Student Academic Use of Facebook:
Initial Findings and Perceptions

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Social Media, most notably Facebook, is having an ever-increasing influence in many areas of our lives including education. Like many other new technologies, it has potential for teaching and learning as it offers pedagogical affordances through its unique 'group and event' functions. However, limited research has focused on Facebook's effectiveness on language learning use or within Asian contexts. This preliminary study looks at Japanese university students' perceptions of Facebook's use in school settings and specific language learning activities that can be utilized through Facebook.

In 1975, the integration of technology and education began when the first set of Apple-1 PCs were donated to schools for all students to share. By the early 1990's, Tim Berners-Lee's World Wide Web was taking shape, which created the potential for millions of users to "connect" worldwide. However, at the time of its inception, users of the Internet were limited to reading static pages, while only a few, usually web designers, were able to contribute content (Ebner, 2007). More than a decade later, significant changes in the Internet became apparent, coinciding with the term, "Web 2.0," which was credited to Tim O'Reilly in 2004. Through the use of Web 2.0 applications like Wikis, Weblogs, and Podcasts, ordinary users of the Internet could now contribute content to it. Fast forward several years, and "e-learning" or "blended-learning" had become the buzzwords in education. The ability to incorporate new Internet technologies into regular school curricula provided educators with entirely new ways to promote learning. Today, not only are computers readily available for students to use, the Internet and online applications are only a few button-pushes away via smartphones and tablets. Key components of Web 2.0 applications are personalization and usability (Ebner, 2007), which are concepts embodied by today's social networking sites (SNSs) like Facebook.

Facebook, which began in 2004 with roots in academia, has grown exponentially to become the largest SNS in the world. According to Facebook's own official statistics, as of March 2012 there are 901 million users worldwide and almost 80% of those users are outside the United States and Canada (Facebook, 2012). In Japan, the total number of Facebook users is far less than most other countries outside the United States, but Japan has had one of the highest annual growth rates over the past four years. Morales (2012) reported that the number of Facebook users increased 254% annually in Japan, second only to Brazil, over a four-year period, from 200,000 users in 2008 to just over 6,000,000 in 2011 (p. 14). Facebook's astonishing popularity worldwide seems to embody what experts, like

Stephen Downes, already assumed more than half a decade earlier.

Downes, who has pioneered and endorsed online technologies for educational purposes since 1995 and has been recognized for his work in the field of e-learning, first mentioned in a 2005 article, "For all this technology, what is important to recognize is that the emergence of the Web 2.0 is not a technological revolution, it is a social revolution" (para. 24). Downes' assumption in 2005 was refined by Ebner (2007) who explained that the increase in simplicity of today's technology has improved usability to the point where users are spending less time learning the technology itself, and are in fact using it more socially. This admission that users of SNSs like Facebook are already beyond learning the technology and are instead using it as a powerful communication tool, means there is real potential for educational use, especially in the field of second language acquisition.

REVIEW OF RELEVANT LITERATURE
General use of Facebook by university students

The popularity of Web 2.0 technologies, including SNSs like Facebook, is already deeply embedded in the lives of young people, but just how much these technologies influence the teaching and learning arena and their impact on pedagogy is yet to be fully discovered (Selwyn, 2007). Currently, a number of research studies have focused on university students' use of Facebook, including how often they use it and for what purposes. Mori (2007) reported that 95% of British students use SNSs while 65% of them access it regularly. In a similar study, Dwyer, Hiltz, and Passerini (2007) support Mori's findings by claiming that 82% of regular users accessed Facebook daily. Other related studies by Lampe, Ellison and Steinfield (2008); Madge, Meek, Wellens and Hooley (2009); and Pempek, Yermolayeva and Calvet (2009) all reported on social-oriented communication by students primarily in the United Kingdom and the United States. According to Lampe et al., students averaged 82 minutes per day on Facebook usually for casual contact with peers. Although, as much as 15% of the users also used Facebook to contact university professors. Likewise, Madge et al. reported that the majority of time spent on Facebook by students in the UK was for social reasons, while 10% used it to deliberate on school related material with only 1% of the total number of students surveyed using Facebook to contact academic staff. Similar to the findings of the first two studies, Pempek et al. studied how much time university students in the US spent on Facebook, why they use it and how. Their results showed that corresponding with friends was the greatest purpose for Facebook use (49%) while only 2% of the students said they used Facebook to get help on academic-related material.

Academic learning through Facebook

Research on SNSs inclusion in the field of education has focused primarily on how Facebook is perceived as a valuable learning tool, its effect on student motivation, and its impact on student-teacher relationships. Mason (2006) acknowledges that SNSs embody many of the qualities educational institutions desire from "official" learning technologies. Smith and Peterson (2007) support this claim by saying, "[K]nowledge is not constructed in an individual vacuum, but in

the communication and exchanges embedded in social networks" (p. 279). Similar conclusions were found by Maloney (2007) who determined that the way Web 2.0 technologies like SNSs provide students with opportunities to communicate and share ideas seem to "mirror much of what we know to be good models of learning, in that they are collaborative and encourage active participation by the user" (p. 26). A considerably larger study (909 participants) by Selwyn (2007) on UK university undergraduates' use of communicating on Facebook both supports and contradicts earlier findings by Mason, Smith and Peterson, and Maloney. Selwyn agrees that SNSs can be used educationally to support student-to-student and student-to-teacher conversations as well as collaborative learning, but also supports the claims by Brabazon (2007) that some educators are concerned that the use of SNSs may in fact have negative implications, including a sense of disaffection with or disengagement from conventional learning skills. Selwyn (2009) later continues this viewpoint by conceding that SNSs "may clash with current pedagogical paradigms" (p. 158) and that the academic abilities of learners could be severely diminished by SNSs' impact in the educational community, as SNSs "could contribute to the intellectual and scholarly de-powering of a 'Google Generation' of learners incapable of independent critical thought" (p. 158). It is clear that, at present, the topic of SNSs inclusion into education is still debatable, if not controversial.

Impact on student motivation

Student motivation is seen to be closely related to the level of communication between students and teachers. Facebook and other SNSs are useful tools to facilitate such communication. O'Sullivan, Hunt, and Lippert (2004) reported higher student motivation levels and positive attitudes toward the teacher and courses, when regularly viewing their teacher's Facebook page. Similarly, according to Bugeja (2006), SNSs can provide individuals with the opportunity to re-engage themselves in education through relaxed and unstructured channels of learning. Ziegler (2007) supports this by stating that SNSs such as Facebook have the "capacity to better motivate students as engaged learners rather than learners who are primarily passive observers of the educational process" (p. 69). Results from the studies above indicate that Facebook's inclusion into the educational arena has resulted in positive effects on student motivation.

Building student and teacher interpersonal relationships

Further research studies into Facebook's educational value has found evidence of positive interactions among students and teachers. Lemeul (2006) discusses how SNSs such as Facebook offer students and educators a direct platform to conveniently communicate with each other, which is changing the conventional modes of interactions. Hewitt and Forte (2006) support Lemeul's findings by reporting that the majority of participants in their study felt comfortable communicating with their teacher through Facebook. Other positive responses included alternative ways of communication with their teacher, and being able to "get to know" their teacher better. Li and Pitts (2009) in a related study report greater student satisfaction among teachers who offer virtual office hours through Facebook. Mazer, Murphy, and Simonds (2007) present further evidence of positive student-teacher interaction by examining 'self-disclosure' and student perceptions

of teacher credibility. The idea of self-disclosure is defined by the amount of personal information a teacher makes public on Facebook. In their study, Mazer et al. found that teachers with a high level of self-disclosure, for example, who volunteer a large amount of personal preferences and pictures or videos of social interactions, had greater credibility with their students. However, de Villiers (2010) cautions that self-disclosure could create issues of "possible manipulation to make an individual appear something he or she is not" (p. 175). This follows similar findings by Anderson, Folkestad, and Al Doubi (2009) and Teclehaimanot and Hickman (2009), reporting student uneasiness of engaging with their teacher outside of class. They suggest that teachers should take a passive role rather than an active one when interacting with students through Facebook outside of class.

Research Questions

The majority of research conducted on Facebook and its exploratory use in education over the past several years has primarily focused on the university sector, at various levels, and mostly in the United States and the United Kingdom. Additionally, the large number of studies conducted thus far has concentrated on first language (L1) use of Facebook. However, there is an absence of empirical data on second language (L2) learning, curriculum design, and student perceptions of L2 acquisition through Facebook.

Some studies in recent years have made headway into the use of Facebook for L2 learning and by examining its use as a communication tool (Damron, 2009), for practical activity ideas (Promnitz-Hayashi 2011; Terantino and Graf, 2011), and student perceptions of language learning through Facebook (Hiew, 2012). However, there is still a clear need for more observed findings. The purpose of this present study therefore, is to fill a gap in L2 research and explore the following questions:

- What are language learners' perceptions of using Facebook for educational purposes?
- What are learners' attitudes toward activities utilizing Facebook to help improve their language learning?

METHOD

Participants and procedures

This research study covered undergraduate students from four private universities in the Kansai region of Japan. Of the 256 participants, the majority were first year students (n=192), with second year (n=47), third year (n=11), and fourth year students (n=6) making up the remaining respondents. Additionally, 63% of the participants surveyed were female students (n=160) while 37% were male students (n=96). At the time of conducting the questionnaire, all participants were taking English courses, as they were either English majors (n=9), education majors (n=86) or were taking English classes as fulfillment of second language requirements (n=161). This study also asked the participants to identify their general use of Facebook, including how long they have been using it and how often, on average, they accessed it. Not surprisingly, since the majority of participants surveyed were first year university students, 91% of them had only been using Facebook for 0-2

years. In response to how often students accessed Facebook, 55% of the students checked Facebook one to three times a week with 8% of the total respondents accessing it seven or more times a day.

The online software, SurveyMonkey, was used to distribute questionnaires via an emailed link to students' university email accounts. The same questionnaire was also handed out in paper form in several cases where access to the Internet was limited. Participating institutions and classes were selected through their direct connection with the two researchers, creating a sample of convenience, and students were informed that their responses were both anonymous and voluntary. The questionnaire took approximately fifteen minutes to complete.

Instrumentation

The present study focuses on Japanese university students' perceptions of using Facebook as a learning management system (LMS) for general educational purposes. Furthermore, the study reported on student perception of using Facebook's exclusive 'groups' function to practice authentic language-learning activities. The authors of this paper designed and conducted an original questionnaire, which contained a total of 26 items and was divided into three sections. Section 1 contained 6 questions that asked for students' personal information, such as gender, year of university, major, university type (public or private), and their use of Facebook. Section 2 and Section 3 consisted of 10 statements each. Section 2 asked about respondents' perceptions of using Facebook for general educational purposes, while Section 3 referred to the applicability of Facebook to language-learning activities. Statements 2 through 6 in Section 2 referred to Facebook's affordance as a learning management system (LMS). Statements 7, 8, and 9 asked students to compare Facebook's ability to deliver official school related information to that of their own university websites. All statements in Section 3 asked students to evaluate the effectiveness of using Facebook to deliver language-learning activities covering all four skill sets.

The questionnaire was administered in English for ease of data collection. To ensure comprehensibility by the students, a volunteer group of university English major students reviewed the pilot questionnaire for clarity and ease of language use. The final version of the questionnaire was then amended and completed based on their feedback.

Response choices for all three sections were scaled from 1 (strongly disagree) to 7 (strongly agree) on a Likert scale. For ease of interpretation, the data was abridged into a three-point scale. For example, responses from 1 (strongly disagree) to 3 were merged and labeled "disagree" while responses chosen from 5 to 7 (strongly agree) were merged and labeled "agree." A response of 4 was labeled "neutral."

RESULTS

Table 1 shows the students' perceptions of using Facebook in an educational capacity. Statements 1 (S1) and 2 (S2) asked students to identify whether it's easy to upload files like pictures or videos to Facebook and whether Facebook can be used not only for social interactions, but also as an educational

tool. Results show that for both S1 (41%) and S2 (43%), a plurality of students responded favorably. Students also responded positively to using Facebook to contact other students S3 (39%), the teacher S4 (40%), as well as asking for help on assignments S6 (39%). Statement 5 directly asks students about checking homework assignments via Facebook, while statements 7, 8, and 9 ask students to compare Facebook to their own school websites.

As far as comparing Facebook to official school websites, student responses to the statements were evenly divided. Regarding S7 (checking school-related content), a slight majority of students agreed (36%), compared with those who responded neutrally (34%) and those who disagreed (30%). In responding to S8 (the ease of accessing information on Facebook versus university websites), 35% of the students agreed with the statement versus neutral respondents (34%). This means that there was little perceived difference between ease of access to university information between Facebook and the university website. Forty-one percent of the respondents neither agreed nor disagreed to S9, demonstrating that Facebook can work equally as well as school websites for all general school information.

TABLE 1.
Student Perceptions of Using Facebook

Perceptions of use	n	Disagree 1-3 n (%)	Neutral 4 n (%)	Agree 5-7 n (%)
S1 ease of uploading files	256	77(30%)	75(29%)	104(41%)
S2 can be social and educational	256	72(28%)	74(29%)	110(43%)
S3 ease of contacting other students	256	73(29%)	82(32%)	101(39%)
S4 ease of contacting teacher	256	62(24%)	94(36%)	106(40%)
S5 checking homework assignments	256	86(34%)	88(34%)	82(32%)
S6 asking for help on assignments	256	74(29%)	83(32%)	99(39%)
S7 checking school related content	256	76(30%)	88(34%)	92(36%)
S8 ease of access vs. school website	256	79(31%)	87(34%)	90(35%)
S9 work equally as school website	256	78(30%)	104(41%)	74(29%)
S10 safe for social and educational use	256	80(31%)	101(39%)	75(29%)

Note: n = total number of respondents

Table 2 illustrates students' perceptions on the effectiveness of activities that can be implemented through Facebook. S3 and S9 were the only statements where 'agree' was the most common response. The rest had 'neutral' as the most common response, although S5 had equal responses for 'agree' and 'neutral.'

TABLE 2.
Student Perceptions of Activities on Facebook

Perceptions of activities	n	Disagree 1-3 n (%)	Neutral 4 n (%)	Agree 5-7 n (%)
S1 discussing various topics	256	69(27%)	103(40%)	84(33%)
S2 making video posts for homework	256	55(21%)	107(42%)	94(37%)
S3 reading articles and take notes	256	74(29%)	90(35%)	92(36%)
S4 listening to audio files and take notes	256	73(29%)	98(38%)	85(33%)
S5 posting links to resources	256	67(26%)	94(37%)	95(37%)
S6 posting writing assignments	256	59(23%)	105(41%)	92(36%)
S7 having discussions with guest speakers	256	60(23%)	101(39%)	95(37%)
S8 peer reviewing/editing student writing	256	68(27%)	109(43%)	79(31%)
S9 watching videos and making posts	256	66(26%)	94(37%)	96(38%)
S10 posting and responding to surveys	256	67(26%)	98(38%)	91(36%)

Note: n = total number of respondents

DISCUSSION
What are language learners' perceptions of using Facebook for educational purposes?

The findings in this study reveal students' beliefs about how Facebook can be used within their academic lives. Victori and Lockhart (1995) describe beliefs in language learning as general assumptions made by students about themselves. These perceptions are based on individual experiences and therefore subjective (Dewey, 1933). In this study, students showed they are able to navigate Facebook efficiently and feel comfortable using it, even though the majority of students are relatively new users of Facebook. Additionally, students seem to see the value in using Facebook for learning, as results show that students perceive Facebook as an equally viable platform for communicating with classmates and educators as their regular email accounts.

Interestingly, although a plurality of students feel comfortable enough contacting other students or their teacher, in addition to asking for help on assignments through Facebook, they do not feel as confident using it to check homework assignments. One basic idea for this contradiction in student beliefs might be the fact that as a collective whole, the participants don't find this question very relevant to their student lives, as they might find it easier to simply ask classmates in person or by phone. Another more practical reason might be that the students don't know how Facebook can be utilized in different ways. This is evident in the fact that a number of students believe Facebook can be used as an educational tool as shown by the responses to S2 (can be social and educational), but they are split on beliefs for using Facebook to check homework assignments as shown by the responses to S5. This again seems to show students' limited knowledge about how Facebook can be used. Students feel they can use Facebook to check general

school-related content like notification of canceled classes, room changes, or other school announcements, but feel less certain about checking homework.

In regards to comparing Facebook with university websites, the results imply that students only think Facebook is slightly easier to login and access, but are unsure whether it functions as well as their own university websites. One possible reason for these beliefs is that Facebook is more simple compared to school websites, which may have a number of functions. Therefore, the students feel the learning curve is lower with Facebook and thus easier to access. This is supported by related findings from a study by Wang, Q., Lit Woo, H., Lang Quek, C., Yang, Y., and Liu, M (2012) who reported student perceptions that Facebook was limited in its capacity to function as a complete learning management system (LMS). Another possibility might be that the students did not have enough experience accessing even their own school websites to make an informed comparison with Facebook. Generally, students are not required to regularly access school websites. Thus, students may not know how their own school websites function, to accurately judge whether Facebook works in a similar, or an even better, way.

Finally, when asked about the safety of using Facebook in general, the majority of students neither agreed nor disagreed, which suggests that students need to better understand the importance of privacy and sharing information publicly whether it be socially or educationally. Wang et al. (2012) emphasized this fact in their study where participants felt Facebook was not a safe environment over concerns of social information being accessed by educators. Wishart (2004), Livingstone (2008), and Karahasanovic et al. (2009) reiterate that privacy and Internet safety should be a priority when using SNSs and that students must feel safe and at ease when accessing and sharing information, socially or for academic purposes, on the Internet.

What are the learners' attitudes toward activities engaged in through Facebook to help their language learning?

The results of this study were equally distributed among the three categories of responses, although students' most common response was 'neutral' to the set of 10 statements based on activities. However, there are some underlying points of relevance that are worth discussing in relation to how students responded to specific questions related to activities on Facebook.

Interestingly, the majority of students (n=103) responded neutrally to discussing topics through Facebook, as shown by S1 (discussing various topics), which might suggest that they may view the value of discussions for educational purposes differently than they would do socially in their daily lives. Many of the topics used to practice second-language (L2) learning are similar to the ones students might regularly discuss, for example, their favorite place to eat or a recent movie they have seen. Perhaps students felt that discussions were troublesome because postings in Facebook are structured chronologically, so tracking and participating in long discussions could be difficult to do. This would follow similar results by DeSchryver et al. (2009) and Wang et al. (2012), whose findings showed that students felt online asynchronous discussions were "unnatural" and students did not like having them.

Students had slightly contradicting perceptions regarding posting video assignments as shown in responses to S2 and watching videos and discussing them, demonstrated by S9 responses. Concerning making video assignments (S2), students did not seem to value the activity or its potential, as the majority of them responded neutrally/negatively rather than favorably to the statement. This is in contrast to the student's own beliefs that it is easy to upload files to Facebook (Table 1, S1), but perhaps the students have limited experience actually making videos themselves, which may have influenced their response. In an opposing view to S2, students showed a slightly more favorable attitude to watching and responding to video activities (S9). This suggests that students have already had prior knowledge or experience with this activity, and see its value in relation to language learning.

Regarding student perceptions for S3 (reading articles and taking notes) and S4 (listening to audio files and taking notes), several assumptions can be made. The results might suggest that students are familiar with reading and note taking, as it is common to find and read content posted on the Internet nowadays and thus they feel Facebook can be used to conduct this kind of activity in a similar fashion. However, the students seemed less sure about listening to audio files as demonstrated in responses to S4, which is surprising since they responded positively to watching videos on Facebook (S9). From a teacher's perspective, video files are not much different from audio files except for the visual component.

Limitations and future study

This initial study attempted to obtain insights into language learners' perceptions of using Facebook for academia, including looking at learner attitudes toward activities that support second language acquisition. The researchers acknowledge the limitations of this preliminary study and have identified several points of interest for improvement in future studies.

First, the original survey was conducted entirely in English after being checked by Japanese students who are English majors. However, future studies might yield clearer and more diverse data if the survey were administered in the students' native language to make sure there is less doubt about students having to interpret the content. Second, from some responses given, students may not have understood the full context of the statements and therefore might benefit from having additional descriptions or examples, to help them decide how they feel about each statement.

Additionally, this study has a satisfactory amount of quantitative data, which needs to be more deeply interpreted with regard to demographic information collected at the beginning of the survey. These can include experience with computers and with Facebook, gender, and age. A further study could add qualitative data, such as analyzing actual student Facebook posts or completed assignments, or conducting interviews to more clearly ascertain the students' reasons for their beliefs, would probably support and better explain the survey findings. As an example, students responded neutrally about online discussions. Perhaps students felt that discussions were troublesome because postings in Facebook are structured chronologically, so tracking and participating in long

discussions could be difficult to do. A qualitative analysis could capture such deeper reasons for such responses.

Furthermore, the careful nature of students' perceptions for most of the activities suggests that although they do not disagree that each activity can be effectively conducted through Facebook, they are also not certain of them either. The researchers speculate that students may have limited experience with each type of activity to respond confidently. The limitations of this study show then that students need more experience with each activity in order to make a clear judgment on its effectiveness. Therefore, future research on student perceptions of language learning activities would benefit from a pre- and post- comparative study. Similar statements like the ones from this study could be administered in the beginning of the semester and the same statements again after the completion of the term once students have experienced the activities firsthand.

CONCLUSION

The underlying purpose for this research was to find initial answers on how Japanese language learners perceive the use of Facebook in their educational lives. The majority of research into Facebook's integration and use in the educational arena has thus far been primarily explored in North America and the United Kingdom, and has largely focused on first language use. Our preliminary research findings yielded both positive and inconclusive results. Facebook appears to have potential as a platform for communicating with peers and educators, and for aiding learner language acquisition. Facebook has pedagogical affordances, which allow learners to communicate ideas, share resources, and practice activities to enhance or reinforce language skills. Hardwood and Blackstone (2012) reaffirm this position. Because of Facebook's popularity and prevalence in students' lives already, educators need to consider altering their teaching practice to include Facebook as a learning tool in order to create a greater community of learners, to offer students another avenue for individual knowledge development, and to link formal and informal learning.

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APPENDIX A: Student Questionnaire

Section 1. PERSONAL INFORMATION

1. Gender: Female / Male
2. Year level: 1st 2nd 3rd 4th
3. Major: A. English   B. Education   C. Others
4. University Type: Private   Public
5. I have been using Facebook for: 0-2 years   3-5 years   6-8 years
6. How often do you use Facebook?
       A. 0-3 x a week   B. 4-6 x a week   C. 7 + a week
       D. 0-3 x a day   E. 4-6 x a day   F. 7 + a day

Section 2. MY PERCEPTION OF USING FACEBOOK
Please choose the answer that best reflects your view for each item. Answer each item as truthfully as possible.
1. It's easy to make posts, upload pictures and videos on Facebook.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

2. Facebook can be used for both social interaction and education.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

3. Facebook is a good place to keep in contact with other students in class.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

4. Facebook is a good place to contact my teacher outside of class.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

5. Facebook is a good place to check class notes or homework assignments posted
  by my teacher.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

6. Facebook is a good place to ask for help about homework assignments.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

7. Facebook is a good place to check for school related updates and notices.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

8. Facebook is easier to access information than my own university website.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

9. Facebook can work equally as well as my university website for all school related information.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

10. In general, Facebook is safe to use for both social interaction and educational uses.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

Section 3. MY PERCEPTION OF ACTIVITIES ON FACEBOOK

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

1. Facebook is a good place to discuss different topics with classmates.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

2. Facebook is a good place to make video posts of assignments.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

3. Facebook is a good place to read articles and take notes to prepare for next class.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

4. Facebook is a good place to listen to audio files and take notes to prepare for next class.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

5. Facebook is a good place for the teacher to post links to resources for students to use.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

6. Facebook is a good place to have discussions with "guest speakers" like international students.
   Strongly   Strongly
   disagree   1   2   3   4   5   6   7   agree

7. Facebook is a good place to post writing assignments like short stories or essays.

Strongly   Strongly
disagree   1   2   3   4   5   6   7   agree

8. Facebook is a good place to peer review or peer edit classmates' writing assignments

Strongly   Strongly
disagree   1   2   3   4   5   6   7   agree

9. Facebook is a good place to watch Youtube videos and discuss comprehension questions.

Strongly   Strongly
disagree   1   2   3   4   5   6   7   agree

10. Facebook is a good place to post and respond to surveys.

Strongly   Strongly
disagree   1   2   3   4   5   6   7   agree