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**The Effect of the Social Networking on Students'
Motivation in EFL Learning.**

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DEDICATIONS

*I dedicate this work to Family SALEM,
Particularly Aicha Douaa, Meriem Radjaa, Idriss, and Assia Manel*

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ABSTRACT

Social networking has become a vital tool for a university student. As a means of communication, students share tremendous information, pictures, videos, and searching portfolios. In this regards, one of the most used social networking tool among university learners is the Facebook closed-group. Based on these facts, the purpose of this study is to investigate the effect of this popular technological platform on students' motivation, and thus determine the relationship effect between the two variable positive or negative one. In addition to figure out whether it can be considered as an effective learning tool in terms of enhancing students' inner motivation regardless classroom setting. The participants of the current research are current English students, faculty of Letters, Languages, and Arts at Djilali Liabès University. In order to figure out the nature of this effect between the above-mentioned variables, three main research instruments are used in this study namely, a questionnaire that was administered to all the participants, an interview for only thirteen students who had been selected randomly besides an online observation for the Facebook closed-group of the targeted population. Furthermore, the collected data were analysed and thus the outcomes revealed that Facebook closed-group has a positive significant relationship effect on students' inner motivation without denying its considerable potentiality in enhancing that psychological factor regardless classroom setting. Although the favourable results that encourage learners to deepen their skills in such technology and that to promote their learning objective, a proportion of them consider social networking as means of social communication and issues because of their limited knowledge about its functionality in learning.

Keywords: *Social Networking, Facebook-closed group, English language learning, EFL Learning.*

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***GENERAL
INTRODUCTION***

GENERAL INTRODUCTION

People communicate to each other for different needs, reasons and that due to the nature of humans. In the past, face to face, e-mail and telephone were the dominant tools that individuals utilized to facilitate their communication and thus interactions. While in the last fifteen years, the form of communications have been changed because of different influencing environmental factors such as the development of Web 2.0 technology and global network i.e. the internet. In this regards, the technology of Web 2.0 is a standard, which refers to all websites that mainly concentrate on the user to produce content, the ability of computer systems or software to exchange and make use of information, with no difficulties in dealing with information as well as websites. Therefore, the user who is someone who possesses a free electronic account on these websites has a great potential to generate and control various content on Web 2.0 websites or apps. Based on these facts, this new technology contributes to the emergence of the concept of social networking.

Social networking is a term that is used to indicate the transformation of human connections and interactions from real life to the virtual world by means of new generation of internet network i.e. Web 2.0 standard. The reason behind the use of the concept 'Networking' is to refer to a process that always accompanied humans when dealing with others, which means the activity of getting attention and interest of person and then establishing a connection with him. Therefore, such behavior between humans is regarded as a relationship that can be oriented towards initiating and developing business or towards building pure social aspects of that relation.

Social networking is a web of relationships that connect people together because of the nature of human behavior regarding his connection with others. In other words, social networking refers to the websites and applications that allow their users to initiate and develop their social interactions via their services for the aim of exchanging different ideas and information. The main function of those websites is to facilitate the procedure of sharing videos, images, files, comments, likes .etc. In this case, any individual can be a user of social networking with possibility of an easy access via computers, phones, or tablets.

Moreover, social networking is the most influencing technology that has changed the way people connect to each other. Meet new people, stay in contact with friends and socializing are indeed the major motivational reasons that drive people for using social networking sites (Brandtzæg & Heim, 2009), and many accounts has been created for these purposes (Obrist, Geerts, Brandtzæg, & Tscheligi, 2008).

Majority of the people young and adult become more attached to this new technology via the use of social media. At this point, social media is a collection of websites and computer soft wares that allow individuals to exchange their different ideas, information, news, notes, opinions .etc. Therefore, users engage in this virtual environment through the social media services that are available on computer, phone or any technological devices in order to gain many benefits for example, to start an interaction with others or to participate in an online social networking. In this case, social media is a means that help in generating and sharing digital information. To sum up, social networking is considered as practice that permits people to expand their professional or social contacts by building relationships with individuals via social media sites such as Facebook, LinkedIn, and Twitter.

Furthermore, social media plays a role of intermediate regarding two main purposes, producing content on one side and on the other side developing online social networks. Nowadays, too many websites and apps are dedicated to social networking however, few of them extremely dominate that sector because of its quality of services and options devoted to their users in terms of sharing virtually their lives, videos, opinions, ideas, and diversity of endless activities including, Facebook, YouTube, and Twitter.

Despite the wide utilization and popularity of these three websites among people, Facebook is ranked as number one worldwide use. In this regards, most researchers give the platform of Facebook a definition that clearly describe the core of this website which states that Facebook is a free social networking site that provides and enables connection between users regardless their relationships friends, family, colleagues .etc. Additionally, the main reason behind its popularity is that the nature of the interactive features (Boyd & Ellison, 2007) that it provides to its users for instance, users are permitted to create their own profiles, connect with their

friends in easy and fast ways, join groups and communities, share updates, as well as use of direct messaging. Along with these characteristics, Facebook also allows its users to create their own groups with a great possibility to adjust them according to individuals' needs and privacy either to keep them public or private.

The use of Facebook is not restricted to the people' social life only, but it has also expanded to the domain of higher education and has changed teaching and learning in significant ways. In this respect, Facebook is seen as an online environment that attracted great number of students for various academic objectives, and gain a wide popularity among English speaking learners (Ellison, Steinfield, & Lampe, 2007). Moreover, transformation of students towards Facebook is because this platform maintains relationships between individuals who have common interests such as learning ideas, opinions, and classroom issues (Ellison & Lampe, 2007). Regarding this important characteristic, learners also believe that this virtual tool is crucial because it allows them to keep contact with their peers (Hew, 2011), and that what makes Facebook as an effective tool in terms of sharing personal information more than other means of communication.

Today, Facebook has become a crucial component of teaching/learning in higher education as well as university. When the university students realize that it provides instant communications and connections with friends who have common interests, the amount of time students spend on Facebook increases (Cheung, Chiu, & Lee, 2011). Additionally, teachers also found that Facebook as a learning environment has a positive effect on their learning attributes (Sirivedin, Soopunyo, Srisuantang, & Wongsothorn, 2018). At this point, establishing and maintaining students' relationships on Facebook do not only contribute in reinforcing various aspect of their lives but it also leads to considerable influence on their learning. Similarly, the way students perform different discussing sessions and group works on that platform through different activities such post and respond to students' inquiries, discuss assignments, and provide support and help for each other, stimulate learners to improve in their learning (Haverback, 2009).

On the other side, Facebook closed group get a great deal of attention and usage among students than the Facebook pages and that due to different motives for example, the privacy feature that it provides to users in general and learners in particular, which is regarded as a helping factor towards knowledge acquisition and success in the academic context. In this respect, Facebook closed group is an online environment where a group of people who share the same ideas, opinions, common interest can meet and discuss all their issues through the employment of sophisticated technological characteristic that enables them to make this environment visible to public or private and so that the name closed-group comes to describe this feature. Moreover, the administrators and founders of closed group have the right to manage their own group and decide which category of people or students can join it.

Many studies focus on the relationship between Facebook group and students' learning and that from different psychological aspects. For example, Tananuraksakul (2014) mention that Facebook group can be employed as blended learning and teachers have opportunities to integrate it with their learning since students show positive attitudes towards its effectiveness as practical instrument in performing different matters and thus learning English language. While, Cain and Policastri (2011) report that Facebook group provides a favorable environment to deal in details with real-life topics, exchange ideas, experiences and different matters that are impossible to learn about in classroom.

Despite the enormous studies that focus on studying Facebook group from different aspects and that in different educational context, in fact, not much is known about the effect of one of the most popular used social networking tools, which is Facebook closed-group on students' motivation particularly for learners of English language in Algeria.

The reasons that drive the researcher of the present work to deal with such issue, which mainly focuses on studying the effect of Facebook closed-group on students' motivation, is the excessive use of Facebook closed-group among the Algerian university students. While, the second motive is mainly related to the behavior of English learners. In other words, each English language major at Djilali

Liabès University, Sidi-Bel-Abbes prefer having their own closed group because of number of advantages. According to learners' claims, Facebook closed group is an effective environment that provides a private atmosphere for students where they can feel themselves relax and autonomous. Eventually, it helps them improving their skills and abilities and thus, success in English language learning. Therefore, in the light of these proclamations, the researcher aims to investigate whether the use of Facebook closed-group has a significant effect on level of students' motivation or not.

Based on the aforementioned reasons, the main objective of the current research is to identify the relationship between the use of Facebook closed-group among students for academic and social issues and their motivation towards learning English language with focus on master learners of English language Department, Djilali Liabès University, Sidi-Bel-Abbès as case study. Additionally, the outcomes of the study seek to demonstrate whether the intensive integration of this technological platform into students' academic life has a positive or negative effect on level of motivation that Algerian EFL learners have towards English language learning.

The aim of the study is also concentrated on revealing whether that closed virtual environment enhances students' intrinsic motivation in a way that they can have more chances to learn and acquire new concepts, methods .etc. regardless classroom setting. Moreover, this research is conducted to show students' perspectives about the utility of their master class Facebook closed-group in addition to the possibility of considering this virtual environment from just being an instrument for social communication to an effective educational method. Since the researcher of the present study clearly defines the objectives behind conducting this investigation and based on the above mentioned facts, the following are number of research questions that investigator aims to answer,

1. How does the use of Facebook-closed group affect students' motivation to learn English?

2. What is the benefit of students' use of Facebook-closed group and their motivation to learn English Language?
3. Does Facebook-closed group usage change students' point of views from just being a tool for social communication to an effective educational method?

In this regards, the researcher postulates a number of hypotheses and that to reach adequate answers to the aforementioned research questions

- a. There is a positive relationship effect between the use of Facebook-closed group and students' motivation.
- b. The use of Facebook-closed group enhances students' motivation to learn English language regardless the classroom setting.
- c. Facebook-closed group usage stimulates a category of students, who really manipulate this technology for educational purposes, to adapt it as a learning platform, but it does not encourage other students to utilize it for academic purposes, thus they limited its function to social communications and issues.

It is important to mention that in order to investigate the research question in depth and test the hypotheses, the researcher used both quantitative and qualitative research, for which a collection of data collection instruments of the above-mentioned research are employed for instance, questionnaire, interview, and observation. Each research instrument is used for particular objective where questionnaire is employed to examine the first research question, whereas the interview and the observation is utilized to examine the second and the third question. Consequently, the final aim of the employment of the above-mentioned data collection tools is a triangulation, which helps researcher to crosscheck and make sure that results are valid and credible.

The present research is based on four main chapters; the first chapter concentrates on the methodology that the researcher employed to conduct the research inquiry. Therefore, this chapter encompasses different sections where the

first one provides a clear explanation and description regarding research methodology such as research design of the current study, the incorporated research methodologies i.e., quantitative and qualitative methods that are fundamental to achieve the triangulation. Similarly, triangulation in a research is also of great importance to crosscheck and make sure that the results are valid and credible. While, section that deals with the research objectives is designed separately due to its value in research and in guiding audience on how research is proceed throughout the investigation. The third section is devoted to the data that the investigator obtained from EFL students through the implementation of three main research instruments namely questionnaire, interview, and observation in addition to providing logic basis for the choice of those tools in such study. The final section gives a comprehensible view and explanations about procedure of data collection and analysis and the role of the interpreted data in answering the research questions. In the same way, the researcher mentions in details the challenges that encounter this study.

The second chapter is a review of literature, which aims to give an image about the investigated concepts. This chapter entails a set of sections where the first section provides a description about the concept of social networking, its characteristics, advantages and disadvantages aspects regarding the employment of this tools in people' lives in addition to reviewing the related studies about their uses in learning. While the second section concentrates on the concept of Facebook as one of the famous social networking instrument, the motives that drive people to join this virtual environment, and the related studies that focus on the utilization of Facebook in learning. The third section addresses one of the most used service of Facebook platform among people, students .etc. that is Facebook closed-group. Since this feature characterizes Facebook platform from other social networking apps, the researcher investigates it in depth with highlighting major studies that dealt with incorporating this technology of virtual closed group in academic context.

The last part discusses the concept of students' motivation regarding its considerable effect on learners with primarily focus on intrinsic motivation in addition to determine the factors that influence that psychological element for students.

The third chapter represents the data analysis and findings and, which were gathered through both qualitative and quantitative research methods, is mainly divided into three major sections. The first section is about the obtained findings from students' questionnaire, while the second one deals with interview results. In the same way, the last section represents the outcomes of the observation. Each section is followed by a comprehensive and thorough discussion, which aims to interpret results and provides clear answers to the addressed research questions.

The fourth and last chapter discusses the necessary steps that a teacher has to respect when thinking about using social networking tools such as Facebook page or closed group in learning. Consequently, the first part gives some tips and ideas for teachers starting by discussing how educators must rise knowledge about opportunities, challenges that may emerge during the employment of social media in classroom, as well as the appropriate methods that effectively lead towards its successful utilization. While the second segment reviews experiences of some teachers who successfully incorporate that technology in learning.

The current research faced some obstacles and challenges that affected the process of data collection and that at different occasions. First, absence of related research regarding the situation of using the technology of Facebook closed-group particularly among EFL learners in western region of Algeria. Second, students' reluctance in revealing some aspects of their academic and social lives to someone who do not belong to their closed circle. Consequently, this factor led many administrators of different Facebook closed-group to reject researcher's request to join their groups except one closed-group of master 1 literature who accepted to be part of this study. Whereas the last challenge is the impact of the Coronavirus pandemic regarding the observation method that the researcher processed virtually via her personal Facebook account. During that pandemic, majority of students' activities on their Facebook closed-group stopped for a long period, which threatened the process of data collection and analysis as well as getting answers to the research questions.

CHAPTER ONE

Chapter One: Methodology

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1.1 Introduction

The current chapter is mainly concentrated on methodology that the researcher has employed to conduct the research inquiry that is represented in investigating the effect of social networking on students' motivation. In other words, the study focuses on Facebook closed-group platform, which is a wide spread social networking instrument among university students and its impact on level of motivation for EFL learners at Djilali Liabès University, Sidi-Bel-Abbès.

The aim of the study is to find out the relationship between the use of Facebook closed-group and level of motivation for English language students in order to determine whether this relation between the above-mentioned variables is of significance or not as well as its nature, if it could be described as positive or negative. Additionally, the study aims to examine students' perspectives about whether they could perceive this virtual platform as an effective educational environment regardless classroom setting.

Consequently, this chapter is structured in a way that responds to researched problem. First, a clear explanation and description are completely provided regarding research methodology such as research design of the current study, the incorporated research methodologies i.e., quantitative and qualitative methods that are fundamental to achieve triangulation, which is also of great importance to crosscheck and make sure that the results are valid and credible. While, section that deals with the research objectives is designed separately due to its value in research and in guiding audience on how research is proceed throughout the investigation.

Second, the research data is obtained from EFL learners chiefly from those who are current students at Djilali Liabès University through three main research instruments namely questionnaire, interview, and observation. In this regard, the researcher provides thorough explanations and logic basis for the selection of those tools with reviewing some literature aspects concerning their characteristics, importance, advantages, and disadvantages.

Furthermore, the researcher displays the data collection procedures in addition to its analysis due to its significance in determining the circumstances and the way in which

the data are interpreted and its contributions in solving problems or in providing clear answers about the phenomenon. Additionally, the required sample population as well as the challenges that encounter this study is clearly described as part of the research inquiry.

1.2 Research Objectives

The success of a scientific research is built, as an initial step, on determining precise and detailed objectives that an investigator aims to achieve. Thus, the research objectives provide audience with concise and precise description of what the study is trying to achieve, which involve being achievable with respect to the following elements such as time needed, required infrastructure, and different resources. According to Hurtado de Barrera (2005), research objectives must go through different levels where in the perceptual level, the researcher has to study the characteristics of the phenomenon with focus on exploring and describing the event. While, in apprehensive level, the investigator tries to relate the characteristics and explain what might be observed, at this stage more focus is devoted to analysing and comparing the phenomenon. The next one is related to the comprehensive level where researcher has to discover different aspects of the phenomenon to set up for various connections among the events, and the duty of the investigator is to explain, predict and suggest solution to research problem. Whereas in the integrative level, the researcher has to modify the studied phenomenon, confirm the solution, and finally evaluate the outcome. Moreover, research objectives is a paramount component in any research due to number of reasons (Ranjit, 2000) for instance, study becomes meaningless without a clear objectives. Second, it leads researcher towards hypothesis formulation. Third, it helps investigator to avoid unnecessary data collection. Finally, research objective guides the investigator in his study of the phenomenon to be more specific as it narrows the study to more precise point.

Consequently, the main objective of the current research is to identify the relationship between the use of Facebook closed-group among master students for academic and social issues and their motivation towards English language learning particularly learners of English language Department, Djilali Liabès University, Sidi-Bel-Abbès. Additionally, the outcomes of the study would demonstrate whether the intensive integration of this technological platform into students' life would affect positively or

negatively on level of motivation that Algerian EFL learners have towards English language learning.

The aim of the study is also concentrated on revealing whether that closed virtual environment would enhance students' intrinsic motivation in a way that they could have more chances to learn and acquire new concepts, methods .etc. regardless classroom setting or not. Moreover, this study is conducted to show students' perspectives about the utility of their master class Facebook closed-group, and possibility of considering this virtual environment from just being an instrument for social communication to an effective educational method.

1.3 Research design

In a scientific research, the role of an investigator is to conduct a research inquiry in order to accomplish two main objectives, primarily to identify a particular research problem and second to provide solution to that phenomenon. Various types of research designs are available for a researcher to approach a phenomenon. However, methods of data collection and interpretation in a research are commonly categorized into two different approaches, i.e. quantitative and qualitative research.

In the present study, the investigator used both quantitative and qualitative research to investigate the phenomenon in question in depth. In this regard, any researcher should conduct a scientific investigation with an appropriate research instruments and guaranty its reliability as source of information. Therefore, data of this research were collected from different sources through implementation of qualitative and quantitative methods such as questionnaire, interview, and observation in order to figure out a relationship effect between master class Facebook closed-group usage and students' motivation. Additionally, to examine benefit of students' use of that closed-group for their motivation to learn English language, and finally to reveal whether that virtual private group changed students' perspective from just being a tool for social communication to an effective educational method or not. The final aim of the employment of the above-mentioned data collection tools is triangulation, which help researcher to crosscheck and make sure that results are valid and credible (figure 1.1).

Bryman (2004) reported that many social researches are based on the use of single research method and that may expose researcher to fall into problem of method limitations. Based on that assumption, he considers that triangulation increases possibility of enhanced confidence. Thus, Triangulation in research has been defined as the use of more than one method mainly quantitative and qualitative ones to the investigation of the same phenomenon in order to increase the study credibility (Bryman, Jick, 1979).

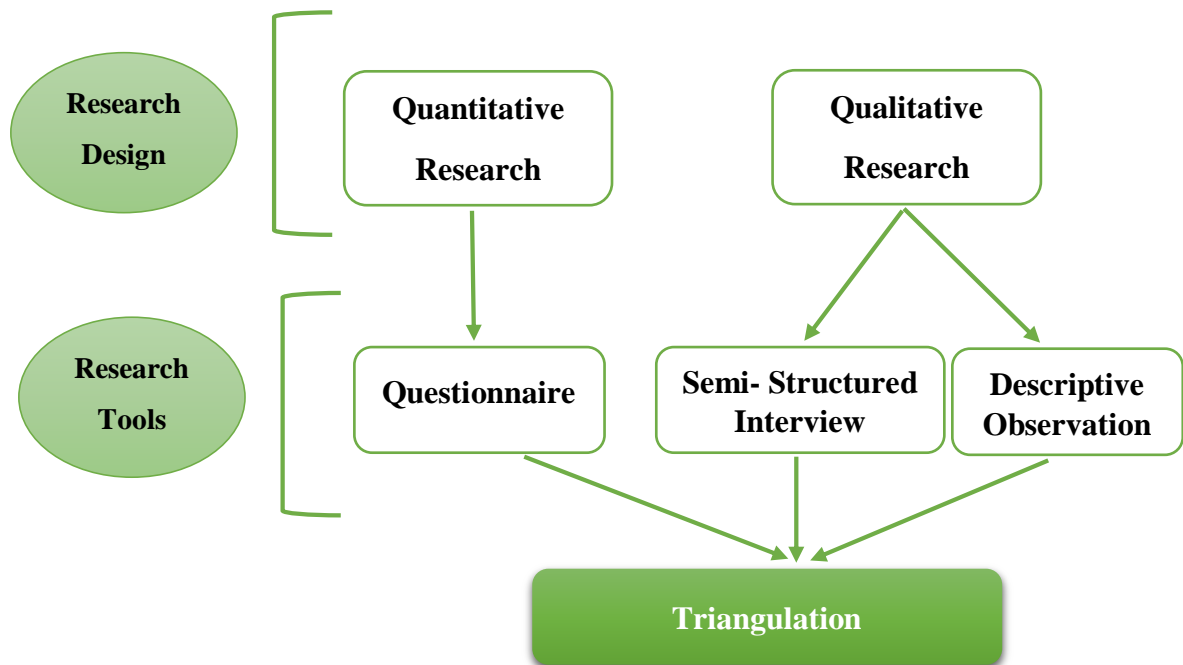


Figure 1.1 Objective of Using both Quantitative and Qualitative Research

1.3.1 Quantitative research

Quantitative research is a type of research that has been used in the first half of the twentieth century in social and educational research. Its strength lies in giving great importance to the employment of methodical observation, experiment, statistical analysis, and collection of data from survey. Since the beginning of the sixties, Kuhn's work influenced and inspired other researchers to change their research methods from quantitative to qualitative ones (Hammersley & Traianou, 2012), particularly with growing criticism for generalizing outcomes of quantitative research (Sandberg, 2005).

Nevertheless, quantitative research remains one of research designs that can be adopted as complementary tool with other researches but not alone in different studies. In this respect, the term of quantitative research is defined as a type of research that is mainly focused on numerical measurement in the collection and analysis of data (Bryman, 2012). It implies transforming phenomenon in social world to variables to facilitate the procedure of quantitative measurement. Furthermore, Cohen and Manion (1980) described quantitative research as social research that is based on the use of interdependent elements that are, description of the case of the phenomenon in social world numerically via empirical methods. In addition to the evaluation of the experiment to check whether it is suitable to specific norms or not.

On the other hand, some researchers defined quantitative research as a deductive approach that is aimed to study human' behaviors, attitudes, perceptions .etc. quantitatively, which implies dividing social phenomena into separate elements called variables and applying some mathematical calculations to determine rate and frequencies of each. Besides the statistical measurement that are of great importance to figure out the degree to which a specific social element is related to other one (Payne & Payne, 2004).

Qualitative measurement and numerical counting of human behavior are focus of quantitative research rather than searching and interpreting meaning behind their actions as Bagdonienė and Zemblytė (2005) mentioned that methods and procedures of data collection within quantitative research permit the collected data to be presented and patterned numerically. Thus, numerical quantification of causal relationship between variables is highly important.

To sum up, Creswell (1994) provided a brief and short description to quantitative research as a type of investigation that aims to gather numerical data of a particular phenomenon and analyze it through statistical measurements in order to achieve a comprehensive understanding of problem in study.

The wide use of quantitative research in many studies is due to some features that characterize this type of research from others, which can be summarized in the following points. First, quantitative research is unbiased and trustworthy. Second, it transform a complex problem into limited variables. Third, it aims to determine relationships between

variables, as well as it defines causality (Ospina, 2004). Furthermore, Researchers can use quantitative research to develop conventional surveys through making changes at level of research framework and interpretations. Additionally, it examines an unexplored phenomenon. Last, it tries to depict social phenomenon from view of the involved people (Mohajan, 2018). Likewise, quantitative research embraces a number of advantages (Sukamolson, 2011 as cited in Khan, Basr & Dominc, 2014), including,

- It gives researcher comprehensive estimations of populations.
- It shows variety in attitudes of people
- The ability of the outcomes of quantitative research to be presented statistically
- Possibility of statistical comparison between different groups
- Accuracy of quantitative research is final and standardized
- Assesses the degree of events, actions, directions .etc.
- Outcomes of quantitative research are generalizable because it is experimented on large random sample (Carr, 1994).
- Less time is needed for the statistical analysis since different soft wares are available for such a task for instance SPSS (Connolly, 2007).
- In their study, Powers and Powers (2015) convinced that random sampling gives real image about population in research, which means that outcomes are authentic.
- Kauber (1986) believed that quantitative research is based on measuring variables for example, in a study conducted by Carroll and Bailey (2016) about language proficiency assessment research, the researchers demonstrate that they extract two different variables that can both be tested in four sub- fields. Another study about second language fluency, researchers such as Préfontaine, Kormos and Johnson (2016) proved their competency in manipulating many variables.

On the other hand, quantitative research has some disadvantages like many approaches that cannot be ignored, which many researchers stressed on in different occasions. Among these disadvantages, the following can be mentioned,

- Quantitative research captures a phenomenon superficially, and ignores participants' experiences and their perceptions regarding a social situation (Rahman, 2017; Denzin & Lincoln, 1998).

- It does not confirm deep meaning and explanation of a phenomenon for example, Bouwer, Béguin, Sanders and van den Bergh (2015) conducted a research to figure out whether genre has an impact on writing score or not, taking into account many variables. However, the study failed to reveal underlying reasons for such effect.
- It does not show the way population explain their actions towards a social phenomenon (Blaikie, 2007; Wadhwa, 2019), but it examines for example levels of particular competencies, skills .etc.
- Quantitative research focuses on depicting a situation in form of variables and at certain period without taking into account the psychological state of the person (Schofield, 2007).
- The obtained data in quantitative research is objective due to lack of connections between respondents and researchers (Ary, Jacobs, Sorensen, & Walker, 2013). Thus, researchers are unable to unfold perceptions of sample population (Gu, 2015).

There are number of characteristics that distinguished quantitative research from others such as (1) it is directly related to experiments, (2) sophisticated statistical tools are incorporated in this type of research, (3) the wide use of closed-ended questions via questionnaire instrument, (4) relationships and features of studied variables are determined quantitatively (Basias & Pollalis, 2018). Besides these characteristics, large number of features differentiate the quantitative research including; first, it investigates an observed situation to identify the causal relationships numerically. Second, it involves collecting numerical data to be analyzed statistically. Third, to quantify and compare research outcomes through simple use of direct questions in form of questionnaire. Finally, it aims to test theories and verify hypotheses (Singh, 2006; Dawson, 2002; Kumar, 2005, Chudleigh & Smith, 2015).

1.3.2 Qualitative research

Gibson et al. (2004) stated that due to the complexity of human behaviors, psychologists were first who introduced qualitative research in their studies to examine such issues that were originally tough to be measured numerically. In this regard, Creswell (2009) described qualitative research as an effective model due to number of

reasons such as it deals with participants' real life within their natural situations. Furthermore, it permits researcher for more engagement in experiences, which eventually promotes wide and deep understanding of the phenomenon.

Therefore, qualitative research is defined as a social action that takes into consideration the actions and interactions of individuals in order to understand their harmony or agreement of attitudes, opinions, and beliefs through concentration on individuals' perceptions and experiences (Zohrabi, 2013). Similarly, Polkinghorne (2005) reported that qualitative research helps explore the manner and reason that makes a phenomenon works in a particular way, thus it leads to have a comprehensive idea on the occurrence of social events.

Lichtman (2013) provided a broad definition to the concept as she took into accounts different elements such as (1) data collection and interpretation are directly obtained from humans via real connection with participants, (2) natural settings are involved through in-depth interviews and observations of humans, and (3) possibility of contrast with quantitative research. Furthermore, Lichtman (2014) introduced another element among the previous ones, which is the role of the researcher in qualitative researcher. Thus, a working definition that best suits that research was as follow '*Qualitative research is a way to study the social interactions of humans in naturally occurring situations. The researcher plays a critical role in the process by gathering data and making sense of or interpreting the phenomenon that are observed and revealed*'.

Moreover, the employment of qualitative research in numerous studies helps investigator to achieve different purposes including, first, it provides researcher with clear and in-depth view to understand human feelings, actions and interactions, and perceptions (Tong et al., 2012). Second, it allows researcher to study issues systematically. Next, through description and explanation of a particular phenomenon, the investigator can generate or develop new notions and theories (Mohajan, 2018). Moreover, qualitative research allows participants to express themselves freely in a study.

Qualitative research fundamentally concentrates on human behaviors, in other words, it depicts feelings, opinions, and experiences of people in their natural setting, then provides explanation to their attitudes within that context (Denzin, 1989). In the

same way, it allows investigators the possibility of obtaining and interpreting individual data in-depth, which makes many researchers to consider this quality as hallmarks of qualitative research. Therefore, the wide use of qualitative research stems from its numerous advantages that can be listed as following (Conger, 1998).

- Flexibility i.e., qualitative research adapts with unexpected ideas that may arise during process of research,
- It makes researcher aware on what might be expected,
- Costs saving, in terms of small number of participants that are required in a study,
- Potential of studying community-based meaning and symbolic aspects are increased,
- The availability of fieldwork data mainly contributes in building research frameworks,
- Questions in interviews are not totally rely on open-ended form, but rather it depends on situation in which researcher is free to redirect questions,
- It evaluates issues of the research with more profound detail,
- Data obtained from human's opinions, feelings, and experiences, are real and more convinced,
- When researcher is encountered with new information and outcomes, framework of research can be directed and modified,
- Empirical studies increases possibility of more contributions to the development of new theories, in-depth understanding of phenomenon,

Rahman (2017) discussed other advantages of using qualitative research approaches and methods in language that include, first, some researchers believed that human experiences within particular settings becomes clearly visible and comprehensible through qualitative research approach. For example, Denzin and Lincoln (2002) reported that qualitative research is a field that is based on a combination of different disciplines such as different epistemological perspectives, methods of research, besides interpretive techniques that aimed to comprehend human's interactions with his environment. Second, qualitative research studies individualistic events and cases (Klein & Myers, 1999), and its potentialities relies in perception of situation regarding different people, thus it has been perceived as source of knowledge (Richardson, 2012). Finally, the most

commonly methods of data collection in qualitative research are direct observation, unstructured interview, and participant-observation (Cohen, Manion, & Morrison, 2011). During process of data collection, researchers build real connections with participants, which helped them obtaining detailed and subjective information, for example, in study of Rumsey, Thiessen, Buchan and Daly (2016), investigators captured participants' views about IELTS tests via interview techniques.

Nevertheless, qualitative research received many criticisms because of disadvantages that are associated with this research, and which can be summed up as follows (Mohajan, 2018),

- Outcomes cannot be generalized because they are related to specific cases and individuals.
- Time consuming in terms of analyzing and interpreting the huge data
- It heavily depends on researcher skills and sensitive to investigators biases.
- During process of data collection, researcher can influence research issues.
- The focus of the qualitative research approaches is on individuals' meanings and experiences (Silverman, 2010).
- It ignores the effect of social and cultural norms of community in research as influential factors (Richards & Richards, 1994).

Qualitative research is characterized with some features that distinguished it from other research approaches for example, it does not involve statistical measurement (Brink, 1993), but rather investigator is directly involved with fieldwork, which means, he is simultaneously a collector and analyzer of data. Similarly, Ely et al., (1991), Hammersley and Atkinson (1983) provided other characteristics of this research. First, methods of data collection in qualitative research enables research to be in direct contact with participants of study via face-to-face interviews or observation. Second, the world in which we live becomes less ambiguous through the qualitative data that enables researcher to create and develop new notions and theories for this purpose. Third, findings in qualitative research show representativeness of random sampling. Moreover, the nature of qualitative research, the obtained data are descriptive while its analysis is inductive, which eventually helps investigator to gain an insight into the phenomenon under study (Mohajan, 2018),

(Strauss & Corbin, 2008), (Levitt et al., 2017). Furthermore, qualitative study of rich information cases generates wide and deep understanding of a situation, instead of generalization of experiments (Patton, 2005).

1.3.3 Triangulation

Many researcher carried numerous studies to understand the term of triangulation since it has been previously described as combination of two or more approaches, methods .etc. to searching a question. Initially, triangulation was primarily utilized as a technique in social sciences research in the 1950s (Williamson, 2005) from the work of Campbell & Fiske (1959) to minimize biases that might be raised due to the use of a single research method.

However, its usage in research has been interpreted from different authors' perspectives, for example, some of them believed that role of triangulation in a research is just to increase level of understanding of the research problem broadly and profoundly (cf. Olsen, 2004). Similarly, Tashakkori A and Teddle C. (2003), Morse (1991) focused on comprehensive vision when they mentioned that combination of more than one approach provide researcher with findings that completely described the phenomenon.

On the contrary, other researchers considered triangulation as a measure of validity among other ones as Denzin (1970) stated that a researcher who implemented triangulation of methods could reap many benefits such as validity increase, diversity of perspectives, and bias reduction. In the same way, Hughes et al. (1997) delineated meaning of triangulation to encompass the combined use of quantitative and qualitative research to determine how far they arrive at convergent findings, which in return aim to increase the validity through verification (Heale, Forbes, 2013).

In this regard, Bryman (2004) stated that triangulation sometimes referred to all researches in which different methods of the same research design are employed. As it could also refer to all occasions in which qualitative and quantitative methods are mixed to arrive at complete set of results. Nevertheless, the term is more devoted to those researchers who look for checking the validity of their findings by crosschecking them with another method.

Moreover, Knafl, Breitmayer, Gallo, and Zoeller, (1996) argued that the researcher must be satisfied with the reasons behind the use of triangulation in a particular study. Thus, having determined purpose for the employment of such strategy in research will have a positive impact in many ways, and avoid method bias via triangulation towards results credibility.

In short, triangulation that is mainly a combination of both quantitative and qualitative methods ameliorated both internal consistency and generalizability, which eventually increase credibility of scientific research (Hussein, 2009). Therefore, the aim of using triangulation in this research is primarily to look for results convergence from multiple source of information as procedure for validity (Creswell & Miller, 2000), and make sure that those findings are credible.

According to Heale and Forbes (2013), triangulation in a research is usually related to methods and designs used to study a phenomenon. However, its conventional association with the aforementioned elements had been developed through the work of Denzin (1970). Thus, he gave the concept of triangulation another dimension to encompass several different forms or variants such as,

- Data triangulation, where researcher has to collect data via different sampling strategies, in other words, the collection of data pieces have to be done at different time period and in various social settings, and finally on all sorts of people
- Investigator triangulation, as the name indicates, it involves the use of multiple investigators to collect and interpret the data.
- Theoretical triangulation, involves the use of more than one theoretical aspect to interpret the phenomenon of study
- Methodological triangulation, involves the use of more than method to collect data such as questionnaire, observation, and interview.

Denzin (1970) also distinguished between within-method triangulation, which refers to the utilization of diverse instruments of the same method, quantitative or qualitative but not both, to examine a research problem for instance, a research could

gather quantitative data using two divergent scales in a self-administered survey to measure emotional labor. Whereas, qualitative data could be gathered using interviews and participant observation (Denzin 1989, Kimchi et al. 1991, Thurmond 2001, Casey & Murphy 2009). On the other hand, between-method triangulation concentrates on the use of contrasting research methods, in other words, integrate quantitative and qualitative data collection techniques. The former involves employment of standardized scales to provide numerical data in order to be analyzed statistically (Risjord et al., 2001). Whereas, qualitative procedures provides textual and descriptive data of a social situation such as interviews and observation (Risjord et al., 2001). The investigator of the present study used methodological triangulation, as it is the most common type (Bryman, 2004), particularly between-method triangulation to crosscheck the obtain data and for sake of credibility and validity of the research.

Being a widely employed strategy to combine two contrasting researches in order to overcome limitations of sole use of a single one, which in return might expose the entire study to bias and results invalidity, the spread utilization of triangulation stems from the benefits that it can bring to any phenomenon study. Therefore, Jick (1979) reported triangulation benefits, with focus on the idea that those benefits are appropriate to each of the above-mentioned type, including

- *Increasing confidence in research data,*
- *Creating innovative ways of understanding a phenomenon,*
- *Revealing unique findings,*
- *Challenging or integrating theories,*
- *And providing a clearer understanding of the problem*

Nevertheless, triangulation has be criticized for numerous reasons. In this regard, Thurmond (2001) discussed part of these reasons, which might include, a factor of time for example, single research strategies requires less time, in contrast to triangulation that is a time-consuming for a researcher (Johnson et al., 2017). Second, the huge amount of data that necessitates much effort in dealing with it. Next, probability of investigators biases due to their disagreement. Besides, inappropriate employment of triangulation

strategies because of lack of awareness. Sometimes, researchers' mentality of "more is better" threatens triangulation effectiveness.

Moreover, Sohler (1988) explained that inadequately designed and conducted study cannot be compensated through multiple methods usage. Similarly, prospect of existed increasing error, which can be avoided via planning the study (Fielding & Fielding, 1986). Likewise, data from two different research methods in triangulation are supposed to be equivalent, but it can or cannot be of similar importance or significance in the research inquiry (Heale & Forbes, 2013).

Despite these criticisms, triangulation provides richness and transparency to research inquiry (Heale & Forbes, 2013). In the same way, many researchers believed in the usefulness of this strategy concerning its contribution in terms of richness and complexity in investigating a problem. Therefore, triangulation becomes a vital instrument for increasing and strengthening the credibility and persuasiveness of a research through promoting deep and inclusive understanding of study phenomenon (Bryman, 2004).

1.4 Research Instruments

The research instruments are central component in any scientific research that pave the way for the investigator to approach the researched phenomenon more systematically through collecting data from the field. Tools of research are of great significance for number of reasons for instance, it helps the investigator to combine and analyze the information, and it permits those who are in same field of research to pursuit results of the study. In this respect, the choice of appropriate research instruments is of significant importance for successful research. Therefore, the researcher of the present study employed three different research instruments among others in order to investigate the research questions more deeply. First, a questionnaire is used for students in research, namely English master students at Djilali Liabès University, Sidi-Bel-Abbès, which is composed of four main sections with various types of questions. All of which served for the purpose of collecting specific data in order to reveal more detailed information about the researched phenomenon.

First section of questionnaire includes a mixture of open-ended and closed-ended question, where in the open-ended form, the respondents are required to provide response in open text format so that they can reveal too much about their feelings, experiences, knowledge .etc. whereas in closed-ended form, the participants are asked to select their appropriate answer from limited number of options. The main purpose of this section is to explore background information of the participant students. Similarly, the second section encompasses a group of questions that range between open-ended, closed-ended, and multiple-choice questions that are particularly designed to explore students' internet and Facebook access with focus on three main points that are (1) student' familiarity with the internet usage, their competency in controlling and incorporating Facebook and its services in their learning. (2) Students' awareness of these kinds of closed-groups on Facebook platform. In addition to find out form of their memberships, whether they are active or passive members. (3) The nature and the environment of the master class Facebook-closed group in order to depict student-student cooperation and interaction on this electronic platform.

Furthermore, the researcher designed the third part of the questionnaire, which is a group of 10 items, to examine incorporation of classroom Facebook closed-group in students' life from different aspects, first, students' interaction and communication via this electronic environment. Next, students' attitude towards master class Facebook closed-group. Then, Facebook closed group usage in English language learning, and finally students' views about closed group usage for social affairs.

On the other hand, the fourth section of the questionnaire is a five-point Likert-scale survey (1= strongly disagree; 5= strongly agree) that was adapted from Regina Shia's (1998) "Academic intrinsic motivation inventory" (AIMI). The researcher use this kind of survey because it measures and captures simultaneously level of student's intrinsic motivation regarding two essential dimensions that are learning goals, and need for achievement.

Shia (1998) created an inventory questionnaire entitled "Academic intrinsic motivation", which incorporated all the necessary components involved in both intrinsic and extrinsic motivation to help academic members and researchers to understand

students' motivation in academic reality. Since academic intrinsic motivation is considered as a paramount factor for student academic success, Shia proposes an inventory that serves the aforementioned purpose, and at the same time, it overcomes all the problems that past inventories suffer from on the other hand. Shia conducted test of reliability and validity regarding AIM survey with 80 participant students. The reliability analysis was obtained via calculation of a coefficient alpha, which indicated a score of 0.77 concluding that this test is reliable. On the other hand, correlation analysis was conducted for validity test through total score of intrinsic motivation that correlated negatively with the Motivated Strategies for Learning Questionnaire (MSLQ), which means that AIM inventory is internally valid (Burgess, 2016).

The inventory of Academic intrinsic motivation is composed of different items, which target six main factors for instance, two intrinsic factors and four extrinsic factors. The former encompasses mastery goals and the need for achievement while the latter aims to measure authority expectations that is to say family and professor, peer acceptance, power motivations, and fear of failure. Thus, a university student is asked to express his opinion on each statement that is rated on 7-point Likert scale (1= does not describe me; 7= absolutely describes me). In this regard, and since the present study is interested with students' intrinsic motivation, the researcher focuses only on intrinsic aspects of this inventory. Additionally, the investigator of the current research piloted this inventory with sample population of the study and the results indicate that respondents have difficulties with the terms does not describe me, absolutely describes me as well as scale of seven point makes participants little bit in confusion. Therefore, 5-point Likert scale with parameter of strongly disagree/ agree are much appropriate for this study

Bhat and Naik (2016) indicated that academic intrinsic motivation has a considerable importance particularly in academic success of students besides its components that have an enormous impact on students' psychological well-being. Therefore, many researchers employ Shia's academic intrinsic motivation inventory in their studies due to its effectiveness in detecting level of motivation for college students, for instance, Yunita (2020) conducted a research to figure out a relationship between academic intrinsic motivation and academic performance among management students in Jakarta, where intrinsic motivation survey (AIM) is adapted for that purpose. The analysis of quantitative data reveal that motivation has a major role in promoting student's

academic performance and personal ability in addition to the positive effect of family and environment regarding learning, it contributes significantly in student self-awareness. Moreover, in study conducted by Khiabani and Nafissi (2010) about the effectiveness of portfolio development on the reading comprehension and academic motivation of undergraduate English Literature Iranian students, the researchers use Academic motivation questionnaire of Shia besides two TOEFL tests to research that phenomenon. Consequently, the results show that students who take advantage of the new designed portfolio, they generate more motivation and their reading comprehension are promoted. Similarly, Bhat and Naik (2016) selected psychological well-being scale in addition to Academic intrinsic motivation questionnaire to study relationship between academic intrinsic motivation and psychological well-being among students, in other words between male and female students. The outcomes of study prove that there is negative significant correlation between extrinsic motivation factors (peer acceptance, power motivation, and fear of failure) and psychological well-being among male students. In contrast, female students display contrasting correlation between variables for example a positive correlation between peer acceptance and their psychological well-being on one hand, a negative correlation between need for achievement and psychological well-being.

Second, the researcher chooses other research instrument for the present study, which is an interview with English master students, particularly semi-structured interview. This type of face-to-face meeting is characterized with a paramount feature that is follow-up questions, where researcher has to add more advanced questions according to the situation in order to keep the discussion going rather than asking only few predetermined questions. The function of these questions is to enable an investigator to obtain rich and profound information. Thus, the researcher opts for the use of this tool to explore the phenomenon in study more deeply and to have detailed information in order to understand it clearly. In this regard, the researcher designs a set of open-ended questions to perform the above-mentioned tasks.

Interviews with students concentrate on the same specific points dealt with in the questionnaire, which has been re-introduced for the interviewees in a different way particularly in form of open-ended question in order to crosscheck the information and to gain a wide vision into the phenomenon. These questions examine the following points including, first, students' possession to Facebook account as well as their perspectives

about this electronic platform. Second, learners' point of view about membership on their master class Facebook closed-group. Third, the most shared and posted activities on their group, whether they are related to academic issues or not. Next, types of discussions that students have on that closed-group. Furthermore, the impact that master class Facebook closed-group has on their intrinsic / extrinsic motivation. Additionally, their perspectives about the role of screenshots of students' handwriting or notes taking about the class courses in stimulating them and other students towards more English language learning. Moreover, the role of closed-group in promoting active and interaction learning between members. Besides, the way Facebook closed-group deepen student's understanding and foster the retention of information, whether it can be an alternative of the classroom and the teacher or not. As well as, the position of their closed-group has in regards to the relationship between student and classroom lectures. Finally, their opinions about the relationship between the shared activities on that private group and students' motivation.

Finally, the third research tool used in this study is an observation. The researcher carried out an online observation for the master class Facebook closed-group, which is an essential part of the investigation. There were six closed-groups for the academic year of 2019/2020, which gathered all specialties of English language (Sociolinguistics, Literature and Didactics) for first and second year of master studies. Since those kind of groups, were private and limited only to the students of the major, the researcher asked administrators of those six groups to accept her invitation to join their private groups. In this respect, administrator of only one closed-group accepted her invitation as she was granted access permission to it. One private group, namely UDL master 1 Literature (promo 19-20) was observed over a long period, during the academic year of 2019/2020 (from November 2019 until June 2020). While, administrators of remaining five groups rejected her request due to privacy policy. It is worth to mention that one master class Facebook closed-group was sufficient to investigate its effect on students' motivation, since majority of university students created that virtual environment to report their daily learning routines. Thus, it will be beneficial to concentrate on one private group to have a clear idea and deep view on its different aspects.

Administrator as well as founders of the targeted private group granted their permission to the researcher in November 19th, 2019, after they have been convinced that, names of member students will remain confidential and the information will only be used

for research purposes. Thus, the researcher carried out an online observation of the master class Facebook closed-group during the academic year of 2019/2020, in which the observer employed descriptive note taking. Notes from observation will be interpreted and analysed in order to, have a clear view about phenomenon in research, to identify relationship, and to come up with conclusion that come in cross with outcomes of the questionnaire and interview.

At this point, it will be of great importance to check the literature regarding the used scientific research tools, particularly after the researcher justifies the main reasons behind the use of above-mentioned methods for such study.

1.4.1 Questionnaire

As a research method, a questionnaire was introduced in domain of scientific research by Sir Francis Galton in late of 1870 (Roopa & Rani, 2012; Bhattacharjee, 2012). According to Bell (1999), a questionnaire is defined as a set of sequential written questions that are delivered to participants in order to provide their own responses. While other researchers claim that it is a means that the investigator employed in order to receive answers to his research inquiry and that can be reached through non-verbal communicative language. On the other hand, DeVaus (1996) described questionnaire as a technique that groups wide range of persons to give their responses to a series of questions. To sum up, McLeod (2018) gave questionnaire a wide definition that comprises the necessary elements required in such research instrument. He believed that questionnaire is as a research method, is composed of a set of questions, in which the main objective behind it, is to collect as much as possible data from participants on specific topic. He adds that it can be considered as a written interview that can be administrated face-to-face, via telephone, online or post.

The uses of questionnaire are enormous and wide, but the core of its function is to reveal population's perspectives in different areas of research for instance, market research, social science research, customer service remarks .etc. (O'Leary, 2014). Moreover, Mathers, Fox and Hunn (2007) mentioned that questionnaire is an effective instrument in term of two main aspect, first, the speed of obtaining information especially

if the sample population is large and spread over a wide area. Second, the cost that cannot be compared with personal interviewing.

Additionally, questionnaires generally can be available in two different forms either the investigator takes responsibility of designing a new one that suit his research needs or it can be adapted from ready-made ones due an advantageous feature which is that they have already been well validated and tested for reliability. Thus, designing or adapting a pre-existing questionnaire and taking care of its layout is very crucial in research (Beiske, 2002) because of the absence of personal contact between participant and researcher. In this regard, Oppenheim (1996) reported that well designed questionnaire that uses an ordinary English language would be helpful because in this case, it would have an effective impact in motivating participants to provide the researcher with complete and accurate information and at the same time, it should supply reliable and relevant data.

Questionnaire is founded on set of questions, which might take different types according to research purposes. Since questionnaire is an adequate method for collecting data that are valuable and equivalent from large number of population, the included questions have to be precise, clear, follow a sequential and analogical order in order to guaranty validity and significant of its results (Mathers, Fox and Hunn, 2007). Based on these assumptions, the used questions are divided broadly to two main types, closed-ended and open-ended question or sometimes a mixture of both types as Cint and Lucid (2021) mentioned, which enable researcher to gather quantitative and qualitative data (McLeod, 2018). The crucial point for the selection of questions is not which type is best, but rather the researcher should wonder about the most appropriate kind that best suit particular circumstances (Numen, 1997) in addition to research problem and target population. In this regard, Bell and Water (2014) reported that when researcher starts thinking about forming questions, he should check repeatedly research hypothesis and objectives to decide upon the most relevant questions to be include in questionnaire. McLeod (2018) clearly explained those two types of questions, he mentions that closed-ended questions give respondents only very limited and predetermined options to choose from. Moreover, they can be structured in two different types. First, when the researcher categorizes his data into nominal data, in this case each category is subjected to either complex list of choices (polytomous) or to very limited/ two options such 'yes' or 'no',

‘male’ or ‘female’ (dichotomous). Second, when closed-ended questions are classified into ordinal data to quantify participants’ behaviors and feelings for instance strongly disagree, disagree, neutral, agree, and strongly agree, that is to say Likert-type response format. The wide use of questionnaire as a research method in majority of studies stem from its numerous advantages that includes,

- Cost-efficiency, which means that questionnaire, can be administered online via websites or e-mails without recruiting other persons to help.
- Ease of data analysis, classification, and tabulation.
- During stage of its administration, the questionnaire allows investigator opportunity to have more data that suit properly his research inquiry with deep insights (O’Leary, 2014)
- Questionnaire gives researchers an extensive potential in managing their target population, questions during process of collecting an enormous data about any phenomenon
- It is convenient to large population where geographical factor constituted an important element in a research

On the other hand, questionnaire has been susceptible to some criticisms because, it is like other research methods, which cannot be remain without drawbacks. First, Difficulty in checking accuracy of participants’ responses. Second, Risk of misunderstand or misinterpretation where researcher has to be clear about included questions in his questionnaire which in return it leads respondents to leave some questions without answers. Third, Participants’ dishonesty where some of them provide answers that far from the investigated subject or sometimes they express about their attitudes, feeling, and behaviors according to the desired wishes in future. Finally, O’Leary (2014) expressed his displeasure about the utilization of questionnaire in research not only about the time needed to complete it, high costs required as well as difficulty of sampling, but he also stresses that in many cases, questionnaires do not line with researcher’s plans and expectations.

The current research uses a questionnaire that composes of four different sections each of which aims to highlight some aspects of the phenomenon under study, and look for a relationship between variables. Part of the questionnaire namely students’ intrinsic

motivation, which is based on five point Likert- scale is adopted from Shia (1998) inventory questionnaire to determine level of that motivation for English master students. While the other part that is concerned with classroom Facebook closed-group is addressed to measure incorporation of that instrument in learning and it is primarily designed to gain a complete view and deep understating of the utility of that virtual environment in students' academic and social life. On the other hand, the remaining parts of the questionnaire is composed of different closed-ended and open-ended questions to collect a variety of information about the studied problem.

1.4.2 Interview

The qualitative research interview is a widely employed instrument in research particularly social inquiries that aims to collect rich and in-depth information about a specific phenomenon from a study population. According to Creswell (2012) interview is a transfer of information that occurs between interviewer and respondent via face-to-face discussions. It involves a verbal communication (Fox, 2009). Similarly, Scott, Clothier and Spriegel (1977) defined interview as a deliberate communication of ideas by answering questions that establishes communication between individuals in an interview. In short, interview is regarded as conversation with a purpose (Burgess, 1984). At this point Kvale (1996) reported that interview aims to understand the meaning behind interviewee's answers in order to provide complete description of individual's real-life.

Furthermore, the utility of interview relies in its flexibility in depicting real-life situation of participants through shared experiences, feelings, and opinions. In this respect, it is useful as a complementary tool to questionnaire to explore in-depth participants' answers (McNamara, 1999). Some researchers believed that interviews and conversation are not alike because the latter is based on alteration of roles. While the former are founded on researcher's hypotheses and pursuit to a comprehensive understanding of situation. Other scholars considered interview as an oral questionnaire and in this case, it is compulsory to clarify that questionnaire is concerned with gathering data indirectly, while data collected from interview are direct and related to personal contact with participants.

Interviews can be designed in varied ways according to the purpose and need intended to achieve, as well as nature of information that the investigator wants to accomplish. Based on this assumption, interviews can be classified into several types. First, structured interview include a group of predetermined questions that are arranged in specific order (Stuckey, 2013; Denzin & Lincoln, 2008). The researcher uses structured interview when participants have to provide short answers to each ordered question, in which the research questions direct the way participants' responses should be ordered, recorded and coded (Stuckey, 2013). Format of questions and answers are controlled similar to questionnaire but it is administered face-to-face with interviewees where the latter receive identical questions and have to select their option from predetermined list (Gubrium & Holstein, 2001; Easwaramoorthy & Zarinpoush, 2006). Thus, the main characteristics of this type of interview is that the questions are formal and standardize in inflexible way (Crawford, 1997). The fact that open-ended responses are minimized, it allows researcher to spend less time in coding, and content analysis, which means that the data are directly entered in appropriate software for analysis (Fox, 2009). At this point, it is often used as a method to guaranty possibility of making clear comparison across sample. The role of the investigator in structured interview is only restricted to providing explanation to questions if necessary (Hudelson, 1994).

Second, in unstructured interview, the investigator ask general questions without restriction to pre-set questions, guidelines, or group of options. It aims to build contact with interviewee and make conversation casual, friendly, and smooth because in such circumstances, the respondents tend to reveal more and chance of being honest will be high. Collecting in-depth information is also the main goal of unstructured interview where interviewer has to investigate contradictions of the phenomenon as well as accomplish the above-mentioned objective through asking interviewee more advanced questions (Easwaramoorthy & Zarinpoush, 2006; Gubrium & Holstein, 2001; Crawford, 1997). Moreover, in this type of interview, a great emphasis will be on participant's thoughts where investigator need to introduce the topic and let the interviewee expresses his ideas, emotions, and opinions, as many researchers believed that this method is great and effective in discovering new facts about complicated issues (Fox, 2009).

Third, semi-structured interview are highly concentrated, flexible in term of questions order that are directed according to interviewee's answers (Stuckey, 2013) as it

is widely used method among other types of interviews in qualitative studies (Rise et al., 2013; Patel et al., 2012). Sometimes researchers conduct observation and unstructured interviews in order to understand phenomenon in study deeply as primary goal and as ultimate result to elaborate pertinent and meaningful semi-structured questions (Stuckey, 2013). Additionally, a group of questions that the interviewer intends to use in this type of interviews have to be a planned before the meeting, and take the form of open-ended where respondents can answer those questions in their own words (Fox, 2009; Easwaramoorthy & Zarinpoush, 2006). The investigator has wide possibility to examine further some aspects based on participant's responses and it is allowed to ask additional question to clarify any misunderstanding or to get new information about the topic. Hudelson (1994) reported that in semi-structured interview, the investigator has to be aware of the issues to be discussed, and prepares list of questions to be answered. This type of interview concentrates on participant's collaboration in clarifying points of interest since it gives freedom to the interviewee to speak intensively on aspects that researcher raised during interviewing. Finally yet importantly, semi-structured interview is suitable for gathering interrelated information with more focus on participant's perspective.

The final type is focus group, which is a famous interview technique. Usually, it takes place between a group of five and nine respondents. The role of researcher in this type of interview is to concentrate the discussion through directing the session by means of stimulus conversation around a particular subject (Abawi, 2013). The aim of focus group is to allow participants to express themselves freely with concentration on collecting as much as possible collective views, in which interviewer manage ideas of participants. Moreover, one of the characteristics of focus group is that quality and quantity of the requested information can be reached through liberate expression of someone's thoughts, as well as interactions, and dynamics between a group members because a successful focus group is something beyond session of questions and answers (Hudelson, 1994).

A large number of researchers tend to employ interview in their studies as a research instrument due to number of advantageous aspects that can be summarized as follow,

- Deep understanding of situation is achievable through comprehensive collection of information.
- In comparison to questionnaire, interview is regarded as an intimate, which makes rate of participant's response higher.
- It is flexible regarding the possibility of changes that can be introduced by researcher either at level of questions order or based on initial outcomes (Abawi, 2013).
- Less equipment is needed in interview and much more emphasis is placed on skills of researcher such as conversation.
- Deep insights on topic can be accomplished because of gathering deep information (Singh, 1992; Sukhia & Mehrotra, 1983).
- The strength of interviews relies in amount of the information provided when possibilities of observing respondents directly is null (Quad, 2016).

On the other hand, researcher cannot ignore the disadvantageous aspects that accompanied method of interview, which can be grouped under the following points. First, interview is a time-consuming regarding amount of qualitative data. Second, possibility of researcher's bias because of extreme closeness with interviewees (Abawi, 2013). Furthermore, chance of having responses that please the investigator, and thus the interview data are misleading (Quad, 2016). Finally, it is disturbing process for respondents because it reveals experiences, ideas, feeling .etc., which means violation of an individual's privacy (Singh, 1992; Sukhia & Mehrotra, 1983)

The present research utilizes semi-structured interview, which is intentionally based on the employment of open-ended questions. The reason behind the selection of this kind of interview is that it provides researcher with great opportunities for further investigation into the problem without strict obedience to a set of restricted questions. Since the present research phenomenon is not explored particularly in western region of Algeria, the researcher logically selected semi-structured interview as a way to gather rich and detailed data from the respondents and explore unpredictable issues that may be revealed during this process.

1.4.3 Observation

One of the major and most used instrument in scientific research and particularly in social sciences is observation. As a research method, observation is adopted in both quantitative and qualitative studies for sake of gathering information about different issues such as people, culture .etc. In late of 19th century, Anthropologists are first who mentioned the significance of observation as a research method in social sciences. Furthermore, it can also be employed by various actors namely teacher researchers (classroom setting), sociology practitioners (community setting), and psychologists to study human behavior (Kawulich, 2012). According to Marshall and Rossman (1989), observation is defined as a methodical description of social environment regarding human behaviors, events, and manufactured articles. While Fox (1998) concentrated on perception, which is very important aspect in observation, he believed that observation is not just recording the targeted phenomenon as the way video camera do, but rather the investigator is an active collector where he is engaged in this process with his brain, eyes, and ears to collect, organize, and understand the data. To sum up, though researcher's strong desire to know and interest are key elements of this research method, observation should be conducted based on some aspects such as methodical research, determined purpose, and scientific basis.

Additionally, research inquiry as well as context of study are pillars that guide researcher to select the appropriate research method that best suit the study. Therefore, observation as one research instrument among others can be utilized either as a primary tool in a study or can be integrated with others to gain a complete understand of a phenomenon (Ciesielska, Boström & Öhlander, 2018).

Many features characterizes the utilization of the observation in research, which can be summarized in the following points. First, it helps researcher to determine and direct relationships with those who are involved in observation. Second, it conveys information on how individuals interact with their environment and how elements are organized in that setting. Third, it provides researcher with data that help determine priorities of the targeted population. Next, it is comprehensive in a way that enables reader to grasp the social setting being described. Finally, observation introduces investigator to

the population under study, thus it allows him to design pertinent questions (Schensul, Schensul, & LeCompte, 1999).

Many types of observation methods are available, and according to Pretzlik (1994), it can be employed in research in two distinct ways. First, structured observation as the name indicates, it is a controlled and planned observation through the employment of standardized technique such as coding in order to identify related observation categories or observation analysis in case if the observation is recorded by using video camera (Stausberg, 2001). According to Angrosino (2005), observation is purely a field technique that happen in social environments, i.e. natural field settings. Similarly, Bryman (2008) mentioned that observation is a widely used method of research in majority fields of research, particularly in marketing, social psychology, and education research. Moreover, one of the major requirement of the observation method is that the targeted behavior, which the investigator aims to observe, should be well defined in addition to defining the exact protocol to follow. In this case, the observation can be measurable. Structured observer has to be objective and do not involve researcher's own preconception.

Second, in unstructured observation, the investigators comes to field with no planned notions or aspects about the definite behaviors that they aim to observe (Mulhall, 2003), where they have a large possibility to adopt different roles from complete participant to complete observer in contrast to structured observation where researcher has to be intentionally not involved with what is being observed. Additionally, researchers use unstructured observation to investigate new areas or phenomenon, pave a way for future descriptive researches and new hypotheses emerge for further investigation (Barker, 1980). In this regard, Sapsford and Jupp (2006) reported that the aim of unstructured observation is to generate and provide qualitative explanation of human behavior in detailed way, which define and clarify social meanings. This information is associated with obtained data from interviews and conversations to have a comprehensive and in-depth view into the research problem. Furthermore, Flexibility is a key characteristic of this type, where researcher conduct observation with open mind with no preconceptions in order to avoid contaminating the data. At this point, Pretzlik (1994) clarified that both structured and unstructured observation may be employed in a single study.

In addition to observation that constitutes an important qualitative research method in addition to its various types that are available to researchers to approach a particular research problem, field notes is also regarded as a paramount component that cannot be neglected or ignored during process. Therefore, field notes refers to written notes created by the investigator during process of data collection to document events, activities, behaviors of an observation. Schwandt (2015) claimed that the main objective behind the use of field notes is to facilitate meanings extraction and provide a thorough understanding of problem under study. Likewise, these notes can be regarded either as a main data collected for a specific study or as complement information, which contribute with other research instruments to the collection of data. Moreover, the way of taking notes greatly depends on researcher's decision and nature of phenomenon, yet field notes falls within two distinct kinds, descriptive field notes where the observer attempts to record precisely genuine data such as conversations, behaviors, and actions .etc. without comments or interpretation of the observed facts (Saylor Academy, 2012). Whereas, reflective field notes go beyond descriptive notes, it allows researcher to write down additional questions as well as comments based on self- examining of what is being observed and experienced. In short, document enquiries, interests , thoughts while conducting the observation is core of reflective notes as Schwandt (2015) indicated. Likewise, the wide use of observation as a research instrument in various research studies are due to its advantageous aspects that characterized it among other techniques, including,

- Observation permits researcher to gain a wide view to different aspects of social environment, which may be invisible and not available to people.
- It provides a great chance for researcher to come up with rich and detailed descriptions about studied situation, and to develop further hypotheses to test it on participants (deMunck & Sobo, 1998).
- In comparison to other research techniques, observation is the simplest one in social sciences that do not require an intensive training to become an observer.
- In observation, the researcher studies human action and behavior directly and recognizes easily wrong and right activities without participant's claims

- Since observation relies heavily on factual facts, direct contacts, and real experience, the collected data are realistic

On the other hand, observation receives criticisms due to some disadvantage that have been associated this technique. First, lack of enthusiasm as well as interest in events and facts that occur in backstage. Second, interpretations of the observed aspects may be difficult if those involved in observation authorize researcher to take notes that are only restricted to specific and familiar situations to the observer (deMunck & Sobo, 1998). Next, some aspects of research such as emotional and mental factors cannot be observed and thus absence of total perception of phenomenon.

The investigator of the present study uses unstructured observation, which is based on watching the phenomenon under study without prior planning to what will be observed. Since university students, particularly master English students were greatly attached to this kind of technology, adopting unstructured observation with descriptive notes taking was an adequate research method and appropriate decision to approach profoundly this study. Additionally, to reveal much more information that might not be available in other places and publicly because it is related to students who preferred sharing their stuffs secretly via closed- group on Facebook platform.

1.5. Procedure of Data Collection

Collecting data are subjected to some rules that any researcher must follows, complies in order to achieve better results, and answers the searcher problem. In this regard, gathering data is a systematic process that allows researcher to pose research questions, test the hypotheses, evaluate findings, and come up with rational answers, which involves collecting and measuring information about specific variables that the investigator intends to search. The researcher of the current research employs a mixture of quantitative and qualitative research instruments namely questionnaire, interview, and observation that are considered as suitable methods to achieve triangulation in research with reliable and valid results, and consequently raise the possibilities of obtaining genuine facts about the searched phenomenon.

1.5.1 Administration of Questionnaire

In general, researcher has supreme decision to select either to distribute the questionnaire of the study personally or online via e-mail, each outlet has its own advantages and disadvantages. For the present study, the investigator decides to administered the questionnaire personally to the participants due to nature of the tackled topic that necessities the presence of the researcher in the field to clarify some points, and to make sure that all the respondents provide their responses. First, a prior step needed before the collection of data is piloting the included questions for sake of reliability. In this respect, Bell and Waters (2014) focused on pilot-test because it is pertinent step. Any researcher must perform it to guaranty the effectiveness of the instrument through conducting this operation with preliminary participants, performing preliminary data analysis, and finally making adequate modifications. Accordingly, the questionnaire was primarily examined by the supervisor then piloted on a group of 10 respondents who have been chosen randomly, to complete the questionnaire, to check the clarity of the questions, and report any misunderstanding. Then, the researcher analyses the preliminary data through Cronbach's alpha test in SPSS Software, which is designed to calculate the reliability of questionnaire. Consequently, the included questions were slightly modified as item number six regarding Facebook closed-group section was deleted to increase reliability. After modifying the questionnaire, the obtained Alpha value (Facebook closed-group 0.74 and Students' Motivation 0.82), that is presented in Table 1 and Table 2, becomes significant, as Pallant (2010) states that the accepted value of Alpha for social sciences research is ($> .60$).

Cronbach's Alpha	N of Items
,746	9

Table 1.1: Reliability Statistics (Facebook closed-group)

Cronbach's Alpha	N of Items
,827	12

Table 1.2: Reliability Statistics (Students' Motivation)

The respondents of the study receive a clear explanation about the nature of the topic being investigated as well as the importance of Facebook closed- group in students' academic and social life besides its correlation with student's intrinsic motivation. Thus, they accept to take part in the study since they are concerned with those subjects and regular users of that virtual environment. The questionnaire is administered over a separate period during the academic year of 2019/2020 to have relevant participants and to eliminate those who are not really into it who might expose the study to the risk of obtaining false results.

1.5.2 Administration of Interview

The investigator uses a semi-structured interview, which is a pertinent format due to number of reasons among them are, it allows for further discussions with informants, which is an advantageous feature to obtain rich and detailed data besides deep understanding of the topic. Previously, many researchers recommended guidance and suggested number of interviews from 5 to 50 respondents as an adequate proportion to obtain sufficient information. Conversely, the emergence of new concept of data saturation leads many scientists for instance, Guest, Bunce, & Johnson (2006) to confirm that from 6 to 12 respondents is a great for the number of qualitative interviews that a researcher needs to reach saturation. Thus, a sample of 13 interviews is adequate for this study.

The researcher performed the interview with English master students, which took place at English Department, Djilali Liabès University, Sidi-Bel-Abbès during the academic year of 2019/2020. The interviewees received a clear explanation about the nature of the study, how conversations should proceed as well as the confidentiality of the information, and at the end of the meeting, researcher recapitulated the data to make sure that interviewee had been clearly understood.

1.5.3 Administration of Observation

The observation was fully conducted online through researcher's Facebook account. During the academic year of 2019/2020, six English master majors possessed closed-groups via Facebook platform namely first and second year of master studies namely Literature, Didactics, and Sociolinguistics at Djilali Liabès University. The main objective behind the use of such virtual environment was to share a variety of different information about student's academic and social life and as a new trendy method to keep up with modernity, and most important to be familiar with new technological tools.

The researcher asked for permission from the founders and administrators of those groups to let her complete the observation method since those groups were private and limited only to students of the major. After a considerable period of time, and many attempts to obtain an acceptance, eventually an accordance was granted from only a master class Facebook closed-group namely UDL master 1 Literature (promo 19-20), while other groups refused to be part of the research due to privacy policy and other unknown reasons.

The investigator conducted unstructured observation, as it was a suitable format since there was no determined or particular elements that a researcher had to look for and observe. The nature of this study guided the investigator to watch and observe all the activities, events or behaviour that the member students were involved to gain comprehensive information, which might contribute to deep understanding of the effect of Facebook closed-group on students' motivation particularly for western Algerian context where English language was taught as a foreign language.

The unstructured online observation took place during the academic year of 2019/2020 and lasted approximately for one year from date of receiving acceptance that was in November 19th, 2019 until June 2020, and because of Coronavirus pandemic, it extended to the end of November 2020.

1.6 Data Analysis

Statistical and content analysis was employed in the current study for sake of analysing both quantitative and qualitative data that were mainly gathered via three research methods namely questionnaire, interview, and observation. In this regard, content analysis is a research method that mainly concentrates on interpretation of content data, which involves an organized process of coding and determining themes (Hsieh & Shannon, 2005). In simple terms, Cole (1988) defined content analysis as procedure that is based on methodological examination of communicative messages between humans in its three forms (visual, verbal, and written) for purpose of explanation and interpretation. In comparison to many research techniques, content analysis is characterized with some advantages (Parveen & Showkat, 2017) for example; it is applicable to both quantitative and qualitative research. Second, it allows researcher to gain an insight view to phenomenon in research. Third, it is a trustful instrument for analyzing human's thoughts, behaviors, and perspectives. Next, a researcher can conduct a statistical analysis from coded text. Then, it is an effective instrument when integrated with other methods of research for instance, observation, interviews .etc. Last, content analysis is low cost. Although these remarkable advantages, content analysis is prone to some drawbacks that can be listed below (Columbia University, 2011) , (1) Risk of researcher's bias that cannot be reduced or avoided due to human nature, (2) It is not based on theoretical aspects, but rather it encourages researcher in interpreting relationships and effects between variables liberally. (3) Content analysis is time-consuming process, (4) some researchers criticised content analysis for the problems of reliability and validity (Riffe, Lacy, & Fico, 1998).

The data obtained from questionnaire were analysed systematically through frequency tabulation, percentage, statistical analysis via calculation of correlation analysis and independent t-test using Software Package for Social Sciences version 19, and linear regression. While, content analysis method was employed to analyse the data gathered from both interview and observation.

1.7 Sample Population

As the current study focus on investigating the effect of Facebook closed-group usage on students' motivation precisely EFL English learners, the participants

are current students at the level of English language Department, Faculty of Letters, Languages and Arts at Djilali Liabès University during the academic year of 2019/2020. There are huge numbers of students who use regularly their Facebook account and particularly their master class Facebook closed-group on daily basis for different purposes such as academic and social issues. In this study, the investigator mainly concentrates on master students because they have large experiences with such virtual private groups, they also have knowledge about the ways of establishing collaboration between each other, and they skillfully handle internet websites and platforms options such as posts, upload and download files and screenshots, and share information.

According to Buchner et al (1997), "*GPower version 3.1 is an excellent freeware program that allows high-precision power and sample size analyses*". Thus, the researcher opts for the use of this software to calculate the sample size of this research for the above-mentioned purposes. The calculation of sample size for any research is limited to some determined rules and standards. At this point, the researcher follows certain scientific parameters on that software to determine the intended representative population.

Based on these assumptions, any researcher who wants to calculate the adequate sample size through GPower 3.1, he has to identify some important parameters for instance hypothesis testing, P value, power of t-test and effect size. First, Hypothesis testing involves as a primary step from an investigator to think about his researcher hypothesis, for example 'Facebook closed-group affects students' motivation'. Then, the second step is that hypothesis testing involves expressing the research hypothesis as a null hypothesis and test it with an appropriate statistical test to decide whether the null hypothesis can be accepted or rejected. Thus, the null hypothesis of this study is 'there is no effect between the studied variables'. The researcher wants to be able to reject the null hypothesis and to show that the effect of Facebook closed-group on students' motivation is not a result of chance and thus the alternative hypothesis is that 'the Facebook closed-group really effect on students' motivation'.

Second, Significance level (P value), which is the used limited probability that is usually estimated as 0.05 or 5%. This value must be determined in advanced and must researcher set it on GPower software as $p=0.05$ since it is referred to as alpha level probability in addition to two tailed test, which allows for either a significant positive or significant negative correlation. In other word, the P value is important because it represents the deviation that might exist between the opinions of your respondents and the opinion of the entire population. The P value or so-called margin of error allows researcher to be sure that between 85% (90%-5) and 95% (90%+5) of the entire population actually likes for example the 'Fall 2016' line (Cunningham, McCrum-Gardner, 2007) or the use of the Facebook closed-group affects master English students' motivation.

Third, the power or often called as confidence level means the probability of rejecting the null hypothesis when the alternative hypothesis is true (McCrum-Gardner, 2010). Additionally, 80% is regarded as the minimum required or accepted level where it informs researcher how often the percentage of population that for example the usage of Facebook closed-group affects their motivation actually lies within the boundaries of the margin of error. Similarly, the investigator of the current research selects 80% as a confidence level (it is indicated on GPower as $1-\beta$ error prob) then in 80% of time between 85% and 95% of the population 'the use of Facebook closed-group for academic and social issues affects master students' motivation'.

Last, Effect size is a statistical concept that determine the strength of the relationship between two variables, which is a helpful parameter in identifying whether the existed difference or relationship between variables is real or because of factors changing (McCrum-Gardner, 2010). The greater effect size, the great height difference between studied variables. Similarly, it is used when researcher wants to know for example the effect of specific therapy on diabetic patients since the value of effect size will demonstrate if that therapy had a small, medium or large effect on those patients (McLeod, 2019). Since this research focus on correlation and looks for relationship between variables, thus the effect size is referred to on GPower as 'correlation $p h1$ ', which is related to the correlation between variables for the alternative hypothesis that has previously mentioned as "the Facebook closed-group really effect on students' motivation'. According to Cohen's effect sizes, the estimated effect size will be

medium= .30. Whereas the null hypothesis is represented as a zero, which indicates a zero correlation (no effect or relationship between variables), it is most commonly used hypothesis value for correlation (Figure 1.1 and Figure 1.2).

[21] -- Friday, March 06, 2020 -- 13:50:35

Exact - Correlation: Bivariate normal model

Options: exact distribution

Analysis: A priori: Compute required sample size

Input: Tail(s) = Two
 Correlation ρ H1 = 0.3
 α err prob = 0.05
 Power ($1-\beta$ err prob) = 0.80
 Correlation ρ H0 = 0

Output: Lower critical r = -0.2145669
 Upper critical r = 0.2145669
 Total sample size = 84

Actual power = 0.8003390

Figure 1.2 Protocol of power analyses

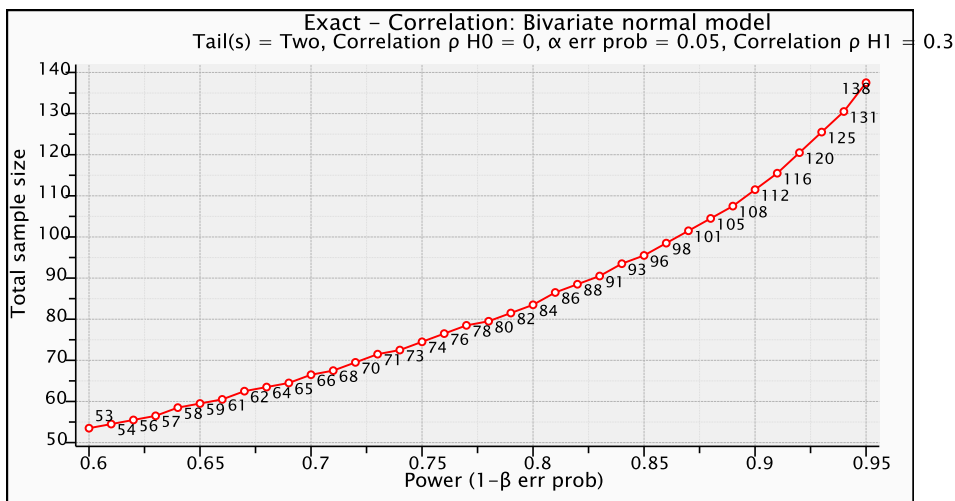


Figure 1.3 X-Y plot for a range of values

From the above figures, it can be concluded that the number of people required to obtain significance is 84 people with a medium effect. In other words, researcher have to conduct a study with sample of 84 participants and in this case,

there is 80% chance of getting significance, which also implies on the other side a 20% chance of not getting significance. Moreover, with medium and large effect sizes, there is a great chance of getting significant results in a research. The true correlation in the population is 0.3 between the two variables.

1.8 Validity and Reliability

Reliability and validity are crucial concepts that are related with the way an employed research method measures something. According to Bell (1997), reliability refers to the extent to which the used instrument for data collection produce similar outcomes when the study is repeated in the same circumstances. Therefore, the research of the current research makes use of the used research instruments by pre-testing the questionnaire as well as the semi-structured interview with a group of participants that are chosen randomly before going to the field.

On the other hand, Kelly (1927) introduced the concept of validity when he claimed, "*a test is valid only if it measures what it claims to measure*". For example a test that is designed to measure attitude for EFL learners, it must perform the intended mission and do not measure other issues such as autonomy. Thus, validity refers to the accuracy of a measure, in other words it tells about whether the obtained results reflect what is planned to measure. In this regard, the used questionnaire as well the semi-structure interview in the current research are designed in a way that measure specific issues such as students' access to Facebook and Internet services, students' relationship with their classroom Facebook closed group in addition to revealing their motivation towards English language learning.

1.9 Limitations

Many research face challenges and limitations during the process of conducting a research and at different levels of study, which is a much-normalized situation that a researcher has to cope with. However, the most important thing at this stage is to provide clear and detailed explanation to the audience about challenges that faced this study, which in return may help the investigator to gain an advantageous feature that the investigation is purely based on genuine facts and as

a way to demonstrate the trustworthiness of study. In this regard, the present research faced some obstacles that are worth to be discussed.

First, lack of previous researches that focus on determining or identifying the relationship between Facebook closed-group and students' motivation or any academic paper that address the situation of using this contemporary technological platform particularly among EFL learners in western region of Algeria, which makes research struggles with the adequate research methods to employ and ways of approaching this phenomenon properly.

Second, students' unwillingness in revealing some aspects of academic and social life to someone who do not belong to their closed circle. Thus, this factor caused many problems to study where many administrators and founders of Facebook closed-groups rejected researcher's invitation to join those private groups several times though they received promises that the information will be used for scientific purposes with confidentially preservation. Eventually, after several attempts, only one closed-group accepts to be part of this study, which will be sufficient to carry on the observation method and to crosscheck the information with questionnaire and interview data.

Third, the Coronavirus pandemic has a great impact not only on the social aspects of the world population, but also on the academic life of universal students. Thus, Algerian learners and particularly EFL students were also affected due to quarantine restrictions that prevented many universities to continue in-person learning and turned towards e-learning as case of English Department at Djilali Liabbès University. In this regard, the Coronavirus pandemic had influenced the present study regarding the observation method because during that period, the researcher already started an online observation of master class Facebook closed-group that was scheduled for the complete academic year of 2019/2020 after she receives permission for that task in November 19th, 2019. The process of observation witnessed unexpected recession for a period of four months and half, approximately from April 1st until August 20th, 2020 because of the sudden stop of students' academic and social activities on their closed-group. Fortunately, in August 23th, 2020, many member students resumed their usual activities such as

posting lectures, various files, request posts on that virtual space, and all sort of cooperation that may contribute to the success of student, and it enables researcher to continue the observation process by taking detailed notes on every activity as much as possible. On the other hand, research methods such as questionnaire and interview did not affected by Coronavirus pandemic because they were administered earlier from September until December 2020.

1.10 Conclusion

The first chapter of thesis is devoted to discuss the methodology of research that the investigator based on to complete the examination of the phenomenon under study. Both quantitative and qualitative research are used to achieve triangulation in research, which has an advantageous feature such as having credible and valid outcomes. In this respect, the researcher makes use of methodological triangulation, which is mainly represented in questionnaire, interview, and observation, as it is a suitable approach to address the studied problem properly. Additionally, the selected sample population that best suit this study plays a paramount role as it provides relevant and factual data. This chapter also discussed the research design, the data collection procedure as well as the data analysis. It also provides clear explanations about validity and reliability if the employed instruments besides limitations of the study.

Therefore, the current research uses the appropriate research methodology to examine the relationship between EFL students' use of Facebook closed-group platform for academic and social issues and their level of motivation. Moreover, students' point views about the utility of this platform in their life, and especially in enhancing their intrinsic motivation in a way that they could have more chances to learn and acquire new concepts, methods .etc. regardless classroom setting have been also investigated. The researcher also examines the participants' perspectives about considering their private Facebook closed-group from just being an instrument for social communication to an effective educational method. Moreover, the researcher reviews the literature concerning the terms of the present study such as Social networking, Facebook platform, Facebook closed group, and motivation in addition

to shed light on the related studies regarding integrating Facebook in learning and students' motivation, which are explained in the following chapter.

CHAPTER TWO

Chapter Two: Literature Review

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2.1 Introduction

In general, students of twentieth century is encountered with different matters that are all interrelated and each of which has a proportion of impact on both student's daily and educational life. In this regard, the wide use of technologies in different parts of humans' life such as economic, social, politic. education .etc. implies gradual incorporation of technological tools as a means of communication among learners. In other words, the employment of Web 2.0 technologies that are represented in all the social networking tools such as Facebook, You Tube, and Twitter do not do not remain under the control of the educators as helping platforms that can in one way or another bound the relationships between the involved agents towards reinforcing the process of learning. In contrast, students are responsible for eliminating the role of teachers in many ways from existing on social networking media and completely dominate them with their presence through various activities for example, social affairs, educational issues, and entertainment posts. It can be said that learners becomes responsible for their learning via those social networking devices.

There are many types of the social networking tools that students can select and use according to the needs, aims, and utility of that device in their lives. The type of electronic platform that this study deals with if Facebook due to its popularity in the world and among this category of people i.e. university students with a specific focus on Facebook closed-group, which is famous used service.

The second chapter will explore the literature that is related to the concept of social networking in general and Facebook closed-group in particular on one hand and on the other hand, students' motivation, and which factors that may influence their intrinsic motivation. The first section of this chapter will describe the concept of social networking, the main characteristics, the major difference between social networking and social media, its tools besides the advantages and disadvantages aspects that are associated with that technology, to reveal the influence that can have on people in addition to reviewing the related studies about their uses in learning. The second section will be devoted to the concept of Facebook as one of the famous social networking instrument, its functionality and forms, the motives that drive people joining this virtual environment, its main advantages and disadvantages besides dealing with the related

studies that concentrate on the utilization of Facebook in learning. The next part will be about Facebook closed-group, which is the focus of this research to determine the difference between Facebook groups and pages, their features along with the studies that deal with incorporating Facebook groups in academic context. While the last part will discuss the concept of students' motivation, its importance in education and for learners, the types of students' motivation and finally determining the factors that influence that psychological element.

2.2 Social Networking

Recently, the term Social Networking becomes center of research for many disciplines and that due many reasons, but the most important one is that it is a new technological platform that facilitates connection between varieties of people for different purposes primarily, it satisfies the needs and desires for which that group of individuals have reunited. First, the term 'Networking' refers to a process that always accompanied human when dealing with others, which means the activity of getting the attention and interest of person and then establishing a connection with him. In this regard, humans are always in connection with each other as they share valuable information to maintain relationship. Thus, such behaviors are classified either utilitarian relationship where there is interests or gain for all parties or as socializing where individuals seek for developing social aspects of that relationship. Similarly, 'A social network is the web of relationships that connect people together' (Thevenin & Martin (2005); Surowiecki (2004)), which is a result of natural human behavior in his connection with others.

2.2.1 Definition

It is worth to mention the history behind the emergence of Social Networking to have a clear idea about this concept. In 1997, the Sixdegrees Company was the first who launched a website that is based on encouraging people to have an online account, which allows them to have a virtual identification so-called profile, and supplying that website with a visible list of persons to enable members to recognize their friends and then contact can be easily establish. Therefore, this company was first who contributed to the emergence of online communication (Boyd & Ellison, 2007) through facilitating

creation of profiles and sending messages between users. Three years later, the company recognized recession then collapse due number of reasons as Cassidy (2006) mentioned that internet users at that time were not familiar with such kind of website and consequently, social networks did not formed, in addition to its services that did not meet the users' expectations. The following companies did not do well though their efforts in providing some advantageous features to the users (Cohen, 2003) for instance, Live Journal that was founded in 1999, which worked for facilitating journal exchange between friends. Next, a Korean Company named CY World that improved user services through adding more features regarding social networking in 2001. Unfortunately, the same things applied to the following companies as they suffered failure such as Lunar Storm in Sweden, Ryze Company, and Tribe Company. After 2001, another websites emerged for example Cyworld, Blackplanet, and Migente and who have managed to reinforce virtual relationships. With the rise of a web 2.0 technology in 2004, virtual users recognized Facebook, and Myspace (Ebergi, 2007).

According to Boyd and Ellison (2007) social network services is defined as a “*web-based services*”, which encompasses three main elements that are. (1) They enable person to create his own profile than can be visible to public or be limited to group of friends within a bounded system, (2) name a list of users that can establish a connection with them, (3) view and navigate other users' list of connections that has been made within the system. Similarly, Sadiku et al. (2019) explained with details the concept ‘social network service’ as an internet-based platform that a person uses in order to build and develop his social relationships with other people. It allows user via its different options to interact online with other members who have common interests and for various purposes since instant messaging, comments, uploading photos and videos, and posts are permitted. Thus, social networking refers to ‘*the use of internet-based social media programs to make connections with friends, family, colleagues, or customers*’ (Kenton, 2022). In this regard, Social Networking is regarded as practice that allows individual to expand his professional or social contacts by building relationships with individuals via social media sites such as Facebook, LinkedIn, and Twitter.

As a sociological concept, Social network is considered as a group of social connections between elements of network, which interact between each other and are generally individuals. Network elements can be also social groups, organizational units

or whole organizations. Based on these assumptions, some sociologists consider social networks as the core of social structure (Burt 1980); while others consider these social networks, as a mechanism that connects micro and macro levels of social life (Coleman 1990; Pescosolido 1992). Moreover, social networking is called with this name because in the model of social media, information works in both directions i.e. the source and the reader. Thus, immediate and direct communication with the source is seen as a revolution in the way information is shared. Therefore, direct information from one to many and vice versa again, it is called 'Social'.

2.2.3 Characteristics of Social Networking Websites

Most research literature discuss the characteristics of social networking from individuals and groups' perspectives regarding its usage in their lives, rather than concentrating on the features of the social networking sites themselves. Thus, such a focus demonstrates the role of users in modifying and developing utilities of those sites (Byrne, 2008; Charnigo & Barnett-Ellis, 2007; Hargittai, 2008). In this regard, Rony et al (2009) conducted a study about this topic where they analysed both the theoretical and empirical characteristics of the social networking service, which are presented in the following points,

- Digital persona or virtual identity, which means that social networking sites help user to develop an on-line persona. A persona is defined as a virtual representation of the user, and some of its privileged points are, it allows user to control and develop his virtual identity. Second, it represents the image of the user, which means that it may have more or less resemblance with real identity of the user. Therefore, a digital identity requires a digital public and in this case, a profile constitutes a significant factor when different other users view, connect and start sharing.
- Network Building, social networking sites provide user with various chances to construct his social network(s) through a variety of available options that help individual, to search for other users, to recognize connectivity of the members of user' network, to meet and to be introduced to other members, and to group users who have common interests. Consequently, the user build interconnected

networks of friends, colleagues, family, and contacts with whom he has common interests .etc. Sufficient users are required on those sites in order to establish an important network.

- Network Maintenance, feature of continuity is guaranteed for all users of the service and also for the network(s) that a user built with no changes even though some modifications are made on some user' persona. Moreover, coupling between connected users is maintained regardless their real or on-line circumstances.
- Network Interaction, methods of interaction between users are provided via direct communication, shared activities, exchange of virtual objects .etc. difficulties of physical interaction is reduced thanks to the virtual environment.
- User Generation of Virtual Content, users have considerable opportunities to supply those sites with virtual content and digital objects for instance, images, videos, texts, music and so on. Thus, the content plays a dual role, in constructing the virtual identity of the user, and in exchanging, which is a fundamental element in network interaction.
- Network Self-Governance, the network shows the social standard, social conventions, rules of formal and informal behaviors, and regulations, and thus providers of the service reinforce governance structures in form of the way that sites work, and most importantly through on-line communications, behaviors, which members are required to respect.

Additionally, Ateeq (2011) provided other important characteristics of social networking websites considering their paramount role in supplying individuals or groups with rich information that can be employed for different purposes. First, they reinforce a teacher-student relationship through interactive online sessions. Second, they promote businesses via orientation of advertisements to the targeted customers. Third, community-driven, which means that the concepts of community direct the social networks, in other words, real world communities are based on shared beliefs among its members. Thus, social networks are founded on the same principle. Sub-communities

of individuals such as charity, groups of high schools or university students and so on are components of the most modern online social networks (Mislove et al., 2007).

2.2.4 Difference between Social Networking and Social Media

Many users of the internet or so-called World Wide Web suffer from misunderstanding and confusion about the meaning regarding common concepts such as Social Networks, Social Networking, and Social Media. The confusion is about the following points for instance, whether they share some kind of relationship, and what are the main differences that exist among these concepts. First, Networking is the process that is related with information or services exchange that occur among individuals, groups of people or organization and are named as online Networking for example Internet is a universal network, which is composed of interconnected networks. Second, Social Network and in this case it is divided into two kinds, either On-line or Off-line. In this respect, the off-line Social Network indicates a web or grid of personal relationship or interactions between communities. While , the on-line Social Network refers to web app or site that allows to its user to exchange different ideas and information with others through the employment of Internet that facilitate the procedure of sharing that information or data. Videos, images, files, comments, likes .etc. represent the data. The user can be part of the online social networks with possibility of easy access via computers, phones, or tablets.

Based on these assumptions, the concept of Social Networking can be regarded as a concept with two different meanings, one that describes social network as social structure precisely social relationships among people in real-life. While, the other meaning depicts online social network as a web application or website. Figure 2.1 represents the off-line Social Network as social relations between individuals and groups in real world whereas Figure 2.2 shows Social Network as applications or websites that enable user to establish communication between various individuals through computer or phone usage.

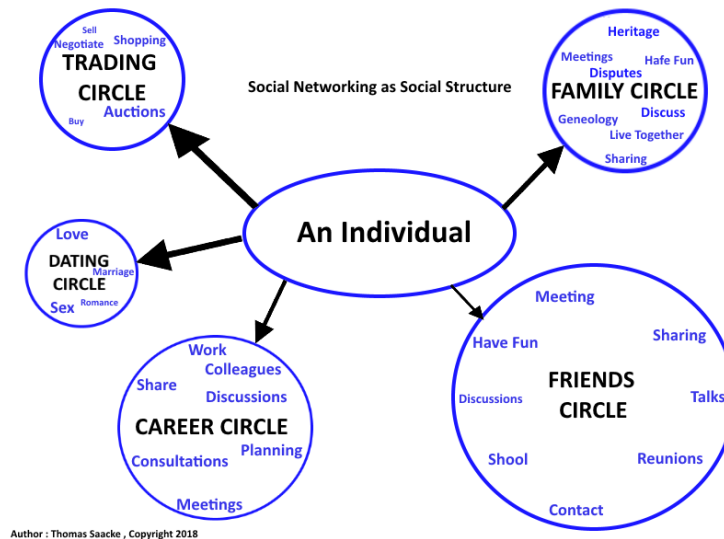


Figure 2.1 Social Networking as Social Structure (Adapted from Saacke, 2018)

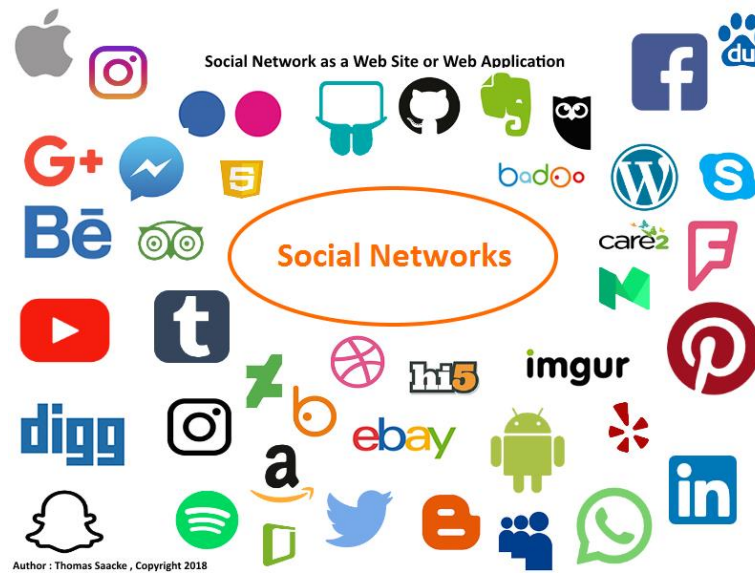


Figure 2.2 Social Networking as a Web Site or Web Application (Adapted from Saacke, 2018)

Third, social media refers to collection of websites and computer software, which enables people to exchange their different ideas, information, news, notes, opinions .etc. Thus, users take part in this cooperation via social media services that are available on computer or phone or any technological devices. To sum up, social media permits individuals to share their information and various activities online via technological devices usage in order to achieve two main objective that are, to initiate an interaction

with other users, and to engage in online social networking. Additionally, Figure 2.3 illustrates the meaning of Social Media and its relationship with Social Networks, Web 2.0 standard and global network (Internet). It is worth to remind that social media is a collection of websites and computer software that help user to generate digital information and share it on internet through a range of available technological devices.

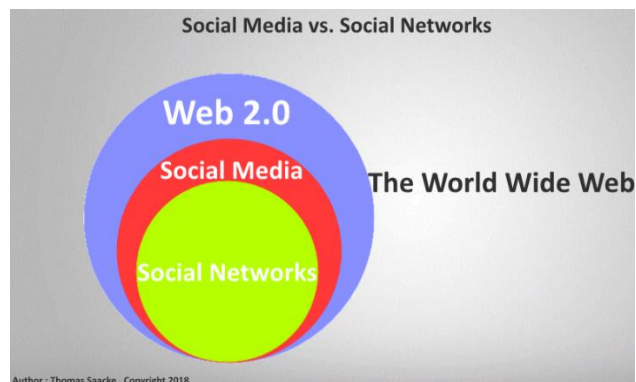


Figure 2.3 Social Media versus Social Networks (Adapted from Saacke, 2018)

Online Social networks witness a considerable development through the possibility of connecting one user to other ones or social groups and that due to the presence of Social media. Interactive applications that are based on Web 2.0 internet symbolize social media, which are primarily rely on the user in generating content for example, blogs, images, comments, and several digital data.

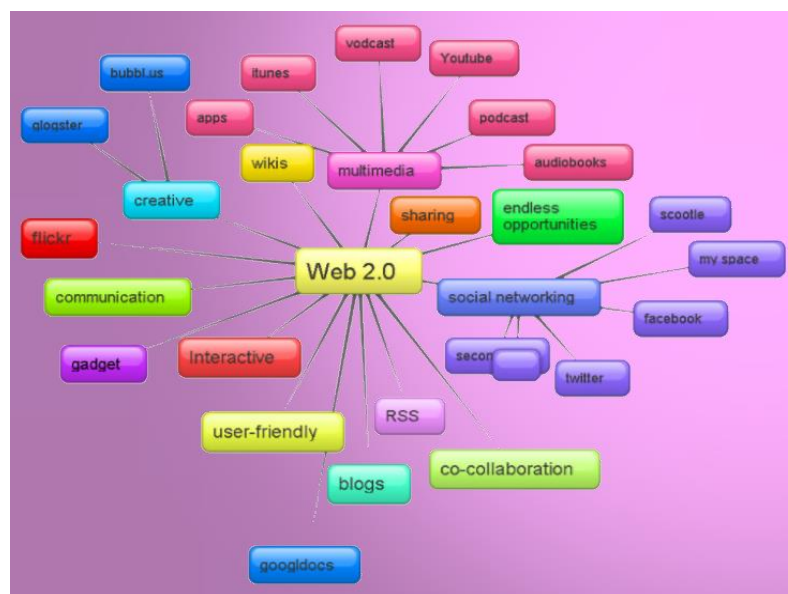


Figure 2.4 Social Networking as part of the Web 2.0 internet (Adapted from Thomas, 2018)

Finally, Online Social Networking is a part of web 2.0 and the social media is the means for producing content and participate towards the development of online social Networks.

2.2.5 Tools of Social Networking

Social networking is a web 2.0 technology, which is a standard that refers to websites that focus on the user to generate or produce content, the ability of computer systems or software to exchange and make use of information, with no difficulties in dealing with information as well as websites. Great number of people young and adult became attached to this new technology via social media that plays a role of intermediate regarding two main purposes, producing content on one side and on the other side developing online social networks. Today, many websites are devoted to social networking, but the most important ones that are extremely popular among internet users who want to share their opinions, videos, ideas, and various activities online (Dieu & Stevens, 2007) are, Facebook, YouTube, and Twitter.

(a) Facebook

The most successful social networking site is Facebook. It was introduced in Harvard University to link friends in 2004. Afterwards, it expanded to include other universities and colleges, and then Facebook Company called for different academic communities to be part of that virtual environment with some restrictions on profiles exchanging among users at that time. Thus, the universities social network asked learner as primary step to join, his educational address as well .com attachment. In this regard, Charnigo and Barnett-Ellis (2007) reported that the company succeeded in preserving users' privacy and different educational communities, and had a leading role in learning institutions. In 2009, it was recognized as the largest social networking website because a tremendous number of photos sharing in addition to conviction of business managers about its utility and usefulness in their works since a variety of individuals and organizations are largely covered.

(b) You Tube

You tube is a platform that is concerned with hosting and sharing videos. It was founded in 2005, where it allows people to watch, explore, and share all videos that users generate. A website that completely encourages participatory culture. Recently, YouTube also provides TV shows and movies after receiving permission from an authority who own the copyrights. Moreover, You Tube users must have a Google account to sign up on that platform.

(c) Twitter

Twitter as a family business, which belongs to Odeo, Inc. it was founded in 2006. Two main features characterize twitter for instance, status updates that redefined the standard of social networking in addition to microblogging service that is available for users to write short message about 140 characters in length, which is an option that becomes popular among users (Tweeter.net, 2011). Twitter enables members to post short messages to other members and at the same time comment on other posts. This social networking website is designed to communicate thoughts, opinions .etc. in form of short messages so-called Tweet.

2.2.6 Advantages and Disadvantages of Social Networking

The worldwide use of social networking had a significant impact on individuals' behaviours as well as different institutions' performance. Thus, the effects of these technological platforms were in both directions, positively and negatively. In this respect, it is important to weight out both the advantages and disadvantages sides in order to reconsider the degree of a person's involvement in such online social communities. Rostam (2020) discussed the main rewards of social networking that can be summarized as follow,

- a. Global communication,** Social networking provides users with great chances to establish and reinforce their connections with others and that in terms of time saving and the way things done. Thus, many networking websites were created to facilitate connectivity and interaction among people for various purposes such as making new friends and expand user's professional relationship. Similarly,

the user benefits from these connections in many different ways for instance offering and receiving services, providing solutions to various personal and business issues. In this case, it is an alternative of real-life situations since it minimizes distances between people.

- b. Share Interests**, as soon as a person decides to be part of social networking, the chance of selecting easily a new friends and communities becomes high, and the most importantly is grouping various people, who do not belongs to user's real world but they share similar interests on that virtual environment, to build a web or network of people. Consequently, network building contributes in exchanging information, ideas .etc. as long as the user have internet access.
- c. Instant Sharing of Information**, which means that many social networking sites have worked on providing user with a sophisticated features, which is instant transfer of information that can be done simply through chat. On this point, many educators appreciated the role of this feature in facilitating teacher-student interaction and consequently discussion. Similarly, John and MacArthur (2008) conducted a study to explore how digital media affect the way young people learn, socialize, and communicate, and they come up with a result that social media can be an effective tool for students to learn online. In such situation, they do not need for more books because they can receive knowledge from virtual learning environment where a great deal of information are available. Moreover, businesspersons can also share instant information with their partners and employees, as it is possible to connect with their clients. Social Media and business world are interconnected with each other because they contributes in increasing company brand awareness. In the same way, customers' comments, and posts about the company lead to more sales, which implies promoting credibility of the business organization.

On the other hand, Sadiku et al (2019) stressed on the drawbacks of social networking when they mentioned that though it tries to satisfy the social, personal, cognitive, and affective needs of individuals, it has some negative effect, which can be grouped in the following points. First, many children/students suffer from lack of training and awareness regarding privacy issues and security, which make them

vulnerable to electronic crimes and emotional blackmail for example they tend to lie about their real age just to avoid being prevented from social networking access (Weeden et al., 2013).

Second, Many researches demonstrated that the social networks constitutes a distraction among particularly the African students where they do not plan for a specific time that they should devoted to such electronic platforms. Previously, educators thought that social networking do not bring any educational benefits for students, thus they preferred to block those sites as precaution and to protect learners from addiction, wasting time .etc. Whereas, other believed that educational institutions, which prevent students from navigating virtual world, they restrict their freedom in learning new skills and habits that are supposed to be part of the today's world.

Additionally, some believe that social networking cannot replicate the traditional version of face-to-face social interactions, exactly the contrary it has bad consequences on human behaviours such as it increases sense of loneliness, depression, and real-life dissatisfaction. Because there are, no restrictions on the content, users can post offensive notes, comments, or pictures in addition to its increase usage as a powerful tool in ending human social relationships.

Finally, culture is the backbone of society, which places great emphasis on regulating the behavior of the individual and defining the way user deals with those who interact with them. For example, in India, a new culture emerged due to the influence of social networking sites on people and eventually it changed the quality life as well as the social construction of society (Mahajan, 2009).

2.2.7 Impact of Social Networking

Social Networking in both form web app or computer software are in increased demand because of its fascinating services, which supply virtual platforms their members to exchange information, digital objects and interact over content. Interaction among people is not limited to social issues, but rather it expands to business, education, politics, healthcare and so on. Therefore, Sadiku et al (2019) discussed the application of social networking in social life, business, and in education.

- a. Social Interaction,** social networking websites help people to interact socially between each other through technological devices such as computer, phones, or tablets, since it is primarily designed to gather different people by means of internet connection, who have similar tastes and activities, transcending all obstacles such as geographical boundaries, and social differences. Different users utilize that virtual environment to exchange a huge amount of information whether they are related to personal life of individual and that for different purposes such as learn about the customs and traditions of other cultures. In addition to the job seekers who make use of those sites to increase their chances of receiving offers and having respectful position in a company (Hoye, 2009).
- b. Business,** Social Networking is a powerful instrument in business world, which can be of great importance in publicizing, and more precisely promotion of products and services of companies. Business organizations benefit from those virtual sites to achieve the following objectives for instance, to increase customers' awareness about products of the company, to manage its online reputation, to recruit for new jobs, to learn about competitors, and to expand its opportunities to potential markets. Among other advantageous characteristics of social networking sites for business are, they help companies in identifying customer's needs and collecting opinions about different perspectives. Second, they provide great chance for global finance through the virtual currencies trading. Furthermore, they facilitate new clients' purchase decision via displaying other customers' experiences.
- c. Education,** the influence of social networks in learning is regarded as significant because they reformulate the way of engagement for both students and teachers in the process of learning. Various issues are performed and transmitted via this virtual environment for instance, learning, educator skills development, and much more of sharing knowledge. Researchers often use social media as means of exchanging ideas, opinions and maintaining professional relationships. Similarly, many universities create their own webpage on those apps (Nini, 2015). However, education encounter with some challenges regarding the social networking such as privacy, lack of appropriate communication, and long-time

needed on one side, while the key benefits are represented in accessibility, flexibility, and convenience (Zaidieh, 2012).

2.2.8 Related Studies about the Use of Social Networking in Learning

According to Maloney (2007), social networking sites play a major role in reinforcing unity of individuals through their commonalities. The growth of social networks usage led to major increase in people's need for communication and information sharing and thus, this fact is not only restricted to the social aspects of individuals, but rather it extended to include students/ teachers' daily life, their academic issues and teaching / learning experiences. In this regard, Tufekci (2008) reported that students utilize different social networks websites to send messages, read blogs, and share things with friends, which in return contribute in enhancing their personal capacities in terms of getting to know each other better and cooperate for more success. In this way, upgrading level of education and students' qualifications with the help of different Web 2.0 apps such as Facebook, slideshare, livestream .etc. (Bicen & Uzunboylu, 2013). Similarly, different classroom activities can be easily performed on Social Networks through computer software or mobile technologies such as phones and tablets, which facilitate knowledge sharing without time and place restrictions.

Among the various studies that have been conducted on its utility in higher education, Jones, Blackey, Fitzgibbon, and Chew (2010) found that Social networking allows students as well as teachers to think about their practices; and they suggested that teachers should take into consideration all factors that may facilitate the learning experiences for students by these social networking websites. Ajjan and Hartshone's (2008) also investigated the faculty's awareness of the benefits of Web 2.0 and their decisions to adopt these tools in class learning. The result of their study revealed that Social networking websites have a significant potential in higher education due to their benefit in creating interactions between students and their attention to the course. Student-student interaction is a very important element in learning as Lenhart and Madden (as cited in Young & Rice, 2010) showed that learners communicate with each other, make new friends, share information, and knowledge through social networking websites. That is why; they mentioned that these technologies are beneficial in creating and building academic cooperation in classroom. Besides, Johnson and Johnson (as

cited in James, 1989) reported that cooperative learning has potential impact on students' learning as it gives the opportunity of understanding and retention.

2.3 Facebook as Social Networking Website

Domain of Science and technologies of communication witnessed a great evolution especially in the 21st century, which result in large spread and considerable demand for digital products and tools. This digital development is reflected on every aspect of human life, and thus it has influenced the educational system. With the new generation of World Wide Web 2.0, a huge amount of applications have been designed and developed to satisfy people's needs and desires regarding social communication as well as increase students' awareness, skills, and attitudes in order to meet requirements of the new era of internet technologies. In this regard, blogging via different sites, sharing videos, and communicating via social networking illustrate better the real functions of these applications.

Crook et al. (2008) offer a clear explanation about Web 2.0. They report that this technology is a collection of internet services and practices that offer users with considerable and incomparable occasions to generate content and contribute with other virtual communities in providing knowledge and most importantly sharing information. Web 2.0 technologies, which are mainly a development of an old 1.0 web, allow users to shape the Internet components. A great opportunities are available for users to upload various issues and participate intensively in virtual communities via social networking sites, which are completely the opposite of Web 1.0 that rely on downloading different matters. The benefits of Web 2.0 are mainly focus on managing resources such as data and communication, which in return positively stimulate connection between users and towards the emergence of new coordination and collaboration. Therefore, the intensive involvement and ease communication with others, the new web have been integrated in students' academic life as an effective tool to reinforce learning outside classrooms, where students have range of options to express themselves freely and at ease and build real collaborative relations with teachers and classmates, and to develop their learning capacities with targeted communities.

With the development of web 2.0 technologies, particularly in the year of 2004, users of the internet recognized new websites such as Bebo, Myspace, and finally Facebook (Ebergi, 2007). Each social networking site provided its specific services to the individuals for instance, LinkedIn was devoted to job market where people market and sell their professional profile. Similarly, Flickr is designed to share photos while Twitter, Myspace, and Facebook was dedicated to connect users with their close circle i.e. friends and family. In addition to the particular properties of those social networking websites in permitting users to create public profile, they also facilitate task of connecting with other members on the web. Consequently, as far as Facebook in concerned, it is important to provide a clear overview about this magic virtual platform.

2.3.1 Definition

Most researchers and scientists define the platform of Facebook by concentrating on two major elements that are, a free social networking site, and second it is a platform that provides and enables connection between users regardless their relationships friends, family, colleagues .etc. Consequently, it establishes and makes real interactions possible and at ease via computer software and mobile technologies, simply behind screens.

Mark Zuckerberg established Facebook in 2004, where it was utilized among Harvard University students to facilitate their social interactions. After gaining a large popularity, it witnessed a wide spread to include other US universities, while in 2006, it started to receive active worldwide participation. In 2006, the Facebook Company modified registration's parameters by reducing the required age of becoming a user on that virtual environment to be at least 13 years. The concept of 'Facebook' was derived from two major words 'Face' which means a profile of person that a user may meet on that platform, while 'book' refers to written work. Thus, the word 'Facebook' means a reference book or electronic directory made up of individuals' photographs and names.

Facebook reported that had more than 2.3 billion monthly active users as of December 2018, who spend approximately 20 minutes per day. Though Facebook platform includes people from different social classes, university students constitute the great proportions of active users where tremendous of information are shared and lot of connections are performed and that due to nature of learning.

Facebook as social networking site is characterized by some features, which contributes to its success and classification as famous social platform among other web applications for instance, user is allowed to share photos as well personal information. Second, user can create or join groups that are classified either public or private to increase number of his profile followers (Buckman, 2005). Next, Facebook is regarded as destination that attracted majority of students and that for educational purposes. In this regard, Ellison, Steinfield, & Lampe, (2007) claimed that this virtual environment is receiving a high popularity among English speaking learners.

2.3.2 Facebook Functionality and Forms

This segment of literature concentrates on the services that Facebook platform provides to its users, which are based on Facebook Timeline layout dated back in October 2012. Caers et al (2013) give a clear explanation about the way the Facebook sites or app works. They report that any individual can have an account on Facebook website or application, after respecting a very specific procedure such as providing name of the person, date of birth, gender, and email address, at this point the user becomes eligible to select his own password, in that way the access is obtained. The Facebook account provides to its users two different pages namely homepage and profile. First, the profile page (The Wall) is designed in a way for individual to present himself with possibility of adding photo cover in addition to profile picture as an avatar to characterize the person's profile among other users. Similarly, the person can also add other information for instance; preferred name with some buttons that indicate photos, friends, and likes features. While the remaining of the page is devoted to status updates, which provides users with great opportunity to post and share what they prefer and in return, they can receive comments and likes from their friends. On the other hand, the home page so-called News feed, the users are notified with recent activities such as joining new groups or liking new pages that their friends post. Therefore, these notifications are generated automatically based on friends' activities in the recent hours.

As soon as users create, an account and fill all the necessary information that can make their profiles visible for others, the user can begin searching for friend and send friend requests. Once the invitation is accepted, then the usefulness of Facebook at that stage is to connect both user through permitting each side to view each other's profile

and adding their activities to each other. Consequently, the functionality of that virtual environment is to make person visible to others and vice versa in addition to producing content and consuming knowledge.

Through Facebook usage, the user has a chance to create or join various groups that are available for different purposes for instance, education, culture, science, politics .etc. Additionally, that platform provides users on their pages with other Web 2.0 technologies for example, sharing images, videos, and blogs. Facebook is regarded as the most popular social networking website among students (Hew, 2011; Cheung et al, 2010). Moreover, the function of the wall tool allows users to express their thoughts as well as post photos and update status. Writing comments and sending instant private messages are also among the wide options of Facebook. In this regard, students are found to be the biggest consumer of Facebook services where they spend a considerable amount of time in sustaining their existing relationships more than looking for new friends (Hew, 2011). Other students' interests are also centered around learning and for academic purposes.

Furthermore, there are four main forms for Facebook social networking site; they are freely available for each user who wants to take part in this virtual environment (Ellison and Steinfield, 2007). First, Control forms are included to help users to select their sex as well as their different organizational affiliation. Second, sharing forms are designed to allow users to refer to their geographical position in addition to their academic background, which are essential to start communication with others. Third, preference forms are available for users to write about their personal interests on profile pages such as music, movies, books, political perspectives .etc. Finally, Communication form encompasses email address of the user, name of user's instant messaging, date of birth, and situation about his relationship.

2.3.3 Facebook Platform and Students

Stelter (2008) claims that Facebook is ranked on the top among other social networking websites with its capacities in facilitating in posting and sharing content, starting conversations, and cooperating via Web 2.0 system. At this point, the students are no exception from the use of these technologies, On the contrary, the largest percentage of users are mainly from this category. Suthiwartnarueput and

Wasanasomsithi (2012) report that students' usage of Facebook is primarily for their study by having a look for different profiles, discussing matters with various users, and experiencing relationship by means of English language usage, where great chances are available to achieve various objectives such as cooperating with variety of people and learning the language. Such cooperation promotes practice of the targeted language, while interaction facilitate knowledge building.

Moreover, receiving feedback in form of comments and suggestions help students in reinforcing their skills in the targeted language. additionally, the anonym feature that is to say avoid revealing persons' real names allow students to stay away from real confrontation with users, which in return helps in minimizing anxiety level for students (Murphy, 2009). On the other side, teachers also took advantage of Facebook, where some of them established real academic relations with their students by giving and delivering assignments from homes with the help of the educators, sharing educational links that may contribute in building students' skills besides informing learners of various events. Some researches demonstrated that employing Facebook, as tool for language learning do not enhance language competence solely, but rater it especially reinforces students' positive attitudes.

Furthermore, a study conducted by Ajjan and Hartshone (2008) showed that a great interest in lessons have been observed when students integrated Facebook in their learning besides it increases level of communication between user students with a complete absenteeism from part of teachers in being part of these communities or in creating virtual environment for such purpose. Along with this study, West et al (2009) found that students who share common educational interests or who prefer learning together, their level of motivation increase automatically and that due to positive relationship that brings them together. Whereas, social connections between a group of learners on Facebook social networking site make them as active users.

2.3.4 Motives behind Joining Facebook

Although the distinctive features of Facebook, it is important to discuss and reveal the psychological aspects that stand behind individual's motivation regarding the following points, joining the Facebook platform, information disclosure, and human

interaction via these social networking websites. It worth to mention that Sledgianowski and Kulviwat (2009) were the first researchers who examined the reasons that push an individual towards joining Facebook site by studying the motives of 289 university students. Their research revealed that there were two major drives behind students' desire. The first one was to joke with others, and not to take matters too seriously. The second was that it provides a tremendous numbers of people from all over the world and from different cultures (critical mass). In addition to other matters such as it is a trustful site, its utility in performing specific tasks, and the most importantly the influence of virtual groups or communities on each other to reach a conformity on some aspects and thus having an acceptance from other people.

The recent research demonstrated that standard of being accepted by others through fully obedience to their norms is still the highest important reason. In this regard, other researchers such as Cheung and Lee (2011) revealed the importance of the following elements, students' awareness of the group membership as well as emotional attachment besides compliance to group commands. Similarly, Skageby (2009) showed that standard of pressure remains the influencing motive for example, a user experiences dissatisfaction with pressure to accept invitation from colleagues and managers as friends on Facebook social networking site.

Caers et al. (2013) mentioned that today's available studies confirm the objectives of Facebook services in facilitating new friends research so-called in psychology as obtaining critical mass by means of designing application that helps find friends. In addition to allowing the new accepted friends to view list of friends of the new friends that is the snowball effect, and providing opportunities for users to propose friends to their new friends. Therefore, correlation between critical mass and pressure is significant, as soon as the user starts accepting friends requests, group pressure begin doing the work.

2.3.5 User's Facebook Network

Many studies concentrate on the way users identify themselves and interact with each other on Facebook. Donath (2007) reports that Facebook as a popular social networking website reveals on user's network. This electronic platform shows a wide

difference in number of friends among users, which vary from one to more than thousand. In this respect, Facebook reports that an average number of friends is 130. Wang and Wellman (2010) claimed the meaning of the word 'friend' on Facebook differs from its meaning in real-life, that is to say a users' online friends are not necessary friends in physical world.

Different studies revealed some aspects about users' friends and Facebook for instance, one study showed that users tend add their old friends of school and university but they cannot keep online contact with them. Other research indicated that percentage of accepting friend requests from the opposite sex for romantic relationships is high in comparison to other form of invitation. Another investigation mentioned that user's interaction in mainly concentrated with everyday life friends (Ellison et al., 2007; Wang et al., 2010; Pempek et al., 2009). whereas, other studies explored the relation between number of user's online friend and his personality and they concluded that less number of friends reflects characteristics of shy personality (Orr et al., 2009) while the narcissistic personality seek for multiplying number of online friends (Buffardi and Campbell, 2008).

Moreover, the reason behind accepting or rejecting other people's invitations to be part of user's network is still ambiguous and unknown. Similarly, the area that deals with individual's opinions about the large number of friends that a particular user could have in comparison to others is still unrevealed. A research conducted by Tong et al. (2008) showed that users with more than 300 online friends on Facebook has a highest social attractiveness, while it diminishes with users who have less number of friends. Furthermore, a research revealed that many university students particular those who have a large number of friends on Facebook; they are greatly satisfied about their life and receive the expected social support (Manago et al., 2012).

2.3.6 Characteristics of Facebook

The spread and use of Facebook is not limited to social affairs of an individual but expands to include academic activities of students by gathering the involved agents such as teachers and learners in an alternative virtual environment to facilitate sharing and consumption of knowledge. In this regard, Elsayyed (2016) mentioned some

characteristics of integrating or using Facebook platform as a learning tool, which encompass the following points,

- *Promote positive associations between students and encourage them to motivate and participate.*
- *Participate students in the achievement of the tasks of learning and transfer of facts successfully.*
- *Advance a positive attitude concerning learning and improve its quality.*
- *Develop personal intelligence as well as critical thinking.*
- *Develop communication and interactions about the relations among students and outside the classroom.*

Similarly, Ekoc (2017) reported that it is important for English language learners to maintain their communications outside the classroom and in daily life by reinforcing the usage of the targeted language, the only reason for such claim is that social media offer enormous chances for students to communicate, receive information, and generate content while they are involved in concepts discussion. In this regard, Kasuma (2017) discussed four characteristics of English language activities that can be performed on Facebook, which may satisfy the students' needs and attract their attentions that are,

Teacher-led activities, which include tasks, content, and learning materials that teacher supply to students. It means that teacher's different posts on Facebook received more attentions and responses more than members' posts, which may attributed to the personality of the educator who is a trustful man and who offer reliable information. Additionally, members of the Facebook group believed that these kind of activities led by teacher are convincing and appropriate to virtual environment. At this point, they considered that teacher who is a moderator of the group, is seen as provider and most importantly a builder of knowledge via content production.

Teachers' presence means the attendance of one or two persons as commander or manager facilitate learning. This characteristic implies that Facebook group members considered moderator of the group as a manager who has tasks and missions to do for instance, to make sure that the English language content meet students' needs and expectations as well as the required materials. According to Clark (2000), students became demotivated to take the responsibility of leading group online discussions and

preferred to attribute this task to facilitator to control that virtual platform. The moderator has a complete power to share a variety of content for instance, links to English language activities, discussion threads, audio recording, reading articles, and comprehension exercises in addition to stimulating students to learn vocabulary from group interactions.

Topic of activities such as entertainment-oriented, grammar quizzes, opinion-based discussions. Kasuma (2017) reported that there are three main interactive topics, which got the highest rate of students' participation. First, entertainment-oriented, which refer to all entertainment subjects, with less concentration on complicated matters. those subject cannot be dismissed and misunderstood, the idea behind such interactive topic is suggesting and posting pop music in addition to discussing the culture of that kind music by concentrating on some aspects for example, races, religions, dramas, and sports because they constituted major interest of social media users. Therefore, teachers could take advantage of students' entertainment interest and knowledge as starting point to encourage them for critical discussions and cooperation. Second, grammar quizzes, which refer to posting a picture of sentences with grammatical mistakes where majority of students provided correct forms and showed their perseverance to improve their grammar skills while other members remained silent and learned from participants suggestions and interactions. Third, university-related discussions is to motivate students to give their opinions about university. Most of the group members expressed their views and ideas while the other participants tried to explain and discuss meaning to clarify the ambiguous points. Such activity illustrates how Facebook build interactions and meaning-making that contribute in collaborative learning. The selection of these collection of activities are based on particular learning interests that work on identity building, language skills development, freedom of expression and finally, students' awareness about academic affairs.

Structure of the online group and its membership should be optional and with no separate levels or categories. The two above characteristics that are teachers-led activities, and teachers' presence in the group show students' interest in formal learning but with some modifications where members of the group prefer receiving instructions from teachers while keeping the Facebook learning group non-compulsory for all students of the major and not divided into levels and categories. It can be concluded that

students enjoy learning from Facebook group with their teachers, the form of the group has to be informal and dynamic, and more of English language content and learning materials.

2.3.7 Advantages and Disadvantages of Facebook

As social networking site Facebook influences every user's different life aspects either positively or negatively and with varying degree, it has also impacts on academic side of the students in which that virtual instrument was primarily integrated as learning tool. Based on these assumptions, Sabeeh (2019) and Osborne (2015) discussed basic advantageous aspects of Facebook in education including,

- *It is considered as one of the most familiar social platforms where students already feel more comfortable when using them as tools for learning.*
- *It develops persons' knowledge and skills as educators. It makes them more conscious of matters surrounding students nowadays.*
- *Within controlled setting, it is considered as a vehicle for teachers and learners to communicate more efficiently through sending reminders, posting notes for homework, creating ideas, activities or tasks, etc.*
- *It includes the ability to share learning materials, like other social media sites it is full of variation types of multimedia shared.*
- *It features easy access. It requires not costly tools only needs a computer or mobile with an Internet connection.*
- *It supports shy or embarrassed students who find difficulty with social interactions and engages them through online tasks.*

Moreover, using Facebook in learning English language helps students to cooperate with their peers and eliminate all the obstacles and to work hard to achieve their educational objectives. Likewise, it encourages learners to communicate naturally with each other using the targeted language (Terantino & Graf, 2011). Nevertheless, as any Web 2.0 applications, Facebook is submitted to criticisms due to the emerging drawbacks of its usage in real world and particularly as a complementary instrument for learning English. In this regard, Osborne (2015) identified its disadvantages regarding the educational matters.

- **Distraction**, the educators have always to consider the factor of distraction for learners as soon as Facebook was integrated as a learning approach. In some cases, students seize the opportunity to use that platform for various purposes apart from the educational tasks assigned to them, thus it will be a difficult mission for educators to identify the interested students from the careless ones.
- **Improper Use**, connecting to Facebook site in classroom provides opportunities for learners to initiate their social communications i.e. outside classroom friends and they becomes mentally disconnected with current learning process. It is necessary for teacher to control the classroom environment.
- **Detract from human interaction**, teachers' assignment for students to establish conversations of some specific educational matters in classroom via Facebook application influences their face-to-face communicative skills. working on developing students' abilities in performing both types of discussions are of great importance, in addition to the hazard of trust, safety, and privacy for all the users involved in social networking sites including teachers and learners.

2.3.8 Related Studies about Incorporating Facebook Platform in Learning

Facebook is one of the existing social networking websites. Today, the primary goal of Facebook is allowing people to communicate, share videos, and pictures; also, they can post, and comment. Recently, teachers and students have taken advantage of this website as an alternative environment for educational purposes. Consequently, Facebook has become the center of study for many researchers for instance Dalton (2009) stated that young students feel relax and comfortable in their connection with people and global knowledge through technology. Moreover, in his research about exploring students' education-related use of Facebook, Selwyn (2009) concluded, that students use of Facebook is primary for satisfying different needs such as sharing academic information as well as university life experiences.

Other studies highlighted the benefits of Facebook usage in higher education. For example, Atik (2012) studied the use of Facebook as an alternative media in learning

English; she found that writing, posting and commenting through this virtual environment enhance students' English skills. Students not only appreciated advantages of Facebook due to its functions but also expressed their satisfaction, desire and willingness about it as Roblyer et al. (2010) indicated in their research about students' uses and perceptions of Facebook in education as social networking site. Indeed, they concluded that students showed willingness to the use of Facebook and e-mail technologies as a supportive means of classroom work. Facebook is also a medium, which can create and promote student-student interaction, Al-dheleai and Tasir (2017) research dealt with the use of Facebook for promoting students' interaction and academic performance. Their study results give evidence that when students began interacting and sharing with their peers all information, their understanding of course content improved a lot. Furthermore, students' usage of Facebook for sharing links and checking updated information and knowledge correlated with positive academic outcome (Junco, 2012).

Besides, different studies showed that Facebook increases student's learning engagement as Wang et al. (2013) revealed in their study about students' meaningful engagement in Facebook learning environments. They provided evidence that students became more engaged in their learning, satisfied with university learning experience, therefore, they advised the use of Facebook as a means of academic interaction. Heiberger and Harper (2008) also confirmed the previous results in their research about current usage of Facebook for increasing college students' involvement, and they concluded that there is a positive significant correlation between the use of Facebook and the engagement of college students.

Evidently, English students can be motivated through the Facebook usage as Blattner and Fiori (2009) clarified that in the language classroom, Facebook is a beneficial tool for authentic language interaction. As Facebook reinforces sense of belonging, it both provides students with opportunities to increase their motivation and enhance their English learning (Rovai, 2002). Similar results obtained by Zarei (2019), in his study about social Networking site and English language, he believed that integrating Facebook into English classroom settings has a positive influence and enhances English language skills. He tested his hypotheses on a sample of 22 postgraduate students from an English Language course at a Malaysian private

university. The findings showed that Facebook helped the students improve their English language learning as it considerably increased their motivation in the process of learning.

In fact, applying Facebook in higher education for academic purposes is also beneficial in many ways, Kajornboon (2013) mentioned that students and teachers should benefit from this powerful instrument because it is an environment where English language learning occurred and learning attributes promoted. Additionally, Huseyin and Huseyin (2013) stated that Facebook helps teachers to establish much more activities than the classroom setting, and thus they became aware of its usefulness as a tool in helping students' best learning achievement.

2.4 Facebook Group

In the recent years, Facebook groups gain a large popularity because of its different services that they provide for the Facebook users and its flexibility in facilitating the work for the members to adapt them according to their needs and various purposes for instance, creating a private environment for sports leagues, community movements and so on. A wide variety of options are available on Facebook groups besides the main activity which gathered the members on those groups, the users can also plan for events, share locations, and exchange contact information that they do not prefer to broadcast publically.

The primary aim of designing a Facebook groups is to help users share and collaborate in an open way rather than being privacy-oriented. Thus, creating a Facebook group can be complicated a little bit, particularly during the process of selecting the type of group as well as the adequate settings.

2.4.1 Definition

According to Moreau (2021), a Facebook group is defined as an online environment where a group of users can communicate, share their common interest, and talk freely about their ideas and perspectives. Whereas, Techopedia.com (2017) which is a famous website that deals with the concepts of internet and new technologies defines Facebook groups by concentrating more on the nature of that service as "*a page that*

any Facebook user can create that others can join, allowing group members to interact based on a common interest, affiliation or association." Therefore, Facebook group can be regarded as a virtual environment on the social networking website for a group of people who have some sort of relations such as friends, as it can be used for making acquaintances or for a community who share similar interests to discuss and share different subjects or specific ones.

Facebook groups allow people to meet together on shared matters, issues, or activities to organize, determine objectives, discuss problems, post files and videos, and generate/share content for which the group is created. Additionally, the user can select to join up to 6000 other groups, which can be either open to anyone or by an invitation. In this regard, any Facebook user has a right to create and manage a Facebook group.

2.4.2 The Difference between Facebook Groups and Pages

Users connect with each other via Facebook pages and groups, which are an effective methods and the most important thing is that they serve various objectives. First, Facebook pages are a public profile and accessible to every individual on that platform whether their content is acceptable or not. Whereas, Facebook Groups are designed to gather common interest of a group of users for instance, some business companies have garnered groups particularly for their popular brands. Therefore, groups are an environment that allows people to participate, interact and share ideas about particular subjects of interest and visibility of the activities can be determined based on the nature of the conversation. While page profile itself and the posts are visible and accessible to everyone.

There had been many changes on Facebook services including groups. Previously, a user's groups would appear on personal profile and thus if a user joined for example a group of football fans, everyone who see his profile could know this fact about him. Nowadays, Facebook pages are kind of open forum where business companies, institutions and so on can interact with their customers or followers on the shared content and the role of the administrators of those pages is to post whereas the audience are permitted to comment on different posts and pictures. It is worth to remind that the user's personal profile are employed as an instrument to engage with Facebook

pages and groups and consequently, profile's name and photo of the user appear on each comment, post or share.

On the other hand, Facebook group are not public as the above-mentioned form of Facebook. Indeed Facebook group are designed in a way to secure the privacy of the members in other words it is closed and in this regard any user can have an access to it after submitting a request to join and in this case, only the admin can grant the approval or rejection for that demand. Comments, posts or questions becomes visible only to the member of the group. The following table illustrates the differences between Facebook pages and groups.

Networking Facebook	
Facebook Groups	Facebook Pages
- They work on smaller networks.	- A Page can accumulate as many likes as possible.
- You can limit your group to the network for your college, high school, or company.	- Facebook does not set a limit on the number of group members you can have.
- You can choose to sort by most recent posts or most recent activity.	- This option is not available of Facebook pages.
- If a Facebook group has fewer than 250 people, group members can see how many times the post has been viewed. This features will be disabled if the group members exceed more than 250.	- However, after a group reaches 5,000 people. Some restrictions are applied such admins not being able to send one message to all group members.
- When in a group, you can set your notification preferences to be alerted every time there is a post in the group or when a friend posts, or you can turn off notifications.	- With a Page, however, you will be notified when someone likes your comment or tags you in a comment, much like with regular comments and likes on Facebook.

Table 2.1 Networking: Facebook Groups versus Facebook Pages (Adapted from Elise Moreau, 2021)

2.4.3 Privacy Settings for Facebook groups

Unlike pages, Facebook groups provide a paramount feature, which is sharing content, pictures and posts on small scale i.e. all the activities are only limited to the members of that space. Thus, many groups vary in their settings measures when it comes to the privacy. The admin has the final word to decide and according the group needs whether their own group have to be "Public", "Closed" or "Secret" known as privacy settings for Facebook groups.

First, public groups as the name indicates, they are open groups for anyone to join. The content is visible to the entire community of Facebook, in other word any user can watch and observe the active members as well as the shared posts. Additionally, group's name, member list, location appear easily once a user conducts searches or may come up in news feed. Similarly, no request or approval are needed to join such type of groups. Anyone can be member by simply adding himself automatically to that group and in this case, he becomes authorized to post and share because only the members who have that ability (Moreau, 2021; Gebhart, 2019).

Second, groups are unlike pages, they can be more private as the case of the closed group where the founder has the ability to make it closed. Such privacy setting makes groups visible to the outsiders regarding the group' name and number of the members, whereas the content, posts and the shared information remain available to those who receive an approval to their requests or invitation. The best example that illustrates the functionality of such groups is a team of members who want to work on project and who want to communicate more efficiently with each other. Therefore, closed group is perfect choice since it provides private environment and facilitates sharing ideas and updated posts. To sum up, closed groups are visible to the public in terms of the following points, (a) the name of the group, (b) its main activities, and (c) the number of the members. However, some exceptions are related to closed group in order to distinguish it from other privacy settings including, (1) new members are required to have an approval for the request to join or receiving an invitation by one of the group member. (2) The members of the group are allowed to see the content, share, and post. (3) They are also authorized to receive group's notifications in contrast to the outsiders.

Finally, the secret groups are more private than the closed groups because no aspects of that kind of groups are visible to the community of the Facebook platform except those in the group. Additionally, such group do not appear on list of the member's profile, it is literally hidden or secret from users' eyes and searches and those who are members can see posts and all activities. Adding new members are restricted to the invitations of the current group members to join while those who left such group, they still have the ability to find easily the group in the search, its description, and location but not the content.

Recently, Meta Company, which is the owner of the Facebook platform, adopted a new strategy concerning the privacy setting for the groups precisely in 2019, and this is at the request of the users of different groups. In this regard, Jordan Davis who is the product manager of the Facebook groups clarified the reasons behind the new strategies as he mentioned that previously, people have wide abilities to choose between being public, closed or secret settings for their groups and that to meet different expectations of the users. However, major part of the users tend to prefer the concept "public" and "private" rather than the previous names. Consequently, the new changes have been made to provide members of various groups with the new names to describe the privacy settings of their groups and to have more control over the way their groups can be discovered. The new measures allow the admin to select whether or not the group can be found in search and other places. As a result, groups that are "public" will remain public and visible, groups that are "closed" will now be private and visible, and the groups that are "secret" will now be private and hidden (Facebook.com, 2019) (Figure 2.5).

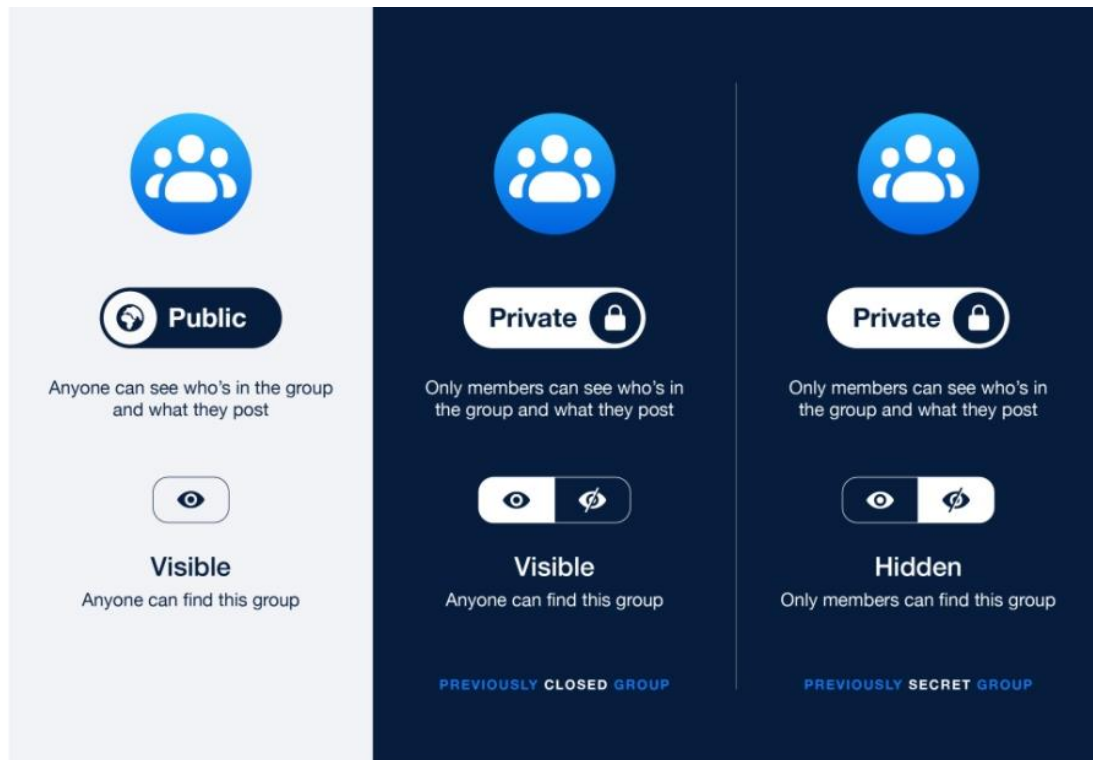


Figure 2.5 New Groups Privacy Settings (Adapted from Facebook, 2019)

2.4.4 Features of Facebook Pages and Groups

The main feature that characterized Facebook pages is the page insights, which means that the administrators of pages have a great ability to observe all the activities that occurred in each period of time in addition to the graphical representations. This feature is only offered to the administrators as a method among the others to control, check, and keep a continuous record of users and pages activities. Whereas, activities analysis is not available for the Facebook groups because of the small size of the audience that are selected wisely via request invitation to join.

On the other side, Facebook groups have been given a privileged feature, which is the ability of the administrators to appoint some members as experts of the group. Those experts are granted a badge next to their names as an indicator for group members about the informative posts send by this category of people. Therefore, admins and group experts have collaborative tasks e.g. address concerns, respond to questions, Q&A sessions .etc.

2.4.5 Facebook Closed-Group

Facebook closed-group as the name indicates it is a close, private space, and available only for those who have been invited to join the group. The aim of creating such group is for sharing ideas, allowing communication between group of people who have or share the same objectives. Content on this group is only restricted to the members. The main objective behind the closed-group is to gather a group of like-minded individuals.

The core idea of the Facebook groups is to group individuals who have purchased the same brand or have benefited from the same services such as online courses into one place. In this respect, many creators of the courses prefer closed or secret Facebook groups because of its importance in adding value to their courses. The students are the major beneficiaries of the closed Facebook groups since they provide learners with a wide range of interactions with each other, they can pose academic inquiries and have access to various materials, which can only be obtained through that virtual environment.

The abilities of the closed Facebook group are enormous and what should be remembered at this point is that these groups should not deviated from the outlined purposes that are created for, with more focus on the members and the most important is that the driving force of the administrator has to be oriented towards the benefit of the users.

2.4.6 Related Studies about Facebook Closed- Group and Learning Environment

Many studied concentrated on the relationship between Facebook group and higher education, as an alternative means of communication. According to Li and Pitts (2009), Facebook group establishes student-teacher relationship and provides students with increased opportunity for interaction with their teachers. It also boosts students' interaction, as Omar, Embi, and Yunus (2012) proved in their research. After investigating its usage as a platform for information sharing discussion among tertiary

students in Malaysia, they finally approved that Facebook group is an alternative environment to build constructive interaction among students.

Different studies examined integrating Facebook group in learning environment. For instance, Qiyun et al. (2011) study dealt with using the Facebook group as a learning management system. The results of their study provide evidence that due to its multidimensional usage, Facebook group gives students potential for sharing ideas, resources, and implementing online discussions. Whereas, Cain and PolICASTRI (2011) declared that using Facebook as an informal learning environment was a successful as it gives students opportunities to deal in details with real-life topics, exchanging ideas and experiences with outside leaders and experts, activities that are impossible to do in classroom.

According to Tananuraksakul (2014), Facebook group can be used as blended learning and learning management system in writing. He suggested that teachers could utilize it to achieve both goals because students have positive perspectives towards Facebook group as practical and beneficial tool to learn English language. Besides, Tananuraksakul (2015) conducted other inquiry to research the impact of Facebook group usage on students' affect in language learning in a Thai context. The outcomes of study showed that the students enjoyed learning English better with the use of this instrument and concurrently felt more enthusiastic to learn the language. Finally, the implications are that Facebook group gives learners sense of happiness and relaxation. Such feelings about learning could have positive effects on students' attitudes and motivation, which are very important factors for student's English language learning/achievement.

2.5 Students' Motivation

In the recent years, students' motivation becomes a canter of researches due to its contribution in directing humans' behaviours and energizing their desires towards the success. In fact, the concept of motivation is regarded as a complex and crucial because many researchers have developed a wide understanding and a great agreement that many disciplines such as cognitive psychology, social and education theories, neurological and physiological explanations in addition to sociolinguistics theories,

interconnect with each other to study and gain a clear perception of the term “motivation”.

The main reason behind achieving a broad and comprehensive understanding of the term “motivation” in learning is to help learners defining their actual drives that push them towards academic knowledge and thus, the educators can have a vision on how to adjust that essential component towards more achievement and success.

2.5.1. Definition of Motivation

The success of any action is usually related to people's persistence in achieving their goal besides their strong feeling i.e., willingness to do so. Consequently, researchers conclude that this psychological factor is known as motivation, which means a motive force that induce, prompt, or stimulate someone to act. However, the concept of motivation cannot be limited in a single definition because it is difficult to reach a single definition that makes majority of theorists agree on.

In general, Macmillan English Dictionary (2006) defines motivation as “*a feeling of enthusiasm that makes someone determined to do something*”. According to Gardner (1985) motivation is concerned with the question, “*Why does an organism behave as it does, and it involves a goal, an effort, a desire to attain the goal and favorable attitude towards the activity in question*”. Thus, the above-mentioned definition gives a clear explanation about the involved elements that are concerned with a motivated person that are, (a), an intended goal, (b) determination of the person, and (c) the adequate behavior during the process of accomplishing that goal.

While Williams and Burden (1997) reported that if researchers believe that motivation is only related to the initial stages of an action, which is triggering the initial interest and transforming it into decision to become involved in an activity, in this case, their understanding of the term is unfair and limited. Therefore, they argued that motivation goes beyond that vision to include the following points that are the need to preserve the state of arousal along with the required effort to accomplish an action. In this respect, they provided a broad definition that clarify those important elements as

they claim that motivation is *“a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort”*.

Similarly, a motivated behaviour is seen as a matter of a rational reasoning and feelings, which have to be connected with desire and perseverance. Therefore, that combination between the four components is reported in Gardner's definition (1985) who explained motivation as a mathematical equation, which involves a combination of physical and intellectual effort; desire to achieve a goal, and adequate attitudes towards the planned goal.

It is worth to mention that the simple existence of desire, strong motives to perform something or appropriate attitudes towards a particular action do not automatically imply motivation. At this point, Gardner (1985) explains different situations where an individual cannot be considered as motivated one. For example, a person who has a strong desire to do an action or who may enjoy performing an activity and who cannot be regarded as motivated because his intention is not connected with a striving to accomplish that particular thing. On the other side, a case of individuals who are not motivated, however they make great efforts towards an objective, the commitment to achieve something may be aroused by both internal and external motives for instance, curiosity and interest on one hand, and social pressure, competition .etc.

Eventually, motivation is the powers that explain and describe the arousal, selection, direction, and sustainability of behavior towards an objective. In short, motivation is a goal-directed behavior, and based on that fact many researchers believe truly that motivation as a major component in progressing and making success in foreign language because it indicates the active and personal involvement of learners.

Moreover, students' motivation is a vital thing in their academic success. In this respect, many researchers concentrate on studying that psychological aspect because simply student motivation is automatically related to his desire to take part in the learning process without denying or ignoring the underline reasons or objectives behind his involvement or non-involvement in academic activities. It is of great priority to remember that sources of students' motivation may differ from one to another though

they display equal motivation to do a task. Consequently, the meaning of student's motivation is a bit different and in this case many researchers such as Marshall (1987) who defined it as "*the meaningfulness, value, and benefits of academic tasks to the learner--regardless of whether or not they are intrinsically interesting*". Similarly, Ames (1990) pointed out that motivation is characterized by the following elements; it is a long-term, positive participation of learners in learning, and commitment to the process of learning.

On the other side, Karaoglu (2008) explains the psychological aspect of the term Motivation, as it has a great influence in the process of language learning where students can achieve their academic objectives as long as they have a real combination between their intrinsic goals/desires and their passion. While Choy and Troudi (2006) reported an important idea about language learning and motivation. They believed that foreign language students' attitudes is affected by their feelings and emotions and thus, motivated learners are those who have positive attitudes towards learning English. Additionally, motivation go through periods of ups and downs and that according to external motivational factors for example, classroom environment, teaching/learning strategies, and technologies incorporation. On this matter, teachers are required to develop new methods regarding students' passion in order to reinforce their intrinsic motivation.

2.5.2. The Importance of Motivation

Many researchers recognize the importance of motivation for people and particularly in learning, and in this regard Lifrieri (2005) makes clear his point view about this matter when he declares that when asked about the factors which influence individual levels of success in any activity – such as language learning – most people would certainly mention motivation among them". Thus, motivation is an essential component for the educational context where students have to participate in the academic activities, and for educators to determine number of learners who will learn from the performed activities, in other words the exposed knowledge.

Moreover, Gardner (1985) clarifies that "*students with higher levels of motivation will do better than students with lower levels*" the only explanation for such

behaviour is that there are forces that direct learners to adopt such attitude. At this point, he provides further explanations that “*if one is motivated, he has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities .etc.*”. Consequently, during the learning process, motivated students tend to utilize higher cognitive processes because in such case student's motivation to perform a task can stem from different reasons for instance, characteristic of his personality or a stable long-lasting interest in something. The following is the benefits of learning and understanding the value of such factor in learning,

- (a) Learning about students' motivation is a critical part of academic matters because learner becomes aware of learning when he realizes the need and promotes his desire to learn. Thus, motivation functions on different dimensional aspects where it induces students to concentrate, rational consideration, and learn effectively. According to Bakar (2014), motivation increases students' performance because it affects learning level, information retention, and student's interest to learn.
- (b) According to Brown (2000), motivation in learning is a factor of high or low points of the goal, in other words, it works on increasing the rate of doing the academic activities towards accomplishing the goal. Student with low level of motivation faces some psychological obstacles as he suffers from learning difficulties. Consequently, motivation has a significant positive impact because it fuels students with effort and energy to pursuit the planned goal. Additionally, it gathers learner's focus and capacities on the knowledge.
- (c) Motivation influences the way information is processed because it helps the motivated learners to pay more attention and becomes open to deep understanding of knowledge rather than claiming learning with superficial concepts (Filgona et all, 2020).
- (d) Motivation helps learners in their persistence of learning activities because it contributes in increasing time that students spend on task so that it is a paramount and influential factor in academic learning and achievement.
- (e) With the factor of motivation, students are directed easily towards particular goals since it defines which objectives deserve student's effort and energy to

accomplish. Therefore, learners' educational choices are determined via that element.

2.5.3. Types of Motivation

Self-determination Theory (SDT) is concerned with human motivation and personality, which came up from the work of the two psychologists Deci and Ryan (1985). Thus, they developed a theory of motivation that deals with people's innate growth tendencies and innate psychological needs. In other words, they suggests that all humans have three basic psychological needs—autonomy (feeling one has choice), competence (the experience of mastery and being effective in one's activity), and relatedness (sense of belongingness with others) that underlie growth and development. In short, Self-determination Theory is related to the motivation behind choices of the people regardless the external influences and distractions. Therefore, people are able to become self-determined when these needs are fulfilled, which means that people are more autonomous in their behaviors, are more likely to persist at their behaviors, and feel better overall.

Lopez-Garrido (2021) explains that people become happier when they feel that they are pursuing things that are intrinsically motivated, which go hand in hand with their proper goals. As a result, sense of responsibility increases and the same thing applies to the time devoted to that goal. SDT theory is helpful in understanding the things that stand behind motivated behaviour of an individual. According to Self-determination Theory, the sources that drive learners to learn can be either internal or external. Student motivation is primarily categorized into two separate types, intrinsic and extrinsic motivators. Both of these types of motivation can be influenced by different factors for example parents, friends, teachers, and convictions of the individual. In other words, these elements have an impact over grades of students, active involvement in the classroom activities, and tasks completion.

2.5.3.1 Intrinsic Motivation

Chow and Yong (2013) argue that intrinsic motivation is an inner energy that push learners to take part in academic activities, the reason behind their inner motive is that they are internally interested in learning itself, at the same time they enjoy the way learning is processed, and with an excitement. In this respect, Ryan and Deci (2000) claim that intrinsic motivation is the choice of an individuals that they make for his own sake with no consideration to the external components in other words, they are intrinsically rewarded.

Additionally, intrinsic motivation is the most effective type of motivation for students because it comes from themselves regardless of the external rewards; students' personal attachment to the studied material is the main drive for their behavior and success. In this respect, Lepper (1988) mentions that learner who is intrinsically motivated engages in an activity *"for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes"*.

Students' intrinsic needs is satisfied from their performance of the academic activities without any external rewards Gagne and Deci (2005). Similarly, Brown (2000) mentions that extrinsic reward is not the main objective that push individuals to engage in activities but rather the inner needs, which is the driver of their behavior. In this regard, individuals perform activities for self-pleasure and satisfaction, which is featured by two major characteristics that are curiosity and desire to undertake challenges. Along with this, Chow & Yong (2013) report that intrinsically motivated person display the following characteristics, (a) they completely participate mental and physical activities. (b) They develop high concentration on each part of the activities along with their predefined objectives. (c) They criticize themselves for better performance, and (d) they display feeling of relaxation with no feeling of fear of failure during learning.

Some researchers wonder about whether there is a difference if a student is intrinsically or extrinsically directed towards learning, and studies in that domain showed that it really matters. For example, Leeper (1988) clarifies that students, who

are intrinsically motivated, they tend to use complicated strategies that enable them to make additional efforts and to process the academic knowledge deeply. Other study that was conducted by Condry and Chambers (1978) proved that students in their confrontations to complex educational tasks, the ones who are intrinsically motivated, they logically use researched information in addition to strategies of making decision, in contrast to extrinsic motivated students who prefer spending minimum amount of effort to have the maximal reward.

Furthermore, learners who are intrinsically motivated permit curiosity to lead them, enjoy the learning challenges, and drive themselves to subject mastery and in some case the role of teachers are of great importance to make students aware of their potentials regarding their intrinsic motivators. Along with this fact, teachers play a critical role in promoting students' intrinsic motivators by focusing attention on the positive side of the hard work and determination in their educational success. For example, if a teacher provides students with exciting subjects that make them enjoy learning and commit themselves for learning objectives, they are probably to behave with the same attitude and vision with the future Professional position.

2.5.3.2 Extrinsic Motivation

Ryan and Deci (2000) reports that “*Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome*”. In contrast to intrinsic motivation, extrinsic motivation refers to performance of an individual, which is conditionally built on achieving a specific goal that is regarded as different from the concerned activities (Legault, 2016). Briefly, extrinsic motivation is simply an instrument, which serves as a means of pursuing other aim for instance, a learner may study for an exam in order to have a good grade. On this point, extrinsically motivated student tend to perform easy works because he is motivated by two main factors that are, pleasing educators and obtaining grades. Students' interest are primarily focused on teacher's judgment in directing their behaviors and in providing solution to rising problems.

According to Lepper (1988), an extrinsically motivated student is “*the one who performs the task in order to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers, or teacher approval*”. Obtaining a reward does not automatically mean establishing motivation among learners because as Newman (2000) notes that in order to guarantee the effectiveness of the extrinsic motivators, the students must have a desire towards reward and they have to develop an awareness that success in learning is the straightforward way to obtain that external reward.

Moreover, any stimulus that comes from the outer side of the students, which works on leading them towards the process of learning is referred to as extrinsic motivation. In this respect, Lei (2010) declares that those people who are extrinsically motivated, they depend greatly on rewards and desirable outcomes for their motivation. That fact implies that such kind of individuals are susceptible to poor academic performance in comparison to intrinsically motivated students. Therefore, Niemiec and Ryan (2009) mention that students are motivated externally to do an activity with the aim of achieving some results rather than the core of learning.

As the researcher of the present study is interested with intrinsic motivation and its positive impact of students’ academic achievement. Thus, it becomes clear to use that factor as a dependent variable in this study in order to figure out the correlation and effect relationship between students’ intrinsic motivation and the use of new technologies particularly social networking platform i.e. Facebook closed-group for English students, Djilali Liabès University.

2.5.4 Factors Influencing Students’ Motivation

Motivating students at different stage of their learning require a combination of various factors. Some of these factors push students to adopt negative behaviors that work against their success whereas certain factors for instance positive and encouraging learning environment, positive searcher’s attitude and personality, and individualized learning all of which play a major role in inducing students to participate and learn from the educational process and also not only to succeed but to excel.

In general, students' motivation is purely related with their desire to engage in the learning process and without ignoring the reasons and the objectives that stand behind their involvement or noninvolvement in classroom activities. Reeve (1996) mentions that despite majority of the students may be displayed the same motivated behaviors to do a task, the sources that come from that inducing energy are different and affected by both internal and external factors, which have the ability to initiate, preserve, strengthen behaviors, or make learners to lose their confidence or enthusiasm.

2.5.4.1 Internal Factors

Internal factors refer to the characteristics of an individual and attitudes that students brings to the classroom and which distinguished them from each other while learning for example, their responsibility for learning, interests, effort, values, and potential abilities (Ainley, 2004). majority of researchers stress on the effectiveness of the internal motivation regardless the attraction of the external factors except learners who may not have specific goals to achieve in this case it becomes easily for students to deviate due to the pressure of some elements such as peer group or their own hesitation.

2.5.4.2 External Factors

External factors are represented in the environment where students exist that is to say, family, peer groups, the teacher, the knowledge content, and the learning circumstances. According to Spolsky (2000), the most powerful factors that influence the process of teaching and learning are students' aptitude, the teaching method, and their attitudes but the last element is the one that has a major impact because it is directly related to the academic context i.e. family, teachers, and friends, which means the close influencers to learner.

(a) The Family

Some researchers believe that students' motivation may be shaped in their childhood so that the role of the family is crucial particularly during that stage of student's life. Therefore, the atmosphere of the family forms the primary attitudes of

learners, which are necessary for their learning. In this respect, parents have to be aware and careful about their physical and verbal communication because child is good in imitating adults' gestures and talks with no conscious. consequently, parents who accept the curiosity of their child about the world, foster their exploration of the surrounding environment in a such situation child develops positive attitude towards learning, promotes his chances in taking challenges, which affect indirectly and positively on his future learning. Briefly, Smith and Spurling (2001) claim that negative family atmosphere influence badly on children's motivation. Children who come from a positive home environment that provides support, caring, and comfortable, they bring to the classroom motivation that has been raised with the help of individuals' cooperation. Whereas, Children who come from an unfavorable home environment, they will develop feelings of anger, depressed. For such a situation, the role of the school is necessary in providing support that may contribute in one way or another in reinforcing their motivation.

(b) Peer Groups

According to many researchers, peer groups have a strong influence on student's motivation. Since learners can share different things including, the acquired knowledge, learning strategies, habits, and attitudes in this case either, they can help motivate each other consciously or demotivate each other indirectly. The groups who adopt the idea of motivating each other via cooperation and honest competition can be considered as highly motivated during the learning process. Whereas, peers with demotivating spirit, bad habits and qualities should be avoided because they has devastating consequence even with highly motivated learner.

(c) The Teacher

The primary task of the teacher before proceeding teaching is to motivate students because he has an enormous impact on students' learning. In this respect, Dornyei (2001) mentions that "*Teacher skills in motivating learners should be seen as central to teaching effectiveness*". First, teacher's attitudes indirectly contribute in students' motivation because they have a great sense towards teachers' behavior in figuring out whether he is attached with them and the studied content or he does not

care at all to their feelings and knowledge. A teacher's attitude that encourages criticism and favoritism diminishes learners' motivation and provides climate of passivity because confidence zone between the two agents disappeared.

Second, teacher's expectation also influences motivation of the learners as Stipek (1988) declares, *"To a very large degree, students expect to learn if their teachers expect them to learn"*. Thus, a good relationship between teacher and learners induce them to go beyond their teacher's expectations, which have to be challenging and at the same time able to be reached successfully. Third, students' motivation can be promoted by teacher's positive encouragement and evaluation in this case students' effort should be praised whenever they success rather that their abilities. On the other side, failure to accomplish a task should receive a feedback from the teacher and to clarify which strategies that did not work in that situation. Therefore, teacher has to encourage students' focus on effort and enjoy the challenge and in that way, teacher can positively influence student's motivation extrinsically, while the employed strategies in classroom particularly from the educator can help to fuel students' intrinsic motivation.

Fourth, teacher's motivation that refers to the skill, attitude, sex, age, personality of the teacher are crucial in defining students' good or bad performance. For these reasons, teacher has to be aware about his influence on learners and he must work hardly in having a positive impact on them rather than negative one. Additionally, motivating students can be done via showing care and enthusiasm about their well-being, and providing answers to life's challenging questions.

(d) Teaching Approach

Teacher's perceptions about effectiveness of the prepared lectures and dry facts in motivating students is a limited thinking, in contrast to those kind of lectures acts as a repellent of students' focus and attention. Nevertheless, when the learners become involved in the learning process at that point learning can be more enjoyable and meet different learning styles. Consequently, teacher can motivate students to see what they are learning from different dimensions, which help learners in one way or another in connecting better with learning at that stage students' motivation can be promoted.

(e) Course content and Classroom Atmosphere

Positive and favorable classroom atmosphere is essential for learners, in such circumstances learners develops sense of belonging and respect, which may help them in taking practical steps forwards towards learning process. Similarly, teacher has to present the knowledge to the students in an easy and organized way to facilitate understanding of the content.

(f) Learning environment

For promoting students' motivation, the learning environment has to be free from anxiety where it favorites students' feelings of relaxation not intimidation in addition to feelings that their opinions are appreciated by others. Majority of the researchers believe that students' beliefs about their abilities in learning are formed by experiences primarily at home, school, and society. All learners can succeed if the surrounding agents such as parents, teachers convince them that high and achievable expectations can be easily reached.

2.6 Conclusion

Lastly, the literature review gives a detailed description about the main discussed concepts such as social networking in general with deep focus on the Facebook closed-group as center of interest for this study along with the other variable, which is the students' motivation. The Facebook closed-group is a powerful instrument especially in academic context if the involved parties such as teachers and students recognize its features and benefits in the learning process and that to promote learning, improve teacher-learner relationship and exclude its bad utilization and thus its effect on new generation of university students. In this respect, promoting students' motivation towards English language learning cannot be done through the traditional methods of motivating learners that are applicable to previous decades but rather, the social networking tools such as Facebook are the new methods that direct students towards either poor attitudes or good performance and success. Thus, both teachers and students are invited to positively incorporate this instrument in their teaching/learning process for best results and success for both parties. The following chapter is concerned with

the data collection and analysis to demonstrate the relationship effect between the social networking that is the Facebook closed-group on students' motivation i.e. intrinsic one.

CHAPTER THREE

Chapter Three: Data Analysis & Interpretation of Results

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3.1. Introduction

The third chapter addresses analysis of data and findings gathered through both qualitative and quantitative research methods. Among research instruments that the investigator employed in the present study are questionnaire, interview and observation. The purpose of using these triangle tools is to collect appropriate data from 84 master students at the department of English Language, Faculty of Letters, Languages and Arts, Djilali Liabès University, Sidi-Bel-Abbès. That category of learners who are pertinent with the use of the questioned technology in their educational life. The data analysis are organized into tables, graphs, and statistical calculations in order to discuss how does Facebook closed-group affect students' motivation in their learning of English as a foreign language.

The chapter is divided into three major sections; the first one is devoted to the findings of students' questionnaire, while the second one deals with interview results. Similarly, last part presents outcomes of the observation. Each segment is followed with comprehensive and thorough discussion that aimed to interpret results and reveal first, whether there a positive or negative relationship effect between the use of Facebook-closed group and students' motivation. Second, students' attitude towards the use of their closed-group as an effective tool to enhance students' motivation regardless classroom setting. Furthermore, the outcomes would reveal whether that kind of virtual and private group changed students' point of views from just being a tool for social communication to an effective educational method or not.

3.2 Results of the Questionnaire

The employed questionnaire in this research was given to 84 master students at the English department, Faculty of Letters, Languages and Arts at Djilali Liabes University Sidi-Bel-Abbes. Students' questionnaire consisted of four sections that are designed to answer the addressed research questions. These sections are students' background information, students' internet and Facebook access, master students and their classroom Facebook closed group and finally students' motivation towards English language learning.

3.2.1. Students' Background Information

The questionnaire used in this research was addressed to 84 English Master Students at the department of Faculty of Letters, Languages and Arts at Djilali Liabès University, Sidi-

Bel-Abbes. Table 3.1 showed the distribution of respondents according to the gender, female participants represented 79.8% of sample population with 67 students whereas males represented 20.2 % with 17 students.

	Number	Percentage
Male	17	20.24%
Female	67	79.76%
Total	84	100%

Table 3.1 Gender of the Participants

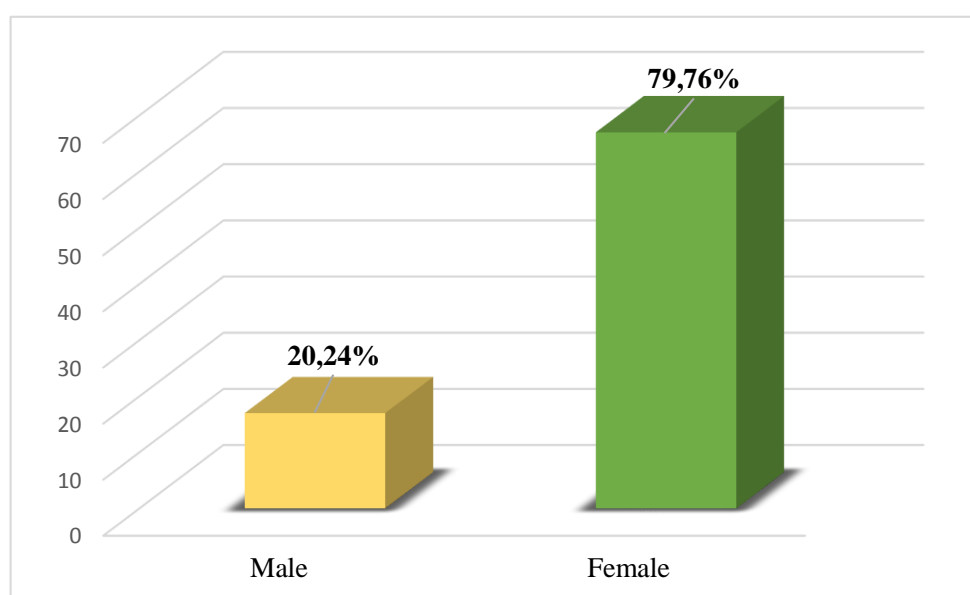


Figure 3.1 Gender of the Participants

In terms of age, 57 participants fell within the first age category (21-23) with 67.85%. The second age category (24-26) comprised 23 students (27.38%) and finally, the remaining age category (27 years old or over) represented 4.76% of participants.

	Number	Percentage
21-23 years old	57	67.86%
24-26 years old	23	27.38%
Over 27 years old	4	4.76%
Total	84	100%

Table 3.2 Participants' Ages.

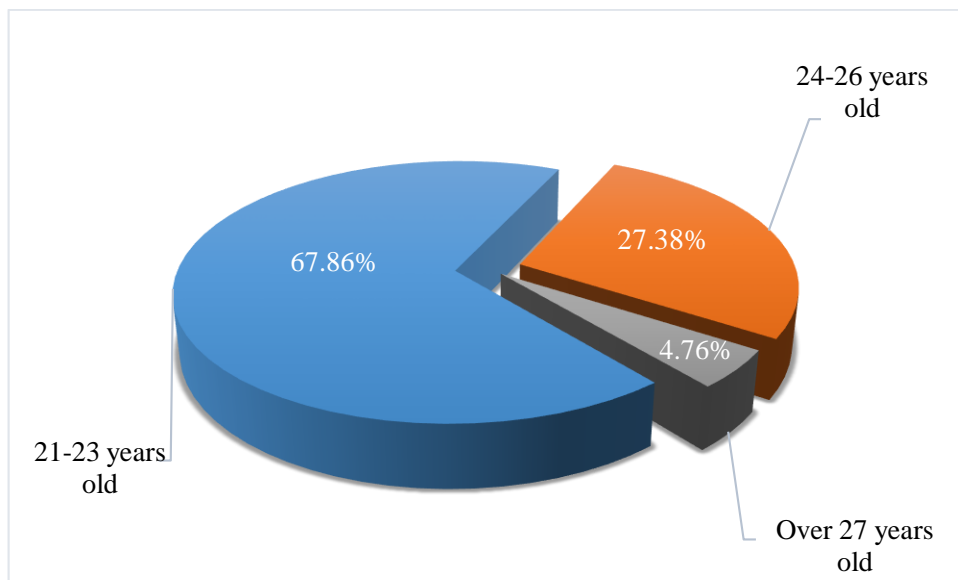


Figure 3.2 Participants' Ages

In terms of participants' specialty (table 3.3), 14 students (16.67%) constituted the first specialty that is master 1 Linguistics, the second specialty which is master 1 Literature comprised 28 students (33.33%), and master 1 Didactics encompassed 25% of respondents. Whereas, one student (1.19%) belongs to master 2 Linguistics, 10.71% of participants represented Master 2 Literature, while the remaining specialty (Master 2 Didactics) entailed 11 respondents.

		Number	Percentage
Master 1	Linguistics	14	16.67%
	Literature	28	33.33%
	Didactics	21	25%
Master 2	Linguistic	1	1.19%
	Literature	9	10.71%
	Didactics	11	13.09%
Total		84	100%

Table 3.3 Specialty of the Participants

3.2.2. Students' Internet and Facebook Access

This section of questionnaire includes ten different questions that are as follow, three closed-ended questions in which students are required to answer in yes or no, besides one

multiple-choice question in which respondents have to select one response from a list of options. For finding out more about students, the researcher designed the six remaining open-ended questions in which respondents are asked to provide answers in their own words.

The questions of this section focus on students' internet access, their experiences with Facebook platform and with their master class Facebook-closed group. In order to achieve all the objectives that are mentioned in table 3.4 for each category of questions, the investigator analysed each question separately.

Questions	Objectives
Category A Question 1,2,3 and 4	These questions were designed to investigate student' familiarity with the internet usage, their competency in controlling and incorporating Facebook and its services in their learning.
Category B Question 5,6 and 7	These type of questions were made to figure out Students' awareness of these kinds of closed-groups on Facebook platform. In addition to find out form of their memberships, whether they are active or passive members.
Category C Question 8,9 and 10	The researcher designed this group of questions to explore the nature, the environment of the master students' class Facebook-closed group and to depict student-student cooperation and interaction on this electronic platform.

Table 3.4 Objectives of Students' Internet and Facebook Access

Question 1: How many years have you been using Internet?

As far as internet access is concerned, the researcher asked students this question to evaluate their experiences in using internet. The following table indicates the students' percentages in replying to that question

	Number	Percentage
1-5 years	10	11.90%
6-10 years	57	67.86%
11-15 years	14	16.67%
16- 20 years	3	3.57%
Total	84	100%

Table 3.4 Classification of Participants' Years of Using Internet

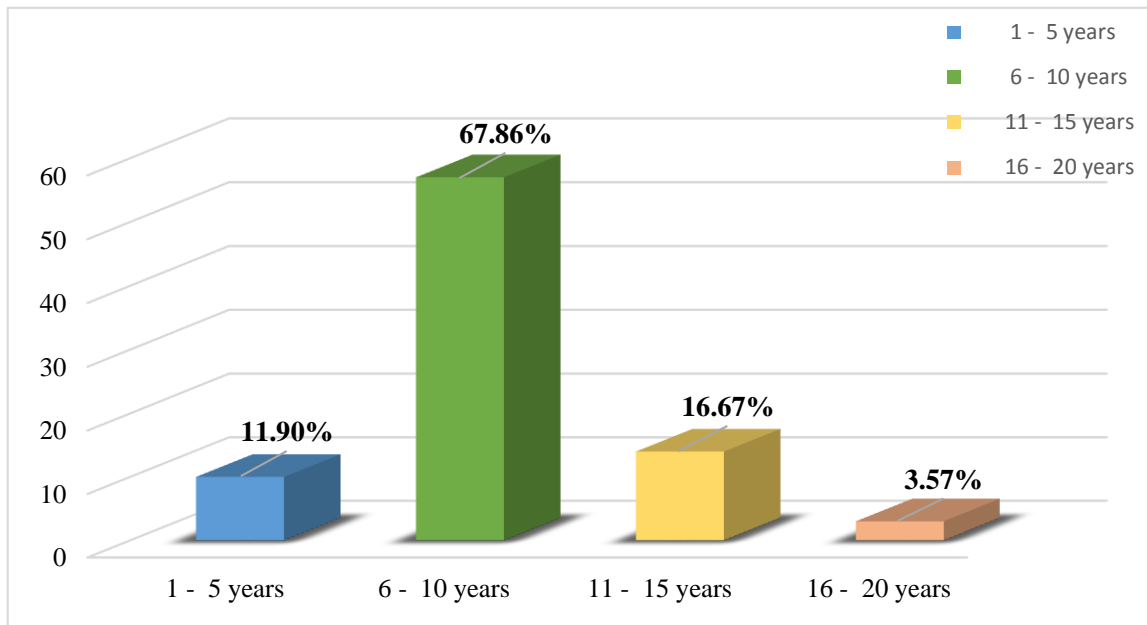


Figure 3.3 Classification of Participants' Years of Using Internet

The table 3.4 reveals that ten participants had one to five years of internet usage, whereas the majority of the participants (67.86%) estimated their experiences in domain of internet access between six to ten years. On the other hand, 14 students revealed that their experiences varied between 11 to 15 years; meanwhile only three respondents (3.57%) mentioned that they had 16 to 20 years of using internet.

Question 2: Do you have a Facebook Account?

The researcher designed this yes/no question to find out whether the sample population had a Facebook account, accustomed to using social networking sites, or they still traditional learners.

	Number	Percentage
Yes	81	96.43%
No	3	3.57%
Total	84	100%

Table 3.5 Participants' Possession of Facebook Account

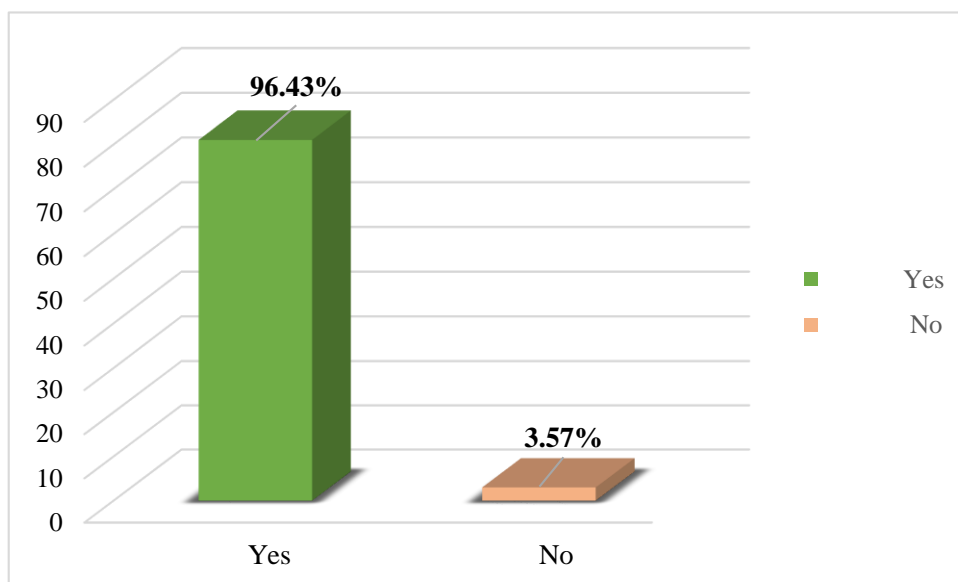


Figure 3.4 Participants' Possession of Facebook Account

Observing the table above, it had been shown that the majority of the study sample (96.43%) had a Facebook account, since it was a necessary social networking tool, and an alternative virtual environment to keep contact with other people. In contrast, few learners (3.57%) claimed that, they did not possess an account because they considered it as distracting means for learning English Language. Indeed, analysis of these results revealed that the majority of the students were enthusiastic about having an account on this electronic platform.

Question 3: If yes, how many years have you been using this Account?

This third question was asked to figure out students' competency in controlling this electronic platform. The following table and figure show the participants' answer.

	Number	Percentage
0 - 1 year	6	7.14%
2 - 3 years	2	2.38%
4 - 5 years	25	29.76%
6 - 7 years	23	27.38%
8 - 10 years	28	33.33%
Total	84	100%

Table 3.6 Participants' Years of Using Facebook Account

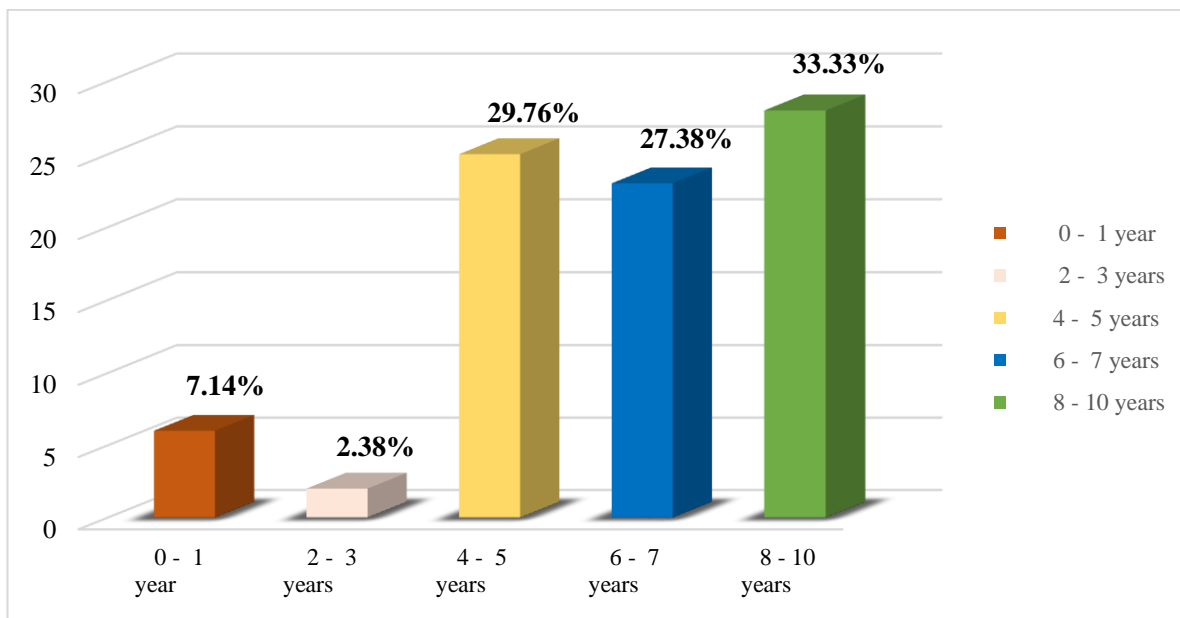


Figure 3.5 Participants' Years of Using Facebook Account

As it can be discerned from Table 3.6, that 7.14% of the respondents had equal to or less than one year of using their Facebook account, in comparison to two students who had two to three years of being a member on this electronic platform. In contrast, 29.76% of the students had four to five years of owning an account, while 27.38% of them had six to seven years of using Facebook account. On the contrary, 33.33% of the participants had eight to ten years of possessing an account on Facebook.

Question 4: Do you hear about a Facebook- closed group?

Facebook as an emerging technology always looks for updating its services for its users. In this context, feature of “Facebook-closed group” allows people to create their own virtual world in which they could post and share anything in privacy. Therefore, this question aimed to find out, how much students were familiar with this new service on Facebook. The coming table clarifies the students’ percentages in replying to that question.

	Number	Percentage
Yes	83	98.81%
No	1	1.19%
Total	84	100%

Table 3.7 Students familiarity with ‘Facebook-Closed Group’ feature

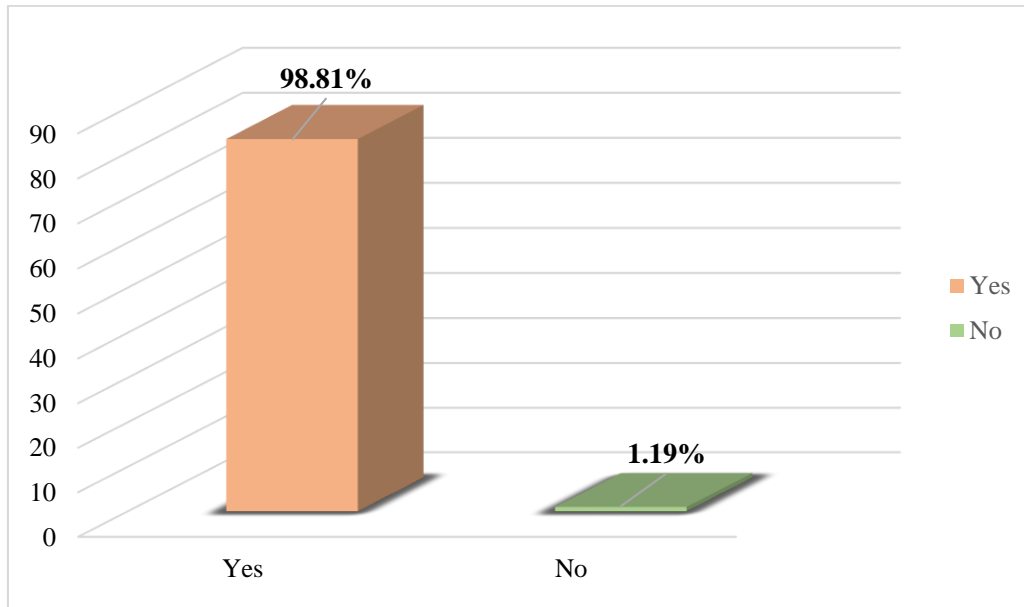


Figure 3.6 Students familiarity with ‘Facebook-Closed Group’ feature

The Table 3.7 reveals that almost all the participants but one claimed that they knew the new services of Facebook, particularly the “Facebook closed-group”. In other words, 98.81% of the sample population declared that feature of “Facebook closed-group” facilitated their learning of English language in terms of saving time, private policy, and direct chatting, except one students (1.19%) who was not really in touch with this kind of service.

Question 5: Are you a member in your Master Class Facebook closed-group?

The researcher addressed this question to explore whether students’ sample were aware of the importance of their class closed-group on Facebook or not. Large number of members on this private group implies students’ perception of this tool as a virtual learning environment.

	Number	Percentage
Yes	80	95.24%
No	4	4.76%
Total	84	100%

Table 3.8 Participants’ Membership in their Master Class Facebook Closed-Group

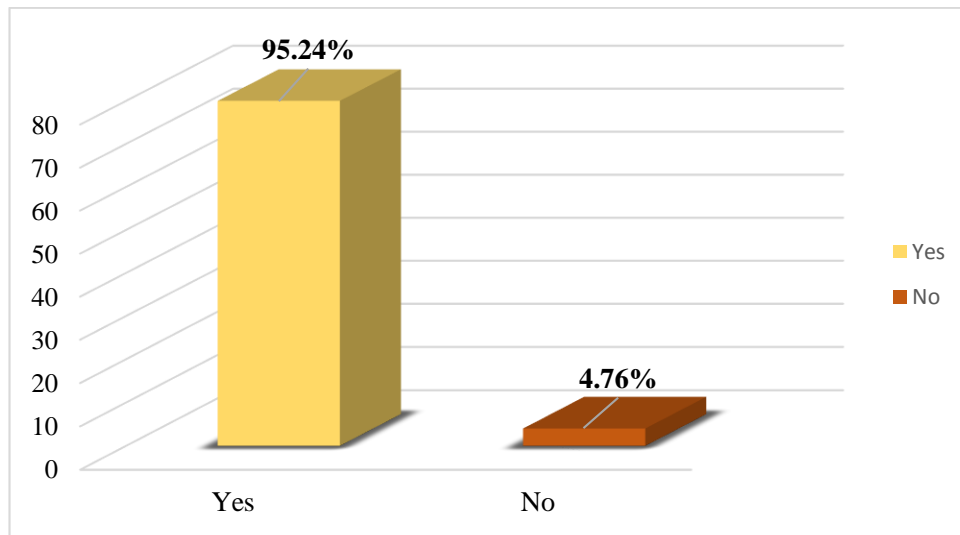


Figure 3.7 Participants' Membership in their Master Class Facebook Closed-Group

Although, four students of the study population (4.76%) claimed that, they were not members of their master class Facebook closed-group since they were traditional students, who preferred classroom settings, the majority of participants (95.24%) stated that being member in that private group constituted a considerable source for knowledge and help. The reason behind such claims was that they benefited from this virtual environment in facilitating their learning, i.e. students could post, chat, discuss and share different information apart from classroom.

Question 6: If yes, for how long have you been a member?

This open-ended question was asked to find out how long students have been active members on this social networking tool, particularly their master class Facebook closed-group. The following table reveals exactly the answers to that question.

	Number	Percentage
1 year	11	13.10%
2 years	9	10.71%
3 years	22	26.19%
4 years	29	34.52%
5 years	13	15.48%
Total	84	100%

Table 3.9 Participants' Experience in using Master Class Facebook Closed6Group

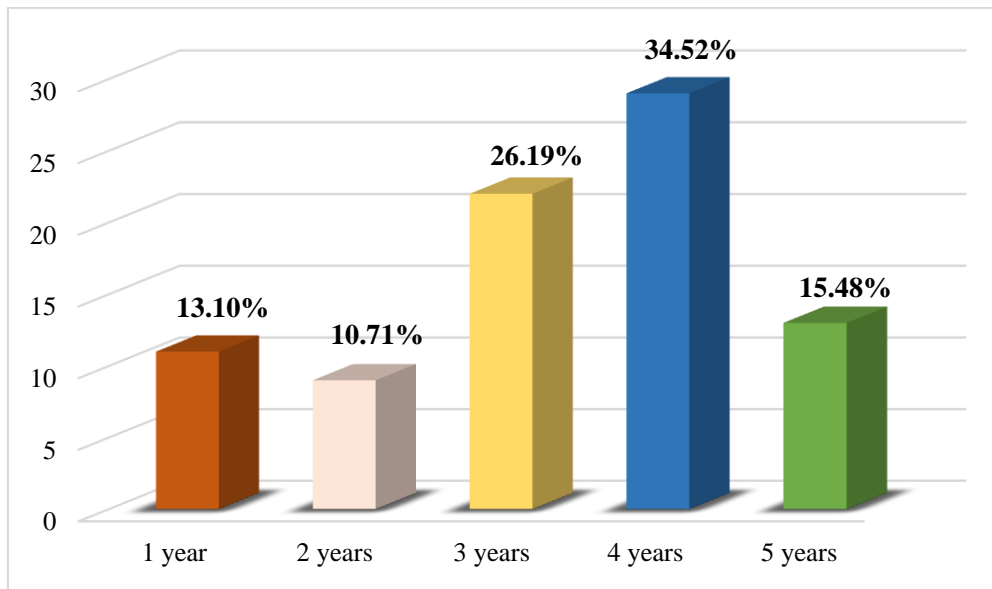


Figure 3.8 Participants' Experience in using Master Class Facebook Closed-Group

The Table 3.9 reveals that the findings give a clear image about the number of years that students had, since they became members in their Facebook closed-group. It had been noticed that, 13.10% of the participants had one-year of experience with that electronic platform, suddenly, that percentage had dropped to 10.71% of students whose involvement with that private group was estimated as two years. In contrast, 26.19% of sample study valued their membership as three years. On the other hand, 34.52% of students fell within those who had four years, whereas the remaining 15.48% of the respondents stated that they had five years since they became members in their class closed-group.

Question 7: How long do you stay connected with your Master Class Facebook- closed group?

Regarding students' years of experiences with their Facebook closed-group, besides their views about its utility as a virtual environment, this open-ended question was asked to the participants to figure out their connection frequency. The coming table and figure illustrate the findings:

	Number	Percentage
All the time	12	14.29%
1 to 2 times a Day	56	66.67%
Rarely	10	11.90%
Never	6	7.14%
Total	84	100%

Table 3.10 Participants' Connection to their Master Class Facebook Closed Group

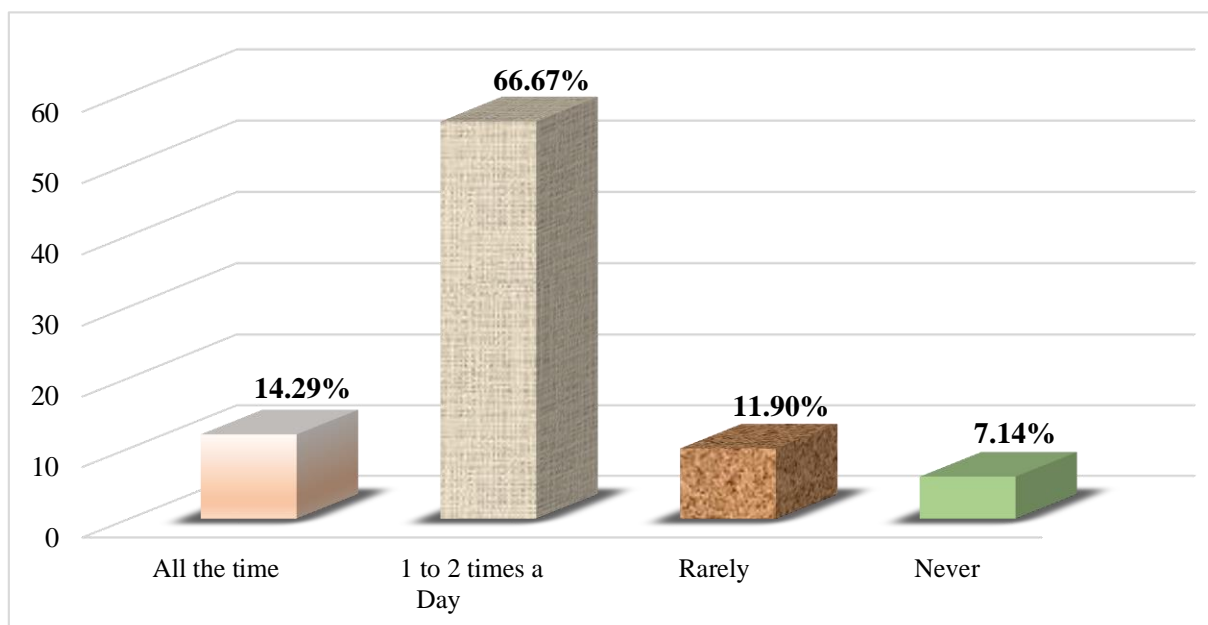


Figure 3.9 Participants' Connection to their Master Class Facebook Closed Group

From the results obtained above, it had been noticed that 14.29% of students preferred keeping all time contact with their closed-group, as they expressed their strong desire and motivation towards it. The reason behind such claims was that, they considered class Facebook closed-group as space where they could pose their inquiries, ask for clarifications and help each other. Other percentage of respondents, estimated at 66.67%, claimed that they checked their Facebook closed-group only one to two times a day, their purposes were to look for new lectures as well as updated events that were related to their English master studies.

Part of the sample population, which forms 11.90% of respondents used rarely that private group because they were traditional students who preferred classroom setting and

authentic learning methods. In addition to 7.14% who never connect due to their perception about it as an uncomfortable environment.

Question 8: How do you find your master class Facebook closed-group?

As students talked about posted and shared activities, discussed topics, and students’ collaboration. This multiple-choice question was designed to get more information on the environment of the master class Facebook closed-group in which sample population were member students.

	Number	Percentage
Comfortable Environment	71	84.53%
Less Comfortable Environment	10	11.90%
Uncomfortable Environment	3	3.57%
Total	84	100%

Table 3.11 Students’ Attitude towards Master Class Facebook Closed-Group Environment

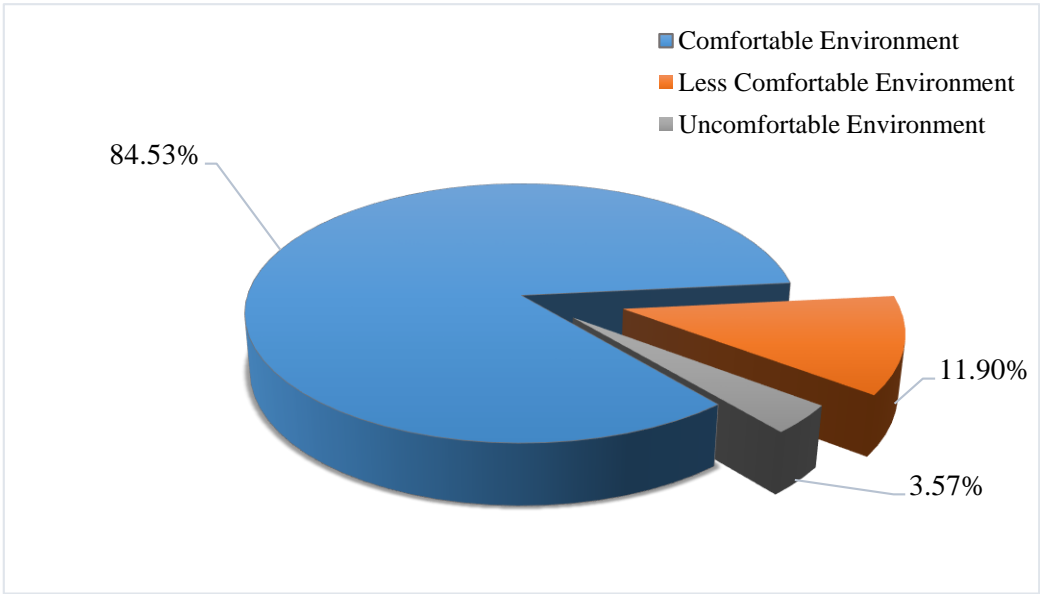


Figure 3.10 Students’ Attitude towards Master Class Facebook Closed-Group Environment

Observing the results above, 84.53% of the respondents declared that they felt at ease with their closed-group since it was a comfortable space where they could express themselves freely. Other part of learners, which constituted 11.90% of sample, they considered their closed-group as less comfortable environment, in comparison to three participants (3.57%) who saw it as uncomfortable one. Indeed, the analysis of this question shows that the majority of master students had strong desire and positive attitude towards using and integrating this kind of learning group on social networking, in their learning of English Language.

Question 9: What are the most posted and shared activities on your Master Class Facebook closed-group?

Master students were comfortable with their class Facebook closed-group; they saw it as space where they could met online and at any time to discuss, post and share different activities related to their studies. Therefore, the researcher designed this question to investigate the type of these activities that the participants perform on their virtual environment. Students’ answers were not arranged in numbers or percentage but according to students’ point view about these activities. Accordingly, the researcher collected and classified responses in the following Figure.

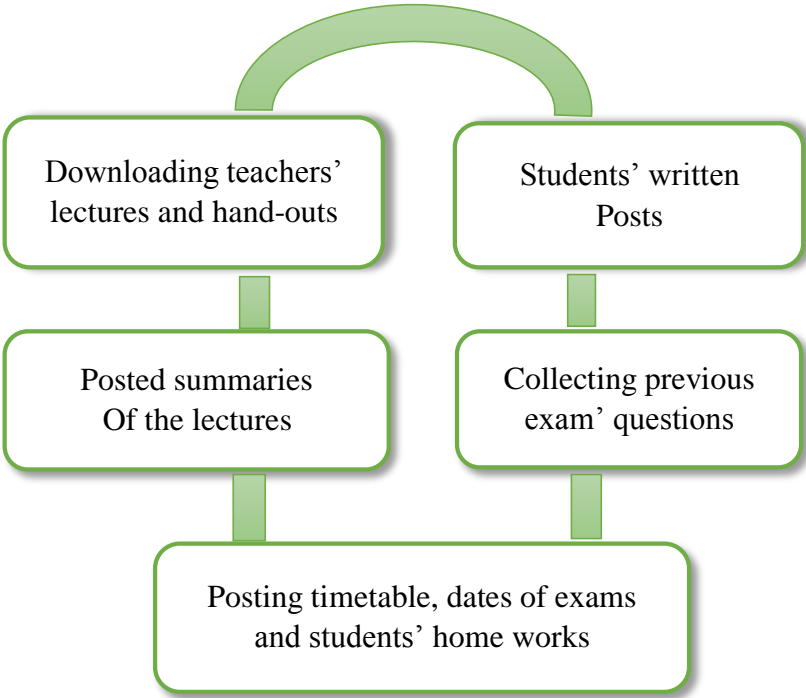


Figure 3.11 Most Posted and Shared Activities on Master Class Facebook Closed-Group

The figure above gives a clear image about the kind of activities that took place on master class Facebook closed-group. It is worthwhile to mention that five students' answers were annulled because they did not give clear answers to that question.

The majority of the participants showed their responses to that question as a group of students mentioned their preferable posts on their closed group that were primarily downloading teachers' lectures and hand-outs. Many teachers emailed lectures to students' delegates in order to posted them on their Facebook closed-group in form of Pdf Files, Power Point presentations, Word documents...etc. because no teacher have access to that private group due to privacy policy. Master students downloaded those lectures and started debating over them to clarify some ambiguous ideas, share their thoughts and help each other.

Other participants claimed that there were other posted activities such as students' written posts. Sometimes, students wrote posts on their Facebook closed-group for different reasons, from which are: making announcement about events (academic or social), asking questions to their colleagues (occasionally, students find difficulties in understanding new concepts or materials, so they preferred posting written questions to get adequate and perfect answers). In addition, learners also posted summaries of the lectures, in form of screenshots, to help and benefit those who did not attend sessions or did not take notes.

Another important activity that most of participants mentioned in their answers was that collecting previous exam' questions. The aim of posting such things was promoting students' collaboration in searching the knowledge, meeting online without classroom setting hindrances (time and space), creating debate, and sharing thoughts and finally it was an effective method for an online revision. The main objective behind such collaboration was facilitating information retention.

The last activities that respondents referred to were posting timetable, dates of exams and all kinds of inquiries related to academic issues. Moreover, students received, through class Facebook closed-group, notifications about different home works such as presentations, reports or searching question...etc. as well as date to deliver them to teachers.

Question 10: What do you like most to do on your Master Class Facebook-closed group?

To this open-ended question, the researcher wanted to have more information about the activities that students liked to perform on their master class Facebook closed-group. Generally, utilization of private group on Facebook platform is not limited to sharing and posting social affairs, it rather encompasses different aspects that can be adapted according to the objectives of a given group of people. Thus, this question allowed participants to express their most liked activities on their virtual environment, which were classified into categories as shown below in table 3.12.

	Most liked Activities	Number
Category A Lectures	<ul style="list-style-type: none"> - Downloading and Discussing lectures. - Sharing and exchange information about lectures. - Publishing lectures' screenshots and hand-outs. 	28
Category B Study- related issues	<ul style="list-style-type: none"> - Exchanging Ideas. - Sharing data and basic notions of study - Posting and sharing books. 	19
Category C Students' collaboration and interaction	<ul style="list-style-type: none"> - Asking questions. - Chatting with their classmates. - Debating on interesting topics. - Guiding their colleagues on how to deal with lectures in terms of searching, analysing information...etc. - Offering tips and giving help to their colleagues. - Making revision together. 	12
Category D Faculty related issues	<ul style="list-style-type: none"> - Posting about important events - Discussing faculty related-issues 	10
Category E Other issues	- They like reading all posts	9
	- They are not members in their classroom closed group	3
	- They have no Facebook Account	3
Total		84

Table 3.12 Most Liked Activities on Master Class Facebook Closed Group According to Each Category

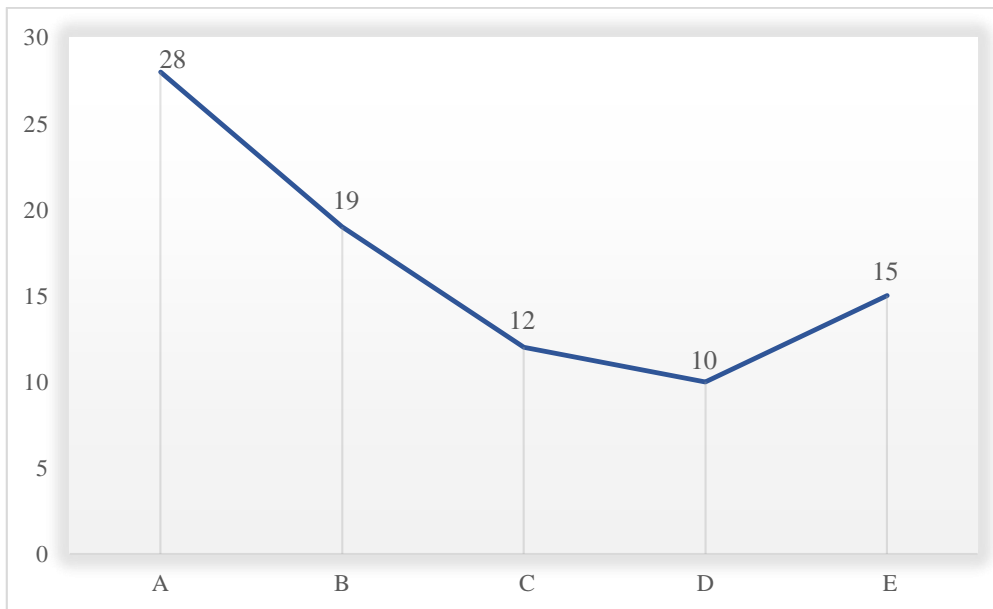


Figure 3.12 Most Liked Activities on Master Class Facebook Closed Group According to Each Category

As it is shown in table above, 28 students had common interests in their usage of master class Facebook closed-group, from which are, downloading and discussing lectures, sharing and exchanging information about those lectures. Generally, teachers found that sending lectures to delegates of master class to upload them on their learning group, more useful in terms of time saving as well as knowledge acquisition. Therefore, students took advantage of these posted lectures files to search for more information, discuss their point views about different topics and finally exchanging knowledge. In addition to publishing students' notes-taking, lectures' screenshots and hand-outs for their colleagues who missed any information in the classroom.

Other 19 participants claimed that they tended to learn and improve their English language through exchanging ideas that could help in one way or another in developing their perception of new concepts, which were related to their study. Sharing data and basic notions of study is also priority of this category of learners; i.e. students may have some difficulties in their understanding of those notions, the aim of sharing in this case is to clarify, simplify and finally motivate their colleagues. Posting and sharing books stimulated students' interest and desire because such activity boosted their motivation towards more culture and society knowledge of the targeted language, besides developing their critical thinking.

Another 12 participants expressed, in this question, their likes for student-student collaboration and interaction. As a university student and with development of social networking, master class students benefited from Facebook closed-group to remove their collaboration from classroom and reinforce it through this electronic platform. Student-student collaboration encompassed different activities for instance, asking questions for each other, chatting and debating over different topics, and making revision together. In addition to, guiding and offering tips to member students on how to deal with lectures in terms of searching, analysing information...etc.

Besides, there were part of the sample population, which form ten students claimed that their likes for using such private group was to be in touch with university life, mainly with their master class as a source of information and updated news. Posting about important events for example exam timetable, reports submission deadlines, reschedule of the lectures .etc. on one hand. Discussing faculty related-issues such as student strikes (During period of Algerian general strike in 2019), classroom attendance, dealing with the lectures, and the new academic year during the coronavirus pandemic .etc. on the other hand are of great importance for this category.

For the remaining 15 respondents, they were divided, in their responses to this question, into three sub-categories. The first category, which form nine students, claimed that they liked just reading posts of their Facebook closed-group without commenting. Therefore, they were in this case passive members. The second sub-category of the students (03) declared that they were not members in their master class closed-group. The reason behind such claims was that, they had no time to connect with this electronic platform since they were full time workers, who preferred classroom lectures attendance rather than virtual learning environment. The last sub-category of the respondents (03) said that they had no Facebook account at all.

3.2.3. Incorporation of Classroom Facebook Closed Group in Students' Life

As it is formerly mentioned in this chapter, the questionnaire of this study was addressed to 84 master students of various specialties. The questionnaire composed of four sections, all of which were utilized to answer the research questions. The First and second section of this questionnaire were previously analysed as it was shown in the above segments. While the third

section, which composed of a group of statements that the researcher had designed, aimed to depict master students’ views, perceptions and attitude towards creation and usage of their master class Facebook closed-group.

3.2.3.1. Students’ Interaction and Communication

The following two statements of this section of the questionnaire concentrates on whether master class Facebook closed-group is a significant tool for establishing and maintaining learning relationship, stimulating communication and interaction between master students or not. The table 3.13 displays responses of the participants, which are classified as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Students’ Interaction and Communication	1. My Master class Facebook closed-group is a best tool to contribute and interact with my classmates.	4	4	16	52	8
		4.76%	4.76%	19.05%	61.90%	9.52%
	2. My Master Class Facebook closed-group is a space that allows for active and interactive learning through sharing and posting information that are related to the course content.	7	6	12	49	10
		8.34%	7.14%	14.28%	58.34%	11.90%

Table 3.13 Students’ Interaction and Communication through their Master Class Facebook Closed-Group

The above table presents interaction and communication between master students through their classroom Facebook closed-group. Large part of sample population (71.42%) were in agreement with the statement ‘My Master class Facebook closed-group is a best tool to contribute and interact with my classmates’, which includes eight participants who strongly agreed while the remaining 52 respondents agreed. However, 16 respondents were neither agree nor disagree, in other words, they were unsure about considering their Facebook closed-group as a means, to reinforce participations as well as connections with their colleagues. Whereas, a minority of the study sample (9.52%) disagreed with the statement. This means that more than

half of master students appreciated the usefulness of their Facebook closed-group in terms of students' interactions and connections.

The answers of the students to the statement ' My Master Class Facebook closed-group is a space that allows for active and interactive learning through sharing and posting information that are related to the course content' revealed diversity in students' opinions, while 49 participants agreed with the statement, 10 participants strongly agreed with it. Although 12 respondents were undecided in their answers, 13 participants were in disagreement with the statement.

3.2.3.2. Students' Attitude towards Master Class Facebook Closed-Group

The next two statements focuses on exploring students' attitude towards their master class Facebook -group. The table below (3.14) shows students' favourable attitude that are represented in total answers of 'strongly agree' and 'agree' on one hand, and students' unfavourable attitude are shown in total answers of 'strongly disagree' and 'disagree' on the other hand.

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Attitude towards Master Class Facebook Closed	1. My Master class Facebook closed-group is best environment to communicate and for informal learning.	4 4.76%	18 21.43%	18 21.43%	39 46.43%	5 5.95%
	2. The usage of this group makes me feel comfortable in my study and so that it is a relaxing atmosphere for learning.	3 3.57%	14 16.67%	32 38.09%	29 34.52%	6 7.14%

Table 3.14 Students' Attitude towards Master Class Facebook Closed-Group

In response to the statement 'My Master class Facebook closed-group is best environment to communicate and for informal learning', half of sample population (52.38%) were in agreement with the statement, they admitted the advantages of this virtual environment in reinforcing connection between member students. However, the minority of participants,

which represented 26.19% of master students, showed their disagreement to this statement. They considered this social networking tool, not as a relaxing atmosphere, but a disturbing environment where master students could not establish for real English language learning.

Master students were asked about their feelings towards usage of that private group on Facebook. Whether it makes them at ease, and therefore it is a relaxing atmosphere for learning or not. Different answers were granted to this statement, while 41.66% of sample population agreed with it (7.14% of the participants strongly agreed, and remaining 34.52% agreed), 38.09% of them were undecided in their responses. Conversely, 20.24% of responses were in disagreement, they preferred using this virtual space for posting and sharing information rather than considered it as learning environment.

3.2.3.3. Facebook Closed Group Usage in English Language Learning

The third part of the above-mentioned section of the questionnaire aimed at investigating the utility of Facebook closed-group in facilitating English language learning for master students. The table 3.15 shows students' responses that vary from 'strongly disagree', 'disagree', 'neither agree nor disagree', 'agree', and finally 'strongly agree'.

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Facebook Closed Group Usage in English Language Learning	1. The posted files, videos, pictures, etc. on this closed group are helpful in guiding me and other students towards English Language Learning.	3 3.57%	7 8.33%	16 19.05%	40 47.62%	18 21.43%
	2. My Master class Facebook closed-group is a place where the students share information that are relevant to the content of specialty.		7 8.33%	11 13.09%	49 58.33%	17 20.24%
	3. The usage of this group helps me to enhance long-term retention of information and to develop a deeper understanding of content that has been discussed in a class.	4 4.76%	9 10.71%	24 28.57%	35 41.67%	12 14.28%
	4. Long-term retention of information and deeper understanding of content boost or stimulate me and other students towards more English Language Learning.	2 2.38%	7 8.33%	34 40.48%	32 38.10%	9 10.71%

Table 3.15 Facebook Closed-Group Usage in English Language Learning

The answers of the respondents to the statement ‘the posted files, videos, pictures, etc. on this closed-group are helpful in guiding me and other students towards English Language Learning’ showed total agreement of 69.05% of sample population with 18 students who were strongly agreed besides 40 participants who expressed their agreement. While, seven students revealed their disagreement with the statement, other seven respondents voiced their strong disagreement, with total 11.90% of participants. However, 16 respondents were neither agree nor disagree with the statement.

Other important issue that master students’ sample were questioned about was the role of their Facebook closed-group in facilitating knowledge sharing between member students. Their answers showed that 17 participants strongly agreed with the statement ‘My Master class Facebook closed-group is a place where the students share information that are relevant to the content of specialty’ in addition to 49 respondents who were in agreement with it (total answers of participants who strongly agreed with those who agreed constituted 78.57% of sample

population). Nevertheless, total number of respondents who expressed their disagreement were seven students (8.33%). Moreover, 11 students remain neutral in their answers to this statement.

The responses of master students were different to the statement ‘The usage of this group helps me to enhance long-term retention of information and to develop a deeper understanding of content that has been discussed in a class’. First, 12 participants (14.28%) strongly agreed with the statement along with 35 students (41.67%) who expressed their clear agreement with it. The reason behind such total agreement was that, that category of students had already positive experiences in understanding new concepts, making more achievement in their English language learning through group discussions that had been held via Facebook closed-group. Whereas, 24 participants (28.57%) were undecided about this statement, four respondents (4.76%) were strongly disagreed along with nine students (10.71%) who displayed their disagreement to the statement.

The participants responded differently to the statement ‘Long-term retention of information and deeper understanding of content boost or stimulate me and other students towards more English Language Learning’. Half of sample population (48.81%) totally agreed with the statement, with agreement of 38.10% of participants besides strong agreement of 10.71% of them. On the contrary, 40.48% of master students’ sample were neither agree nor disagree to this statement. Such uncertainty in their opinions was due to lack of dealing with such kind of group and integrating it in their English language learning experience, and that caused contradictions with those students who were in favour, and who proved that Facebook closed-group stimulated and motivated them, through daily interactions with member students. In contrast, 10.71% of the remaining respondents were in total disagreement with the statement as two respondents strongly disagreed, seven of them disagreed with it.

3.2.3.4. Students’ Views about Closed group usage for Social Affairs

The final part of this section of the questionnaire is designed to determine participants’ point views about using their master class Facebook closed-group as means for discussing and solving social issues or affaires. Responses of the participants were diverse, ranging from ‘strongly disagree’, ‘disagree’, ‘neither agree nor disagree’, ‘agree’ and finally ‘strongly agree’ as shown in table 3.16

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
View about Closed group usage for Social Affairs	1. The content that is shared or existed on my Master class Facebook closed-group, is more related to social topics than academic activities.	7	26	31	16	4
		8.33%	30.95%	36.90%	19.05%	4.76%
	2. Off-topic or non-academic discussions happen on Facebook closed-group due to its primary design as a social networking tool.	4	7	15	39	19
		4.76%	8.33%	17.86%	46.43%	22.62%

Table 3.16 Students’ Views about their Facebook Closed-Group Usage for Social Affairs

Respondents were asked, whether social issues or affairs dominated more their Facebook closed-group than academic activities, 39.28% of master students’ sample were in total disagreement with the statement, whereas 23.81% of them totally agreed with it. On the contrary, 36.90% of participants remained neutral in their answers to that statement.

The answers to the last statement ‘Off-topic or non-academic discussions happen on Facebook closed-group due to its primary design as a social networking tool’, showed that the majority of sample population, that is to say 58 participants were in total agreement with statement (19 of them strongly agreed besides other 39 participants who agreed with it). Their total agreement was because master students occasionally faced many social problems, and role of Facebook closed-group was to find solutions, suggestions and helps for such cases and reinforced solidarity between member students. In contrast, 15 students were neither agreed nor disagreed with this expression.

3.2.4. Students’ Motivation towards English Language Learning

The fourth section of the questionnaire was a group of items that were adapted from Regina Shia’s (1998) “Academic intrinsic motivation inventory” (AIMI), to measure level of students’ intrinsic motivation towards English language learning on five point Likert-scale. The

12 items of the questionnaire were used to investigate master student's motivation regarding three main aspects, students' desire, learning goals, and need for achievement.

3.2.4.1. Students' Feelings and Desire towards English Language Learning

The following items of the above-mentioned section concentrates on master students' feelings that they had, and experienced in their English language learning. In addition to investigating to which extend learning desire of sample population influences their progress and achievement. Examination of students' feelings and desires were classified according to the following scale; 'strongly disagree', 'disagree', 'neither agree nor disagree', 'agree' and finally 'strongly agree' as shown in table 3.17

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Students' feelings or desire towards English Language Learning	1. Learning new things related to English Language makes me experience pleasure and satisfaction.	3 3.57%	1 1.19%	8 9.52%	29 34.52%	43 51.19%
	2. I feel satisfaction when I am in the process of accomplishing difficult academic activities.	4 4.76%	4 4.76%	13 15.48%	32 38.10%	31 36.90%
	3. I feel pleasure while making too much effort in my English studies.	5 5.95%	5 5.95%	17 20.24%	26 30.95%	31 36.91%
	4. I feel good about myself when I finish a difficult task.	2 2.38%	4 4.76%	9 10.71%	26 30.95%	43 51.19%
	5. I feel that challenging assignments can be great learning experiences.	4 4.76%	3 3.57%	10 11.91%	43 51.19%	24 28.58%
	6. My strong desire that I have allow me to continue to learn and know all aspects of English Language.	2 2.38%	2 2.38%	14 16.67%	29 34.52	37 44.05%

Table 3.17 Students' Feelings and Desire towards English Language Learning

The table 3.17 displays students' level of desire as well as feelings towards English language learning, which varied from one participant to other. Part of students' sample were in total agreement with the statement, "Learning new things related to English Language makes me experience pleasure and satisfaction" where 43 students expressed their strong agreement besides other 29 respondents who agreed with it. This is a positive indication that master students had strong motivation towards such area of learning. Thus, learning English-related matters stimulated their sense of satisfaction and pleasure. Whereas, the remaining 14.28% of participants were divided between those who showed their disagreement, besides those eight respondents (9.52%) who remain neutral in their answers to the statement.

In term of challenges, master students expressed their satisfaction, which they experienced during process of completing successfully complicated activities, and this can be noticed through total agreement of 75% of participants, when they were asked to provide answers to the following expression ' I feel satisfaction when I am in the process of accomplishing difficult academic activities'. In contrast to those students (13) who took neutral stand, a minority of participants, which represented 9.52% of sample population answered differently by showing their disagreement.

The answers of the students to the statement 'I feel pleasure while making too much effort in my English studies' revealed agreement in students' opinions where 31 students expressed their strong agreement along with 26 participants who agreed with it. In other words, they showed their endeavour and determination in their English studies, which in return, energized or fuelled feelings of pleasure. Although, 17 respondents were undecided in their answers, 10 participants declared their disagreement.

Participants gave different answers to the statement 'I feel good about myself when I finish a difficult task'. The majority of the participants (82.14%) totally agreed with the statement (as 51.19% of master students strongly agreed, 30.95% of them agreed with it). Conversely, 7.14% of respondents were in total disagreement with the statement. Such rejection was due unwillingness and lack of inner motivation, they were just directed by external rewards. On the other hand, 10.71% of sample population were neither agree nor disagree to this statement. Generally, such results revealed that the majority of the master students were driven by inner force, which helped them to face and overcome difficult task in their learning of English language.

When it comes to participants' point view about challenging assignments in their English studies, major part of master students shared similar answers. Approximately, 80% of respondents considered English challenging assignments as a great learning experience that allowed them to make hard effort to improve their level. In contrast, a minority of respondents (8.33%) expressed their disagreement with such claim. While, 11.91% of sample population were unable to reveal their feelings towards such expression.

The table above also reveals participants' willingness as well as endeavour in learning and acquiring all aspects of English Language. A great number of master students, who represented 78.57% of sample population totally agreed with the idea of having a strong desire, such factor facilitate and keep them in an atmosphere of learning English language. Despite, 4.76% of master students showed their disagreement with such statement, only part of respondents (16.67%) remained neutral in their answers. This means that greater part of master students had already a strong enthusiasm and persistence, which lead to overcome all difficulties.

3.2.4.2. Students' Goals towards English Language Learning

The second part of this section of the questionnaire aims at investigating whether master students set high expectations for themselves or not, in addition to their intended goals in learning of English language. The table 3.18 shows students' responses that vary from 'strongly disagree', 'disagree', 'neither agree nor disagree', 'agree' and finally 'strongly agree'.

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Students' Goals towards English Language Learning	1. I have high expectations of myself in learning English Language.	3 3.57%	4 4.76%	6 7.14%	42 50%	29 34.52%
	2. I learn English simply for the sake of learning that language and not for external rewards.	17 20.24%	17 20.24%	20 23.81%	15 17.86%	15 17.86%
	3. I set high goals for myself in learning English.	2 2.38%	5 5.95%	10 11.90%	41 48.81%	26 30.95%

Table 3.18 Students' Goals towards English Language Learning

Different responses were given when participants were questioned, to give their point of view about the following statement, 'I have high expectations of myself in learning English Language'. More than half of students' sample totally agreed with statement as 42 respondents agreed, while 29 participants strongly agreed with it. Despite seven participants were in disagreement with this expression, the remaining six respondents were unable to decide.

The answers of respondents to the statement 'I learn English simply for the sake of learning that language and not for external rewards' showed a diversity of opinions, as only 30% of sample population were totally in agreement with the statement. In contrast, a great number of master students who formed 40.48% out of the population were totally in disagreement with statement. The reason behind such contrast in point of view was that those students who agreed with this statement were intrinsically motivated in their learning of English language whereas those participants who disagreed were extrinsically motivated students. They were motivated by external rewards such as grades, certificate, have a job in the future, etc. Such statement revealed students' real intention and authentic driven force behind learning English language as it differentiated master students according to types of motivation that they had. Despite differences in responses between those who agreed and disagreed, twenty respondents were unable to decide.

The statement 'I set high goals for myself in learning English' showed students' persistence in achieving specific objectives that they had previously determined for themselves. Majority of sample population approved this statement as 30.95% of students strongly agreed besides those 48.81% who agreed with it. On the other hand, a group of respondents who formed 8.33% out of the population were completely in disagreement with it. This means that majority of master students were not just an ordinary learners, yet they chose English language studies to achieve certain and predetermined goals. Obviously, those objectives differ based-upon student' motivation either intrinsic or extrinsic.

3.2.4.3. Students' Efforts in Learning English Language

The following three statements of the last section of the questionnaire focus on efforts that master students made towards facilitating their learning of English language, and to explore to which extend perseverance for achievement may affect their abilities in facing minor

challenges such as assignments. The following table 3.19 displays the responses of the participants that are classified as strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

	Statements	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Students' Efforts in Learning English Language	1. I do all that I can to make my assignments turn out perfectly.	2 2.38%	1 1.19%	14 16.67%	40 47.62%	27 32.14%
	2. I try to do my best on every assignment.		7 8.33%	14 16.67%	33 39.29%	30 35.71%
	3. Sometimes, I do more than I have to understand the material better.	1 1.19%	9 10.71%	13 15.48%	37 44.05%	24 28.57%

Table 3.19 Students' Efforts in Learning English Language

In their replies to the first statement, 'I do all that I can to make my assignments turn out perfectly'. The majority of respondents totally agreed with this expression as 32.14% of them expressed their strong agreement with the expression, 47.62% of respondents were in agreement with it. Due to their inner motives, they preferred to make more efforts on every single activity that contributed towards more achievement and success. While 14 participants were undecided, three students showed their total disagreement with the statement.

The replies of respondents to the following statement 'I try to do my best on every assignment' showed agreement of the majority of master student. While, 30 students strongly agreed with the expression, 32 of them agreed with it. Although 14 students showed neutrality, seven participants believed that there was no need for them to do extra effort on each assignment. The reason behind such answer was that they were extrinsically motivated students with no objectives for accomplishment.

The statement 'Sometimes, I do more than I have to understand the material better' revealed that master students did not totally rely on teachers' lectures, but they did further research to grasp better content of all materials, and that was the responses of 72.62% of sample population who reported their complete agreement with the statement. While a minority of

students' sample, who represented 11.90% of sample, disagreed with this expression due to different reasons such as time constraints. In contrast, 15.48% of total participants took a neutral stand.

3.2.5. Correlation between Facebook Closed Group Usage and Students' Motivation

The aim of the study was to determine a correlation between the studied variables in order to find out the effect between them. For this purpose, the collected data of the questionnaire was entered and analyzed with Statistical Package for the Social Sciences 'SPSS Software version 19'. The researcher used Pearson Correlation to calculate the correlation between the Facebook closed-group usage among master students and their motivation, which in return contributed to more achievement in English language learning regardless the classroom setting. Therefore, the Pearson Correlation was computed to determine relationship nature between the above-mentioned variables.

		Facebook Closed-group	Students' Motivation
Facebook Closed-group	Pearson Correlation	1	,361**
	Sig. (2-tailed)		,001
	N	84	84
Students' Motivation	Pearson Correlation	,361**	1
	Sig. (2-tailed)	,001	
	N	84	84

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3.20 Correlation Matrix between Facebook Closed-Group Usage among Master Students and their Motivation.

The table 3.20 presented results of the computed Pearson Correlation. It showed that there was a significant positive relationship between master students' utilization of Facebook closed-group for educational issues and their intrinsic motivation. As correlation is significant at $p \leq .01$, p-value of the present study, was $p = .001$, which indicated that there was a significant positive relationship. In other words, there was a remarkable favorable effect of this electronic instrument on the master students' inner energy, which led those learners towards more acquisition and achievement in English language regardless the classroom setting, $r = .361$, $n = 84$, $p = .001$ and $r^2 = .13$. According to Cohen's "Rules-of-Thumb" (1988) and through the

provided statistics, a strength of correlation between the use of this learning private group and students' intrinsic motivation in learning English language was interpreted as medium, as $r \geq .10$ indicates small correlation, $r \geq .30$ indicates medium correlation, and $r \geq .50$ indicates large correlation. While the correlation coefficient, which is a measure of linear association between variables, accounts for + .13 (13%). This means that, there was a medium correlation between the studied variables. When the master students used Facebook closed-group, which was primarily designed for sharing and interacting over educational matters, led to moderate increase in students' intrinsic motivation.

3.2.6. Independent t-test

Independent sample t-test is a widely used test, which is a form of the T test group in SPSS. Researchers employ this kind of test, to compare the means of two groups of data in order to determine whether means scores of males and females for example are different (Glen, 2021). Similarly, the researcher computed the independent sample t-test to investigate if gender has a significant difference in relationship between Facebook closed-group usage and students' motivation.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Facebook Closed-Group	Male	16	31,3125	5,37548	1,34387
	Female	68	30,9706	4,86833	,59037
Students' Motivation	Male	16	49,0000	6,12100	1,53025
	Female	68	47,0735	7,79842	,94570

Table 3.21 Group Statistics

The outcomes of the table 3.21 showed that the usage of Facebook closed-group for academic matters and for reinforcing learning connections between master students, female students were a slightly lower (Mean = 30.97, SD = 4.86) than male students (Mean = 31.31, SD = 5.37). The same scenario was repeated for the motivation, as female students were a slightly lower in their inner energy towards English language learning (Mean = 47.07, SD =

7.79) than male students (Mean = 49.00, SD = 6.12). Consequently, the results demonstrated that the difference between male and female regarding relationship between master students' Facebook closed-group usage and their intrinsic motivation towards English language learning was not significant ($t = .248$, $df = 82$, $p = .805$), ($t = .922$, $df = 82$, $p = .359$) respectively.

Scatter-plots was employed to figure out the linear relationship between variables. The aim of using such test statistic for present study was to explore, if students' utilization of Facebook closed-group was significantly associated with their inner force for learning and achievement. The X-axis represented Facebook closed-group usage and the Y-axis represented students' motivation.

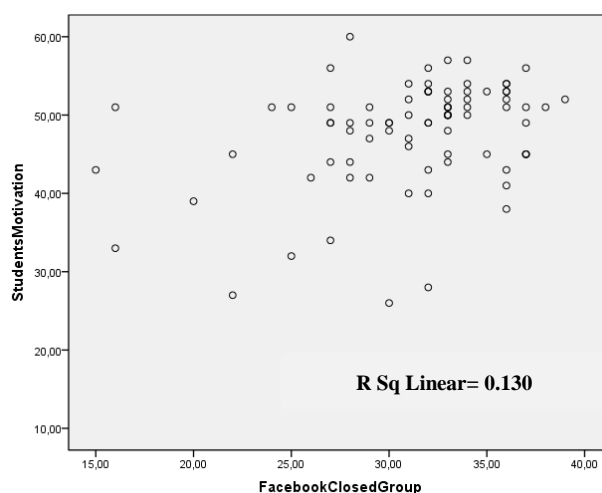


Figure 3.13 Scatter-plots for Correlation between Master Students' Facebook closed-group Usage and their Motivation

Figure 3.13 shows that majority of the points are close to the straight line. It indicates that student with high scores on motivation for learning English language as specialty, he has high scores on the utilization of Facebook closed-group, which means that there is linear correlation between two variables. Thus, the statistics reveal that the more the student used Facebook closed-group for interacting, sharing and discussing different learning issues; the more that virtual environment contributed in generating more motivation for students, but with moderate effect.

3.3. Discussion of Questionnaire Findings

The analysis of the questionnaire showed that the majority of the master students had large experience in using internet. Approximately, 88.1% of sample population mentioned that their usage to the internet ranged between six to twenty years. While a minority, which represented 11.9% of respondents, claimed to be less used to this technology. For the first category of learners, their mastery of internet is due to the era of technology development, where they grew up on watching, playing videos and connecting with others on variety of technological devices such as Tablet, smartphones .etc. The second reason was their personal interest to integrate these tools in their daily life, which in return contributed in their remarkable performance and control of such technologies. On the contrary, the reasons behind responses of second category of participants were students' inability to possess those devices earlier in life, in addition to their personality traits, as they were traditional learners who preferred books rather than technologies.

Similarly, outcomes of questionnaire concerning Facebook utilization revealed that 96.43% of sample population possess a Facebook account, whereas small percentage of the respondents (3.57%) do not. This considerable percentage of participants who owned an account on this electronic platform revealed great turnout of university students on such social networking instruments as an alternative virtual environment.

As for students' experience in using Facebook in their daily life and for learning, results were similar to previous one, as 7.14% of participants reported that they have equal to or less than one year of experience in this domain. While the majority of students' sample (90.47%), estimated their familiarity with this platform between two and ten years. In the same way, 98.81% of sample population incorporated new Facebook services namely "Facebook-closed group" in their learning. Such behaviour was due to number of reasons such as Facebook characteristics, in addition to the new learning trend, where student can connect to a wide range of learners simply with a click, for various educational purposes, and privately.

Regarding students' awareness about advantages of their master class Facebook- closed group, results indicated that considerable number of respondents were regular users. For this reason, learners' high sense of its utility in academic life of new generation of university students was obviously clear, as 95.24% of them became member on their classroom Facebook-

closed group. Likewise, 86.90% of respondents reported that they had closely between two and five years since they joined their master class Facebook closed-group, while 13.10% of sample claimed that they had less than one year of familiarity with such educational platform.

Correspondingly, participants' answers to the time they spent in connection with other colleagues via this closed group were divergent, as 14.29% of them stated that they preferred being in touch all the time during a day for different aims. Whereas, major part, which represented 66.67% of respondents, tended to use that private group once or twice daily for specific purposes. The remaining 19.04% of sample population were rarely users. Therefore, differences in preferences was due to student' desire and purpose behind utilization of this instrument.

The parameter of frequency of connection showed that there were three categories of learners. The first category were students who were open-minded to all learning possibilities for sake of knowledge. They preferred sharing and discussing educational issues with others. The second category were learners who were satisfied with themselves, they used that private group for guidance, ready-made summaries of lectures .etc. While the last category were traditional students. They considered classroom setting as an effective method for learning English language.

Moreover, majority of the respondents expressed their opinion about environment of their master class Facebook closed-group. More than half of the sample population (84.53%) stated that they felt more comfortable while dealing with that private group. They considered it as a relaxing atmosphere where they could express themselves freely, asking for services and sharing content. The reason behind such favourable attitude is that in reality world, that is to say classroom, students most of the time faced challenges in dealing with their classmates due to social differences, differences in personality traits .etc. Consequently, students promoted use of social networking tools and its role in breaking those barriers between learners. In contrast, 11.90% of respondents found themselves less comfortable, the motive behind such feelings was their unsociability and fear of being embarrassed and ignored by others.

Furthermore, master students practiced various activities on their Facebook closed group. Those activities can be classified according to students' requirement and goals to five major ones. First, downloading teacher' lectures to do an advanced research in order to debate

over those information. Besides, sending summaries of each lectures on that group to facilitate student's understanding of the content. Writing posts is also an essential activity of that closed group that assist in communicating scientific information or social issues. Similarly, collaboration between master students had been established through sharing of multiple data such as group online revision for exams, and knowledge research. Finally, member students had privileged service of receiving notifications instantly via that private group about different issues such as academic matters, posted students' inquiries or latest events that were related to their major.

In addition to all those miscellaneous activities that were performing by learners on their online private group, member students displayed a tendency towards some posts at the expense of other activities. Thus, learners can be categorized according to their visualization to some posts as a high priority to five important classes. A group of learners, which represented 28 participants out of 84, their usage of that electronic space was limited to downloading, discussing lectures, and providing assistance for instance simplifying information as much as possible. Whereas other participants (19) preferred exchanging ideas on various concepts of their study, which could contributed in making progress and developing their targeted language. It is worth to mention that differences in master students' preferences was due to different personal objectives behind their membership to that private group.

In contrast, instinct of having certificate without consideration to knowledge acquisition, distinguished the following category of learners, as a group of participants (12) took advantage of their master class Facebook closed-group to transfer their academic pursuit from real world and directed it towards virtual world via that electronic device. In fact, the primary aim of this category was to socialize with their classmates via posting inquiries and help to clarify different instructional topics that could pave way to succeed in their master degree with average grades.

On the other hand, some learners preferred keeping their contact with their closed-group only restricted to obtaining certain kind of information, and that was the case of fourth category of students. That group of learners dealt with their electronic group as source of information, so receiving notifications such as exam timetable, classroom attendance and faculty related-issues were of big interest for those learners. In fact, this category of students kept their learning of materials and progression away from that platform. The explanation of their behaviour fall

within two possibilities either they were autonomous learners, and consequently they took responsibility of their own learning or they were careless learners. Most students under this category were employees in various companies. On the contrary, the last category of learners did not appreciate the role of social networking tools in learning. Therefore, their behaviours varied between those who chose only reading posts of the group without intervention. While, other learners preferred not to take part in that platform through their rejection to join it. In contrast, another group of students chose not to have a Facebook account. These decisions justified the students' conviction of the ineffectiveness of social networking platform in learning.

Manifestations of Facebook closed-group in students' life was determined on a five-point Likert-scale. The obtained answers of sample population showed a positive attitude towards integrating this networking platform in students' academic life, particularly in their knowledge learning. Generally, when it came to investigate contribution of closed-group, as a means that would enhance interaction and communication, great number of master students showed their agreements towards its effectiveness in performing that task. Therefore, to reveal more information about this point, the analysis of the questionnaire reported that respondents considered their classroom closed-group as best tool to share and interact with their classmates with agreement of 71.42% of sample population. Whereas 9.52% of them declared their disagreement about its function in reinforcing connections between students.

Moreover, students expressed their views about the idea of building, active and interactive learning via their private group, by means of sharing and posting information that are related to lectures content, where majority of sample population (70.24%) agreed with it despite disagreement of 15.48% of them. It can be said that students' awareness about effectiveness of closed-group in learning is obviously raised through their daily uses.

As for students' attitude towards learning via their closed-group, it had been measured in term of two different criteria. For the first one, the majority of learners showed a favourable attitude through responses of 52.38% of students who totally agreed about perceiving closed-group as best environment that could enhance communication and informal learning. In contrast, this statement was rejected by 26.19% of sample, as they did not accept admitting this platform as healthy environment to achieve best performance but rather as a disturbing means for learning.

The second criterion mainly concentrated on exploring students' feelings towards dealing with such type of closed-group. It had been noted that results of this part were in accordance with previous one, as it indicated that almost the same percentage of sample population (41.66%) expressed their relaxation of employing such group in their study. On the other hand, restrict usage of this kind of private group to transmit information between member students was the view of those opposing students (20.24%), who did not absolutely believe in acquiring knowledge through social networking tools.

Additionally, function of master class Facebook closed-group in fulfilling the required tasks such facilitating English language learning for member students was measured, as part of the investigation, in terms of four major points. Providing guidance was the primary task of that group as 69.05% of respondents mentioned that due to diversity and availability of content on that virtual environment, they could make progress in their learning of English language. However, 11.90% of sample did not see any benefits in posting issues such as educational files or videos.

Second, to investigate more in depth students' answers, the participants were questioned about nature of content that existed on that closed-group. If it was totally related to their English study or not. The outcomes indicated that 78.57% of sample population were pleased with the available educational content that constituted the majority of posted and shared activities on that group. While 8.33% of respondents were unconvinced with the idea of acquiring knowledge through that virtual platform. In fact, those respondents who insisted on their opinions about ineffectiveness of social networking in reshaping their learning resulted from their incapacity in employing that available knowledge, to promote their performance in the target language in first place and/or as careless learners, they put blame on others.

The participants' approval percentage (55.95%) which indicated that the usage of that private group supported their knowledge memorisation, and developed their understanding of content through different activities such as discussion, group chatting, request posts .etc. came congruent with their previous claims that closed-group build active and interactive learning. At the same time, it confirmed students' declarations that the content shared on this group was closely associated with their specialty.

Last points, advantages of the learning private group were obviously clear in satisfying students' needs, and particularly stimulating their motivation and this what had been noticed through responses of participants (48.81%) who saw that staying up-to-date to the posted, shared and discussed content among group members deepen their understanding of the content. Therefore, it helped in retention and reinforcement of knowledge, which in return triggered their inner energy towards more English language learning. Those participants confirmed the hypothesis that the use of Facebook-closed group enhances the students' motivation to learn English language regardless the classroom setting.

Master students primarily created their learning closed-group to meet all inquiries of the major, it was also utilized as a virtual space where they could save time and distance between learners to increase their learning capacities in term of knowledge acquisition. Besides educational tasks, closed-group was also designed to perform various social missions. The outcomes of whether their closed-group was typically concentrated more on social issues than academic content showed that 39.28% of participants believed that their platform as a whole focused on upgrading student's knowledge. Without denying that part of it was devoted to guide, find solutions to student's social obstacles that could hinder their progress in English language learning.

The rest of respondents divided in their views into two categories, 36.90% of them did not express their opinion and took neutral stand as a way to confuse the investigator although their prior knowledge of the amount of educational activities shared in one day via that platform. Whereas the other category, which represented 23.81% of sample population showed their agreement, and to demonstrate that closed-group was an ineffective tool.

Furthermore, member students were also questioned whether there had been any kind of social discussions, where 69.05% of participants admitted that due to the nature of humankind, they had occasionally such conversation between group members. They added that the aim of social discussions were to get to know each other better (in other words, to determine personality traits for group works .etc.), to break routine of studying .etc. compared to those respondents (13.09%) who did not agree to perform such issues via electronic platform. Whereas, the reason behind those participants (17.86%) who chose neither agree nor disagree as an answer, was due to their unsociability, particularly with group members.

Students' intrinsic motivation towards English language learning was measured on a five-point Likert-scale. The questionnaire used for this study is adapted from Regina Shia's (1998) "Academic intrinsic motivation inventory" (AIMI), and it was addressed to English master students at Djilali Liabes University. Researchers classified student's motivation into two types extrinsically and intrinsically. Despite, some English master students were extrinsically motivated due to different external rewards, the type of motivation that the present research aimed to investigate was the second type, which is the intrinsic motivation. Based on these assumptions, this study concentrated on examining the effect of Facebook closed-group in promoting students' inner energy towards more English language learning.

The inner stimulus that master students had and/or developed through their learning of English language besides its uses for more achievement, has been measured in number of ways. First, majority of sample population (85.71%) declared that acquiring any information that will make them more knowledgeable about their field of study would induced their internal energy. Whereas, a minority of respondents, which represented 4.76% of sample, admitted that they did not experience sense of pleasure or satisfaction while learning.

Second, it was noted that challenges constituted a favourite part for many students, where 75% of respondents proclaimed that accomplishing toughest educational tasks always kept them in state of euphoria, satisfaction and in demand for more difficult activities to overcome. However, 9.52% of students' sample saw challenging activities as bored and demoralized tasks that could make them to withdraw from learning.

Third, as students' effort was concerned, results again indicated that total agreement of more than a half of respondents (67.86%) validated their beliefs that persistence in making great efforts was their chief delight as it sated their inner motives. Nevertheless, a group of participants (11.9%) insisted that they did not feel the need or a strong inclination to make a great effort in their learning.

Next, each time when master students were asked to accomplish a complicated assignment, majority of respondents (82.14%) claimed that they enjoyed searching for knowledge, get tasks done perfectly .etc. compared to those participants, which constituted 7.14% of sample, felt quickly frustrated in performing any task.

Meanwhile, nearly the same statement was proposed to the participants in slightly different way in order to gain more profound details when they were questioned about describing their experiences with the challenging tasks. The outcomes of the questionnaire showed that 80% of respondents, which means the same previous percentage, declared that they had good experiences in learning and facing challenging tasks. They added, such challenges always make them even more passionate and determined to succeed. Whereas percentage of the opposing participants (8.33%) revealed their unwillingness due to fear of lack of adaption to new learning opportunities.

Finally, the last statement was devoted to identify level of desire that made student always on the same learning curve, in other words, acquiring new learning things, facing challenged tasks, removing barriers or obstacle, which in return enables learners to achieve stage of self-satisfaction. It had been observed that learning desire varied among participants, where 78.57% of them described their educational passion as strong. They pointed out that their great benefit was to remain constantly faithful to the need for more knowledge. On the contrary, 4.76% of sample population confessed to their limited desire, as they tend to learn easy things because their feelings of no enjoyment stem from their low learning desire.

The sample population did not hesitate to make clear their true learning intentions, as it was revealed through declaration of their predetermined goals that they intended to achieve. In this regard, results of the inquiry showed that great number of respondents (84.52%) set great expectations for themselves at the same time they affirmed their strong beliefs for more achievement. On the contrary, few participants (8.33%) showed unwillingness to make plan for their learning, set objectives .etc. The motive for such behaviour was that they did not want to make great efforts, as they were satisfied with classroom lectures.

Second, true desire of participants behind their choice for English language as a field of study was determined through students' opinion about their motives for learning. From this perspective, sample population were categorized into three different groups. First, a group of respondents, which represented 30% of sample, reported that such domain was their greatest ambition, they were driven to explore in-depth knowledge, besides their fascination with all aspects of English language. Those participants, their driving force for language learning was an inner motive. Whereas, the second category, which represented 40.48% of sample, declared that their primary goal for being in that branch was to attain a very specific achievement, which

is graduating with average grades to obtain an employment. In this case, those respondents were extrinsically motivated with tangible things that can be obtained.

It is worth to remind that many studies have found that even the intrinsic motivation is diminished by extrinsic rewards. It had been mentioned that person becomes less intrinsically motivated when he performs a task for which reward is expected (Ryan and Deci, 2000). Although considerable number of participants did much efforts for sake of extrinsic rewards, their motivation served only for short-term. It restrained their powerful, and consequently it affected longer-lasting extrinsic motivation.

On the other hand, it had been observed that almost the same percentage of participants (23.81%) throughout the questionnaire did not display their opinion for most statements, including this one, and this could be due to two main possibilities. The top reason for such attitude is that, they were not interested in acquiring knowledge of that language; their focus was on having funny time with their peers. The second possibility is that, they did not plan for the expected goals of studying this major, and those are the characteristics of the third category of the master students.

Third, once again results of last inquiry affirmed aims of respondents behind choosing this branch, as it can be noticed that 79.76% of them showed their total agreement on the importance of careful planning and setting targets in students' educational life. That high agreement percentage encompassed two categories of participants, those who were intrinsically motivated besides extrinsically motivated learners. Despite their different motives, both types of respondents made great and sustainable efforts in their learning to achieve their intended objectives. Nevertheless, 8.33% of sample population showed their opposition to the effectiveness of predetermined goals, and they ignored the strength of relationship between chosen goals and self-directedness. On the other hand, 11.90% of sample expressed their reservation regarding this statement too, and this is due to the above-mentioned reasons.

Master students made plans for their learning in order to fulfil precise and well-defined objectives, to do that; great efforts had been made to satisfy a very specific and fundamental need, which is the need for achievement. In light of these believes, the outcomes of the questionnaire that are related to investigating these issues showed first, that 79.76% of participants were in search for every single detail that could contribute in their success. They

spare no effort in performing academic related activities, and making them serve their interests in achieving individual achievement. As it was expected, number of participant (3.57%) who opposed the statement was very less, compared to those who declared their positive response. The reason for their negative answers is that, they were essentially dependent learners; they only relied in their learning to what had been taught in classroom, they preferred receiving rather than searching knowledge.

Next, students' efforts were not concentrated on specific learning activities at the expense of other ones, but they tend to consider each assignment as a challenge where they had to work hard according to the claims of 75% of respondents. Conversely, an insignificant percentage of participants (8.33%) believed that making too much effort on each task put them in constant state of stress and insecure, as they could not bear such tension in their learning environment.

Finally, results of the last statement were identical to the previous one as it revealed that 72.62% of participants were not satisfied with superficial understanding of the material, but rather they preferred going further to have deep knowledge and comprehensive understanding of the content, and this due to need for achievement. These facts do not apply to the remaining respondents (11.90%) who avoided difficult tasks and accepted the available knowledge. These dissimilarities were because of differences in needs.

The two sections of the questionnaire, that is to say utilization of the Facebook closed-group for academic purposes and students' intrinsic motivation was measured by different statistical measures to define correlation between these variables and to determine the effect relationship. In this regard, the analysis of the statistical parameters revealed that there was a positive significant effect between the measured variables. It can be said that Facebook closed-group activities such as sharing, discussing and interacting with learning content, positively affected master students' intrinsic motivation and thus their achievement in English language learning away from educational environment. This finding is compatible with previous results, which showed that Facebook does not only improve students' team working skills, but also helps them gain better results in learning as well as class assignments and tasks (Zarei, 2019). Besides its educational advantages, the closed-group is also used as social instrument to communicate students' needs.

Additionally, this positive significant effect was estimated as medium. Due to lack of knowledge on the exact methods to take more advantage of this social platform, its effect was average only on specific category of learners who started seizing opportunities and developed their different skills via that virtual environment. Therefore, that closed-group affected students' inner energy (intrinsic motivation) which eventually led to make considerable achievement in English language learning. These findings confirm the hypothesis that there is a positive relationship effect between the use of Facebook closed-group and students' motivation. For the other students, no effect has been observed because of their convictions and beliefs that this electronic tool could not promote their motivation and therefore success in learning. Which also confirms the hypothesis that that Facebook-closed group usage stimulated a category of students, who really manipulated this technology for educational purposes, to adapt it as a learning platform, but it does not encourage other students to utilize it for academic purposes, thus they limited its function to social communications and issues.

3.4. Interview

The semi-structured interview was used for the present study as qualitative research method to investigate research questions in depth. Interview composed of ten open-ended questions to help participants reveal more about themselves and express freely their opinions. The participants were 13 master students who had been randomly selected from those who had completed the aforementioned questionnaire to reach data saturation. Although some researchers recommended that 5-50 participants are adequate number for qualitative studies, Guest et al. (2006) confirmed that 6-12 interviews are appropriate for number of qualitative interviews needed to reach saturation.

Concerning students' use of Facebook and their perspectives about it as social networking platform, the majority of participants were regular users of this electronic platform. They declared that they utilized Facebook on daily basis and for various purposes, as interviewee number three said, "*Since it was primarily designed for mutual communication between people, I incorporated in my personal and academic life to stay up to date with latest events*". With exception of two students who claimed their personal dislike to such social sites, and that was the main reason for not being a member.

As for students' membership on their master class Facebook closed-group, major part of participants joined it due to its benefits in promoting connection and communication between learners and for exchanging information, as founders of that private group declared, in other word, interviewee number one and six. It was worth reminding that duties of founders were performing different tasks to guaranty quality of the content besides meeting all inquiries of members as interviewee number six said, *"My mission is to ensure better progress of the group, positive talk, and to provide guidance and help to the members of the group including myself. This is for our desire and for our needs "*.

Furthermore, interviewee number eleven mentioned that their classroom private group was beneficial in a number of ways. That platform provided students with various information that were related to the matters that they dealt with in the classroom, as she said, *"To get information, things we dealt with in the class that we did not write them in copybook, so we share it in this closed-group, and to discuss them on this virtual environment "*. Similarly, interviewee number twelve confirmed that fact when he claimed, *"Without doubt, to collect data, "*, he also explained in more details collaboration between member students,

"There are some notes that we did not write in the class. Sometimes, there is home works and offsite work we do it at home. Therefore, we get in touch together in this group to better understand and collaborate on our work ".

On the contrary, some interviewees who expressed their dislike to social networking tools believed that those closed-groups that were devoted to learning were a time wasting. While, a minority of them specified their use of that group for certain objectives, as interviewee number ten stated, *"I literary hate Facebook, the reason that I have one is because of our classroom group, I need for example questions, a file or information and this is the only reason I have Facebook "*.

Regarding type of the activities that member students most posted and shared on that closed-group, whether they were related to academic issues or not. Interviewee number one claimed, *"Most shared posts on our group were about books that students need in their study, post about how to analyse stories, poems or novels. "* He also revealed proportions of the existed content on that platform when he said, *"... 70% of activities and content on closed group concerned with academic issues and remaining 30% are about social things "*

In the same way, interviewee number eleven, twelve, and thirteen confirmed the fact that the most existed activities on their closed-group were centred on English studies as interview number thirteen stated that she shared some links with member students as a way to have more information about subject matters as well as deepen their understanding. While interviewee number six praised efforts of students in providing helps to each other via that group, when he stated,

“... Sometimes teachers do not ask to post theses lectures, but in fact, students themselves posted lectures online in order to help those who do not assist, they could check them and have better grades as an alternative way or method. “

Therefore, claims of that interviewee showed that the use of this form of closed-group in learning served in achieving multidimensional purposes for instance, and as primary objective, master students become more responsible for their own learning. Second, use of that group to share different academic information promoted students' intrinsic motivation, in other words, it stimulated their inner energy for more research knowledge, towards more achievement, good performance, and finally success in their domain of study away from teachers' interventions as well as classroom settings.

In contrast, three interviewees showed their opposition to the researcher's question, when interviewee number two declared, *“There is no activities, only some news, exams, when teachers want to inform us, or posted questions or quizzes ”*. They admitted its role because it deals with educational issues but at the same time, they rejected it as facilitator of knowledge or as an alternative for classroom where students could acquire that knowledge.

When interviewees were asked about type of discussions that they had on that private group, majority of them stated that major part of discussions were about educational issues. While social conversations could be held on occasion due nature of human beings, and that what it had been noticed through claim of the interviewee number one who said,

“Majority of discussions on this group turn around; how to analyse certain works and it is the most common activity besides the cooperation among students and this is the reason for creation of such group. ”

Or as interviewee number eleven reported, *“Questions and Answers, when we post something about our lectures, if someone do not understand he ask questions and if any member of the group understand, he could answer the question. ”*, equally, interviewee number three reported the same fact when he mentioned,

“Topics are basically related to our study for example our professor gives us a homework about Flower Garden , some of the students did know what to do and how to answer, they write comment for help and the necessary steps how to do this work. ”

In that regard, interviewees number twelve, thirteen and number one make that fact clear when they declared that their closed-group had multidimensional aims as it helped them in improving their writing skills, promoting educational discussions between member students besides discussing other non-academic topics as a way to refresh and break routine of study.

However, some participants expressed their resentment about their closed-group due to its ineffectiveness as digital communicative tool and absence of educational discussions between members, as an interviewee stated, *“We do not have discussion, if there is a discussion, it will be in the comment section ..., the social discussion constitute the major part. ”* or as other interviewee said, *“...we expect to see educational purposes, something related to academic topics but in fact only forty percent of discussion are on academic topics. ”*

Regarding students' motivation, interviewees were questioned about impacts of their master class Facebook closed-group on their motivation. Majority of participants indicated that, it had no influence on them because they were motivated learners, stimulated by either internal or external factors. As interviewee number one stated, *“I am intrinsically motivated student, ... since I am motivated learners, I do not rely hundred percent on Facebook closed group to motivate myself to learn English language. ”*, other interviewee also pointed out to that point when he said, *“I am both but I tend to be extrinsically motivated student ...My motivation is the same. It does not change. ”*

Whereas the same interviewee stressed on very important thing when he talked about benefit of his closed-group and mentioned that virtual environment was a means that motivated, increased desire of learning and towards more achievements for other members. He claimed, *“Some students are workers or may be have personal issues they could not attend so it is a big*

alternative for classroom activities. ”, or as interview number four stated that, their private group positively affected their desire to learn English.

When interviewees were asked, if posted pictures that were screenshots of students’ handwritings or notes taking of classroom lectures encouraged them towards more English language learning, major part of participants showed positive responses. Indirectly, they admitted and confessed to the role of their closed-group in positively affecting, and to some extent their intrinsic motivation and towards more achievement. As interviewee number one said, *“The aim is to facilitate our studies and to help each other to overcome all the difficulties that students face or when students missed some lectures“*. He added, *“The posted lectures are the solutions“*.

Meanwhile, he disproved claims of an interviewee, that social issues dominated members’ major discussions, and minor educational talks were done in the comment section, when he said, *“Discussions about misunderstanding or asking for clarification are done private through direct messaging.“*

Similarly, interviewee number three highlighted benefits behind students’ uses of their closed-group when he stated, *“Most of the time, students take advantage of this Facebook as a tool to have ready-made lectures or notes from their colleagues ... students debate over the posted activities ... to have good grades in the exam ...“*. While interviewee number seven stressed on the effect of different sort of posts on their motivation when she said, *“As I am intrinsically motivated student, I take advantage of these activities that were on Facebook group“*. She also showed her aims behind using those posts as she claims, *“... May be for revision or may be for extra information to reinforce my background knowledge or what we have taken during the classroom lecture“*.

Concerning utility of master class closed-group as a tool that could promote active and interactive learning between students, majority of interviewees admitted that collaboration and discussion between member students contributed to some extent in student engagement towards more English language learning. As one interviewee claimed, *“Information can help us, and all the classmates, to have better understanding and better comprehension about certain topics that we were confused about it in class, and this is the main reason.“*. Other interviewee revealed his agreement when he said, *“Yes, I agree. Facebook closed-group is more helpful for*

students to learn more and being an active learner on that space “. Another participant stated, *“I liked it when people share information, provide more explanation about everything we did in the lectures and deepen our understanding, we found people who care for each other to go forwards”*.

While, interviewee number thirteen focused on the positive impacts of closed-group on students’ motivation as he received various statements of numerous students who told him about the way they had been changed from passive, reluctant and isolated students to more motivated ones due to learning posts, he said,

“I am not saying this to show off or anything, I was the first one who started to share lectures and everything, so many people told me that they become more triggered by my posts, you inspired us to write and share information, ... I am happy”.

In this regard, interviewee number twelve confirmed claims of the previous one when he stated, *“... It boosts my motivation because it is beneficial; when you have benefits, you are always motivated,... this way, they satisfy our curiosity about learning and it helps our motivation”*.

On the contrary, two respondents showed their disagreement. They believed that private group was only used to post and share lectures or some notes but not for promoting interaction between learners. One of those interviewees explained how member students benefited from those posts when he stated, *“Sometimes we post something that is very interesting; we need it, so we saved it on our devices to use it when we need it”*. Whereas, other interviewee pointed out that interactions only happened between close friends, and not for all members of the group. She claimed,

“In general, student members of this group are not very close friends; there is no solidarity, so that they cannot interact. They exist as minority groups of four or five students, these minorities interact, debate over the academic issues. ”

Interviewees were asked about the way their Facebook closed-group was employed to provide help to students, deepen their understanding and foster retention of information. In general, participants’ responses were divergent and that because of their experiences and perception of the learning situation. In this regard, an interviewee stated that closed-group is a

complementary of classroom but not an alternative since it enhanced collaboration between students towards more understanding of content. He also claimed,

“... It cannot be an alternative of the classroom and the teacher, ... Secondly, through Facebook closed-group students help each other to understand some difficult words, ... The kind of activities posted or existed on Facebook closed-group are a mirror of what we deal with our Professor in class. ...”

While, other interviewee mentioned that discussions of the classroom content, shared via that virtual environment, helped students not only in their understanding and in learning of new information but it also encouraged them for further knowledge research. He also said,

“There is an academic discussion ..., student ask for help and guidance in case if the teacher ask questions about lectures, or how to deal with those documents .etc. Other example students select one title from the documents, and we make a discussion (what is the nature of this title) ”. He continued, “It does boost our desire and we become attached to English language ”.

For such interviewee, closed- group made him felt at ease to learn and discuss lectures with classmates. He thought that, it was an alternative space for information retention. Similarly, interviewee number nine shared with him the same perspective when she talked about the way students promoted their understanding of the content. She said, *“Actually, we did a group messenger to have a group discussion and one of us explains certain modules and the others if they feel something is missing, they added it ”.*

However, one participant was not convinced with this kind of technologies as she mentioned that virtual connection via private groups was waste of time and useless. It did not help students to grasp content that they dealt with in the classroom. She said, *“Some students prefer to have face-to-face academic discussions and debates with our classmates in library rather than Facebook closed-group. ”.*

Unlike other interviewee who considered closed-group as a guide for students to have clear view or idea about certain or specific topics, but did not deepen student’ understanding unless he performed this task by himself.

Participants were questioned about role of their closed-group in regards to the relationship between student and classroom lectures. Their responses showed that it was a necessary and sophisticated tool, which gathered all master students online and at any given time. For example, an interviewee stated, “... *I see that it is a circle. We are in the classroom; student is a tool that conveys messages from classroom to the group ... to have an idea of what we did with teacher at that day*”. Other interviewee concentrated on the importance of closed-group in students’ academic life when he stated, “*Facebook closed-group is an alternative for master students. It provides too much connection among students* “

While interviewee number six described relationship between the three elements as strong, he claimed, “*There is a very strong relationship; everything that happened in the class is posted on Facebook* “. Equally, interviewee number twelve showed how three elements work. He said,

“*They complete each other; students helped each other in the group as they share studies and lectures. Most of the students depend on their classmates and the group to learn, as the teacher just provides 20%, 80% is there on the group, you just need to interact.* “

Besides its role, that majority of participants agreed on in minimizing distance between students, claims of interviewee number twelve concentrated on the way that virtual space helped students in overcoming some of their personality traits. He stated,

“*For some people, they are introverted, do not prefer to interact or participate in the classroom (they are shy, afraid or anxious person) but behind the screen, they interact a lot, they become extroverted.* “

On the contrary, interviewee number seven admitted function of their private group, as guider and provider of knowledge, but it could not substitute classroom. She said, “... *This group becomes like a virtual source but with all the development and improvement, nothing can be as the classroom setting*” also the interviewee number eight shared the same perspective when she said, “*Its role is for help, it can direct, give idea about curriculum, courses but not an alternative for classroom setting.* ”

Finally, participants were asked about their perspectives concerning whether the shared activities on that closed-group stimulated students’ motivation or not. The majority of the

interviewees showed favourable and convinced responses to the question, where they explained in details the way those activities positively affected their inner desire to learn, make progress and more achievement in English language. For instance, an interviewee claimed, *“Since I am an autonomous learner, I take notes from the lectures and I do a lot of research to help myself, improve my level and update my knowledge.”* He continued,

“Other students prefer this manner to grasp some information and satisfy his academic needs for example a student ask me on our closed-group to post summary of the lectures - that I have prepared for myself for the exam- to have an idea and share information. Students take advantages of this closed group and they become motivated. ”

The same interviewee revealed types of learners that they existed on their closed-group and how each category dealt with posted academic issues from their own personal objectives, he said,

“On our Facebook closed-group, there exist two types of students, those who look for ready-made works or summaries of the lectures, learn it by heart and go to the exam for sake of good grades. In addition to the second type of learners who take general ideas, steps or methods that demonstrate or show how to write a task, summary ...etc. or any shared work, analysis that other students talk about and posted on Facebook closed group. Thus, these posts motivate those students to start their journey in seeking information. That is the type of student that closed group positively affect his motivation, 20% of students are of type one whereas 80% are of type two. ”

Other interviewee focused on the advantage of educational posts for the master students as well as the method they used to benefit from such virtual space to improve and make more achievement in their learning when he claimed,

“Student who found lectures posted on Facebook, they become more motivated especially if he did not come, they found lectures provided, they will be motivated to read it and discuss it with their classmates. Providing lectures on Facebook group by some students, discuss it, make further research, consequently, your performance in English will increase. ”

He also compared the process of posting notes, sharing lectures content besides discussing them as cycle. Those activities helped student to understand and so that they fostered

his desire to learn and make accomplishment in English language, which indirectly contributed in acquiring positive academic behaviour towards further success, as he declared,

“... Thanks to this cycle, student become more motivated, change his attitude from just seeking good grades towards being more achievable. This cycle of sharing, posting and so on, for students who were passive, looking only for grades become more motivated in order to do research. Sometimes student who do not come surprise us with information that we did not deal or discuss about in the class, which means that they have done research in order to make achievement and good performance in his English language. ”

Additionally, responses of the interviewee number seven confirmed claims of the previous interviewees about the way posted activities changed her learning of the English language and the manner that students' help and enthusiasm via that closed-group enhanced her engagement and motivation when she stated,

“For me, I took these posted things, read them very carefully and do further research. Consequently, I made achievement in my English language studies especially in tough modules and I become more enthusiastic and more motivated, and since I was extrinsically motivated student, my motivation tend to become intrinsic motivated. That kind of students, their motivation and help on Facebook group help me, and I like working on that environment.”

On the contrary, two interviewees had different perspectives about efficiency of those posted activities in promoting students' motivation as interviewee number three claimed, *“Since we are intrinsically motivated students, we prefer the reality world rather than the virtual one”*. While other participants declared,

“This kind of things do not improve or to achieve something may be there are other activities that improve our achievement (to meet, plan for study day at library, share books, workshops, do presentation) this is for sure. I am a person far from the social media, this things work for me. ”

3.5. Discussion of Interview Data

Majority of the interviewees were regular users of platform of the Facebook especially master class Facebook closed-group due to two major reasons. Firstly, the educational requirements, which imposed such kind of technologies as means of communication between university students. Secondly, the surrounding environments, that is to say, orientation towards 4G technologies, which involved an increased level of person's engagement via different social networking platforms to perform his daily activities. These motives led major part of learners to incorporate closed-group as part of their lives to stay up to date with latest academic and social events with exception of minority who considered themselves as traditional learners as they did prefer old learning methods away from distraction of technologies.

Interviewees' views about their master class Facebook closed-group in their academic track were closely similar. They admitted its great benefits in facilitating knowledge for member students for instance, posted and ready-made summaries of classroom lectures that master students prepared for their colleagues and downloadable at any time. In addition to many online discussions to share information, collect data, clarify misunderstanding, help, and guide each other. Briefly, master students collaborated via their Facebook closed-group for sake of students' understanding of subjects and towards more success and achievement by eliminating all factors that could hinder progress of students such as time, space, lack of knowledge .etc.

Concerning types of activities that dominated Facebook closed-group of master students, the interviewees showed that academic related issues represented the major proportion since the primary objective for creating that virtual world was to have private environment where students had to post their educational inquiries with no control and interventions of foreigners, it is meant to develop student – student cooperation.

In this regard, most of the interviewees indicated that students sent enormous posts and shared various issues that could be classified as, asking help on how to analyze stories, novels .etc. Posting links about reliable sources of knowledge, books that master students need in their study of English language as well as discussing lectures, information and point of views between group members.

Besides educational topic, social issues were of great importance due to nature of human being where students could have off-topic conversations to break study routine and for social help such as administrative obstacles. It seemed that, the way Facebook closed-group was used as the master students did, to tackle different affairs, was of great importance because it established for changing students' behaviour towards independency and promoting self-confident. Consequently, it leads to foster students' intrinsic motivation for advanced research, more achievement and good performance without stereotype of teacher as provider of knowledge and motivator of students.

Furthermore, most of the interviewees were aware about utility of their private group in reinforcing students' efforts towards knowledge acquisition and materials understanding through facilitating information. Those objectives were achieved via variety of member students' discussions. Likewise, most of interviewees indicated that their discussions were performed virtually and periodically between two or group of learners, via direct messaging, on different academic issues such as steps that students were required to follow in analyzing a piece of work and/ or collecting necessary data on specific topic. Thus, each student had to perform an intensive research to attain the required information. In addition to the educational inquires that imposed for other student members to interfere with detailed and appropriate answers.

It had also been observed that master class Facebook closed-group showed to be an efficient instrument to promote student' skills for instance, critical thinking, where students had learned not to accept any available knowledge and to discuss different opinions. In addition to improving students' writing skills in English language because they were obliged to post, share, discuss and provide essential information in that language. Another advantage was that, it improved student' emotional intelligent due to the fact that member students dealt with their classmates, with different personality traits, where they had to deal with each one with well definite skill besides social skills.

Moving to the impacts that master class Facebook closed-group had on students' motivation, in other word, to explore whether the virtual space that was mainly employed for different educational purposes fostered student's inner desire for more learning or not, majority

of them disagreed about that effect. Their responses showed that they were already intrinsically motivated and there was no need for such online platform to increase their inner energy towards English studies. While, other interviewees found that due to that closed-group, their motivation level increase via shared knowledge, discussions and helps of the other students, which means, it has a positive influence.

The confessions of most students about no effects of closed-group on their motivation led the researcher to shed deeply light on the issue to have accurate responses behind such claims. Responses of participants revealed that, they admitted role of the posts, shared activities, screenshots of lectures, and students' notes taking .etc. because it facilitated their studies by overcoming all the learning difficulties. Similarly, large proportion of interviewees previously reported that posted lectures are the solutions, debate on the ready-made lectures helped students for good performance and more achievement. Even an intrinsically motivated learner indirectly admitted its effect when she stated that, she took advantage of her private group to reinforce her background knowledge. This means that, this electronic platform had positive effect that cannot be ignored because it fostered more students' inner energy for those who were intrinsically motivated as well as it changed desire of those passive learners to be motivated intrinsically rather than extrinsically. It also confirms the hypothesis that the use of Facebook-closed group enhances the students' motivation to learn English language regardless the classroom setting.

The problem in students' disagreement to the positive effect of their closed-group can be attributed to two main reasons, either the majority of them were not aware about its impact or they did not confess to its contribution and utility in their success and achievement. They only recognized role of different activities in stimulating their desire towards more English language learning, but they always gave credit of their intrinsic motivation to different factors away from that virtual space except a minority of them who directly declared and praised its positive effect.

Regarding the way that master class Facebook closed-group promoted active and interactive learning between member students, majority of interviewees were enthusiastic in their responses as they admitted that interaction and collaboration between members via this

tool enhanced students engagement. Thus, shared knowledge, via that platform, established healthy interactive relationships between learners, which ultimately lead to understand and satisfy students' educational needs.

In other words, interviewees agreed that interaction on posted and shared information had positive impacts because it provided students with more explanations, helped them deepen their understanding of topics that they were confused about in classroom, and increased sense of care between members for sake of achievement. As an interviewee who claimed that his posts on that closed-group, as founder triggered other students' motivation as they started to write and share. It can be said, students' interaction on their closed-group would generate lot of benefits because it pushed student to be practically an active learner, and boosted their motivation by satisfying their learning curiosity.

As for students' point of views about the method that this technology was utilized in facilitating learning through addressing different academic aspects such as, deepen understanding and foster information retention besides whether it could be considered as an alternative for classroom, interviewees were divided in their opinions about this inquiry into three categories. Divergent in students' perspective could be attributed to their experiences with their master class Facebook closed-group. The first category of participants admitted its role in performing the above-mentioned objectives because it reflected variety of issues that students dealt with in classroom, and it established for more collaboration between students, but as complementary tool and not as an alternative for classroom.

While the second category showed its opposition to that perspective, they believed that sharing and debating on a variety of classroom contents via this instrument served for the interest of learners because learning in this case became easier through discussions of information, which in return lead to knowledge solidification, and consequently it pushed students to dig deeper in their studies.

On the contrary, the last category though that virtual environment could not provide an appropriate circumstances for learners to deepen their understanding of contents, but it could be considered as a guider where learners could have a superficial information about specific

topics. Those interviewees truly believed that traditional means of communication between learners, that is to say face-to-face meetings and ordinary classroom discussions with professors were always the efficient methods of knowledge understanding. Their responses showed that they were not fancy with the idea of integrating today's technologies into learning because they were convinced that Facebook closed-group were a disturbing means for learners to increase their level of understanding, success, and accomplishment. However, they accepted that closed-group as great source for latest information related to their studies for instance date of exams, proposal submission deadline, and teachers' announcements about different issues.

Moreover, interviewees considered that Facebook closed-group had an effective impact regarding relationship between students and classroom lectures. It became apparent that Facebook closed-group was fundamental tool for a university student since it induced them to be an active person on that platform rather than isolated individual in term of searching, collecting, and providing knowledge to other learners. The different sections of that private group such as post, share, comment section, online meetings via direct messaging, .etc. gathered students' daily life and connected their efforts for sake of knowledge. Combination between good classmates and master class Facebook closed-group were key to success for member students.

Furthermore, major part of the interviewees shared the same positive attitude concerning utility of the shared activities via their closed-group on their motivation. It seemed that those activities had positive effect because it helped many learners, even autonomous ones, to have ready-made notes and summaries of lectures, which in return triggered their desire for an advanced research, better learning experiences, and achievement in English language learning. In other words, taking advantage of private group activities, to look for further information and share it with others for discussions, helped many students to become more motivation as it was the case of member students of that group.

In addition, the process of sharing and discussing information changed students' behaviours to some extent from students who cared for having good grades in exams to motivated ones, driven by spirit of research and discussion of knowledge.

3.6. Observation

The researcher carried out an online observation for the master class Facebook closed-group, which was an essential part of the investigation. There were six closed-groups for the academic year of 2019/2020, which gathered all specialties of English language (Sociolinguistics, Literature and Didactics) for first and second year of master studies. Since those kind of groups, were private and limited only to the students of the major, the researcher asked administrators of those six groups to accept her invitation to join their private groups. However, administrator of only one closed-group accepted her invitation as she was granted access permission to it. One private group, namely UDL master 1 Literature (promo 19-20) was observed over a long period, during the academic year of 2019/2020 (from November 2019 until June 2020). It is worth to mention that one master class Facebook closed-group was sufficient to investigate its effect on students' motivation, since majority of university students created that virtual environment to report their daily learning routines. Thus, it will be beneficial to concentrate on one private group to have a clear idea and deep view on its different aspects.

The researcher carried out descriptive note taking. Those notes were interpreted, analysed to help readers having a clear image about the situation, to find relationship, and to draw a conclusion between the observational findings and participants' answers to both questionnaire and interview.

	Number
UDL master 1 Literature (promo 19-20)	170

Table 3.22 Number of member students on their master class Facebook closed-group

The observation took place online during the academic year of 2019/2020, after the researcher persuaded the administrator of that group that, names of member students will remain confidential and the information will only be used for research purposes. Therefore, observer was given acceptance and permission only from master 1 Literature (promo 19-20) in November 19th, 2019. While administrators of remaining five groups rejected her request due

to privacy policy. Table 3.22 showed number of master students who joined their own virtual learning environment, in other words, their closed-group on Facebook platform.

Master students established their own private virtual environment on Facebook platform once students who had licence degree certificate, had been accepted in the master degree program. Administrator of that private group was generally master student who was assigned by his colleagues to manage that space with the help of the founder and the author who collaborated to ensure success of master class Facebook closed-group. It has been noted that majority of English language students at university of Djilali Liabès, in their first year of licence degree program joined their classroom Facebook closed-group, which was a university life tradition and an intimate, close space that guaranteed safe connection between students. In this case, students remained committed to that learning group as an alternative method to satisfy their multiple needs until graduation. It can be said that master one literature who accepted to be part of this investigation, had broad experiences in communicating their academic issues through habitual use of such virtual platforms.

Closed-group on Facebook is a private space that is only limited to group of people who shared the same interests or common purposes. Since master students of literature closely shared the same educational inquiries with predetermined learning objectives, in this case, their virtual environment teemed with diverse activities quantitatively and qualitatively, which responded to learners' different requirements, and at the same time, kept them with latest events, as well as enriched their educational knowledge .etc.

Posts were famous form for communicating information, which was widely utilized by member students as a tool to convey different issues that broadly varied according to students' academic or social needs. From close observation to the content of closed-group for master one literature, their posts could be classified into three main dimensions, educational, social, and entertainment (Table 3.23). In addition to direct messaging, which had an effective role in building real learning interaction between learners.

First, educational posts constituted 90% of shared activities between members and that due to its important contributions in promoting students' learning, achievement and success as it served the fundamental aim for which that private group was created for. Master students posted that kind of posts on daily basis, during their academic year; they could not only be used

for specific period such as exam period. Yet, those posts were meant to correspond to learner's academic needs as they were aligned with knowledge acquisition via classroom. After the researcher had access permission from administrator of the intended closed-group in November 19th, 2019, she noticed that soon after reluctance and recession in number of posts, master students suddenly started posting some educational information. There were tremendous and variety types of posts, that was not possible to mention all of them, but it would be useful to shed light on some examples. In this regard, member student had to select the appropriate form according to the nature of knowledge, he intended to convey to his colleagues on that group. Those forms were repeatedly utilized every single month and on daily basis to meet master students' academic needs. Thus, the observer categorized those educational posts into the following forms;

First, educational links to websites or on You Tube platform, for example, a member student shared an interesting link in November 21st, 2019, which was entitled as language and meaning. Through that link, the learner advised and guided his colleagues towards other new concepts that may helped them extending their understanding and towards more knowledge, where 50 master students saw that post and followed its link on YouTube. Few minutes later, the same student shared another link labelled as understanding art (What is the Treachery of images?). Through his statement on post, he oriented master students towards some other and more deep philosophical concepts that could make them drive into what they were studying, which get 54 followers on website. Those educative links were widely used between students, as they were informative and helped learners in their understanding and perception of knowledge related to English language learning. Similarly, a learner shared a link on YouTube platform in November 21th, 2019, that provided free lessons on semiotics. He directed his colleagues to best online resources that could help them in their tasks, since they were asked to analyse a book cover, as well as its theoretical side.

Second, a member shared other type of educational posts in November 21st, 2019, which was her personal note-taking screenshots of teaching literature lecture. She mentioned that her own notes were devoted to those who did not attend the lecture or missed any information, and it has been noted that 64 member saved them on their own. Similarly, other learner shared a screenshot of his own laptop, displaying a website that his teacher proposed and urged him to share it with members, to have a clear idea on how to acquire online Spanish language and its culture, where 71 students followed the link. Likewise, the founder of the private group

captured pages of a lecture in December 6th, 2019, which was entitled as linguistic analysis of women's discourse in Macbeth, and put them on that closed-group for learners who could not make photocopy or download that lecture as Pdf on their laptop. Additionally, another student posted his phone screenshots of a text for his colleagues in December 6th, 2019. Which was written in Spanish language in order to prepare it for the following session since they were studying that language as module, where 71 students viewed those screenshots. Moreover, a member student displayed a screenshot of his own text messages with the head of English department in December 29th, 2019, who discussed with him dates of first semester exams, that might be scheduled in late January. Besides this, an active learner on that Facebook closed-group displayed screenshots of her own research about topic of data collection in January 20th, 2020, to help her colleagues during their first semester exams. As she offered a clear explanation about its definitions, types, advantages and limitation of each types, as well as main differences in characteristics between its kinds. In the same way, other master learner posted his screenshots about topic of literature review in January 18th, 2020, that he prepared for himself earlier and wanted to share it with his colleagues during period of exams. Great number of students posted many screenshots during period of the exams that was from January 26th until February 2nd, 2020. Those screenshots were researches and summaries of lectures that were related to different modules, as the case of learner, who again displayed her previous researches concerning module of academic writing.

Third, students frequently posted **teachers' announcements**, which was widely used form of post as, to inform their colleagues about different issues. For example, a student wrote an announcement in November 24th, 2019, about a computer make-up sessions that teacher of that module scheduled for next day at 10 a.m., to make-up his missed lectures after strike of Faculty of Letters, Languages and Arts for five weeks in November 2019. Likewise, other learner posted new announcement in November 26th, 2019, about a request of teacher, who insisted on master students to attend the following day even the department was closed, to meet in reading room at library or in the open to assign home works for each team. Additionally, a member student shared other teacher's proclamation in December 11th, 2019, who wanted to have an extra session in language policy and language with master students as she scheduled that lecture for the next day at 1 p.m. Sometimes, learners posted teachers' tasks for master students to prepare for the following session. For example, a student shared screenshots of teacher' email that he received on his personal email in December 12th, 2019, where teacher

asked learners to refer in their given tasks, to the field of Semiotics and Macbeth because they were relevant to the topic that they had dealt with in the classroom. In this case, majority of students viewed that announcement. Moreover, a learner posted a statement in January 18th, 2020 to remind master students about the topic essay that they had to choose in British civilization, prepare and finally submit that individual work as soon as possible for the TD exam.

Due to coronavirus circumstances, English language department decided to restrict second semester master exam only for fundamental modules such as Teaching Literature, American and British literature, and Analysis of Literature Discourse. While teachers of the remaining modules should separately manage their exams through different means of evaluation to avoid infection with the virus among students. In this context, some teachers announced new methods in assessing master students as case of a learner, who posted a statement in September 3rd, 2020, via closed-group, to inform member students that teacher of literature review decided to receive their works, which supposed to be presented in classroom, through her e-mail in order to be considered as final exam of second semester. Similarly, teachers of methodology as well as computer science followed the same procedure as a learner posted their announcements in November 12th, and 16th 2020, respectively for students to submit their selected topics via their e-mails.

Fourth form was posting lecture files on closed-group, for example, a learner who shared a **PDF file** that was entitled reasons for teaching literature, with her colleagues in November 27th, 2019. This post was of teacher who granted his permission to founder of closed-group to post his file, after he finished lecture with master students, in order not to waste time and for students to do extensive research about the topic being studied, where 69 students downloaded it. Similarly, a member student posted simultaneously two PDF files that were entitled Deception in Harold Pinters The-Caretaker, and a Stylistic Analysis of Waiting for Godot, for his colleagues in December 6th, 2019, after master students attended those lectures with the teachers. Where 57 students downloaded the first file whereas 68 of them downloaded the second file on their laptop.

It is worth reminding that PDF files were posted on daily basis after each classroom sessions at the request of teachers. Thus, it was impossible to mention all of them with precise dates in this study, but we just cited some examples. While, during the first semester exam period, the researcher observed that there were an increase in number of PDF files shared via closed-group, which means that there was a kind of academic solidarity between students for more success and achievement.

Due to pandemic circumstances that people and university students went through, master students started to post lectures that were available on university e-learning platform on their closed-group as a means to facilitate learning as well as bringing knowledge closer to the students. For instance, a member student shared a Pdf lecture in April 4th, 2020, that he downloaded from that e-learning platform concerning module of literature review. Additionally, master students continued working on their individual tasks for second semester and during coronavirus pandemic through submission of different sample papers to teachers via e-mails. Master class Facebook closed-group was a means of communication in that circumstance between delegates who were in touch with teachers and master students. That virtual instrument was effectively employed to transmit teachers' messages, advises, feedbacks as well as research papers that students had to send within limited period. In this regard, the founder of the closed-group posted a screenshot of teacher's email that she received in April 4th, 2020, which was a group of detailed instructions and remarks concerning her last submitted research paper. The founder purposefully shared those remarks on closed-group with her colleagues in order to facilitate information transmission, particularly to avoid misunderstanding and mistakes in their works.

On the other hand, many member students continued downloading Pdf lectures of second semester for each module from university e-learning platform, and posted them immediately on their private group, to help learners who might have difficulty dealing with such websites or had problems with internet connection. For example, a learner shared a lecture of Communication skills in April 1st, 2020, that was available on e-learning platform at that time. Besides, she also posted a screenshot of the above-mentioned website to show member students how to have access to it. Similarly, other learner shared two Pdf lectures of academic writing in August 24th, 2020 that she brought from that platform.

While some teachers preferred to send their lectures files to delegates in order to share them directly on master class Facebook closed-group rather than uploaded those files on e-learning platform, for instance, a student posted simultaneously six Pdf lectures in April 12th, 2020. Those documents were analysis of famous literary works, that teacher had prepared as a part of students' master degree program, and at the same time, to help learners performed analysis of their chosen literary works for sample papers.

Such teachers wanted to have direct interaction with students, during coronavirus pandemic, through research papers submission via teachers' e-mails and feedback reception via master class Facebook closed-group. As case of student, who transmitted teacher' instructions in April 12th, 2020, about how master students should use his Pdf files to achieve the intended learning objectives of that module though the sanitary circumstances and quarantine. Similarly, other learner posted two Pdf lectures in May 9th, 2020, that were related to fundamental modules such as teaching literature and literature review. While, another learner shared a group of links to lectures in August 23th, 2020, that were available on Google drive as it encompassed different modules such as literature, civilization, literature review .etc.

Five, students particularly during period of strike were notified with latest academic events, for instance, a member student informed her colleagues in November 28th, 2019, that the English department was opened at that morning, and a teacher started giving a lecture. Another example was of the administrator of closed-group who informed member students in November 29th, 2019 about a final lecture that would be displayed at photocopy shop as soon as the responsible teacher checked and granted his permission to that lecture.

Furthermore, learners used posts to notify their colleagues who were confused about whether there had been lectures or not. For this reason, a student wrote a statement in December 18th, 2019, to report that they had started a lecture with Spanish teacher in room number 16 in that morning. He also addressed a new announcement in December 19th, 2019, to inform his colleagues that the new teacher of Civilization was given her lecture at the amphitheatre number three.

These kind of notifications about lectures were often repeated as it happened in January 8th, 2020 with teacher of literary discourse analysis who moved to the reading room at the library, to deliver his lecture to master students due to the limited number of lecture rooms. The

same scenario was again occurred in January 15th, 2020 with the teacher of Spanish language who changed his lecture room, that was occupied by other teacher, to room number 14 at department of German language.

Moreover, a member student shared with his colleagues a timetable of first semester exam in January 22th, 2020, after he received it in word format from the head of English department, where majority of students downloaded that document file. On the other hand, period from February 16th, 2020 until February 20th, 2020 was characterized by number of screenshots that displayed master students grades of the first semester exam.

Master students started their second semester studies in February 10th, 2020, as it has been noticed that great number of master students continued posting notifications on their private group about different academic issues. For example, a learner posted a statement in February 17th, 2020, to announce that they had a lecture with teacher of Spanish language in room number 14 at that morning. Other student used the same type of notification in February 23th, 2020, to reveal that teacher of literature review gave his lecture at room number 16. Similarly, a member sent a post in February 21st, 2020, to tell members of the group that session of academic writing was scheduled for Sunday at 1 p.m. and Tuesday at 11.30 a.m. for group 1 and group 2 respectively. While founder of closed-group inform the member students that timetable of the second semester was still updated, and not to worry because there will be further notifications about any changes.

Majority of countries in the world witnessed fast spread of coronavirus pandemic, which led the Algerian government to take severe procedures in March 2020 to minimize numbers of affection among people. Consequently, Algerian universities were obliged to lay off students, close its entire departments for 21 days to avoid sanitary problems among university students and to think about alternative solutions. One of those precaution measures was delivering lectures online via e-learning platform, where teachers had to upload their lectures and ensure that students had clear understanding of subjects. Majority of the master students were informed about possible measures via their closed-group when a learner posted a breaking news in March 17th, 2020. He declared that the English department had taken new procedures for students, during that pandemic such as continuing their studies online. Similarly, founder of closed-group

shared necessary steps in April 1st, 2020, that master students had to follow on university e-learning platform to download the second semester lectures.

Though sanitary circumstances and quarantine because of coronavirus, some English teachers established real connections with master students' delegates as they preserved the learning rhythm that they previously had in their classrooms via Facebook closed-group. For example, a student shared a post in April 2nd, 2020, which was a screenshot of teacher's e-mail, that she received on her personal inbox. The teacher asked her to inform master students about new teaching measures, which was receiving sample papers of their whole draft through his e-mail. Thus, progress can be made via maintaining teaching/ learning process.

Again, Master class Facebook closed-group proved its efficiency as tool, which facilitate learning and establish collaboration between members. As well as its positive effect on students' achievement and success in ordinary condition and especially during coronavirus circumstances.

Delegates as well as founders of master class Facebook closed-group continually informed member students with latest academic issues as one delegate posted an announcement in August 20th, 2020 about the way that English department had decided to ended up second semester and exams in light of coronavirus pandemic. He shared make-up exam dates of first semester for each major that was scheduled from September 13th, until 17th, 2020. While, a founder shared the major decisions in September 17th, 2020 about studies and exams of the second semester. In general, English language students were categorized into three sections, where master students were meant to be in third one, with 13 days of studies and discussions (October 31th until November 12th, 2020) of what had been received as Pdf lectures, whereas the following period, that is say from November 14th, until November 19th was devoted to final exams. On the other hand, period from November 23th, 2020 until December 2nd, 2020 was characterized by number of screenshots that displayed master students grades of the second semester exam besides final results.

Six, master students occasionally tried to solve their educational issues via their closed-group for example, a group of students suggested for their colleagues in December 4th, 2019, to propose names and vote for their groups' delegate. Eventually, after students' reluctance because no one did accept to take that responsibility, and though disagreement of a minority of

learners, a student volunteered as representative for all the groups. He commented saying on those who disagreed for his candidacy and suspected about his real intentions, "*Having our studies in comfort that is our aim.*" Additionally, an active member on that closed-group posted an interesting advice to his colleagues in December 6th, 2019, he urged them to collaborate and share any kind of information no matter it took time and energy, he stated sharing is caring. He wrote his statement to explain to them with concrete example from recent studies, how it would be more beneficial to reinforce such actions for enriching collective knowledge. In the same way, founder of the closed-group posted a proclamation for master students in December 6th, 2019, about whether there had been problems related to their studies state. He proposed for his colleagues to send him all their issues as he promised to solve them with the representative of the major as well as the responsible teacher. Similarly, other learner posted an announcement in January 16th, 2020, where she was wondering whether English teachers could accept her justification of being absent for five sessions due to personal circumstances or not. Members of closed-group guided her towards necessary procedures for such situation.

Last, master students often called for collaborative work as many cases of students who were assigned by their teachers to present a lecture as a task. For example, two students posted a request in December 6th, 2019 on their private group, after they outlined the lecture, and divided some sections into different categories; they felt unable to enrich those parts with examples by themselves. Thus, they asked their colleagues to provide them with different illustrations as final step to submit that work for presentation, evaluation and finally displaying it at photocopy shop.

It is worth to mention that, sending and discussing examples had been done privately via direct messaging between members of group and not in comment sections due to fast receiving of instant messages via that option on Facebook. Similarly, other member student posted a file in December 4th, 2019, which included specific items in the module of literature review as well as groups of students that the teacher of that module had named for each item. The student advised his colleagues to cooperate to finish their home works for the following week, as he urged them to respect pre-determined steps such as reading the chapter of literature review in the provided file, paraphrasing the given items, and finally doing a research about drama by focusing on how to analyse its samples. In addition, to provide new sources not just the ones, which had been given in the classroom.

Likewise, a learner asked his colleagues in December 6th, 2019, for help and guidance about the last work that teacher of literary discourse analysis gave them as task, because he could not remember that assignment due to pressure in study and lot of works that were requested to present for the following week. His post on that closed-group got many views and comments, which explained in details the necessary elements that he had to include in his presentation, besides gathering as many resources he could about the topic.

On the other hand, many students posted their requests for different matters via their closed-group, as it was an effective means, which facilitate connections between members. For example, a student shared a link in March 16th, 2020, which was a questionnaire that master students had to fill as soon as possible since he was conducting a research project about critical thinking; his request got many viewers. In the same way, other learner asked member students to answer a questionnaire in March 13th, 2020, which was a part of an academic research for his master thesis degree that aimed to explore the importance of creative writing tasks in literature classes.

Due to coronavirus pandemic and quarantine, students who were about to graduate faced difficulties in completing their master thesis, for example they had problems in finding sample size for their research. Thus, founder of master class Facebook closed-group urged member students to answer quickly all the questionnaires that he had posted in May 11th, August 17th, 18th and 25th respectively in order to help those students in their graduation research.

Posts On Master Students Facebook Closed-Group		Percentage
Educational	- Educational links to websites or on You Tube platform.	90%
	- Screenshots of student' note taking about classroom lectures, or of his laptop showing his colleagues steps and procedures on how to deal with particular issue.	
	- Teachers' announcements for example make-up sessions especially after strike of Faculty in 2019, reschedule lectures sessions .etc.	
	- Sharing lectures files in different format Pdf, Word Doc, Power Point .etc. at the request of the teachers.	
	- Receiving notifications about latest academic events.	
	- Solving educational issues.	
	- Asking for collaborative work as well as guidance.	
Social	- To solve different social problems.	6%
	- To break routine of studying via off-topics conversations.	
	- To promote students' self-confident.	
Entertainment	- As a means of pleasure to refresh students' psychological aspects.	4%
	- As means to raise students' awareness and intellectual aspects.	
Direct messaging	- To discuss educational and social issues.	100% Daily basis

Table 3.23 Different forms of posts on Master Class Facebook Closed-group

Second, Social posts constituted 6% of shared activities between members of closed-group and that due to its fundamental role in building and promoting student's social relationships. Master class Facebook closed-group was not only designed to deal with

educational issues, but it also targeted various social issues such as guiding learners, providing solutions to different problems that students might face in his life, which could prevent him from success. Social posts, talks and discussions were parts of that virtual space since members were human beings with different characters and personalities traits. Thus, master students considered social conversations as a sphere where student had to express himself as human being with desires and needs away from educational attainment matters.

Occasionally, master students posted and reacted to social posts and that for different purposes, for instance to break routine of studying via off-topics conversations, get to know each other characters, discuss students' opinions in addition to social solidarity to overcome all problems as well as help each other to promote students' self-confident. For example, a member posted a proclamation in December 1st, 2019, to express her point of view and anger with a group of students who completely closed faculty of Letters, Languages and Arts for about five weeks only for their own interests. As she stated that was not the appropriate attitude to get back their rights by disregarding others' rights in education. Few commentators were in favour with her view, and called for students of English language to take serious actions to finish that strike by advising those striking learners to have real conversation with administration to solve their problems peacefully. On the other hand, master students sometimes faced problems with their teachers, and they tried to solve them peacefully with English department administrators. For example, a student member informed his master colleagues in December 4th, 2019, that Vice Dean of the faculty promised him to solve their problems in the following week, because master students signed paper to report about the modules they did not study, and to find alternative teachers for those who were not being serious in their works. Where his post got 66 views. Furthermore, a learner shared screenshot of his phone message in January 28th, 2020, where he informed his colleagues about the time he received the financial grant that was given by the university.

Third, entertainment posts constituted 4% of shared activities between members, its functions served to main objectives. It was employed as a means of pleasure to fresh that virtual environment with events that could change students' mood, refresh his psychological aspects and towards relaxation instead of making too much tension and stress by only focusing on their studies. While the intellectual aspect was the second objective of those posts as students aimed to share new information with other members to raise students' awareness in different domain.

For instance, a learner posted a short video from a documentary movie in December 27th, 2019 that displayed a European Scholar who was explaining to group of learners hidden truths about the golden age of the Islamic civilization, where 69 learners watched that post.

Sometimes, a member student tried to provide advices to their colleagues that could help them in building their personality for instance, a learner shared a link on You Tube platform in December 22th, 2019. Where a famous researcher in psychology explained to viewers, how to really listen to people to understand and not just listen to reply, that link was followed by 61 viewers. Similarly, a student posted other link on YouTube platform in December 12th, 2019, about a famous song that was released in 70's. He advised his colleagues to listen to that song as way to relax and enjoyment. Moreover, a learner posted a statement in February 24th, 2020 to announce the release of first edition of new magazine, which was fruits of hard work of group of master students. The new magazine Hike to Hack shed lights on the beauty of Algeria nature, documented and visualized their journeys to different regions, for those who can see. At the same time, magazine team called for students who wanted to witness other regions, to participate in the upcoming issue. Additionally, a learner shared an important information about coronavirus in March 16th, 2020, which was a serious pandemic that attacked all countries in the world including Algeria in late January 2020.

Direct messaging was a means of instant communication on Facebook closed-group, which was widely used by student members on daily basis. It was a private space for each individual member that could be utilized to establish chat or instant talk with other member or group of students. The researcher did not permitted to get any copies or screenshots of direct messages that happened between members because of non-disclosure of student privacy, but she was allowed to take a closer look at them as interviewees of this study had revealed to her some of their direct messages via their own electronic devises such phones, laptops or tablet. Online discussions via direct messaging could be broadly classified either educational or social one.

First, educational discussions were frequently established as soon as teachers sent lecture files to student member to post them on closed-group. After learners downloaded those files, they tried to grasp the necessary information about the targeted topic, and then they started an extensive research to broaden their knowledge. At this stage, student member used direct messaging either with other member or with group of students to share his understanding,

thoughts or research and more precisely to have a deeper understanding of the targeted topic. Sharing and discussing knowledge via direct messaging was not only limited to lectures but it extended to all sort of information that any student member had shared on that virtual environment, in other words Facebook closed-group. Students also discussed on content and main points to be included in their presentation from their homes especially during period of closing Faculty of Letters, Languages and Arts due to strike of November 2019 and coronavirus pandemic. It can be said that direct messaging is a complementary to Facebook closed-group.

Second, learners also established social discussions via direct messaging as part of their lives, which might differ according to circumstances of learners. For instance, a student who faced problems with housing, via this means of communication he could have authentic solutions from those who had been before in that situation.

3.7. Conclusion

The third chapter focused on practical side of the study, which encompassed analysis and discussions of the obtained data from questionnaire, interview and observation that were addressed to master students at the English department, Faculty of Letters, Languages and Art, Djilali Liabès University, Sidi-Bel-Abbès. The overall results indicated that relationship between master class Facebook closed-group usage and students' motivation proved to be a significant positive relationship effect in addition to measuring level of impact that was estimated as medium. Whereas, students' attitude towards utility of that virtual instrument in promoting their motivation were divergent, which could be attributed to students' experiences with such technology. Third and last, the present chapter outlined main reasons behind students who considered their virtual environment as an effective learning platform and those who were convinced with the idea that closed-groups do not exceed as being a tool for social communication. The following chapter will discuss some of implications and recommendations, which could help students to incorporate this technology in their learning, and convinced those, who were in opposition, with the positive effect of closed-group usage in achieving success since it becomes one of the educational requirement in today's world.

CHAPTER FOUR

Chapter Four: Recommendations

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4.1 Introduction

In the recent decade, Social networking platforms is no longer becoming a tool for social interactions between people or for entertainment but rather they have been oriented to perform different individuals' objectives for instance, business, politics, and education. In this respect, many teachers tend to incorporate these platforms in learning where a considerable proportion of experiences fail in achieving that goals whereas some of the instructors succeeds in that mission by means of considering nature and circumstances of the learning environment as well as students' academic needs and skills with Web 2.0 technology.

Based on these facts, the following chapter will explore and discuss the necessary steps that a teacher has to respect when thinking about using social networking tools such as Facebook page or group in learning. Thus, the first section will provide tips and ideas for teachers starting by discussing how educators must rise knowledge about opportunities of social media in classroom, then rising awareness about their challenges with today's classrooms, and the suitable methods that effectively help towards successful employment. Without ignoring, the most successful experiences of professors who contribute in developing students' skills in education and technology due to the adequate adoption in their academic context. Whereas the next section will discuss the role of learners regarding this issue, where researchers have to accept that a successful incorporation of this technology in learning is greatly depend on student's desires and intentions to take this step forward.

4.2 Recommendations for Teachers

Incorporating Facebook closed group in learning is an essential things since it brings many benefits for both teachers and learners. Among these benefits and as it has been shown in the previous chapter is that it influences many psychological aspects of the students such as motivation. In this regard, the following section will present some of the recommendations for teachers on how to incorporate this virtual environment in order to take many advantages to drive learners towards more achievement and success (Coffing & Fournier, 2022).

4.2.1 Rise Teachers' knowledge about Opportunities of Social Media in Classroom

It will be more beneficial to mention the opportunities that are available and may encourage teachers to incorporate social networking tools particularly Facebook closed-group in learning and that based on survey that EDUCAUSE Center for Analysis and Research (ECAR) have conducted along with 250 institutions of higher education to investigate the technology experiences of undergraduates and faculty. The results of the survey shows that students are willing to the employment of the technologies especially social networking platforms in their learning instead of devoting their uses only to social relationships and communications. The following are the opportunities that demonstrate the favorable attitudes of students towards such electronic instruments,

First, students increasingly want their instructors to use social media as a learning tool, which means that social media helps learners to the information acquisition, facilitates reaching easily all the material related to the lectures, provides easy communications with their peers, and finally rise the spirit of creativity and thus better learning performance. Students of the twentieth century have a previous knowledge about these advantages and they want strongly to take into consideration when learning. In 2015, the rate of the students who mention that they prefer their educators to utilize social media as learning tool raised to 21% in comparison to the statistics of 2012 who show an admission of only 10%.

Second, instructors underutilize student mobile devices for learning, which contradict with the present trends that percentage of people who have a daily access to the social networking websites increases with the wide spread of acquiring individual mobile technologies, and in return it has a great positive impact of students. Therefore, the social networking is the most powerful means of learning as it allows and facilities connection between learners and educators, improves communication, reinforce group learning, and stimulates collaboration. In academic context, some learners express their feeling about the way teachers minimize the uses of mobile technologies in learning except a small proportion of them who have

introduced these technologies in learning teaching/process to enhance learning and enables their students to have easy access with learning material outside the classroom.

Third, students indicate that social media helps them remain connected with their peers and their institution, which means that social platforms helps learners to initiate real connections with their teachers, classmates, and with the administration. The benefit of the interaction is that it helps students in the retention of the information and knowledge. In this respect, majority of the students show the desires in controlling these platforms technologies and that for educational objectives.

Last, more students report using social media as a learning tool in class and for course-related purposes. Number of students who indicate that they employ social networking websites and especially Facebook as learning instrument increases from 33% in 2011 to 56% in 2015.

4.2.2 The need to be aware about challenges of using Social Media in Classroom

As there are opportunities for teachers and encouraging circumstances that induce them to benefit from these tools, there are also challenges of this domain that every educator has to be aware of it when they want really to engage in this long process. The following are challenges that any educators have to consider them,

First, students want to keep their academic and social lives online separate, which means that learners express the fears about the way the usage of social networking websites in academic context can have possibility of affecting their privacy. In this regards, a great concern among students increase towards keeping their social and educational lives separate from each other on that virtual environment. Thus, many researchers mention continuous concerns about the students' privacy regarding the issue of intervention between the social and academic lives.

Second, social media influences both productive and unproductive behaviors. The results of the survey show that the usage of the social platforms has dual effects on the learning of the students. Daily basis employment of these technologies helps in increasing the productive behaviors for instance, students' performance in activities and tasks, establishing a good relationship between peers, while the unproductive behaviors are presented in distracting students from the real role for which these platforms are created for.

Third, students and instructors are concerned that social media is a source of distraction. Great proportion of the learners report that technology distract their abilities in concentration and deep thinking while others mention that performing different academic tasks and activities with those technological tools and services for instance, Facebook can have a negative effect on their concentration in learning. In this regard, educators show the strong disagreement to the use of technological platforms in learning since they are a distracting tool particularly during performing a task with such devices.

4.2.3 The Method of Using Social Media in Classroom

Educators have to rise their aware regarding the previous discussed points, which are the available opportunities that motivate them towards incorporating social networking websites in learning/teaching process on one hand and on the other hand, they have to be conscious about the challenges that they may face with those technologies. In this respect, the following are recommendations or method that help teachers towards effective use of online platforms in order to minimize their negative effects and maximize their benefits for sake of students' achievement and success in their learning. Additionally, these recommendations functions in two steps, that are preparation, then practice. First, the preparation step that is a collection of four issues that educators have to pay attention about them in order to have effective outcomes (Garrett, 2022),

(a) Review social media privacy settings,

It is a necessary and primary step towards incorporating social websites in learning. At this point, students and educators may face difficulties with technologies settings such as privacy setting. Therefore, checking and selecting the appropriate one that suit the learning needs of students and the objectives of the teachers is a paramount stage before engaging in that virtual world. Furthermore, the teachers have to be ready for students question about those issues.

(b) Be transparent about the use of social media in the classroom,

Educators have to set a clear objective behind the use of these devices in learning, nature and description of the lectures. Similarly, it is of great priority to make learners know about the way social platform will be utilized in the classroom setting before proceeding into learning via those tools. Additionally, the teachers have to mention all these information along with the requirement of the lectures and have to suggest for alternatives that can better suit the learning needs of the students.

(c) Provide an option to opt out,

Teachers have to provide a range of freedom for those learners who do not want to pursuit their learning with social networking devices, or are not able to use them through proving alternative solutions to performing specific assignment, or to lectures. Furthermore, students are free not to use their personal account as they can have other one devoted for such missions.

(d) Stay up-to-date,

Features, privacy settings of the social networking are continuously in change in addition to students' behaviors. Educators have to stay up-dated with these changes and have to consider them during course planning.

Second, the next step that is for practice requires a group of steps that educators have to think about and be included while using these technological platforms in learning,

(a) Get students thinking about social media and their privacy,

Teachers frequently have to provide favorable environment for their students to think about their privacy settings and allow them to modify and select the appropriate one for them. Teachers have to engage learners in their learning regarding how the lecture should be shared and the access to them.

(b) Be responsive to student preferences and needs,

The educators do not suppose in advance that all the learners have an equal capacity in manipulating social networking websites and possess the needed mobile technologies such tablet, or digital phone to access to them in the classroom. In this regards, a great responsibility is devoted to the teachers to check for their students' preferences, knowledge, and relaxation while using those tools. Along with these considerations, teachers have to take into account for making modifications when needed to the way social networking tools are used, and make sure that all the students have an access to the resources in order to guaranty a fair participation of each individual.

(c) Protect information,

Educators have to guaranty the privacy of students regarding the academic and personal information and not to show any of their personal data while using platforms and that may include the posted pictures, recording that identify them.

(d) Let students initiate contact requests,

Learners are the ones who are responsible for sending friend requests or contact with other members and the teachers should never establish a social conversation with a learner on those platforms.

(e) Take care with responses to students,

Teachers have to be conscious about matters such as, in case where a student initiate a discussion on social platforms that is not a part of the academic issues, for such a situation, they have to respond with care.

Additionally, university of Washington (2022) provides some ideas on the ways that a teacher can use social media in learning since members and students show their interest in the potential utility of these websites as learning tool, including,

- Educators have to utilize Twitter services such as live Twitter chat discussion sessions in addition to podcast and that to initiate online discussions of the lectures on daily basis or directly after a teacher finish a specific lecture.
- Teachers are required to encourage their students to create virtual study groups on social websites and that to enable learners to share various data about the following tasks, comment and post inquiries privately about issues that may have towards the lectures.
- Educators can ask learners to cooperate with each other to complete a task via that social media.
- Educators have stay up dated with latest information about the events of the university by joining university groups via Facebook and Twitter.
- Teachers have to facilitate class discussion and encourage learners to post questions on specific lectures from their account, motivate students to provide answers to their classmates, and encourage for real conversation on those platforms.

- Teachers have to ask students to complete a particular task or an activity by using only the available content on social platforms.
- Educators have to transfer their office hours to social media.
- Teachers have to make learners aware about the information of the course via popular social media platform.

4.2.4 Guideline for Good Practice of Facebook Group in Learning

Many researchers study the benefits and influences of the social networking namely Facebook on the humans' behaviors and relationship and particularly on students. However, minority of studies concentrate on the appropriate and the effective methods that teacher should follow for a successful incorporation of social platforms in learning. In this regards, Thalluri and Penman (2015) conduct a research on social media for learning and teaching by focusing on Facebook groups and pages and they come up with guideline for its good practice in learning,

- Facebook is a complementary tool for learning and teaching and students are free to join the classroom Facebook page or group.
- The teachers have to organize their Facebook pages methodically by having specific space such as closed-group prior to the beginning of learning where they can call for other teaching members to join and express their opinions.
- Educators is the monitors of their pages/groups where they have to set definite goals and objective to achieve within a specific period.
- Teachers as well as students have to respect the privacy settings of each other. Teachers remind their learners to choose the privacy setting that they prefer as they can submit with their personal account or create another one.
- Educators have to discuss with their learners the intended expectations in addition to encouraging high level of participation.

- Teachers have to explain to their students why Facebook page/group is used as an academic device, admit suggestions of learners, and mention its benefits for both parties.
- Educators have to consider psychological aspects throughout the process of using Facebook.
- Teachers have to encourage interaction, communication, and collaboration between learners.
- Educators have to encourage links sharing such as You Tube, websites .etc. while inappropriate material must be deleted immediately.
- Teachers have to reinforce the idea of teacher-learner interaction, discussion, feedback .etc.
- Educators have to motivate active learning and allowing students opportunities to show their abilities in learning.
- Teachers have to enable their students to see their online presence on Facebook.
- Educators have to make learning through Facebook more pleasant.
- Teachers have to vary their teaching approach to meet all student's learning styles.
- Educators have to allow students to express their perspectives regarding the following points, final exam, assessments, and various academic issues.

4.2.5 Successful Experiences about Using Social Media Platforms in Learning

This section provides concrete examples about three social networking platforms that are utilized as pedagogical instrument to generate virtual lectures and face-to-face meaningful learning assignments. The selected platforms are namely, blogs, Wikipedia, and Twitter, which is characterized by their great capacities when used in learning. In this regards, these devices promote rich learning results

particularly when the assignments are designed in such a way to meet the objectives of the lectures. Morrison (2014) reports the way how these three platforms support learning and skills development if they are appropriately used in the right context.

In general, the social networking technology are intensively employed in learning for three main objectives that are, to communicate with student, as a subject of study, and finally as pedagogical tools for learning and to convey various instructions. Since students are fascinated with these virtual environments, many teachers want to take advantages of them and that for educational objective i.e. as teaching and learning tool. For example, any teacher can use Twitter application to post tweets for students that include, links to lectures or resources, and as reminders to learning assignments, while other platforms such as Facebook and Google+ can be used as study group and that to post comments, inquiries, share knowledge. Thus, Social networking are a complementary environment to lectures and that to enhance learning.

Consequently, the following are experiences of teachers who developed assignments where students are required to apply concepts of lectures by using application of social networking as tools. Although, the learning objectives vary according to the outlined objectives of the lectures and assignments, teachers come to conclusion that students do not only learn the required concepts but rather they develop skills such as critical thinking, digital skills, and advanced written communication skills.

(a) Wikipedia,

A professor of Museum studies at university of Memphis teaches classroom lecture about “Wikipedia as a Research Tool” to students of the first year. The aim of the lecture is not about the Wikipedia but rather on the content concepts that user create. Thus, the professor assignment to the students is to use Wikipedia platform in order to create a Wikipedia article or edit an existing page where they have to perform considerable research, edits, respond to feedback. The results of this experience show that students learn from much more about the process of providing information on Wikipedia

platform than the topic. Additionally, the professor share that experience in form of article on his blog and on Wikipedia that are entitled as follow, (1) Instructor Basics: How to Use Wikipedia as a Teaching Tool, (2) Case Studies of how Professors are Teaching with Wikipedia, and (3) Wikis and Wikipedia as a teaching tool: Five Years Later.

(b) Blogging,

Concerning blogging, there are two experiences where the first is about a university professor who teach an online, undergraduate lecture of ‘Mythology and Folklore’. In this experience, the learners are required to create their own blog from the first week of their studies and that to use it for weekly assignments. At this point, learners are obliged to submit and publish their weekly publish works where professor has to review them and for other classmates to read. Grades are given to students who comment on more than two selected posts. Students are also required to provide bibliographies and images. The results of this experience show that learners engage with the lecture and their writing skills develop. Teacher experience is available on her blog with title of ‘Anatomy of an Online Course’.

While the second experience is about a professor who teaches face-to-face communicating science by using the social networking platform. In this example, the learners who study master of public health at University of Michigan, have to post weekly articles over a period of ten weeks and that to learn how to transmit a complex knowledge to people who can easily understand. The professor comments on his blog entitled ‘Mind the Science Gap’ that the aim of this activity is to use the blog platform as learning tool in order to teach students how to gather, synthesize and translate scientific studies and make it accessible to an ordinary people.

(c) Twitter,

Other professor of digital humanities created a specific assignment by using Twitter platform named as ‘Twitter Essay’. The challenging part for this

assignment is that application of Twitter support only limited number of characters a140 character for each posted tweet. Similarly, the professor believes that such micro-blogging is a challenging task for students where they have to write an assignment with constraints, how students interact with each other over their tweets, and students' responses on how letters, words, and sentences make various meaning for readers. In short, writing tweet is a literary work.

Majority of the professor report that levels and skills of students develop along with their use of the features of the social networking platform. Such fact contradict with researchers' expectations and confirm that young individuals are not always professional in their use of virtual platform. Therefore, educators who plan to incorporate social networking applications in learning, they have to provide instructions and links to students about the necessary steps to learn the technical issues regarding these platform.

4.3 Recommendations for Students

Students are not the exception from the fact of being not concerned with their passive role in incorporating social networking especially Facebook closed group in their learning but rather they have a great responsibility. Thus, among these responsibilities are primarily in exploring all the benefits of those social platforms and duty towards making the academic members aware of the positive effects of social networking for the involved parties if they are used appropriately to achieve specific educational objectives. At this point, the following section will present some practical ideas for students for better use of the social networking platforms for more personalized and collaborative studying.

4.3.1 The need for making studying more collaborative and efficient

It is important to mention some of the practical ideas that demonstrate how student can study with the use of various social networking technologies. In this regard, the adequate employment of an appropriate strategy, thus social networking

can turn studying from learning by heart a collection of information to a more collaborative and efficient one.

Furthermore, the reason that contributes to the popularity of the social platforms is that they provide a range of freedom to individuals to personalize their experience and interaction with Web 2.0 technology. In the last decade, devices such as Facebook, Twitter, and Instagram are primarily dedicated to the social communication and as entertaining tools where people can escape from their academic and professional lives, but recently these instruments witnessed an increase in number of students who prefer using them as learning tool, especially learners who perfectly monitor web technology. Many recent researches show that a great number of students express their feelings about the fact that the use of social networking technologies have to be designed in way the respond to their needs. Based on these assumptions, a team of experts at McGraw Hill Company (2015), which specialized in providing advices and guidelines in learning, teaching, educational content, and tools of technologies, conduct an experiment regarding students learning and social media. The experts come up with practical ideas that encourage learners towards effective and personalized usage of social networking platforms and for collaborative studying including,

(a) Create a Community,

Majority of the time, students are encountered with challenging learning concepts and tasks and thus, the role of those platforms is to focus knowledge of a group of learners through their collaboration and coordination and in such situation studying and communication among students becomes more efficient for everyone involved. For example, a guideline for students on how to group and create a community of learners via such virtual tools,

- Create a study group on Facebook platform or on hashtag on Twitter named as *#Master1Literature*.
- Call for classmates to engage, participate, collaborate, and share tips.

- Invite teachers who are fancy with such technologies to join group, and participate in conversation with learners.

(b) Continue the Conversation,

Initiate a network of collaborative study to benefit as much as possible from knowledge, experience of each individuals and thus, saving time and energy. For example, the following steps are important to promote aspect of collaborative learning among learners,

- Select a learner who can take notes, records, or stream missed classroom lectures on preferred social networking tools such as Skype, Snap Chat, live on Facebook .etc.
- Utilize preferred platforms to facilitate group study sessions.
- Subscribe and follow famous authors of the studied domain.
- Initiate virtual conversation with experts, authors, or founders of famous learning/teaching Companies.

(c) Organize learning resources,

A feature of the platforms of social networking is that they help learners to have the information of the lectures organized and accessible. Therefore, the following tips are helpful in achieving the above-mentioned feature,

- Save, organize and share learning materials by using virtual instrument such Pinterest.
- Use Dropbox or Google Drive to gather and save in case where documents of the lectures are not posted in the appropriate time due some circumstances.
- Encourage students to use Google Docs for group projects to help them in organized and easy sharing of notes.

(d) Supplement course materials,

Platforms of the social networking are great tools in helping students with supplement knowledge about the studied lectures. The following tips are example that illustrate this point,

- Seek for additional resources on YouTube that reinforce learning, especially about challenging topics.
- Follow hashtags that are related the search information or topics.
- Post inquiries, video notes, or reminders to classmates.
- Search on all social networking tools for topics of study, experts and that to stay up-dated to the recent studies.

There is an agreement among researchers as well as students that social networking technology becomes a powerful tool for students to have their own community, interact with their peers over the educational issues, save students' time and effort, and at the same time, they are new sources, which helps learners learn effectively and retain information.

4.4 Conclusion

The current chapter provides a clear image and idea for both educators and students on how the social networking technology should be employed in learning. Thus, the involved parties are both responsible for the adequate and necessary steps that promote teaching, learning, and that towards more achievement and success. Implementing these platforms in academic context is a collaborative work, which require practical tips and methods and therefore, the chapter four concentrates on the critical points that educators have to focus on for instance, they need to have a clear view about the opportunities that social media platforms provide for teachers. Among these opportunities are, students' desire for new teaching approaches that support technology usage rather than the traditional ones. Second, teachers have to study deeply the challenges that may encounter the process of using social platforms. Consequently, the researcher explains the appropriate methods as well as successful experiences that motivate the academic members to take a step forward in this domain. Additionally, concrete examples are also discussed for students who want to make their study more collaborative and efficient.

***GENERAL
CONCLUSION***

GENERAL CONCLUSION

The main reason that leads the researcher to investigate the issue of ‘the effect of Social networking on students’ motivation’ is the changes in the surrounding environment that impose certain changes in teachers and students’ behaviors. The development of technologies, especially in the recent decades and mainly in Web 2.0 internet technology, leads to the emergence of social networking websites such as Facebook, YouTube, Twitter .etc. that have been imposed by technological companies and in return a wide people across the globe have adopted them. The final objective of these technologies is to transfer the social communication from real life to virtual world where freedom of connection, interaction and access is guaranteed to each users with no exceptions.

However, Facebook platform particularly Facebook groups have the major impact on people’s behavior since privacy of user such as data is preserved. Thus, the focus of this study is to investigate the effect of social networking on students’ motivation through selecting the most popular social networking feature that is Facebook closed-group as case study and that for English LMD students at Djilali Liabès University.

The main objective of current research is to identify the relationship between the use of Facebook closed-group among university students and that for academic and social issues and their motivation towards English language learning particularly learners of English language Department, Djilali Liabès University, Sidi-Bel-Abbès. Additionally, the outcomes of the study demonstrate whether the intensive integration of this technological platform into students’ life would affect level of motivation that Algerian EFL learners have towards English language learning in positive or in negative way.

The aim of the study is also concentrated on revealing whether that closed virtual environment would enhance students’ intrinsic motivation in a way that they could have more chances to learn and acquire new concepts, methods .etc. regardless classroom setting or not. Moreover, this study is conducted to show students’ perspectives about the utility of their master class Facebook closed-group, and a possibility of considering this virtual environment from just being an instrument for social communication to an effective educational method.

The present research passes through four essential chapters. First, chapter of methodology, which includes various sections and that due to the nature of research and as a response to different aspects of the study. The first section concentrates on the objectives that the researcher aims to achieve, which is based on revealing the relationship effect between the use of one of the most popular social networking tools among English LMD students in their educational context (Facebook closed-group) and their level of motivation in learning that language. Additionally, the following sub-section provides a clear explanation and description of the employed research design that suit the nature of this study. The research design of the current study is based on the use of both quantitative and qualitative research and that to achieve triangulation and to accomplish a final objective in the findings of the research i.e. to crosscheck and make sure that the results are valid and credible.

While the second section is centred on, the research instruments that are a mixture between quantitative and qualitative tools namely questionnaire, interview, and observation. These research tools are essentially employed to obtain data from EFL learners who are current students during the academic year of 2019-2020 in the English department, Djilal Liabbès University. Furthermore, the researcher presents clear, extensive explanations, and logic behind the choice of these research instruments along with reviewing some literature aspects concerning their characteristics, importance, advantages, and disadvantages. The following section shows the procedure that the investigator follows during the collection of the data. In other words, the administration of the questionnaire, interview, and observation in a way that ensure that the data are collected from the intended sample. Similarly, the analysis of the data is also provided in order to present the way the data are analysed, interpreted, and their contributions in solving or answering the research questions. The last section deals with method that the research follows in the selection of sample size in a way that corresponds with the research problems, and finally major challenges that hazard the present study are also mentioned.

The second chapter deals with the literature review of the main concepts of the research that is social networking, Facebook, Facebook closed-group, and students' motivation. The first section focus on different aspects related to the concept of social

networking such as the main definitions that clearly explain this term to the audience, the characteristics of social networking websites, differences between social networking and social media. In addition to reviewing, the available tools that social networking offers to its users, discussing the advantages and disadvantages aspects of this virtual environment, its impact on people particularly students, and then providing related Studies that deal with the use of social networking in learning.

Moreover, the second section concentrates on one of the most employed social networking instrument among individuals that is Facebook. The researcher gives precise definitions that explain this concept, functionality and forms of Facebook, the relationship between the Platform of Facebook and students as well as the motives that drive those learners to join such platform. In addition to its characteristics, major advantages and disadvantages of this technology in human' lives are discussed along with the most pertinent studies that highlight the incorporation of Facebook platform in learning.

The following segment mainly focus on one of the most popular used social networking tools among learners and that the researcher focus on a case study for this research, which is Facebook closed-group. This section provides most related definitions, difference between Facebook groups and pages, Facebook groups' privacy settings, features that characterize Facebook pages and groups. In addition to the researches that concentrate on studying the use and relationship between Face book closed-group and the learning environment.

The third chapter is related to analysis of the data and interpretation of results where the first section presents the results of the questionnaire that encompasses the following parts such as background information of the participants, their access to the internet as well as Facebook platform besides outcomes that show the relationship between sample population and their classroom Facebook closed-group. In addition to the data that reveal students' motivation towards English language learning. Similarly, correlation between Facebook closed group usage and students' motivation as well the independent t-test are determined. While the following two sections are devoted to the collected data from the interview and observation respectively. The researcher provides sections for discussing results that were gathered from the three research instruments, which is necessary step and that for sake of answering the addressed research questions.

The last chapter mainly concentrate on some recommendations that the investigator conveys to the involved people who may think of integrating the social networking in their learning. The first section is a set of recommendations for teachers to take into consideration before engaging in the process of adopting this technology in learning/teaching process. Those recommendations are structured in the following way for example, opportunities that are available in the surrounding environment and at the same time encourage teachers towards such steps, challenges that may face any teachers in addition to practical ideas that can help them to overcome these problems. In addition to providing guideline for, good practices of Facebook in learning along with successful experiences about university professors who have succeed in incorporating social platforms in their educational context. While, the last section is a group of recommendations for students on how to make their study more collaborative and efficient.

The present research is based on three main research questions that aim at (1) defining the relationship effect of Facebook closed-group on students' motivation and that for English learners at Djilali Liabès University. (2) Determining the benefit of students' use of Facebook-closed group and their motivation to learn English Language. (3) Whether the Facebook-closed group usage change students' point of views from just being a tool for social communication to an effective educational method. Regarding these research questions, the investigator hypothesized that (1) there is a positive relationship effect between the use of Facebook-closed group and students' motivation. (2) The use of Facebook-closed group enhances the students' motivation to learn English language regardless the classroom setting. (3) Facebook-closed group usage stimulated a category of students, who really manipulated this technology for educational purposes, to adapt it as a learning platform, but it does not encourage other students to utilize it for academic purposes, thus they limited its function to social communications and issues.

The analysis of the collected data through the employment of different research instruments leads to a number of findings and shows the real effect of social networking on students' motivation through adopting the most used and powerful tools in such domain , which is Facebook closed-group as case study. First, the use of that virtual environment i.e. master class Facebook closed-group by Master 1 Literature students show that there were three categories of learners. The first category were students who

were open-minded to all learning possibilities for sake of knowledge. They preferred sharing and discussing educational issues with others. While, the second category were learners who were satisfied with themselves, they used that private group for guidance, ready-made summaries of lectures .etc. The last category were traditional students who believed classroom setting as an effective method for learning English language. Second, majority of learners felt more comfortable while dealing with that private group. They considered it as a relaxing atmosphere where they could express themselves freely, asking for services and sharing content. The reason behind such favourable attitude is that in reality world, that is to say in the classroom, students most of the time faced challenges in dealing with their classmates due to social differences, differences in personality traits .etc. Consequently, students promoted the use of social networking tools besides its role in breaking those barriers between learners. Similarly, major part of sample population considered their classroom closed-group as best tool to share and interact with their classmates in contrast to a minority who disagreed about the utility of their master class Facebook closed-group in reinforcing connections between students.

Third, more than half of the participant students believed that the usage of their private group supported their knowledge memorisation, and developed their understanding of content through different activities such as discussion, group chatting, request posts .etc. and thus, the content shared on this group was closely associated with their specialty. Additionally, the results showed that advantages of the learning private group were obviously clear in satisfying students' needs, and particularly stimulating their motivation since half of the students believed in the utility of different activities on their private group (mainly updated posts, and sharing and discussing content among group members) in fostering their understanding of the content. Thus, these results confirmed the hypothesis that the use of Facebook-closed group enhances the students' motivation to learn English language regardless the classroom setting.

Fourth, the findings also showed that their private group focused on upgrading student's knowledge without denying that part of it was devoted to guide, find solutions to student's social obstacles that in one way or another could hinder their progress in English language learning. Moreover, the calculation of the correlation between the two variables i.e. Facebook closed-group and students' motivation revealed that there was positive significant relationship effect that was estimated as medium. The standard of

medium refers to average impact and that only on specific category of learners who started seizing opportunities and developed their different skills via that virtual environment. Consequently, that closed-group affected students' inner energy (intrinsic motivation) which eventually led to make considerable achievement in English language learning. These findings confirm the hypothesis that there is a positive relationship effect between the use of Facebook closed-group and students' motivation. For other students, no effect has been observed because of their convictions and beliefs that this electronic tool could not promote their motivation and therefore success in learning. Therefore, the no effect of that private group on category of learners confirms the hypothesis that Facebook-closed group usage stimulated a category of students, who really manipulated this technology for educational purposes, to adapt it as a learning platform. However, it does not encourage other students to utilize it for academic purposes, thus they limited its function to social communications and issues.

As far as incorporating social networking in teaching/learning process is a necessary and beneficial step for educators and learners alike, the need for rising awareness about, its beneficial aspects along with the adequate measures on the appropriate methods that lead to successful integration in that domain is must. First, the teachers have to rise their knowledge about opportunities of social networking in classroom for instance, students' increase willingness for their instructors to use social media as a learning tool and that to help them in the acquisition of the knowledge. Second, teachers have to be aware about the challenges of using social networking in classroom such as the strong desire of majority of learners to keep their academic and social lives on that virtual space away from teachers interventions, in addition to its effect in producing favorable behaviors as well as unfavorable behaviors that may hinder their success. Third, the effective method that help teachers in using social networking that encompasses two successive steps that is of preparation such as, reviewing privacy settings of the social networking, set a clear objective behind the use of these devices in learning. While the second step is more related to practices, which includes, providing favorable environment for their students to think about their privacy settings, reacting quickly and positively to student's preferences and needs, protect information, help students initiate friends' requests by themselves, and more attention must be paid to providing instant responses to their students via this communicative means. Next, the teachers have to take advantage of the successful experiences of those professors who

succeed in incorporating social networking in learning such as platforms of Wiki, Blogs, and Twitter. Finally, students are also concerned with making their study more effective and collaborative through following some practical tips and ideas for example, creating virtual community of learners, initiate a network for collaborative learning in addition to rising collective awareness about the effectiveness of social networking as tool in organizing learning resources, and its contribution in supplementing course materials.

Based on the findings of the present research, it will be more appropriate to suggest guidelines for future research in the domain of social networking. First, further research is needed to investigate the issues that hinder a minority of English LMD students from effectively adopting the social networking platforms in their learning objectives. Second, it is important to conduct a research about how a well-planned training campaign for students as well as teachers regarding social networking platforms can have positive effect, promote various aspects, and solve many academic issues that diminish in one way or another students' good performance. Third, more investigation is required concerning other educational aspects since this study concentrates only on one aspect that is students' motivation and that to have a clear image about the utility of web 2.0 technology in solving teaching/learning problems.

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APPENDICES

Appendix Number One: Students' Questionnaire

Dear students,

Listed below are statements about the relationship between Social Networking usage namely Facebook closed-group and students' motivation. Therefore, you are kindly invited to fill in the following questionnaire. Please tick the appropriate answer that best suit your perspectives. Your responses will be anonymous and will never be linked to you personally. Your participation is entirely voluntary. Thank you for your cooperation.

SECTION ONE: Background Information

Please circle the most appropriate response.

1. What is your gender? Male Female

2. How old are you? _____

3. What is your English Specialty?

Master 1 Literature	<input type="checkbox"/>
Master 1 Didactics	<input type="checkbox"/>
Master 1 Linguistics	<input type="checkbox"/>

Master 2 Literature	<input type="checkbox"/>
Master 2 Didactics	<input type="checkbox"/>
Master 2 Linguistics	<input type="checkbox"/>

SECTION TWO:

The following items describe statements about student's internet access and Facebook usage. Please circle the most appropriate response and provide the necessary information below.

1. How many years have you been using Internet? _____

2. Do you have a Facebook account? Yes No

3. If yes, how many years have you been using this Account? _____

4. Do you hear about the Facebook- closed group? Yes No

5. Are you a member in your Master Class Facebook- closed group? Yes No

6. If yes, for how long have you been a member? Year

7. How long do you stay connected with your Master Class Facebook- closed group?
Times/ Day.

8. How do you find your master class Facebook-closed group?

- Comfortable Environment
- Less comfortable Environment
- Uncomfortable Environment

9. What are the most posted and shared activities on your Master Class Facebook- closed group?

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

10. What do you like most to do on your Master Class Facebook-closed group?

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

SECTION THREE:

The following items describe statements about the usage of Facebook closed-group among English learners. Please indicate your agreement or disagreement with the following statements by circling your response using this scale:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. My Master class Facebook closed-group is a best tool to contribute and interact with my classmates.	1	2	3	4	5
2. My Master class Facebook closed-group is best environment to communicate and for informal learning.	1	2	3	4	5
3. The posted files, videos, pictures .etc. on this closed group are helpful in guiding me and other students towards English Language Learning.	1	2	3	4	5
4. The content that is shared or existed on my Master class Facebook closed-group is more related to social topics than academic activities.	1	2	3	4	5
5. The usage of this group makes me feel comfortable in my study and so that it is a relaxing atmosphere for learning.	1	2	3	4	5
6. My Master class Facebook closed-group is a place where the students share information that are relevant to the content of specialty.	1	2	3	4	5
7. The usage of this group helps me to enhance long-term retention of information and to develop a deeper understanding of content that has been discussed in a class.	1	2	3	4	5
8. Long-term retention of information and deeper understanding of content boost or stimulate me and other students towards more English Language Learning.	1	2	3	4	5

9. My Master Class Facebook closed-group is a space that allows for active and interactive learning through sharing and posting information that are related to the course content.

1 2 3 4 5

10. Off-topic or non-academic discussions happen on Facebook closed-group due to its primary design as a social networking tool.

1 2 3 4 5

SECTION FOUR:

The following items describe statements motivation of learners towards English language learning. Please indicate your agreement or disagreement with the following statements by circling your response using this scale:

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
11. Learning new things related to English Language makes me experience pleasure and satisfaction.	1	2	3	4	5
12. I feel satisfaction when I am in the process of accomplishing difficult academic activities.	1	2	3	4	5
13. I have high expectations of myself in learning English Language.	1	2	3	4	5
14. I do all that I can to make my assignments turn out perfectly	1	2	3	4	5
15. I learn English simply for the sake of learning that language and not for external rewards.	1	2	3	4	5
16. I feel pleasure while making too much effort in my English studies.	1	2	3	4	5
17. I try to do my best on every assignment.	1	2	3	4	5
18. I feel good about myself when I finish a difficult task.	1	2	3	4	5
19. Sometimes, I do more than I have to understand the material better.	1	2	3	4	5
20. I feel that challenging assignments can be great learning experiences.	1	2	3	4	5

21. I set high goals for myself in learning English.

1

2

3

4

5

22. My strong desire that I have allow me to continue to learn and know all aspects of English Language.

1

2

3

4

5

Appendix Number Two: Students' Interview Questions

1. Do you have Facebook account?
 - 1.1 If yes, what do you think about it?
2. Are you member on your master class Facebook closed-group?
 - 2.1 If yes, what do you think about it?
3. What are the most shared and posted activities on your group?
 - 3.1 Are they related to academic issues?
4. What type of discussions do you have on your private group?
5. What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?
6. How does the posted pictures that were screenshots of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain
7. How does your private group promote active and interactive learning between members?
8. How does Facebook closed-group deepen student's understanding and foster the retention of information?
 - 8.1 Is it an alternative for the classroom and the teacher because of the help of students?
9. How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?
10. What is your opinion about the shared activities on your private group and students' motivation?

Appendix Number Three: Students' Interview Script

Interview N° 1

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 1: Yes, I have a Facebook account. It is a means of communication between people.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 1: Yes and of course, I am a member of my master class Facebook group, since the beginning of the year 2018/2019. Since I begin my Master studies. Actually, I create that group. Just to gather all the member of the class in one place to exchange information.

Researcher: What is your desire or needs for having such group?

Interviewee 1: The needs of such group is to get in touch with my classmates, to share also some books, works, and to do these works together. Briefly, to share our study together.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 1: The most shared activities are questions about our studies, about teachers or the way they deal with their teaching Method, as well as sharing some books and some stories. For example books about teaching literature, about stories like Edgar Allen Poe and Poetry, and short stories such as Flower Garden. Most shared posts on our group were about books that students need in their study, how to analyze stories, poems or novels, and discussions about the courses.

All activities on Facebook closed group are related to academic issues such as analysis of stories, sharing books, everything is academic, 70 % of activities and content on closed group concerned with academic issues and remaining 30% are about social things.

Researcher: What type of discussions do you have on your private group?

Interviewee 1: In general, discussions are about our study because it is our concern. Majority of discussions on this group turn around; how to analyze certain works, it is the most common activity, besides the cooperation among students and this is the reason for creation of such group. It is academic. The reason is that in the past three year of license degree studies, we did not acquire how to deal with literary text and the exact analysis of these works. This is our interest. Other non-academic topics are mimes just to change atmosphere, break routine, and to refresh.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 1: I am intrinsically motivated student, I am the student who loves the English language, and my dream is to go abroad to get in touch with different cultures, I make too many efforts to improve my level in English. I am independent and autonomous learners. I choose to study English language because I want to become fluent, make contact with other people, learn about their traditions, cultures, lifestyle ...etc. Since I am motivated learners, I do not rely hundred percent on Facebook closed group to motivate myself to learn English language.

Researcher: Describe your motivation to learn English language before and after you join your Master class Facebook closed group?

Interviewee 1: My motivated did not change over time, it still the same. All the time, I motivate myself in order to achieve my goals. The group did not change my expectations because I am already motivated and my motivation comes within myself. Consequently, I do not totally rely on such group.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 1: The aim of those posts is to facilitate our studies and to help each other to overcome all the difficulties that students face or when students missed some lectures. The posted lectures are the solutions. Discussions about

misunderstanding or asking for clarification are done private through direct messaging.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 1: As I said, we posted things related to our studies, to our concern not just random things. Therefore, that information can help us, and all the classmates to have better understanding and better comprehension about certain topics that we were confused about in class, and this is the main reason.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 1: Through Facebook closed-group, students help each other to understand some difficult words for instance Metamorphoses, because we did not deal with stories that have relationship with this concept, and when we made our research about this word, all we found is, its scientific aspects or something abstract and nothing or too little exist as concrete examples. The kind of posted activities or that existed on Facebook closed-group are a mirror of what we have with our Professor in class. Facebook closed-group is only created for students and no one can have access to this group except its member. No teachers.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 1: Not really, it cannot be an alternative of the classroom and the teacher; nothing can replace the teacher and his explanation of the lectures.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 1: I see that there is a circle. We are in the classroom; student is a tool that conveys messages from classroom to the group. The main reason is, there are some students that they did not attend due to some circumstances. Thus, the aim is to help students in general to have an idea of what we did in class. Facebook closed-group is an alternative for master students. It provides too much connection among students

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 1: Since I am an autonomous learner, I do not really rely on teachers, I take just notes from the lectures and I do a lot of research to help myself, improve my level and update my knowledge. Other students prefer other manner to grasp some information and satisfy his academic needs for example a student ask me on our closed-group to post summary of the lectures - that I have prepared for myself for the exam- to have an idea and share information. Students take advantages of this closed group and they become motivated.

On our Facebook closed-group, there exist two types of students. Those who look for ready-made works or summaries of the lectures, they learn it by heart and go to the exam for sake of good grades. While the second type they take general ideas, steps or methods that demonstrate and show how to write a task, summaries, or any shared work, analysis of literary works .etc. that students members talk about or post them on Facebook closed group. These posts motivate those kind of students to start their journey in seeking information. That is the type of student that closed group positively affect his motivation, 20% of students are of type one whereas 80% are of type two.

As final word, I can say that students post on their Facebook closed-group summaries of lectures, steps for analyzing works ...etc. which help other students to see those posts, take them into consideration, and start doing their own research. Consequently, they progress in their learning of English language, and finally become more motivated.

Interview N° 2

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 2: Yes, I have. It is a tool to get in touch with my friends.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 2: Yes, I am. Good tool to get update, check out the post about studies, exams, to know what is the news, if anyone is absent, get to know news about lessons, information ...etc.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 2: There is no activities, only some news, exams, when teachers want to inform us, posted questions or quizzes.

Researcher: What type of discussions do you have on your private group?

Interviewee 2: Honestly, we do not have real discussion because majority of the students are interested about lessons that teachers prefer to post by an intermediate person that is the admin of the closed-group, at the end of each session or the end of each semester. Well, it depends. Some students post comic about the exam or mimes.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 2: I am of course intrinsically motivated student. The master class Facebook closed-group does not affect my motivation because I am in live with English and I always like expressing my feelings in English. Recently, I started reading books and writing especially creative writing and I got feedback from the teacher, they encourage me about how I am talented and from the second year, I decided in literature studies.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 2: The reason for such thing is that sometimes students ask for help because they were absent or for different circumstances. The role of these posts to help each other and provide accurate information as much as possible.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 2: In general, student members of this group are not very close friends; there is no solidarity, so that they cannot interact. They exist as minority groups of four or five students, these minorities interact, debate over the academic issues.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 2: Some students prefer to have face-to-face academic discussions and debates with their classmates in library rather than Facebook closed-group. We meet in library and we explain to each other lectures face-to-face. Instead of doing something else, revise our lectures or try to understand our handouts, you go on Facebook and spend more time, this is not useful.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 2: It cannot be an alternative for the classroom. Impossible.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 2: This relationship is too distant from one to another, students and the group their relationship is too distant and the same to same with the other elements, however, the most important things in common between the three elements is sharing handouts and this the most common and posted activities.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 2: This kind of things do not improve or to achieve something may be there are other activities that improve our achievement (to meet, plan for study day at library, share books, workshops, do presentation) this is for sure. I am a person far from the social media, this things work for me. Students see capture of the

lectures, learn them by heart to pass the exam. Additionally, the feedback of some students are demotivated, they cannot be supportive for each other.

Interview N° 3

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 3: Yes, I have. Since it was primarily designed for mutual communication between people, I incorporated in my personal and academic life to stay up to date with latest events.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 3: Yes, I am. Wonderful, to exchange information.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 3: Just news such as timetable, exam schedule. Activities that we have to submit within a limited period. Teachers' lectures that the admin is obliged to posted on the group in Pdf format .etc. I can say that the majority of activities are related to educational issues.

Researcher: What type of discussions do you have on your private group?

Interviewee 3: There is not discussion. Each member enter that closed-group to download teachers' lectures, handouts apart from those staff, no one prefer contact each other on that platform or even establish a conversation. However, there are conversation concerning topics, which is basically related to our study for example, our professor gives us a homework about Flower Garden , some of the students did know what to do and how to answer, they write comment for help and the necessary steps how to do this work.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 3: I am intrinsically motivated learner. I always try to make efforts and do my best, reading books, encourage myself to continue my studies and for the master class Facebook closed-group, it has nothing to do with my motivation and love to the English language. It does not really encourage you to study because students there are complaining all the time about the lectures, studies.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 3: Most of the time, students take advantage of this Facebook as a tool to have ready-made lectures or notes from their colleagues. Sometimes students debate over the posted activities, other time, they took this posts, learn them by heart to have good grades in the exam, it depends.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 3: sometimes, there is interactions between students, but it is done privately through instant messaging and not publically, where all students can see those conversations.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 3: I can say, that there is a proportion of students who prefer having academic discussions on Facebook because it is an easy and faster tool to do that. While other prefer face-to-face. It depends on students' preferences and desires. Students is the only one to decide on how to have information.

Interviewee 3: Some students prefer to have face-to-face academic discussions and debates with their classmates in library rather than Facebook closed-group. We meet in library and we explain to each other lectures face-to-face. Instead of doing something else, revise our lectures or try to understand our handouts, you go on Facebook and spend more time, this is not useful.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 3: It cannot be an alternative for the classroom where teacher is the provider of knowledge where students can ask and can be answered immediately from a trusted person.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 3: The role of the Facebook closed-group is limited in providing teachers' handouts, assignments, ready-made lectures and summaries to pass the exam and have good grade and no more than that. Students become motivated in exams period, they started asking questions, be motivated rather than that there is no motivation.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 3: Since I am intrinsically motivated students, I prefer the reality world rather than the virtual one.

Interview N° 4

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 4: Yes, I have. It is a perfect tool. I used it all parts of my life for education, buying staffs and communicating with my friends .etc.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 4: Yes, I am. Good environment as source of information.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 4: There is no specific kind of activities but all the issues that we as master students need them in our educational life such as teachers' announcements about the dead line to submit a paper or to present a work. Some news concerning our

grades for each module. Teachers' lectures or handouts. Students' inquiries or demands for particular kind of books in the field of English studies.

Researcher: What type of discussions do you have on your private group?

Interviewee 4: There are a kind of discussions but not of that importance. In other words, discussions happens just during the exam period where students feel themselves tied with their limited knowledge. Therefore, exams are the only motivator that stimulate learners to discuss their search information about particular subjects.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 4: I am intrinsically motivated student and the master class Facebook closed-group does really affect my desire to learn English positively because on that group, I found help and encouragement and motivation to continue studying this branch and my love for such language increases day to day due to the efforts of my classmates.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 4: Yes, I agree and I can say that these posts are powerful instrument for students to improve their level in English studies.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 4: I can see that there is interactions between students on that closed-group and in many occasions where students can interact over the academic issues and try to transmit to each other the accurate knowledge ad that due to their hard efforts and works in searching that information. I personally benefit from academic discussions and interactions with my colleagues on that closed-group.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 4: Now, I can say that closed-group is a powerful tool for university student to enrich his knowledge through interactions and discussions. The best example is

my own experience where my deep understanding and success was because of that virtual environment

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 4: It can be why not. We acquire the primary information from teachers then, we meet via that virtual instrument to share our searcher information, discuss, and provide help. I think that is a great method for university students to develop his knowledge and not to rely on teachers as source of knowledge.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 4: There is a strong relationship between closed-group and students. Nowadays, students need to develop themselves in networking techniques and that to build his skills, academic knowledge and eventually being a role model for self-determination and success. Some students are creative but they do not have chance to express themselves even more in the classroom and closed-group provides that chance for them.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 4: Facebook closed-group is an easy way to spread, exact word to deepen students' information and a great tool to enrich students' knowledge, skills .etc.

Interview N° 5

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 5: Yes, I have. It is a great tool to communicate with my friends and family.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 5: Yes, I am. I did not join this group in the first year; I join the second year when my friend told me that there are some update.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 5: The most shared activities are inquires of the students about how to deal or analyze a piece of work, asking for help or clarification concerning posted teachers' lectures. Yes, I can say that all activities are centered on academic concerns for example home works, teachers' messages, sometimes teachers send lessons to the admin to post and share them on the group and teachers preferred too. For usual, teachers give hands out but when they could not, they share them on closed group so that the absent students can see post and it is an easy way.

Researcher: What type of discussions do you have on your private group?

Interviewee 5: Our relationship with member of our master class closed-group is limited. Even in real life, we are not interested in establishing a discussion because each group of three or four students tend to improve their English language separately, there no spirit of teamwork. When there is an academic issues we make discussion otherwise our relationship with our colleagues is professional, we are not close.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 5: The group does not motivate us and our motivation is the same. I am not all the time connected to the group. I am internally motivated student rather than external. Listen, this kind of group is just an additional thing to get information in case we were absent or facing some difficulties, we encounter points.

However, it does nothing with motivation. Closed group is neither positive nor negative.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 5: It is really helpful activities that provide deep explanations, information, and promote collaboration between students and thus, making more success and achievement.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 5: Interactions between students is a powerful ways during the process of learning and I can say that closed-group is a complementary environment to provide information and not as a primary source where students meet, to exchange what they have been researched or learned. In this way, interactions can be developed and benefit all the involved in this process.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 5: It does but to some extent. I believe that acquiring knowledge from face-to-face meeting is much better that those closed-group. It can be a great source and environment for other students to deepen their understanding and for information retention but not for me.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 5: It cannot be an alternative. It a complementary tool for students to enrich their academic knowledge via discussing what they have learned from their teachers in classroom.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 5: There a king of relationship between the two elements i.e. students and closed-group where students can have ready notes taking about missing lectures,

teachers' assignments and so on. It is a helpful tool to transmit information to students everywhere.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 5: These activities on closed-group is powerful. They can help students to do their best since they provide various information and thus students' motivation can upgrade and develop towards more English language learning.

Interview N° 6

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 6: Yes, of course I have a Facebook account. It is an amazing tool besides other social instruments such as What's up.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 6: Yes of course, I am a member of my master class Facebook group. I am the administrator of the group. I did not create this group, but in fact, I was assigned to the mission to be an Admin. My mission is to ensure better progress of the group, positive talk in my talk, and in order to help others and my self-included. This is for our desire and for our needs.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 6: Generally, lectures and timetables. For example lectures of some modules. Sometimes teachers do not ask to post theses lectures, but in fact, students themselves posted lectures online in order to help those who do not assist, they could check them and have better grades as an alternative way or method.

Researcher: What type of discussions do you have on your private group?

Interviewee 6: We do not have discussion, if there is a discussion, it will be in the comment section. There is no academic discussion. The social discussion constitute the major part.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 6: I am both but I tend to be extrinsically motivated student for example I have worked for 5 years in order to get a scholarship. I studied hard and this is extrinsic motivation. English has been and always be my passion. I like other area of interest but English is most liked area of interest for me. I do not try to have basic but English is language of globalization. I like English that is why I choose it. Personally, I do not benefit from the group because those who did not attend the lectures take advantage from the group besides workers. I only try to come to class, get my lessons. My motivation is the same. It does not change. Some students are workers or may be have personal issues they could not attend so it is a big alternative for classroom activities. Generally, students benefit from these posted lectures.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 6: Yes, regarding this issue, Facebook closed-group is beneficial and students can benefit from posted matters to improve their knowledge. Additionally, I agree about the fact that Facebook closed-group is more helpful for students to learn more and being an active learner on that space.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 6: Yes, it did to some extent. It really helps learners to learn and discuss difficult concepts and deepen their understanding. For example, there is an academic discussion about pdfs for example student ask for help and guidance in case if the teacher ask questions about lectures, or how to deal with those documents...etc. Other example students select one title from the documents,

and we make a discussion (what is the nature of this title) and it does boost our desire and we become attached to English language.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 6: I think people are more comfortable with being at home and learning rather than classroom setting. It is an alternative space for information retention. For example, some teachers explain faster, sometimes they tell you that the lecture will be provided later on, so the focus will on this, but at home, we feel at ease, we learn the lesson, discuss the lectures with our classmates in order to have general idea and conclusion about the lesson. For example, learn about what are the steps that we should follow to do or complete the task.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 6: Yes, it can be an alternative for classroom setting with 70%. It does help and encourage students. For example a student who works a full time, he may attend only TD, if they do not come, they found lectures posted on Facebook group, yet they got good grades.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 6: There is a very strong relationship; everything that happened in the class is posted on Facebook. Day of the exam, day of research submission, lectures provided by the teachers, something said by student or teacher in order to do something.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 6: Yes, there is a cycle. Thanks to this cycle student become more motivated; change his attitude from just seeking good grades towards being more achievable. This cycle of sharing, posting and so on, for students who were passive, looking only for grades become more motivated in order to do research. Sometimes student who do not come surprise us with information that we did not deal or discuss about in the class, which means that they have done research in order to

make achievement and good performance in his English language. I can say that Student who found lectures posted on Facebook, they become more motivated especially if he did not come, they found lectures provided, they will be motivated to read it and discuss it with their classmates. Providing lectures on Facebook group by some students, discuss it, make further research, consequently, your performance in English will increase.

Interview N° 7

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 7: Yes, of course I have a Facebook account. I used it for different purposes.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 7: Yes, I am a member of my master class Facebook group. It is beneficial and helpful. I joined it to have and keep contact with our friends, what is the new, our courses.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 7: During the exam period, majority of the members post everything that might be beneficial for the knowledge of the students for instance, Pdfs, handouts, pictures or screenshots of their copybooks .etc.

Researcher: What type of discussions do you have on your private group?

Interviewee 7: I can say that majority of discussions are about social topics except periods where students are required to submit a work to the teacher. Consequently, in this case each member seek for helps and guidance on how to complete the required tasks or during the exam period, those two occasions a great deal of cooperation can be initiated for the success of learner.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 7: I am intrinsically motivated student so that I do my own research, I took notes from the class and then I expand them, I do a lot of research to end up with final like sample of my own words of the lessons that we have learned. Sometimes I do benefit from posted notes on Facebook. When students post files, copybook or captures of their notes on Facebook, I could like to look at them and find something that I have missed while teacher was explain so I could add that. Thus, I do not completely rely on Facebook closed-group. I take what I need.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 7: I think that students posted such things for people who did not attend. As I am intrinsically motivated student, I take advantage of these activities that were on Facebook group, we do not focus on lazy students, but In fact, we help those who are ill, or have some circumstances. May be for revision or may be for extra information to reinforce my background knowledge or what we have done during the classroom lecture.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 7: Not all the time, Facebook closed-group has a positive and negative side. Active and interactive learning is efforts of group of students and that it happen on that closed-group but not all the time since it is long time process and time consuming for students. We do have discussions and information exchange but on major concepts and not on every detail.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 7: It does not deepen the student understanding but it may be guide students in order to have an idea or an overview of a specific course that have missed.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 7: No, it cannot be an alternative for the classroom. Classroom lectures are guidelines and starting points whereas closed-group is a complementary environment to enrich the acquired knowledge.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 7: .This group becomes like a virtual source but with all the development and improvement, nothing can be as the classroom setting with teacher and involving with the lecture

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 7: For me, I took these posted things, read them very carefully and do further research. Consequently, I made achievement in my English language studies especially in tough modules such as linguistics, civilization...etc. and I become more enthusiastic and more motivated, and since I was extrinsically motivated student, my motivation tend to become intrinsic motivated. That kind of student, her motivation and her help on Facebook group help me, and I like working in that environment.

Interview N° 8

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 8: I have one before but I delete it because of personal problem, I face too many problems. In addition, it is a waste of time. Recently, I opened a new account just to join our class Facebook closed-group.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 8: Yes, I am a member. It is useful tool to make discussion about something, posting course.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 8: It becomes beneficial and dynamic tool just before and during the exam because at that time most of the members try to serve their interests so that they tend to become kindness whereas in other times no body care at all.

Researcher: What type of discussions do you have on your private group?

Interviewee 8: Usually, when we hear that there is a master class account, we expect to see educational purposes, something related to academic topics but in fact, only forty percent of discussion are on academic topics.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 8: I am intrinsically motivated student, independent and autonomous learner. I need that closed-group in some cases such as posts about notes taking and that to develop new ideas and to further research.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 8: It does really help both intrinsically and extrinsically motivated students. I believe that if an intrinsically motivated student wants to take advantage, he has to look to the notes and look for information that he did not write or grasp during the class and so that it could add more information to his notes.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 8: Sometimes we post something that is very interesting; we need it, so we saved it on our devices to use it when we need it. Active and interactive learning happen on different occasions due to students' needs for explanations for difficult concepts. Discussion promote interactive learning due to efforts of group of students and not individually.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 8: That is why students need to search for knowledge. It would not deepen unless you actually make a research and look for sequence of the course on your own.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 8: it cannot be because the role of teachers in the process of learning is crucial.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 8: Its role is only limited in providing help, it can direct, give idea about curriculum, courses but not an alternative for classroom setting.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 8: For example, my colleague is a very motivated student in the classroom and helpful students on Facebook, she did many efforts for students to help them for example summary of courses or pdfs and uploaded on group (she use it in more beneficial and positive way). Some students, just care about courses, memorize them and put them in the exam whereas these issues influence other students' motivation towards success.

Interview N° 9

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 9: In fact, I have a Facebook account but I rarely use it because it is a time consuming.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 9: It is purely created for educational purposes and it is professional, it becomes beneficial but sometimes some students use it for social affairs, they are helping community.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 9: It is a great and a unique instrument, which helps everybody but at the same time, it allows students in general to become lazy because in such situation, they prefer to not attend the classroom lectures and wait for ready-made summaries to be posted on that virtual environment. Indirectly, it encourages passiveness rather than active involvement.

Researcher: What type of discussions do you have on your private group?

Interviewee 9: I can say that majority of the discussion are about academic topics with little bit of interest is devoted to social affairs. The percentage of exchanging information and knowledge reached the highest particularly before the exam period where students are required to have a considerable knowledge on the studied materials.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 9: Before Facebook group was limited, we use to play games, to talk about different things, make contact with other students from different countries, try to learn a bit of English language, but now the Facebook group becomes more professional, we deal with linguistics skills, literature movement. It is more professional.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 9: It does really encourage me and other students towards more English language learning. I benefit from those posts as guideline and that to do further researches on difficult concepts that are hard to be understood or I do not grasp in the classroom from teachers.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 9: I believe that efforts and good works of students have an impact on building interactive learning among students.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 9: Actually, we did a group messenger to have a group discussion and one of us explains certain modules and the others if they feel something is missing, they added it.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 9: it is impossible. Facebook closed-group is only a facilitator of the knowledge and different issues and not as source of knowledge.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 9: Only the courses are the only the relationship because they took the courses from the teachers, posted them on the group and we add more information.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 9: The cycle of posting, sharing content, debating helps students to become more enthusiastic or more motivated in their study, but for some students. Because the majority of them take those information as they are for passing the exam.

Interview N° 10

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 10: I literary hate Facebook, the reason that I have one is because of our classroom group, I need for example questions, a file or information and this is the only reason I have Facebook.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 10: Yes, I am. It is a good group, to get more information from the others because they numerous, they put knowledge information about everything (classroom, lessons, administration), get updated, it is a benefit.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 10: These activities are related to academic issues but to some extent. It can be said that 60% of activities are about educational matters while the social issues constitute 40% of that closed-group.

Researcher: What type of discussions do you have on your private group?

Interviewee 10: Great percentage of discussions are focus on academic issues, which are the aim that this group is created for. Each member can post any academic inquiry and receive an enormous answers and helps from all the students with no exception.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 10: I can say that Facebook closed-group is a wonderful space to learn more and develop your skills and knowledge in English language. Indeed, it does positively affect my motivation towards English language learning. However, there something that I want to mention that sometimes Facebook group affect students' motivation negatively because of some students' behaviors on that closed-group. In other words, some students literary destroy us with their words. For example, if we go to the university in the period of Ramadan, they were unpleased with that. In this case, Facebook group becomes violent and it does affect negatively other students' motivation towards English language. However, students have to be aware about that issue that happen on those closed-groups.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 10: It does help me a lot particularly with difficult English concepts. In this regards, students post various posts about different academic concepts and

establishing and discussing that information with members of that closed-group really encourage us towards more English language learning and that regardless the dependency for teachers as source of knowledge.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 10: it really does. However, the quality of the posted information and discussions between students in addition to their intention to succeed, all these factors contributes in promoting interactive learning.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 10: Trough group messaging and efforts of the members. Each student has a responsibility in providing adequate information and through that group; students can gain deep understanding and retention of information.

Researcher: Is it an alternative for the classroom and the teacher because of the help of students?

Interviewee 10: It can be an alternative. Why not. Students' cooperation and support can drive their closed-group to better learning environment.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 10: The knowledge is the drive force that motivate students to post inquiries, help each other and make a lot of research.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 10: the shared activities have a great impact on students' motivation if they are devoted for promoting students' motivation otherwise they will be a waste of time.

Interview N° 11

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 11: Yes, I have a Facebook account. To communicate with my friends. It is new method for communication between students, friends, workers and widely used from all societies.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 11: Yes, I am. It is an amazing group where students can meet and discuss different academic and social issues.

Researcher: Why did you join this group? What is your desire, needs?

Interviewee 11: To get information, things we dealt with in the class that we did not write them in copybook, so we share it in this closed-group, and to discuss them on this virtual environment ”.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 11: Study mostly. That is what I like about it, it is limited only on our classmates and we only deal with studies. No mimes. All activities are related to academic issues.

Researcher: What type of discussions do you have on your private group?

Interviewee 11: Questions and Answers, when we post something about our lectures, if someone do not understand he ask questions and if any member of the group understand, he could answer the question. Most of these questions are related to educational matters and with no doubt a bit of social or humanitarian subjects. We meet on that platform to make our learning better.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 11: I am intrinsically motivated student. I study English because I love it. I have succeed in my second baccalaureate to have access and study English language. The quality of the shared activities have influence on my level of motivation.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 11: For example, yesterday, a girl posted a Pdf; she felt that was her responsibility to share. Teacher asked her to share. She knows that such Pdf will be beneficial for other students to promote their knowledge.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 11: Yes, it does. Some people do not take notes. Most people depend on the ones who make summaries of the lectures. I liked it when people share information, provide more explanation about everything we did in the lectures and deepen our understanding, we found people who care for each other to go forwards. At the first time, my English was not of that great, but when I saw people posted in English (grammatically correct), such things encouraged me more to improve my English, and try to post and share in correct English.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 11: For me, it is not an alternative, because information provided by the teacher in the classroom are not the same put it on the group. Well, it depends on the person, I read a lot. When teacher started taking about the subject, I already know it. He is just guiding me towards what I have to eliminate.

Researcher: Do you prefer some teachers join you closed-group?

Interviewee 11: I prefer to have teachers with us on our closed-group. But, I know that people will not respect their position.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 11: They complete each other; the activities boost students' motivation when students are doing activities, when he succeed in doing them, he feels like, he really accomplish or achieve something. He feels that his time is not wasted. The content complete the activity, when the teacher gives content to the students and the students when the get information, they can participate and solving problems or activities.

Interview N° 12

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 12: Yes, I have a Facebook account. To communicate and share different issues.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 12: Yes, I am a member of our master class Facebook group since the beginning of the year 2019-2020. The last three years, we were members of the English department group, but we did not feel at ease. This year, we decided to create a group only to the master one literature.

Researcher: Why did you join this group? What is your desire, needs?

Interviewee 12: Without doubt, to collect data. I can say that there are some notes that we did not write in the class. Sometimes, there is home works and offsite work, we do it at home. So, we get in touch together in this group to better understand and collaborate on our work.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 12: On this closed- group, there is only study no place for social issues. Before, we were members of other group mixed with all students of English department we do not know each other, but now with group of 100 master literature students, we are independent and each member knows his limits. There is nothing but study. For example, post concerning lecture. We are in strike for example yesterday

teacher shared a lecture with a student and he shared with us on this group in pdf format. It is related to academic issues.

Researcher: What type of discussions do you have on your private group?

Interviewee 12: Mostly in academic form and in English language. They write in English language because to improve writing skill, to be familiar with it and finally, we are supposed to be an English teacher.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 12: For me, I am both, mostly intrinsically motivated because I like my English language studies so that I choose English language. My classmate and I already write things and publish them on group. In this position, I am supposed to learn English and I have to respect my position as student and to do that I have to work hard even you do not have anything about it, you should respect yourself, have more information. I am both intrinsically and extrinsically motivated student.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 12: To help each other, because not all the students attended the lecture, not all the students take notes and of course taking notes differ from person to another. Therefore, they share notes to combine them for better learn. Sometimes, I took notes but my friend's notes are better than mine. He had better understand the lecture. It is helpful.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 12: I depend too much on posted summaries of lectures. Last year, I worked and as I did not attend too much sessions and during the period of exams, I felt like I missed a lot of things and lectures. I was not well prepared for the exams, but since my friend shared their summaries of the lectures on our group of the whole semester, it helped me a lot. In some modules I just counted on their summaries and I did well in the exams because of that. I become more motivated, it boost my motivation, because it is beneficial when you have benefits, you are always

motivated. It is like a challenge between us, though we help each other, we always depend on ourselves to become better and to improve like, if my friend can do that my classmates can be more motivated. So, why not? This way, they satisfy our curiosity about learning and it helps our motivation.

Researcher: Do you prefer some teachers join you closed-group?

Interviewee 12: For me, I like to have teachers with us in the group, since it is only for academic purpose and just studies. They can help us for outside classroom activities, in the group and share with us some information to explain better and to better guide us in our studies via this closed-group. I think students see that teachers are becoming members, they will respect them. When you recognize that, a professor is with us on the group to help you and that group is devoted to studies, you will be respectful.

Researcher: How can you see the role of your closed-group in regards to the relationship between student and classroom lectures?

Interviewee 12: They complete each other, students helped each other in the group as they share studies and lectures. Most of the students depend on their classmates and the group to learn, as the teacher just provides 20 percent, 80 percent is there on the group, you just need to interact. For some people, they are introverted, do not prefer to interact or participate in the classroom (they are shy, afraid or anxious person) but behind the screen, they interact a lot, they become extraverted.

Researcher: What is your opinion about the shared activities on your private group and students' motivation?

Interviewee 12: They better illustrate the class content in the group, so it boosts student' motivation, because they understand better, they have additional data on the group better than the content of the class.

Interview N° 13

Researcher: Do you have a Facebook account? If yes, what do you think about it?

Interviewee 13: Yes, I have a Facebook account. It is a means of communication between individuals.

Researcher: Are you member on your master class Facebook closed-group? If yes, what do you think about it?

Interviewee 13: Yes, I am. It is a helpful group, it provides learners with great opportunities to learn about the new English concept that are a bit difficult to perceive in the classroom.

Researcher: What are the most shared and posted activities on your group? Are they related to academic issues?

Interviewee 13: Some students take pictures of their copybooks and share it on the group like I did last time, I took videos from You Tube and shared the link on the group so that to find more information and deepen their understanding. One hundred percent of the posted activities are related to academic issues.

Researcher: What type of discussions do you have on your private group?

Interviewee 13: This group has multidimensional purposes for instance improve writing skill, etc. it is one hundred percent academic issues.

Researcher: What were the impacts of your master class Facebook closed-group on your intrinsic / extrinsic motivation?

Interviewee 13: I am extrinsically motivated student because I study English to go abroad, have a good lifestyle, satisfy my parents and achieve my dreams. Facebook closed-group is helpful tool to develop students' skills and abilities towards more English language and that is my aim for studying English.

Researcher: How does the posted pictures that were capture of the students' handwriting or notes taking about the class courses encourage you or other students towards more English language learning? Explain

Interviewee 13: People differ, some people share because they feel responsible. I have this information; I cannot keep it for myself. Sharing is caring. Some people share because they want to show off.

Researcher: How does your private group promote active and interactive learning between members?

Interviewee 13: I am not saying this to show off or anything, I was the first one who started to share lectures and everything, so many people told me that they become more triggered by my posts, you inspired us to write and share information, I am happy.

Researcher: How does Facebook closed-group deepen student's understanding and foster the retention of information?

Interviewee 13: Each student has its interpretation. For some students, it is a big alternative because they do not ever come to study, they depend only on the group and on the lectures we share. For others, they do not because they are already attended, they know what they deal with, but some of them, it is additional lectures, they already have their lectures, others share and they combine.

Researcher: Do you prefer some teachers join your closed-group?

Interviewee 13: I think, it will be better if the teacher do not join our group, because I cannot assure that our group become academic and respectful. If we add a teacher, I think, it will break the ice between teacher and students relationship.

To summarize, we can say that Facebook closed-group is beneficial tool, some students posted handwriting, summary of the lectures. Therefore, your task is to take advantage of this post to make further research in order to expand your knowledge and when it comes the issues related to misunderstanding of some points, you directly establish or initiate direct messaging, to ask your colleague for more clarification, or posting questions for all the members publically and you will find answers to your requests, and that in some way boost more your motivation.

Summary

The present research aims at investigating the effect of the social networking on students' motivation. By concentrating on one of the most used social networking tool that is a Facebook closed-group, among students world widely and English LMD students at Djilali Liabès University particularly, the researcher can determine the relationship effect between the two variable whether there is positive or negative impact. The analysis of the findings reveal that there is a positive relationship effect between the use of Facebook closed-group and students' motivation. That effect is estimated as medium, which means that a specific category of students who started seizing opportunities and developed their different skills via that virtual environment are really influenced by the advantageous aspects of that technology. In return, Facebook closed-group stimulates greatly their inner motivation and drives them towards more success and achievement in learning English language. Additionally, the use of Facebook closed-group proves to enhance students' motivation towards English language learning regardless the classroom setting. Consequently, the use of Facebook closed-group stimulates inner motivation of the above-mentioned category of students whereas no effect has been reported for the remaining students and that due to their limited knowledge about it effectiveness in the educational context, thus they limited its use to social communication and issues. Regarding these outcomes, the researcher suggests guideline as well as practical tips and ideas for both involved parties i.e. teachers and students on how to, effectively integrate social networking in their teaching/learning process.

ملخص

يهدف البحث الحالي إلى معرفة تأثير الشبكات الاجتماعية على دافع الطلاب. من خلال التركيز على واحدة من أكثر أدوات التواصل الاجتماعي استخداماً وهي مجموعة الفيسبوك بين الطلاب في جميع أنحاء العالم وطلاب LMD باللغة الإنجليزية في جامعة جيلالي ليايس بشكل خاص، يمكن للباحث تحديد علاقة التأثير بين المتغيرين سواء كانت إيجابية أو سلبية. لذلك، يكشف تحليل النتائج عن وجود تأثير إيجابي للعلاقة بين استخدام مجموعة Facebook المغلقة ودوافع الطلاب. يتم تقدير هذا التأثير على أنه متوسط، مما يعني أن فئة معينة من الطلاب الذين بدأوا في اغتنام الفرص وطوروا مهاراتهم المختلفة عبر تلك البيئة الافتراضية يتأثرون حقاً بالجوانب المفيدة لتلك التكنولوجيا، والتي تحفز بشكل كبير دوافعهم الداخلية وتدفعهم نحو المزيد النجاح والإنجاز في تعلم اللغة الإنجليزية. بالإضافة إلى ذلك، يثبت استخدام مجموعة الفيسبوك المغلقة أنه يعزز دافع الطلاب تجاه تعلم اللغة الإنجليزية بغض النظر عن إعداد الفصل الدراسي. وبالتالي، فإن استخدام مجموعة الفيسبوك المغلقة يحفز الدافع الداخلي لفئة الطلاب المذكورة أعلاه في حين لم يتم الإبلاغ عن أي تأثير بالنسبة للطلاب الباقين وذلك بسبب معرفتهم المحدودة حول فعاليتها في السياق التعليمي، وبالتالي فقد حدوا من استخدامها للتواصل الاجتماعي والقضايا. فيما يتعلق بهذه النتائج، يقترح الباحث مبادئ توجيهية بالإضافة إلى نصائح وأفكار عملية لكل من الأطراف المعنية، مثل المعلمين والطلاب حول كيفية دمج الشبكات الاجتماعية بشكل فعال في عملية التدريس / التعلم الخاصة بهم.

Résumé

La présente recherche vise à étudier l'effet des réseaux sociaux sur la motivation des étudiants. En se concentrant sur l'un des outils de réseautage social les plus utilisés group fermé du Facebook, parmi les étudiants du monde entier et les étudiants LMD anglais de l'Université Djilali Liabès en particulier, le chercheur peut déterminer la relation d'effet entre les deux variables, qu'elle soit positive ou négative. Par conséquent, l'analyse des résultats révèle qu'il existe un effet relationnel positif entre l'utilisation de Facebook en groupe fermé et la motivation des étudiants. Cet effet est estimé comme moyen, ce qui signifie qu'une catégorie spécifique d'étudiants qui ont commencé à saisir des opportunités et à développer leurs différentes compétences via cet environnement virtuel sont réellement influencés par les aspects avantageux de cette technologie, ce qui stimule grandement leur motivation intérieure et les pousse vers plus succès et réussite dans l'apprentissage de la langue anglaise. De plus, l'utilisation du groupe fermé de Facebook s'avère renforcer la motivation des étudiants envers l'apprentissage de l'anglais, quel que soit le cadre de la classe. Par conséquent, l'utilisation du groupe fermé Facebook stimule la motivation interne de la catégorie d'étudiants susmentionnée alors qu'aucun effet n'a été signalé pour les étudiants restants et qu'en raison de leur connaissance limitée de son efficacité dans le contexte éducatif, ils ont donc limité son utilisation. À la communication et aux enjeux sociaux. En ce qui concerne ces résultats, le chercheur propose des lignes directrices ainsi que des conseils pratiques et des idées pour les deux parties concernées, à savoir les enseignants et les étudiants, sur la manière d'intégrer efficacement les réseaux sociaux dans leur processus d'enseignement/apprentissage.