INTEGRATION OF FACEBOOK MESSENGER IN THE ENGLISH LITERATURE CLASSROOM: LEARNERS' ATTITUDES AND PERCEPTIONS

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Abstract

Purpose: The purpose of the study was to evaluate learners' attitudes and perceptions toward the integration of online discussion forum via Facebook Messenger into the EFL/ literature classroom.

Methodology: For this research, a convenience sampling method was used to collect 45 samples through a questionnaire to gauge learners' attitudes and perceptions of using the online discussion forum for learning the literature from those who are incorporated for group discussions on the course's prescribed novel, Lord of the Flies. The research data was analyzed for descriptive statistics using SPSS version 20.

Main Findings: The results of the experimental study revealed that the respondents' positive attitudes towards the integration of ODF (Overall Mean = 4.03, SD = 0.84) and perceptions on the effects of online discussion forum on learning the novel were revealed (Overall Mean = 3.99, SD = 0.87). Thus, this study proposes an online discussion forum as an invaluable element to enhance the teaching of the literature component in the EFL classroom.

Applications: This study proposes ODF as an invaluable element to enhance the teaching of the literature component in the EFL/ ESL classroom based on the learners' positive attitudes and perceptions. It is conducted at the University of Anbar in Iraq. Undergraduate EFL learners who were enrolled in the English language course at the Department of English, College of Education for Humanities participated in the study. It can be used by literary students, from universities and other literary centers.

Novelty: Industrial revolution 4.0 requires a shift from face-to-face lecture approach to a technology-enhanced environment whereby learners can take responsibility for their own learning through collaboration, critical discussion, and negotiation**.** Taking up this challenge, online discussion forum (ODF) via Facebook Messenger was first introduced into the EFL literature classroom at the University of Anbar, Iraq to replace the predominantly used traditional approach.

Keywords: Industrial Revolution, Facebook Messenger, Online Discussion Forum, English Literature Classroom, Learners' attitudes. Perceptions.

INTRODUCTION

The appearance of the internet and various technologies has caused the ubiquitous adoption of online learning and teaching in higher education (Nazarinia & Schumm, 2011). Recent technologies have continually developed to assist in providing interactive and autonomous learning facilities. The utilization of computer/ technology-assisted or online learning in EFL/ESL learning courses has witnessed significant and a fast increase over the past two decades (Başöz & Çubukçu, 2014; Oz, 2015).

Online learning provides learners and instructors a platform that can support daily or weekly face-to-face meetings, with the added bonus of delivering learning materials online, at any time even outside the classroom. Online learning platforms also enable learners to gain knowledge and skills through synchronous and asynchronous online interactions directly with their peers and instructor without time and space barriers (Gray & Smyth, 2012; Kaymak & Horzum, 2013). There are many web-based tools and applications which lend itself to the creation of conducive, online learning platforms in the form of a discussion board, e-mail, chat, and the latest in the social networking service (Choo, Kaur, Fook, & Yong, 2014). Structured utilization of the tools allows learners to share ideas with their peers by reading and reflecting on each other's postings and progress (Soon & Fraser, 2011).

Current research shows that online discussion forums (ODF) have been proven to be an effective and desirable classroom tool (aljeraisy,mohammad,fayyoumi,&alrashideh,2015). Online discussion forum is considered a major component in enhancing learning and teaching environments (Alebaikan & Troudi, 2010; Hamdan, 2014; Alzahrani, 2017) since the forum can: facilitate learners' identity development as it lends itself to creating an authentic platform for meaningful discussions (Stolle, 2011), encourage learners' creativity, enjoyment and participation in the tasks given by the instructor (Nurulhady,2010), and enhance learners' comprehension and critical thinking (Traore & Kyei-Blankson, 2011). Facebook is a social networking service (SNS) that is popular among learners in higher education (Feng, Wong&Hossain,2019). Facebook has many features which support online discussions and learning, for example, instructors may opt for learners to post their responses to discussions on the general newsfeed which is public to everyone on the instructor's friends list (unless if manually chosen to become a private posting) or opt to group learners

into separate groups so that they are more comfortable to express themselves through its Your Groups or Messenger features.

In Iraq, the literature component which consists of learning the short story, comic, poetry and novel has been a part of the English language course curriculum for many decades. However, the learning and teaching approach used to teach these components are not reminiscent of 21st-century learning and it can be observed that the methods do not create significant experiences for the learners. The "tell-them and-test-them" approach (Manzolillo, 2016: page no:3) often adopted is a series of lectures presented by the instructor followed by a final test. These techniques may help learners in their comprehension but it is still not enough to neither motivate interest in reading the literary text nor enhance their critical thinking skills (Rohaniyah, 2012). This could be the result of the instructors, who are generally not trained to teach the literature component, finding difficulties in applying the best technique, approach, and method to teach and control the lessons. Many of the instructors felt that they lacked the knowledge and skills to teach the literature component (San Jose&Galang,2015). Therefore, the adoption of new techniques and approaches to teaching the literature component in the English language classrooms in Iraq is timely and one approach that could be incorporated is the use of technology. Inside Higher Ed article on *How Technology Enhances Literature Learning* (Lieberman, 2018) posits that "digital tools can help learners see more traditional learning materials in a new light" and is suitable for bringing a new approach to the teaching of literature. However, Young and Bush (2004) had much earlier cautioned that even though the technology-enhanced literature classroom presents an exciting prospect steps must be taken to ensure relevant contexts are incorporated meaningfully for both learners and instructors. As such, a critical approach and pedagogical framework are essential.

In this quasi-experimental study, technology was introduced into the literature component of an English classroom in Iraq. Facebook provided an ODF platform for learners to discuss the novel *Lord of the Flies*. The purpose of introducing online discussion was to gauge if the discussions would enhance learners' responses to the text. This paper reports on a part of the study which investigated the learners' attitudes and perceptions towards the incorporation of technology, specifically Facebook in the lessons. This part of the study is crucial as it can provide insights for future implementation of technology in the classroom. From the results, informed strategies and practices for effective and efficient integration of technology for better learning outcomes could be derived (Jahromi & Salimi, 2013). The research question guiding this study was: *What are learners' attitudes and perceptions towards using online discussion forums in the literature classroom?*

LITERATURE REVIEW

Supportive evidence from various studies has emphasized the effects of technology adoption in teaching literature components. Technology use in the literature classroom not only provides supplemental support to the face to face learning (Jain, 2012)but it also stimulates the learning and teaching process for the learners and instructors as it can enhance interaction with the other learners, instructor and subject matter. Boruszko (2013) observed that the integration of technology resulted in deeper thought on the subject matter, direct interaction with members of the class and increased learner motivation. Stolle (2011) asserted that identity development and authenticity are also two significant benefits of online literature discussions. Identity development provides learners a platform to discuss their thoughts and ideas freely while authenticity provides a meaningful experience to enhance learner motivation. The use of ODF also allows participants to send messages to and receive feedback from other learners and instructors through the university's internal discussion boards or applications such as Facebook and WhatsApp (Balaji & Chakrabarti, 2011).

Many studies investigating learners' attitudes and perceptions towards the incorporation of ODF in the literature classroom had the following positive findings:

1. Increased learner satisfaction with class activities (AlJeraisy et al., 2015).

2. Increased learner participation and engagement (Dwaik, Jweiless, & Shrouf (2016).

3. Increased learner creativity, enjoyment, and participation in the English drama class. (Nurulhady, 2010).

4. Increased learner comprehension and critical thinking skills (Traore & Kyei-Blankson, 2011).

5. Supported any level of literature study (Kaba, 2017).

6. Resulted in learner and instructor positive attitudes (Yunus & Suliman, 2014).

Essentially, the studies indicate that the integration of ODF in the literature classroom has many positive findings to commend its use. The learners and instructors also had positive attitudes towards it. However, there are studies that underlined several challenges for implementation that included: instructor knowledge and learner skills related to familiarity with technology (Delli Carpini, 2012).

On one hand, investigating the use of ODF for the literature component represents a new and modern technology that can be exciting and effective for both the learners and instructor in contrast to the traditional methods of teaching. On the other hand, underlying it may be problems in implementation which the learners find difficult to overcome. Therefore, understanding learner and instructor attitudes and perceptions must be investigated and evaluated. Joseph (2013) stated

that the attitudes of the instructor and his learners play a crucial role in the integration of technology in the classroom and must be explored.

METHODOLOGY

Design and Sampling

The survey research design was adopted and questionnaires were distributed to 45 fourth-year students enrolled at the Department of English, College of Education for Humanities, and the University of Anbar in Iraq. Twenty percent (9) of the respondents were male undergraduate students while the rest, 80% (36) were female students. Their ages ranged from 21 to 24 years old. The respondents had studied the literature components in their English language courses for 1 semester and have had an experience of using technology in other courses.

Pilot Procedures

Before the actual survey questionnaire was administered a pilot study was conducted. Thirty respondents from another but a similar group were used. The pilot procedures were a measure to check the reliability of the items in the questionnaire (Lodico, Spauilding& Voegtle,2006). The reliability of the pilot questionnaire was Cronbach alpha 0.758, which indicates a high level of internal consistency for the questionnaire with this specific sample. After obtaining the pilot data, the researcher made some alterations and improvements to the actual questionnaire to ensure clarity and precision of the items in the questionnaire for it to be used in the actual study.

Research Procedures

The following table illustrates the research procedures comprehensively (Table 1):

Table 1: Research Procedures of the study

Stage (Semester 1, 2018/ 19)	Activity	Description
Before the experiment	Seeking approval from all gatekeepers at the Department of English, College of Education for Humanities, University of Anbar.	• Approval letter from the Department of English, College of Education for Humanities, University of Anbar • Student consent form
During the experiment	Week 1 – 5: English language course face to face classes as usual.	• Students are taught English lessons as in the syllabus • The literature component was taught using the regular approach (face to face). Students started reading the novel *Lord of the Flies* by William Golding (a required text for the course).
	Week 6: Pre-test & journal entry	• Students did a pre-test and wrote one entry in their journal on the first six chapters of the novel. • Students were trained on how to use Facebook Messenger.
	Week 7 – 11: English course classes were supplemented with online discussion forums (ODF) via Facebook Messenger.	• Students were divided into 11 groups of four/ five students for the ODF. • Students were given a Think Questions sheet to discuss characters/ theme/ plot, etc. of the novel. • Instructor/Researcher was part of each ODF as an observer and facilitated only when students seek clarification or when they had problems in understanding the items in the Think Questions sheet. • Each group had to conduct 5 ODF.
	Week 12: Post-test & journal entry	• Students did a post-test and wrote one entry in their journal on the last six chapters of the novel.
After the experiment	Week 15: Survey questionnaire	• Students were given the questionnaire on attitudes and perceptions of using ODF in the

literature classroom.

ONLINE DISCUSSION TASKS

The respondents were divided into 10 groups of four and 1 group of five students each. Five tasks were given to the students over a five-week period in the study. Students were given a set of Think Questions each week to guide their discussions. Table 2 illustrates an example of the online discussion Think Questions.

Table 2: Example of Online Discussion Think Questions

Week	Online discussion Think Questions
1st Week (General introduction)	As a postmodern reader, how do you evaluate the title of Golding's "Lord of the Flies"? What connotations does it associate? 2. In Golding's Lord of the Flies, two types of laws compete on the island: the law of the jungle and the laws of civilization. Which one takes precedence and why? 3. "' We've got to have rules and obey them. After all, we're not savages. We're English, and the English are best at everything.'" Respond.

The sample of the students' ODF interactions for this task is in Appendix 1.

The Survey Questionnaire

The questionnaire consists of four sections:

- Section A: demographic information (10 items)
- Section B: familiarity with technology (8 items)
- Section C: attitudes towards online discussion forums (26 items)
- Section D: perception of the effects of ODF on learning the novel (17 items).

The questionnaires were administered in Week 13 of the study and collected immediately after the students had answered. The questionnaires were tested for reliability and it was Cronbach Alpha 0.75, which is an acceptable value for internal consistency of the questions (Creswell. 2002). The data collected were analyzed for descriptive statistics using SPSS Version 23.

DISCUSSION / ANALYSIS

The findings indicate overall positive attitudes and perceptions towards the integration of technology in the literature classroom. The following will present the findings of the study according to the sections of the questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

A majority of the respondents were female (80%) and 20% were male, with an age range of between 21 to 24 years old. Most of them lived in the urban areas of Al-Anbar in Iraq (82%) while the rest were from the rural parts (18%). All the respondents had an internet connection at home.

The researcher also felt that understanding the respondents' English reading habits was relevant to the study as it revolved around the reading of English literary texts. Two questions were dedicated to finding this out and it can be observed that respondents had good reading habits. Ninety-one percent of the respondents claimed that reading in English was a daily practice and that novels (56%) were their favourite English reading materials, followed by short stories (31%), newspapers (9%) and comics (4%). Their reading habits should contribute to their ability to read English literary texts in the syllabus.

Another three items asked respondents to rate their English language proficiency and skills, and one item to rate their understanding of English literature. In general, the respondents rated their English language and literature proficiency as being good. Many rated themselves as having good: English proficiency level (44.4%), English writing skills (69%), comprehension of English novels (64.5%) and English literature (58%). Very few evaluated themselves as having poor English language proficiency and skills. Table 3 indicates the respondents' self-evaluation.

Table 3: Respondents' self-evaluation of English language and literature proficiency

I rate my:	Percentage (%)				
	Poor	Average	Good	Excellent	Total
English proficiency level as	2.2 (1)	49 (22)	44.4 (20)	4.4 (2)	100 (45)

ability to write in English as	2.2 (1)	13 (6)	69 (31)	16 (7)	100 (45)
my understanding of reading English novels as	2.2 (1)	9 (20)	64.5 (29)	13.3 (6)	100 (45)
understanding of English literature as	4.4 (2)	33.2 (15)	58 (26)	4.4 (2)	100 (45)

SECTION B: FAMILIARITY WITH TECHNOLOGY

As the study used Facebook Messenger for the online discussion forum, it is important to investigate the respondents' familiarity with technology and Facebook use. All of the respondents (100%) said that they had experienced English lessons which have combined face to face and online learning and were comfortable using technology for learning and teaching. When asked to rate their computer expertise, most of the respondents said that they had intermediate skills (60%) while some had an average (20%) and expert (13%) computer skills and a few had no expertise in using technology (7%). A majority of the respondents also stated they had good overall familiarity with technology, for example in using chat or online discussion (66.5%) and others had excellent (15.5%), average (11%) or poor (7%) familiarity.

In terms of Facebook familiarity and usage, all the respondents had a Facebook account and 36% claimed that they had been using Facebook for more than four years, 27% for between three to five years, 13% for one to two years, 13% for less than a year and 11% for two to three years. Thirty-eight percent said that they checked their accounts more than five times a day, followed by those who checked: twice a day (22%), once a day (201%) and three to five times a day (20%). Their favourite time for checking their Facebook account was in the evening (44.4%), any time (40%), in the afternoon (11.2%), during lunch break (2.2%) and in the morning (2. 2%). The data shows that the respondents were very familiar with Facebook and were frequent users of the application. Therefore, the use of Facebook Messenger as an ODF platform in the literature classroom should not pose problems of implementation since the students were familiar with it.

SECTION C: ATTITUDES TOWARDS ONLINE DISCUSSION

In this study, Facebook Messenger was introduced for the first time in the literature classroom. The purpose was to enhance learners' responses to and facilitate reading and comprehension of the literary text. As this was an initial introduction of technology into what was regularly a traditional, face to face literature classroom, attitudes, and perceptions of the learners were of utmost importance especially for future integration of the technology in the classroom (Joseph, 2013). The 26 Likert-scale items in this section can be divided into 2 broad categories which are attitudes towards; one, using online discussions for literature learning and teaching processes and two, affective outcomes from the integration.

The respondents had to provide answers on a scale of 1 to 5: 1= Strongly Disagree, 2= Disagree, 3= Average/ Neutral, 4= Agree and 5= Strongly Agree. Table 3 reports on the findings of learners' attitudes towards the items asked in the questionnaire. To facilitate interpretation of the findings, this study posits that the mean that is between 4 and 5 is considered as a high degree of agreement and suggests positive attitude while those between 2 to 3 is average and between 1 and 2 is considered the low degree of agreement for (Table 4).

Table 4: Learners' attitude towards the integration of online discussions in the Literature Classroom

No	Items	Mean	Degree
1	Online discussion helps me to share my recent activities with friends.	4.56	High
2	I enjoy using technologies such as studying through online discussions.	4.40	High
3	I prefer classmates who discuss with me online.	4.36	High
4	Online discussion has made it easier for me to communicate with my instructor and classmates about everyday activities.	4.29	High
5	I think students can improve their reading performance if the online discussion is encouraged by the lecturer.	4.24	High
6	I think a lecturer should make an effort to use the online discussion to attract his students' attention.	4.29	High
7	Online discussion helps me to speak, interact and be more fluent in using the English language.	4.49	High
8	Online discussions help students work collaboratively at any time.	4.44	High
9	Online discussion helps students build a community of learning.	4.13	High
10	Online discussion helps students to participate at a time and place that suits them.	4.40	High
11	Foreign language students have more time to think critically before composing their thoughts in online discussions as compared to face to face.	4.44	High
12	Online discussion encourages reflection and deeper thinking.	4.24	High
13	Online discussion promotes students' independent learning.	4.11	High
14	Online discussion encourages the student's creative thinking.	4.29	High
15	Internet connection problems might hinder the quality and effectiveness of online discussion.	4.31	High

16	Online discussion helps weak students to actively participate in the online discussion.	4.38	High
17	Online discussion wastes a lot of time.	1.51	Low
18	In an online discussion some students often go-off topic and waste their time discussing other things.	2.98	Average
Affective outcomes from the integration.			
19	Online discussion decreases my apprehension in class.	4.60	High
20	The language people use to express themselves in online discussion is motivating as it is easily understood.	4.62	High
21	It is difficult to express what I want to communicate through online discussion forums.	1.64	Low
22	I feel more comfortable and active in online than in face-to-face discussion.	4.40	High
23	Online discussion helps students build strong relationships with group members.	4.33	High
24	I think online discussion encourages shy students to interact more with other students.	4.76	High
25	The online discussion might help some students make fun of other students in the group.	3.18	Average
26	The dominance of good students to the weak students is more prominent in the online discussion.	3.36	Average

For the first category, there was a generally high degree of agreement (Overall Mean = 4.03, SD = 0.84); 16 of the 18 items had a high mean score, (Mean = between 4.11 and 4.56) and one average score (Mean = 2.98) and another low mean score (Mean = 1.51). Clearly, learners had positive attitudes towards using online discussions for literature learning and teaching processes. The learners agreed that online discussions helped them to share their activities with friends (Mean = 4.56), speak, interact and be more fluent in using the English language (Mean = 4.49), work collaboratively at any time (Mean = 4.40), participate at a time and place that suits them (Mean = 4.40), and build a community of learning (Mean = 4.13). They also thought the discussions can help foreign language learners to have more time to think critically before composing their thoughts as compared to face to face discussions (Mean = 4.44), weak students to actively participate (Mean = 4.38), make it easier to communicate with their instructor and classmates about everyday activities (Mean = 4.29), encourage creative thinking (Mean = 4.29), reflection and deeper thinking (Mean = 4.24), improve reading performance (Mean = 4.24) and promote independent learning (Mean = 4.11). The learners' attitudes were very positive that when asked questions dealing with the negative impact, they disagreed with the statements: some students often go-off topic in discussing other things in online discussions (Mean = 2.98) and ODF wastes their time (Mean = 1.51). However, the learners highlighted one major problem to hinder the quality of interaction and effective online discussion which is the Internet connection problem (Mean = 4.31). Generally, the learners enjoyed using the online discussion in their literature classroom (Mean = 4.40) and preferred discussing with their classmates online (Mean = 4.36). They urged the lecturers who are teaching to make an effort to use the online discussion to attract the learners' attention (Mean = 4.29).

For questions on affective outcomes, respondents were positive and felt that ODF: encouraged shy students to interact more with other students (Mean = 4.76), motivated them as the language used was easily understood (Mean = 4.62), decreased their apprehension in class (Mean = 4.60), made them feel comfortable to participate actively more than in face to face discussions (Mean = 4.40) and helped them build strong relationships with other students (Mean = 4.33). The respondents disagreed that it was difficult to express what they wanted to communicate through online discussion forums (Mean = 1.64) which makes the result a positive affective outcome. Nevertheless, the respondents did underline several negative outcomes of ODF such as some students may dominate the discussion especially good students over weaker ones (Mean = 3.36) or make fun of other students in the discussions (Mean = 3.18). This highlights some of the challenges that the instructor must take into consideration when planning ODF for their classrooms.

SECTION D: PERCEPTION ON THE EFFECTS OF ODF ON LEARNING THE NOVEL

For this section, similar to Section C respondents had to respond to the statements given and the researchers interpreted the responses based on the degree of agreement and disagreement. The first 3 items gauged the respondent's overall perception of using ODF in the literature classroom (Table 5).

Table 5: Learners' general perception of using ODF in the Literature Classroom

No	Items	Mean	Degree
1	Studying literary texts in online discussion does not interest me.	1.58	Low
2	Online discussion is more effective than face-to-face discussions in learning novel elements.	4.36	High
3	I don't bother studying novels through online discussions.	1.98	Low

In general, the students were responsive to the use of ODF for their literature learning and teaching. They agreed that it was more effective than face-to-face discussions in learning novel elements (Mean = 4.36) and disagreed that they don't bother studying novel through online discussion (Mean = 1.98) or that they were disinterested in learning literature using ODF (Mean = 1.58). When asked about the possible effects of ODF for learning the novel, more positive responses were noted (Table 6).

Table 6: Learners' perception of the effects of ODF on learning the novel

No	Items	Mean	Degree
4	Online discussion has made it easier for me to communicate with my instructor and classmates about the novel I am studying.	4.49	High
5	In an online discussion, students might give insufficient time to understand the important elements in the novel.	3.56	Average
6	I always pay more attention when I discuss novel elements through online discussions.	4.18	High
7	I can understand the novel better if my lecturer lets me interact in the online discussions.	4.38	High
8	I actively participate in online discussions during the literature lesson.	4.36	High
9	Learning literature through online discussion is important because it will make me more knowledgeable.	4.51	High
10	Online discussion helps students feel motivated to learn literature.	4.27	High
11	Online discussion helps students build strong relationships with group members and consequently share literary knowledge with others.	4.47	High
12	Online discussion helps me search for information online and share them with others.	4.49	High
13	Online discussion helps students provide constructive feedback for each other work.	3.84	Average
14	Online discussion encourages students' involvement and engagement in learning the novel.	4.13	High
15	Online discussion enables students to construct knowledge by themselves and be independent in their learning of the novel.	4.38	High
16	Online discussion encourages students' collaboration and interaction in learning the novel beyond classroom time and place.	4.42	High
17	Online discussion creates a safe and confident learning environment as students help each other in learning the novel.	4.51	High

The respondents acknowledged how ODF has facilitated their learning of the novel. They claimed that ODF: create a safe and confident learning environment for them to help each other in learning the novel (Mean = 4.51), made them more knowledgeable about the novel (Mean = 4.51), made it easier for them to communicate with the instructor and classmates about the novel (Mean = 4.49), helped them search for information online and share with others (Mean = 4.49), helped them to build strong relationships with group members and consequently share literary knowledge (Mean = 4.47), encouraged collaboration and interaction among group members in learning the novel beyond classroom time and place (Mean = 4.42), enabled them to construct knowledge by themselves and be independent in their learning of the novel (Mean = 4.38), motivated them to learn literature (Mean = 4.27), encouraged their involvement and engagement in learning the novel (Mean = 4.13) and facilitated in providing constructive feedback to each other (Mean = 3.84). But one negative effect that was mentioned was that students may give insufficient time to understand important elements in the novel during ODF discussions (Mean = 3.56). The respondents were also asked to evaluate their own performance in ODF. They said that through ODF they can: understand the novel better (Mean = 4.38), actively participate in the discussions (Mean = 4.36) and paid more attention when discussing novel elements (Mean = 4.18).

The current study investigated the attitudes and perceptions of students who were enrolled in the fourth year, undergraduate English language course. Findings demonstrate that students' overall attitude towards the integration of online discussions in the literature classroom was highly positive. These are similar to the study by Yunus and Suliman (2014) which found that the integration of technology in the literature classroom resulted in learners' positive attitudes. The findings also support those of other studies in stressing that ODF: increased learners' satisfaction with literature class activities (AlJeraisy et al., 2015), encouraged learners' participation in discussing the novel and its elements with group members (Dwaik, Jweiless & Shrouf (2016), encouraged learners' creativity, and enjoyment (Nurulhady, 2010) and increased learners' comprehension and critical thinking skills (Traore & Kyei-Blankson, 2011). Delli Carpini (2012) stressed that learners' skills related to familiarity with technology can be one of the major obstacles to the successful integration of technology in the classroom. The researchers took this into serious consideration and proceeded with a number of steps. Firstly, the researchers investigated the respondents' internet connectivity and their familiarity with technology. Then, training on using Facebook Messenger was conducted prior to the study. Perhaps, this also contributed to the learners' positive attitudes and perceptions of ODF utilizing Facebook Messenger. In regards to their perception of the impact of ODF in learning the novel, respondents also had positive perceptions of its many benefits.

As this was the first time technology was incorporated into the literature classroom, the researchers were tentative and felt that it was essential to evaluate learners' acceptance of the technology before further curriculum change was suggested. In this study, it has been proven that ODF is a desirable literature classroom tool (AlJeraisy, et al, 2015) which has the potential to enhance learning and teaching environments (Alebaikan & Troudi, 2010; Hamdan, 2014; Alzahrani, 2017). It can help shift the literature classroom from the mundane "tell-them and-test-them" approach (Manzolillo, 2016: page no:3) to a technology-enhanced environment in which learners can actively participate, be engaged in and become creative and critical. The shift may prove invaluable in encouraging learners' deeper responses to the literary texts.

CONCLUSION, RECOMMENDATIONS, AND LIMITATIONS

To answer the research question: *What are learners' attitudes and perceptions towards using online discussion forums in the literature classroom?* it can be concluded that learners had very positive attitudes and perceptions as indicated by their generally high mean for the statements in the questionnaire. The use of Facebook Messenger as an online discussion forum platform was also conducive because the respondents of the study had a Facebook account and were actively using it. They were also familiar with using technology outside the literature classroom and had encountered it in other courses. As a result of this, the integration of technology is proposed as an approach to the literature classroom.

The study recommends that departments of English start adopting ODF to transform the traditional teaching of the literature component in English language courses. In order to do that, the training of instructors and learners to engage in online materials and platforms in the courses can help overcome problems of unfamiliarity and anxiety with technology. The findings of this study are only from a group of students which can make generalizations a problem. Therefore, a more in-depth, longitudinal experimental study is recommended for future research. The inclusion of the interview as another data collection instrument to complement the questionnaire is also highly recommended.

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Appendix 1

Hi to everyone in group 5 (Ralph)...Are you ready to start discussion?

الفردوس

Yes sir we are ready

سيلا

Yes, we are ready

رائد

1. As a postmodern reader, how do you evaluate the title of Golding's "Lord of the Flies"? What connotations does it associate?

Start

سيلا

Ok

زهرة

Yes I'm ready to start

الفردوس

Okay

سيلا

At the first, the title is very suitable to the main idea of novel

زهرة

The title "Lord of the flies" is associated with mythological figure of Beelzelbub

Shafaa

In My opinion This title is the best and suitable title for this Novel as a masterpiece of modern Novels

سيلا

This title to the darkness within the human soul.... we know that the meaning behind this address refers to the devil who devotes himself to the achievement of corruption and destruction and the deterioration of the level of morality which is in line with the subject of narration

سيلا

Refers *

Shafaa

The title "lord of the flies "refers to the negative side with human Nature

زهرة

The name beelezlbub, this figure is depicted in mythology as a demon in the form of a fly. And also is a associated with the enemy God. The title represents impurity and evil.

سيلا

So , why the poet choices this title

The reason behind, I think

When the head of pig

Tell to simon, the evil is inside human soul

Refers to human nature

زهرة

In my opinion, the title symbolizes to the bad thing and cruelty that Jack control of Jack's tribe.

الفردوس

The title lord of the flies is generally use in religion to signify satan. As we know that satan becomes strong when evil nature of humans is strong and evil is someting inherent but in different degrees. Readers consider satan as an external force but here in this novel williamgolding show us that even we have an inner evil in ourselves

سيلا

Yea, I am agree with you shatha*

Shafaa

Golding choices this title Lord of the flies because he wants tk refers to the devil inside Beelzebub

سيلا

This novel shows the aspects of human nature without roles or orders

So , this title is suitable to the meaning of novel

الفردوس

I think the writer choices this title to change the idea of people about the evil. He wants to say the evil is not only an external thing but it lies in ourselves

Yes. This is my opinion

سيلا

When we first read the title, we asked ourselves why the writer choice this title

Shatha..... Why do you think the writer wants to change our idea about evil?

زهرة

Golding wrote this novel under the title "Lord of the flies "after his experience of the horrors of war. The title refers to the evil inside the human being .If the evil can't stopped or controlled that will destroy the morals ,law ,religion of the human being nature.

الفردوس

I told that he wants to refer the evil side of humans

سيلا

I think the evil extents in our life

Yes, all one has his good aspect and evil aspect

الفردوس

Yes but in everyone there is two sides good and evil

سيلا

Yes, this what the head of pigs said to simon

Shafaa

The title serves many concepts of this Novel such as violence and implied evil side

Evil side found In every humanbeing

الفردوس

Especially this novel is written in the modern age the age of reality so he wants to show the reality of human being

سيلا

Also, this title presents the dark inside the human heart

زهرة

Yes, l see the title depicts all the bad aspects of the life .it represents the instinct of savagery within human being

الفردوس

Yea shafaa that ś what I am talking about

سيلا

Yea, there is a big reference to savage

I think that the writer wants to show the aspect of war through this novel

زهرة

Also, the novel write in the modern age .it's a realistic novel because discovered the reality of human being

سيلا

We can understand that from the title

الفردوس

Yea, that's right

سيلا

Golden engaged in the world war

زهرة

Lord of the flies, the name given to the sowś head

Shafaa

The important point concerning the choosing of the title by Golding is that, the literal translation of Beelzebub into English is lord of the flies

سيلا

So, he saw all the aspects of human nature through this war

This title reflects his impression about what he saw

الفردوس

Yes especially after the war people becomes more hursh because of the savage war

زهرة

The title is a significant to the isolated place on the island

سيلا

Yes, in the war all the orders break

When there's no order the human nature appears

زهرة

From the title, we take reference about the bad behaviour and violence of the person