories and Facebook as a pedagogic tool of interaction in the classroom. This chapter is ending with conclusion.

1. Review of Literature

Using Facebook in the classroom was pushed scholars and researchers to go further in this issue. Indeed, Facebook is a vital means of communication and interaction; also it is an important means of motivation and interest. Thus, for the sake of simplicity and clarity the researcher will depend on the previous studies that interested in the issue of using Facebook in the classroom. As a matter of fact, Facebook is considered as a modern trend of students' as well as teachers' today communication. The researcher supposes the integration of Facebook as a pedagogic tool of interaction in the classroom, aiming at investigating the use of Facebook in the classroom, the advantages and the disadvantages of using Facebook in the classroom, how Facebook can be a tool of interaction in literature classes, and what is mutual between Facebook and the learning theories.

Chapter II: Using Facebook in the Classroom

1.1. Definition of Social Networking Sites (SNSs)

Recently, social networking sites are used to be a platform for communication, collaboration, and socialization. They are known as social media; their aim is to help people to contact each other. According to Merriam Webster Online Dictionary (<http://www.merriamwebster.Com>) social networks means “forms of electronic communication (as web sites social networking and micro blogging) through which users create online communities to share information, ideas, personal messages and other content (as videos)” (qtd. in lahiri and Moseley 15). That is to mean, social networking sites are used for the sake of communication and sharing information.

On the other hand, Marchant (2011) indicated that social networking sites(SNSs) are developed rapidly in nowadays societies , he defined them as a web based services that aimed to develop individual’ creativity and interaction, in addition to connecting and sharing information and ideas between users (qtd. in Lahiri and Moseley 16).

Similarly, Liu and Ying in their article *A Review of Social Network Sites: Definition, Experience and Applications*, reported that social networking sites means “those web-based services that allow individuals to construct a public or semi-public profile within a bounded system, to articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system” (749). Thus, social networking sites are became unique due to its contribution of making people in contact. Boyd and Ellison (2017) added that by social networking sites, users are allowed to identify their friends, contacts, and fans. Therefore, the public display of connections is an important component of SNSs, in which the friends list can be displayed or hid, depends on the user. Also, most of SNSs provide mechanism for friends profiles, in which users also can comment on a certain picture or video (213).

1.2. The History of Social Networking Sites

Basically, social networking sites began since 1994 till now. In fact, people can interact with each other by sharing information and ideas through online communities such as Theglobe.com (1994), Geocities (1994), and Tripod.com (1995), In 1990s the world had witnessed the rise of user profiles which is a very crucial component of SNSs. These profiles help

Chapter II: Using Facebook in the Classroom

users to provide a list of friends and contact them (Liu and Ying 750). Significantly, Liu and Ying (2010) reported that there are two main stages of SNSs history:

1.2.1. The First Stage 1997-2001

Firstly, in 1997 SixDegrees.com has emerged as a first wave of SNSs. Here users have allowed creating profiles, in which they can list their friends and contact them. By 1998, the Six Degrees helps users to send messages to each other. However, in 2000, the Six Degrees was closed due to its costs. Then, during 1997 to 2001, a new wave of online community tools was raised, some websites allowed people to create personal profiles, in which they can add friends on their personal profiles. At the beginning of 2001, Ryze.com was launched to help people leverage their business networks particularly this website created for professional goals (750-751).

1.2.2. The Second Stage from 2002 Onwards

During this era, Friendster as a new social networking site emerged and became a part of the internet mainstream. Then, in 2003, a new wave of social networking sites was flourished such as MySpace in 2003 and Facebook in 2004. Lastly, all social networking sites are aimed to encourage communication and interaction between users, in which people can share information and comment on it (750-751).

1.3. Types of Social Networking Sites (SNSs)

Social networking sites are considered as a means of communication. They are rapidly spread in nowadays societies. The main known types of social networking sites are: Facebook, Twitter, WhatsApp Messenger, MySpace, and Blog. Alsanie (2015) found three main types of social media: Facebook, Twitter, and WhatsApp Messenger.

1.3.1. Facebook

It founded by Mark Zuckerberg on February 4, 2004. Its name derived from a colloquialism for the directory given to students at some American universities. Basically, it is a social network site issued in Menlo Park, California (70).

1.3.2. Twitter

It is a social network site that developed in March 2006 by Jack Dorsey, Evan Williams, Biz Stone, and Noah Glass and in July 2006 was launched officially. Twitter aids users to read and send messages called 'tweets'. Subsequently, there are two types of users: registered users,

Chapter II: Using Facebook in the Classroom

they are able to post and read tweets. Whereas unregistered users, they can only read them. Even more, users are able to access Twitter through SMS or mobile device App. Later on Twitter is gained worldwide popularity and become the most visited website (70)

1.3.3. WhatsApp Messenger

It is a means of communication; it was founded by Brian Acton and Jan Koum in 2009. Trough WhatsApp, users can send messages, images, videos, and audio media. Eventually, in 2014, WhatsApp has become a universal messaging App (70).

Likewise, Tess (2013) added other social networking sites such as MySpace and Blog.

1.3.4. MySpace

It was discovered by Chris DeWolfe and Tom Anderson in 2003. According to (Boyd et al. 2007), it is found that “fifty percent of adult are using MySpace account” (qtd. in Tess A61). Like Facebook, MySpace also provides an interactive user submitted network of friends, personal profiles, blogs, groups, and videos (A61).

1.3.5. Blog

It is known as Weblog. It is based on dialogue as a means of communication. In addition, it is an Online Journal when a number of users can communicate by dialoging about a particular topic. As any social network site, Weblog allows users to post information, picture, videos and comment on it (A61).

1.4. Social Networking Sites and Education

Today the educational world is aiming at integrating social networking sites to facilitate teaching/learning process. As matter of fact, most of learners as well as teachers are using social media such as Facebook, Twitter, and others to communicate. Therefore, the use of social media in education field is important matter for many scholars and researchers.

As stated by Muhanpiew and Purayidathil (2015), social networking sites as one aspect of social media are considered as a tool in education. More importantly, social networking sites are a helpful tool for teachers to deliver their messages to their students. Indeed, most of the activities that done inside the classroom such as peer assessment, discussion, and collaboration works are

Chapter II: Using Facebook in the Classroom

replaced by social networking sites which support interaction and participation. Through social networking sites, learners can develop their critical thinking and share the important information and ideas (138). In this context, Blankenship (2010) stated that “the use of social networking sites in education results in many benefits, such as greater student engagement, greater student interest, student taking more control over their education, and more responsibility for their education”(qtd. in Muhunpiew and Purayidathil 138). That is to mean, social networking sites can motivate students to develop their abilities and competences and to be aware for their studies. To sum up, social networking sites are used for developing leaning experiences and enabling individuals to raise their knowledge (Muhunpiew and Purayidathil 138).

Moreover, in another study done by Zaidieh (2012) stated that there are opportunities to use social networking sites in education. Firstly, social networking sites provide students more chances to communicate and connect with each other. Additionally, social networking sites open possibilities for students to understand better and engage with the course (20). Furthermore, the use of social networking sites in education provides some opportunities for the students. First of all, flexibility is an important attractive element of online learning in social networking sites. Flexibility can support students to carry on their educational tasks, exchange opinions on a certain topic in which interaction and participation increase among students. Above all, the learning process based on interaction as an important element. Thus, it should be noted that interaction and participation are provided by using social networking sites in the classroom (Zaidieh 20). Secondly, repetition is another crucial opportunity that is provided by the use of social networking sites. Unlike the traditional educational methods, social networking sites offer for the learner the possibility of repetition, in which learners can retrieve the information immediately or later by many ways. Learner can go back to the previous information through recording, making photos and videos (20). Lastly, through social networking sites, students can easily access, review, update, and edit learning material needs wherever they go. Social networking sites allow students to access any course available in their pages, in which they can download lessons that they tackle in their classrooms to gain more information and go deeper with the content. Also, they can watch videos which are related to the lesson (20).

On the other hand, the use of social networking sites in education has faced many challenges and obstacles such as privacy, taking up time, and miscommunication. In fact, today social networking sites such as Facebook and Twitter are available for anyone’s participation.

Chapter II: Using Facebook in the Classroom

However, many studies have shown that users have interested in the issue of how they can save their personal information. Thus, privacy is an important matter for users to protect their private information, they start questioning themselves about how their information is saved, who access it and for what reason it accessed. In summary, privacy is one of the main challenges that faced the use of social networking sites in education (Zaidieh 19). In addition, the use of social networking sites is taking much time; in which students spend much time on the net watching videos and pictures, this may cause mental and health diseases that affect human body. In addition, students are lacking motivation towards learning due to the bad use of social networking sites, also they are most of the time sitting in front computer therefore they may feel boring. Indeed, most of the learners prefer to express their information and ideas by using body language rather than writing, means that they favorite to express their opinions orally rather than writing it. Unlike the traditional face-to-face interaction, social networking sites usage in education has controlled learners not to use body language therefore they become passive learners (Zaidieh 19-20).

1.5.The Integration of Social Networking Sites in Learning/Teaching Process

Social Networking Sites are became a popular and frequent visited websites. Thus, the popularity of SNSs is primary influenced the learning and teaching environment. Besides, the learning/teaching process is based on interaction and collaboration as important elements. Thus, social networking sites support interaction and collaboration for creating a social learning environment. Though, social networking sites have a significant role in facilitating the learning/teaching process.

Pilli (2014) indicated that learners are become familiar with the integration of social networking sites in their classrooms. As well, teachers are trying to integrate SNSs in their teaching activities apart from their personal uses; they aim to create a lively ways of discussion and interaction with their students (93). Actually, Vescio, Ross, and Adams (2008) pointed out that the integration of social networking sites in the learning process can result in: encouraging the learners to develop the social skills, creating a multiple tools for locating and tagging learning objects, artifacts and portfolios, promoting learners towards interaction and collaboration (qtd. in Pilli 93). Furthermore, Pilli added that teachers can use SNSs to manage their lessons through using Google+, Facebook or Twitter; also they can apply another ways such as sharing videos

Chapter II: Using Facebook in the Classroom

with their students, using YouTube, and creating groups for discussion and activities or documents. Indeed, the integration of SNSs in the learning process can aid students to explore topics that they are interested in and share it together with other students who have the same interest (93). In addition, Sullivan (2010) contributed that by using SNSs; teachers have to set up study groups that help the students to communicate outside the classroom, set up meeting times, working group project, and sharing notes (qtd. in Pilli 93). Moreover SNSs offer a lot of chances for students. They also provide many opportunities for teacher in their teaching/learning setting. Thus, through social networking sites:

- ✓ Students can discuss ideas and post their thoughts and opinions.
- ✓ Students can share important links related to their studies.
- ✓ Students also are able to ask questions and make comments on a certain topic.
- ✓ Students are capable to information and knowledge and interact more in their classes.
- ✓ Teachers can produce student-centered learning environment, in which learners can depend on themselves to build their own content and meaning (Pilli 94).

1.6. Definition of Facebook

Today, all people are using Facebook for different purposes regardless to their age level. Facebook is used for the purpose of communication and connection, in which people can interact and connect with each other. Basically, Facebook includes elements which are: fan pages, applications, groups, personal profiles, and status updates (Muhunpiew and Purayidathil 136). Additionally, Facebook is a social networking service, in which users have to create personal profiles and include other users to exchange messages. Through Facebook, users can join groups and discuss interest topics (Hagadi and Angadi 21).

In a study conducted by Al-Mukhaini, Al-Qayoudhi, and Al-Badi (2014), it is found that Facebook as social network site offers more magnificent chances for users via interaction between them. In addition, they stated that the reason behind selecting Facebook from other social networking sites is that most of students are familiar with it. That is to mean, Facebook is found for the sake of communication, exchanging knowledge, and sharing information. As well, they emphasized that all people are in need to use Facebook for different goals such as sharing ideas and information in different sectors, for instance, in engineering, nursing, business, and especially in education (145).

Chapter II: Using Facebook in the Classroom

Munoz and Towner (2009) suggested that Facebook is the most visited website among college students and colleges because it aims to facilitate the learning process in which students can upload videos, photos, and audios. Furthermore, Facebook creates a lively interaction between students which builds a strong learning environment community (qtd. in Toland 41). Moreover, Mason (2006) defined Facebook as “a social utility that helps people share information and communicate more efficiently with their friends, family and co-workers”. In other words, Facebook provides a connected environment for people to interact and communicate with each other (qtd. in Mali and Syed Hassan 2020).

1.7. History of Facebook

As stated by Croft (2007), Facebook was launched in February 2004 by Mark Zuckerberg and his colleges Andrew McCollum and Eduardo Saverin. In fact, their primary goal is to create an online social interaction. As a start point, Facebook started in the campus of Harvard University when only three students use it, but within 24hours, around 1200 Harvard University students are using Facebook. Later on, by April 2004, Facebook became available on all Ivy League Services. Then, after many attempts by Zuckerberg, Facebook has been installed on all university campus in America. By October 2004, the network Facebook.com opened up for institutional organizations to become a member including high schools students, government employees and the corporate community. In September 2006, Facebook website has expanded to anyone who has a valid email address to sign up and populate their profile. Before, Facebook remained as a closed network until 2007, Zuckerberg announced that Facebook should become the Social Operating System for the Internet, from that time Facebook became popular website among people all over the world, in which anyone can participate on it (1-3).

1.8. Using Facebook in the classroom

Today, social networking sites such as Facebook is integrated in the language classroom for developing learning communities and increasing students’ engagement. Based on this, the researchers and scholars are interested in studying the issue of the integration of Facebook in the classroom.

Buzzetto-More (2012) found that Facebook is viewed as an instructional tool for learners in their classrooms. Much more, learners are considered Facebook as a valuable tool that helps

Chapter II: Using Facebook in the Classroom

them to build a strong learning environment and strengthens their social relationships. Moreover, Facebook aims at facilitating interaction and discussion inside the classroom. In fact, Facebook in the classroom is used to guide students to the content such as articles, videos, and other sources (64, 69).

Similarly, Fogg (2011) declared that integrating Facebook in the classroom can enrich students' educational experiences and encourage them to interact effectively with their peers. Also, Facebook is an effective tool for students to present their ideas, interact more with each other, make a strong debate, and work collaboratively. Additionally, Facebook can facilitate student-to-student interaction and provide the teacher with an innovative ways to involve students within the lesson (3).

Another argument is that the integration of Facebook in the classroom is introduced by Gardner (2010). He state that through using Facebook in the classroom, the sense interaction, and social relationships between students and teachers are increased (2). Basically, Facebook has positive effects in facilitating the learning process. Alfred (2009) stated that Facebook has a positive impact in the classroom, in which the learners can establish a good social relationship with their classmates as well as with their instructor. Alfred noted that "building a classroom community that emphasizes shared norms, mutual respect, and collaboration . . . can benefit learners to participate psychosocially and instrumentally" (qtd. in Gardner 2). That is to mean, Facebook gives the power to create a strong classroom community, in which learners can engage within the learning process both psychosocially and instrumentally.

Therefore, the integration of Facebook in the classroom is beneficial tool in the learning process. Thus, when learners use websites such as Facebook, they can break down the routine of the traditional methods. More specifically, the inclusion of Facebook in the classroom is changed learners' vision towards learning when they can see learning as a part of everyday life (Gardner 9). We can conclude that the use of Facebook in the classroom motivated students to a real engagement within the learning process.

In another study conducted by Ractham and Firpo (2011), it is found that social networking technology especially Facebook is adopted in the classroom. They argued that most of educators are adopting technology for the sake of better performance and productivity in the classroom. Fundamentally, the availability of Facebook helps the learners to engage within the

Chapter II: Using Facebook in the Classroom

learning environment not only that occurs within the traditional classroom but also to reach out to the abundance of information and knowledge outside the classroom (3). This may help the learners to be involved in the learning process.

Besides, in EFL classes, students are become progressively associated with using Facebook in their classrooms. Even more, Facebook in the EFL classes provides learners to develop their target language, in which they can communicate with the native speakers through sharing internet links, photos, and other multimedia. So they can be familiar with the context of any target language. Further, the inclusion of Facebook in EFL classes allows the students to participate in the foreign languages through communication with other groups from the target language country. Consequently, Facebook becomes a communicative tool in language classroom because it encourages collaboration and interaction through discussion, comments, and questions, this collaboration strengthen students' engagement towards the learning process (Terantino and Graf 44-45).

Similarly, in another study done by Mobrand (2011), he argued that Facebook offers several benefits in the classroom such as engaging the students in a discussion through asking questions, commenting, agreeing, disagreeing, giving opinions . . .etc. Second, Facebook allows students posting and sharing information in addition to uploading videos and pictures. Lastly, Facebook increases accessibility and break down the boundaries when learners can develop effective social relationships with each other as well as with their teachers and participate in academic activities (2).

Additionally, through Facebook, students can practice writing by exchanging messages. Kabilan Ahmed and Abidin (2010) are explained that the use of Facebook in the classroom offers students with great chances to participate writing, in which they can post their written pieces, receive comments, and reply to other Facebook groups' members through writing and posting their own comments. More specifically, the interactive communication between learners enables them to improve their writing skills and help them to engage in the writing process. Indeed, writing on Facebook pages motivates students to check spelling mistakes, in which learners can use dictionary to check the wright words (qtd. in Mervet Abd Elfatah 933). Further, the use of Facebook among learners has a positive side on their motivation and attitudes.

Chapter II: Using Facebook in the Classroom

Esteves (2012) studies the use Facebook in the classroom. He indicated that the idea of integrating Facebook in the classroom is offered students to increase their knowledge and ability to learn. In fact, the reasons behind integrating Facebook in the classroom mainly because off its popularity among young generation (3). Even though, the idea of using Facebook in the classroom has a positive impact on learners. However, the use of Facebook in the classroom is rejected by many researchers and scholars due its negative side on the learning setting.

On the other hand, the idea of using Facebook in the classroom is rejected by many authors and scholars. Stollak et al (2011) stated that “the use of social networking sites such as Facebook can affect negatively students’ grades, his study shows that 63% of students get high grades because they spend less time using the web” (qtd. in Al-Mukhaini, Al-Qayoudhi, and Al-Badi 145). Therefore spending much time on Facebook may result in lowering students’ grades.

Likewise, Chenzi et al. (2012) mentioned some shortcomings of Facebook group; they indicated that using Facebook in the classroom may affect negatively teachers’ as well as learners’ life when they do not use it in a good way. In addition, through integrating Facebook in the language classroom, the relationship between learners and teachers can somehow be difficult. Moreover, the inclusion of Facebook in the classroom may take much time to design, edit, and modify digital learning materials for the teacher, thus it is time-consuming and frustrating to research for the materials online. Indeed, there are learners who prefer to read from their traditional books rather than reading from online materials (qtd. in Araya Rios and Campos 255).

Even though, inserting Facebook in classroom has great benefits. However, it may cause students distraction. Some researchers claimed that inserting social networking sites in the classroom can cause an inappropriate relationship between the teacher and the students (Yunus, Salehi, and Chenzi 45). Further, Munos and tower (2009) indicated that “participating in Facebook page demands from the teacher know how to invite students appropriately rather than forcing them to join” (Yunus, Salehi, and Chenzi 45).

Junco (2011) in his article “*too much Face and not enough books: the relationships multiple indices of Facebook use and academic performance*” Found that time spent on Facebook and checking it is slightly negatively related to time spent studying. Thus, this may be cause negative academic effects for students who use Facebook in certain ways (9).

Chapter II: Using Facebook in the Classroom

One of the impacts of using social networking sites especially Facebook is security and privacy issues. Abdulahi and Samadi stated that even though Facebook offers multiple tools for students to search for any material. However, when they want to fill information, Facebook has reasonable comprehensive snapshot both who you are and who you know. Thus, this information people may use it for negative cause on person' life. However, when people know about the privacy and security options they may be less exposed (136-137). Abdulahi and Samadi in their study show that when students increase the amount of using social networking sites such as Facebook they also increase their privacy and security issues, which means that several different treats, privacy and security may face them. Thus integrating Facebook as social networking sites in classroom can affect the student private life and their securities (140).

On the whole, the idea of the integration of Facebook in the classroom was discussed by a numbers of scholars and researchers. On the one hand, advocates of Facebook usage in the classroom defend the importance of Facebook as a tool of connection, interaction, and collaboration. On the other hand, other studies shown that the use of Facebook in the classroom may have a negative effect on the learning setting.

1.9. Advantages and Disadvantages of Using Facebook in the Classroom

1.9.1. Advantages of Integrating Facebook in the Classroom

Espinosa (2015) determined crucial benefits of using Facebook in the classroom for the teachers as well as for learners. Facebook in the classroom can provide multiple benefits for EFL teachers. Basically, Facebook helps teachers to engage students within the learning process. Thus, though Facebook, teachers can also learn new issues for EFL education, in which they can obtain new ideas for classroom practice (2208). Additionally, kabilan et al (2010) indicated that there are many educational organization like International Reading Association (IRA) Reading Rockets (RR), and the National Education Association (NEA) create special education pages on Facebook to help instructors to provide students with the necessary materials and to share useful resources for educators (qtd. in Espinosa 2208).

Moreover, Facebook offers the chance to collaborate with other EFL educators. In this context, Pilgrim and Bledsoe (2011) indicated that teachers who are usually in contact with the EFL educational Facebook pages can get effectual classroom resources for free, develop

Chapter II: Using Facebook in the Classroom

professional relationships for multiple benefits and obtain valuable educational materials such as new books, notification of journal publication, and e-book (qtd. in Espinosa 2208). To sum up, teachers can benefit a lot from the use of Facebook in classroom.

More importantly, Facebook is not only a tool for sending information or posting class announcements but it is a practical tool for several educational activities. Essentially, Facebook allows teachers to engage in online discussion, to post whatever they want such as posting articles to their students, to develop their reading skills, and to build a strong dialogue with their students and other native speakers through online chats. Obviously, Facebook aims to help the teacher to encourage students to communicate through a Facebook discussion. Also it aids them to connect their classrooms and share ideas to develop students' skills, create Facebook groups to easily connect with each other, and discuss classroom ideas with other teachers on Facebook (Espinosa 2207).

In addition, inserting Facebook in the classroom is a beneficial tool not only for EFL teachers but also for EFL learners. In fact, EFL learners have many opportunities to practice English effectively with native speakers through Facebook pages. Furthermore, students enjoy using Facebook in their classrooms. Kabilin et al (2010) have found that through Facebook, students can improve their skills, in which they can learn new vocabulary from their friends by posting comments and using new words that they are not familiar with; this may motivate them to look up the meaning of those words when they can use dictionaries. Further, the researchers indicated that Facebook can be seen as an entertainment as well as an educational tool for many students especially those who play games on Facebook, they feel forced to improve their English skills. These games have an educational purpose because they require students to understand instructions in English and to interact with fellow games in English (qtd. in Espinosa 2209).

Besides, Facebook has a potential place in education particularly in EFL classes. Manca and Ranieri (2014) in their article "*Does Facebook Provide Educational Value? A Critical and Empirical Advancement*" pointed out that Facebook has an educational value. Therefore, Facebook is a unique platform for educational purposes. They argued that Facebook supports social relationships among students; also it plays an important role in facilitating communication and discussion. So, Facebook supports students' interaction and engagement. Additionally, using Facebook in the classroom opens more chances for sharing resources, lectures, and other learning

Chapter II: Using Facebook in the Classroom

materials. More and more, Facebook provides students to develop social learning and carry out group activities which help to develop collaborative learning projects (10-11).

The reason behind the use of Facebook in academic use is that it has social and educational purposes. Facebook is both entertaining and useful tool. De-Villier (2010) indicated that “learning via Facebook is a cost-effective, since it uses technology and skills that students already possess” (184). Another support by Kamnoetsin (2014) is that the use of Facebook in learning environments lowers students’ stress levels and enhances learners’ engagement and interaction. Also, Facebook has positive effects on English language learners’ writing (30, 32).

More importantly, Coklar (2012) found that Facebook in educational use can provide deferent benefits which are (46):

- ✓ Facebook opens opportunities for interaction.
- ✓ It helps students to easily search the information they need.
- ✓ It supports collaboration and motivation.
- ✓ It brings entertainment into education.

Similarly, in another study done by Dancun and Barczyk (2015), the study shows that students felt more positive towards the use of Facebook, they think that Facebook is a suitable learning tool for class discussion and it is a way to improve the quality of their course (18). Another positive side using Facebook in the classroom is found in a study done by Al-Harrasi and Al-Badi (2014), the students surveyed highlighted the following issues (133):

- ✓ Facebook makes students more sociable.
- ✓ It improves the academic experiences in general.
- ✓ Facebook can be a tool for sharing videos, pictures, and audios.
- ✓ Facebook is also a beneficial tool for finding information and sharing feedback with other students.

Furthermore, Yunus, Salehi, and Chenzi (2012) stated that integrating Facebook in the classroom has resulted in several benefits (45-47).

- ✓ Through Facebook, the sense of interaction between the teacher and students is increased
- ✓ By using Facebook, students can develop their skills and broad their knowledge.
- ✓ Facebook promotes students’ motivation to learn English as a foreign language.

Chapter II: Using Facebook in the Classroom

- ✓ Facebook helps to develop students' thinking and writing skills.
- ✓ It assists teacher to prepare the lesson efficiently.
- ✓ Through using Facebook, the operation of sharing information between students and the teacher done effectively.

Although, using Facebook in the classroom has great benefits in the learning setting. However, for many scholars and researchers using Facebook in the classroom has some points that affected the learning process negatively.

1.9.2. Disadvantages of Using Facebook in the Classroom

The huge popularity of using Facebook in education has brought the researchers the attention to investigate the negative side of this phenomenon. According to the three authors Kabilan, Norlida, and Abidin (2010), "the usage of Facebook in the classroom may encourage negative attitudes, waste time, and affect negatively students' social relationships" (qtd. in Yunus, and Salehi, Chenzi 45). Thus, Facebook usage may cause students' distraction. In addition, Yunus, and Salehi Chenzi (2012) stated that the idea of using Facebook in the classroom can be an obstacle in the learning process.

- ✓ First of all, through using Facebook students will copy-paste rather than using their thinking skills.
- ✓ By using Facebook students will spend much time looking to pictures instead of concentrate on their studies.
- ✓ For many learners, it is difficult for them to read materials online yet they prefer to read from the traditional book-centered approach.
- ✓ When the internet is failed, the learners will face many difficulties to access it

Generally, Learning through Facebook may lead the students to lose their concentration when they use computer online. Besides, students may use informal short forms and abbreviations that can affect their writing, in which they can use short forms even in the formal writing tasks in schools. More importantly, there are Facebook applications help the students to make correction automatically, however these application may lead students to forget how to spell a single word correctly, thus, they will face difficulties in the writing process in their classrooms (Yunus, Salehi, and Chenzi, 45, 47).

Chapter II: Using Facebook in the Classroom

Despite of the advantages of integrating Facebook in the classroom, Couillard (2005) stated that the reason behind integrating Facebook in the classroom is that students use it for informal learning instead of using it in formal setting. Therefore, it cannot be an effective learning tool (9). In this way, although Facebook has the possibility to be as a learning tool, However Selwyn (2009) observed that “students use social networks to hang out, waste time. . . .” he added that “Facebook could distract students from their studies and disconnect them from the real world” (qtd. In Couillard 9).

Evidently, in a study done by Kamnoetsin (2014), it is found that learning through Facebook is less effective than learning in regular class. Besides, Kamnoetsin in his study found that there are students who feel uncomfortable with posting and commenting on Facebook but they prefer a tutorial session in a classroom, means that they favorite face-to-face discussion rather than online, in which they are free to ask endless questions and to talk with their instructor. Thus, students choose to ask questions in a classroom more than posting it on Facebook page. As well, students answer face-to-face for better understanding. Certainly, students are shy to ask on Facebook because they feel embarrassed in front of others. In addition, physically, Facebook causes students’ distraction from their studies when they easily loose face to face communication. Psychologically, Facebook lowers students’ motivation towards their studies specially those who are lacking confidence in their writing skills (99-100).

Many researchers found that the use of Facebook has a numerous costs for learners. Gafni and Deri (2012) have found that the most cost of using Facebook for students is time. They lose much time per day due to the distraction caused by the use of Facebook. In addition to the time spent surfing Facebook. It also has an impact on the emotional side of the students; they spend much time on watching photos and sharing pictures (57-76). Consequently, Facebook cannot be a suitable tool for learning because it leads to classes as well students’ distraction. Thus, it is unsuitable environment to learning English as a foreign language. Shih (2011) indicated that “many scholars had suggested that Facebook may not always be appropriate for formal teaching/learning activities” (qtd. in Kamnoetsin 36). It means that Facebook negatively affects students’ studies.

To sum up, it is obviously that scholars and researchers have contradictory opinions concerning the issue of the integration of Facebook in the classroom. Facebook is affected the learning process both positively and negatively. On one hand, Facebook can provide interaction

Chapter II: Using Facebook in the Classroom

and motivation. On the other hand, it has considerable costs for learners as well as teachers by spending much time on the Facebook page.

1.10. Facebooking for a Lively Interaction in Literature Classes

The websites such as Facebook are increased rapidly in the field of teaching. Facebook is considered as a modern trend of students' as well as teachers' today communication. Learners of foreign language focus more on learning literature, they ask for a lively interaction for their literature classes. This issue forced them to find out a new tool of interaction such as Facebook.

Today, Facebook is the most popular website in the world especially in the field of education more specifically among students. Thus, teachers in general and those of literature in particular have to adopt Facebook in their classes for the sake of better understanding and enhancement of literature lessons. Teachers are in need for using Facebook interaction in which they motivate their students to interest in reading literary text. Furthermore, Facebook is a website that allows users specially students to interact and collaborate with each other. It helps students to understand the courses, enhance the provision of information and motivate them through interactivity and collaboration. Authors stated that teachers and students of English are in need of tools and equipment such as Facebook which is capable to promote and make interaction in their classes. As well they indicates that EFL learners are suffering in their literature classes due to the traditional teaching methods that follow the same routine, the complexity of literature courses, and the lack of enjoyment in the literature learning process. Therefore they feel bored in the classroom (Mariappan et al. 750). So students have to adapt Facebook as a facilitator to their courses. The integration of Facebook in literature classes makes the classroom interactive and increased students' interest and comprehension towards literary text.

Mariappan et al (2017) in their study, they found that Facebook is a powerful digital tool which positively affects students' learning. Thus, it is one of the means that helps to understand and comprehend English literature. Moreover, Facebook opens opportunities for students to understand the events of stories, novels, plays, and poems, analyze it, and criticize it. Additionally, learning via Facebook motivates students to practice language in a lively way (758).

Some other previous studies showed that there are a lot of advantages for utilizing Facebook as a pedagogic tool for students' interaction. Since most of students are familiar with

Chapter II: Using Facebook in the Classroom

Facebook application. Facebook involves students more than the traditional methods and makes them more active and engaged in learning. In addition, using Facebook as social network can enhance students' ability to interact more with each other through writing private messages, making comments, and posting messages...etc. To a great extent, in the learning process, Facebook is a medium for students' interaction. It could lead to a successful learning environment through creating a positive interaction (Fares 11, 61).

According to Shyam and Phil (2012) social networks such as Facebook aims to develop the importance of interaction inside the classroom. So that Facebook as a social network site used to train and improve students' ability to develop their communicative competence. Thus, it can be an effective tool for exchanging information and promoting interaction (152).

A similar result is found in other studies where Facebook seen as a place of interaction, thus by posting and chatting on Facebook page, students like to show their real social identity. Also Facebook considered as a tool for shy learners, they feel encouraged to participate by posting and discussing ideas with others (Mahadhi and Labonya 90).

In conclusion, we conclude that Facebook can be an educational tool of interaction in literature classes. Students as well as teachers are in need to an effective tool of interaction such as Facebook. Facebook as a modern educational tool of interaction in the classroom, it makes the classroom more open and connected, it creates a suitable atmosphere in the classroom borders through interaction and collaboration.

1.11. The Learning Theories and Facebook as Tool of Interaction in the classroom

Learning is a social phenomenon that based on interaction and collaboration. Basically, the learning theories have also adopted the concepts of interaction, motivation, and cooperation as important elements of the teaching learning process. As well, Facebook as a social network site has also encouraged interaction as an effective factor for a successful learning. Indeed, both the learning theories as well as Facebook have something common in the field of learning. All aim to build a suitable environment with a full of interaction and cooperation.

Chapter II: Using Facebook in the Classroom

1.11.1. Constructivism and Facebook

Constructivism as a learning theory is about knowledge and learning. Essentially, with a regard to constructivists perspectives on learning, they have found two main features of learning: firstly, “learning is the process of changing the potential for behavior, by iterative interaction between an individuals’ internal mental models and their interpretation of experience”. Secondly, “as new learning is contingent on current knowledge and understanding, the interactive nature of the process is likely to lead to an increasingly idiosyncratic way of understanding the world”. The latter tendency is moderated by interactions with others which provide a specific feedback on our interpretations of the world. Additionally, constructivist pedagogy involves the teachers’ presentation and exposition as well as students’ engagement in a form of group works however Constructivism is a learner-centered theory more than a teacher-centered theory. Basically, constructivism theory involves from the teacher to provide students with enough time, space, and suitable experiences in order to achieve a successful learning process (Taber 57-58).

Facebook can be used for both formal and informal education, means that it may use inside and outside the classroom. Similar to constructivism, Facebook also used for the sake of communication and interaction, in which students can communicate, send assignment, share information, and ask questions. Therefore, it is a learner-centered approach (Isham Shah and Dickson 4).

Nowadays, globalization has modified the structure of the classroom. Facebook as a social network site provides leverage for the active involvement of the learners to construct their learning process. Indeed, constructivism and Facebook offers the teacher as well as learners with opportunities to harness their efforts and make the learning process successful (Enonbun 23).

More importantly, social constructivism is a social learning theory which focuses on learning that happens within a social environment. Vygotsky (1978) a psychologist and social constructivist has focused on the importance of social interactions and actions as a tool for learning. This theory stresses the role of social interaction in relation to cognitive development, interpersonal and intrapersonal interactions. Therefore, student can learn through collaborating through with peers in the Facebook medium. Thus, in the constructivist perspectives “the building of knowledge and idea sharing with feedback allows students to think critically, construct our knowledge through awareness of learning process” (Mali and Syed Hassan 2020).

Chapter II: Using Facebook in the Classroom

To sum up, the goal of constructivism is to make the learners have an active role in the classroom. As well, using Facebook in the learning setting helps learners to interact and communicate in a lively way. Thus, it is a pure social and cultural network site which can achieve a successful learning.

1.11.2. Behaviorism and Facebook

Skinner is considered as the father of behaviorism theory, he argues that all behavior has a purpose, that is to say, all behavior has a function. Basically, the main relevant points between functions of behavior and Facebook use are: attention, avoidance or escape, and sensory reinforcement. Facebook opens many opportunities to gain attention from other people around the world. Thus, when students post important pictures on their profiles, these pictures' function is to gain attention. As well attention is a key function of behavior. Second, escape and avoidance are another function of behavior, it is known as negative reinforcement, in which the function of behavior either to escape or to avoid a certain situation. Similarly, students use Facebook as a form of escape or a way to avoid responsibilities and killing time. Lastly, sensory reinforcement is called sensory stimulation; it is another important function of behavior. Likewise, sensory reinforcement would be found in Facebook, in which students can gain stimulation via interactions. All in all, any behavior is the result of stimulus, response, and reinforcement. Using Facebook is another behavior that contains a full of stimulus-response activities (Delambo 2-4).

1.11.3. Active learning theory and Facebook

The term active learning has a different definition. Fundamentally, instructors believe that active learning is an approach to instruction when students feel the real engagement towards the materials they are studying through a certain activities such as reading books, writing essays, speaking, listening to videos, and reflecting (Ghaleb Ibrahim 18). Furthermore, according to Scarpell (2009) students and their learning needs are the basis of active learning, he stated that students can actively engage within the learning process through group discussion, problem solving, case studies, journal writing, and structured learning groups. More importantly, all the mentioned activities can be carried out through Facebook, also they can benefit learners to develop their critical thinking skills, increase motivation, motivate interaction, and improve interpersonal skills (qtd. in Ghaleb Ibrahim 19). In summary, the use of Facebook in the classroom can create a strong learning environment with a full of interactions.

Chapter II: Using Facebook in the Classroom

1.11.4. Cooperative Learning Theory and Facebook

Unlike individual learning, cooperative learning as an approach aims to organize classroom activities in which students work collectively in groups to achieve their academic goals. Cooperative learning helps learners to ask each other for information, evaluate one another's ideas, and monitoring one another's works. Within cooperative learning, the teacher plays the role of the facilitator when he/she aims to facilitating students' learning (Ghaleb Ibrahim 24). Likewise, Facebook supports working collaboratively. Downes (2006) stated that "Facebook offers a wide array of technological affordances supporting range of interests and practices which integrate several modes of Computer Mediated Communication (CMC) such as self-presentation, and one-to-one or one-to-many written exchanges with academic writing" (qtd. in Ghaleb Ibrahim 24).

Conclusion

This chapter tends to define Facebook as a social networking site. Also it reviews some of the literature about the issue of the integration of Facebook in the classroom particularly in literature classroom. It also presents the advantages and disadvantages of using Facebook in the classroom and its benefits and costs. In addition, this chapter discussed how Facebook can be a tool of interaction in literature classes. It ends up with reviewing what is mutual between learning theories and Facebook as a learning tool in the classroom. Chapter three describes research methodology and interpretation of the results.

Chapter Three

Research Methodology and Results' Interpretations

Chapter III: Research Methodology and Results' Interpretations

Introduction	46
1. Variables of the Research	46
2. Plan of the Research	47
2.1. Research Questions	47
2.2. Research Hypotheses	47
2.3. Research Objectives	47
3. Sample of the Research	48
4. Tools of the Research	48
5. Questionnaire Analyses and Interpretations	50
5.1. Students' Questionnaire	50
5.1.1. Analyses of the Results	50
5.1.2. Interpretation of the Results	61
5.2. Teachers' Questionnaire	63
5.2.1. Analyses of the Results	63
5.2.2. Interpretation of the Results	73
6. Results of the Hypotheses of the Results	74
Conclusion	75
General Conclusion	76
Bibliography	78
Appendix I	85
Appendix II	86

Chapter Three: Research Methodology and Results' Interpretations

Introduction

This chapter reviews the methodology of the study and results' interpretations; it represents the variables of the research, plan of the research, samples and tools of the research. In addition, this chapter deals with the analysis of the findings that are afforded from the questionnaires which are devoted to both students and teachers of English Department particularly to teachers of English Literature at Amar Thelidji University in Laghouat. Additionally, this chapter aims at discovering the importance of integrating Facebook as a learning tool in the classes for the sake of interaction and communication, examining whether Facebook can be a good tool of interaction in literature classes, and investigating teachers' as well as students' perceptions towards the use of Facebook in teaching literature.

1. Variables of the Research

A variable is a term frequently used in any research. It is something that can change or can have more than one value. Kuar states that "a variable is something that varies" (36). Means that it is something has a different value. Additionally, Variables in any research have different types with a different influence. In our study, we have two main variables or factors that we want to search for which are Facebook as an independent variable and interaction in literature classes as a dependent variable.

Facebook as a new trend of social media, it is an active and suitable tool that can be used in literature classes. Therefore, implementing Facebook in literature classes does not only help to improve group working skills but also helps to achieve a lively atmosphere in literature classes with a full of interaction and collaboration. Thus, by using Facebook, students can get to know each other better and interact more with their instructor. Moreover, teaching Literature via Facebook can help the students to develop their knowledge towards literary texts and motivate them to participate more

Interaction in literature classes is the independent variable that is affected by Facebook as an independent variable. Literature as an authentic subject has a vital role in EFL classes. Literary works such as poems, short stories, novels, and plays are full of feelings, emotions and creativity that need communication and interaction. Thus, teaching literature through social media specially

Chapter Three: Research Methodology and Results' Interpretations

Facebook in EFL classes may create a strong relationship among students with each other and with their teacher.

1. Plan of the Research

In order to investigate the issue of the integration of Facebook as a tool of interaction in literature classes, we took Master I students of English at Amar Thlidji University of Laghout in Algeria as a sample. The approach that is used for this study is both quantitative and qualitative in nature. First, this study makes use of quantitative information to explore the use of Facebook for a lively interaction in literature classes. Second, it is qualitative in that students can interact more through using Facebook as a learning tool of interaction in their literature classes.

1.1. Research Questions

For the present research, we have raised the following questions aiming at investigating the use of Facebook in literature classes.

- a. Can Facebook be a suitable tool of interaction to facilitate English literature teaching?
- b. What are the effects of using Facebook on improving students' performance in literature classes?
- c. What are the perceptions of teachers and students towards the use of Facebook in literature classes?

1.2. Research Hypotheses

In the light of the above questions we hypothesize that:

- a. Facebook can be a tool of interaction in literature classes.
- b. Perhaps Facebook can affect students' performance and understanding positively.
- c. Facebook usage may have advantages and disadvantages in literature classes.

2.3. Research Objectives

Our objectives in the current research are:

Chapter Three: Research Methodology and Results' Interpretations

- a. Observing the huge usage of Facebook as a social networking site among students themselves and with their teacher
- b. Discovering how Facebook can assist teachers to promote interaction in their literature classes?
- c. Investigating teachers' as well as students' perceptions towards the idea of integrating Facebook in literature classes.

2. Sample of the Research

Our population of interest is Master I students from the Department of English Language at Amar Thelidji University. We have purposefully chosen to work with Master I students, since they have more opened minds towards the use of Facebook as a pedagogic tool of interaction and how it is used in education. The sample of the study was of a mixed sex and age, most of them about the age 18-25. Simply, we randomly picked up 50 students (16 males and 34 females).

On one hand, we have contacted some teachers of English literature from the Department of English at Amar Thelidji University. The selection of such sample was based on the consideration that the Teachers of literature will benefit us more. Our questionnaires were distributed to students and teachers in a form of papers and via Facebook itself.

3. Tools of the Research

For the process of collecting data, we prepared two questionnaires one for teachers and the other one for students. For both questionnaires we start with a short paragraph which introduced the purpose of these questionnaires. For the students' questionnaire, it was composed of two parts: part one is for personal information, it is composed of three questions; and part two is composed of 21 questions on students' perceptions, experience, and opinions towards the use of Facebook as a tool of interaction in literature classes.

We administrated the questionnaire to participants in their classroom, with the presence of the teacher of literature. In part one interested in knowing students' sex, age, and level. In part two, the items are all meant to investigate the effectiveness of using Facebook as a tool of interaction in literature classes. Firstly we ask them about their familiarity with Facebook as a new social network site and then moving to the idea of using Facebook in their literature classes.

Chapter Three: Research Methodology and Results' Interpretations

Teachers in their part were given a questionnaire. It was delivered to some teachers of literature of English who are more familiar with the use of Facebook. This questionnaire is mainly divided into two parts. Part one for personal information and part two about the idea of integrating Facebook in literature classes. We designed 14 questions and all these questions meant to investigate whether the use of Facebook promotes and facilitates interaction in literature classes (see Table1 and 2).

Sections	Type of questions	Number of questions
Section one	Personal information	3Q (students)
		4Q (teachers)
Section two	Integrating Facebook as a tool of interaction in literature classes	21Q (students)
		14Q (teachers)

Table1: The Distribution of the Questions in the Questionnaire

Chapter Three: Research Methodology and Results' Interpretations

4. Questionnaires Analyses and Interpretations

4.1. Students' Questionnaire

The students' questionnaire aims at investigating how students are familiar with the use of Facebook as a modern network site and finding out whether Facebook as a learning tool promotes students' interaction in literature classes. This questionnaire also intended to investigate students' opinions towards the idea of integrating Facebook as a pedagogic tool in their classes. Our objective is to quantify the students' answers and represent them in statistical data. Thus, the analyses of the questionnaire were undertaken and summarized in figures.

4.1.1. Analyses of the Results

A. Section One: Personal Information

This section concerned with the demographic data of the participants in this study. The results are shown as follow.

1. Gender

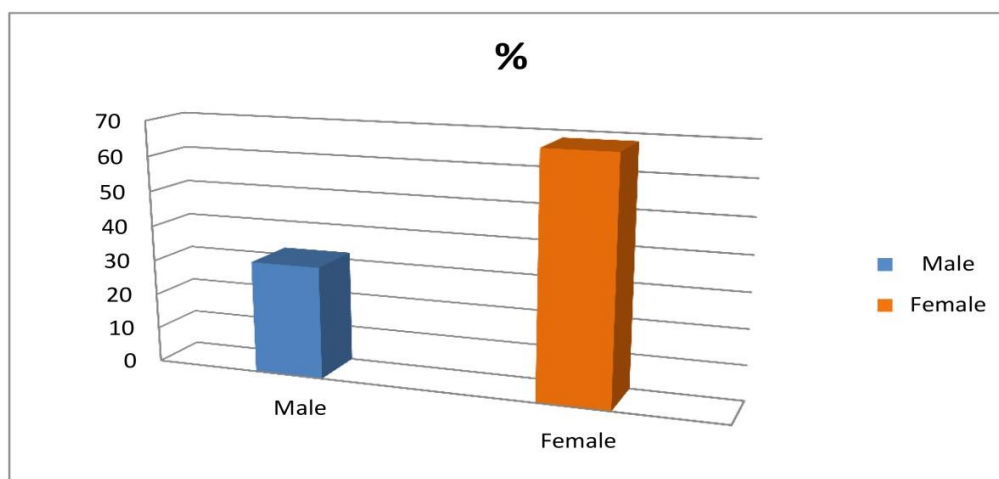


Figure 3.1: Students' Gender

As shown above, females (68%) are about two times the number of males (32%).

Chapter Three: Research Methodology and Results' Interpretations

2. Age

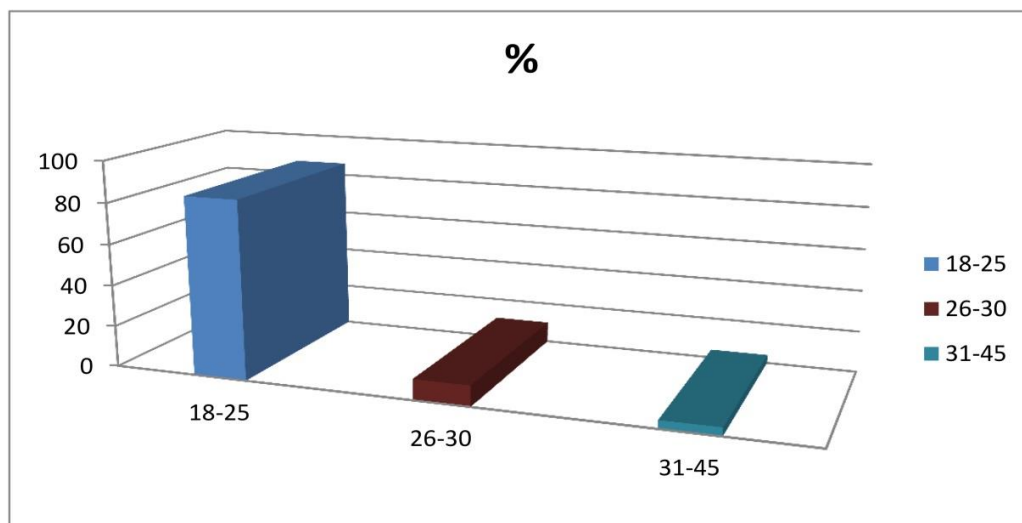


Figure 3.2: Students' Age

We can notice that most of the students are about 18-25 years old which means that most of them are teenagers.

B. Section Tow: Integrating Facebook as a Tool of Interaction in Literature Classes

Question 1: Do you have a Facebook account?

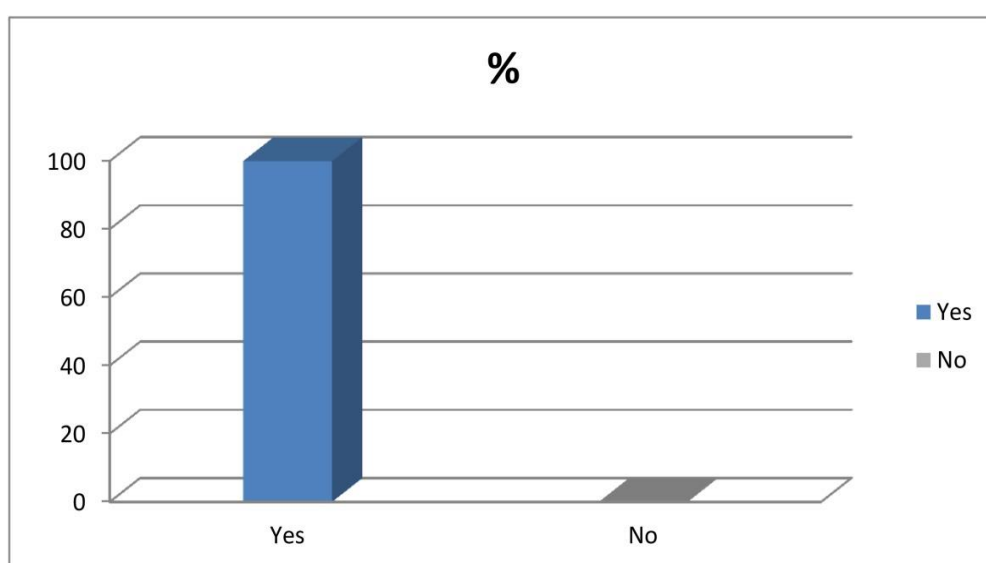


Figure 3.3: Students' Usage of Facebook Account

Chapter Three: Research Methodology and Results' Interpretations

We can notice that all the students 100% have a Facebook account. Means that, from this question we discover that Facebook as a new social network site is apparently affected teenagers' lives especially in their schools and universities.

Question2: How long have you had a Facebook Account?

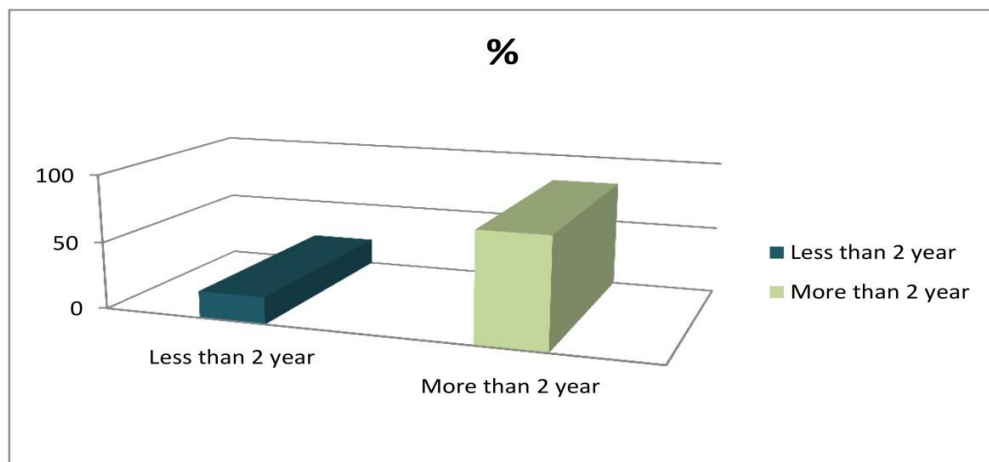


Figure 3.4: Length of Time Students Having Facebook Account

The result obtained denotes that 80% of students have had Facebook accounts for more than two years. However 20% of them claim that they have had a Facebook account for less than two years.

Question3: How familiar are you with Facebook features (e.g. chat)?

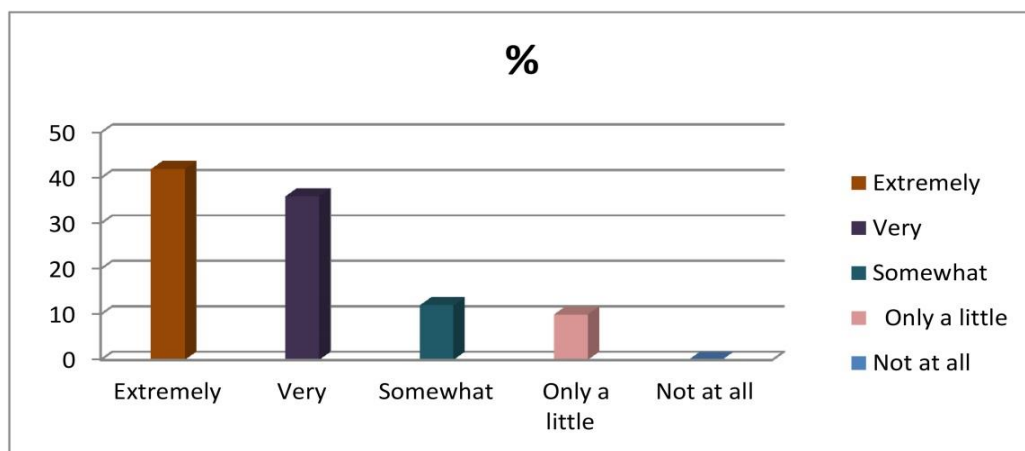


Figure3.5: Students' Familiarity with Facebook Features

Chapter Three: Research Methodology and Results' Interpretations

Regarding students answers, 42% say that they extremely familiar with Facebook features (chatting, commenting, posting...). While 36% of them state that they are very familiar with these features. On the other hand, 12% claim that somewhat associate with Facebook features. The remaining students 10% declared that only a little they are intimate with these features.

Question4: How reliable is Facebook?

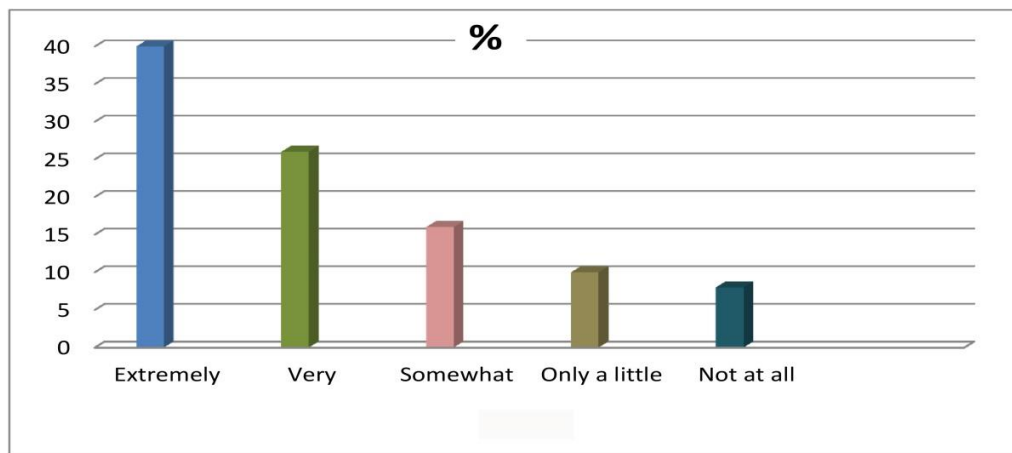


Figure 3.6: Facebook's Reliability

The figure above indicates that (20) respondents 40% depend on Facebook as an authentic web site, other (13) respondents 26% state that Facebook is very reliable; while some others (8) respondents 16% declared that somewhat Facebook is authentic, others (5) respondents 10) claim that only a little Facebook is reliable. The remaining (4) respondents 8% declared that Facebook is not a reliable website.

Chapter Three: Research Methodology and Results' Interpretations

Question5: Have you used Facebook in the last five months?

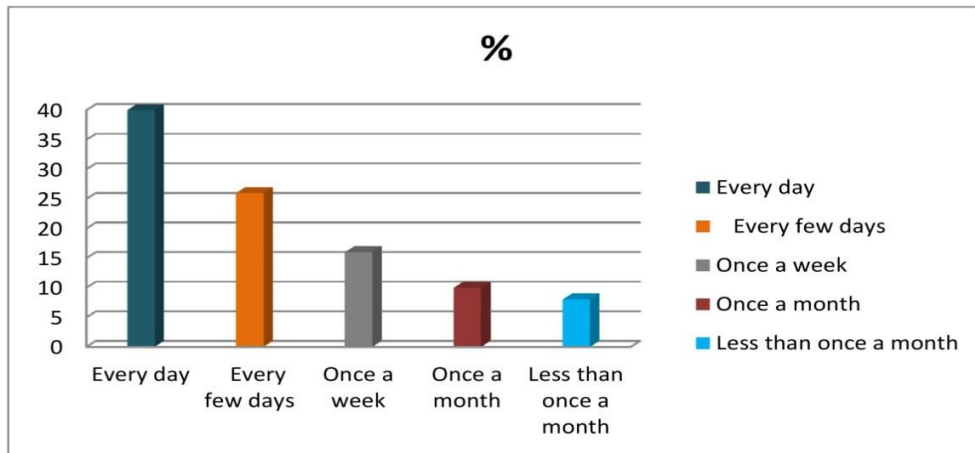


Figure3.7: Students' Daily Usage of Facebook

The findings of this question reveal that the majority of students 64% access Facebook every day. While 30% say that they use Facebook every few days. However, 4% they use it once a week. The remaining students access Facebook less than once a month.

Question 6: Do you have a Facebook group for studying?

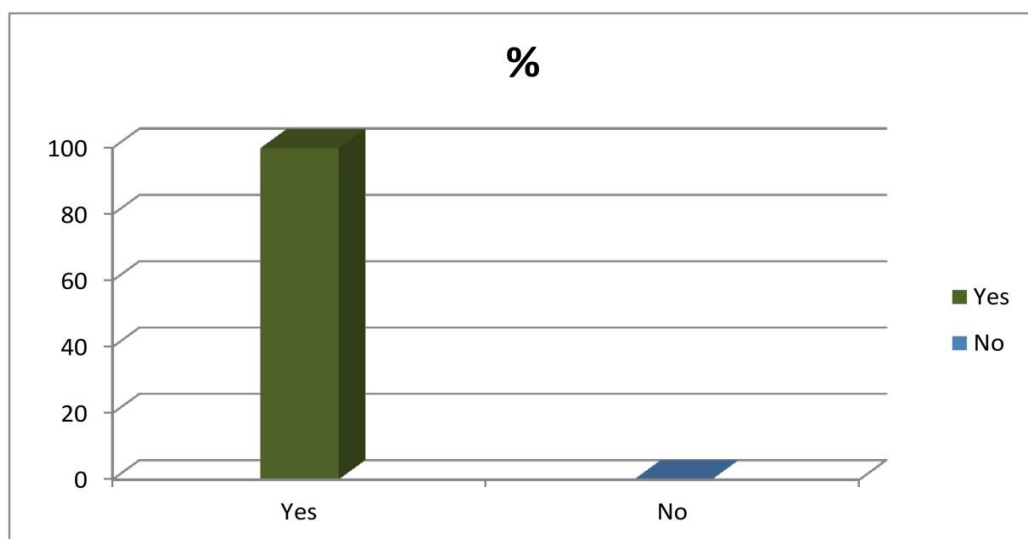


Figure 3.8: Students' Owning of Facebook Group

As the result above shows that 100% of the students are using Facebook group for studying.

Chapter Three: Research Methodology and Results' Interpretations

Question7: If yes, what is its name?

Students state that they use Facebook groups and pages for the sake of exchanging information. They give some of the names of groups and pages they are using which are UTAL class of 2014, Mixed Minds of C.s, and Helping Hands.

Question8: Have you found Facebook group helpful?

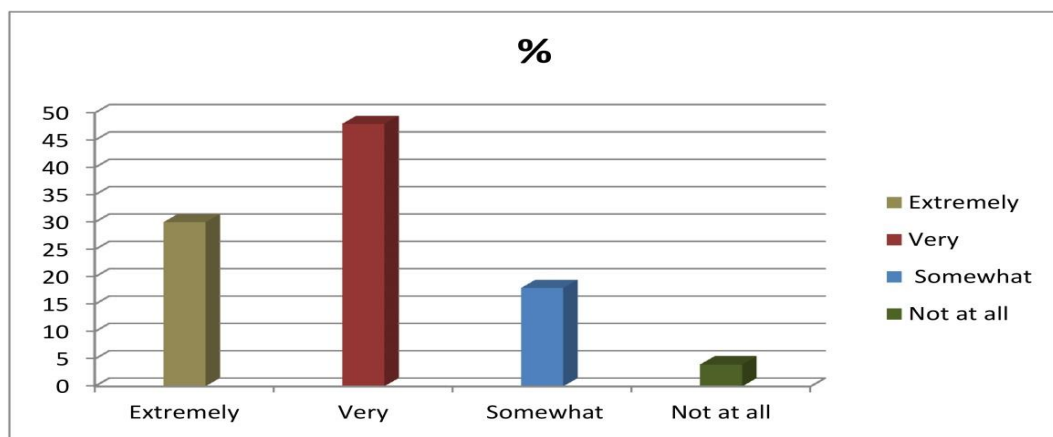


Figure3.9: Frequency of the Helpfulness of Using Facebook Group

It is obvious from the figure that most of the students 30% found Facebook groups extremely helpful and 48% of them found it very helpful. The rest 18% state that Facebook group somewhat helpful and 4% say that it is not a helpful tool.

Question 9: What do you think about using Facebook as a part of your class?

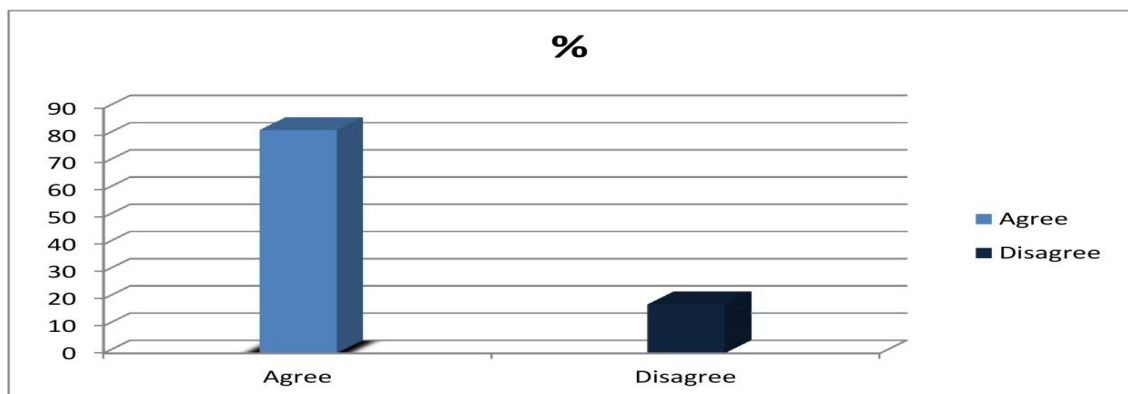


Figure 3.10: Students' Perceptions towards the Use of Facebook as a Part of Their Classes

Chapter Three: Research Methodology and Results' Interpretations

The highest percentage of students 82% agrees on the idea of using Facebook as a part of their class. The least percentage of students 18% disagrees with this idea.

Question 10: What type of instructional activities do you participate on Facebook?

According to student's answers, the main activities they participate on Facebook are contacting their friends, sharing files, publishing lessons, reading stories and novels, advertising hobbies, posting advices, analyzing of novels, discussing novels' plot, posting notes, following beneficial educational pages....

Question 11: Describe how your use of Facebook changed since you joined the class group?

The majority of the students indicate that since they joined the class group, a lot of things are changed positively. Some of them state that "when I joined the class group we discuss about discussions the difficult lessons we have and we start share and exchange ideas". Another student says that "when I joined the class group, I get more information and learn from each other".

Question 12: Do you interact on Facebook with your friends of the class group?

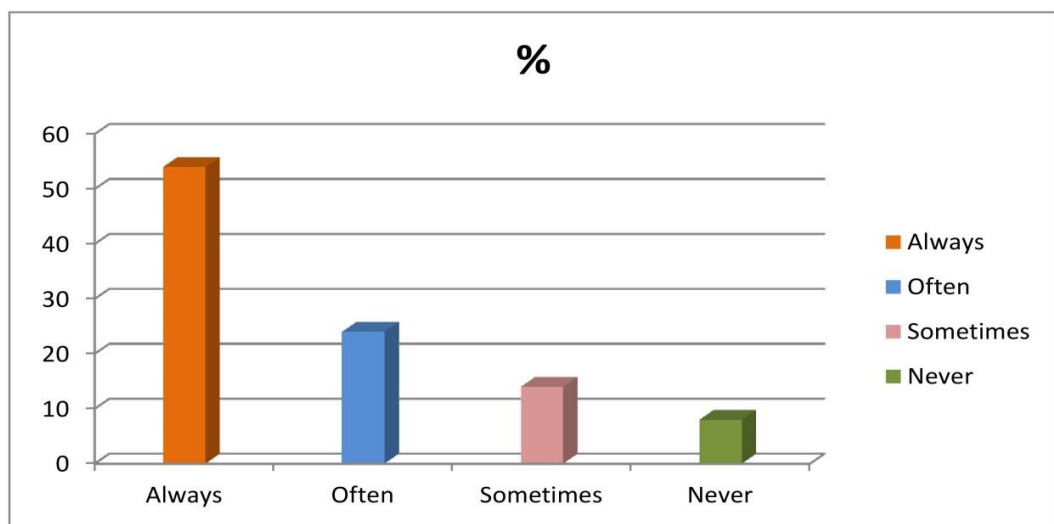


Figure 3.11: Frequency of Students' Interaction on Facebook Group

The figure indicates that (27) respondents 54% state that they always interact with their friends on Facebook group. Others (12) respondents 24% say that they often act together on the

Chapter Three: Research Methodology and Results' Interpretations

group. The others (7) respondents 14% state that they sometimes interact with each other. The rest (4) respondents 8% say that they never contact each other.

Question 13: How do you feel about teachers who use Facebook in their classes?

Answers of this question showed that there were a positive effects and feelings towards the idea of using Facebook in the learning process. Example of some of students' answers: "it is the real solution for teachers to teach their students because most of the students have a Facebook account", "it is a good thing to use Facebook since most students use it, so the teacher may not face difficulties in sharing information and keeping students in touch with him", "it is a good technique". From the answers above, we conclude that most of the students support teachers who are using Facebook as a learning tool in their classes.

Question 14: In your previous English literature courses did the teachers of literature explain the lesson on Facebook group?

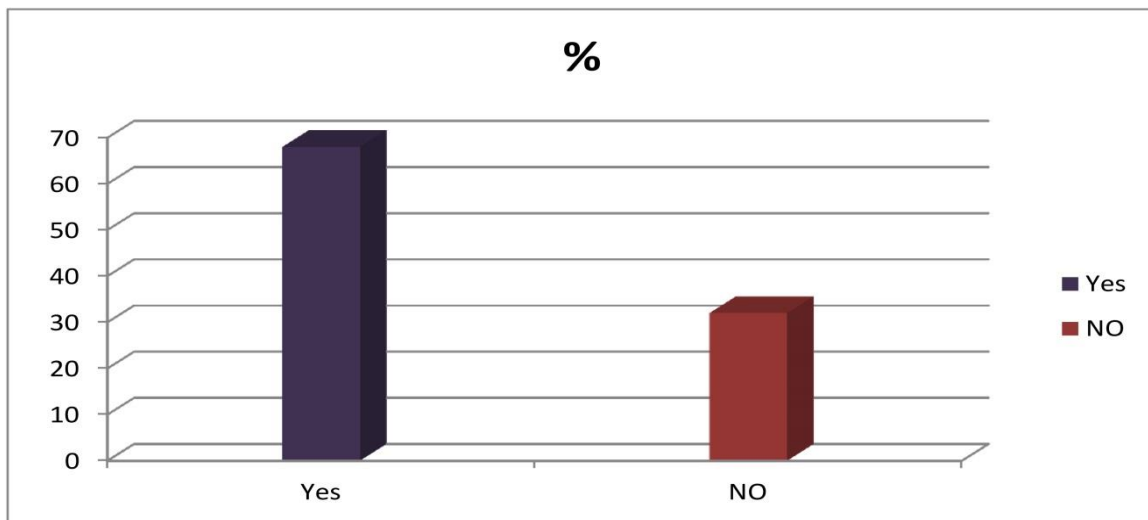


Figure 3.12: Students' Experience of Learning on Facebook Group

Here we can notice that the highest percentage of the students 68% claim that most of the teachers of literature are using Facebook as a tool of interaction to explain the lessons. On the other hand only 32% who said no.

Chapter Three: Research Methodology and Results' Interpretations

Question 15: Please respond to the following statements

Statement	Facebook is flexible to interact with	It is easy for me to become skillful when using Facebook	The use of Facebook helps me to interact and get feedback from the teacher	Facebook enhances my confidence to learn literature novel	I feel encouraged when friends like my comments	Using Facebook enhances my learning effectiveness
Percentage	82%	70%	60%	64%	86%	44%
Statement	Using Facebook increases my academic productivity towards literature	Via Facebook I can build a good relationship with other students	Facebook encouraged me to post my ideas	Facebook provides fun and interesting practice	Through my classmates' comments I can understand the novel and its elements	Facebook gives courage to share more information related to literature
Percentage	72%	84%	80%	70%	66%	74%

Table 3.2: Benefits for the Students of Using Facebook as a Tool of Interaction in Literature Classes

Chapter Three: Research Methodology and Results' Interpretations

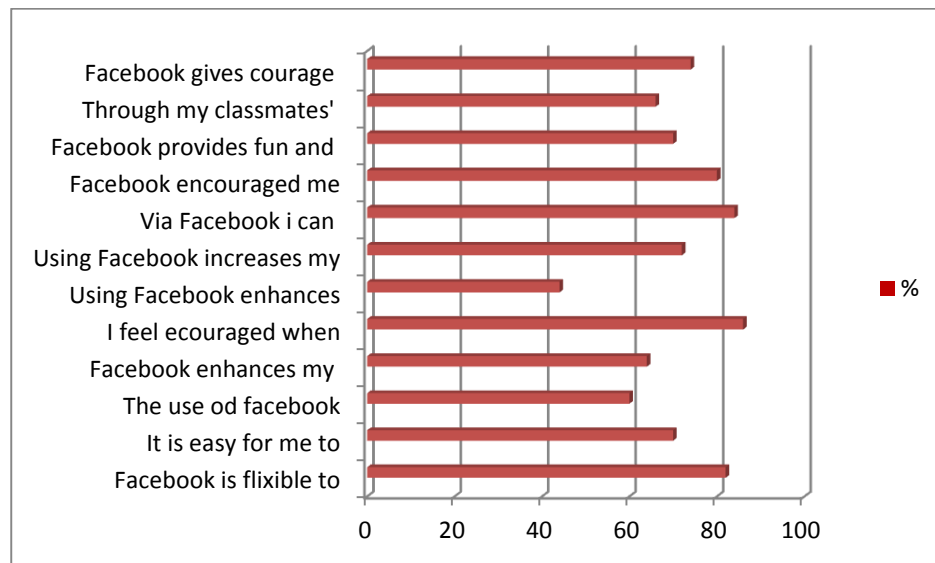


Figure 3.13: Benefits for the Students of Using Facebook as a Tool of Interaction in Literature Classes

Results of this question shows that 82% of the students say that Facebook is flexible to interact with, 70% state that it is easy to become skillful when using Facebook, 60% claim that The use of Facebook helps them to interact and get feedback from the teacher, 64% say that Facebook enhances their confidence to learn literature novel, 85% argue that they feel encouraged when friends like their comments, 44% indicate that Using Facebook enhances their learning effectiveness, 72% see that Using Facebook increases academic productivity towards literature, 80% agree that Via Facebook they can build a good relationship with other students, 80% state that Facebook encouraged them to post their ideas, 70% see that Facebook provides fun and interesting practice, (66%) state that Through classmates' comments, they can understand the novel and its elements, and 74% state that Facebook gives courage to share more information related to literature.

Chapter Three: Research Methodology and Results' Interpretations

Question 16: Have you liked the idea of using Facebook as an extra tool to review the content of your English literature?

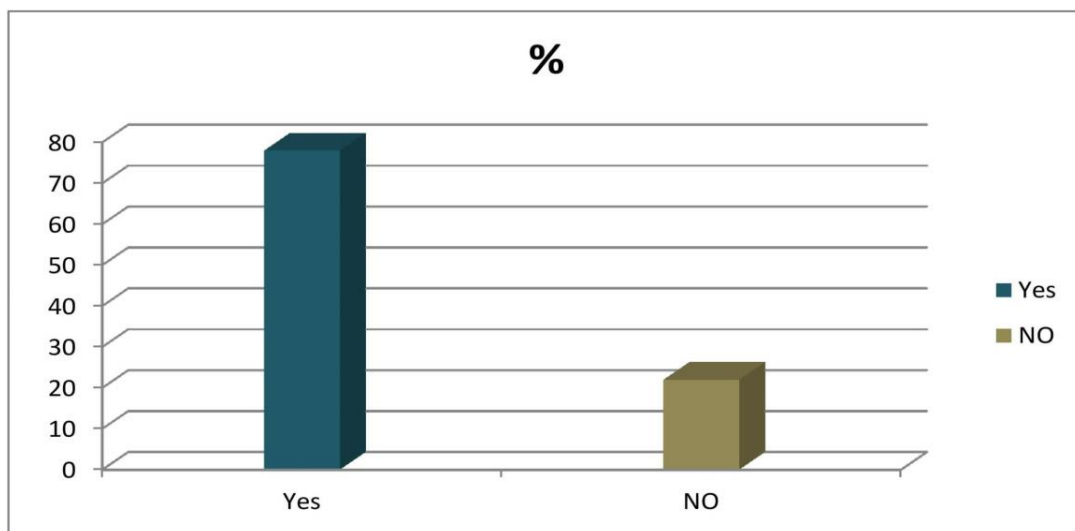


Figure 3.14: Students' Perceptions towards the Idea of Using Facebook to Review the Content of English Literature

The result above shows that 78% of the students liked the idea of using Facebook as an extra tool to review their English literature. On the other hand only 22% of them disagree with this idea.

Question 17: In your opinion has the use of Facebook group contributed positively to improve your language knowledge?

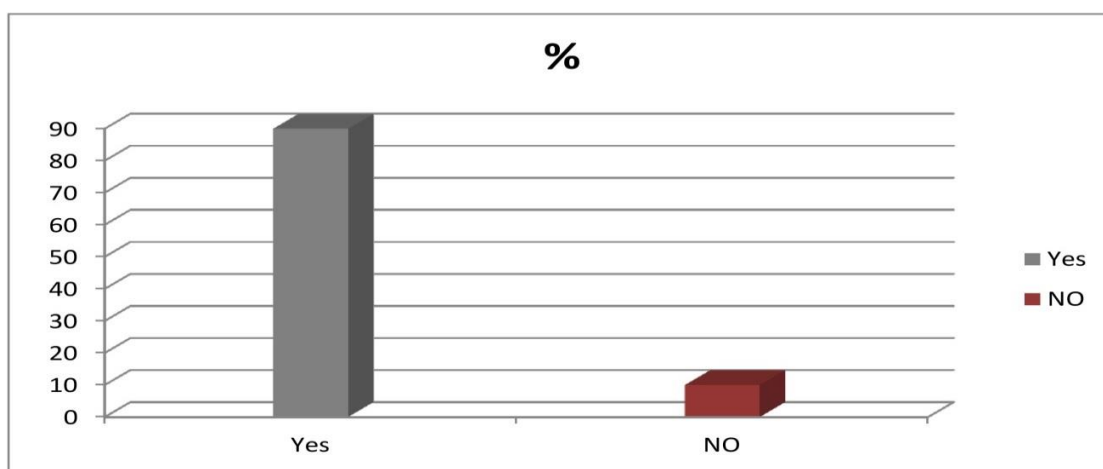


Figure 3.15: Students' Opinions towards the Use of Facebook Group

Chapter Three: Research Methodology and Results' Interpretations

The figure above illustrates that 90% of all students claim that the use of Facebook group contributed positively to improve their language knowledge. While only 10% said no.

Question18: what are the advantages of using Facebook group in your class?

Regarding students' answers, there are many advantages of using Facebook group. Some of the advantages are: “ it is very useful because students will be encouraged to share their information and at the same time they can learn from their classmates, gathering information, strong relationship among each other, more understanding of the lessons, it allows us to share lectures, analysis and understanding each other's point of view”

Question 19: Have you encountered any disadvantages when using Facebook group in your class?

For this question students state that there are only little disadvantages of using Facebook group in their classes, sometimes the net is not available. Most of them say that they have not encountered any disadvantages when using Facebook group in their classes.

Question 20: What are your recommendations to improve the use of Facebook group in your class?

For this question, students give us some of the recommendations of using Facebook in their classes. For example, “share ideas and opinions, making questions and answer them in a form of comments in order to exchange information, provide an open discussion about a particular literary work, the teachers' contribution on Facebook group must be taken into consideration”.

4.1.2. Interpretation of the Results

First of all, the chosen sample in this study reveals that females 68% are more than males (32%). On the other hand, the age of the students allows us to rely on them to investigate this study. The majority of the students' age 86% are about 18-25 which means that all of them are teenagers and for no doubt they are familiar with the new technologies and the emergence of the new trend of social media such as Facebook.

Concerning the idea of integrating Facebook as a tool of interaction in literature classes, we notice that 100% of the students have a Facebook account. This evident show that Facebook as a

Chapter Three: Research Methodology and Results' Interpretations

social networking site has a huge users especially teenagers. Another evidence of Facebook usage among learners is that 80% of the students having a Facebook account for a long time mainly more than two years. More importantly, we notice that 42% of the students are extremely familiar with Facebook features (e.g. chat) and 36% are very familiar with these features, it means that the majority of the students have an open minds towards the use of Facebook features.

On the basis of the students previous answers, in (Q6) 100% of them are using Facebook group or pages for the purpose of studying and reviewing literature lessons. Additionally, 76% of the students state that they are joined the Facebook group more than a year. Basically, 30% of the students find that Facebook group is extremely a helpful tool and 48% of them stated that Facebook group is very helpful tool. Moreover, according to students' answers 82% of them liked the idea of using Facebook as a part of their classes because they need an effective tool that can help them to interact more with each other as well with their teachers, as it shown in the answers of Q13, 54% of the students say that they are always interacting with their friends of the class group that is to say Facebook as a learning tool is the most helpful tool to achieve a good interaction in literature classes.

Concerning the use of Facebook in literature classes, 68% of the students claim that teacher of literature are using Facebook group to explain and post literature lessons. More importantly, according to answers in Q16 the highest percentages of students are supporting the use of Facebook to enhance the learning effectiveness. On the other hand, 78% of the students have liked the idea of using Facebook as an extra tool to review the content of English literature. In addition, 90% claim that the use of Facebook group contributes positively to improve their language knowledge

On the whole, the learners are interested in the idea of using Facebook for a lively interaction in literature classes. Their previous answers reveal that Facebook as a learning tool can be successful to promote interaction in literature classes.

Chapter Three: Research Methodology and Results' Interpretations

4.2. Teachers' Questionnaire

4.2.1. Analyses of the Results

The teachers' questionnaire consists of two sections. Section one is for personal information. Section two is about teachers' perceptions towards the use of Facebook as a tool of interaction in literature classes. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

A. Section One: Personal Information

This section is devoted to get background information about the chosen sample of teachers. They are asked in (Q1) to specify their gender, and (Q2) is about their age, (Q3) is about their level and in (Q4) teachers are asked how many years they have been teaching.

1) Gender

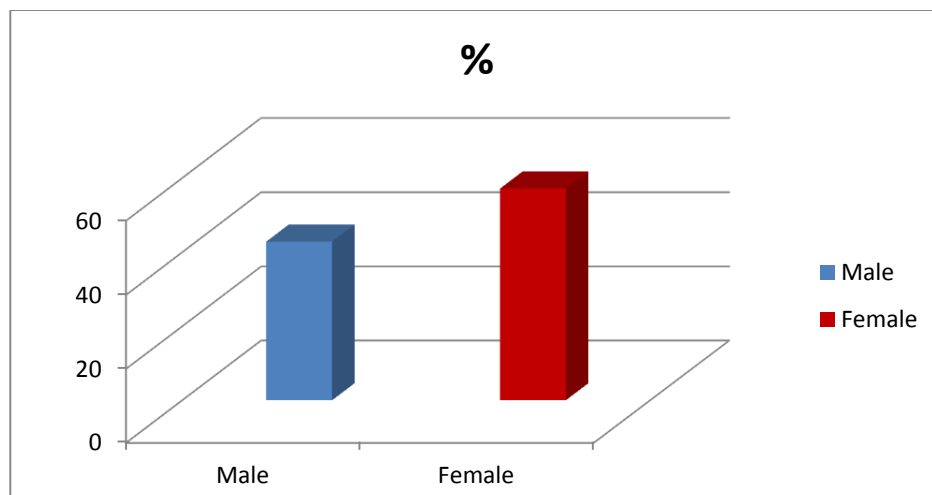


Figure 3.16: Teachers' Gender

Through the present result, we can denote that 57.14% of the teachers are females whereas 42.85% of the remaining respondents is males.

Chapter Three: Research Methodology and Results' Interpretations

2) Age

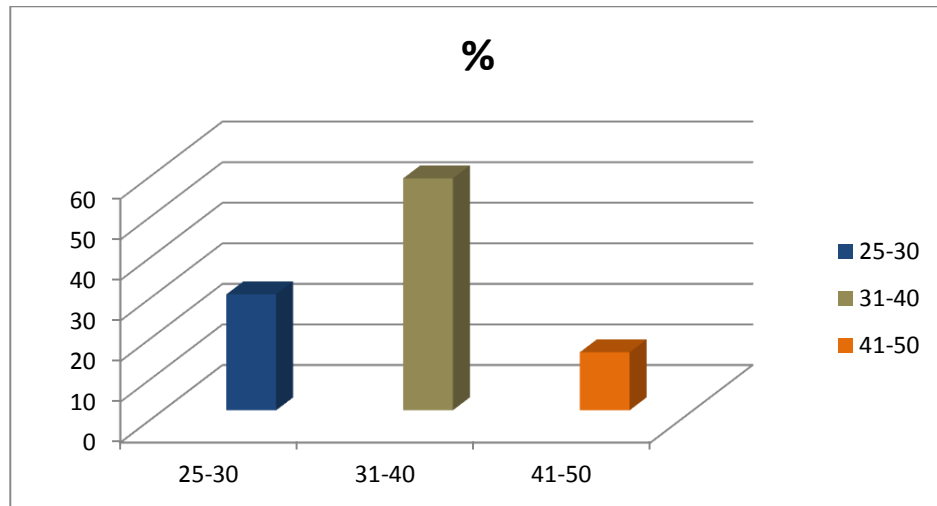


Figure 3.17: Teachers' Age

The findings of this question reveal that the majority of the teachers 57.14% are between 31-40 years old. The other teachers 28.57% are about 41-50 years old.

3) Degree

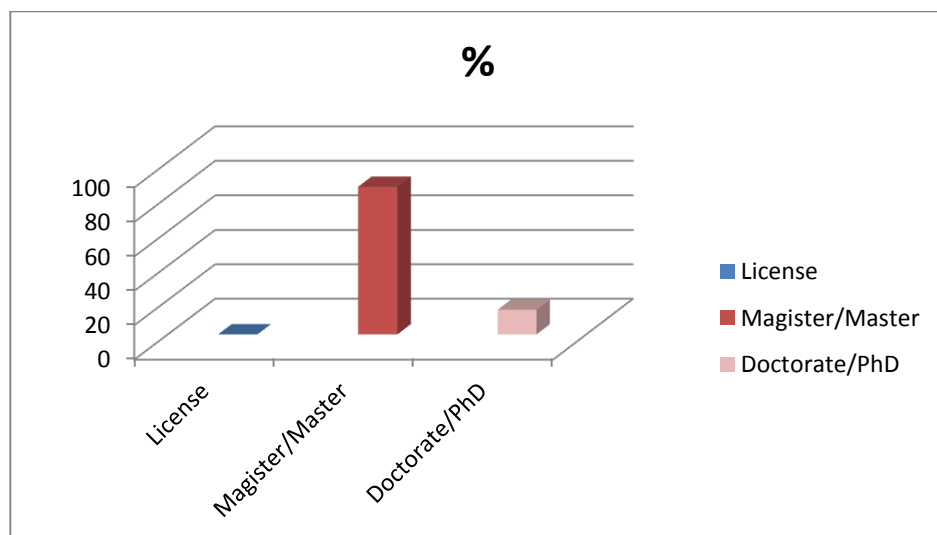


Figure3.18: Teachers' Degree

As shown above, 85.71% of the teachers have Magister degree and 14.28% have PHD (Doctorate).

Chapter Three: Research Methodology and Results' Interpretations

4) How many years have you been teaching?

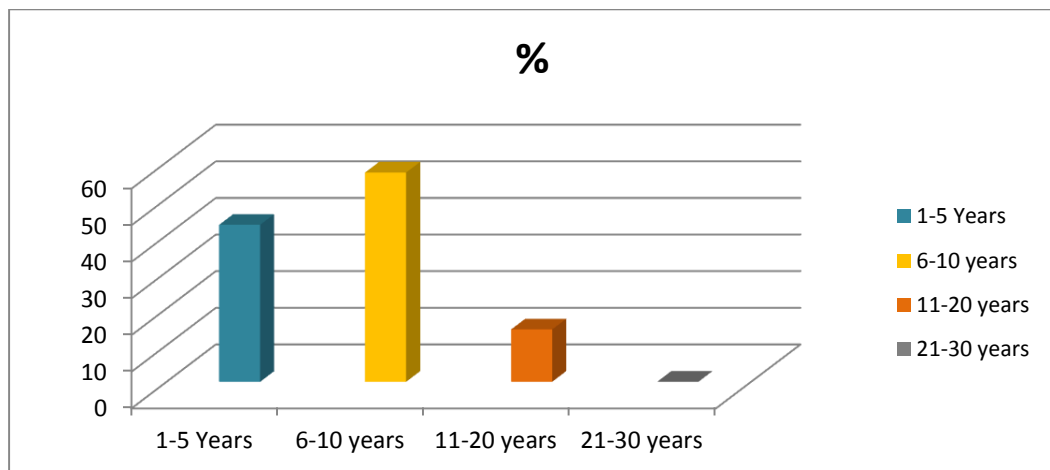


Figure 3.19: Teachers' Experience of Teaching

Once can notice that from the result shown above that 57.14% of the teachers have a long teaching experience since they have spent from 6-10 years teaching. However, 42.85% of the teachers have between 1-5 years in teaching.

B. Section tow: Integrating Facebook as a Tool of Interaction in Literature Classes

Question 1: Do you use online platforms in your class?

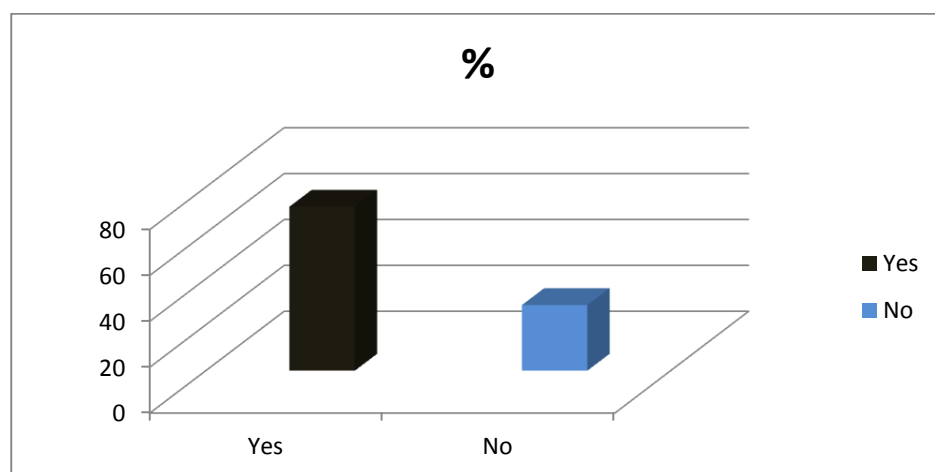


Figure 3.20: Teachers' Usage of Online Platforms in their Classes

The result obtained denote that 71.42% of the teachers are using online platforms in their classes, means that most of the teachers are familiar with using online forms in their classes. On

Chapter Three: Research Methodology and Results' Interpretations

the other hand, 28.57% of the respondents claim that they do not use online platforms in their classes may be due to some obstacles.

Question 2: If yes, have you used Facebook as a social networking site to contact your students in your class?

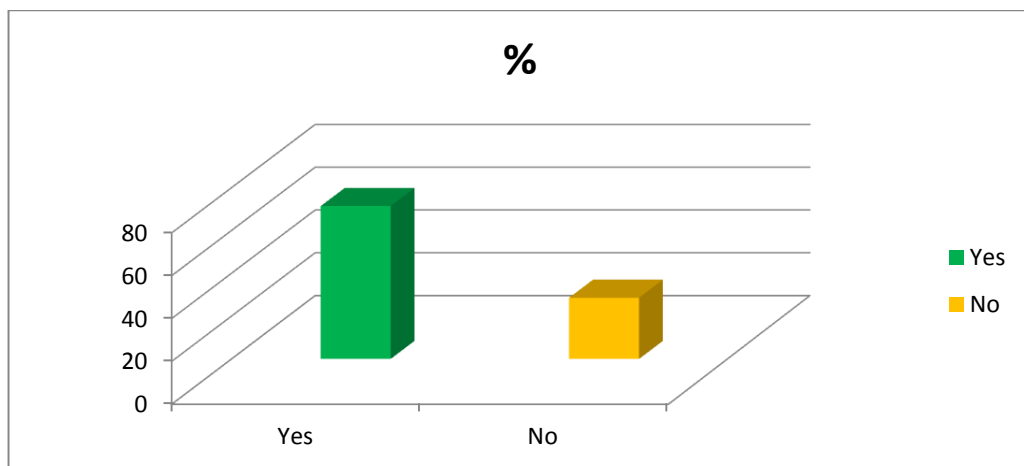


Figure 3.21: Teachers' Usage of Facebook as a Tool of Interaction

Through the presented results, Facebook as a social networking site have been used as a tool of interaction by 71.42% of the teachers. The results indicate that Facebook as a new social networking site have a huge users in the educational context whereas 28.57% of the teachers are not familiar with this site.

Question 3: If yes, what led you to use Facebook as an instructional tool?

According to teachers' answers they are using Facebook to exchange content online, discussing interesting topics; it is a trend of nowadays. . . .Some other teachers state that they are using Facebook to make their learners more motivated. Basically, according this answer, we can say that Facebook is the suitable tool that assists teachers to interact with their students and make them more motivated.

Chapter Three: Research Methodology and Results' Interpretations

Question 4: How long have you been utilizing it in your class?

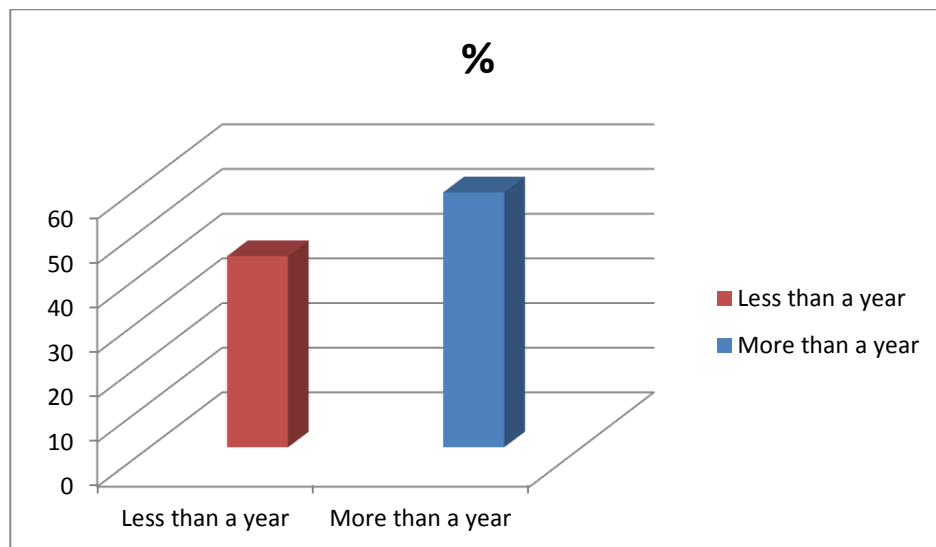


Figure3. 22: Length of Time Teachers' Use of Facebook in their Classes

A clear majority of the teachers 57.14% claim that they have been utilizing Facebook in their classes more than a year which means that Facebook is a valuable social networking site in education. On the other hand, 42.85% of the teachers have been utilizing it in their classes less than a year.

Question 5: Do you have a Facebook group in which you share information with your students?

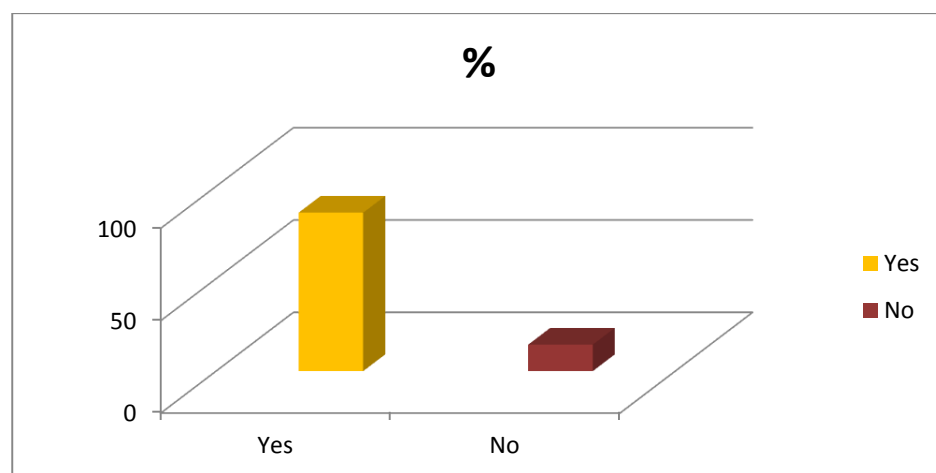


Figure 3.23: Teachers' Use of Facebook Group

Chapter Three: Research Methodology and Results' Interpretations

The common shared answer between all the teachers 85.71% is that they are using Facebook group in which they share, discuss, comment, and exchange information with their students. Others 14.28% claim that they do not have a Facebook group for the purpose of studying.

Question 6: If yes, what is its name?

As we mentioned before, most of the teachers are using Facebook group to contact with their students. They give some names of some groups they are using: Mixed minds and UATL 2014 Class.

Question 7: What do you use the page for? Posting announcements...sharing files after class discussion?

All the teachers state that they are using the page for everything, posting announcements, sharing files, giving home works.

Question 8: Do you think that using Facebook in the classroom promotes students' interaction with each other? With you

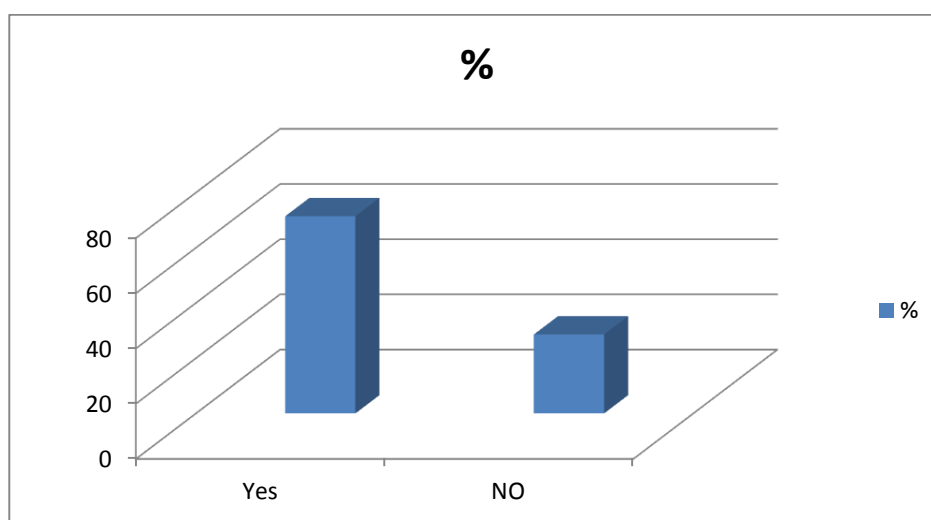


Figure3.24: Teachers' Perceptions towards the Use of Facebook as a Tool of Interaction

Here we can notice the highest percentage of teachers 71.42% state that Facebook can be a tool of interaction because through using Facebook as a learning tool, students' interaction is

Chapter Three: Research Methodology and Results' Interpretations

increased among them, whereas 28.57% claim that Facebook as a learning tool can not promote students' interaction.

Question 9: Overall, how helpful have you found Facebook as tool for making a lively interaction in your class?

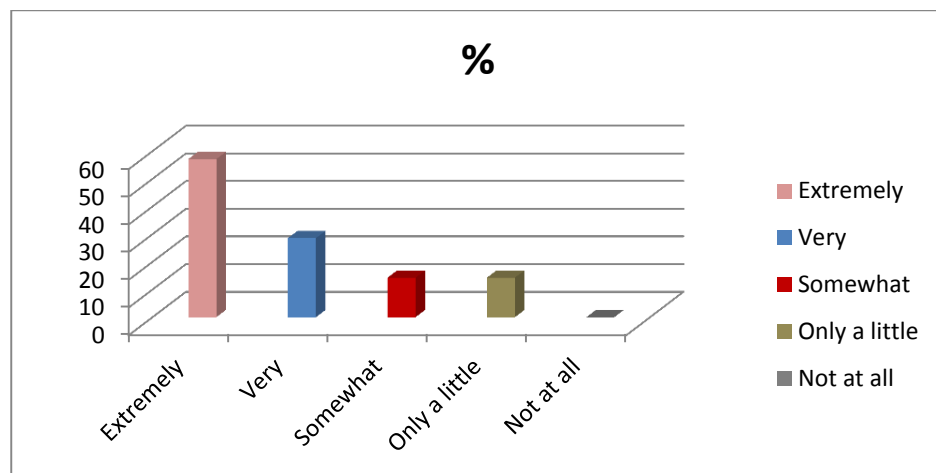


Figure 3.25: Teachers' Attitude towards the Use of Facebook as a Helpful Tool

It is obvious from the result above that most of the teachers 57.14% indicate that Facebook is extremely a helpful tool that can promotes a lively interaction. Some others, 28.57 state that Facebook is a very helpful tool that can assist teachers in their classes. The remaining respondents claim that only a little or somehow Facebook can be a helpful tool.

Question 10: Do you encourage teachers utilizing Facebook in their classes? Justify?

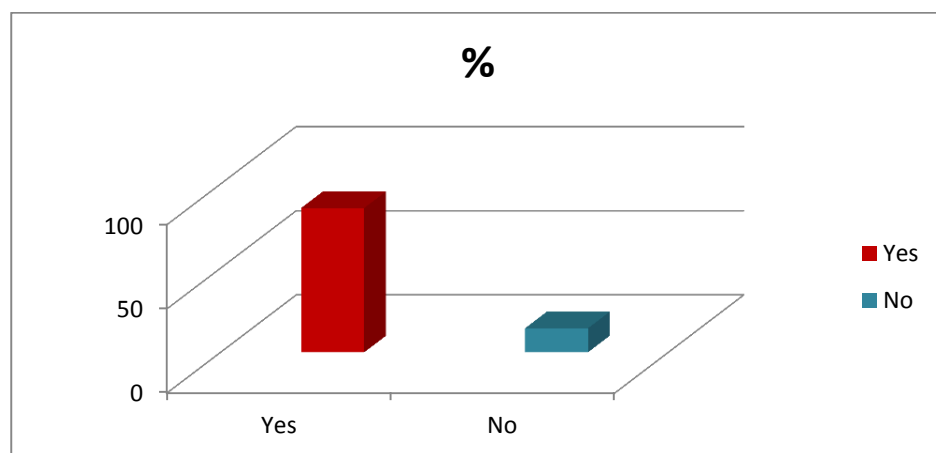


Figure 3.26: Teachers' Encouragements to Use Facebook

Chapter Three: Research Methodology and Results' Interpretations

The vast majority of teachers 85.71% encourage other teachers to use Facebook in their classes because Facebook can be used as a means for sharing documents and files. In addition, teachers may communicate, interact, and collaborate to build network around a various areas also Facebook could be used to assess students and help them manage their time. On the other hand, 14.28% of the teachers see that Facebook cannot be used in an educational context.

Question 11: In your experience, do you think that through using Facebook, students are able to interact more than in traditional class?

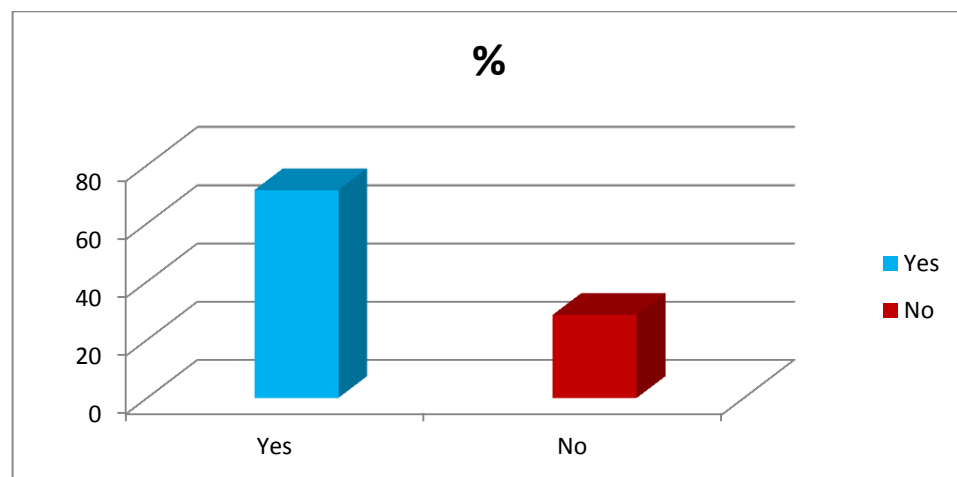


Figure 3.27: Teachers' Usage of Facebook as an Effective Tool of Interaction

As shown above, most of the teachers 71.42% claim that though using Facebook, students are able to interact more than in traditional class. Simply through Facebook, students can engage with each other, whereas only 28.57% state that through using Facebook, students are not able to interact with.

Chapter Three: Research Methodology and Results' Interpretations

Question 12: Do you use Facebook for further explanation of your literature lessons?

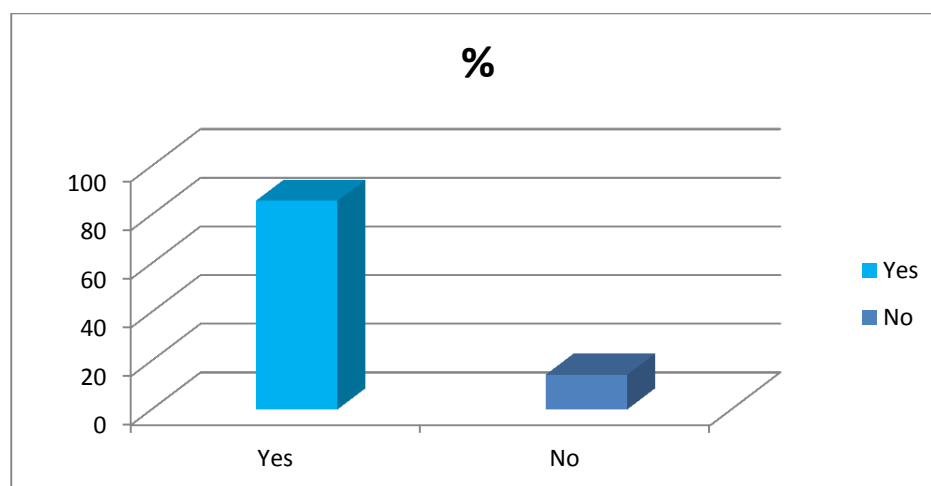


Figure3. 28: Teachers' Usage of Facebook in Literature Classes

The highest percentages of the teachers 85.71% has experienced using Facebook for further explanation in their literature classes while 14.28% of teachers are not using Facebook in their literature classes.

Question 13: Please respond to the following statements.

statements	Facebook enhances students' English literacy skills	Facebook strengthens students' confidence and motivation to learn literature	Facebook provides instant interaction	Literature learning via Facebook helps students to get the characters, plots and themes of literature	Facebook helps my students to learn from others' answers and participation
percentage	85.71	71.42	42.85	85.71	42.85

Chapter Three: Research Methodology and Results' Interpretations

Statements	Facebook is more effective than classroom teaching	Facebook is flexible to interact with	The use of Facebook helps my students to interact more	Through Facebook, the level of communication increase between me and my students	The level of engagement between me and my students increase while using Facebook to learn literature
Percentage	42.85	57.14	28.57	71.42	71.42

Table 3.3: Benefits for the Teachers of Using Facebook as a Tool of Interaction in Literature Classes

The table above shows that Facebook is an effective tool of interaction because Facebook helps the students to interact more with each other and with their teacher.

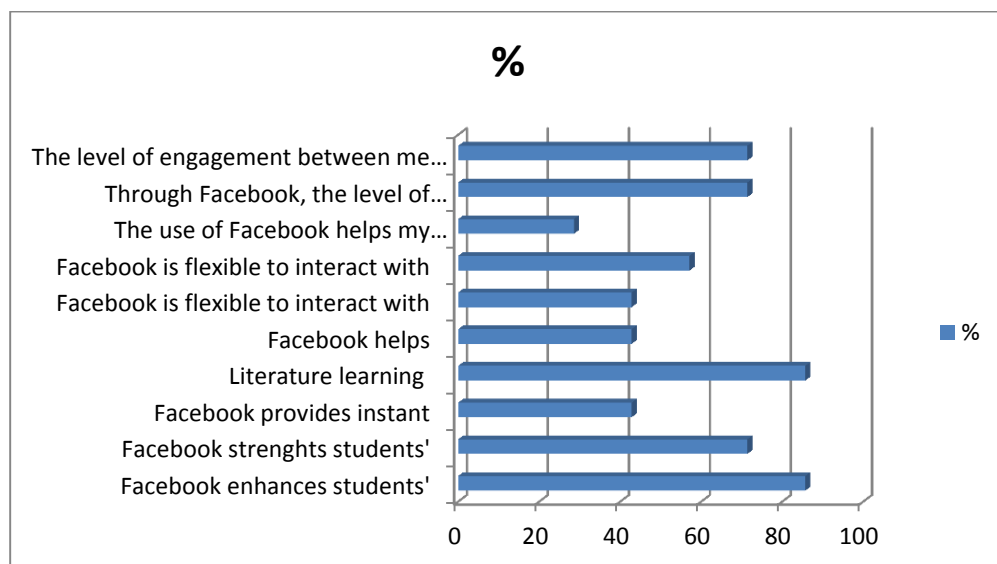


Figure3. 29: Benefits for the Teachers of Using Facebook as a Tool of Interaction in Literature Classes

Chapter Three: Research Methodology and Results' Interpretations

This question aimed at investigating how Facebook as learning tool benefits teachers in their literature classes. Literature learning via Facebook helps students to get the characters, plots and themes of literature. The result showed that 85.71% of the teachers state that through using Facebook in their classes, students' English literacy skills were developed and Literature learning via Facebook helps students to get the characters, plots and themes of literature. Some of them 71.42% claim that Facebook strengthens students' confidence and motivation to learn literature. Also through Facebook, the level of communication increase between me and my students. Others 42.85% see that Facebook provides instant interaction, Facebook helps my students to learn from others' answers and participation, Facebook is more effective than classroom teaching. Others 57.14% say that Facebook is flexible to interact with. The remaining teachers 28.57% claim that the use of Facebook helps my students to interact more.

Question 14: Please, provide us with a sample of how you plan the literary lessons on Facebook page?

One of the teachers states that "Give them title of a literary work and we start gathering discussing information about it."

5.2.2. Interpretation of the Results

In background information, the teachers' responses reveal that the chosen sample contains more females 57.14% than males. This may be women are more interested in teaching literature. Concerning (Q2) most who responded are about 31- 40 years old. For (Q3) the majority of the teachers who responded to our questionnaire have Magister or Doctorate level. The result of (Q4) are interesting too because 57.14% of the teachers have a long experience in teaching.

For section two: integrating Facebook as tool of interaction in literature classes, the majority of the teachers are using online platforms in their class. This fact will help teachers as well as learners to build strong classroom atmosphere. Also integrating online platforms in literature classes will facilitate the learning process. On the other hand, among all social media, Facebook as social networking site is the most useful one in an educational context. Our study shows that 71.42% of the teachers are using Facebook to interact and contact their students. More importantly, as mentioned in (Q3), teachers have used Facebook as tool of interaction for various

Chapter Three: Research Methodology and Results' Interpretations

reasons. Basically, they choose it to exchange and discuss ambiguous subjects and to motivate their students to learn literature.

Answers in (Q4) show that all the teachers have a chance to access this website. Results indicate that the majority of the teachers are using Facebook more than a year; this reveals that Facebook is a significant tool for teachers to interact with and it took huge amounts of time. In addition, 85.71% of the teachers are using Facebook group to share and exchange ideas with each other and with their student especially in posting and discussing literary subjects. Throughout this answers and the names of Facebook group that are provided by the teachers such as (Mixed mind, writing perfectly), we can conclude that Facebook plays a crucial role in education. In (Q8) the majority of teachers 71.42% state that Facebook promotes interaction among students themselves and with their teachers. This means that Facebook is a helpful tool that can facilitate teaching and learning English Literature. In (Q9), we notice that most of the teachers have a positive attitude towards the use of Facebook. Answers in (Q10) reveal that 85.71% of the teachers advised other teachers to use Facebook in their literature classes. Furthermore, due to the difficulties of literary lessons, 85.71% of the teachers are using Facebook for a further explanation of literary subjects. In this context, teachers claim that Facebook strengthens students' confidence and motivation to learn literature, Facebook can help students to learn from others' answers and participation, Facebook is flexible to interact with, and Facebook is more effective than classroom teaching.

All in all, according to teachers' answers, they agree that Facebook can be a tool of interaction in literature classes, since it helps teachers as well as students to interact, share, discuss, and exchange information. This means that Facebook is a significant tool that can make and increase interaction in literature classes.

6. Results of the Hypotheses of the Study

The results obtained from both questionnaires supports the hypotheses of the study. The findings of students' questionnaire affirm that Facebook is a significant tool of interaction in literature classes. Also the findings support our second hypotheses may be Facebook can affect students' performance and understanding of literature positively. The results of teachers' questionnaire also support the third hypotheses. Even though, Facebook usage have some disadvantages however the majority of the teachers state that Facebook usage in literature classes

Chapter Three: Research Methodology and Results' Interpretations

has more advantages than disadvantages in teaching literature. For the last hypotheses, teachers' answers confirm that Facebook motivates students to learn literature and interact more. Overall, all the obtained results of this exploratory study strength the hypothesis that Facebook as a learning tool is an effective tool of interaction in literature classes.

Conclusion

This chapter represents the core of the study as it provides information about the sample of the study, tools of the study, data analyses, and the interpretations of the findings. The data analyses reveal that both teachers and students have positive attitudes towards the idea of integrating Facebook as a tool of interaction in literature classes. Thus, Facebook as a learning tool can have a positive impact on learners' interaction with each other and with their instructor. It primarily gives the opportunity for the students to share and exchange information concerning literature lessons. Overall, through using Facebook as a tool of interaction, learners can share, exchange, comment, and discuss ideas with their classmates as well as with their teachers. Also, through commenting on Facebook pages, learners can interact more about their understanding of literary texts.

General Conclusion

General Conclusion

This study was conducted in order to investigate the effectiveness of using Facebook as a tool of interaction in literature classes and to provide a brief literature about the importance of integrating Facebook for making a lively interaction in literature classes. The main purpose of this study is to investigate the use and the integration of Facebook in an educational context particularly in literature classes and to explore whether Facebook can be a tool of interaction in literature classes.

This research is divided into two main parts: theoretical and practical. Basically, the theoretical part concentrated on providing enough information about the main variables of this research: Facebook as a social networking site, classroom interaction, and teaching literature. Also this part includes the main key concepts and reviewing the literature of previous studies concerning teaching literature, classroom interaction, and the integration of Facebook in the classroom. The practical part concentrated mainly on the integration of Facebook as a tool of interaction in literature classes. This part includes two sections: the research methodology and the analyses and the interpretations of the students' questionnaire results and teachers' questionnaire results. The research methodology followed in this research study includes two questionnaires one for the students and the other one for the teachers.

The research was conducted in English Department at Laghouat University in Algeria. Our chosen population is (50) students from Master I and (7) teachers of English literature. The two questionnaires are designed for the sake to investigating and exploring students' and teachers' attitudes towards the integration of Facebook as a tool of interaction in literature classes.

The findings reveal that the majority of the students as well as the teachers are familiar with the use of Facebook in the learning process. The vast majority of them strongly agree with the idea of integrating Facebook as a tool for making a lively interaction in the classroom atmosphere.

The analysis of the data provides us with the following findings:

- Among all social networking sites, Facebook is the most useful one.
- Facebook as a tool of interaction assists teachers in their literature classes.

General Conclusion

- The importance of the integration of Facebook as a tool of interaction in an educational context is growing up.
- Learning literature subjects via Facebook is more effective than conventional class.
- Most of the participants have a positive attitude towards the use of Facebook in literature classes.
- Facebook is a good tool of interaction that can facilitate English language teaching.

To conclude with, according to the obtained results, we can assert that the integration of Facebook has a significant effect in improving interaction between students themselves and with their teachers. These findings go hand in hand with the main hypotheses of this study. Additionally, the results of the research confirm that Facebook is the best tool that increases interaction in literature classes. Most importantly, this research helps the teachers to bring changes in their classes and to use Facebook in their teaching method, also it helps the students to be aware of using Facebook in their learning process to interact more and understand better.

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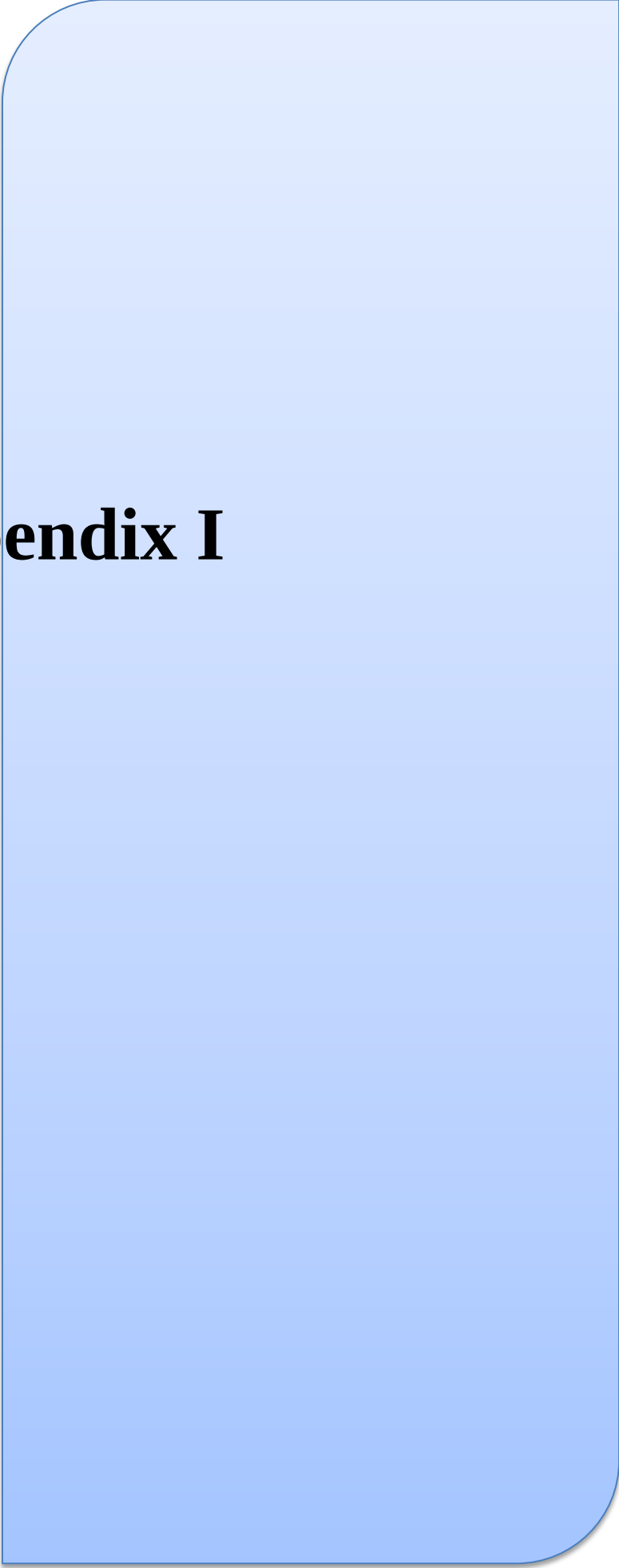
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Appendix I

Appendix II

Teachers' Questionnaire

Dear Teachers

You are kindly requested to answer this questionnaire which aims to investigate the effectiveness of using Facebook as a pedagogic tool for interaction in literature classes. Thus, your ideas, views and learning experience towards the use of Facebook as a learning tool are crucial for the research fieldwork.

Please, tick the appropriate boxes. Your help is very much appreciated.

Part one: Personal Information

▪ **Gender:**

☐ Male

☐ Female

▪ **Age:**

☐ 25-30

☐ 31-40

☐ 41-50

▪ **Level:**

☐ License

☐ Magister/Master

☐ Doctorate/PhD

▪ How many years have you been teaching?

☐ 1-5 years

☐ 6-10 years

☐ 11-20 years

☐ 21-30 years

Part two: Integrating Facebook as a tool of interaction in literature classes

1. Do you use online platforms for interaction in your class?

☐ Yes

☐ No

2. If yes, have you used Facebook as a social networking site to contact your students in your class?

☐ Yes

☐ No

3. If yes, what led you to use Facebook as an instructional tool?

.....
.....
.....

4. How long have you been utilizing it in your class?

☐ Less than a year

☐ More than a year

5. Do you have a Facebook group in which you share information with your students?

☐ Yes

☐ No

6. If yes, what is its name?

.....

7. What do you use the page for? Posting announcements..... Sharing files..... After class discussion.....

Other.....
.....
.....

8. Do you think that using Facebook in the classroom promotes students' interaction with each other? With you? We would appreciate your comments.

☐ Yes

☐ No

.....
.....
.....
.....
.....

9. Overall, how helpful have you found Facebook as tool for making a lively interaction in your class?

☐ Extremely

☐ Very

☐ Somewhat

☐ Only a little

☐ Not at all

10. Do you encourage teachers utilizing Facebook in their classes?

☐ Yes

☐ No

Justify

.....
.....
.....

11. In your experience, do you think that using Facebook, students are able to interact more than in traditional class?

☐ Yes

☐ No

12. Do you use Facebook for further explanation of your literature lessons?)

☐ Yes

☐ No

13. Please respond to the following statements using tick.

- Facebook enhances students' English literacy skills ☐
- Facebook strengthens students' confidence and motivation to learn literature ☐
- Facebook provides instant interaction ☐
- learning via Facebook helps students to get the characters, plots, and themes of it ☐
- Facebook helps my students to learn from others' answers and participation. ☐
- Facebook is more effective than classroom teaching ☐
- Facebook is flexible to interact with ☐
- The use of Facebook helps my students to interact more ☐
- Through Facebook the levels of communication increase between me and my students ☐
- The level of engagement between me and my students increase while using Facebook to ☐
learn literature

14. Please, provide us with a brief sample of how you plan the literary lessons on Facebook page?

.....

.....

.....

.....

Thank you for your collaboration. Your input is invaluable

Students' Questionnaire

Dear Students

You are kindly requested to answer this questionnaire which aims to investigate the effectiveness of using Facebook as a pedagogic tool for interaction in literature classes. Thus, your ideas, views and learning experience towards the use of Facebook as a learning tool are crucial for the research fieldwork.

Please tick the appropriate boxes. Your help is very much appreciated.

Part one: Personal Information

Gender:

- ☐ Male
- ☐ Female

Age:

- ☐ 18-25
- ☐ 26-30
- ☐ 31-45

Level:

- ☐ License
- ☐ Master
- ☐ Doctorate/PhD

Part two: Integrating Facebook as a tool of interaction in literature classes

1. Do you have a Facebook account?

☐ Yes

☐ No

2. If yes, how long have you had a Facebook account?

☐ Less than 2years

☐ More than 2years

3. How familiar are you with Facebook features (e.g. chat)?

☐ Extremely

☐ Very

☐ Somewhat

☐ Only a little

☐ Not at all

4. How reliable is Facebook?

☐ Extremely

☐ Very

☐ Somewhat

☐ Only a little

☐ Not at all

5. Have you used Facebook in the last five months?

☐ Every day

☐ Every few days

☐ Once a week

☐ Once a month

☐ Less than once a month

6. Do you have a Facebook group for studying?

☐ Yes

☐ No

7. If yes, what is its name?

.....

8. Have you found Facebook group helpful?

☐ Extremely

☐ Very

☐ Somewhat

☐ Not at all

9. What do you think about using Facebook as a part of your class?

☐ Agree

☐ Disagree

10. What type of instructional activities do you participate on Facebook?

.....
.....
.....

11. Describe how your use of Facebook changed since you joined the class group?

.....
.....
.....

12. Do you interact on Facebook with your friends of the class group?

☐ Always

☐ Often

☐ Sometimes

☐ Never

13. How do you feel about teachers who use Facebook in their classes?

.....

.....

.....

14. In your previous English literature courses did the teachers of literature explain the lesson on Facebook group?

☐ Yes

☐ No

15. Please respond to the following statements using tick.

- Facebook is flexible to interact with ☐
- It is easy for me to become skillful when me to become skillful when using Facebook ☐
- The use of Facebook helps me to interact and get Feedback from the teacher ☐
- Facebook enhances my confidence to learn literature novel ☐
- I feel encouraged when friends like my comments ☐
- Using Facebook enhances my learning effectiveness ☐
- VUsing Facebook increases my academic productivity towards literature ☐
- Via Facebook I can build a good relationship with other students ☐
- Facebook encouraged me to post my ideas ☐
- Facebook provides fun and interesting practice ☐
- Through my classmates' comments, I can understand the novel and its elements ☐
- Facebook gives courage to share more information related to literature ☐

16. Have you liked the idea of using Facebook as an extra tool to review the content of your English literature? Justify your answer?

☐ Yes

☐ No

.....

.....

.....

17. In your opinion has the use of Facebook group contributed positively to improve your language knowledge?

☐ Yes

☐ No

18. What are the advantages of using Facebook group in your class?

.....

.....

.....

19. Have you encountered any disadvantages when using Facebook group in your class?

.....

.....

.....

20. What are your recommendations to improve the use of Facebook group in your class?

■

.....

■

.....

■

.....

■

.....

Thank you for your collaboration.

Ressemé :

Facebook est un outil efficace de la communication sociale à travers le monde. C'est un moyen d'interaction et d'échange d'idées et d'opinions entre les différents utilisateurs, notamment, entre les étudiants et les enseignants. La littérature constitue une matière essentielle pour les étudiants en langues, particulièrement les classes d'Anglais. Il est admis aujourd'hui que les professeurs ont besoin d'un moyen moderne et efficace pour faciliter aux étudiants la compréhension et l'assimilation des cours littéraires, d'où provient l'intérêt d'utiliser Facebook comme un instrument éducatif. L'objectif de cette recherche est d'étudier l'usage de Facebook comme un moyen d'interaction dans les classes de la littérature anglaise ainsi que son impact dans la compréhension des cours littéraires. Dans le but de répondre aux objectifs de cette étude, le chercheur a choisi la méthode descriptive, en utilisant un échantillon composé de (50) étudiants en première année et (07) professeurs du Département Anglais de L'université de Laghouat. Il a également fait appel aux questionnaires comme outil de collecte de données. Cette étude a fait ressortir que les étudiants et les enseignants ont une attitude positive envers l'utilisation de Facebook dans l'enseignement, et ce malgré les inconvénients de Facebook. Elle a aussi permis de montrer que le Facebook peut être un outil d'interaction incontournable dans les Départements de Littérature Anglaise, et un moyen efficace pour renforcer les liens entre les étudiants et leur enseignants. A cet effet, nous conseillons les professeurs d'anglais d'utiliser Facebook en vue d'intégrer un climat interactif aux cours de la littérature anglaise.