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## Evaluating Face Book's Impact on BS Students' English (L2) Learning: a Study of Challenges and Pedagogical Opportunities

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### ABSTRACT

Every person has to right and want to accept the basic and general information through proper innovative and universal platforms. It gives the possibility to give all the more learning openings and better ways for students to speak with one another and adapt successfully. In such manner, this research was formed to find out the challenges and opportunities of face book on learners self-reported L2/English learning on BS level in Khyber Pakhtunkhwa, and how it encourages and rouses them to improve their English learning. The research study employed by quantitative technique to explore the challenges and opportunities of face book on learners self-reported L2/English learning on BS level. Due to present situation, the research study was limited to only Govt postgraduate Jahanzeb College Saidu Sharif Swat and Govt postgraduate Girls College Saidu Sharif Swat, Khyber Pakhtunkhwa, by utilizing the convenience sampling technique according to the advisory sampling table suggested by L. R. Gay (2000). The researcher formulated a questionnaire with the help of deep study of literature review. In the addition to analysis of responses, statistical package for social sciences (SPSS) version 21.0 was applied. Moreover; Mean, Standard deviation, percentage, Pearson correlation and t-test were applied for data analysis.

The analysis of the data reveals the study reveals opportunities and challenges of Face book usage on students' academic performance. The study shows that Face book allows users

to engage in online academic discussions, and by using Face book account users can also open another web site to get educational books. Despite this, the study shows that Face book can be an addiction and takes students' study time and it can affect their results negatively. In the end, the researcher suggested recommendations for students to get Face book's advantages and to minimize its challenges. Students should be educated on the influence of Face book on their interpersonal communication and academic performance.

**KEY WORDS:** *Pedagogical, Challenges and Opportunities, Face Book, English Learning, BS Level, Khyber Pakhtunkhwa*

## 1. INTRODUCTION

Every person has to right and want to accept the basic and general information through proper innovative and universal platforms. It gives the possibility to give all the more learning openings and better ways for students to speak with one another and adapt successfully. In such manner, regardless of demanding that students cannot viably share the information aggregated by students in the conventional study hall climate, brought up that interpersonal organizations are a significant space for sharing learning assets and correspondence openings. In this sense, electronic innovation upgraded learning is by all accounts ready to invigorate and uphold the learning cycle and improve learning results. Furthermore, in educational institutions announced that online learning is upheld by learning speculations, which stress a climate where students can access and impart information and assets to one another (Fernàndez & Gil-Rodríguez, 2011).

Considering the different advantages of online learning through face book especially Face book, Hutchens and Timothy (2014) accept that Face book correspondence can obscure the individual and expert limits that students and teachers are acquainted with, while Walsh (2012) accepts that Face book bunches are a decent method to appropriate substance and are utilized for courses or courses. Communication makes a focal area between these two learning pillars. The two students and guides can share oral papers and document them or offer them with others. Li and Chen (2009); However, it ought to be noticed that online offbeat conversation discussions permit learners to team up and share information without meeting face to face or work simultaneously.

Simultaneously, Shih (2013) accepts that the rise and advancement of Web 2.0 advances, (for example, YouTube, Flickr, web journals and Face book) empower individuals to trade information through online gatherings and conversations. Through these applications, clients can trade, communicate team up, and associate with others in the virtual local area. For instance, the texting learning climate gives learners a more loose and happy with learning climate. It stays away from the strain and fatigue of the study hall and builds the energy of learners (Hanif and Rozilawati. 2006).

### **1.1 SOCIAL FACE BOOK AS A COMMUNICATIVE PLATFORM**

These days, one of the new patterns in schooling is to utilize Face book for informal communities, yet in addition for general instructive purposes, particularly for showing English as an unknown dialect/second language. This pattern might be because of the way that Face book is furnished with numerous highlights and applications that make it instructively alluring, for example, notice loads up, timetables, texts, messages, posting photographs and recordings, joining documents, downloadable applications, and preferences . These can supplement the instructive elements of Face book and help teachers wherever to interface with students whenever, anyplace. Shih (2013) adds more preferences of Face book, which can help clients and students effectively, interface and team up in virtual networks. This pattern has changed the taking in cycle from homeroom instructing to learning outside the study hall. Hence, in this helpful learning climate, learners will have the option to keep up the connection between bunch individuals through powerful gathering correspondence and conversation (Yang and Chen, 2008).

### **1.2 ACTIVITIES OF FACE BOOK GROUP**

Face book bunches make it simple to associate with explicit gatherings of individuals, for example, family, colleagues or teachers and instructors. Gatherings are committed spaces where individuals can share refreshes, photographs or records and messages. McCarthy (2010) accepts that the principle elements of Face book incorporate “divider”, “data”, “blog”, “companions”, “like”, “disdain”, “remark”, “jab”, “send message”, “Offer photographs”, “connections” and “recordings” give clients an assortment of correspondence and cooperation strategies, and can make new companions everywhere on the world. Specifically, the “shared status” work assumes a significant part in Face book exercises. Individuals can very quickly talk about and share a wide range of data and information through the shared status work.

### **1.3 COMMUNICATIVE LANGUAGE TEACHING**

In the mid 1970s, the specialized strategy was created by applied etymologists in the United Kingdom and the United States to build up the relational abilities of language students. The primary objective of open language educating (CLT) is to create informative capability, which incorporates information on linguistic guidelines and social language information (Hymes, 1972). Hymes (1972) underlined the sociolinguistic part of language, in opposition to the phonetic hypothesis proposed by Chomsky (1965). Chomsky (1965) recognized capacity (etymological information) and execution (viable utilization of language). As per Chomsky, ideal local speakers have a bunch of linguistic standards (capacity) that empower them to create linguistically right discourse. Hence, learning a language implies dominating a considerable lot of the guidelines that produce language. Nonetheless, Hymes (1972) called attention to that kids secure the capacity to deliver sentences that is syntactically right as well as proper. As per research by Hymes (1972), open skill remembers the information and capacity to utilize language for genuine conditions.

### **1.4 THE COMMUNICATIVE APPROACH TO LANGUAGE TEACHING**

Hymes' thoughts keep on being created by other applied language specialists. Canale and Swain (1980) gave the hypothetical structure of informative capability, including four sub-abilities: linguistic skill, social language fitness, talk capability and vital capability. This hypothesis of informative fitness clarifies that local speakers have the syntactic capability (linguistic ability) to create language, understand what sort of sentences can talk these sentences fittingly (social language skill), and can perceive the relationship or connection between sentences. The connection between the whole sentence. Text (talk capacity), and have the option to utilize these sentences to normally keep up the discussion, for example, starting, ending, keeping up or fixing (key capacity).

### **1.5 JUSTIFICATION/RATIONALE OF THE STUDY**

The professionals are pulled in to this subject since they have an incredulous mentality towards the face book universe of present day culture. Then again, the exploration gives an approach to apply online face book to learners in the correct manner, and assists with improving the comprehension of learners' significance among learners. Through this exploration, learners in the Khyber Pakhtunkhwa would find the effect of online face book

especially learning through face book on their educational span. The challenges and opportunities of face book learning in online study is a feasible mechanism that can influence students learning activities, influence their ways of life, and can change individual attitude.

### **1.6 STATEMENT OF THE PROBLEM**

Advances in innovation have prompted a flood in the quantity of Internet in education, particularly among learners. As indicated by the examination of Kaplan and Haenlein (2010), in excess of 100 informal organization spaces and one billion clients are enrolled on these locales, which have become the lifestyle for a great many people. In such manner, this research was formed to find out the challenges and opportunities of face book on learners self-reported L2/English learning on BS level (English) in Khyber Pakhtunkhwa especially at Govt postgraduate Jahanzeb College Saidu Sharif Swat and Govt postgraduate Girls College Saidu Sharif Swat, and how it encourages and rouses them to improve their English learning.

### **1.7 OBJECTIVES OF THE STUDY**

The following objectives were formulated for this research study;

- 1) To examine the students' opportunities learning L2 through face book at BS level
- 2) To examine the students' challenges of learning L2 through face book at BS level
- 3) To explore the perception of L2 learners of learning English via face book at BS level
- 4) To examine the effects of face book learning on English at BS level

### **1.8 RESEARCH QUESTIONS**

The following research questions were for this research study to investigate;

- 1) What are the students' opportunities of learning L2 through face book at BS level?
- 2) What are the students' challenges of learning L2 through face book at BS level?
- 3) What are the perceptions of L2 learners of learning English via face book at BS level?
- 4) What are the effects of face book learning on English at BS level?

### **1.9 SIGNIFICANCE OF THE STUDY**

This examination is of incredible centrality regarding its wide-going impact on the neighbourhood society of the Swat, particularly training suppliers and educating foundations.

Learning English language abilities is fundamental to the improvement of a general public that tries to accomplish a change in outlook in the development of the training framework in the time of globalization. Also, learning English is fundamental to the utilization of advanced innovations produced by the information economy. It will help people ace the administration aptitudes expected to enhance and deliver complex merchandise and ventures. In this manner, the examination results will be helpful for application in likely instructive organizations. Likewise, the after-effects of the investigation might be a forward leap for instructors in improving the English talking and composing aptitudes in the Khyber Pakhtunkhwa especially in District Swat.

## **2. LITERATURE REVIEW**

Person to person communication locales are notable among youngsters everywhere on the world and even the world (Belal, 2014; Ahmed, 2011). Alassiri (2014) called attention to that SNS gives an intelligent stage that furnishes clients with the capacity to interface with interpersonal organizations to share information and data identified with individual genuine encounters. Asad (2012) likewise brought up that interpersonal organizations have progressively fused contemporary perspectives, acting, and interfacing with one another. Thusly, they essentially affect the schooling area (Belal, 2014). Examination has portrayed the viability of online face book in upgrading students' learning inspiration and ability to partake, which can be ascribed to the convey ability, openness, promptness and intelligence of cell phones, which prompts enhancement and broadening (Prensky, 2005; Murdock and Williams, 2011).

### **2.1 SOCIAL FACE BOOK**

Verifiably, the term informal organization was first utilized by Barnes in 1954. At that point, an informal community was characterized as a guide that showed connections from irregular gatherings to family connections (Sevük et al., 2010). Today, web-based face book is utilized to allude to virtual spaces. To utilize it, clients make their organization utilizing their customized page. From that point forward, the client can be utilized to speak with different clients; moreover, it can likewise be utilized to further develop notoriety and increment deceivability. Boyd (2006) clarified that web-based face book gives a stage where clients can impart their remarks to different clients and speak with one another. Hence, web-based face book is portrayed as an assortment of online correspondence channels devoted to

local area based info, cooperation, content sharing, and coordinated effort. Boyd and Ellison (2007), as cited by Gashaw Tefera (2018), likewise characterize informal communication destinations as electronic public administrations that permit clients to make individual profiles and distinguish different clients with whom they are associated ("Friends"), peruse and react to posts posted by different clients on the site, and send and get messages secretly or freely by utilizing diverse assessment strategies. Verifiably, the term interpersonal organization was first utilized by Barnes in 1954. At that point, an interpersonal organization was characterized as a guide that showed connections from irregular gatherings to family connections (Sevük et al., 2010). Today, web-based face book is utilized to allude to virtual spaces. To utilize it, clients make their organization utilizing their customized page. From that point forward, the client can be utilized to speak with different clients; furthermore, it can likewise be utilized to further develop notoriety and increment perceivability. Boyd (2006) clarified that online face book gives a stage where clients can impart their remarks to different clients and speak with one another. In this manner, web-based face book is depicted as an assortment of online correspondence channels devoted to local area based info, association, content sharing, and joint effort. Boyd and Ellison (2007), as cited by Gashaw Tefera (2018), additionally characterize interpersonal interaction destinations as electronic public administrations that permit clients to make individual profiles and distinguish different clients with whom they are associated ("Friends"), peruse and react to posts posted by different clients on the site, and send and get messages secretly or openly by utilizing diverse assessment procedures.

## 2.2 ADDICTION OF SOCIAL FACE BOOK

As per (Drussell, 2012), the adverse consequence of web-based face book on students and others is just exacerbated by the dependence brought about by online face book. The source referenced that the current age and resulting ages have been interested by the utilization of web-based face book. It makes an unmistakable age hole between individuals who grew up utilizing online face book and individuals who experienced childhood in a period without web-based face book. The enslavement they have seen, that students can't eliminate themselves from online face book, has started to harm their working in gatherings of people. For some students who are acquainted with utilizing web-based face book for diversion, this is a wellspring of tarrying. At the point when clients contrast their daily

routines and the existences of their companions who are continually refreshing, this dependence can prompt an inevitable expansion in misery and uneasiness. The maltreatment of these face book can prompt extra wellsprings of pressure, and these anxieties are the fundamental driver of discouragement and tension. With the presentation of PCs, this has become.

### **2.3 FACE TO FACE COMMUNICATION**

In vis-à-vis correspondence, the sender makes an impression on the recipient. This message can be oral or non-verbal. According to the viewpoint of the sender; correspondence needs are considerations and feelings. Here and there this data can be motions, impersonations, quietness, clothing standard, or pictures. As indicated by Ilin and Segal, 1995 (Tolga Sevük, referred to in 2013), the data got by the speaker will be handled and affected by the experience, sentiments and considerations of the recipient. At the point when we impart vis-à-vis, social data is passed on through solid and viewable prompts with regards to the circumstance. Accordingly, non-verbal correspondence is a significant piece of correspondence, which incorporates looks, eye to eye connection, tone and stance, space between individuals, and so forth (Knapp and Hall, 2010, cited from Gashaw (2018).

## **3. Methodology**

### **3.1 Research Methodology**

The research study employed by quantitative technique to explore the challenges and opportunities of face book on learners self-reported L2/English learning on BS level meanwhile quantitative data would give a better presentation of the data from the respondents.

### **3.2 Population**

The research population was consisted of all male and female students of BS level of Govt postgraduate Jahanzeb College Saidu Sharif Swat and Govt postgraduate Girls College Saidu Sharif Swat were the population of this present research.

### **3.3 Sampling Technique, and Sample Size**

The sample form the population was selected by utilizing convenience sampling technique according to the advisory sampling table suggested by L. R. Gay (2000). Gay (2003) has recommended in his book “Educational Research” the subsequent directives for

sample size selection from small population ( $N < 100$ ). If the population size is approximately 500, 50% of the population should be sampled. If the population size is 1,500, 20% should be sampled. Total 300 students from BS English in Khyber Pakhtunkhwa especially at Govt postgraduate Jahangir College Said Sharif Swat and Govt postgraduate Girls College Said Sharif Swat, were selected through this sample method.

**Table No: 3.1 Total Numbers of student from Department of English**

Sr.#	Shift	Semester	Male	Female	Total
1	male	2	25	25	50
2	male	4	25	25	50
3	male	8	25	25	50
4	female	2	25	25	50
5	female	4	25	25	50
6	female	8	25	25	50
TOTAL			150	150	300

### **3.4 Research Tool**

The present research was descriptive in nature and the data was collected through online mode via survey method. The researcher formulated a questionnaire with the help of deep study of literature review and after this deep investigation of literature researcher formulated a research tool (questionnaire with five points scale).

### **3.5 Procedure of Data Collection**

The research questionnaires were sent through Email, whatsapp groups, Face book groups to reach the maximum responses.

### **3.6 Analysis of Data**

In the addition to analysis of responses, statistical package for social sciences (SPSS) version 26.0 was applied. Moreover; Mean, Standard deviation, percentage, Pearson correlation and t-test were applied for data analysis.

## **4. DATA ANALYSIS**

Data analysis deals with the data analysis in the form of tables and their description in the factors base as compare to individual statements of the Questionnaire. The analyzed data display below as;

**Table 4.1: Frequency and Percentage of Gender of the Participants (Students N=300)**

Gender	Frequency	Percentage
Male	151	50.33
Female	149	49.67
Total	300	100

Table no 4.1 shows that total numbers of 300 (100%) students (male and female) were actual contributors of the study. In which 151 contributors who were (50.33%) of total 300 participants were male and 149 contributors who were (49.67%) of total participants were female took part as gender wise. This result also shows that both male and female students were the part of this study and they gave their 100% responses towards concern study.

**Table 4.2: Frequency and Percentage of Age Group of the Participants (N=300)**

Age Groups	Frequency	Percentage
17-19 (years)	119	39.67
20-22 (years)	181	60.33
Total	300	100

Table no 4.2 shows that total numbers of 300 (100%) students (male and female) were actual participants of the study. In which 119 (39.67%) were from 17-19 (years) and 181 (60.33%) were from 20-22 (years) took part. This result also shows that all the contributors gave their best responses to the concern study.

**Table 4.3: Frequency and Percentage of the Participants current semester (Students N=300)**

Current semester	Frequency	Percentage
2 <sup>nd</sup>	23	7.67
4 <sup>th</sup>	105	35.00
6 <sup>th</sup>	120	40.00
8 <sup>th</sup>	52	17.33
Total	300	100

Table no 4.3 shows that 300 (100%) students in which all second, fourth, sixth, and eighth semester of students were included. From 2<sup>nd</sup> semester 23 contributors were included that point out 7.67% of 300. From 4<sup>th</sup> semester 105 contributors were included that point out

35.00% of 300. From 6<sup>th</sup> semester 120 contributors were included that point out 40.00% of 300. From 8<sup>th</sup> semester 52 contributors were included that point out 17.33% of 300.

**Table 4.4 Showing relation of Gender on four scale categories about Perception & Belief of students in term of Challenges and opportunities of Face book on learner's self-reported L2 learning on BS level (N= 300)**

Variables	Gender	N	Mean	SD	F	P
Opportunities	Male	151	2.9338	0.6799	4.56	0.033
	Female	149	2.7584	0.7412	4.91	0.009
Challenges	Male	151	2.8609	0.6737	7.01	0.009
	Female	149	2.6309	0.8249	7.194	0.000
Perception	Male	151	2.7219	0.8013	0.16	0.693
	Female	149	2.7584	0.8025	0.97	0.456
Effects	Male	151	2.7086	0.7882	0.92	0.338
	Female	149	2.7987	0.8381	0.967	0.678

\*. The mean difference is significant at the 0.05 level.\* $P<0.05$ , \*\* $P<0.01$ , \*\*\* $P<0.001$ .

The Table 4.4 indicates findings of the T-test with relation to male and female participants(students) of the study, the interaction of gender with the sub-categories of the main scale category indicates statistically significant correlation of Opportunities with (male)  $F= 4.56$  and  $P=.033$ ,and more significant correlation with (female)  $F= 4.91$  and  $P=.009$ , impact of Challenges has more significant correlation with (male)  $F= 7.01$  and  $P=.009$ ,and most significant correlation with (female)  $F= 7.194$  and  $P=.000$ , impact of perception has non-significant correlation with (male)  $F= 0.16$  and  $P=.693$ ,and (female)  $F= 0.97$  and  $P=.456$ , impact of Effects has non- significant correlation with (male)  $F= 0.92$  and  $P=.338$ ,and (female)  $F= 0.967$  and  $P=.678$ .

**Table 4.5 Test Showing relation of Age group on four scale categories about Perception & Belief of students in term of Challenges and opportunities of Face book on learner's self-reported L2 learning on BS level (N= 300)**

Variables	Age Group	N	Mean	SD	F	P
Opportunities	17-19 (years)	119	2.8151	0.6761	0.38	0.537
	20-22 (years)	181	2.8674	0.7409		0.498

Challenges	17-19 (years)	119	2.7479	0.8851	0.876	0.982
	20-22 (years)	181	2.7459	0.6680	0.987	0.786
Perception	17-19 (years)	119	2.6639	0.8055	1.25	0.264
	20-22 (years)	181	2.7680	0.7755	1.34	0.269
Effects	17-19 (years)	119	2.9403	0.7363	4.27	0.003
	20-22 (years)	181	2.1061	0.8573	4.64	0.004

\*P <0.05, \*\*P<0.01, \*\*\*P<0.001.

The table 4.5 indicates findings of the T-test with relation to age wise participants(students) of the study, the interaction of age group with the sub-categories of the main scale category shows statistically non-significant correlation of Opportunities with age group has non-significant correlation with age group (17-19 years) F= 0.38 and P=.537, and (20-22 years) F= 0.56 and P=.498, impact of Challenges has non-significant correlation with age group (17-19 years) F= 8.76 and P=.982, and (20-22 years) F= 0.987 and P=.786, impact of perception has non-significant with age group (17-19 years) F= 1.25 and P=.264, and (20-22 years) F= 1.34 and P=.269, impact of Effects has more significant correlation with age group (17-19 years) F= 4.27 and P=.003, and (20-22 years) F= 4.64 and P=.004.s

**Table No 4.6 T- Test Showing relation of Current Semester of Enrolment on four scale categories about Perception & Belief of students in term of Challenges and opportunities of Face book on learner's self-reported L2 learning on BS level (N= 300)**

	Current Semester	N	Mean	SD	F	P
Opportunities	2 <sup>n</sup>	23	2.609	0.783	1.71	0.166
	4 <sup>th</sup>	105	2.9048	0.7662	1.92	0.113
	6 <sup>th</sup>	120	2.8917	0.6711	1.45	0.188
	8 <sup>th</sup>	52	2.7308	0.6602	1.76	1.62
Challenges	2 <sup>nd</sup>	23	2.696	0.703	6.13	0.000
	4 <sup>th</sup>	105	2.4857	0.7610	6.23	0.000
	6 <sup>th</sup>	120	2.9167	0.7948	6.34	0.000
	8 <sup>th</sup>	52	2.6538	0.6827	6.69	0.000
Perception	2 <sup>nd</sup>	23	2.739	0.964	1.75	0.157
	4 <sup>th</sup>	105	2.6571	0.7824	1.56	0.166

	6 <sup>th</sup>	120	2.7167	0.8320	1.77	0.60
	8 <sup>th</sup>	52	2.9615	0.6556	1.88	0.155
Effects	2 <sup>nd</sup>	23	2.913	0.900	0.72	0.541
	4 <sup>th</sup>	105	2.7048	0.7196	0.92	0.167
	6 <sup>th</sup>	120	2.8000	0.8158	0.98	0.160
	8 <sup>th</sup>	52	2.673	0.944	0.87	0.144

\*P<0.05, \*\*P<0.01, \*\*\*P<0.001.

In table no 4.6 the research variable opportunity, challenges, perception, and effect were analysed with respect to semester of respondents in which different semester second, fourth, sixth and eighth semester were showed in the above table, Each category was describe with separate semester with mean value, standard deviation, F value as well as P value. The table shows the data of the T-test with relation to semester wise contributors of the study, the interaction of semester with the sub-categories of the main scale category indicates statistically non-significant correlation of opportunities, 2<sup>nd</sup> semester (F=1.71 and P=0.166), 4<sup>th</sup> semester (F=1.92 and P=0.113), 6<sup>th</sup> semester(F= 1.45 and P=0.188), 8<sup>th</sup> semester (F=1.76 and P=1.62), impact of challenges has most significant correlation 2<sup>nd</sup> semester (F=6.13 and P=0.000), 4<sup>th</sup> semester (F=6.23 and P=0.000), 6<sup>th</sup> semester (F=6.34 and P=0.000), 8<sup>th</sup> semester (F=6.69 and P=0.000), impact of perception has non-significant correlation with 2<sup>nd</sup> semester (F=1.75 and P=0.157), 4<sup>th</sup> semester (F=1.56 and P=0.166), 6<sup>th</sup> semester (F=1.77 and P=0.60), 8<sup>th</sup> semester (F=1.88 and P=0.155), impact of effect has non-significant correlation with 2<sup>nd</sup> semester (F=0.72 and P=0.541), 4<sup>th</sup> semester (F=0.92 and P=0.167), 6<sup>th</sup> semester (F=0.98 and P=0.160), 8<sup>th</sup> semester (F=0.87 and P=0.144)

## 5.1 FINDINGS

1. Table no 4.1 shows that total numbers of 300 (100%) students (male and female) were actual contributors of the study. In which 151 contributors who were (50.33%) of total 300 participants were male and 149 contributors who were (49.67%) of total participants were female took part as gender wise. This result also shows that both male and female students were the part of this study and they gave their 100% responses towards concern study.
2. Table no 4.2 shows that total numbers of 300 (100%) students (male and female) were actual participants of the study. In which 119 (39.67%) were from 17-19 (years) and 181 (60.33%) were from 20-22 (years) took part. This result also shows that all the contributors gave their best responses to the concern study.

3. Table no 4.3 shows that 300 (100%) students in which all second, fourth, sixth, and eighth semester of students were included. From 2<sup>nd</sup> semester 23 contributors were included that point out 7.67% of 300. From 4<sup>th</sup> semester 105 contributors were included that point out 35.00% of 300. From 6<sup>th</sup> semester 120 contributors were included that point out 40.00% of 300. From 8<sup>th</sup> semester 52 contributors were included that point out 17.33% of 300.

4. Table no 4.4 highlights that total number of 300 (100%) students (male and female) in which 150 (50%) were from rural area and 150 (50%) were from urban area took part in this research study. This result indicates that equal ratios of urban and rural students (male and female) were participated in this study and they give their 100% responses towards concern study.

5. The Table 4.5 indicates findings of the T-test with relation to male and female participants(students) of the study, the interaction of gender with the sub-categories of the main scale category indicates statistically significant correlation of Opportunities with (male)  $F= 4.56$  and  $P=.033$ , and more significant correlation with (female)  $F= 4.91$  and  $P=.009$ , impact of Challenges has more significant correlation with (male)  $F= 7.01$  and  $P=.009$ , and most significant correlation with (female)  $F= 7.194$  and  $P=.000$ , impact of perception has non-significant correlation with (male)  $F= 0.16$  and  $P=.693$ , and (female)  $F= 0.97$  and  $P=.456$ , impact of Effects has non-significant correlation with (male)  $F= 0.92$  and  $P=.338$ , and (female)  $F= 0.967$  and  $P=.678$ .

6. In table no 4.6 the research variable opportunity, challenges, perception, and effect were analysed with respect to semester of respondents in which different semester second, fourth, sixth and eighth semester were showed in the above table, Each category was describe with separate semester with mean value, standard deviation, F value as well as P value. The table shows the data of the T-test with relation to semester wise contributors of the study, the interaction of semester with the sub-categories of the main scale category indicates statistically non-significant correlation of opportunities, 2<sup>nd</sup> semester ( $F=1.71$  and  $P=0.166$ ), 4<sup>th</sup> semester ( $F=1.92$  and  $P=0.113$ ), 6<sup>th</sup> semester ( $F= 1.45$  and  $P=0.188$ ), 8<sup>th</sup> semester ( $F=1.76$  and  $P=1.62$ ), impact of challenges has most significant correlation 2<sup>nd</sup> semester ( $F=6.13$  and  $P=0.000$ ), 4<sup>th</sup> semester ( $F=6.23$  and  $P=0.000$ ), 6<sup>th</sup> semester ( $F=6.34$  and  $P=0.000$ ), 8<sup>th</sup> semester ( $F=6.69$  and  $P=0.000$ ), impact of perception has non-significant correlation with 2<sup>nd</sup> semester ( $F=1.75$  and  $P=0.157$ ), 4<sup>th</sup> semester ( $F=1.56$  and  $P=0.166$ ), 6<sup>th</sup> semester ( $F=1.77$  and

P=0.60), 8<sup>th</sup> semester (F=1.88 and P=0.155), impact of effect has non-significant correlation with 2<sup>nd</sup> semester (F=0.72 and P=0.541), 4<sup>th</sup> semester (F=0.92 and P=0.167), 6<sup>th</sup> semester (F=0.98 and P=0.160), 8<sup>th</sup> semester (F=0.87 and P=0.144)

## 5.2 DISCUSSION

The consequences of this investigation found through experimental exploration that the casual composing style on Face book doesn't influence the composing style of students, accordingly adding to the current writing on the effect of Face book on learner composing. Perception information examination found that students can recognize casual learning achievements and formal writing in two diverse learning conditions. Students utilize formal and casual English composing types on the online Face book instructional exercise webpage, yet just utilize formal sorts in study hall composing. Albeit the Face book page was set up for instructive purposes in this investigation, it didn't educate students to compose officially or casually. In this investigation, a few students didn't view Face book as a proper spot of study.

### **QUESTION NO 1 : What are the students' opportunities of learning L2 through face book at BS level?**

TheExploration by Madge et al. showed that SNS has no potential for scholastic work since students consider this to be as an approach to associate with companions instead of participates in scholarly work. Numerous investigations have shown that Face book has both positive and adverse consequences on college learning and the ELL climate (Al-Jarf, 2004; Hegelheimer et al., 2006; Hiew, 2012; Hirvela, 2006; Kabilan et al., 2010; Zaidieh, 2012). The after-effects of this exploration affirm that the utilization of Face book has positive and adverse consequences on the learning and composing of 128 students. Face book is seen contrarily as a learning device: a few members clarified that it occupied them from learning. It appears to be that it is hard for them to zero in on the course materials in light of the fact that different highlights on Face book (like successive updates of data) can meddle with their consideration. This finding is like the discoveries of Yunus, Salehi, and Chenzi (2012) on the shortcomings of incorporating informal communication devices into composing homerooms.

### **QUESTION NO 2: What are the students' challenges of learning L2 through face book at BS level?**

On the positive side, this investigation found that Face book assists with breaking the limits of existence and give a wonderful encounter. Numerous students depict Face book as

helpful, easy to understand, simple to utilize, and fun. This finding is like that of Omar, Amin Embi, and Yunus (2012). They found that students think Face book is acceptable, valuable, straightforward, helpful, intriguing, and charming.

In addition, Face book further developed students' composing abilities. This investigation affirmed that utilizing Face book can bring positive learning results, like further developing students' composing abilities, including language and jargon (Hiew, 2012; Kabilan et al., 2010; Omar et al., 2012; Shih, 2011; Wu et al., 2011 Years; Yunus and Salish, 2012; Yunus, Salish and Chen Zi, 2012). Numerous members in this investigation concurred that they profited with utilizing Face book in light of the fact that they can quickly get helpful data, including course refreshes and different materials posted by companions. Accordingly, Face book has become a compelling method for working with the learning interaction by giving significant information on English.

### **QUESTION NO 3: What are the perceptions of L2 learners of learning English via face book at BS level?**

Likewise, the consequences of this examination show that most students report that Face book has not frustrated their scholarly learning achievements. The scholastic composing execution of students upholds the finding that utilizing casual learning achievements on Face book doesn't influence their scholarly learning achievements. In this investigation, instructors gave positive and negative remarks on the utilization of Face book in the study hall climate. There are similitude between the instructor's perspective and the learner's perspective. The two students and educators concur that utilizing Face book won't hurt students' scholastic learning achievements. The distinction between the perspectives on educators and those of students is likewise self-evident.

### **QUESTION NO 4: What are the effects of face book learning on English at BS level?**

The two instructors gave bits of knowledge on learner composing issues, the benefits and disservices of utilizing Face book, and ideas for applying Face book to EFL study hall settings. As per instructors, students frequently have issues with language and sentence structure, thought association, thought associations, casual writing in scholarly learning achievements, and accentuation and capitalization. Meetings with two instructors uncovered two inadequacies of utilizing innovation: (a) students use data online by reordering as opposed to learning, and (b) students are dependent via web-based face book and neglect to

utilize it suitably in the study hall. Kabilan (2010) and Yunus and Salehi (2012) discovered comparable outcomes: students regularly have issues reordering from accessible online assets and being dependent on Face book.

In rundown, this examination gives a significant tracking down that the Face book stage can help fill in as a learning site by assisting with responding to questions and update course data or direction shifts. Despite the fact that instructors' perspectives on the utilization of Face book are not the same as those of students, most students accept that utilizing Face book as a web based learning stage assists them with working on their sentence structure, jargon, composing, and offer information. The conventional study hall climate is a more helpful spot for learning. Additionally, Kabylan et al. (2010), Omar et al. (2012), Selwyn (2007) and Shih (2011) brought up that Face book didn't give an appropriate climate to formal language instructing and learning. Notwithstanding, a significant meaning of this examination to the exploration writing is the revelation that the Face book stage can help fill in as a learning site by assisting with responding to questions and update coursework data or direction shifts.

### 5.3 CONCLUSION

To the extent Face book's chances for relational correspondence are concerned, the investigation presumed that Face book can be utilized for relational correspondence with companions. Most interviewees accept that Face book has some constructive outcomes on relational correspondence. Exploration shows that Face book permits relational correspondence through clients' texting, web journals, photograph sharing, and different applications. Similarly, it decreases forlornness by permitting clients to talk with others. The investigation additionally shows that Face book assists with speaking with companions far away and effectively trade moment data. Furthermore, Face book likewise assists the individuals who with doing talk eye to eye.

On the other hand, the examination uncovers the difficulties of utilizing Face book in relational correspondence. Most interviewees accept that Face book has some contrary impacts on relational correspondence. Face book can't permit to know each action of a companion. It likewise diminishes eye to eye correspondence, which is a significant piece of relational correspondence. It obstructs nonverbal correspondence; social data is passed on through strong and viewable prompts in the unique circumstance. Non-verbal correspondence

is a significant piece of correspondence. It incorporates looks, eye to eye connection, tone and stance, and space between individuals. These are unthinkable in Face book correspondence.

Moreover, the investigation inferred that Face book has a few chances to work on scholarly execution. Most interviewees accept that Face book has a few chances to work on scholarly execution. Along these lines, research shows that Face book permits clients to take part in online scholastic conversations that can work on scholarly execution. It assists with talking about scholarly issues with online scholastic gatherings and assists Students with working on their insight. Additionally, Students can open another site by utilizing their Face book account and get various books dependent on the respondents' suppositions.

Regardless, the test shows how troublesome Face book is in scholarly execution. Most interviewees recognized that Face book can unfavourably influence scholastic execution. Face book needs however much time as could be expected, which will influence their outcomes. It requires some speculation. It likewise occupies students' test time. Fundamentally, reliance on Face book is a risky issue that influences students' scholarly lives. Limitless admittance to Face book can hurt scholarly execution. Thusly, as the interviewee called attention to, this likely could be motivation to go through an hour of study.

#### **5.4 RECOMMENDATIONS FOR STUDENTS**

1. Students ought to be instructed to comprehend the effect of Face book on their relational correspondence and scholastic execution.
2. Students ought to have the opportunity to discuss eye to eye with companions to all the more likely speak with others.
3. Educators ought to urge Students to utilize Face book as an apparatus to work on Students' scholastic presentation in Universities.
4. Students ought to more readily deal with their investigation time to forestall obstruction given by Face book.
5. Students should find some kind of harmony among talking and scholastic exercises. More consideration ought to be paid to Universities.
6. The Universities ought to make scholarly online gatherings to utilize Face book for scholastic purposes.

### **5.5 RECOMMENDATIONS FOR TEACHERS**

1. Considering the above outcomes, this exploration gives some valuable ideas to incorporating Face book into the scholastic climate. As a matter of first importance, in light of the fact that the utilization of Face book can successfully further develop students' relational abilities, instructors ought to endeavour to coordinate Face book into the learning interaction of students, like expecting students to utilize Face book to set up associations with friends and taking in materials from various sources.
2. This requires learning exercises to fortify data securing through Face book. In such manner, it is prescribed that educators who intend to add Face book to their showing plan community learning exercises so students can trade data on track points with cohorts or others (counting local English speakers) through the Face book stage. Second, further exploration should be possible to analyze the outcomes got by QOU students with different students, to examine potential contrasts and permit speculation of the outcomes acquired. More examination is expected to duplicate this exploration in various branches of knowledge or abilities and various populaces.
3. Third, to successfully assess the position and cooperation of students, it is important to make a completely characterized structure that can accomplish this objective. This should be possible by utilizing clear correspondence conventions and prerequisites (rules) to assess a wide range of posts.
4. The division liable for schooling ought to characterize and figure rules to direct students and instructors to take advantage of it by utilizing the learning cycle of different stages. Taking everything into account, they generally keep up with steady correspondence with students, and they ought to permit the utilization of web-based media stages to accomplish their consistent contact and instructing capacity. Also, educators ought to urge students to utilize such stages outside the study hall to guarantee that they further develop their learning capacities.

### **5.6 EDUCATIONAL IMPLICATION**

In the first place, despite the fact that Face book isn't constantly utilized as an authority learning device in colleges, students really use them for a wide scope of instructive purposes, particularly for correspondence, cooperation, and access/sharing of scholarly materials. The notoriety of Face book and the overall uplifting outlook of students show that

the enormous capability of utilizing Face book in advanced education merits the consideration of instructors. Moreover, understanding students' use propensities and the qualities and shortcomings of Face book can fill in as a strong establishment for instructors to "key arranging" (Joosten, 2012) coordination of the stage. In particular, instructors can utilize Face book as a course supplement by completely thinking about how to coordinate with explicit instructive errands/exercises, Face book's particular capacities and result assumptions (Joosten, 2012) to guarantee importance in their showing climate Application and best outcomes.

Second, the previously mentioned difficulties of utilizing Face book in advanced education demonstrate the requirement for better face book schooling, which can be incorporated into each course or gave as a different preparing unit. For instance, if students get appropriate preparing on the most proficient method to confirm online assets and go to solid reference sources ahead of time, they can reduce students' disarray about the precision of Face book's data. Furthermore, by directing regular expert interviews on every learner's self-study way, the issue of being overpowered by the unreasonable learning materials shared through Face book can be survived. Moreover, if students get normal direction on scholastic advancement and socially agreeable self-control abilities or proper practices via online face book, they will have a superior shot at managing Face book's wasteful correspondence and cooperation, interruptions, and cyber bullying. Considering the weaknesses and need of face book instruction, advanced education instructors can all the more effectively anticipate and assist students with beating learning hindrances.

Third, instructors should take note of that in spite of the great real utilization pace of Face book, students actually tend to debase Face book's instructive worth. A few group might feel anxious about coordinating individual life and scholastic exercises on Face book. Despite the fact that students appear to be effectively utilizing the site for learning because obviously prerequisites or friend pressure, a few group might feel awkward or have undetectable protection from this mix, which consequently blocks their support and contrarily influences learning results. Accordingly, instructors can request that students vote on the choice to utilize Face book, rather than arranging and forcing on students' learning, since they will be the primary recipients of this joining. Moreover, instructors should offer them the chance to advance their sentiments. On this premise, educators can give direction to make students

more ready and willing to apply for Face book later on if appropriate. The direction content can be customized to explicit students, however as proposed by Joosten (2012), it might essentially cover the explanations behind embracing web-based face book, the accomplishments it can advance, and the normal practices of students when utilizing new instruments.

At last, with respect to the foundational unbending nature and hole between formal HE and common sense, the Vietnamese case is a model. Related learning advanced by online face book can be essential for the arrangement. Accepting Face book for instance, this exploration shows that the site enjoys certain benefits in self-advancement, aggregate help, and reality direction, yet it is very restricted as far as inside and out communication, local area associations, exceptional scholastic accomplishments, and advancement of instructive uniformity. Consequently, Face book might be an alternative to advance associated learning, yet it is suggested that instructors ought to consider joining it with other web-based face book, for example, MOOC stages for best outcomes.

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