

Facebooking in Speech Communication Classes in the Tertiary Level: The Case of Mariano Marcos State University

Asia Pacific Journal of
Multidisciplinary Research
Vol. 5 No.2, 76-84
May 2017 Part II
P-ISSN 2350-7756
E-ISSN 2350-8442
www.apjmr.com

Mee Jay A. Domingo
Mariano Marcos State University, Philippines
meejaydomingo@gmail.com

Date Received: February 1, 2017; Date Revised: May 12, 2017

Abstract - *Using the mixed method research design, this research was undertaken to determine the possibility of bringing Facebook in language classes by considering the users' profile and Facebook activities. Data were collected from 162 students enrolled in a Speech class at the Mariano Marcos State University (MMSU). Data show that students connect to Facebook through internet cafes, mobile phones, internet connection at home and wi-fi. In terms of length of use, the students have been using Facebook for three to four years now. Lastly, they are spending less than 30 minutes to two hours a day. As regards their Facebook activities, the data show that picture viewing and posting ranked first followed by participating in chats, checking friends' information and activities, belonging to groups, sending email, posting/sharing links, posting messages to one's wall and posting messages to other's wall, respectively. Based on the profile and the Facebook activities of the respondents, the following classroom activities were tried for the teaching of the speech communication: creating groups, uploading, downloading, sharing links, and posting (discussion boards). Reflections of the respondents were gathered after the try-out of the activities. Eighty four percent of the respondents are in favor for the use of Facebook in the classroom. Logistical reasons, on the other hand, cause the others to say no to Facebooking in their classes.*

Keywords – *Communicative Functions, Quotative Device, Reporting*

INTRODUCTION

Facebook is a social utility that helps people communicate more efficiently with their friends, family and co-workers. It allows users to come up with a personal profile, add other users as friends, exchange messages, and create a group about whatever topic or topics they want. Moreover, participants may use this network application to interact with people they already know or to meet new people who are called *friends*, that is, participants "who can post comments on each other's pages, and view each other's profiles." Most importantly, this site offers a variety of interactive features which could be accessed by anyone without leaving the platform. The online genres are recognized without difficulty and can be structured and tailored in the way the user of the site desires. Further, since it is an interactive portal, users may supplement or alter pieces of information which are already online. Any user could form a virtual community, usually called as a group which could be extended and opened to others. This group could also be limited to a very specific group of

Facebook users depending on the requirement set by its administrator[1].

Since its creation, Facebook.com has kept on improving its service by constantly adding new features year by year. These updates have made it the top social media platform in 2016 [2]. In the Philippines alone, there are 54million active users. The total population in the Philippines is almost 103 million which means that more than half of its population is on Facebook [3].

In this generation, Facebook.com, has become increasingly embedded in the lives of both teachers and students. Generally, it is used as their means of expressing their emotions, sharing their ideas, broadcasting their daily activities, and commenting on peoples' lives. Specifically, they rely on technology for information - gathering, to stay updated on social concerns and national issues, and for interpersonal communication.

With this trend in a technology-oriented community peopled by individuals who are enjoying the gifts of the cyber space, it is not surprising to find

a similar trend in the academic world. Students, when required to submit academic papers, usually turn automatically to the World Wide Web. Teachers, do also capitalize on the gifts of the internet by maximizing the voluminous resources that it provides. In fact, researchers are eyeing the potentials of such resource in fostering positive relationships among students, enhancing the credibility of teachers engaged in contemporary student culture [4] and in providing constructive educational outcomes, and immediate, individualized opportunities to interact with peers and instructors [5].

Knowing all of these and having in mind the necessity of more innovative and engaging instructional strategies in higher education institutions to meet the connectivity demands that today's students expect, it is not proper to just brush these aside. Most importantly that educational institutions are encouraged to level up in their manner of delivering the knowledge that students need. Likewise, it is of paramount importance that students be given opportunities to build 21st century skills which are collaboration, communication, critical thinking and the use of technology.

In a report from the Economist Intelligence Unit sponsored by the New Media Consortium, it was said that technological innovation has been changing how the universities teach and students learn. Nearly two-thirds (63%) of survey respondents say that technological innovation will have a major influence on teaching methodologies over the next five years [6].

In this context, the challenge now is for teachers to help the present generation of learners to prepare for the challenges of tomorrow by giving the education that they need through the ways that they are into – the use of technology.

At the Mariano Marcos State University (MMSU), the administration, through the teachers, is doing its best to address the 21st century learning needs and preference of the students. However, there seems to be still a problem on the limited level of learning engagement of the students, most importantly in classes. Disconnected and bored students are some of the usual observations in the classroom.

In the context of probing the possibility of bringing social networking sites such as Facebook in language classrooms, numerous international studies were already documented. Linkages in education are said to enhance learning contexts as these supplement

classroom instruction. Results of researches that evaluated the impact of blogging, micro-blogging, and wiki platforms found that social networking boosts teaching and learning settings in various ways: a) provides diagnostic and formative assessment on student needs; b) establishes classroom community; c) fosters student-engagements; d) increases sense of student achievement; e) promotes information management; and f) makes learning and teaching accessible to marginalized students.

In support, several authorities have enumerated various reasons why social networking sites, like Facebook, should be considered as an instructional resource: a) it creates motivating and engaging students [7]; b) it promotes deeper student understanding [8] and c) it promotes student achievement [9].

Nguyen [10], likewise, said that CMC increases learner's motivation to learn and advocates active learning by promoting the culture of reflective and collaborative learning.

Lastly, in a journal article published by Minocha[11], she enumerated the educational benefits of using social software. Among these are the following: 1) early recognition of students' requirements and educator intervention; 2) socialization purposes; 3) promotes collaborative learning; 4) team working; 5) engagement of activities; 6) development of a community; 7) becoming aware of different approaches to learning; 8) problem solving; 9) Inspirational learning; 10) Reflective learning; 11) sense of achievement; 12) sense of control and ownership; 13) peer-to-peer support and feedback; 14) being conscious that the educator and fellow students can see their online work; and 14) information management.

Despite these benefits of using CMC in language learning and teaching, its use is not yet known locally, specifically in MMSU. As a proof, there is a dearth of published information as regards the role of online social networks such as Facebook in creating a virtual learning community that enhances the traditional face-to-face delivery mode of instruction.

In particular, Speech Communication classes use instructional materials such videos and articles which are found online. Also, since the subject is performance-based, students' outputs could be better posted or submitted online which could provide avenues for the students who co-exist in the virtual environment to extend the use of their communication

skills. With this, Facebooking in the said classes could be relevant, practical, engaging and beneficial.

It is in this context that this research was conceptualized and undertaken.

OBJECTIVES OF THE STUDY

Generally, the study was conducted to determine the possibility of bringing Facebook in the classroom in the tertiary level.

Specifically, this study aimed to: a) determine the profile of the students; b) identify the activities students usually do in Facebook; c) utilize the features of Facebook based on the Facebook profile and activities of the students; and d) determine the position of the students as to Facebook use in speech communication classes.

METHODS

The study was conducted at the Mariano Marcos State University (MMSU), City of Batac, Ilocos Norte, Philippines. It used the mixed method research design. On one hand, quantitative research design was used in identifying the students' demographic profile and Facebook activities. On the other hand, qualitative research design was used in identifying the themes manifested in the students' reflections in the use of Facebook in language classes.

In identifying the population of the study, total enumeration was used. All in all, 162 students enrolled in Speech Communication classes during the duration of the conduct of the study participated in this research. They were considered based on the following criteria: a) all have Facebook accounts; b) they are active Facebook users; c) they are the ones enrolled in Speech Communication classes during the conduct of the study; and d) all signified their willingness to participate in the research. The research was conducted in a year (second semester of 2014 – 2015, summer 2014 and first semester of AY 2016 – 2017).

An informed consent form was signed by the respondents to ensure their full volition to participate in the study.

In identifying the demographic profile and Facebook activities of the respondents, they were requested to respond to a questionnaire adopted from Blattner and Lomicka's [12]. After which, the features of Facebook was utilized in teaching Speech Communication. Specifically, the following steps were followed: a) orientation on the etiquette in using

the platform; b) creation of groups; c) platform familiarization to ensure that all know how to use the platform; d) posting of tasks; e) uploading/posting of outputs; f) monitoring; and g) evaluation of the tasks.

As to the uploading or posting of outputs, for instance, students are asked to upload their output (videos, models, reports, etc.) following the prescribed time duration. After that, members of the class are encouraged to evaluate the output by pointing its strengths and weaknesses. Comments and suggestions are strictly in English.

Towards the end of the school terms, a focus - group discussion was conducted. In doing this, the respondents were grouped into two: those who are for and against the use of Facebook. In each group, the respondents' reasons as to Facebook use in Speech Communication classes were uncovered.

RESULTS AND DISCUSSION

Respondents' Demographic Profile

The respondents' demographic profile which was considered in the study include the means in Facebook connection, length of time of Facebook use and the number of hours/minutes spent in Facebook each day.

As regards the students' means of Facebook communication, It was found that they commonly use wifi connection (34%), followed by the use of the mobile data of their mobile phones (26%), home connection (25%), and through internet café (15%), respectively. This result is attributed to the following factors: 1) In the Philippines, Globe Telecommunication Company offers Free Facebook promo to all Globe and Touch Mobile (TM) subscribers; 2) majority of the cellphones of the respondents have bluetooth or wi-fi-ready features; and 3) several plan promos which the students avail offer unlimited internet connection to subscribers. In effect, going online is easy. Since it is easy and sometimes free, the probability of using Facebook by the students is high.

As to length of time of Facebook use, almost half of the respondents (44%) are using Facebook for three to four years now, for more than five years (42%), two years (14%). It is interesting to note that nobody among the respondents does *Facebooking* for less than a year. With these figures, it can be concluded that the respondents are already familiar in using the site given the length of time that they are using it. Thus, Facebook manipulation is not a problem. This supports Blattner and Lomicka [12] finding that

students have had their *FB* account for four years or less.

Lastly, as to hours spent in Facebook each day, a staggering 42% of the respondents spend more than two hours on Facebook a day, one to two hours (32%), 30 minutes to one hour (18%) and 30 minutes or less (8%). This means that teachers can plug into the network and capitalize on the social and academic opportunities that the network has to offer. Also, the result corroborates with Blattner and Lomicka's [12] finding that 95% of their respondents typically spend two hours or less on *FB* daily.

Facebook Activities Performed by the Respondents

The different Facebook activities that are performed by the respondents are implicit expressions of their fondness in using the social networking site. Among the activities, *picture - viewing and posting* ranked first followed by *sending emails, checking friends' information and activities, participating in chats, belonging to groups, posting/sharing links, posting messages to other's and posting messages to his/her wall*, respectively. Meanwhile, the respondents also revealed that they also use the site for *gossiping, entertainment and for downloading photos, videos and other files*.

Facebooking in Language Classrooms

On one hand, the demographic profile of the respondents shows that the use of Facebook is not a problem as reflected in the length of time of Facebook use, number of hours spent a day and the means in connecting it to the network. On the other hand, based on the Facebook activities of the respondents, it can be gleaned that some of the features of the site are being used exhaustively by the students.

Considering the two variables, the following activities were tried out to enhance teacher's lectures and discussions done in the classroom.

Creating groups

The use of educational networks, such as Facebook supplements the typical "teacher-to-student" model of instruction [13]. Through Facebook groups, teamwork and synergism are fostered; hence, the creation of a community of active learners that shares ideas, approaches, and resources. With vibrant and dynamic students, the teaching and learning experiences of both teachers and learners would be productive. Thus, a passive learning context be turned into an active one. Moreover, students in this set-up

could be exposed to a diversity of learning styles in a platform that is positive and inherently self-governing. As disclosed by one of the students, online class discussions in groups are exciting, thought-provoking and worth participating.

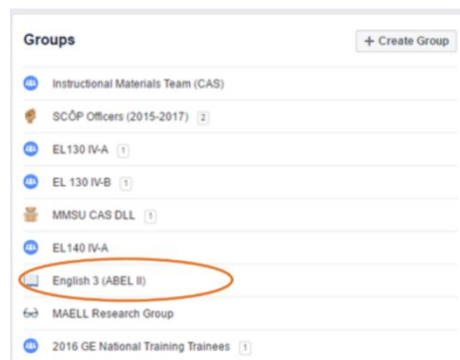


Figure 1. An example of a group account.

Figure 1 shows a print screen of a Facebook account having eight group accounts. The circled one in Figure 1 is a group account created by the researcher in his English 3 (Speech Communication) class. There are 49 members - all those officially enrolled in his English 3 class including the researcher himself.

Uploads

This refers to the act of sharing personal files to other Facebook users, specifically to *friends* in Facebook. Uploading takes several minutes only, depending on the quality and quantity of the file and the strength of internet connectivity. Files can be in any form –PDF, word, PowerPoint presentations, videos, lecture notes and the like. Thus, teachers can use this platform as a tool in discussing online a certain part of the lesson.

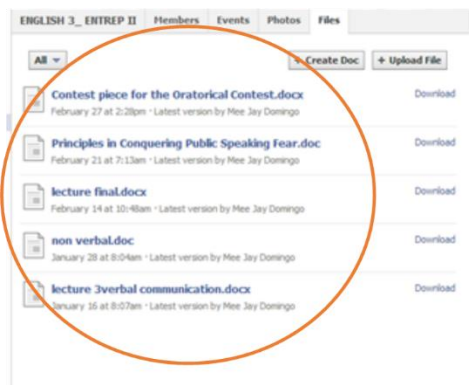


Figure 2. A screenshot of a Facebook account showing uploaded files.

Figure 2 shows a screen shot of a Facebook account showing the four (4) different files uploaded by the researcher in his English 3 class. These are the following: 1) contest piece for the oratorical contest; 2) principles in conquering public speaking fear; 3) non-verbal; and 4) lecture 3: verbal communication.

Also, off campus activities can be done using this feature. For instance, students' outputs in class such as essays, poems, video presentations, role plays and the like can be uploaded for appreciation. After all, students' works should not only be for the 'eyes' of the teacher but for others (their classmates, friends, etc.) as well.

Downloads

This refers to the act of retrieving documents from Facebook. These documents are usually the uploaded files by other Facebook users. Downloading takes several minutes only, depending on the quality and quantity of the file being downloaded. Files can be in any form – PDF, word, PowerPoint presentations, videos, lecture notes and the like. Moreover, the duration of the downloading time can be affected by the fidelity of network connection.

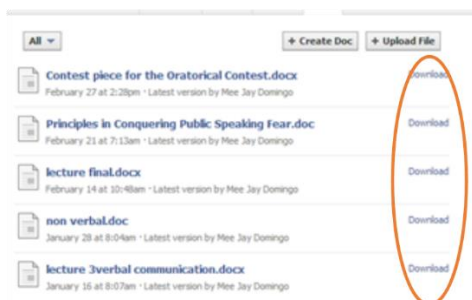


Figure 3.A screenshot of a Facebook account showing downloadable files.

Figure 3 shows the downloadable files in a group account. With this strategy, any member of the group could download said files anytime as long as they are online. Moreover, the group account could serve as a repository of documents discussed in the subject. Thus, students could always go back to said documents as needed even if the semester has ended.

Sharing of Links

The power of the internet, in this context social networking sites, is undeniably boundless. It bridges

distances among nations, makes rich and significant ideas available to researchers and creates liaisons among students, teachers, scholars, and research enthusiasts.

Language classrooms can maximize the potential of Facebook as an instructional medium by linking other Facebook users to instructional materials available from other internet resources. For instance, YouTube files, Facebook accounts, Yahoo and Google. Below is an example of such:



Figure 4.A screenshot of a Facebook account showing a linked account.

As shown in Figure 4, "Naimasnga Agserbi," an article published in riknaem.net, is linked to the account of the researcher. This means that said file or document is just a click away from the researcher. When clicked, the link will automatically redirect the Facebook user to the address of the file. Having this set-up, the said file can be viewed easily and quickly, thus, time and effort are saved.

Posting/Discussion Boards

Facebook is used primarily as a place to exchange thoughts and perspectives on various thematic topics. Usually called as 'shout', anybody could air his or her thoughts on a particular event of the day, personal reflections, observations, critical analysis and/or judgments. What follows after the 'shout' are the comments and reactions of those who happen to check it. Thus, a discussion can be created since anybody is free in expressing his or her ideas.

Moreover, critical thinking can also be promoted by encouraging the Facebook users to 'like' or 'unlike' a post. Through this, the users' ability to judge as to the veracity, impact and universality of a certain post is tested.



Figure 5. A screen shot showing post of a Facebook user.

In Figure 5, a Facebook user posted on her wall her reflection (see blue) which was discussed by three others (see in green). Moreover, it is shown in the figure that 27 ‘liked’ (the red one) the post which means that they agree to the message shared on the wall. This further means that Facebook users think critically whenever they see a post online. Unconsciously, these users are developing their critical thinking skill, specifically their information-processing skills whenever they evaluate a certain post.

Reflections on the Use of Facebook in the Language Class

Having conducted the various teaching strategies using the different features of Facebook, the respondents were interviewed for the researcher to get their opinions on the utilization of Facebook in their classes.

Among the 162 respondents, 84% are in favor for the use of Facebook in language classes. This corroborates with the findings of Eren[14] that students have favorable attitude on Facebooking in foreign language classes.

After transcribing the interviews, the qualitative data show that there are five reasons why students favor the use of Facebook in a language class. These are 1) facilitates access to instructional materials; 2) increases student’s engagement; 3) eases connectivity in a virtual community; 4) facilitates the accomplishment of class-related tasks; and 5) promotes the use of English among members.

Facilitates access to instructional materials

Respondents explain that sometimes, there are situations to where they need to retrieve documents (lecture notes, activity sheets, etc.) necessary for their

assignments. Facebook facilitates the retrieval of such. Below is a comment from a student:

R1: Through Facebook, a lot of things can be saved. For instance, you do not need to go to your friend’s house just to get your lecture and other important files. Since there is a group account, you can just open it since all the instructional materials are uploaded there.

R2: The use of Facebook in our class made it easy for us to get instructional materials from our teacher. There was a time that we had a class even though our teacher was not physically present in our room. The conduct of the said class was possible because our teacher left his lecture in our Facebook group. So we downloaded his lecture and studied ourselves.

This reflection corroborates with Bosch [15] when he said that Facebook friends help them to identify and find learning material on the Internet, and to answer questions about logistics (course venues, times, assignment details, etc.). Teachers also use the site to distribute documents such as homework assignments or course notes for later downloading by students.

Increases student’s engagement

Today, it is undeniable that students are heavily engaged in the use of Facebook. Consequently, it can be used as a platform for increasing students’ motivation and in enhancing their language learning. This is reflected in the interview transcripts below.

R3: It encourages students to be more participative since it uses the technology that we, the students, love to use. Also, since the use of Facebook is free, students’ probability of participating is very high. In fact, everybody is motivated to engage with each other because aside from doing academic-related activities in Facebook, we also get to experience how to learn online. As a forum

discussion, it gives a voice to the students who are uncomfortable to speak in class. Also, since Facebook discussions are not anonymous, shy students tend to feel more comfortable posting their thoughts and opinions about the topic on Facebook.

R4: The use of Facebook is a very innovative strategy since it incorporates Facebook in the learning process. It spells our generation today. It is good that we are not left behind.

According to Warschauer[16], communicating in an L2 through CMC leads to a significant motivational increase in students. This happens because the platform that they use is of interest to them. The fact that they use their handy gadget in learning excites them a lot, that making them more hooked in the learning process. In some academic Facebook studies [17], it was determined that using Facebook in higher education promotes high enthusiasm among students to study, positive and affective classroom atmosphere, and good instructor – learner rapport.

Eases connectivity in a virtual community

Facebook can be considered as a virtual teaching space, an extension of the traditional learning environment. Through it, students can communicate easily with their classmates. In some other situations, the teacher could also engage the students to intellectual discussions. These make the learning process borderless. This is noted in the interview transcripts below.

R5: We, students, can contact the teacher anytime. Teacher – student connectivity in Facebook is important because sometimes, we are ashamed to ask questions in class. But through Facebook, we are bolder to talk to our teachers.

R6: There are unavoidable circumstances that our teachers could not meet us. However, that does not mean that we do not have a class during that particular time of the day. This is because, our teacher usually post an activity in our class which he

regularly monitors. So even if he is not with us, we are still connected.

Along this finding, Mathews [18], mentioned in his study that he was able to directly reach over 75% of his students through Facebook. Moreover, Bosch [15] found in his study that students also used Facebook during term intersessions, university, and official holidays to discuss group and individual assignments, share reading tasks, and accomplish a coursework. Likewise, the finding corroborates with Piriyaasilpa[19] when she found that the integration of Facebook was useful for learners to build a social network that is vital for establishing support for language instruction.

Facilitates the accomplishment of class-related tasks

The use of Facebook is beneficial to both the teacher and students, specifically when the former is out. Teachers could utilize Facebook as students' channel in submitting requirements. Also, teachers could make the students busy even if he or she is on official business since assignments and in-class activities are posted in their group account. These were documented in the transcript below.

R7: There are times that we do take home activities. Instead of spending money in going to school just to pass an assignment, you can just log in in Facebook and submit such in the group's account.

R8: Through Facebook, learning becomes borderless. I am very thankful because our teacher introduced the use of Facebook in class. We saved a lot in his class: time, money and effort. Because in just one click on the keyboard, a thing is done already.

This result supports Kosik's[20] finding when he identified that some students use Facebook for academic purposes, more specifically to contact people in their classes, get information about the assignment with some stating that they preferred it because of immediate responses.

Promotes the use of English among members

Facebook use open opportunities for students to use 'good' English in class. In a traditional classroom, only a few students try their best to use English. The

majority prefer not to say anything during the discussion. However, in Facebook, everybody is encouraged to use the target language – English. This is documented in the following interview transcripts:

R9: *We participate in group discussions because we are graded there. So the ideas that we do not say in class are shared in the group.*

R10: *I am afraid to speak in class because I might structure my ideas ungrammatically. However, in Facebook, I feel that I am safer since I have time to edit my idea before I post it.*

This result confirms the finding of Eren[14] when she identified that majority of her respondents agree that Facebook fosters their learning of the language skills. In R9, Facebook is used as an extension of the classroom where English serves as a medium of communication. This is important since in a country where English is considered as a second language, opportunities and contexts where to practice the language is limited. In R10, on the other hand, the concept of self-correction is practiced. While doing it, students get to refine their language skills.

Although the majority of the respondents (84%) acknowledge the good impact of Facebook in class, 16% of the population does not go with it because of logistical issues. Students claim that Facebook use is not feasible if there is a power outage (R11), that not all have an internet connection at home, especially during weekends (R12), and that it can distract someone's concentration (R13).

R11: *Sometimes, copies of lectures are not received on time or announcements are disseminated late because of slow internet connection or when there is a power outage.*

R12: *Not all have internet connections that sometimes, we are not able to check the lessons on time.*

R13: *Facebook may not work at times. Facebook stuff may interfere you like watching shared lists, reading the posts of others' wall, etc. instead of reading the instructions of the instructor.*

CONCLUSION AND RECOMMENDATION

The results of the study made three significant contributions. As prime movers of quality instruction

in higher education institutions, it is necessary to maximize the use of technology, specifically social networking sites in language classrooms. Particularly, it is essential to know that blending the use of Facebook and other applications can enhance student engagement. Second, the use of Facebook combines learning engagement in the real world. Particularly, Facebook helps students merge their social and academic lives. As higher education professionals, it is always good to know where to meet their students. Lastly, learning engagement occurs in a smooth transition from both inside and outside of the classroom.

While the conduct of the study is exploratory in nature, there remain some limitations which could be addressed for the conduct of studies along this line of work.

First, the data were from a group of only 162 students who are taking Speech Communication classes in just one scholarly foundation. It is recommended therefore that the use of Facebook be tried also in other disciplines such as in literature, writing, reading, and other content-area subjects with a greater number of respondents. This could give a clearer picture as to the preference of tertiary students in the use of Facebook and how such platform could be used in the classrooms; thus, a more comprehensive conclusion will be generated.

Second, since the aim of this study is to determine the possibility of using Facebook in language classes only which was found to be favourable amongst students, another study which aimed to determine the impact of Facebooking on the academic achievement of the students be done. This implies further that research enthusiasts are encouraged to explore the use of Facebook as a supplement to traditional e-learning.

Third, since the teacher – researcher facilitated an asynchronous kind of online learning, results may vary synchronous will be practiced, too.

Lastly, the kind of gadget students own could affect how students perceive Facebooking for Speech Communication class. A more in-depth study on the technological divide's impact on online learning could be initiated.

REFERENCES

- [1] Blattner, G. & Fiori, M. (2009). "Facebook in the Language Classroom: Promises and Possibilities". *Instructional Technology and Distance Learning (ITDL)*, vol. 6, n° 1. pp. 17-28. go.gol/ujbfsx

- [2] Greenwood, S., Andrew, P., & Duggan, M. (2016). Social media update 2016. Pew Research Center. Retrieved from goo.gl/TTs0lj goo.gl/wjhnYX
- [3] Garrison, R., & Kanuka, H. (2004). Blended learning: Uncovering transformative potential in higher education. *Internet and Higher Education*, 7(2), 95–105.
- [4] Nguyen, L. V. (2009). *Computer mediated communication and foreign language education: Pedagogical Features*. Retrieved October 29, 2013 from goo.gl/lzC6IE
- [5] The Economist. (2008). The future of higher education: How technology will shape learning. Retrieved from goo.gl/oMJJxM
- [6] The Pew Internet & American Life Project. (August 2002). *The digital disconnect: The widening gap between Internet-savvy students and their schools*. By Levin, D., & Arafeh, S. Washington, D.C. Available at goo.gl/y6zYrd
- [7] Luckin, R., Clark, W., Graber, R., Logan, K., Mee, A., & Oliver, M. (2009). Do Web 2.0 tools really open the door to learning? Practices, perceptions and profiles of 11-16-year-old students. *Learning, Media and Technology*, 34(2), 87-104.
- [8] Spires, H. A., Lee, J. K., Turner, K. A., & Johnson, J. (2008). Having our say: Middle grade student perspectives on school, technologies, and academic engagement. *Journal of Research on Technology in Education*, 40(4), 497-505.
- [9] Nguyen, L. V. (2009). *Computer mediated communication and foreign language education: Pedagogical Features*. Retrieved October 29, 2013 from goo.gl/aQ1jT0
- [10] Minocha, S. (2009). *A case study-based investigation of students' experiences with social software tools*. *New Review of hypermedia and multimedia*, 15(3), pp.245-265.
- [11] Blattner, G. and Lomicka, L. (2012). *Facebook-ing and the Social Generation: A New Era of Language Learning*. Retrieved October 27, 2013 from goo.gl/Srh3ju
- [12] Goldfarb, A., Pregibon, N., Shrem, J. & Zyko, E. (2011). Informational brief on Social Networking in Education. Retrieved October 27, 2013, from goo.gl/5Fsbea
- [13] Eren, O. (2012). *Students' attitudes towards using social networking in foreign language classes: A Facebook example*. *International Journal of Business and Social Science*, 3 (20), pp. 288 – 294.
- [14] Bosch, T. E. (2009). Using online social networking for teaching and learning: Facebook use at the University of Cape Town. *Communicatio*, 35:2 , 185-200.
- [15] Warschauer, M. (1996). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO Journal*, 13(2), 7-26.
- [16] Tuncay, N. & Uzunboylu, H. (2010). Walking in two worlds: From e-learning paradise to technologically locked-in. *Cypriot Journal of Educational Sciences*, 5(4), 271-281.
- [17] Matthews, B. (2006). Do you Facebook? Networking with students online. *College & Research Libraries News* 67(5): 306–307.
- [18] Piriya Silpa, Y. (2010). *See You in Facebook: The Effects of Incorporating Online Social Networking in The Language Classroom*. *Journal of Global Management Research*.
- [19] Kosik, A. (2007). The implications of Facebook. *Sharing the Commonwealth: Critical issues in higher education* 9–10. goo.gl/AoV5Np

COPYRIGHTS

Copyright of this article is retained by the author/s, with first publication rights granted to APJMR. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4>).