



University
of Glasgow

Alqarni, Saleh Mohammed (2021) *Students' and teachers' perspectives towards the use of social media technologies as a supportive learning tool in English language classes: A case study from a university in Saudi Arabia*. PhD thesis.

<http://theses.gla.ac.uk/82444/>

Copyright and moral rights for this work are retained by the author

A copy can be downloaded for personal non-commercial research or study, without prior permission or charge

This work cannot be reproduced or quoted extensively from without first obtaining permission in writing from the author

The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the author

When referring to this work, full bibliographic details including the author, title, awarding institution and date of the thesis must be given

Enlighten: Theses

<https://theses.gla.ac.uk/>
research-enlighten@glasgow.ac.uk



University
of Glasgow

University of Glasgow
College of Social Science
School of Education

**Students' and Teachers' Perspectives Towards the
Use of Social Media Technologies as a Supportive
Learning Tool in English Language Classes: A
case study from a university in Saudi Arabia**

Saleh Mohammed Alqarni

A thesis submitted in fulfilment of the requirements for the Degree of
Doctor of Philosophy

March 2021

Abstract

This study examined students' and English language instructors' attitudes towards using social media technologies to support English language learning and teaching at the University of Bisha, Blagran campuses, College of Science and Arts in Saudi Arabia. While this phenomenon has been researched for many years, relatively little is known about the role of social media technologies to support English language learning from both the students' and English instructors' lenses; or, about the factors that may influence the use of these technological tools, and the conditions required for the successful use of these tools. Through a review of the current empirical and theoretical literature, this research aims to provide a clear understanding for the Ministry of Education in Saudi Arabia of some potential roles that social media technologies could play in enhancing the English language learning environment within the kingdom.

The participants in this study were English language undergraduate students, along with their English language instructors. Mixed methods were used to gather the data (survey, focus groups, interviews). Two hundred and twenty-two students completed the survey (101 male and 121 female). Forty students (20 male and 20 female) participated in the focus groups. The survey and focus groups were used convergently to provide a rich understanding of the students' attitudes. Semi-structured interviews were used with the English language instructors, a total of eighteen (8 male- 10 female), to examine their attitudes in-depth and allow them to reveal their stances on using such technological tools in supporting English language teaching.

The findings from the survey indicated that the students showed positive attitudes to use social media technologies to support English language learning with a mean ($M=4.09$, $SD =.93$). There was a significant difference between male and female students' attitudes in using social media technologies to support English language learning. Females mean scores were all higher than males and exhibited less dispersion as illustrated by the standard deviations. The difference in overall mean scores by gender was significant ($p<0.05$). Also, YouTube was the most social media technologies used by the students to support their English language learning. All the suggested predictors, including Perceived

Usefulness, Perceived Ease of Use, Subjective Norms, and Gender were significant determinants of the students' attitudes. Also, overall the students stated that social media technologies could be useful tools in supporting their English language learning. These technological tools could be seen as a reference tool to familiarise the students with new vocabulary and English varieties. Also, the students stated that using these technological tools to support English learning could make the language learning process more comfortable and enjoyable because it can suit different language learning preferences and reduce classroom anxiety. The students also stated that using social media allowed them to socialise and speak English with people around the world.

As far as the instructors' responses are concerned, their overall attitudes were positive. They stated that social media are familiar tools to the students, can make learning English more comfortable, and could create an enjoyable learning environment. However, some potential concerns were raised, such as losing control of the classes, cultural norms effect, language complexity, and a possible negative impact on learning motivation. The majority of the instructors agreed that technology competence could be an obstacle facing some instructors in terms of using social media technologies to support their English language teaching. They also agreed that they often lack administrative support and the college's infrastructure administration could be barriers to adopting social media technologies. Future suggestions included using social media technologies as supportive or scaffolding tools in English learning and the integration of some activities from social media into the English curriculum were made by the instructors for successful adoption of social media to support English language teaching.

Some tentative implications might be drawn from this study. It provided a rich insight into the use of social media technologies to support English language learning and teaching via student and teacher lenses. These insights have practical benefits for educational administrators and instructors in Saudi Arabia. However, more research on exploring students' and instructors' attitudes is needed with a greater consideration of the impact of gender and age differences.

Table of contents

Abstract	ii
List of Tables	ix
List of Figures.....	x
Acknowledgements	xii
Author’s Declaration.....	xiii
Publication	xiv
Abbreviations	xv
Chapter 1 Introduction.....	1
1.1 Background information	1
1.2 Personal motivation behind the study	6
1.3 Statement of the problem.....	6
1.4 Purpose of this study.....	9
1.5 The Significance of the study	10
1.6 Research questions and hypothesis	11
Chapter 2 The Study context.....	13
2.1 Introduction	13
2.2 Historical view of the Kingdom of Saudi Arabia	13
2.3 The educational system in Saudi Arabia.....	14
2.3.1 Higher Education in Saudi Arabia	15
2.4 E-learning in Saudi Arabia	15
2.5 History of English language teaching in Saudi Arabia.....	16
2.5.1 English language teaching curriculum.....	19
2.5.2 English language teaching approaches	20
2.6 English language teachers in the Saudi context	22
2.7 English language learners in Saudi Arabia.....	23
2.8 Research setting	24
2.9 Conclusion.....	26
Chapter 3 Literature Review	27
3.1 Introduction	27
3.2 Computer-Assisted Language Learning (CALL) history.....	28
3.3 Language learning strategies	29
3.4 Language learning styles	34
3.4.1 Fundamentals of learning styles	35
3.4.2 Classifications of language learning styles.....	35
3.5 People’s attitude toward social media	39
3.5.1 Students’ attitudes towards using social media technologies as learning tools.....	40

3.5.2	Teachers' attitudes towards using social media to support English language teaching and learning.....	43
3.6	Gender differences in social media use	47
3.7	Advantages of using social media in English learning.....	49
3.7.1	Social media and social communication	49
3.7.2	Social media and writing classes	51
3.7.3	Social media exposure and influence.....	52
3.7.4	Perceived ease of social media use.....	54
3.8	Potential disadvantages of using social media	55
3.8.1	Time-consuming tools and distraction	55
3.8.2	Privacy and ethical issues in using Social Media	57
3.8.3	Linguistics problems when using social media technologies.....	59
3.9	Chapter summary.....	60
Chapter 4	Theoretical framework.....	61
4.1.1	Connectivism	62
4.1.2	Technology Acceptance Model (TAM)	64
4.1.3	Diffusion of Innovation Theory	66
4.1.4	Theory of Planned Behaviour (TPB).....	69
4.1.5	Substitution, Augmentation, Modification, and Redefinition (SAMR) 71	
4.1.6	Social Theories	73
4.1.7	Social Learning Theory (SLT)	74
4.1.8	Vygotsky' Sociocultural Theory (SCT)	75
Chapter 5	Methodologies	78
5.1	Introduction.....	78
5.2	Research questions.....	78
5.3	Research hypotheses.....	79
5.4	Research methodology.....	80
5.5	Research paradigms.....	81
5.5.1	Positivism	82
5.5.2	Interpretivism	83
5.5.3	Pragmatism	84
5.6	Mixed methods.....	86
5.6.1	Types of mixed methods design.....	87
5.6.1.1	The convergent design.....	87
5.6.2	Advantages of using mixed methods.....	90
5.6.3	Challenges in using mixed methods.....	91
5.7	Research field study's approval	92
5.8	Human subjects' committee approval.....	92

5.9	The pilot study.....	93
5.10	The main research.....	97
5.10.1	Students' survey design and measurement	97
5.10.2	Students' focus group	104
5.10.3	Teachers' interviews	107
5.11	Data Analysis procedures.....	110
5.11.1	Survey analysis	111
5.11.2	Teachers' interviews	112
5.11.3	Students' focus group analysis	113
5.12	Triangulation.....	114
5.13	Reliability.....	115
5.14	Validity.....	116
5.15	Chapter summary.....	117
Chapter 6	Students' survey results.....	118
6.1	Introduction	118
6.2	Research questions and hypothesis	118
6.3	Survey Analysis.....	119
6.3.1	Description of the population and sampling.....	119
6.3.2	Descriptive analysis.....	119
6.3.3	Reliability analysis	120
6.3.4	Demographic and personal description.....	121
6.3.5	Use of social media technologies	126
6.3.6	Participants' use of social media technologies to support English learning	129
6.4	Research question analysis.....	130
6.4.1	RQ1 What are Saudi students' attitude toward using social media to support English learning.	130
6.4.2	Analysing the study' factors	132
6.4.3	Intention to use social media technologies to support English learning	137
6.5	Multiple regression analysis	137
6.6	Research hypotheses.....	141
6.7	Chapter summary.....	142
Chapter 7	Students' focus groups results.....	145
7.1	Introduction	145
7.2	Data analysis procedure	145
7.3	Participants' English language learning Background	146
7.3.1	English language learning duration	147
7.3.2	The reason behind studying the English language	149

7.4	Students' attitude toward using social media technologies to support English learning	150
7.5	Chapter summary.....	161
Chapter 8	Results from teachers' interviews.....	163
8.1	Introduction	163
8.2	Data gathering and analysis procedure	164
8.3	Demographic information	165
8.4	Actual use of social media to support English teaching	167
8.5	Challenges face the instructors to use social media technologies to support their teaching	170
8.6	English instructors' attitude toward using social media to support English teaching	172
8.7	Potential role of social media technologies in improving English language skills	178
8.8	Suggestions for future use of social media to support English teaching 180	
8.9	Chapter summary.....	184
Chapter 9	Discussion	185
9.1	Introduction	185
9.2	Description of the participants and their English background.....	185
9.3	Research hypotheses.....	185
9.4	Overview of the main findings.....	186
9.5	Students' main findings discussions	188
9.5.1	Students' English language learning duration.....	188
9.6	Using Social Media.....	189
9.7	Social media platforms used to support English language learning	192
9.8	Students' attitude towards using social media to support English learning.	194
9.9	Instructors' attitude toward using social media to support English language teaching	199
9.9.1	Actual use of use social media technologies to support ELT	202
9.9.2	The role of social media in improving English language skills.....	205
9.9.3	Factors may affect social media technologies integration as supportive tools in English language teaching	207
9.10	Suggestions for future use of social media to support English language teaching	209
9.11	Summary.....	212
Chapter 10	Conclusion.....	213
10.1	Findings overview	213
10.2	The implication of the findings.....	215
10.3	The study's recommendations	218

10.4	Limitation of the study	220
10.5	Suggestions for future studies	222
	List of References.....	224
	Appendices.....	251

List of Tables

<i>Table 1.</i> Colleges and campuses of Bisha University	25
<i>Table 2.</i> Types, Characteristics, and Advantages of Social strategies	33
<i>Table 3.</i> Research questions, theories, methods of this study	62
<i>Table 4.</i> Survey flow sections	98
<i>Table 5.</i> Demographic questions in the survey	99
<i>Table 6.</i> The findings of the internal survey consistency of each dimension	121
<i>Table 7.</i> The participants' gender	122
<i>Table 8.</i> Students' duration of English studying and reason for studying English.....	123
<i>Table 9.</i> Students' accessibility to technology	125
<i>Table 10.</i> Means and Standards deviation of Saudi male and female students' attitudes toward using social media to support English learning.	131
<i>Table 11.</i> Means and standard deviations of perceived usefulness of using social media to support EL.....	133
<i>Table 12.</i> Means and standard deviations for perceived ease of use	135
<i>Table 13.</i> Means and Standard deviation values for subjective norm reported by the students at Bisha University.....	136
<i>Table 14.</i> Means and Standards deviation of the students' intention to use social media to support English learning	137
<i>Table 15.</i> Means and standard deviation for the study's variables.....	138
<i>Table 16.</i> Multiple regression model summary	140
<i>Table 17.</i> Regression coefficient showing the relationship between the dependent variable the students' attitude toward using social media to support English learning and the independent variables.....	141

<i>Table 18.</i> Students' English background information	147
<i>Table 19.</i> Themes and sub-themes of the students' attitude findings towards using Social Media to support ELL	151
<i>Table 20.</i> Shows themes and sub-themes for the research questions.....	164
<i>Table 21:</i> Teachers' demographic information.....	166

List of Figures

<i>Figure 1.</i> Saudi Arabia's map adapted form (GCS, 2012)	14
<i>Figure 2</i> Social media usage statistics of Saudi Arabia:2020 Infographic	57
<i>Figure 3.</i> Theory of Reasoned Action adapted from (Fishbein & Ajzen, 1977)	64
<i>Figure 4.</i> Technology Acceptance Model adapted from (Davis, 1989)	66
<i>Figure 5.</i> Adopters Classifications adapted from (E. Rogers, 1995).....	69
<i>Figure 6.</i> Theory of Planned Behaviour adapted from (Ajzen, 1985).....	71
<i>Figure 7.</i> SAMR model (retrieved from http://www.hippasus.com/rrpweblog/)	72
<i>Figure 8.</i> Conditions needed for Modelling process.....	75
<i>Figure 9.</i> The study's model of hypotheses and the relationship between the independent variables and the dependent variable.	80
<i>Figure 10.</i> Adapted from (Creswell & Clark, 2011).....	88
<i>Figure 11.</i> Adapted from (Creswell & Clark, 2011).....	89
<i>Figure 12.</i> Adapted from (Creswell & Clark, 2011).....	89
<i>Figure 13.</i> Visual presentation for the tests used to analyse the quantitative data	111
<i>Figure 14.</i> Participants' gender and age	122
<i>Figure 15.</i> Time students spend on using social media	127

<i>Figure 16.</i> Purposes of using social media	128
<i>Figure 17.</i> Frequency of using social media to support English learning	129
<i>Figure 18.</i> The social media apps used by the students to support ELL	130
<i>Figure 19.</i> Scatterplot linearity of the variables.....	139
<i>Figure 20.</i> Data analysis processing	146
<i>Figure 21.</i> Interviews data compiling and analysis procedures.....	165
<i>Figure 22.</i> A suggested model for using social media to support English language learning and teaching in English classes in Saudi Arabia.....	216
<i>Figure 23.</i> Competences needed in CLT	218

Acknowledgements

Alhamdulillah for everything **Allah** has blessed me with. Alhamdulillah for everything I have, Alhamdulillah for everything I had and Alhamdulillah for everything I will have.

I would like to take the opportunity to express my gratitude to my mother for her prayers during my study, my wife Dr *Sana* and my children, *Hanin*, *Omar*, and *Mohammed* who have been supportive and patient during this journey.

I also would like to express my profound appreciation and thanks to my supervisors Prof Victor Lally, and Dr Muir Houston, and Dr Sally Zacharias for their patience and motivation. Thanks to Dr Muir, who took the responsibility and having given me the benefit from the first day he was assigned as my second supervisors and during COVID-19 times. I would also to extend my great appreciation and thanks to Dr Sally for her expert advice in bringing this thesis to its final stage.

Special thanks to Saudi Cultural Bureau (SACB) in London for granting the doctoral scholarship, easing any obstacles during my studies, and providing me with the financial support for three years study.

I also would like to thank the University of Bisha, Balgarn campuses, College of Art and Science for their assistance and cooperation during collecting the data.

Author's Declaration

I hereby notify that the presented work in this thesis is the author's original work, unless mentioned otherwise. This research has not been submitted for other degree.

Saleh Mohammed Qunza Alqarni

Publication

Part of the data in this thesis published in:

Alqarni S & S., A. INSTRUCTORS GENDER AND TEACHING EXPERIENCE DIFFERENCES IN USING SOCIAL MEDIA TECHNOLOGIES TO SUPPORT ENGLISH LANGUAGE TEACHING. 12th International Online Conference On Education And New Learning Technologies, 6th &7th July 2020 Palma, Spain. IATED Academy, 2027-2032.

Alqarni, S. & Lally, V. ISSUES PREVENTING ENGLISH TEACHERS IN SAUDI ARABIA FROM USING SOCIAL MEDIA TO SUPPORT ENGLISH TEACHING. ICERI2019 Proceedings, 2019 <https://library.iated.org/>. 5815-5821.

Alqarni, S., Lally, V. & Houston, M. 2019. SAUDI STUDENTS' ATTITUDE TOWARD USING SOCIAL MEDIA TECHNOLOGIES AS A SUPPORTIVE TOOL IN ENGLISH LANGUAGE LEARNING. *In: Proceedings, E. (ed.) 11th International Conference on Education and New Learning Technologies*. Palma, Spain.

Abbreviations

ALM	Audio-Lingual Method
ARAMCO	Arabic American Company
ATT	Attitude (s)
BUB	Bisha University Balgarn campuses
CALL	Computer Assisted Language Learning
CIC	Communication Information Centre
CLT	Communicative Language Teaching
EFL	English as Foreign Language
ELL	English Language Learning
ELT	English Language Teaching
ENL	English as Native Language
ESL	English as Second Language
GOTEVOT	Organisation for Technical Education and Vocational Training
GTM	Grammar Translation Method
ICC	Intercultural Competence
ICT	Information Communication Technology
ISSL	Informal Second Language Learning
KAUST	King Abdullah University of Science and Technology

KFUPM	King Fahad University of Petroleum and Minerals
KSA	Kingdom of Saudi Arabia
LMS	Learning Management System
MOE	Ministry Of Education
MOHE	Ministry Of Higher Education
NCITP	National Communication and Information Technology Plan
PEOU	Perceived Ease of Use
PU	Perceived Usefulness
SAMR	Substitution, Augmentation, Modification, Re-definition
SCT	Socio-Cultural Theory
SLT	Social Learning Theory
SM	Social Media
SN	Subjective Norms
SPS	Scholarship Preparation Schools
TAM	Technology Acceptance Model
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action
VLE	Virtual Learning Environment

Chapter 1 Introduction

1.1 Background information

The English language has a significant effect on various cultures of many different nations. It is not just a spoken language in various countries, but it is recognized as the communication language of the globe (Axelsson, 2007). Several countries consider English as their first language such as Britain, New Zealand, Canada, Australia, USA, and many other countries (Braine, 2014). The expansion of English has increased the requirements to obtain better communication in English between people because of the benefits in employing the language for academic research, social communication and professional worldwide connections of various forms (Hashemi, 2011).

The English language is employed mainly as a communication language internationally between various people from various language backgrounds (Huong & Hiep, 2010). Such communication is essential in the educational system among the students in different universities, who need the language for their studies to obtain the required knowledge and information. Therefore, as it is viewed globally as such, many universities within the educational system include such an important language as one of their educational and fundamental requirements (Khader & Mohammad, 2010). Students' demand for this language, across the world as a primary element of international exchange and communication has resulted in an increase in second language learning of English (Carlo, 2012; Wozniak, 2010).

The role of Information Technology (IT) can be seen as an essential element of foreign language teaching and learning processes, and as such is rapidly increasing among many nations, including as mentioned in educational systems. Educators recognize technology's ability to establish both autonomous and collaborative learning and teaching environments in which students and educators together can gain and practice a new language.

The increased importance of IT and its impact on education and studying process has brought several significant changes in the academic environment in

the KSA. These new and emerging learning trends have made it obligatory to equip the members of the faculty in Higher Educational Institutes, with the essential technical abilities to keep up with the pace of such new challenges (National Centre for E-Learning and Distance Learning, 2010).

The use of technology such as computers, in the teaching and learning process within the schools in Saudi Arabia started in the 1990s. In 1996, the Ministry of Higher Education (MOHE) now merged under the Ministry of Education (MOE), created what is called the Computer and Information Centre (CIC) that provided much needed Information and Communication Technology (ICT) services to schools and educational institutions. In order to design new curriculum and develop the susceptibility of both teachers and students, MOHE launched an ambitious computer project in the year 2000 that aimed to embrace all schools and educational institutions in KSA (Oyaid, 2009). Associated projects have also been developed in which they provided a set of IT tools, such as a multimedia library and electronic class system, which assisted the teachers in developing their lessons, and for the students to be able to comprehend more information and knowledge (ibid).

The rapid development of technology has changed the way educational processes and lessons are being delivered. This is particularly so in English language lesson delivery where the technology has significantly promoted the quality of the outcomes resulting from the lessons taught (Jackson & Makarin, 2018). Moreover, many English language educators around the world use IT for essential support in their teaching such as the computer, internet, websites, and apps in teaching the English language. Such technology can enhance communication and student support, learning assistance systems, and help to provide necessary feedback (Bentley, Parkin, & Selassie, 2012). Yet many educators are still using traditional methods in the language teaching process.

These traditional teaching techniques and methods often collide with new instructional strategies such as using Virtual Learning Environments (VLEs), computers, websites, and apps in their teaching process. Chun (2011) states that technology is changing the function of language teachers through the changes it develops in the language itself, the chances for studying language, and the available choices for teaching it.

The current technology provides new opportunities to increase the efficiency of language learning and teaching, most notably in the field of teaching and learning foreign languages. Taffe and Gwinn (2007) argued that there are at least two essential elements of the integration of literacy-technology: using the technology to teach more effectively; and, developing the learning of strategies and skills that can influence the educational process. Combining well-organized, effective, dynamic and advanced technology with online educational resources such as VLEs, websites, apps, etc., into the strategies of learning and teaching foreign language for enhancing the language proficiency of students, such incorporation has been reiterated by several researchers, scholars and educators for many years (Jackson & Makarin, 2018).

Based on the rapidly changeable environment and the development of educational technology, it has become an essential requirement that English language learners gain the knowledge of how to efficiently integrate and adopt the technologies to reach the desired knowledge of the language. In the fields of English Language Learning, the applications concerning the educational process regarding technology (such as VLEs, apps, websites, and Social Media) have become more popular highlighting the need for adopting visual and interactive learning processes (Bentley et al., 2012). However, the remaining issue of the students' acceptance on using online resources and IT; and, the extent of its benefits in the English language learning process within Saudi EFL learners in their universities has still to be studied. Therefore, part of this study seeks to unveil the students' acceptance and attitudes towards using social media technologies to support their English language learning.

Nevertheless, generally from another point of view, the students can be considered as low processors of ELLs, which is common in many areas of the world, particularly for the nations where English is not the spoken language. Hashemi (2011) argued that students' impairment in language learning resulted from variations in the social context, and cultural environments. The English language has always played a vital role in national development, but the English proficiency level of Kingdom's students is still far from satisfactory (Ming, Ling, & Jaafar, 2011).

To this point, many Web 2.0 technologies examples that are in use at the present time have contributed to better learning, such as media sharing tools YouTube and Wikipedia. Alexander (2006); Donelan, Kear, and Ramage (2010) claimed that there is not a clear definition of Web 2.0 in the present time. According to Kaplan and Haenlin (2010) Web 2.0 is a term that was first used in 2004 to describe a better approach with which program engineers and end-users could better utilise the World Wide Web. Alexander (2006) characterised Web 2.0 as an arrangement of instruments, utilities, websites and applications based around social program and improved by the social network of the World Wide Web. It is a platform whereby substance and applications are not made and distributed by individuals, but instead are persistently adjusted by all clients in a participatory and collaborative design (Kaplan and Haenlin, 2010). Beside the considerable advantages of Web 2.0, 'add value' based on the students' participation that makes Web 2.0 outperform the corresponding Web 1.0 tools, which was designed solely for reading such as HTML/FTB. Therefore, Web 2.0 has the capacity to generate content, making it a more intelligent and sharing contents (Lenartz, 2012). The key to Web 2.0 is the user-driven, collaborative substance given through openness, co-creation and sharing of services and stages according to (Alexander, 2006).

Social Media vs Web 2.0

The term social media in the 21 century relates to a group of networked tools that emphasise the social aspects of the internet as a channel for communication, collaboration and sharing ideas and knowledge. Kaplan and Haenlein (2010) defined Social Media as a group of internet-based applications that were created on ideological and technological grounds of Web 2.0. This is true to some extent if we take Twitter as example when blocked Trump's tweets on January 2021. However, people tend to have difficulty in differentiating between the terms Web 2.0, Social Media, and Social Networking Sites and also think that these technological tools are just created for commercial purposes. Lenartz (2012) argues in favour of using the term social media to categorise Web 2.0 applications and social network sites. In web 2.0, the user creates their own content dependent upon purpose; either for socialisation or for communication with other people, which reflects the character of social media and its social

aspect. Kaplan and Haenlin (2010) argue that social media is a new format that depends on online websites, social networking and another web 2.0 applications. In this study and for the purpose of clarity, the term social media will be used through the whole study and includes social network sites.

Social Network Sites (SNS) are electronic resources and tools that allow the students to share and socialise their information. Although social network sites have not been yet well defined, they can be characterised as platforms that allow net users to be connected. However, Kaplan and Haenlin (2010) state that social network sites are the most popular among all social media sites and net users in particular with younger clients. They are web-based services that allow users to generate their profiles that can be shared either publicly or semi-publicly in order to be connected to their families, friends, and colleagues. These personal profiles can be photos, videos, and audio files. Recently, research has been done by a Pew Research Centre in America found that 55% of all American online users age 12 to 17 use social network sites (Lenhart & Madden, 2007). Nearly half of these clients visit and check their account at least once a day. This is something that should be taken in mind and exploited as a reality that may help the educators to facilitate their students' learning. This sort of information can be helpful not only for students but allowing people from all around the world to share interests. Brown and Kennedy (2011) argue that learning can take place through participation and interaction with each other by sharing opinions and interests.

Furthermore, teachers' attitudes are essential in any future integration into the use of social media as learning tools. It is also vital to know how they perceive the potential values of these tools in enhancing English language skills, challenges that may prevent using these tools as learning tools, and, the practical suggestions for future use of social media. Therefore, this study aims to investigate both the students' and teachers' attitudes towards using social media technologies to support English language learning and teaching. It also aims to explore the challenges that might hinder the adoption of social media at Bisha University, Blagran campuses, College of Sciences and Arts, English department. Finally identifying recommendations made by the instructors at BUB is an aim of this study.

1.2 Personal motivation behind the study

In 2016, while I was working in cooperation with West Dunbartonshire Council Offices, working 4U in the UK, to teach the English language to refugees coming from Iraq and Syria, I noticed that these refugees were not progressing from what we taught them in class. Although I and my colleagues did our best to design tasks and materials to engage our students, there was not that much progress in terms of their English proficiency. One day while we had a break, I asked one of the students how and where they spent most of their time. I was trying to know if they are practising English at home or not. The answer was “most of my time on using my phone checking news and checking my Facebook page”. So, I recommend he use some Facebook pages that teach English vocabs and grammars. A week later, I started to notice some progress among a group of them, and I was pleased when they mentioned that the Facebook pages, I recommended helped them a lot to learn English. This recommendation and the progress that followed triggered the desire in me to research social media technologies and its acceptance as supportive tools in English language learning classes at BUB in particular.

1.3 Statement of the problem

“Our students are no longer little versions of us, as they may have been in the past. In fact, they are so different from us that we can no longer use 20th-century knowledge or our training as a guide to what is best for them educationally. Our students as, digital native, will continue to evolve and change so rapidly that we won’t be able to keep up”(Prensky, 2006, p. 9).

In the era of modern technology with its potential for knowledge extension and information flow, people need to keep up to date with new innovations that could be applied in their careers. It is easy to share and transfer data from one country to another within seconds, thanks to the internet. In the internet now, more information is accessible from anywhere at any time. People can find any

kind of information related to the social, economic, cultural, and educational aspects of their lives.

Online and mobile web-based technologies, including social media, are playing significant roles in providing people with unlimited access to information and allowing them to be in touch with others. These technologies can also facilitate learning anytime and anywhere via different applications. They also led to the emergence of new and flexible learning for all people with different learning strategies and styles (F. Huang, Hoi, & Teo, 2018). Using these technological tools as supportive tools may make the learning process more enjoyable and accessible and help learners to be more active and engaged when compared to traditional methods of instruction.

Furthermore, contrary to which in the last millennium which portrays English language as subject that could have an effect on cultural or religious beliefs, the researcher as considered a product of the current educational system in Saudi Arabia could state that the educational institutions have actively taken up the cause of English prevalence in Saudi Arabia. This is not to say that the other subjects are receiving less interest or concern, but the point is that English language teaching and learning have been brought to the centre-stage in Saudi Arabia's educational system. All because of its importance in the modern universe, and because the language is not only a matter of local interest anymore but also a global requirement.

The main aim of this current study is to investigate students' and their Instructors' attitudes at BUB towards using social media technologies to support English language learning and teaching.

Abdullah, Abidin, Luan, Majid, and Atan (2006) argued that learners and educators of English language might or might not welcome the introduction of computer technology into schools or universities. They may also avoid it altogether. The Technology Acceptance Model (TAM) by Davis, (1989) and Rogers, (1995), and the Theory of Planned Behaviour (TPB) Ajzen, (1985) are applied across a wide variety of realms, including education and have been shown to successfully predict and explain students' motivations and attitudes towards a particular behaviour such as willingness to use an innovation. Also,

Ajzen (2001) suggested that using the technology in general and the use of online educational resources in education merely depend on the teachers' positive attitude towards technology. This indicates that having a positive attitude for the technology and online resources used in education is essential for teachers to use this technology in teaching the English language. Therefore, in this study both TAM, TPB and other models of using technologies are applied in this study to examine students' and English language instructors' attitudes and intentions towards using social media technologies to support their English language learning at Bisha University , Blagran campuses, college of Sciences and Arts, English department

Professional development helps both students and teachers to keep up to date with new and effective practices in technologies and utilizing the online sources in the educational process. This study seeks to describe the state of using social media technologies to support the English language learning and teaching at BUB; and, in addition, to know the extent of the use of online resources in the educational process. Therefore, the researcher will be using survey, interviews and focus groups to investigate the extent to which social media technologies are acceptable or not among EFL students and teachers; and, the scale and scope of any use in the university. Also, this study seeks to investigate the role of using these technological tools to support the English language teaching and their usefulness on the Saudi students in their process of English learning as an English Foreign Language (EFL).

Abdullah et al. (2006) stated that information technology is advancing swiftly. English language teachers will have to equip themselves with the proper knowledge and skills in this technology related to education. According to Abdullah et al. (2006), some educators and students have access to this technology and are beginning to comprehend the significance and advantages within the teaching process. In another aspect, the English language teachers must realize how to address these requirements of the students and the technology formed on social media in their classroom teaching.

As a result, teaching and studying practices have changed due to the use of ICT in education (Naidu, 2005). This indicates that students will have to learn and be familiar with the instruction of advanced technology through online educational

resources. This study concentrates on the Saudi students' and their English language instructors' attitudes at BUB towards using social media technologies to support English language learning and teaching. Also, the role that these technological tools may play to enhance the students' English language skills from the instructors' perspectives. It also seeks the barriers and hinders, which can prevent the English instructors from using such these technologies and see how qualified they are along with their teachers in this field. This is indeed an essential study and a present trend in foreign language learning and teaching.

1.4 Purpose of this study

This study investigates Saudi students' and their English language instructors at the University of Bisha, Balgarn campuses, College of Science and Arts attitudes towards using social media technologies to support English language learning and teaching. It is intended to understand issues and enhance the use of social media technologies to support English language learning and teaching. It is also investigating factors that influence Saudi students' attitudes and intentions to use social media technologies to support English language learning. These factors, including Perceived Usefulness (PU), Perceived Ease Of Use (PEOU), Subjective Norma (SN), and Gender. Also, the study was designed to test a hypothesis regarding gender differences among the students regarding the use of social media technologies to support English language learning.

Also, this research investigates the most popular social media technologies that the students use to support their English language learning; and, the purpose of using social media tools.

In addition, this study investigates the role that social media could play in improving English language skills from the teachers' perspectives. English language teachers are the leading player in determining students' learning success (Hussin, Gani, & Muslem, 2020). Therefore, understanding the educational values of these technological tools from the teachers' lenses will help English language teachers in Saudi Arabia to create a better learning environment for the students.

Another purpose of this study was to understand what could be the potential barriers that may prevent English language teachers from using social media technologies to support English language teaching. Many studies have proved the pedagogical implications of these technological tools in supporting English language teaching (Hussin et al., 2020; H.-c. Wang & Chen, 2019). Also, after conducting the pilot study; it was viable to ask the teachers in particular about the potential factors that may prevent them from using these technological tools.

Also, after understanding the teachers' attitudes towards using social media technologies to support English language teaching, the role that these technological tools could do in improving students' English language skills, and the potential factors that could prevent them from using them, it was essential to step ahead and put these answers into practice and ask them what would be their future recommendations to adopt social media to support English language teaching.

1.5 The Significance of the study

The importance of this study can be seen in two aspects. Firstly, students are not just using social media to gain information, but they also are creating their own content and are able to share it with friends (Ajjan & Hartshorne, 2008). They use and spend more of their time on different kinds of social media applications. This indicates that students are attached to and familiar with these technological tools, and it is essential to investigate factors that influence Saudi students' attitudes towards using social media technologies to support English language learning. Therefore, understanding Saudi students' attitudes towards using social media for supporting English language learning, will provide Saudi education in particular, BUB with information that may facilitate English instructors to support their students' English language learning. It may also facilitate the instructors to understand students' learning preferences, so they design English materials and tasks that suit most of the students. As Prensky (2006) reminds us, "Teachers can learn what technological types of equipment they need in their classrooms simply by asking students, and they can lobby to

get these items installed in school computer labs and libraries” (Prensky, 2006, p. 10).

Secondly, the importance of this study can be found in the findings yielded from English instructors’ attitudes towards using social media technologies as supportive tools. Like the students’ attitudes, instructors’ perspectives are vital when it comes to using modern technologies as learning tools. Understanding instructors’ attitudes towards such technological tools as supportive tools will make stakeholders in Saudi Arabia more confident about any future pedagogical reform. For instance, Saudi Arabia differs from western countries in terms of culture, religion and language and what is appropriate in western countries may not be transferable to Saudi Arabia. Yoo and Huang (2011) highlight the impact of culture on the acceptance of Web 2.0 and the choice of its types. For instance, male and female instructors may think that accessing and using western social media content may cause disruption to students’ cultural beliefs and norms.

Furthermore, understanding the role that social media could play in improving English language skills in Saudi Arabia will help English language instructors to fill the gap in the English curriculum with regards to English language pronunciation and speaking.

Finally, knowing the potential factors that may affect the future adoption and integration of social media to support English language learning is very important to decision-makers at the Ministry of Education in making policy decisions designed to overcome these factors and provide the appropriate English language environment.

1.6 Research questions and hypothesis

This study asks six main questions. These questions were concerned with the current context of English language learning and teaching in Saudi Arabia as well as for future implementations that could result in a better English learning environment in Saudi Arabia. The questions were as follows:

- What are Bisha university students' attitudes regarding the use of social media for supporting English language learning?
- What are the English language instructors' attitudes in BUB towards using social media to support English language teaching?
- To what extent do the English instructors at BUB use social media technologies to support English language learning?
- What is the role that social media technologies could play in improving English language skills at BUB?
- What are the challenges or barriers that may hinder English instructors at BUB from using social media technologies to support English language teaching?
- What are implementable suggestions or recommendations for practice from an instructor perspective to integrate social media technologies in English language classes at BUB?

This study has the following three hypotheses.

H1: Social media technologies have no impact on Saudi students' learning of English.

H2: The selected variables Subjective Norm (SN), Perceived Usefulness (PU), Perceived Ease Of Use (PEOU) will predict Saudi students' attitudes toward using social media to support their English language learning.

H3: There is no difference between females and males' students in using SM technologies (Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype) to support English Language learning.

A model has been created by the researcher to present the relationship between the variables of this study, and the research hypotheses suggested by the researcher (see *Figure 9*).

Chapter 2 The Study context

2.1 Introduction

This chapter provides an overview of the study context, including the country and its educational system evolution. It provides a brief overview of the higher education systems in Saudi Arabia. In addition, the current context in terms of e-learning in Saudi Arabia is presented. This chapter also highlights the history of English language learning and teaching in Saudi Arabia, the English curriculum from the past to the current time, the teaching approaches adapted in the kingdom, and some information about the teachers and learners in the Saudi context. It will also provide some information regarding the study site, the University of Bisha and its campuses in the southern region of Saudi Arabia.

2.2 Historical view of the Kingdom of Saudi Arabia

Saudi Arabia, officially the Kingdom of Saudi Arabia, is a country in the Middle East, constituting the bulk of the Arabian Peninsula (see *Figure 1*). It was established in 1932 and admitted to the United Nations in 1945. Its current constitution was established in 1992. With a land area of approximately 2,150,000 square kilometres, Saudi Arabia is geographically the largest sovereign state in western Asia. The Ottomans occupied parts of the country such as the Hijaz, Asir, and al-Ahsa for four centuries. The Turkish language was the first foreign language to be taught in these areas. In 1916, with the encouragement and support of Britain, the control of the Ottoman's was ended due to the allied victory in World War 1. On 23 September 1932, Ibn Saud established the kingdom of Saudi Arabia, and that date is a national holiday for the kingdom.

A few years later in 1938, vast reserves of oil were discovered in the Al-Ahsa region along the coast of Arabian Gulf. In 1941, the full scale of development and explorations of the oil field were begun under the US-controlled ARAMCO (Arabian American Oil Company). From the discovery of oil, the country has been through a dramatical evolution that attracted many international companies, and this increased the demand for ELT learning in the country (Javid, Al-Asmari, & Farooq, 2012).



Figure 1. Saudi Arabia's map adapted form (GCS, 2012)

2.3 The educational system in Saudi Arabia

According to the Saudi Arabia Cultural Bureau (SACB) in London (2015), Saudi educational policy aims to support education in general and in particular higher education to ensure that the education in the Kingdom meets the religious, economic, and social needs for the kingdom as well as to diminish illiteracy among Saudi youth. The Ministry of Education sets fundamental standards for the education system for public and private schools and oversees special education for those with disabilities. Additionally, the General Presidency for Girls' Education was dismissed in 2003, and the Ministry of Education took over its roles. The latter since 2003 administers the girls' schools, colleges, supervise kindergarten and nursery schools. It was and still there is a segregation education system in Saudi Arabia, due to religious and cultural norms. The Ministry of Education was established in 1975 and responsible for implementing

Saudi Arabia's higher education policy in the rapidly expanding sphere of post-secondary education.

2.3.1 Higher Education in Saudi Arabia

Since the establishment of the Ministry of Education in 1975, there have been some changes which resulted in a separate unit the Ministry of Higher Education in 1975 to deal exclusively with higher education. However, in 2015, the Ministry of Higher Education was again subsumed within the Ministry of Education. For the last five decades, higher education in Saudi Arabia has witnessed a significant evolution, and according to the Ministry of Education, higher education has extended and improved to include the following:

- 30 Public Universities
- 12 Private Universities
- 7 Military Colleges
- 13 Private Colleges

Stages of higher education at the Saudi universities includes offering Bachelor, Masters and PhD degrees. The Ministry of Education is the one that responsible for the regulation of higher education in Saudi Arabia, and it provides oversight through a University Council.

2.4 E-learning in Saudi Arabia

The initial step towards e-learning in Saudi Arabia was by the General Organisation for Technical Education and Vocational Training (GOTEVOT). It was the first Saudi educational organisation to establish an E-learning Centre for training staff and students in 2002. The Ministry of Education in Saudi Arabia also recognised the importance and need for E-learning in public universities. One reason for paying more attention to e-learning by the Ministry of Education was the lack of female teachers in gender-segregated educational institutions. This lack of female teachers could be attributed to the ideological values implicated

within teaching and learning. Moreover, there is a high demand for the flexibility e-learning offers for students who are working as part-time and want to complete their studies to get promotions or find better jobs in the future (Clementking, Muhammad, Shah, & Ahmad, 2013).

In addition, the Saudi government established the National Communication and Information Technology plan (NCITP) in 2007, setting out to ensure the best potential employment of ICT at all levels in education and training and the use of e-learning. The National Plan for Information Technology was established by the Ministry of Higher Education (a previous part of the Ministry of Education) to support E-learning and Distance learning in Saudi Arabia. In 2006 with the collaboration of the Open University of Malaysia (OUH), and Multimedia Technology Enhancement Operations, the Ministry Of Higher Education set up the National Centre for E-Learning and Distance Learning (NCel) (Almohaisen, 2007) to encourage the development of e-learning in Saudi higher education. It also introduced a Learning Management System (LMS) in 2007 called “JUSOR” to support universities develop courses materials (Mirza, 2007). The National Repository for Learning Objects “MAKNAZ” was designed to store, manage and share learning objects between universities; while NCel established the Saudi Centre for support and counselling (SANEED) to support and improve the abilities for all E-learning users in Saudi universities. Therefore, initiatives to introduce e-learning to the kingdom have increased the use of e-learning. However, Saudi Arabia is still in the early stage of its e-learning development and faces many challenges as in COVID-19 time when some of the universities at COVID-19 time have a lack of essential equipment and technical infrastructure to allow a shift from face to face to distance and blended learning. This lack of essential equipment incurred in two weeks delay in learning when COVID-19 struck the kingdom.

2.5 History of English language teaching in Saudi Arabia

Some people think that the English language was the first foreign language that was taught in Saudi Arabia, which is a false belief. The Turkish language was taught by Ottomans in schools in what at that time was called (Arabian

Peninsula). Turkish was regarded as a language of invaders and oppressors (Al-Ghamdi and Al-Saadat 2002). The Ottomans Empire collapsed in 1914 and Turkish fell into abandonment in Saudi Arabia. However, it is unknown how English was first introduced in Saudi Arabia even though that as the Kingdom has not been under the colonial rule of a European power. In fact, the Saudi government embarked on the initial step to introduce it to its people. Just after the establishment of Saudi Arabia in 1932, the government realised the importance of English as a lingua franca.

Saudis' attitude toward foreign languages has changed from the twentieth century as Saudi Arabia has developed in different aspects of life such as education, economic, and politics that require the Saudis to communicate with other people. However, it should be mentioned that since the discovery of oil, Saudi Arabia has introduced the English language so that it can be the lingua franca between the Saudis and the non-Saudi workers in the oil companies. A need for schools teaching English in the past to prepare Saudis to cope with the development of their countries, was also identified. Researchers agree that English as a foreign language was introduced into the Saudi educational system in around 1927, which means three years after the foundation of Directorate of Education in 1923. Later on, in 1936, the Scholarship Preparation Schools (SPS) were established in Makkah to fulfil this need. It was only open to Saudi citizens not for other nationalities (Al-Ghamdi and Al-Saadat 2002). This school was the first step towards high schools in Saudi Arabia. English language teaching was first introduced in this school (Mahboob and Elyas 2014). One of the aims of this school was to prepare Saudi students linguistically to be able to speak English when travelling abroad in particular to the USA and Britain. Teachers from Egypt were invited to teach English in this school to fulfil this aim.

Furthermore, English has the privilege to be the only foreign language taught in public and private schools, universities and even in the government institution. It is a compulsory subject in intermediate and high schools, and as an optional subject or a major domain in the universities. It is the medium of instruction in some fields of study in Saudi Arabia, such as medicine, science, and engineering. King Fahad University of Petroleum and Minerals (KFUPM) relies mostly on English as its medium of instruction as did the King Abdullah University of

Science and Technology (KAUST). Many vocational or military governmental institutions have their own English centres to teach English to their employees. Most of the jobs being announced nowadays in Saudi Arabia, whether they are in hospitals, hotels or in any other industry require the employees to have adequate English language competence. Mass media is also playing an important role to introduce English to Saudis (Al-Seghayer, 2005). Saudi TV Channel 2 for example only broadcasts in English. Radio channels such as Studio 1, 2 Saudi Aramco broadcast News and music all in English.

To ensure that Saudi students have been provided with adequate English language environments, the Ministry of Education in Saudi Arabia (<http://www.mkgedu.sa/>) has declared the objectives of teaching English as the following:

- 1) To provide the students with the basics language skills (Listening Speaking, Reading, and writing.
- 2) To make the students aware of the importance of the English language as a lingua franca.
- 3) To ensure that the students have a positive attitude toward English language learning.
- 4) To provide the students with necessary linguistics competence that is required in a different industry.
- 5) To develop student's awareness about the cultural, economic, religious and social issues of his/her society and prepare him/her to participate in their solutions.
- 6) To develop the linguistic competence that enables the student, in future, to present and explain Islamic concepts and issues, and to participate in spreading Islam.
- 7) To prepare the students linguistically to benefit from native language countries, which will enhance the concepts of international cooperation that would develop understanding and respect of others' cultures.
- 8) To prepare the students linguistically to be able to transfer other countries' knowledge and the most advance technology to his or her country.
- 9) To enable student to acquire the necessary linguistic competence required in various life situations.

As seen above in the Ministry of Education' objectives to teach English, it is hoped that the findings' of this study will fit these objectives. For instance, it is hoped that by using social media technologies to support English language learning and teaching both the students and the instructors will be exposed to different cultural norms. Also, it will allow them to socialise and interact virtually with native speakers to enhance their language skills. It is also hoped that this study will contribute to these objectives by exploiting modern technologies, including social media, to blur the lines between the authentic English language and English textbooks in Saudi Arabia.

2.5.1 English language teaching curriculum

Education in Saudi Arabia is free at all the levels and optional except for the elementary level. It is controlled and monitored by the Ministry of Education (MOE). Males and females are taught separately, due to religious and cultural beliefs but they follow the same curriculum. English enjoys a high status as the only foreign language to be taught in intermediate and high schools in Saudi Arabia and as recently as in 2002 added to elementary schools. It is a compulsory subject for both boys and girls. Saudi students study English for about nine years during their general education. The same textbooks and teaching methods apply to boys and girls. The English classes in Saudi Arabia schools last for 45 minutes multiplied in 3 classes in a week. Zaid (1993), as quoted in Al-Seghayer (2005) noted that English classes in Saudi Arabia paid more attention to speaking and writing skills. He stated that English teachers emphasised the teaching of the content in the textbooks rather than in improving the speaking competence. Nevertheless, Saudi students still have a weakness in academic writing (Javid & Umer, 2014). According to Javid and Umer (2014), such weakness could be attributed to the lack of English language environments to practise in. This indicates that using social media platforms such as Facebook and Twitter to support English language learning could be one solution to provide English language environments where Saudis can practise their writing skills with people around the globe.

Furthermore, there is an ongoing development in the English language curriculum in Saudi Arabia. Although the English language was taught in Saudi Arabia in 1927-1959, there was no explicit curriculum (Al-Seghayer, 2005). In the early 1960s, the 'living English for the Arab World' (Allen & Cooke, 1961) curriculum was adapted from a neighbour country and had been taught in Saudi Arabia until 1980. Such curriculum usage was questioned as not adequate for Saudi education as well as not fulfilling the needs of students (Al-Subahi, 1988).

However, in 1980, there was a positive attempt to address the learner's needs by the Ministry of Education in collaboration with Macmillan Press through introducing a new English program called 'Saudi Arabian Schools English' SASE at the intermediate and the secondary level, which was used for 15 years (Al-Seghayer, 2005). Subsequently, another project in 1995 was launched to design adequate material better aligned to the Saudi context and developed by native-speaking (NS) experts in ELT working at King Fahad University of Petroleum and Minerals KFUPM named as 'English for Saudi Arabia'. It was launched by MOE and had issued a series of textbooks for both school level (Intermediate and Secondary). However, this series of textbooks were criticised for ignoring some social aspects of Saudi Arabia as well as famous people and places in Saudi (Al-Mulhim, 2000). The MOE planning was to bring English within the essential schools at the 6th grade within the primary school level, with two hours of instruction per week. According to AlSobaihi (2005), this modification was due to the fact that a large proportion of high school students and colleges graduates had low proficiency in EFL language skills.

2.5.2 English language teaching approaches

It is believed that L2 teaching approaches might vary from one country to another. Throughout history, these variations, as Richards and Rodgers (2001. P, 1) illustrate, "have reflected recognition of changes in the kind of proficiency learners need". This shift can be seen as focusing more on verbal proficiency than on reading comprehension as a goal of L2 learning (Richards and Rodgers 2001). However, in the Saudi Arabia context, the English teaching approaches adapted are the Audio-Lingual Method (ALM) and to some point, the Grammar-Translation Method (GTM)(Al-Seghayer, 2005).

The ALM is the most common approach by Saudi English teachers (Zaid, 1993 as cited in Al-Seghayer, 2005). It was dominant in classes between the 1930s and the 1970s; and, focuses on drills in language laboratories to teach and learn an FL (Castagnaro, 2006). It was derived from Skinner's (1957) principle of behaviourism. Although this approach is widely adopted in Saudi Arabia, it does not encompass all of its benefits, such as using computer labs which is essential in such an approach. Thus, Saudi students are not exposed to authentic language that seems the case in Saudi Arabia (Al-Seghayer, 2005). This means that Saudi students learn what are in the books, but they also need also to be exposed to the language of everyday communications. This could be done if Communicative Language Teaching (CLT) are applied in Saudi Arabia. However, Saudi teachers do cope with the core of the ALM, paying attention to the role of stimulus and response situations. Consequently, students participate in repetitive tasks. This approach also focuses on the structure and the form of the language instead of the meaning as well as on memorisation methods (Finocchiaro & Brumfit, 1983).

The GTM is a common method of teaching English in Saudi Arabia. It was first used to teach classical languages, Latin and Greek (Kenneth, 1988). English teachers in Saudi Arabia heavily rely on this approach to explain grammatical structures as essential for their teaching. The use of the mother tongue, Arabic, was considered necessary to support the teaching process (Mahmoud, 2012). This approach ignores the verbal production of the language (Richards and Rodgers, 2001; Freeman, 2000). It focused on understanding the structure of the language; instead of being able to produce a verbal outcome. It also involves an interaction between teachers and their students but not between the students themselves (Larsen-Freeman, 2000). It was found that using GTM in English classes in the Arab world, including Saudi Arabia, was one of the obstacles that faced the students (Fareh, 2010).

However, the methods mentioned above and applied in Saudi Arabia failed to produce learners who can confidently speak in any English conversation or understand simple oral and written messages. It seemed an inadequate achievement after so much time, and money spent by the government to provide Saudis with a decent English language learning environment.

There are many contributing factors for such failure, both intrinsic and extrinsic. As stated earlier, extrinsic reasons could be the approaches used by the teachers in the classes. Almulhim (2001) found that excessive use of Arabic by English teachers in classes resulted in a deficiency in all the four English skills, speaking in particular. On the other hand, intrinsic motivation such as the students' need for learning English to understand it not just to memorise it, is a key factor of how students perceive their language learning. English in Saudi Arabia is an additional language and more often does not serve their needs. They pay less attention and make less effort just to acquire the minimum required to pass the exams. Khan (2011) states that the English language for Saudis is considered as an academic subject, they use Arabic to communicate with their families, peers, and classmates, which results in fewer opportunities to practise English skills outside the classes. Therefore, using social media to support English learning could tackle both intrinsic and extrinsic motivation to provide a good reason for the students to learn English as a means to communicate with people around the world. Doing so could also improve the way English is taught by making the classes more enjoyable, collaborative and interactive

2.6 English language teachers in the Saudi context

English is seen as an essential language in Saudi Arabia. Therefore, the Ministry of Education had ordered teachers to promote Saudi students' proficiency in English. This focus on English language learning because the Ministry of Education recognises that globality of English and wants Saudi students to take part in international arts and sciences. However, as noted above English language teaching methods in Saudi Arabia are being questioned due to a lack of flexibility. Alhazmi (2010) States that teachers and schools' authority are generally not satisfied with the curriculum as they believe it is not flexible. The teachers have to stick to the curriculum, which is something that does not allow the teachers to be creative. Despite revising some certain schools textbooks to include some progressive methods of language teaching, these textbooks failed to be creative (Al Shammari, 2007). The majority of English language teachers come from other countries because there are not enough adequate Saudi

Arabian English language teachers. The reason for this lack of qualified teachers may be attributed to inadequate pedagogical skills (Alosaimi, 2007).

However, recently, there is an enormous effort by some educational institutions in Saudi Arabia to provide training courses for Saudi English language teachers in KSA and abroad. Kebrat (experience) in English is a unique training program that was launched by the Ministry of Education in 2016 to 2020 to send some Saudi English Language teachers abroad to the USA, the United Kingdom, Australia to engage with the schools in these countries to gain experience in English teaching methodologies. The purpose of these training courses is to improve the level of teaching and take the teacher up a level to a standard one. It is hoped that doing so will enhance language environments by employing more effective methodologies. Also, to replace the non-Saudi teachers with qualified Saudis under what so-called the national programme of Saudisation (Looney, 2004).

Finally, classes size in Saudi Arabia could be one of the challenges facing the English teachers. They are often very large which could hinder the teachers from giving the students a great deal of scaffolding, and feedback (Monks & Schmidt, 2010).

2.7 English language learners in Saudi Arabia

Generally, in Saudi Arabia, the students study English at least for ten years. In public schools, English language is taught from grade 4 (primary 4). This is not the case with international and private schools as they integrate English from an earlier grade (Primary one). Nevertheless, still, the majority of Saudi learners are unable to communicate effectively and many only acquired basic writing and reading skills (Alrabai, 2011). The Ministry of Education recently announced the integration of English subject from grade one in the public schools. However, it seems that not the amount of time studying English does make the students capable of communicating effectively if they are not motivated to learn English in the first place. For instance, in the preparatory year at the university level, the majority of the students may have no great motivation to learn English as Arabic is the official and most spoken language in the country. This is something

that of interest in this study to investigate if social media technologies could be an excellent solution for the students to overcome this long-standing problem.

The teaching and learning of English takes place mainly within the classrooms and rarely outside this setting. McKay and Bokhorst-Heng (2009) suggest that learners can feel less motivated when they feel that they learn something irrelevant, and it is only motivated when they feel that there is a point behind their learning. Saudi students consider the English language as a language that allows them to finish their higher studies; or some may consider learning English as prestigious to have a future job. This is one of the questions that I asked the students in this study: what their reasons are to learn English as this will help me to understand if the students are motivated to learn English.

2.8 Research setting

The study was conducted at Bisah University, Balqarn Campus, College of Art and Science. The history of higher education began in Bisha with the establishment of the Teachers' Institute. The institute was then transformed into a Teachers College. This college became the foundation for the establishment of the King Khalid University branch in Bisha. The King Khalid University branch in Bisha started at the Teachers College. The College of Teachers was established in 1412 AH (After Hijra) the Islamic calendar (1991 AD) and then joined the Ministry of Higher Education and then to King Khalid University. In 1424 AH (2003AD), the Ministry of Higher Education decided to establish a community college in Bisha to provide academic diplomas in some disciplines, and in 1428AH (2007AD) the decision to establish the College of Science and Arts, was issued which includes a group of departments, the most important of which are: English language, medical sciences, physics, chemistry, biology, mathematics and computer science. At the same year the College of Science and Arts joined the educational system at King Khalid University in Abha.

In 1431AH (2009 AD), the King Khalid University branch was established in the province of Bisha. It began with a department that oversaw the faculties of Males and Females in Bisha, Balqarn and Thutlith. In 1432 AH (2010 AD), the Supreme Decree was issued to establish the Medical and Engineering Colleges. It

was also issued to restructure the Teachers' and Girls' college in Bisha, to become under the authority of King Khalid University and so the total of the colleges became (16) colleges. Two years later, the Custodian of Two Holy Mosques, King Abdullah Bin Abdul-Aziz issued High Order No: 42418 on 20/11/1434 AH (2012 AD), for transforming King Khalid University branch of Bisha Governorate and neighbouring Governorates as the University of Bisha (Independent University) headquartered in Bisha, and merging in it Colleges of Governorates of Bisha, Al-Namas, Balqarn (Sabt Al Olaya) Tathlith. The number of the colleges has increased since 2012 and became 16 colleges as shown in Table 1 below:

Table 1. Colleges and campuses of Bisha University

College of Science and Arts (Male) in Balqarn.	College of Science and Arts (Female) in Balqarn.
College of Science and Arts (Male) in Namas	College of Science and Literature (Female) in Namas
Community College (Male) in Namas.	College of Applied Medical Sciences (Female) in Namas.
College of Education for Male and Female students in the main campus in Bisha	College of Science for Male and Female students in the main campus in Bisha.
College of Business for Male and female (Main campus Bisha)	Community College for male and female (Main campus Bisha)
College of Applied Medical Sciences for male and female (Main campus Bisha)	College of Sciences and Home design for male and female (Main campus Bisha)
College of Science and Arts (Male) (Tathlith campus)	College of Science and Arts Female (Tathlith campus)
College of Medicine for male and female (Main campus Bisha)	College of Engineer for male and female (Main campus)

2.9 Conclusion

This chapter has provided information about the study context. The kingdom was established in 1932 after the collapse of the Ottomans empire. The Turkish language was taught in the classes by Ottomans before English. Due to increasing globalisation and necessity for Saudi Arabia to learn English to ARAMCO workers, English was introduced in the country. Since the establishment of the country in 1932, the educational system has gone through different changes till the Ministry of Education established in 1975. The higher education system has witnessed an improvement in the twenty-first century, and there are more universities now than the past. In 2002, The initial step towards e-learning in Saudi Arabia was by the General Organisation for Technical Education and Vocational Training (GOTEVOT). It was the first Saudi's educational organisation to establish an E-learning centre for training staff and students. This chapter has discussed English learners and teachers in the context of this study. This chapter also presented some information about the study context, the University of Bisha including its establishment, and its colleges and campuses in the southern region of Saudi Arabia.

Chapter 3 Literature Review

3.1 Introduction

‘English is now considered the world’s most widely known and used language; it is the international language of science, commerce, computing, the Internet and mass entertainment. Therefore, many people around the globe currently speak English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL). With the diffusion of emerging technologies in the present time, English learning has become a part of student’s practices and life; students can learn English while sitting or elsewhere at a time that suits. However, since the ultimate purpose of teaching English to students is to make use of it in the real world and express themselves as if English was their own first tongue, the integration of Information Communication Technology ICT within the education provided wide horizons for students to obtain and share knowledge according to Mcloughlin and Lee (2007). Traditional classes were designed and collated and presented by their teachers. Unlike the World Wide Web (Web 1.0) e- learning was just from one direction and students just receive information from technologies instead of teachers, the new e-learning web 2.0; however is different. The students are no longer just consumers for the materials, but they also became more active and participatory (Mason & Rennie, 2006; Palloff & Pratt, 2007).

This chapter will discuss some aspects of Computer Assisted Language Learning (CALL) and its types and use in English language classes. This chapter will also discuss language learning strategies and styles to make a link between them and potential social media use and attitudes towards such use. Some literature regarding students’ and teachers’ points of view towards using these technological tools to support English language learning and teaching will be presented and discussed. Finally, potential advantages and potential barriers to the adoption of using social media will be presented.

3.2 Computer-Assisted Language Learning (CALL) history

The 21st Century is known as the information age, in which technology, in particular, the internet has a strong influence on expanding aspects of our life, including education, health, and business. As a result of this, both EFL teachers and learners have been empowered by the advantages offered by technology. These advantages offered by technology have resulted in the birth of Computer Assisted Language Learning. CALL refers to “the search for and study of applications of the computer in language teaching and learning” (Mike Levy, 1997, p. 1). It is also known as the domain of technology in second language teaching and learning (C. Chapelle, 1997). According to Warschauer and Healey (1998), CALL can be traced back to the 90s and can be categorised to three forms of usage over time.

There are different types of CALL. The first was called Behaviouristic CALL (1960-1970), which focused on repetitive use and drills. This means there were drills, and students could practise as it was believed at that time that repetitive materials and tasks are essential and beneficial for learning new languages. This CALL was developed and focused on vocabulary and grammar exercises. The focus of this approach was on the accuracy of learning. It focused on repetitive drills and practice, allowing students to learn at their own time, with the computers acting as a machine tutor, with a continuous repetition.

The second category was the Communicative Cognitive approach. This type of CALL was designed to let the students interact so that they can use the language itself, not just repeating the drills. Grammar was to be taught implicitly rather than explicitly. Students were encouraged to think critically and to build their discussions around a topic. The focus of this approach was on students' fluency.

The last category was Socio-Cognitive or Integrative CALL. This sort of CALL was first introduced in 1990 till the present time. It is also known as a task-based approach. There are two types of this category: Multimedia such as audio/video (CDs, DVDs) and Web-based (internet). Both focus on the use of the language in social interaction by performing real-life tasks and addressing the need of

authentic contexts. Several studies had been done concerning how the use of CALL influences and enhances the three main areas of language (pronunciation, vocabulary, and grammar) as well as the four core language skills (speaking, writing, reading, and listening) (Stockwell, 2007). Language learning can be facilitated using computer technology by bringing authentic language inputs and collaborative communication activities in target languages (Moria Levy, 2009); Warschauer & Healey, 1998). CALL offers a different option to students to learn English language either in-group or individually. Flexibility is one of the benefits that CALL can offer. Students have the advantage of repeating the task if they require. This drill reduces students' anxiety as there is no need to ask teachers to repeat the instruction; it is all about press a button again. It is possible to say that CALL has made our English learning and reaching more comfortable and enjoyable. However, according to (Dina & Ciornei, 2013), this type of CALL has its financial and technical drawbacks. The financial problems are related to the cost to have more computers and internet signals. The technical problem can be seen in unexpected situations that those computers cannot handle in the same way as teachers do.

This study is interested in finding out if the English language instructors at the BUB campuses are using social media technologies as supportive tools to support English language learning and teaching. This use could mean using these technological tools formally in class to support English language skills; or, could be informally to encourage their students to practise their English learning.

3.3 Language learning strategies

As known, social media contents are audio, videos, and context. For this study, the focus on language learning strategies is because the use of social media technologies to support English language learning and teaching may allow students to apply different language learning strategies that may be impossible to do in face to face teaching. For instance, some students are emotional and lack of confidence to talk in front of the class, or some of them are good at recalling vocabulary if they embedded in his/her mind through a video from YouTube. Also, in Saudi Arabia, where English is a second language, and Arabic is the dominant language, using social media may allow English students to

interact with native speakers. Therefore, in this section, we first identify language learning strategies and then present six major of these strategies that may be linked to the students' and instructors use of social media to support English language learning and teaching.

Language Learning Strategies (LLS) as a plural form are “purposeful mental actions (sometimes accompanied by observable behaviours) used by a learner to regulate his or her second or foreign language (L2) learning” (Oxford 1990 p.81). The word strategy was derived from the ancient Greek word “strategia” that means the actions taken to win a battle (Oxford, 2003). According to Oxford (2003), some conditions indicate a strategy may be considered useful. These conditions are the following: (a) it has to be related well to the L2 task, (b) it has to fit learners' styles to some extent, and (c) it has to be employed effectively by the students and to be linked to other relevant strategies. Having these conditions in language learning strategies make the learning more effective, enjoyable and comfortable. The conditions above, when they are met in a strategy employed by a student, can make the learner more independent and encourage lifelong learning (Allwright, 1990; Little, 1991). The use of language learning strategies outside of classrooms can be seen in terms of students' progress and achievement (Zimmerman and Pons, 1986). There are six majors L2 learning strategies, according to (Oxford,1990).

Cognitive strategies enable the L2 learners to have control over the language materials in a direct way such as note-taking, underlining key words, summarising contexts, and guessing the meaning from the context. Cognitive strategies were found to be related to L2 proficiency in a number studies including Kato (1996), Ku (1995).

Metacognitive strategies are students' learning styles, preference, needs, include time management of their own study, and evaluating the process that is employed to measure the overall learning success. Such use of strategies, including thinking aloud and reading comprehension allows the students to develop appropriate plans for learning which make students aware of how they learn and how to use these strategies to acquire new information. In the arena of EFL, studies such as, in South Africa, Dreyer and Oxford, (1996); and in

Turkey, Oxford, Judd, and Giesen, (1998) have found that metacognitive strategies are frequently key factors for L2 proficiency.

Memory-related strategies enable learners to link one item to another but does not involve deep understanding. Different strategies allow learners to recall items by using synonyms, verbally by recalling the rhythms, images by recalling the mental picture of the words and its meaning, and location such as page number in the book. However, such strategies have shown a negative relationship to L2 grammar and vocabulary test-taking performance (Purpura, 1997). It was suggested that such strategies work well in the early stage of learning to recall vocabulary and grammar but, when students expand their vocabulary and grammar, such strategies become less efficient (Oxford,2003).

Compensatory strategies allow the students to make up for a gap in knowledge. Talking around the missing word or using the hyponym 'bird' to compensate the hypernym 'parrot' can help students to carry on a conversation without ceasing it. Although Cohen, (1989) affirmed that compensatory strategies are a form of communication strategies in language use and should not be considered as compensatory strategies, other researchers such as Little (personal communication, January 1999) and Oxford (1990) confirmed that compensatory strategies add more values to L2 language learning.

Affective strategies are those strategies that are concerned with controlling emotions and feelings, either positive or negative. Some students, for example, feel relaxed when writing at home but not in a class, whereas others might feel positive and productive when writing in classes. A positive learning environment may result in better learning.

Social strategies are defined by (Oxford 1990, p.145) as

“a language is a form of social behaviour; it is communication, and communication occurs between and among people; learning a language thus involves other people, and appropriate social strategies are essential in this process”.

Oxford believes that one sign for a good student is, using strategies that are more social in his or her language learning process. Social strategies can be seen in the acts that students do to study L2 in a better way (Etxebarria et al., 2012). Some authors have provided a list of social actions that can be considered as social strategies. For instance, Bialystok, (1978) considered going to the cinema, or talking to native speakers as social strategies where meaning is a priority in such actions.

Oxford, (1990) has an additional social taxonomy on three groups; firstly, hand, actions carried out through asking for more clarification and, asking others to correct mistakes such as pronunciation ones; secondly, collaborative actions that require more cooperative works with others whether in or outside classes such as peer feedback and neighbourhood meetings; and finally, actions that allow us to use empathy to be open to others' cultures and norms such as participating in charities to help poor people or in class by showing respect for other's religion and beliefs. An simplification of the same taxonomy by Oxford, (1990) by O'Malley and Chamot, (1990) was as follows; asking and checking and cooperation.

Furthermore, an essential social strategy in terms of suitable environment to practice L2 was added to the list mentioned above by (Rubin, 1981; Cyr, 2000; Villanueva and Ellis, 1997). Table 2. Types, Characteristics, and Advantages of Social strategies below summarises the above actions, characteristics, and the potential advantages of social strategies.

Table 2. Types, Characteristics, and Advantages of Social strategies

Type of actions	Characteristics	Advantages
Clarification and asking for mistakes correction (O'Malley and Chamot, 1990; Oxford, 1990)	Support feedback and interaction to learn L2 and control the affective part (Cyr, 2000).	Higher self-confidence (Oxford, 1990). Confidence increases (Oxford, 1990).
Cooperating (O' Malley and Chamot, 1990; Oxford, 1990).	They are social actions for understanding, learning and keeping information	Aims are achieved sooner than expected (Oxford, 1990).
Empathising (Oxford, 1990).		Greater respect towards teacher, classmates and school (Oxford, 1990).
Practising (Bialystok, 1978; Ellis, 1997; Villanueva, 1997)	(O'Malley and Chamot, 1990)	The use of cognitive strategies is increased (Oxford, 1990). Concern for others increases (Oxford, 1990). Greater motivation (Oxford, 1990). More opportunities to practise the language (Oxford, 1990). More significant feedback on a mistake (Oxford, 1990)

As can be seen Table 2, there are four types of social strategies; asking, cooperating, empathising, and practising. The primary characteristics of these strategies have a relationship with the actions that can be carried out with people around, such as, teachers, family, friends, neighbours, and classmates studying the same L2. These characteristics to promote feedback and interaction, can only be done with the others' help and are necessary to keep the information flow. Also, as can be seen from the characteristics above, it is believed that they are used to control the emotional part of the student, that is whoever learns a language and maintains an interaction with people around his or her may increase students' self-confidence and motivation (Etxebarria et al., 2012) . Furthermore, such interaction may influence the way students interact

with each other and with their teacher as they become more courteous and respectful to others' norms and beliefs.

The advantages of social strategies not only focusing on the affective parts but even the cognitive aspects. Feedback, for instance, helps students to practise L2 by correcting the mistakes that have been made, and can result in the student to fulfilling their expectations in lesser time (R. Oxford, 1990). However, a recent study conducted by (Zhou, Lee, & Sin, 2017) of 270 undergraduate and graduate students to investigate the learning strategies employed by students using social media in formal learning indicated that they employed for learning strategies, including goal setting, environment structuring, performance control and self-evaluation to achieve successful learning with social media. Goal setting was the most common learning strategy used by the students. It should be noted here that goal setting is consistent with what Oxford (1990) described as metacognitive strategies. Therefore, this study will try to understand if using social media technologies adopted by the students to support English language learning will aid them in developing any of the above-mentioned Oxford's language learning strategies noted above.

3.4 Language learning styles

Language learning styles are general approaches used by students to acquire a new language or any other subjects, (Oxford,2003), and can be visual, auditory, analytic or even global approaches. Another definition of language learning styles are cognitive, affective, and psychological features that are somehow steady, which indicate how students perceive, interact with, respond to the learning environment (Keefe, 1979). In simple words, learning styles are general and approaches to learn any subject (A. D. Cohen, 2003). However, learning styles cannot be dichotomous with different options such as black and white or present or past. They generally work on steady or multiple chains. For instance, a student might prefer to learn visually rather than aurally or vice versa. It is not likely to have a student with all or none of these dimensions mentioned earlier (Ehrman,1996). Recent study by (Kirschner, 2017) has questioned the idea of learning styles. To him, there is a difference between the way someone learns and what leads to successful learning. Also, from his point of view, reliability

and validity of the studies that have been conducted to determine learning styles are low because of the information often used to assess learning styles. He also questioned the adequacy of using self-reporting for assessing learning styles as the students are either not able and/or not willing to truthfully report what they do or what they think that they do. It seems that the conflict is how to assign people to different learning styles, not denying that there are actually different learning ones.

3.4.1 Fundamentals of learning styles

Based on a different point of views of learning styles, many researchers proposed many theories for language learning styles. Reid (1995) argued that in ESL/EFL arena, most of the learning styles are originated from hypotheses that include:

1. There are learning styles and learning strengths and weakness for every students and teacher;
2. Learning styles exist on a broad continuum.
3. There is no style better than the other; they are value neutral.
4. Students should receive encouragement to widen their learning styles to be applicable in all learning situations;
5. More often, there is a relationship between students' strategies and styles;
6. Students must be aware of their learning strengths and weakness
(Reid,1995)

3.4.2 Classifications of language learning styles

Over 20 major style dimensions which seemed relevant to L2 were identified by different researchers (Ehrman and Oxford,1990, Oxford et al., 1992).

Willing (1988), for instance, has proposed a model for language learning style dimensions, which categorised styles based on different stages of language learning as perceiving, processing, and practising. In the perceiving stage, students get language intake through their senses— also known as sensory preferences in (R. L. Oxford, 2003). The second phase, the processing phase, is

defined as the area of what happened inside the head (Willing, 1988). This includes cognitive styles and acquired learning styles. In the last phase, which is the utilising phase, students retrieve and use whatever they learned in the previous stages as and when needed.

Furthermore, (Oxford, 2003) has discussed just four learning styles which she thinks have a strong association with L2 learning: personality types, sensory preferences, desired degree of generality, and biological differences. Personality learning style consists of four elements: extraverted vs introverted; intuitive random vs sensing sequential; thinking vs feeling, and closure oriented judging vs open perceiving (Oxford,2003).

To be an extraverted learner this means, receiving much energy from the external world by interacting with people and making a friendship, introverted ones, on the other hand, seek to have more privacy and tend to have fewer friends. Intuitive random vs sensing sequential students are inductive and deductive students, respectively. Intuitive-random students think on a large scale and tend to build new theories as they have deep insights. Sensing - sequential learners are in favour of facts and prefer teachers' instruction and teaching. Thinking students do tend to be more competent and honest regardless of others' feeling. Feeling students, on the other side, show empathy to others' behaviour. Closure oriented or judging students are severe students and hard workers. They prefer to stick to the task and have deadlines for their tasks. In contrast, open receiving students are less serious about L2 learning as they treat the process of language learning as playing games which may result in developing greater fluency ((Ehrman & Oxford, 1989)), but not in terms of formal learning environments. This type of learning styles, also called psychological type and was found to have as significant association between personality type and L2 proficiency in native -English -speaking learners of foreign languages (Oxford,2003).

In addition, **Sensory styles** are these perceptual and physical learning approaches that students feel more comfortable within the L2 process (Oxford,2003). These learning means can be visual, auditory, kinaesthetic, and tactile. Visual learners, for instance, like to read and learn from visual

representations. For such learners, any form of learning that does not involve any visual representation can be perplexing. Unlike visual students, auditory learners enjoy learning without any visual inputs such as conversations and listening to records or radio. A study by Alkahtani (2016) in language learning styles and strategies among Saudi EFL students found that the most dominant language learning styles among Saudi students studying English language at Yanbu institution were auditory followed by group-style learning.

Another study in China by (F. Huang et al., 2018) on influence of learning styles on English language achievements among undergrads indicated that the students preferred to learn visually the most, following by auditory and kinaesthetically. They also found no influence of learning styles on the students' English proficiency. These findings were consistent with the study conducted in the Saudi Arabia context by Alnujaidi (2019). The study was conducted to investigate if there were any differences between preferred learning styles and preferred teaching styles. The participants were English language students and EFL teachers. The findings from the survey indicated that the students preferred to the sensory, visual, active, and sequential learning styles. There was a significant difference between the students preferred learning styles and the teachers preferred teaching styles. The latter was in favour of the abstract, verbal, passive, and global teaching styles. A call to bridge this mismatch between learning and teaching styles was made.

Kinaesthetic (movement- oriented) and tactile (touch-oriented) students hate to sit at a desk for a long time and prefer to have a break from time to time to move around. They like learning through movement and working with peers and enjoy working with tangible materials such as flashcards. Alkhatnai (2011) in his study conducted in Saudi Arabia, found that the most dominant learning styles among Saudi students in EFL college were tactile learning styles followed by auditory one. This finding was inconsistent with (Bailey, Onwuegbuzie, & Daley, 2000). They found in their study that students with excellent achievement learning French and Spanish tended to prefer information via the kinaesthetic mode.

Moreover, the desired degree of generality, as discussed by Oxford (2003) is the difference between students who think on main idea with the ones who focus on specific details. Global or holistic learners as described by (Oxford,2003) pay attention to the main ideas of any subject and prefer social interactions where they can avoid the specific formal grammar details and just focus on the main ideas. Analytic learners, on the other hand, tend to focus on grammatical details and precision even when they are guessing the meaning from the context.

Additionally, Oxford (2003) has discussed **biological differences** as a dimension of language learning styles. Biological differences are these biological differences such as biorhythms, sustenance, and location that are related to L2 learning. Biorhythms, for instance, reveals to the times of the day when students are in a good mood to do their best, some pupils prefer studying in the morning where others prefer studying at night. Sustenance learners like to bring food and drinks into classes, as they believe that they do better while drinking or eating. Location involves the studying environment conditions such as lightning, class arrangement, and the facilities available for students. Such factors have been reported as forgotten, but some professional teachers are aware of the importance of these factors and accommodate them whenever needed (Oxford, 2003).

However, as have been discussed earlier, every student has their own learning preferences. This applies to Saudi students, and such variance might be attributed to different factors such as educational policy in Saudi Arabia and English language teaching approaches (Alkhatani, 2011). L2 teachers have to take into consideration students' learning preferences and provide activities that could fit a variety of learning preferences. Social media use, for instance, can be of good use to accommodate such variety in L2 learning preferences. For visual and auditory students, social media can help them both as they watch and listen to English language videos and conversations. Likewise, tactile and open receiving students, they can use their phones to participate in online activities and discussions and deal with these activities in a comfortable way as in shared thinking. Therefore, despite the literature conflict about assigning students to their learning styles, this research is not aiming to determine the students learning styles instead to find out if using social media technologies to support

English language learning and teaching will help students with different learning styles to learn English. Also, to determine if there is a link between the students' attitudes towards using social media technologies and their attitudes towards using such technological tools to support their English language learning.

3.5 People's attitude toward social media

Attitude, and preference are interchangeable terms, and very often are difficult to distinguish and separate. The term "attitude" alludes to a positive or negative feeling towards any particular point, and it could be a conviction in or feeling toward a factor though. The term preference is when someone has different options and he or she has to choose between them. Attitude is the result of examining something. For the sake of consistency, the term attitude will be used throughout this research.

Many variables will determine the way social media implementation in English language classes. One of these variables is the attitudes of teachers and students towards using technology as learning tools (Casey & Evans, 2011). This study focuses on different attitudes towards perceived usefulness and perceived ease of use components. This shared understanding can also be determined by different factors such as the affordance of such tools in teaching and learning and gender differences in using social media technologies. Online networks and online resources like social media for learning have seized the students' attention, and the teachers have recognised its utility as a method for language education. Advanced technology through the online educational resource development process such as VLEs, social networks, and apps, utilized for learning, have increased in scale in the past decade. These new implementations and education forms allowed the educators and students to collaborate and interact through the technologies in a virtual community (McCarthy, 2010). The benefits of using social media to support English language learning make the task of applying this tool in English classes by the teachers challenging. Due to the popularity of social media among students nowadays, it is up to educators to exploit such phenomenon toward accessible and enjoyable integration to the learning process. Different variables may affect the educator's decision to use social media in their classes; the students' attitudes are one of these variables.

3.5.1 Students' attitudes towards using social media technologies as learning tools

With the increasing of the use of social media and social network sites for entertainment purposes, students may now resist conventional forms of learning in classrooms. Social media is characterized as instruments or capacities that advance collaboration and sharing including profiles, wikis, blogs, microblogging, social bookmarking, wall postings, photo and video sharing and labelling, and scheduling (Poellhuber, Anderson, & Roy, 2011). Students or in other word digital clients are attending classes with many technological instruments that allow them to be connected to the internet as well as doing multiple tasks such as sharing photos, posting views, and exchange experiences. The time spent by students using social media in their daily lives is increasing, and this deserves our attention to consider such phenomenon and try to use such behaviour in the educational setting. Moreover, these online environments have the advantage of not having geographic borders. A student from America can share his or her information and knowledge with one in China and the vice versa. Doing so can also prompt collaborative and peer-to-peer learning. There are many examples of social network sites such as Facebook, Google+, and LinkedIn. Whether in learning and teaching in general or in L2 learning in particular, these social media platforms are now considered innovative. Here, not only technical aspects that matter, but even how such platforms have changed students' and teachers' attitudes towards learning and teaching. Accordingly, students nowadays become the champion of their learning, and teachers become not only the transmitters of the knowledge but even more become facilitators and guiders (Etxebarria, Garay, & Romero, 2012). This change in attitudes supports L2 learning based on collaboration that after all, affects L2 communication. As known, this is the primary purpose of any L2 learning.

A study in Saudi Arabia (Alkhatnai, 2016) found that most of the students spent 20 hours per week using social media. This finding indicated that there must be something that entices students to spend such an amount of time, and the job of teachers is to know what could be done to exploit this addiction in favour of Education. However, before using social media for educational purposes,

attitudes to such a phenomenon should be investigated. Much research has been devoted to understanding students' attitudes towards using mobile phones and social media technologies to support learning. For instance, (Khrisat & Mahmoud, 2013) conducted a study at King Abdu Aziz University, Saudi Arabia to explore the potential effects of integrating mobile phones in EFL classes and to investigate the students' attitudes towards such integration. The sample of the study were 40 males studying in their foundation year and at intermediate level and were divided into two groups, controlled and experimental. The control group was taught using the traditional strategy and the experimental was taught by the same strategy in addition to 10 TEFL mobile phones features. The researchers employed three tools to elicit the data; pre-test, post-test and survey. The tests were designed to find out the students' proficiency and achievement, respectively. The survey was to elicit their beliefs about mobile phones integration in EFL classes.

The findings of the tests were indicated a slight achievement in the students' English level. The questionnaire came up with a positive attitude in favour of using the TEFL mobile phones features in EFL classes. The researchers suggested more training for the teachers and the students to be familiar with mobile phones use for academic purposes.

Also, (H.-c. Huang, 2015) has conducted a study in Taiwan to explore students' attitude toward using blogs in EFL classes. The study was focused on two English skills; Reading and Speaking. There were 74 participants at an intermediate level. They had to read and use instructional blogging designed by their teacher for the purpose of the study to post-verbal entries, so their peers could comment on these entries. The findings indicated a positive attitude by the students toward the speaking part, and such activities enhanced their social communication. The researcher suggested such a technique to be taken into consideration in EFL classes. Although the teacher who is the researcher at the same time controlled the reading task as he designed the blog perhaps to fit his students' English proficiency, this is evident that online resources and social media could provide authentic materials for the students, and platforms that allow EFL students to enhance their speaking skills.

Moreover, (Al-Kathiri, 2015) conducted a study to investigate the potential attitudes of Saudi female secondary school students towards using Edmodo in EFL classes. The students were divided equally into two groups of 21 students each. A control group was taught traditionally, and an experimental group was taught in the same manner along with six weeks of interaction using the well-known Edmodo Web 2.0 platform. The findings resulted from the questionnaire indicated positive attitudes regarding using Edmodo as an additional tool in EFL classes. The researcher has strongly suggested the need to exploit the potential benefits provided by web 2.0 such as Edmodo.

Alkhatnai (2016) has conducted a study to investigate the use of Social Network Sites SNSs among Saudi learners of English at King Saudi University in Riyadh, the capital of Saudi Arabia. The researcher used a questionnaire that was based on the EDUCAUSE study of Undergrads Students and Information Technology that commenced by EDUCAUSE in 2008. The questionnaire was distributed to 1500 students from both first and preparatory year of the university via web-based survey tool.

The findings indicated that the majority of the participants (67.5%) use and have a decent background in how to use SNSs. 60% of the participants revealed that they spend 20 hours per week using social network sites. This finding challenged (Ross et al., 2009) who found that student spends up to one hour on using Facebook to interact with their friends. Additionally, WhatsApp was the preferable app, and they were using it to communicate with their peers and teachers concerning course-related topics. Also, the results indicated that there were barriers that hinder participants from using these tools. Access to the internet and into some specific sites was perceived as the most common one. This is consistent with (Al-Sharhan, Al-Hunaiyyan, & Gueaieb, 2006; Al-Shibl, 2007). The internet speed provided by the university was below the international standards. In Saudi Arabia, the internet is filtered, and some specific sites are blocked. As a result, the students perceive this as the main obstacle that hinders them from using SNSs. Also, Alkhatnai (2016) noticed in a long-term observation such as a quarterly and a yearly basis, Saudi students use SNSs not for communication purposes, they perceive SNSs as a tool to support their learning. This observation is consistent with (Rung, Warnke, & Mattheos, 2014)). They

point out that the new generation of students perceives the social media SM and social network sites SNSs as handy tools for formal and informal learning even in cases where HE organisations or instructors are still not introducing smartphones and tablets for educational purposes.

These results justify a further investigation into social media technologies and their potential use to support learning. For example, is there a difference between males and females in utilizing these tools to facilitate English language learning? In addition, to find out how much time do students spend on using social network sites for either learning or communicating? Also, it is worth investigating which external variables Perceived Ease Of Use (PEOU), Perceived Usefulness (PU), Subjective Norms (SN) along with gender may contribute to predicting the students' attitude towards using social media to support English learning. Therefore, H2 was established to be accepted or rejected (see Figure 9).

3.5.2 Teachers' attitudes towards using social media to support English language teaching and learning

The way teachers use social media in their classes for teaching purposes play an essential role for a useful integration of such tool (Mouza, 2011). Very often, the role of the teacher as facilitator depends on how students engage and participate in the classes. Several studies have written about how a teacher's attitude can be essential in the advantageous use of social media in classrooms. It is also found that different aspects such as knowledge of using social media and availability of it can affect teachers' attitudes to using this tool in classes. An investigation into teachers' attitude toward using social media in EFL classes to know the role it plays, and how teachers feel about such tool in such classes is needed.

A study by (Roblyer, McDaniel, Webb, Herman, & Witty, 2010) in the USA to compare students and teachers' attitudes toward using the (SNS) Facebook in higher education has come up with interesting findings. The aim of the study was to find if there was any significant difference between the faculty and the students on the use of Facebook; and, how likely the faculty were to use

Facebook either personally or for educational purposes. Both faculty (n= 62) and students (n=120) were surveyed, and the responses indicated that the students use Facebook more than the faculty and they are willing to accept the idea of using such a platform to support their classrooms learning. The faculty were in favour of using the traditional mode of communication via emails. This finding to some extent is normal as teachers tend to have control over their classes. However, teachers should know that the new generation of learners nowadays need more creativity in class, or they might lose interest in their classes.

Furthermore, the findings indicated that there might be factors such as experience and knowledge that may cause the faculty to stick to the conventional mode of communication via emails and to not accept Facebook as a tool for education. Such findings seem inconsistent with Judd (2010) that Social Network Sites use in sessions had increased between (2005) and (2009) from 3% to 38% respectively.

In addition, the study was conducted on America. None of the faculty was Asian or from the Arabs world, hence if the same study was conducted in Saudi context it may result in different findings due to the differences in educational policy and cultural beliefs. Subjective Norms (SN) in this case could be seen as pressure on the educators in Saudi Arabia to adopt or reject the new technologies, including social media. The Ministry of Education encourages the teachers to adopt the new technologies to create better learning environments and to meet the expectations of the new Saudi Arabia Vision 2030. Therefore, the educators there, may have a positive attitude toward social media platforms as learning tools.

Moreover, the faculty's decision to adopt Web 2.0 technology in classes in the USA was investigated by (Ajjan & Hartshorne, 2008). The aim of the study was to investigate the faculty' awareness of the affordances of Web 2.0 technologies in classroom in North Carolina University. It is also aimed to understand faculty's decisions to adopt these tools to support in class learning. To fulfil theses aims, the study was theorised using Decomposed Theory of Planned Behaviour (DTPB) developed from the Theory of Planned Behaviour (TPB) by Ajzen (1985,1987). The participants of the study were 136 members of the university including 57

males and 79 females. They were working as lecturers, assistant professors, associated professors, professors, and others. The participants were surveyed during the fall semester in 2007. The results indicated that Web 2.0 technologies from faculty's perspective could help the students with their learning, their writing skills, and their feeling about the subject matters. However, it indicated that few of the faculty opted to use such a platform in the classrooms.

Although the results indicated the faculty attitudes were highly positive toward the affordances of blogs, 62% of the faculty indicated that they did not use them and had no plans to do so. This raises the question of how they believe in blogs as advantageous learning tool when they have never used them before. It seems that the faculty's technology competence could be a challenge that may prevent the instructors from using Web 2.0 technologies even if they were positive about it. This is one of the focus of my study to find out if such a factor could be a real obstacle in future integration of social media technologies in EFL classes.

In addition, the participants indicated that blogs in particular are easy to integrate, they stated that do not want to use them and are not in their plans to be used in the future. If this was the case, more training for the faculties is suggested to familiarise them on the use of Web 2.0 followed by another survey to see if any attitudinal or behavioural change is detected.

Furthermore, so much written about technology acceptance have been done using different theories and models. Although in the previous study the Decomposed Theory of Planned Behaviour (DTPB) is applicable, the extension of Technology Acceptance Model (TAM) by Wang and Wang's (2009) can be useful as it is incorporating additional factors such as Information Quality (IQ), System Quality (SQ), and Service Quality (SQ) that have been found to affect somebody's intention to use a technology (Ramayah, Ahmad, & Lo, 2010).

Furthermore, Gorder, (2008) conducted a study to investigate teachers' attitudes toward instructional technology integration in the classrooms. It was designed to know how teachers use and integrate technology for learning and teaching inside the classes. 174 K-12 teachers who attended the Advanced Technology for Teaching and Learning Academy in South Dakota, were surveyed

using the recent Technology Integration Matrix (TIM) created by Mills, (2004). The study was sought to answer two questions; 1) how teachers integrate and use technology in the classes; and, 2) to compare such integration based of gender, age, teaching experience, grade level taught, content area, and educational level.

The findings indicated that teachers used technology in the classes to perform basic file management tasks, to practice and model adequate use of technology, and to provide learning context through problem-solving and critical thinking. The latter finding could be consistent with ZPD theory by Vygotsky that stresses the difference in what the student can achieve alone without help, and what they cannot.

The results also indicated that wikis and blogs were the least common technology to be used in the classes. There were no significant differences between male and female teachers in integrating technology in classes, educational level, content area, and teaching experience.

This suggests that teachers' encouragement by providing courses and workshops could be beneficial in future technology implementation (Ajjan & Hartshorne, 2008). The only significant difference in teacher technology integration was found bases on grade level taught. The teachers who were in advanced classes grades 9-12 relied more on technology than those in K-5. This finding indicates that students in upper levels may need some sorts of challengeable contexts provided by the technology that test their ability to solve a problem.

Furthermore, teachers have variation in their teaching approaches when using social media for educational purposes, contributing in collaborative classes where the students work together and learn new skills to be 21-century learners (Holden & Rada, 2011). Considering social media as a potential learning tool will create environments where students use this tool to share with and learn from each other as well as providing authentic and constant knowledge (Shaltry, Henriksen, Wu, & Dickson, 2013). Therefore, this research aims to understand students' and English instructors' attitudes at BUB towards using social media technologies to support English language learning and teaching.

3.6 Gender differences in social media use

In Saudi Arabia, as in many Arab countries, there is noticeable segregation in labour, in particular in education among males and females. The dominance of Islamic culture in Saudi Arabia suggests that women should not work away from their homes unless they work in a female environment (White Baker, Al-Gahtani, & Hubona, 2007). In the past, integrating women in the Saudi workforce was difficult to be achieved. However, the Saudi government encourages women to participate in the Saudi workforce in such a socially accepted manner. This growth in some women in the Saudi workforce, in education in particular, could affect the adaption of information technology, and specifically social media in particular. Few studies have been conducted to find out if there are still any gender differences among Saudis in terms of technology adaption. A recent study by Aifan (2016) to find out the gender differences between Saudi male and female students in using social media has come up with the following results:

1. Significant difference in favour of males to use Facebook and YouTube than females.
2. Female students are more likely to use WhatsApp app than male students do.
3. No significant differences were found between male and female students in using Twitter, Wikipedia, and Skype.

Furthermore, in the last decades, many studies have paid attention to gender differences and their implication on web-based and internet usage. Clipson, Wilson, and DuFrene (2012) suggested that males and females have a distinctive evaluation strategy; and distinctive utilization of social media. A study by (Joiner et al., 2005) has revealed that more men have their own web page than women do. The study indicated that males use the internet for playing online games, serving websites, and for downloading materials from different websites. The results also indicated that females are less likely than males to use the internet for communication purposes. Kayaodlu (2012) states that males have more positive attitudes toward using technology for educational purposes. (W.-H. D. Huang, Hood, & Yoo, 2013) found that females were more anxious and in

utilizing some of Web 2.0 tools available for them such as wikis, blogs and some other virtual environments. This anxiety may result in missing the opportunity to learn valuable information either formally in the classes or informally outside.

However, A report given by Pew Research Centre in (2013) pointed out that from December 2009 to December 2013, females tended to utilise social network sites more frequently than males. (Ragan, Jennings, Massey, & Doolittle, 2014) showed that among online clients, 71% of females utilised social media, compared with 62% of men. Hashtag.org (2013) provided further details indicating that males and females differ in preference towards using different forms of social media. Females use Facebook, Pinterest, and Twitter more than females (Hashtag.org 2013). 62% of females use Twitter monthly; males were 38%.

Some studies argue that gender differences in using social media are still under observation, and things might change in the future. Gender differences in using social network sites need more investigation. Early exposure to the technology and in this case to Web 2.0, as well as having constant access to the internet technology, may tackle this issue, so this gender divide might be something from the past (Mossberger, Tolbert, & Stansbury, 2003). The early exposure to technology is happening now in Saudi Arabia, and the Minister of Education recently announced the integration of computer science as a subject in the early stage of education recently. This integration will encourage the educational intuitions and universities to provide their campuses with Wi-Fi services and more technology tools such as computers and tablets. This shift toward technological education environments will allow students in Saudi Arabia, the same opportunity to use those tools and services.

For the sake of this study, these gender differences are one of the variables to be investigated and compared to see whether there are variations in the students' attitudes towards using social media to support English language learning. Hence, despite the recent reform in Saudi Arabia in general and in education in particular, the researcher still believes that there are no gender differences in the students' attitudes towards using social media technologies to support English language learning. H3 was suggested (see Figure 9).

3.7 Advantages of using social media in English learning

The arrival of social media and its use in learning environments is said to have changed the nature of learning and knowledge acquisition (Balakrishnan, Liew, & Pourgholaminejad, 2015). Most of the people now, including students all around the globe, use such platforms and invest much of their time on them. In this section, the researcher will shed a light on some of social media implications when they are used to support English language learning.

3.7.1 Social media and social communication

With the evolution of Web 2.0 technologies and social media, intercultural language competence in the field of foreign languages and applied linguistics has received significant attention. Researchers in the domain of enhancing Online Intercultural Exchange OIE have focused on different aspects of English language teaching and learning to provide an authentic learning environment for students. Clark (1995) in her book '*Interpersonal Skills for Hospitality Management*' made a connection between 'communicatively skilled' with 'socially skilled' in which she believes that in order for one to be socially skilled she/he has to be well communicator to interact with other people in different situations. Social media technologies may be of use to develop social skills and create more chances for students to interact with different people to discuss different topics.

Alsahil (2017) conducted a study to investigate the extent that online intercultural exchange project using Facebook between Saudi students studying English as a foreign language in Saudi Arabia and American students studying Arabic as additional language in USA, can add to their Intercultural Communicative Competence (ICC). The study also examined the benefits of using Facebook from the student's perspective. The study utilised a mixed-method approach.

The findings indicated that using such a tool in OIE helped the students to build decent relationships by using different questions techniques and provide authentic dialogues. The findings also revealed that using such tool in OIE project had supported Saudi students' cultural identity and provided the space to show their real reality as opposed to the stereotypical view shown by the media in America. C. A. Chappelle (2009) states that the aim of learning the language from a social context is to enhance the intercultural competence by being in online projects with other people with different culture whom feedback can be valuable to improve learners' language and identity. Concerning the affordance of using Facebook, the findings showed that Facebook features such as notifications, sharing and posts open a new horizon for the students to build interpersonal relationships and provide a decent environment for intercultural discussions. Manan, Alias, and Pandian (2012) claim that one reason for making Facebook acceptable by youths is its features such as group privacy, notifications, and sharing posts that provide the students with a suitable and safe environment for group discussions.

Another study conducted by (Sharma, 2019) on the Saudi context came up with the finding that social media could contribute in less anxious learning environment and opportunities to speak English with different people on social media. Sharma (2019) found that YouTube was the most common social media technology used by the students. He also found that the students used social media technologies more for social communication than academic.

However, in Saudi Arabia, only Saudi culture dominates. EFL students have no opportunities to speak to foreign people to identify their culture, as most of the students inside these classes are Saudi. Although, some lessons could be devoted to speaking and write English to present some aspects of Saudi culture such as food and greeting; online activities on social media platforms such as Facebook or Twitter as noted earlier, can help Saudi students to engage with other students around the globe. Such interactions can help the students to present their culture and know more about others' norms. It was found that Arab learners, including Saudi, feel motivated when participating in online activities with foreign people because the students were writing to a real audience (Al-Jamhour, 2005). Additionally, online interaction and dialogues with American

students helped Arab learners to correct some false stereotypes and build a bridge of communications (Al-Jamhour, 2005). Therefore, this study seeks answers from the students and/or the English teachers about the role of social media in enhancing global social interaction in English language learning.

3.7.2 Social media and writing classes

It is real and tangible to find that some English learners hate to write. This could be traced back to the way writing classes were taught, boring assignment, negative feedback, and disciplinary environment (Fattah, 2015). This means that writing classes were not enjoyable and the students having no fun. However, if we consider the text messages that we use on a daily basis are a form of writing, then it becomes clear that people write a lot—sending Instant Messages (IMs) using WhatsApp, posting on Facebook and so on so forth. It is a challenging task for English language teachers to exploit such forms of writing to help EFL students to enhance their writing skills. Different studies were interested in knowing how social media platforms could improve EFL students' writing skills. Some of these studies were carried out on Saudi EFL context to know if Saudi students will perform better in English classes. Fattah, (2015) conducted a study to examine whether the integration of a social media technology, namely WhatsApp into writing classes will help Saudi student to perform better. There were two groups, control and experimental. The specific aim of the study was to see if WhatsApp will enhance the students' punctuation marks, sentence structure, and generating ideas.

The results of the post-test indicated that using WhatsApp among the experimental group yielded better performance by the students in their writing. The author justified this outperformance by the experimental group as WhatsApp can allow the student to practise their language free; the application is free in both Android and Apple stores. Also, such social media platforms can build more interactions between the students and also between the students and their teachers. Students can engage via online learning community in meaningful and productive feedback from their teachers while they are socially interacting (Murphy,2007). This finding is consistent with (Ahmed, 2015) who conducted a

study on the same context and found that using Twitter in writing classes can help Saudi students to improve their writing skills.

These findings indicated that providing an environment for Saudi students where they can practise their classes would help in developing writing skills. Indeed, Saudi students do not practise much writing, as grammar rules taught in the classes are not learned in actual writing (Alhaysony, 2012). One possible way to put these grammar rules in actual writing is to engage the student in a method of learning that they can yield in better writing outcomes. Twitter and other social media platforms can also help the students to interact concerning the subject - related matters, which can help students in the stage of organising ideas (Ahmed, 2015).

3.7.3 Social media exposure and influence

Formal and informal use of social media technologies to support English language learning and teaching were the focus of this study as the researcher believes that learning could occur in different forms. Formal learning is not enough to make students master the language (De Wilde, Brysbaert, & Eyckmans, 2020). Bybee and Hopper (2001) suggested informal learning is essential to support formal learning in everyday learning settings. This is true even for native speakers of English. An adult English language speaker (L1) knows about 42 thousands uninflected words (lemmas) coming from 12 thousand word families (Brysbaert, Stevens, Mander, & Keuleers, 2016). This rate could be one thousand words extra with people who speak two languages. This amount of input could be impossible to solely to gain from formal learning. In the Saudi Arabia context, very little vocabulary uptake by English as a foreign language (EFL) learners in public schools in Saudi Arabia was reported by a number of researchers (Al-Hazemi, 1993; Alsaif & Milton, 2012). There were some factors identified, including teaching methodology employed and learner's motivations that could explain vocabulary shortage among Saudis. An examination of the textbooks in the EFL program in Saudi Arabian public schools suggests they provide around 2800 words from the most frequent 5000 words and an additional 1000 less frequent words over a period of seven years (Alsaif & Milton, 2012). The lack of vocabulary input from textbooks still remains. However, one may

argue that learning could occur even incidentally. Recently, researchers have begun to show an interest in contextual language learning in informal learning contexts, mainly through out-of-school exposure to different media. Studies looking into the effects of out-of-school exposure on language learning have looked at different types of exposure: reading, watching television (with and without subtitles), listening to music, gaming, and use of social media.

Much research has been devoted to the importance of watching videos in language acquisition. For instance, a recent study by (Karami, 2019) looked into the importance of Audio-visual materials (Videos) to develop an incidental vocabulary learning strategy in Second and Foreign language learners' vocabulary development. Three research studies from different international peer reviewed journals *Computer Assisted Language Learning*, *Language Learning & Technology*, and *Studies in Second Language Acquisition* were selected. The results of this literature review highlighted the positive effects of implementing audio-visual materials on vocabulary learning. The results also showed that audio-visual materials can help language learners to improve their vocabulary knowledge of the target language. These findings supported the findings of (Abidin et al., 2011; Kabooha & Elyas, 2015).

Also, some research highlighted the importance of reading from social media to develop vocabulary acquisition. For instance a study by (Arndt & Woore, 2018). The study compared second language vocabulary acquisition from engagement with two different online media: written blog posts and video blogs. It also investigated whether there were any differences between which aspects of vocabulary knowledge (i.e., orthography, semantics, and grammatical function) were best learned from these media. The results showed that incidental vocabulary learning occurred in approximately the same amounts from reading blog posts and watching video blogs. There were some indications that different types of vocabulary knowledge were gained from the two types of media. The written blog entries encouraged greater gains in orthographic knowledge than the videos. There was also provisional evidence that the videos promoted greater recall of the target words' grammatical functions and greater recognition and recall of their meanings. The latter finding could be linked to memory-related learning strategies suggested by Oxford, (1990).

3.7.4 Perceived ease of social media use

This study was theorised based on different theories and model, including the Technology Acceptance Model (TAM) by Davis 1989. TAM was established to predict the adoption of technology. One of three external variables, including Attitude (ATT) and Perceived Usefulness (PU), is Perceived Ease Of Use (PEOU). Perceived Ease of Use (PEOU) denotes to how an individual's idea of how easy to use technology. This is an important variable as the more comfortable to use technology, the more useful it will be (Davis, 1989). Several studies were conducted and revealed that Perceived Ease of Use influenced individuals' attitudes towards using technologies.

For instance, (Kitchakarn, 2016) conducted a study to understand how students perceive social media as learning tools to enhance their language learning performance. In the study Facebook was integrated by a private university and used by students to give comments, exchange ideas, self-study, and to submit some assignments. One of the aims of the study was to know how the students perceive the ease of social media uses to facilitate their learning. The questionnaire findings indicated that Perceived Ease Of Use (PEOU) along with Perceived Usefulness (PU) were at a high level. The finding indicated the perceived ease of use had positive relationships with perceived usefulness of Facebook and attitude toward doing the activities on Facebook. This finding echoes what (Davis, 1989) suggested that the easier the technology, the more useful it will be. It is also clear that the more comfortable the technology to be used, the more likely one's attitude will be positive towards the technology.

Also, (Salloum, Mhamdi, Al Kurdi, & Shaalan, 2018) stressed the importance of perceived ease of use and perceived usefulness. They stated that these variables are two important factors that could predict students' attitudes towards using social media as learning tools. They conducted their studies on university student in the United Arab Emirates (UAE). One of the aims of their studies was to determine the factors of implementing social networking media for learning in the United Arab Emirates higher education institutions utilizing the Technology Acceptance Model (TAM). They used a questionnaire to gather the data. The

finding indicated the TAM worked well to determine factors that helped in technology utilisation.

However, there might be external variables such as gender and subjective norms that relate to the belief that an essential group of people will approve and support a specific behaviour. These above variables are essential in Arabic societies that still differentiate between males and females in terms of what should and should not be done. Also, the belief that tribes or families may control some certain behaviours are still dominant. Therefore, it would be viable when conducting such studies on Arabic contexts to consider that gender and subjective norms may play an important role in predicting the students' attitudes towards using social media technologies to support English language learning.

3.8 Potential disadvantages of using social media

With the increasing use of online resources and technologies, including social media, it is evident that there is the potential for a positive influence of using these tools in an educational context. This positive influence will only be achieved if these technological tools are used for common focused goals such as learning something and sharing information with friends. However, there might be some drawbacks of using these tools, such as: being time-consuming to use, a potential distraction, the potential for a lack of privacy, and some linguistics issues in terms of non-formal grammar and vocabulary that may result from using such technological tools.

3.8.1 Time-consuming tools and distraction

The widespread diffusion of telecom communications has resulted in widespread internet usage (93%) people across Saudi Arabia. Evidence from social media statistics revealed the number of internet users in the kingdom of Saudi Arabia rose rapidly to touch 32 million people in 2020 (see *Figure 2*). According to this report, the average time spent daily on using internet is seven hours and on social media is three hours. The central negative effect from spending such amount of time on the internet and the social media is addiction. When a

student checks his social media account(s) regularly, this wasted time may be better invested in valuable activities such as focusing on studies, doing active sports, and having real communication with others (Raut & Patil, 2016). Also, a study by Sangwaan (2019) points out that students who are using social media accounts while studying were found to pay less attention to learning at schools compared to learning from YouTube. Researchers also found that higher education students engaged in different sorts of distractive behaviours while using technology in classes. According to many studies including (Ragan et al., 2014) indicated three types of distractive behaviours: communication, searching for information, and entertainment. However, it is worth mentioning here that there are other factors that may affect the students' distraction while using technology in classes, these include; gender, peer behaviour, instructional methods, and restriction (Kay, Benzmira, & Li, 2017). Gender difference in choice of the distraction behaviours was distinctive. Male students were more likely to play video games on their own devices than females, whereas females engaged more in social media or networking (Tallvid, Lundin, Svensson, & Lindström, 2015). Furthermore, instructional methods used by instructors to integrate technology in class may influence the frequency of distraction behaviours. The absence of precise instructional methods and presentations by instructors for their students to carry out a task using their devices can incur in distraction behaviour (Fried, 2008). In a study by (Kay et al., 2017), instructional methods affected the frequency of distraction behaviours. They reported that the students in their study were distracted and engaged in different behaviours when they asked to do independent work or groups works. The finding also indicated that the students were less distracted during lectures and students' presentations.

Also, (Gao, Luo, & Zhang, 2012) also stressed a number of challenges when using social media for teaching and learning, such as unfamiliarity with the tool, too much information, and distraction. Distraction can be a real issue as students may use such tool inside the class for checking their personal accounts and for playing games. Still, unfamiliarity with these technological tools could be applied to teachers, not on students as the latter in different studies were found to be generally digital natives and familiar with such tool (Roblyer et al., 2010).



Figure 2 Social media usage statistics of Saudi Arabia:2020 Infographic

3.8.2 Privacy and ethical issues in using Social Media

Since Web 2.0 is based on content created by users, negative attitudes are surrounding those contents according to Keegan (2007), Keen (2011), and Wilson (2007) this may result in viewing unsuitable content and negative attitudes. Culture can be affected by using anonymous accounts to post videos and music to YouTube, Google Videos, and many other sites. There will be a difference between what is real and what is fake. There might be abuse of intellectual rights by using copyrighted materials, such as videos and music, etc.

Moreover, it is known that using new online technologies has caused some harassment to users. A report by Pew Research Centre has found that 40% of online users have suffered online harassment. Among these victims, 23% were women between the ages 18-24 who were physically threatened, 18% were annoyed for a quite long time, and 26% of these users were sexually abused (Al-

Saggaf, 2016). In addition, blackmail was found to be a common crime worldwide. Blackmail is defined by Oxford learner's Dictionary as 'the act of putting pressure on a person or a group to do something they do not want to do, for example by making threats or by making them feel guilty'. There were some blackmail incidents around the world. In Spain, 38% of 873 participants in a study by Gámez-Guadix et al., (2015) have reported sexual harassment. In Saudi Arabia context, the number of blackmail or harassment incidents is high.

In 2014, the Saudi Committee for the Promotion of Virtue and the Prevention of Vice, or the Religious Police as known in the west, have tackled 1834 blackmail incident against women, and all the incidents were committed by men. Prior to 2014 the number of such incidents was low according to the Saudi Committee for the Promotion of Virtue and the Prevention of Vice. This increase in the number of blackmail incidents in Saudi Arabia could be attributed to the increased adoption of Information Communication Technology (ICT) in Saudi Arabia.

Furthermore, sharing personal information with third parties can be a concern for people using social media. The data stored in such media (personal and demographic) as well as the willingness of people to post social information on social network sites have attracted advertisers' attention. Facebook, for instance, use the clients' information, social relationships, and their behaviours and this can be shared with a third- party to target personal advertisements. Hoy and Milne (2010) conducted a study to examine gender differences in young adults' privacy beliefs, their reactions to behavioural advertising, personal information-sharing behaviours, and privacy protection behaviours on social networks. A large-scale sample of college students based on a socially networked sampling technique facilitated through a Facebook group was surveyed. The results identified three areas of gender differences in privacy beliefs. Women were more concerned than men about using their data beyond the original purposes by a third party to serve behavioural advertising techniques. Additionally, women nowadays are more cautious with regard to using social network sites comparing to a decade ago.

Al-Saggaf (2016) also conducted a study to understand Saudi women attitudes toward Social Network Sites (SNS) and their awareness about the risk of being blackmailed. The participants were N=26, and interviews and a focus group were

used to gather the data. The findings indicated that Saudi women are concerned about SNS privacy and afraid to be a victim to blackmail. However, such worries about social media privacy and safety may play an essential role in this study, as such drawbacks may result in significant gender differences among Saudi students in using social to support English language learning.

However, the Saudi context is being considered as a conservative society (Al-Saggaf, 2016). For technology clients in Saudi Arabia, Arabic language, cultural norms, and religious beliefs are playing essential roles in the process of technology adaption and use. Privacy in using social media, in particular, in Saudi Arabia is tied to cultural expectations and religious norms (Abokhodair & Vieweg, 2016). Therefore, this study will find out if such expectations and religious norms in Saudi Arabia will hinder Saudi students from using social media to support English language learning. It is also for schools, universities, and teachers in Saudi Arabia to manage these cultural and religious norms.

3.8.3 Linguistics problems when using social media technologies

As opposed to the benefits of using social network sites and social media for educational purposes, there are linguistics issues that may attribute to the use of such tools. Language is changing over time, and this change can be sometimes unavoidable (Gorney, 2012). Language is changing and what is decent and acceptable today might be odd and inappropriate tomorrow and vice versa. These changes in language had been attributed to many reasons but what is more salient about this change is the influence of technology on this change. According to this change in the use of some aspects of the language is something that can be seen daily and will continue to change the way people communicate with each other. Social Media can make this change visible to students. Using emails and text messages as well as Facebook and Twitter have led the people to use the abbreviations to deliver the message “now” according to Gorney (2012). Abbreviations, according to Gorney, are the direct outcome of the technological world that we live in today; abbreviations allow for faster communication, but they might result in a misunderstanding between people. In this study, the researcher will try to figure out if such linguistics issues have an

impact on the use of social network sites (SNS) to support Saudis English learning.

However, with the innovation and the availability of social media used by the people in a daily basis, Ministry of Education in Saudi Arabia still have this gap between the students' needs, attitudes and the conventional tools in the classrooms. English language learning has shifted from relying on what inside books to what is used and available in the real world. Dabbagh and Kitsantas (2012) state that pedagogical affordances of social media are still not be exploited by higher educations as the latter heavily rely on conventional platforms such as Course and Learning Management Systems (CMS/LMS). Therefore, during the COVID-19 pandemic and the disruption that struck face to face learning, it is hoped that this study by highlighting the students' and the teachers' attitudes and the role that social media could play in English language learning will fill this gap between and inspire policymakers to inform their formulation of policies towards considering e-learning in general and social media in particular together with face to face teaching to widen knowledge inputs.

3.9 Chapter summary

This chapter presented and discussed the evolution of CALL. It also discussed Language learning strategies and styles to see if using social media technologies as a supportive tool in English language learning and teaching could fit students' language learning strategies and styles. In addition, this chapter provided some literature concerning gender differences and how social media could be a concern and a threat to personal privacy. Students and teachers' attitudes toward using social media in learning settings were also presented and discussed. This chapter also shed light on some of the advantages of using social media in English classes as well as some of the linguistics issues that such online tools may bring to the English language classes.

Chapter 4 Theoretical framework

This study is theorised based on a number of different theories including Connectivism by Siemens (2005), Technology Acceptance Model (TAM) Davis' 1989, Diffusion of Innovations Theory developed by Roger (1995); and Theory of Planned Behaviour by Ajzen (1985,1987), Substitution, Augmentation, Modification, and Redefinition (SAMR) model, (Puentedura, 2006), Social Learning Theory (SLT) of Bandura's (1977) and Vygotsky (1962).

The researcher applied Connectivism by (Siemens, 2005) to explore whether or not English instructors at University of Bisha, Balgarn campuses, College of Arts and Sciences, English department, use social media technologies to create chances for their students to learn English and support the English teaching. Technologies Acceptance Model (TAM) is the most influential theory for this study. It is applied to understand the students' and the instructors' attitudes towards using social media technologies to support English language learning and teaching. The methods of this study (Survey, Interviews, Focus groups) were theorised and developed based on TAM, and Theory of Planned Behaviour (TPB) by Ajzen (1985,1987) as the latter has an external variable labelled as Subjective Norm (SN) that is not in TAM but was included as relevant to this study. Diffusion of Innovation Theory (DIT) was applied to understand and classify the English instructors in this study. The SAMR Model was used to understand how the recommendations made by the English language instructors to use social media to support English language teaching can be located according to the SAMR model by (Puentedura, 2006). However, the synthesis of the theoretical models was undertaken in order to best answer the specific research questions and this will be the main focus of the analysis and interpretation. Table 3 below demonstrates the relationships between the theories that inspired this study and its research questions

Table 3. Research questions, theories, methods of this study

Research Questions	Theory	Method	Data Type
Actual use of social media technologies	Connectivism	Interviews & Focus groups	Qualitative
What is the students' attitude towards using social media technologies to support English language learning? (RQ1)	TAM	Survey & Focus groups	Quantitative and Qualitative
What are English instructors' attitude towards using social media technologies to support English language teaching? (RQ2)	TAM	Interviews	Qualitative
What is the role of social media in English language learning and teaching at Bisha university? (RQ3)	SLT	Interviews & Focus groups	Qualitative
What are implementable suggestions or recommendations for practice to integrate social media technologies in English language classes at Bisha university level? (RQ5)	SAMR model	Interviews	Qualitative

4.1.1 Connectivism

Connectivism is a learning theory for the digital age (Siemens, 2005). This theory depicts how internet technologies, including web browser, email, wikis, social media and many other online platforms have created new opportunities for people to learn and share information via the World Wide Web and among the people themselves. A key advantage of Connectivism is the idea that much of learning could happen online among a group of people. In Connectivism, knowledge can be established from one's learning network as it recognises the familiarity between concepts, opinions, and attitude that can be accessed by

technological tools including internet, web search and so many other internet technologies (Dunaway, 2011). Therefore, Connectivism recognises networked information technologies as an essential part of learning processes. Siemens (2005) points out the main principles of Connectivism as following:

- Learning is a process of joining specialised nodes or information sources.
- When the combination of specialised nodes, information sources are composed of digital media and online resources, learning and technology are linked together.
- Learning and knowledge rely on diversity of opinions.
- The ability to realise the links between different attitudes and opinions is fundamental to learning.
- Improving connections is vital to promote constant learning.
- Examining information before adapting such information is a skill to be applied before learning begins.

Siemens (2005) states that information technology can both store and hide knowledge. For instance, enclosed databases that reduce access to more information and only allow for individual attitudes and opinions to be shown, impact the kind of opinions and attitudes that learners can expose to and consider. However, the focus of Connectivism is on learners' ability to make such connection; in so doing, learning occurs. Mainly, Connectivism depicts learning as a process of establishing a learning network and making a connection between ideas included in that network.

Moreover, in the digital age, learning can be networked, social, and technological (Siemens, 2005). The initial point of Connectivism is the person. Personal knowledge consists of a network which feeds into firms and institutions of which they feedback to the network, and the latter keeps providing learning to individual. The cycle of learning, starting from individual to network to organisation keeps learners active and positive via the connection they have created (West, 2018). Connectivism will be applied in this study to find out if social media technologies are being used or recommended by the English language instructors to support English language teaching and learning (see *Table 3* above).

4.1.2 Technology Acceptance Model (TAM)

It is essential to understand the opportunities for learning that social media can create for both the students' and the instructors by allowing flexible learning and providing additional knowledge prior to understanding the students and the instructors' attitudes towards using such technological tools to support English language learning and teaching. Davis's (1985) and Davis et al. (1989) proposed applying TAM to figure out why users accept or reject technology. TAM was developed from the Theory of Reasoned Action (TRA, Figure 3. Theory of Reasoned Action) suggested by Fishbein and Ajzen, (1975) to anticipate and explain people's behaviours in a particular situation. TRA is very general. TAM uses TRA as a theoretical foundation for identifying the basic relationship between two main beliefs: perceived usefulness and perceived ease of use, and users' attitudes, intentions and actual use of technology. TAM is less general than TRA to determine technology usage behaviour. Since TAM has been applied in information system, it is suitable for studying students' and instructors' intention to use social media technologies.

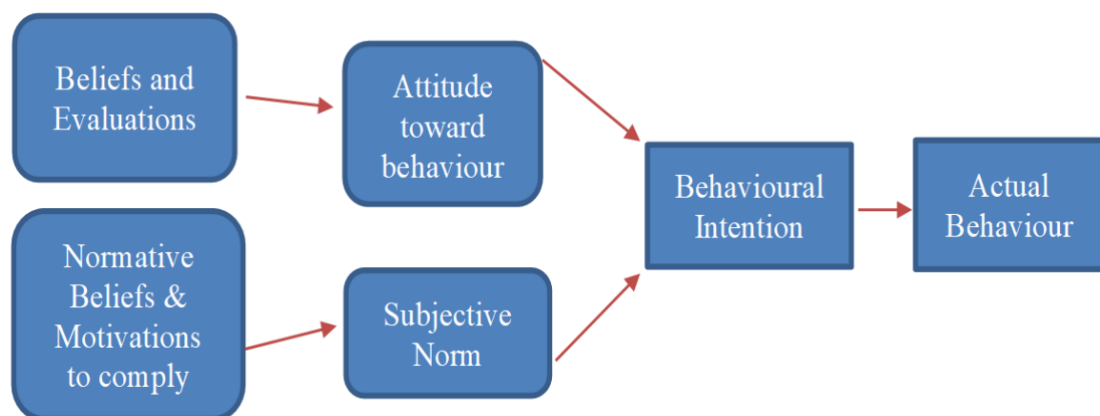


Figure 3. Theory of Reasoned Action adapted from (Fishbein & Ajzen, 1977)

Davis' (1985) and Davis et al. (1989) theory of Technology Acceptance Model (Figure 4) shows how users accept or reject new technologies. It suggests two variables that play essential roles in accepting or rejecting the new technology;

Perceived Usefulness (PU) and Perceived Ease-of-Use (PEU). Perceived usefulness defined as the extent to which an individual believes that using the system will improve his or her performance. Perceived ease of use defined as the extent to which a client believes that using the system will be smooth and free effort. TAM suggests that the effects of external variables (e.g., system characteristics, development process, training) on clients' intention to use interact with perceived usefulness and perceived ease of use. TAM is an adequate model to explain a significant extent of the variance (around 40%) in the utilisation of and behaviour toward technology (Venkatesh and Davis, 2000). According to TAM, Perceived Ease of Use influences Perceived Usefulness, because the easier to use a system, the more useful it will be.

Moreover, among the enormous number of empirical studies, Perceived Usefulness has continuously been a strong determinant of usage intentions, with standardised regression coefficients regularly around 0.6. As Perceived Usefulness is such an essential determiner of usage intention, it is necessary to understand the factors of this construct and if their influence will be changed after years of using the system (Venkatesh and Davis, 2000).

It is widely known that technology nowadays has added more value to our educational environments and allowed students around the world to have accessible learning materials. Students can access the internet and download materials on any subject matter. Also, they can potentially share their knowledge and experience with their friends anywhere, at any time, as well as sharing different aspects of learning through collaborative and building activities with their instructors. Hence Perceived Usefulness is indeed a primary driver of usage intentions and behaviour (Lee et al., 2005).

Therefore, TAM is an essential theory in this study and is being applied in the students' survey and focus groups questions and in the instructors' interviews questions to understand their attitudes towards using social media to support English learning and teaching (see *Table 3*). More information about the design of this research and its methods applied will be discussed in Chapter 4 methodology.

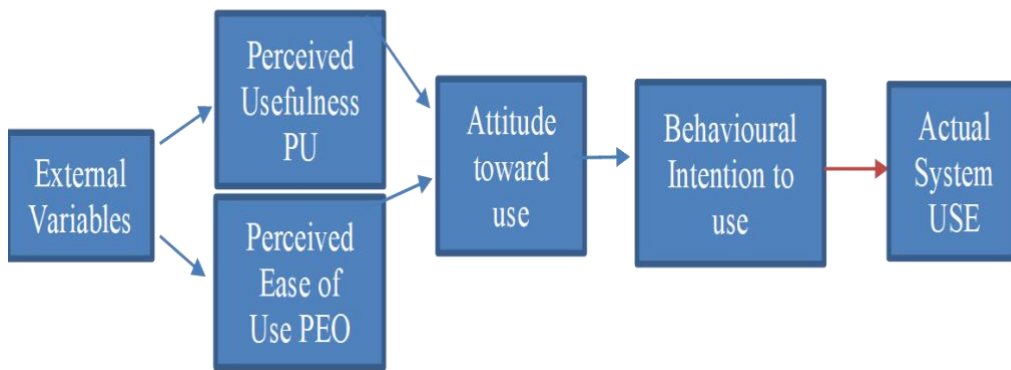


Figure 4. Technology Acceptance Model adapted from (Davis, 1989)

4.1.3 Diffusion of Innovation Theory

Another theory for this study is the Diffusion of Innovation Theory (DIT) developed by Rogers, (1995). Rogers (1995:11) defined innovation as “an idea, practice, or object that is perceived as new by an individual or other unit of adoption”. In simple terms, this theory suggests what happens when people start to adopt something new such as, a product, an idea, and so on. This theory suggests that innovations can be communicated via specific channels over time among the members of the social system. DIT suggests that to make an influence on the spread and the adoptions of new innovative technology, four elements have to have existed in this process; the innovation itself, communication channels, time, and social system.

The innovation as defined by Rogers (2010, p.10) is “an idea, practice, or object that is perceived as new by an individual or other unit of adoption”. He argues that the perceived newness of an idea determines how he or she reacts to it. In other words, if the idea or the product seems fresh and new to the individuals, then it is an innovation. The innovation has different characteristics, which are perceived by the individuals and can explain the rate of adoption; they are:

- Relative advantage refers to how the innovation is considered better than a previous one. The innovation could have more objective advantages, but it does not matter if it is not perceived so by the individuals.
- Compatibility is the degree to which the innovation can be seen to fit the existence value, cultural principles, and the individuals’ expectations. An

idea cannot be quickly adopted if it collides with social norms.

Conservativeness and subjective norm such as social media content that sometimes may found to be against religious practises in Saudi Arabia could be an example of this.

- Complexity is the degree to which the individuals perceive the innovation as challenging to understand and use. In simple words, the more difficult the innovation to understand and use, the less likely to be adopted. This character also influences relative advantage as the more accessible the innovation can be seen by the individuals, the more useful it will be.
- Trialability is the degree, which an innovation can be tested or evaluated on a time-limited basis. The likelihood of innovation to be adopted is high when it is available to be tested. For example, if English language teachers use social media in the classes and expose the students to such a phenomenon, this may inspire the students to use the innovation at homes. Car dealers nowadays offer some test driving for some of their cars.
- Observability is the result of the visibility of an innovation. People want to see the benefits of any ideas or products they are about to adopt. Therefore, it is fair to say the more tangible results of an innovation, the greater the likelihood that individuals will adopt it. For example, Arabic spring and the success of using social media to provide sort of information, the regime in Egypt at that time could not control, which after all led up to the resignation of Egypt regime in 2011 (Tufekci & Wilson, 2012).

The second essential element in the Diffusion of innovation is Communication Channels. It is defined as 'the process by which participants create and share information to reach a mutual understanding' (Rogers 2010, P.17). In more simple words, the tools deliver messages from one individual to another such as newspapers, TV or any other sort of mass media.

Additionally, Time is also essential in the Diffusion of Innovation. How much time will it take an individual to adopt the innovation compared with other members of the system. It is also related to the innovation's rate of dispersion

or diffusion that can be measured by the number of the people in the system who adopt the innovation in a particular time period (E. M. Rogers, 2010).

A Social System is an element needed in the Diffusion of innovation. It is defined by Rogers (2010, p.23) as 'a set of interrelated units that are engaged in joint problem solving to accomplish a common goal. An example of a social system is Egyptian protestors in Tahrir square in 2011 who gathered for one common reason at that time, which was asking the regime to resign.

Moreover, innovativeness is the degree that individuals adopt new ideas earlier than the other members of society (E. M. Rogers, 2002). According to Rogers, based on innovativeness of members of a social system, there are five adopters classifications which are; (1) innovators 2.5%, (2) early adopters 13.5%, (3) early majority 34%, (4) late majority 34%, and (5) laggards 16% (see Figure 5). Innovators are the first 2.5% of a social system to embrace innovation. They are eager to know about new ideas and are exposed more to mass media. Innovators can cope with the innovation ambiguity better than the other adopter categories (E. M. Rogers, 2010).

Early adopters represent 13.5% of the individual of society to adopt an innovation. This category has the advantage of being asked about their experiences with innovation adoption. This means that the subsequent categories seek the early adopters' perspective about innovation.

The early majority is 34% of the individuals of a system to adopt innovation—likewise, the late majority of 34% of the individuals. Laggards are 16% of the individuals who only accept a new idea or innovation if they observe the fulfilment of an innovation adoption on their peers surrounding them.

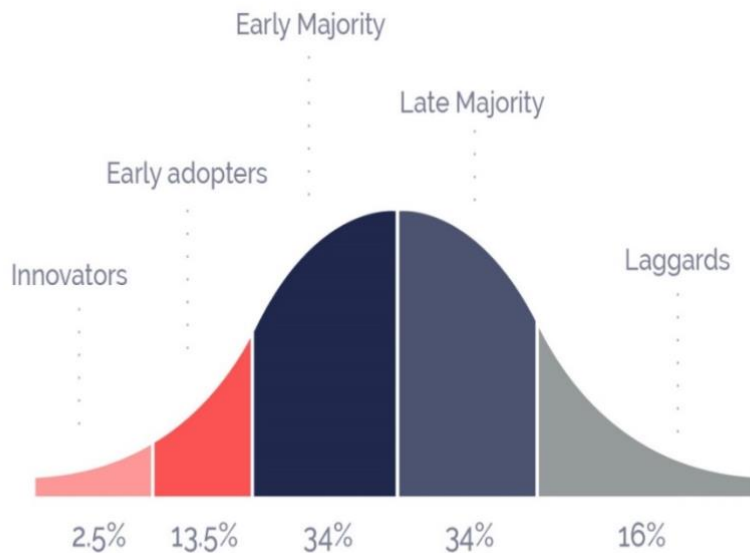


Figure 5. Adopters Classifications adapted from (E. Rogers, 1995)

As far as this study concerned, Diffusion of Innovation Theory (DIT) theory was applied to understand to which adopters' classifications the English instructors of this study belong to according to (DIT) by (Rogers, 1995).

4.1.4 Theory of Planned Behaviour (TPB)

In line with TAM, the Theory of Planned Behaviour (TPB) is an extension of the Theory of Reasoned Action TRA suggested by Fishbein and Ajzen, (1975). Ajzen (1985) developed TPB to understand people's intention toward engaging in a specific behaviour. According to the TPB, intention determines behaviour. The intention is predicted based on personal and social variables. The personal variable is the Attitude toward Behaviour (AB), which reflects positive or negative attitudes toward using social media to support English learning. The social variable is the Subjective Norm (SN), which refers to other beliefs about not to use social media in an educational setting. Perceived behaviour control is the key difference between the Theory of Planned Behaviour and the Theory of Reasoned Action. It can directly anticipate behaviour to the extent that the measure matches actual control (see **Figure 6**).

TPB focuses on an individual's intention to perform a particular behaviour, such as using social media to support English language learning. TPB suggests that the actual use of social media is based on intentions.

“Intentions are assumed to capture the motivational factors that influence behaviour that indicates how hard people willing to try, and how much effort they are planning to exert, to perform the Behaviour” (Ajzen 1991, p. 181).

This theory also suggests that intentions to use technology; for example, social media is more significant when the clients perceive that they have control over the use. Internal and external variables influence perceived behaviour control. The internal variable is how students think that they can use social media to support their English learning. This means that when the students are qualified enough to utilise social media to support their English learning, they will perceive that they have considerable control over the use of such tools. Likewise, with external variables such as resources or opportunities, when the students encounter few obstacles when using social media for educational purposes, they will have greater control over the use.

Moreover, TPB assumes that behaviour is a reflection of salient beliefs about the behaviour, which affect a client's intentions (Ajzen, 1991). Three kinds of considerable beliefs establish an indirect measure of intentions; behavioural beliefs, normative beliefs, and control beliefs.

TPB proposes that the students' and the teachers' attitudes towards using social media to support English learning and teaching are based on assumptions that using this tool would result in specific outcomes or consequences. However, the subjective norm, which is societal or community beliefs about using social media, is reflected in social beliefs and may influence the use of social media to support English language learning and teaching. This strength of this belief can be seen in students' and teachers' motivation to submit to others' beliefs. On the other hand, control beliefs suggest that the greater the access to resources, the more confident they are, the greater their perceived control.

In this study, the use of TPB is enhanced through the addition of the Subjective Norm variable alongside TAM's Perceived Usefulness (PU), and Perceived Ease of Use (PEOU) to theorise the methods used in this study. It is also essential to consider the Subjective Norm variable as this variable may be one of the most influential variables in Saudi Arabia given its very specific context, traditions and culture.

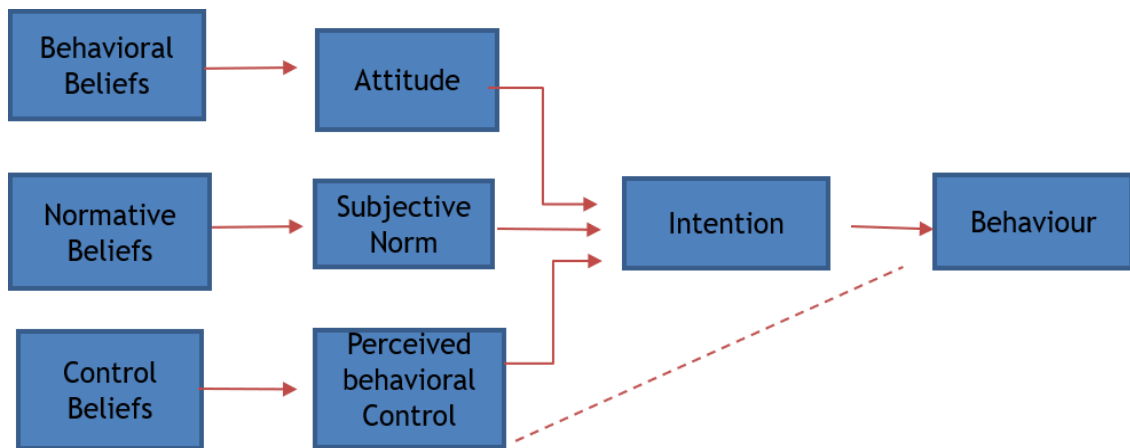


Figure 6. Theory of Planned Behaviour adapted from (Ajzen, 1985)

4.1.5 Substitution, Augmentation, Modification, and Redefinition (SAMR)

(Puentedura, 2006) Substitution, Augmentation, Modification, and Redefinition (SAMR) is a recently developed model for K-12 teacher learning and professional development about educational technology (Hamilton, Rosenberg, & Akcaoglu, 2016). This model has gained some popularity among practitioners in education domains. It shows four ascending stages of selecting, using and devaluing technology in K-12 education. According to (Puentedura, 2006) , this model was designed to describe and categorise k-12 teachers' use of technology in classrooms (see Figure 7).

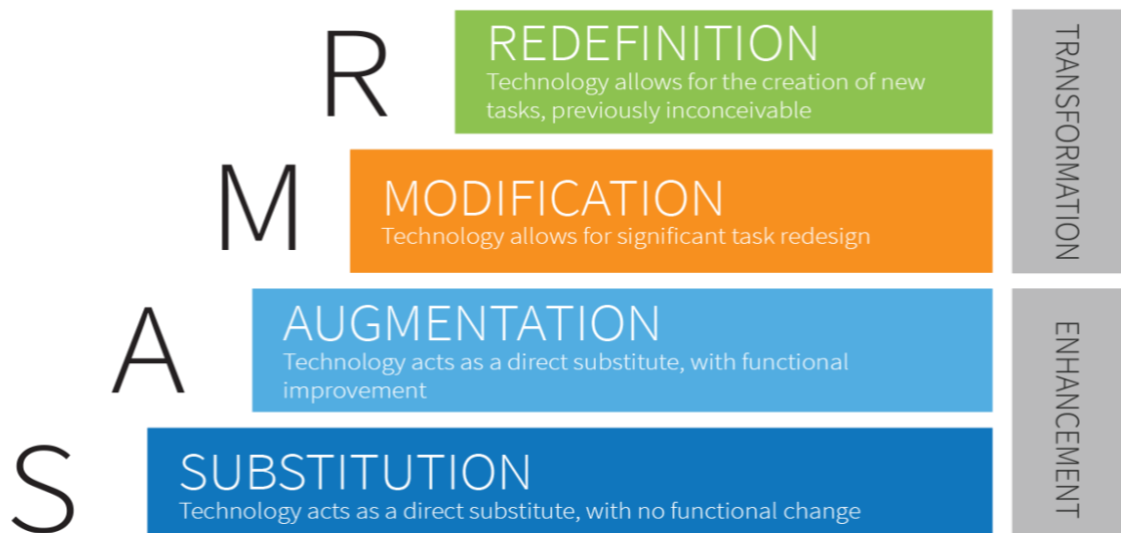


Figure 7. SAMR model (retrieved from <http://www.hippasus.com/rrpweblog/>)

The model was designed to support teachers to step up from lower levels to upper levels in using technology in teaching. The SAMR model, as stated earlier, is a hierarchy of 4 stages, Substitution, Augmentation, Modification, and Redefinition. As can be seen in Figure 7 above, the lower two steps Substitution and Augmentation are considered “Enhancement” Steps. In contrast, the two upper levels Modification and Redefinition are categorised as “Transformation” steps.

In the Substitution stage, the teachers use technology instead of more traditional techniques. For instance, if the teacher teaches writing classes, he/she ask the students to write the essays using Word document instead of writing on paper. The students might also use PowerPoint slides to present their work. One may argue in this stage, what are the benefits for teachers and the students from replacing traditional techniques with technology as there might be a situation where pen and paper serves well.

In the Augmentation stage, the teachers again replace traditional tools with technology, but in this stage with the aim of improving or augmenting the students’ experience. Back to the example above of using PowerPoint slides, the students in this stage can add a link to a video or insert photos or other multimedia forms related to the topics.

In the Modification stage, the shift from the “Enhancement” stage to the “Transformation” has just started. It is a real change in the teaching approach and learning outcomes. An example of this is teaching English pronunciation by a Non-native English language teacher and how the teacher can use social media platforms like YouTube to show their students standard ways of articulating some bound morphemes such as *id*, *ed*, *t*.

The last stage in the SAMR model is Redefinition. This stage is not an easy one. It requires using technology to create new chances possible for learning. This means shifting from traditional outcome to a new authentic one by allowing students to interact with the real world. For instance, connecting students with other ones online as part of the learning journey and ask them to publish their works to reviewed by their peers and broader community.

However, the utilisation of this model in this research was to know to which stages of the SAMR model the recommendations made by English language instructors to use social media technologies to support English language teaching and learning are aligned to.

4.1.6 Social Theories

Second language learning and acquisitions domain have been gone through different evolutions. Those evolutions vary from behaviourists such as Skinner who believed that a language could be learned and acquired by mimicking and memorising, to the attitude that a language is “innate ability and everyone is born with the ability to comprehend and construct language” (Chomsky, 1957), the interactionists views, Krashen’s input hypothesis, and sociocultural attitudes. For this study, Bandura’s Social Learning Theory (SLT) and Vygotsky’ Sociocultural Theory (SCT) will be reviewed and applied to understand the nature of learning gained through interactions with social media. It also aims to investigate if social media technologies are a driver for students social learning. Logically, using social media technologies can reduce the amount of effort required to acquire knowledge. Students can share information and exposure to new knowledge while they are interacting through social media. Using social media technologies to socialise with people locally or globally facilitates social

learning from Bandura's and Vygotsky's perspectives. Therefore, students and teachers' use of social media technologies to support English language learning and teaching adheres to Bandura's and Vygotsky's theories of social learning.

4.1.7 Social Learning Theory (SLT)

Bandura's Social Learning Theory (SLT) is continuously cited as a fundamental component of the sustainability of human resources and behavioural change (Muro & Jeffrey, 2008). The foundation of this theory is that learning takes place when people interact with each other. It suggests that by observing the behaviours of others, similar behaviours will be developed. After observation, people will imitate the behaviour, mostly if the observational experience was positive and included some rewards related to the observed behaviour. The imitation experience involves the actual reproduction of the observed behaviour (Bandura & Walters, 1977).

SLT has become one of the most inspired theories of learning and development. It can bridge the gap between behaviourist learning theories and cognitive learning theories in a sense that it encompasses attention, memory and motivation (Muro & Jeffrey, 2008). Bandura, in this theory, added a social aspect as he believed that all types of learning might not account for direct reinforcement. He argues that people can watch and observe other people and learn something. According to SLT, there are three fundamental principles of Observational learning from each other; these are: Observation, Imitation and Modelling. According to these concepts, firstly, people can learn via observing, which is known as observational learning, then, mental state is an essential factor for learning, and finally, learning does not cause in a behavioural change, and it follows by modelling process. For an observable behaviour to be learned (in addition to observation) , Bandura suggests four necessary conditions for this process; these are Attention, Retention, Reproduction, and Modelling (see Figure 8).

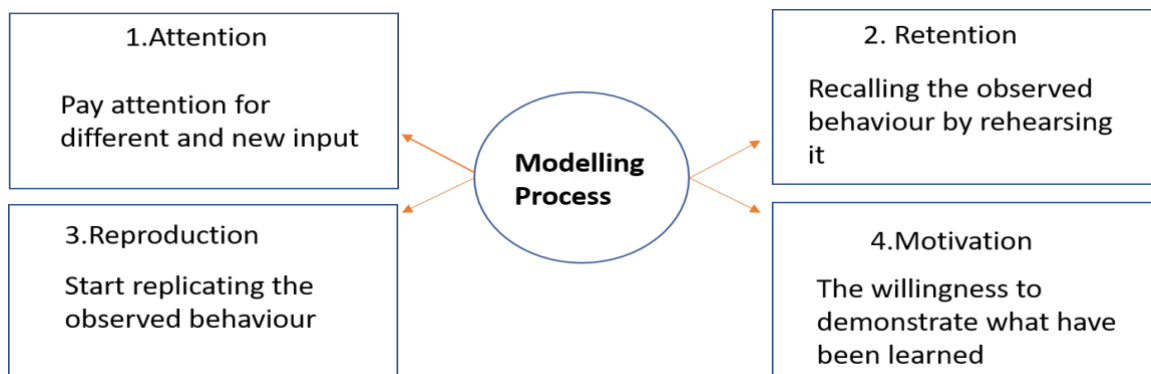


Figure 8. Conditions needed for Modelling process

In the Attention phase, the individual must pay attention to the behaviour and its consequences and form a mental representation of the behaviour if it is to be imitated. Retention is the ability to recall or remember the observed behaviour and one way to do that is to rehearse it to aid memory retention. Reproduction is the ability to replicate the behaviours, which could be a problem for some learners who are in terms of their development are not ready to do so. Motivation, however, is the principle that relies heavily on learners and their motivation or will to demonstrate what they have learned. Encouragement and punishment play a vital role in motivation (McLeod, 2016).

This theory SLT will influence this study by findings out the role that social media technologies may play to support English language learning from the students and the instructors' perspective. For instance, if the students and the instructors use social media technologies to observe the behaviours of others to learn any English skills or the instructors demonstrate something in classes using these technological tools.

4.1.8 Vygotsky' Sociocultural Theory (SCT)

Vygotsky's (1978) SCT is a sociocultural theory. Vygotsky is regarded as the founder of this theory. According to SCT, it is essential to participate and interact in social activities. According to this theory, culture and society are essential for human intelligence to be originated. It also suggested that cognitive development occurs first interpersonally through interaction with the social environment and then, interpersonally through the integration into the human mental structure. Lantolf and Thorne (2006) explained that learning is likely to

be embedded in a social context, and this occurs when interaction and participation between people, objects and events in the environment take place.

What distinguishes the SCT from other theories, is the emphasis on the interaction of human being in social environments. According to Vygotsky, A good teacher is the one who can identify his or her students' mode of representation by ethical discourses and create opportunities to encourage the students to step ahead in thinking. This is what is known as the Zone of Proximal Development (ZPD), which is the second aspect of Vygotsky's theory. ZPD is the difference between what could be solved alone and what can be done with adult guidance. In other words, in this zone, students are cognitively prepared, but they need help or social interaction to be fully developed.

There is an agreement among scientists that the concept of social, cultural theory and ZPD is the centre of the concept scaffolding. Mercer and Fisher (1993, as cited in wells, 1999) described the transmission of the responsibilities for the tasks to students as the ultimate goals of scaffolding in teaching. They suggest that in scaffolding teaching, students have to experience tasks that would not have been able to do on their own. They also suggested the students have to come to cross such a state when they feel competent and eventually encourage them to do the tasks on their own. It is also suggested that such scaffolding should be followed by evidence that the students have achieved some level of independent competence.

However, these learning theories were established and developed in a time that was not impacted by technology like now. An essential principle of most of the learning theories is that learning occurs inside the recipient except Social Constructivism, which suggests that learning occurs socially, which promotes physical presence. Yet, these theories, including social constructivist, do not tackle the notion that learning now occurs outside of people via technology. Of course, one may question this idea, but it is evident that technologies offer a wide range of applications and websites that one can learn from without a need to attend a class or meet people.

Over the last two decades, technology has impacted the way people live, communicate, and learn (West, 2018). Also, learners and knowledge are in ongoing change. For instance, learners years ago would just finish the required stage of education and enter a career that would last for a lifetime. Knowledge lifespan was measured in decades. These basics conceptions have gone through some changes. Knowledge in the present time with the availability of modern technologies, including social media, was continuously growing and changed faster than in the past. One could know about any subject at anytime from anywhere through social media. Of course, one may doubt this and say that technologies were built to add more information not designed for learning. For such wondering I applied this theory to know if the students in this study use social media technologies to learn something that could be new or to support English language learning with people around the campus in the virtual world.

Chapter 5 Methodologies

5.1 Introduction

The purpose of this chapter is to provide the reader with information regarding the methodologies that underpin this study. This chapter will discuss the overall research approach within which the current study positions itself. Firstly, I shed light on the definitions of ontology, epistemology and three main research paradigms commonly applied in the domain of educational research. Then, I will explain the underlying reasons for employing a mixed method rather than a qualitative or quantitative approach to address the research questions. My research questions and hypothesis will be introduced. Ethical consideration and the study's ethical approval was also highlighted and mentioned in this chapter. Next, I will provide a description about my research methods and procedures that have been taken to collect the data. After that, I will provide information about how the research data was analysed. Finally, I will provide details on how I ensured this study's credibility.

5.2 Research questions

The main research was concerned with current situations for English language learning and teaching in Saudi Arabia, in particular, with regard to social media and its acceptance among students and their English language instructors as well as for the future implementations that could result in a better English environment in Saudi Arabia. These questions were as following:

- What are Bisha university students' attitudes regarding the use of social media for supporting English language learning?
- What are the English language instructors' attitudes in BUB towards using social media to support English language teaching?
- To what extent do the English instructors at BUB use social media technologies to support English language learning?

- What is the role that social media technologies could play in improving English language skills at BUB?
- What are the challenges or barriers that may hinder English instructors at BUB from using social media technologies to support English language teaching?
- What are implementable suggestions or recommendations for practice from an instructor perspective to integrate social media technologies in English language classes at BUB?

5.3 Research hypotheses

This study has the following three hypotheses.

H1: Social media technologies have no impact on Saudi students' learning of English.

H2: The selected variables Subjective Norm (SN), Perceived Usefulness (PU), Perceived Ease Of Use (PEOU) will predict Saudi students' attitudes toward using social media to support their English language learning.

H3: There is no difference between females and males' students in using SM technologies (Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype) to support English Language learning.

A model has been created by the researcher to present the relationship between the variables of this study, and the research hypotheses suggested by the researcher (see Figure 9) .

As can be seen below in Figure 9, I suggested four important variables that may play important roles in predicting the students' attitudes towards using social media technologies to support English language learning. In H1, I suggested three variables which were Perceived Ease Of Use (PEOU), Perceived Usefulness (PU),

and Subjective norms (SN). It was suggested to find out if results of the analysis of these factors may indicate a negative impact on the students' learning of English. The experience of using social media technologies was used to find out if H2 which was designed to know if the above-mentioned factors along with gender may or may not predict the students' attitudes towards using social media technologies. H3 was suggested to find out if there are any gender differences between male and female students' attitudes towards using social media technologies to support English language learning.

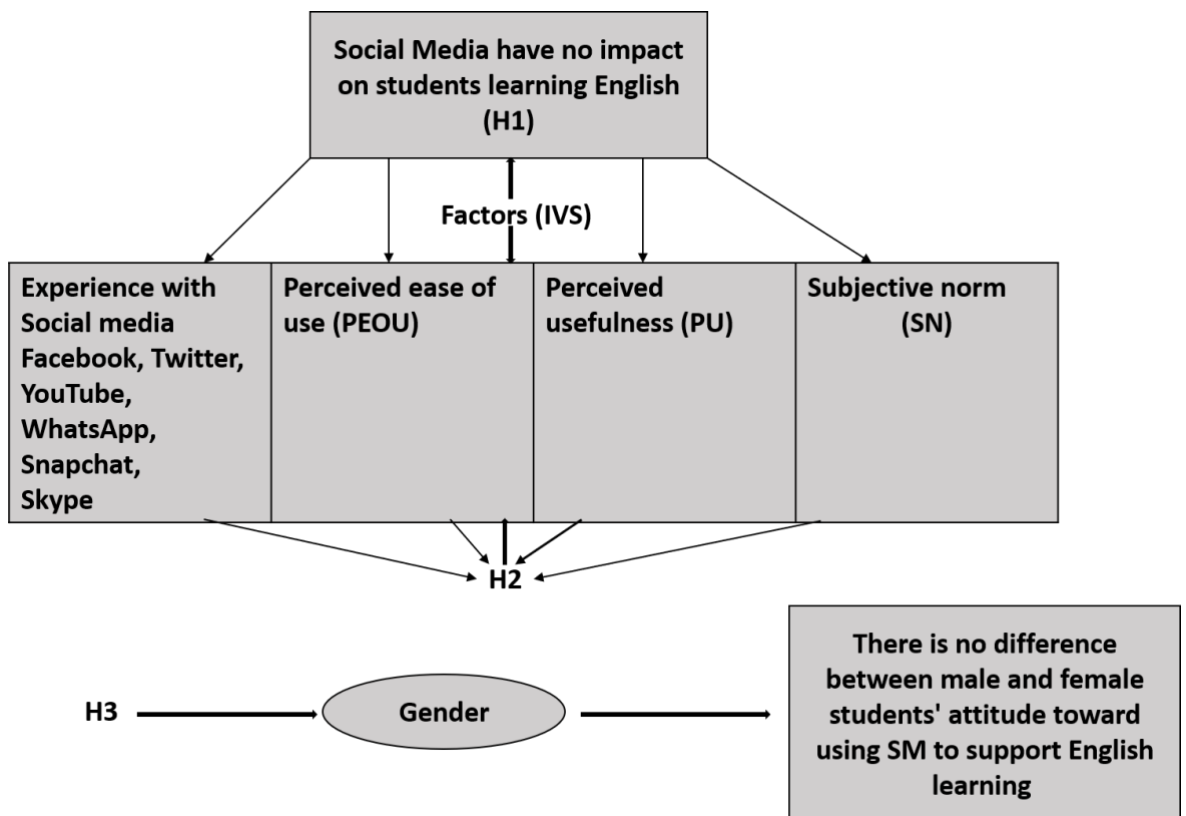


Figure 9. The study's model of hypotheses and the relationship between the independent variables and the dependent variable.

5.4 Research methodology

Research methodologies are often shaped by ontological assumptions taken by researchers (Stahl, 2007). In mixed methods research, there are three interconnected considerations that the researcher will need to embrace before beginning a research. These are ontology, epistemology and methodology (Denzin & Lincoln, 2018).

Ontology is understood as one's own belief about reality (L. Mack, 2010). Ontology is derived from the Greek word, which means knowledge or what is reality (Dietz, 2006). It investigates the fundamental questions of being and therefore, it is fair to say that it studies the nature of reality. In this study, I shall adopt the definition of ontology by Blaikie as cited by (Grix, 2004, P. 59) as the study of "claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other." Simply put, to study ontology, one is interested in exploring what is believed for something to exist. It constructs the foundation of our worldview, and it is central in any research in any discipline as one needs to know about what exists or what is to research it (Stahl, 2007). There are different ontological and epistemological theories or assumptions mentioned in this study, and I shall call them assumptions that guided me throughout this research.

In order to study what is believed that something exists, one will want to know its epistemology. Crotty (1998) defined epistemology as the theory of knowledge influenced by the theoretical perspective and the methodology. However, one may differentiate between epistemology as logic of justification and research methods. Some researchers tend to treat epistemology and research methods as interchangeable terms (Bryman, 1984; Howe, 1992 as cited in (Johnson & Onwuegbuzie, 2004). According to this view, taking any epistemological stance does not impose any research methods on a researcher to be used. Therefore, having together an ontological and epistemological assumptions would guide the researcher to what is known as a paradigm.

5.5 Research paradigms

A research paradigm is defined as our views of the world system that guide our research about it (Guba and Lincoln (1994, pp., 2). The term paradigm, first termed by (Kuhn, 1962) titled "The structure of Scientific Revolutions", denotes an 'overall theoretical research framework (L. Mack, 2010). He raises the question of how a researcher's view of social reality can be related to educational research. One possible answer for this question suggested above is that any research is subject to be affected by the researcher's intention, goals,

and the philosophical stance s/he takes. Grix (2004) has warned that to carry out a piece of research that can be considered precise and clear, the researcher must understand the philosophical assumptions that will underpin and inform his /her research questions and the methodology of their research. Therefore, I shall mention that I consider myself as a pragmatist in this research and in the section below I will introduce the three dominant assumptions that are consistent with research paradigm 'wars' and justify why I took my methodological stance as a pragmatist.

5.5.1 Positivism

When positivism is mentioned, one may recall the philosophers whom views inspired such assumption such as Auguste and Comte, to study real and concrete phenomenon. Stahl (2007) argues that positivism can be defined as the research approach that sees the reality is independent of the observer. This kind of knowledge claim also is called 'scientific method' or as described by (Creswell, 2003) as 'science' research. It is also known as positivist research, quantitative research, and post positivism. The latter term challenged the idea of having definite idea about reality as one may not certain when it comes to study the human behaviour (Creswell, 2003). This kind of knowledge claim allows the researcher to employ objective and separate approach to study a social phenomenon (Denscombe, 2014). In educational research, this school of thoughts proposes that the researchers should eliminate their biases and stay detached from the objects of the study. The focus of this approach is on the causes and consequences of the investigated phenomenon in the world; thus, the advocate of such school uses impersonal language in the writing styles, use of passive voice, and use technical terminologies to describe social phenomenon and laws.

The process of *knowing* is known as epistemology. In this paradigm assumption , researchers and the investigated objects have no influence on each other (Guba & Lincoln, 1994). This means that the investigator will be able to study the topic without influencing it or being influenced by it. Whenever this influence happens in either direction, a threat to study validity will arise (ibid). Bias is prevented from influencing the outcome. Replicable findings are obtained when the procedures above are followed. It is known that the methodologies tend to

reflect the ontological assumption taken by the researcher. The methods tend to be associated with such paradigm are surveys and quasi-experimental studies.

However, this methodology stance or paradigm has its drawbacks. A critique for positivist paradigm is found even beyond its methods of collecting data. Stahl (2007) suggested that this paradigm tend to deal with people as 'objects' not as human beings. Some anti- positivism scientists were concerned about the view of positivism that portrays life as measurable units, and which ignore people's life experiences and responsibilities toward the universe (L. Cohen, Manion, & Morrison, 2007).

5.5.2 Interpretivism

As mentioned earlier, if the positivism is not the ideal paradigm to some scientists, the question is, what alternatives are there. Although some anti-positivism opponents in the social sciences field can be found in different schools of thought with its unique epistemological viewpoints, they are united when it comes to reject the notion that human behaviour can be obtained by general and fixed laws. Additionally, they would agree that within social science, reality can be understood and be constructed through individual's interaction with each other. Reality according to Guba and Lincoln (1994) is defined as something multiple and intangibly constructed the mind. Unlike the positivist point of view, reality is not more or less in any sense of absolute truth. According to this school of thoughts, the knower and the known can be detached as the subjective knower is the primary source of reality (Guba, 1990). The researchers in this school take into account their own background knowledge or experience, they are keen to address the process of interaction among individuals. They focus on specific contexts and normally small in which people live and work to understand cultural setting of the participants (Creswell, 2003). Therefore, they allocate themselves in the research to find out how the research interpretation will go beyond their own personal and cultural experience. Unlike positivists using deductive approaches by starting with a theory, interpretivists aim to interpret the meanings of the other about a social phenomenon, and thus they might end up with new theories.

Crotty (1998) identified a different assumption in interpretivism which suggests potential research methods to be used in qualitative paradigm. People engage with each other in the world and such engagement construct meanings.

Therefore, open-ended questions in interviews or focus group allow the participants to express their own views and feelings. As mentioned earlier, the advocates of this paradigm are affected by their own personal and cultural experience, they visit locations and sites to gather information personally. Therefore, observations would be of use in this scenario.

5.5.3 Pragmatism

The core of pragmatist ontology is based on action and change, simply stated, people behave in a world that is always in ongoing change (Blumer, 1986). Pragmatism as a research paradigm provides the philosophical and methodological basics for mixed methods research (Biesta, 2010). Pragmatism came from the work of Pierce, James, Mead and Dewey (Cherryholmes, 1992). Dewey (1933) pointed out that an action is a means to change existence.

According to Dewey, to make a meaningful change, actions must be inspired by incentives and knowledge, thus, the world is changed through reasons and actions. This point of view indicates that a basic idea of pragmatism is the meaning of one notion or concept is the outcome of that notion or concept (Goldkuhl, 2012). Peirce (1978) came up with the scientific principle that we need tangible and practical concepts and ideas to make a real distinction. However, when looking at pragmatism as a suitable model for this study, it avoids arguable issues of truth such as the believe that society is not beyond our physical perceptions and could be examined the same way as natural objects as in positivism, or the believe of singular and multiple realities as in interpretivism, this paradigm open itself to tackle the problems that existed in the real world (Yvonne Feilzer, 2010). This paradigm allows researchers to be free of those obstacles imposed by the other models such as positivism and interpretivism, and the researchers are no longer attached to certain beliefs about ontology.

For many proponents of this paradigm, knowledge claims come out from actions, situation, and consequences rather than antecedent actions (Creswell, 2003).

Advocates of such an approach are interested more in 'what works' and solutions for problems provided that they have a rational reason for mixing methods and approaches (M. Q. Patton, 1990). The focus in this paradigm is for the problem rather than the method, and researchers use all relevant approaches to figure out the problem (Creswell, 2003). Tashakkori and Teddlie (1998), and (M. Q. Patton, 1990) point out that social science research should pay attention to the problems and then to use multiple approaches to understand those issues. According to (Creswell, 2003 , p. 13) and his interpretation of in the general tenets of pragmatism, such a paradigm provides a foundation for the following knowledge claims:

- Logic is not committed to any one framework of reasoning and reality which means there is no asking about reality and the law of nature.
- Researchers in this model are free to choose whatever methods, techniques, and procedures to meet their needs and purposes.
- Pragmatist people don't see the world as an outright solidarity. In a comparative way, a blended strategy analyst seeks for numerous approaches to collecting and analyse information instead of subscribing to as if it were one way (e.g. quantitative or subjective).
- Truth is what works at the time: it is not based in a strict dualism between the intellect and reality totally free of the intellect. In this way, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem.

In this research, I took this methodological stance as I believe that what matters to me in this research was the research problem and how to utilise different approaches and use different methods to understand it. In this study, the terms pragmatism and mixed method will be used interchangeably. In the following section, the researcher will discuss mixed methods and shed light on its types, advantages, and some challenges that may encounter researchers when using such methodology.

5.6 Mixed methods

There are many definitions for mixed methods which have emerged in the past. Among these definitions, there is one by Greene, Caracelli, and Graham (1989). These authors focused on the mixing of methods and philosophy (paradigms) when they stated,

“In this study, we defined mixed- methods design as those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to any particular inquiry paradigm” (p.256)

However, in ten years later , the definition has turned from mixing two methods into putting together all stages of the research process, a methodological orientation (Tashakkori & Teddlie, 1998). These authors defined mixed methods as the combination of ‘qualitative and quantitative approaches in the methodology of a study’(p. 9). Moreover, an attempt was done by Johnson, Onwuegbuzie, and Turner (2007) in highly cited *Journal of Mixed Methods Research (JMRR)* to find a united definition by looking at 19 different definitions provided by 21 highly published mixed methods researchers. The authors provided comments on the existing definitions , citing the differences in them , and purpose for mixing. Johnson et al. (2007) came up with their own definition:

‘Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration’ (p.123).

For this study, the choice of using mixed methods was driven by the fact that there were two types pf research questions that required quantitative and qualitative approaches. This study also had two types of sampling strategies “probability” like the survey sample, and purposive like choosing the students based on their English-speaking level. Also, the study had three types of data collection procedures, survey, interviews , and focus groups which required two

types of data analysis procedures statistical and thematic analysis (Tashakkori & Creswell, 2007).

Doing such combination between different methods has its pros and cons. In the next section, I will provide some details about the types of mixed method designs some potential advantages and disadvantages of using mixed methods to provide the reader with more information firstly, about why I chose mixed methods for his study, then what the researcher has done to avoid some potential disadvantages of utilising such methods.

5.6.1 Types of mixed methods design

There are three recommended core mixed methods designs by (Creswell, 2003) that provided a very good framework for researchers to build their studies. These core designs are (1) the convergent design, (2) the explanatory sequential design, and (3) the exploratory sequential design (Creswell & Clark, 2011, p. 65). Researchers must take in their account a design that could fit their research problems and to be clear in their reasons for mixing in order to make their own studies clear and attainable to be implemented and described (Creswell & Clark, 2017). This section will describe these three core mixed method designs, and the researcher will choose one of them and justify his choice.

5.6.1.1 The convergent design

This design was previously known as concurrent or parallel design, and it is the first design which comes up in minds when a researcher first think of mixed methods (Creswell, 2003). The researcher in this design combines both quantitative and qualitative data together for comparison and combining (see Figure 10). In simple words, a researcher uses this design to compare two sorts of results to get a better understanding of the problem, or to validate one type of data with the other. This means the researcher could use the data collected from interviews or focus group to support or validate survey responses and vice versa (Creswell & Clark, 2017). One advantage of using such design was to bring together the weaknesses and strengths of quantitative and qualitative methods, for instance using a survey to get large sample size and generalise the findings with a qualitative method such interview small sample with depth meaning. An

additional positive aspect of using such a design is both quantitative and qualitative data can be collected at one phase of the study at the same time, and this can help those researchers that do not have plenty of time to collect data.

This study employed this design to combine the quantitative data from the students' survey with the qualitative data from the students' focus group. Also, to compare the results from teacher's interviews with the findings from the students' survey and focus group with regard to the perceptions toward using social media to support English learning and teaching. Also, another reason for me to use this design was the lack of time I had to collect the data. I have been told by my scholarship holder that I have one month to collect the data before exams. Therefore, I opted to go for this design to collect the data before the students and their teachers get busy with exams.

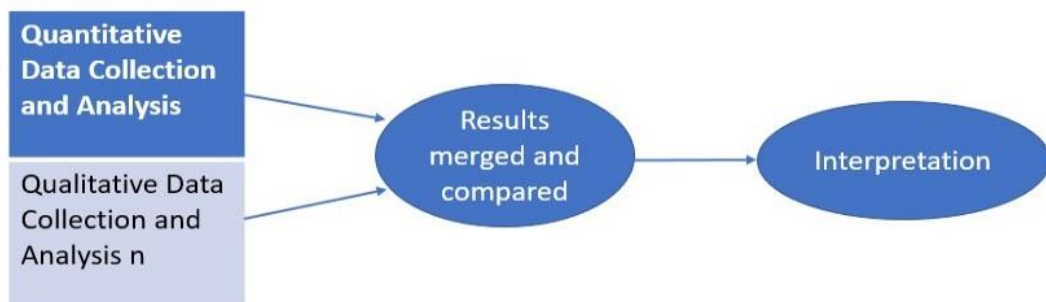


Figure 10. Adapted from (Creswell & Clark, 2011)

5.6.1.2 The explanatory sequential design

This design is also known as a sequential model (Tashakkori and Teddlie, 1998), explanatory design is a mixed method design in which the researcher collects the quantitative data in the first phase and then collect the qualitative data to explain something perhaps significant or not in the quantitative data. This design prioritises conducting and analysing quantitative data in the first phase to find the relationship between two or more variables, then qualitative data is collected and analysed to explain this relationship (see Figure 11). Additionally, to use this design, researchers should know the investigated variables in his /her study to address content validity. Time is crucial in this design as the researcher

should have enough time to carry out two phases of data collection. For the lack of time I had I mentioned above, I opted not go for this design even I have some predetermined variables in the students' survey.

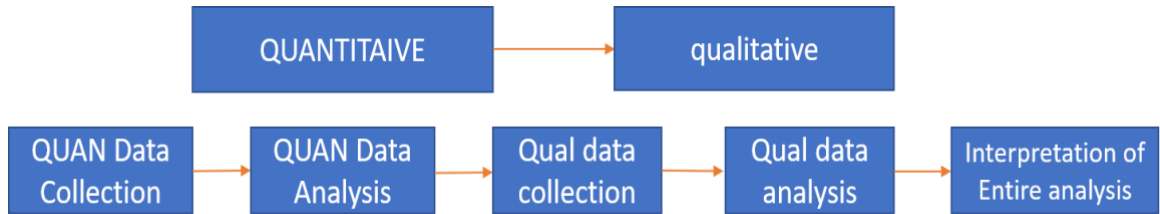


Figure 11. Adapted from (Creswell & Clark, 2011)

5.6.1.3 The exploratory sequential design

An exploratory sequential design was not used to design this study. According to (Creswell & Clark, 2011) that the analyst begins with collecting qualitative data in the first phase and after that collecting the quantitative data (see Figure 12). The reason why an exploratory sequential blended strategies plan begins with gathering qualitative data to explore a phenomenon and after that collecting quantitative information to clarify connections found within the qualitative data. The proponents of this design seek for a generalisation for their findings. For me, I was not seeking for generalisation of my findings because my study is considered as a case study in a certain place and I cannot conclude that my study represents the whole English language learners and their instructors in Saudi Arabia.

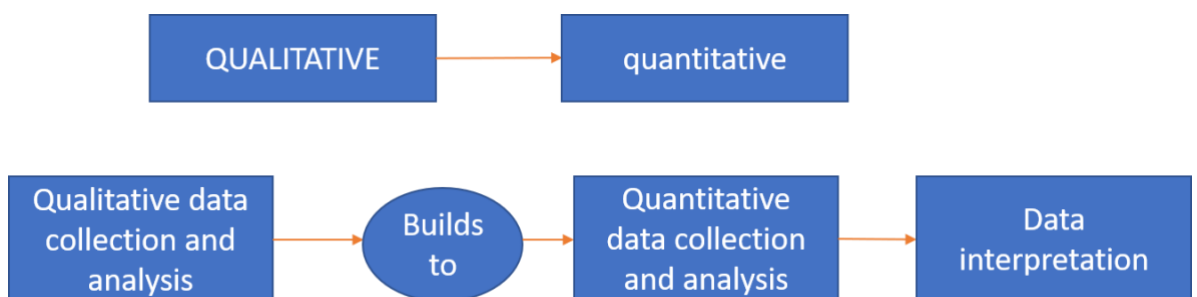


Figure 12. Adapted from (Creswell & Clark, 2011)

5.6.2 Advantages of using mixed methods

One may wonder what makes mixed methods best fit for this study than the other methods. For instance, and according to (Creswell & Clark, 2017) quantitative approach is not suitable when it comes to explore the context or setting where the people interact or live. Also, in the quantitative research, the voice of the samples is barely heard, which may lead to a partial perspective. Therefore, combining quantitative research with qualitative ones will underpin this weakness. On other hand, qualitative approach with its own could be accused by bias as the researcher is involved in and involved by the study which makes the interpretation personal. Also, since the qualitative research has limited sample, their reliability is low. These weaknesses found in qualitative research are doubtful in quantitative research. Therefore, both quantitative and qualitative research have weaknesses and they can make up each other.

Furthermore, it is believed that mixed method is best fit to study a research problem by providing more evidences, and in some cases these evidences are produced by the participants themselves. This occurs when researchers have the choice to choose between different tools available in both quantitative and qualitative research rather than stuck to those tools associated to quantitative research or qualitative ones (Creswell & Clark, 2017).

However, I chose mixed methods research because both inductive and deductive approach are essential in this study. For instance, on the one hand, deductive approach is adopted with the use of survey and the hypothesis to be tested (see *Figure 9*). This provided the study with answers to the research questions using numerical data. On the other hand, inductive approach and its methods was taken in mind and this study used interviews with English language teachers and focus group with Saudi students to provide answers in words. Morgan (2007) as cited in Creswell and Clark (2017) has stated that mixed methods research provides more data because the researchers in such research solve the problems by using both numbers and words.

5.6.3 Challenges in using mixed methods

A mixed method has its advantages, but also many challenges. Creswell and Clark (2017) point out that a mixed method approach is not the best fit to provide answers to a research problem. Rather it requires certain skills, time, and resources for data collection. For instance, a researcher should be acquainted with before embarking any mixed methods research, Creswell and Clark (2017) have strongly recommended that a researcher familiarises him/herself with the skills that are involved in quantitative and qualitative research separately. They suggested that a researcher should at least know how to collect and analyse data in both quantitative and qualitative researches. The researcher should know how to administer the questionnaire with essential scales. A similar requirement is needed for qualitative research and how to conduct a semi-structured interview or unstructured interviews with open ended questions. Likewise, in the process of analysing data in both quantitative and qualitative research, the researchers at minimum should know how to interpret statistical analyses using an appropriate software package in quantitative research, and how to code texts and develop themes and description according to those codes in qualitative research. In line with these recommendations, I acquainted myself with the skills by conducting a pilot study and had the chance to use the SPSS software to analyse the quantitative data as well as using the software NVivo11 to analyse the qualitative data.

With regard to the limitations, Creswell and Clark (2017) state that even when the researcher has the skills that allow him or her to conduct a mixed methods research, something else has to be kept in mind that is time. To carry out a mixed methods research, one should have much of time to collect more types of data and analyse different kinds of information, which could be done in less time if it this data was either for quantitative or qualitative research alone.

This challenge was overcome as the researcher has three years to carry out the study. Therefore, the question of time-limited might not be a constraint for the researcher. Furthermore, to carry out a mixed methods research where the humans are involved, the researcher must take the ethical approval for the study and this will be discussed later on the Ethical Consideration in this

chapter. The point to be highlighted here is that this approval takes time and the researcher should keep this in mind.

5.7 Research field study's approval

To conduct the study in Saudi Arabia, the researcher sought for three approvals, from Saudi Cultural Bureau (SACB) in London because it provides the fund for this study, from University of Bisha (UB) in Saudi Arabia, and from Glasgow university. Firstly, the researcher sent the study instruments (survey, Interview questions, and focus group questions) to Bisha university College of Scientific Research and Higher Education to be reviewed by three experts of their committees all the documents needed along with a letter form the academic supervisor to SACB in London. The approval was granted to the researcher in May 2018. The researcher then applied for another approval to be taken from Saudi Ministry of Education (MOE) After a careful consideration by the committee, the approval was issued on Mar 2019 (Appendix 1).

5.8 Human subjects' committee approval

In accordance with the University of Glasgow ethical procedures, this research was reviewed, and the approval was granted by the School of Social Science Ethical Committee (Appendix 2). To fulfil the ethical procedures applied by the University of Glasgow, College of Social Sciences, consent forms were sought from all the participants in this study. The participants of this study English language teachers and students were provided with a Participant Information Sheet (PIS) which informed them of the aims of the study, along with some details of the procedures on how and what data would be collected. The participants were informed before the data collection took place that they had the right to withdraw at any time at any point without providing justification for doing so. They were also informed that even when the data was collected, they would still have the right to ask for their data to be excluded from the study.

The idea of informed consent is crucial in social science research (L. Cohen et al., 2007). Informed consent was obtained from interview and focus group participants through a Plain Language Statement and consent (Appendix 3 and 4)

explaining the aim of the study and also, they provided some details such as the researcher's contact details and for any future enquires regarding the study. I asked permission before audio the interviews and the focus group conversations. The participants' informed consent to participate in the survey was taken electronically by clicking an 'Agree to participate' button on the introductory screen of the survey. It was highlighted in the Plain Language Statement that participants had the right to withdraw at any time without any justification. The time that could be spent in taking the survey was also calculated (Twenty-two minutes) and mentioned to the participants to inform them of the expected time commitment for completing the survey (see Appendix 5).

The data obtained from the participants was protected through ensuring anonymity and confidentiality as far as was possible. Pseudonyms are used throughout this thesis to anonymise participants in both interviews and focus group. However, since this study is a case study at the BUB campuses, College of Sciences and Arts, English department and the real names were replaced by Pseudonyms, one may guess some participants names because the English language instructors were a few at the time of doing this study.

5.9 The pilot study

Approval was obtained to conduct a pilot study from Saudi Cultural Bureau (SACB) in London as well as from the College of Scientific Research and Higher Education at Bisha University and Glasgow University. The researcher contacted the head of English department in Bisha University, Balgarn campus, College of Science and Art and obtained the phone numbers and the emails of English language teachers working in both male and female campuses. The permission of the teachers and students in this study was also taken via the consent form and electronically by clicking the button 'I agree' in the online survey.

Although the teachers were familiar with the concept of a pilot study, I had to demonstrate the purpose of conducting the pilot study and of my research. I spent some time (Ten minutes) with each of the participants asking them some general questions about their attitudes towards using social media technologies to support English language learning and teaching. During the pilot study, the

teachers were asked to respond on semi-structured interview questions in order to check the study's validity (Bryman, 2016). Likewise, it was also to find out if these questions made the participants feel uncomfortable (ibid). On a personal level, the pilot study provided me with the experience to carry out real interviews and increased my confidence to use this method (Bryman, 2016).

For the pilot study four n= (4) male English teachers were contacted by phone and five n= (5) female teachers by emails. In addition, the survey link was sent to the head of English department to distribute it amongst English language students in both campuses via WhatsApp that were designed for academic supervision. The male teachers were interviewed by phone calls as I had taken their consent before by sending messages via WhatsApp chat. With regards to the female teachers, the head of English department in the male campus who also was in charge of the department in the female campus, sent my email to the female teachers via WhatsApp group designed for the faculties to find out if any teachers showed interest in taking part in the interviews. As mentioned earlier five female English instructors emailed me back indicating a willingness to participate in the pilot study.

While carrying out the semi-structured interview by phone, more caution was given to the teacher's understanding of the interview questions. First, since the participants were English teachers, English was the mean of communication for the phone and for the email responses. Most of the questions were clear to the participants, but a few caused some misunderstandings. For example, questions number five was unclear to some of the participants and this was obvious in their responses to the question. The question read as:

Are there any obstacles or procedures that may hinder you as English teacher from incorporating social media inside your classes? If so, please state them?

Some of the participants did not understand the question because it was generic. What I meant was what could be the things that could prevent them from using social media technologies to support English teaching in terms of the technologies that were available to be used and on a personal level if they face any problems on campus that could prevent them from doing so. I had to explain this by giving examples like, are there any internet signals on the campus? Also,

if there are any personal reasons that could prevent them from using social media to support English teaching? Therefore, I had to change this question so that it became concise and clear for the main research participants. For clarity, the question has been changed to:

Do you think teachers' technologies experience would be an obstacle to integrating social media technologies to support English classes?

When piloting the students survey, the focus was whether the survey items were clear and understandable to the students. Like the teachers' interviews, English was the language used in the survey because the survey meant to be for English language students. Most of the survey items, but some of them needed more clarity, and others needed more in-depth information to be answered. For example, question number 3 in the demographic question needed more clarity. The question read as:

How long have you been studying English?

Even though that the answers options cover all the educational stage that the students undertook in the past, the researcher thought it would be better to move this questions to be asked in the focus groups questions (a qualitative method used in the main study) as probably there might be students who were studying English before the official education stage in Saudi Arabia. In addition, when analysing the survey, some questions were time-consuming as they would be better to be integrated in one single question. For example, questions 14-18 respectively were sought for the same information. It read as follows:

How often do you use Facebook, Twitter, YouTube, WhatsApp, and Snapchat to support English language learning?

In analysing these questions, the researcher had to represent each question in a separate visual representation. For instance, Facebook in a single graph and similarly for the remains. Therefore, based on the result I obtained from the pilot study, I had to put together these questions together in one single questions. This reads as:

Which one from the below social media apps do you use more to support your English learning?

Facebook

Twitter

YouTube

WhatsApp

Snapchat

Skype

Asking the above-mentioned single question can still address the frequency of using these social media platforms so, in the analysis stage one single graph can be created instead of five.

Moreover, question number 19 in the survey was as follow:

How good are you at using social network sites and social media example below?

Facebook, Twitter, YouTube, WhatsApp, Snapchat

The answer options were as follow:

Extremely good, Somewhat good, Neither good nor bad, Somewhat bad, Extremely bad

For the sake of accuracy, the answer options were modified to be as follows:

Very qualified, Qualified, Okay, Poor, Very poor, I do not use it at all

5.10 The main research

This section will highlight the instruments that were used to gather data for this study which were; survey and focus groups aimed to collect data from EFL students studying at Bisha university, Balgarn campus as well as conducting interviews with EFL instructors at the campus. The following section will provide a detailed account of the actual conduct of the main study.

5.10.1 Students' survey design and measurement

It has been said that several numbers of educational studies methods are descriptive, that means that they are based on methods that look at and describe what exists in the outer world (L. Cohen et al., 2007). Oppenheim (1992) regarding such methods stated that questions are useful for they can produce the answer's frequencies, which is adjustable to statistical and analysis treatment. In addition, scientists can make comparisons using survey among groups in the chosen sample. Wilson and Maclean, (1994) stated that using a questionnaire as an instrument of collecting data can be a useful tool to gather survey information and straightforward to be analysed. Furthermore, it can even be administered without the presence of the researcher.

The survey construction of this study was influenced by the Technology Acceptance Model (TAM) by (Davis, 1989) and the theory of planned behaviour (TPB) by (Ajzen, 1985). The survey aims to find out the students' perception toward using social media technologies to support English learning. The survey had seven sections (See Appendix 5). The questions in this survey were close-ended questions and open-ended ones. However, the majority of the questions were close ended questions as such questions have become more popular (Smith, 1987). I shall mention that open-ended questions were used in two occasions to know the participants' age and to name any social media app used by the students other than the suggested ones. The survey shall include six Likert scale items to identify whether these Saudi EFL students have used SNS to support their English learning process. The six Likert scale is considered a popular psychometric scale for studies using questionnaires (Garland, 1991). It is the most used method to scaling responses in survey studies. The questionnaire was prepared in simple and an obvious language to avert any misunderstanding,

which are sometimes misleading to the students. For confidentiality purposes, the survey was in online format (Online survey BOS) used by University of Glasgow.

Some of the items of the survey were developed by the researcher according to the instructors' and the students' responses to the pilot study survey and interviews, and other items were adapted from previous studies (Aifan, 2015) but modified to fit the study model. For instance, Aifan, (2015) was interested in knowing students' perceptions towards using social media technologies to support learning in general. I modified some general questions in her study regarding learning in general to be more focused in supporting English language learning in particular. The questionnaire packet was expected to take approximately 22 minutes to be answered. Table 4 below shows the survey sections:

Table 4. Survey flow sections

I. Demographic and personal details	9 items
II. Actual use of social media	5 items
III. Social media experience	6 items in one table
IV. Attitude toward using social media to support English learning	12 items
V. Perceived usefulness of using SM to support English learning (PU)	12 items
VI. Perceived Ease of Use (PEOU)	4 items

VII. Subjective Norm	6 items
VIII. Intention to use social media to support English learning in the future (2 items)	2 items

Part one: Demographic information

This part focused on Saudi students' studying in Balgarn campus in English department demographic and personal information. It was consisted of close ended and open-ended questions (see *Table 5*). It consisted of 8 items n= (8). The first item was asking about the students' gender, 1= Male ,2= Female. The second question in this part was open-ended question asking the students about their age. The third item was designed to know how long the students had studied English including earlier stage of education e.g. Kindergarten, primary schools, 1= 7 years, 2= more than 7 years. English was introduced recently into primary schools in Saudi Arabia, so it was important to know if the subjects of this study were amongst those students who had been taught English in primary schools. The fourth item was included in this part to know the reason for the students had chosen to study English subject, 1= for educational purposes, 2= for travelling purposes, 3= no better subject in this campus, 4= for other reasons, please state. The fifth, sixth, seventh items were designed to ask the students if they had a computer at home, smart devices (e.g. iPad, any other tablets), internet in their mobile phones, 1 =yes, 2 = no, respectively. The last question was to know if the university provides Wi-Fi signal in the campus, 1= yes, 2= no.

Table 5. Demographic questions in the survey

Demographic information	Questions	Answer Options
Gender	What is your gender?	1=Male 2= Female
Age	What is your age?	Open ended....?
Duration of English learning	How long have you been studying English?	1= 7 years 2= More than 7 years
Reason for studying English	Why do you learn English?	1= Educational purposes 2= Travelling 3=No other options 4= Other specify...?
Computers	Do you have computers at home?	1=Yes 2=No
Smart Devices	Do You have any tablets at home?	1=Yes 2=No
Internet services	Do you have any internet services on your phone?	1= Yes 2=No

Part two: Actual use of social media

The second part of the survey was designed to investigate the use of social media by the students. It consisted of 5 items. The first item asked the students if they use social media at all, 1= yes, 2=no. The second question in this part was created to know how much time daily the students spend on using social media, 1=up to 2 hours, 2= 2-4 hours, 3= 4-6 hours, 4= more than 6 hrs. The third item was intended to know the purpose of using social media by the students, 1= entertainment, 2= news, 3= learning, 4=social communication, 5= other reasons. The fourth item suggested some social media apps like (1=Facebook, 2=Twitter, 3=YouTube, 4=WhatsApp, 5=Snapchat, 6=Skype, 7=other if there was any, and which one of these above-suggested apps or mentioned by the students do the students use more to support English learning. The final item in this part was to investigate how frequent the students use any of the suggested social media apps above to support English learning, 1= daily, 2= couple of time a week, 3= weekly, 4= rarely, 5= never.

Part three: Social media experience

The third part was about to find out the students' experience in using the suggested social media apps (Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype) for supporting English learning. This part was designed to know how good the students were at using the above-mentioned apps to support English learning. The potential answer was ranking from 6= very qualified, 5= qualified, 4=okay, 3= Poor, 2=very poor, 1= I do not use it at all.

Part four: Students' attitude toward using social media to support English language

This part was designed using 5- points Likert scale to measure the students' attitude toward using social media technologies to support English learning. It consisted of twelve items N= (12 items), and the potential answers were 5= strongly agree, 4= agree, 3= neither agree nor disagree, 2= disagree, and 1= strongly disagree. The higher number the students choose, the higher the attitude they had and vice versa. The first item in this part asked the students if they like using such technologies to support English learning. The second item was to investigate if the students enjoy using social media to support their English learning. The third one was about if the students feel confident when using SM to practise English. The fourth item was deigned to know if using such tools will distract the students from their learning and the same rating scale was used to measure the students' attitude. The fifth item was to know whether the students want their EFL teachers to use social media apps to support the learning process in the class. Similarly, the sixth item in the survey designed to know if the students like their English classes when their teachers use some activities from social media technologies inside the class. As the English curriculum was of the researcher's interest, the seventh item was designed to find out whether the students want to see in those curricula some activities that require use of social media technologies. The eighth item in the survey did ask the students if they like to use social media technologies to support EL outside the class. The ninth and tenth items set to find out if the students think social media technologies as a supportive tool in EFL can useful and enjoyable when EFL teachers use them, respectively. The eleventh and twelfth items were deigned to find whether using social media can make English learning practical and motivating from the student's perspective.

Part five: Perceived Usefulness of using SM to support English learning

As mentioned earlier, this study was inspired by Davis' (1989) Technology Acceptance Model (TAM) which suggests that perceived usefulness (PU), and perceived ease of use (PEOU) are two factors that could predict people's attitude toward accepting or rejecting an innovation. This part was designed to find out the context of this study and their attitude toward perceived usefulness of using social media to support English learning. It consisted of twelve items N=(12) Likert scale 5= strongly agree, 4= agree, 3= neither agree nor disagree, 2= disagree, and 1= strongly disagree.

Moreover, measurement is vital in any study designs, and therefore, any measurement strategy can be important component in a research methodology (Marczyk, DeMatteo, & Festinger, 2005). The measurement strategy is what a researcher must do to describe, explain, and predict the phenomenon of his /her study. However, in this study, the survey questions were measured accurately and both metric and nonmetric data were included. The nominal scale also is known as categorical data, just like the students' gender, was included in the questions. Ordinal scales which was looking for information about the students' experience with social media (e.g. very qualified, qualified, okay, poor, very poor), the students' attitude, perceived usefulness, perceived ease of use, subjective norm , and intention to use SM used (e.g. strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree agree). Interval scale was also taken in consideration in the survey building about how much time spent on using social media and how often do they used social media (e.g. 0-2 hours, 2-hours, 4-6 hours), the difference is measurable 2 hours.

Sample vs Population

Two key terms that must be highlighted in this study which are 'sample' and 'population'. The population is the whole context of interest to the researcher (Marczyk et al., 2005). For example, in the case of this study if the researcher is interested in investigating the perception of the whole Saudi students toward using social media to support English language learning, this means that the researcher must carry out this study among all the students in Saudi Arabia who are studying English. It could be impossible to study the entire population. However, the sample is to take a subset of that population and carry out the study. For example, as in the case of this study, the researcher chose a sample

of a population which are student who are studying English language at Bisha university, in Balgarn campus in particular.

As mentioned earlier, it could be impossible to study the entire population, therefore, the sample must be representative of the population. Although that statisticians agree that there is no rule of thumb that someone could apply to make his/her study representative. However, in my study, the survey sample were (210) English language learners both male and female students which I hope to be representative of the population. For instance, Saudi students at Bisha university study the same English language curricula adopted by the Ministry of Education as their counterpart in the other university in Saudi Arabia do. They study full time as the other students in Saudi Arabia. The average of age, for instance, for students in Saudi Arabia to finish their high schools at the is the age of 19, and they spend 4 or 5 years studying the bachelor's degree, thus the age of the samples of this study would be representative of the age of the entire students studying English language in their bachelor's degrees. Choosing a representative sample of the population made this study come up with a valid inference to the population (Marczyk et al., 2005).

Survey sampling

There are two kinds of survey sampling; the random sample is also known as probability sample and purposive sample known as non-probability sample (L. Cohen et al., 2007). Even though the study conducted at Bisha University, Balgarn campus, College of Art and Science, the sample were chosen randomly. The researcher contacted the dean of the College of Arts, and the latter approached the head of the English department to be in contact with the researcher. There were WhatsApp groups for different levels starting from level 2 to level 8 (almost a graduate) for the English students, and these groups were used for academic supervision. The researcher sent the links of the online survey to these groups to be answered randomly by the students from different levels. The reason to do this, because it was the only way to reach the samples both male, and female students in various campuses in one form by one means of communication, as well as the students have the same characteristics of the whole population (L. Cohen et al., 2007), as the English curriculum was the same and sometimes were taught by the same English instructors . Therefore,

the researcher was keen to use this simple random sampling to ensure that every member of the population which the English students in both campuses was, has his or her chance to participate in this study. The only potential tension in recruiting the samples in this way may be that since they use WhatsApp to be in touch with their instructors, they might have positive attitudes towards using social media technologies. While this true to some extent, it does not mean that if they believe in the usefulness of using social media for academic supervision this will be the case with their attitudes towards using those technologies to support English language learning and vice versa. People's attitudes are not limited just only on one aspect of using these technological tools.

5.10.2 **Students' focus group**

Focus groups nowadays are well known in many academic fields as well as extensive usage in outside social science fields (Krueger, 2014). This growth can be attributed to the ability of social scientists to borrow methods from different disciplines including marketing research where focus groups were dominant. Focus groups are known a sort of group interviews that capitalise on conversations between research participants to yield data (Kitzinger, 1995). Focus groups are convenient and quick way for collecting data from many people at once by encouraging them to respond to the questions, sharing their experiences, and even can make comments on those experiences. The reason to use such qualitative method to gather data from the students was to create group discussions that could help the participants to express their views and opinions in an easy way than one to one interviews (Kitzinger, 1995). Focus groups are important also when the interviewer wants research participants to use their own vocabulary and their own styles in responding to open ended questions related issues important to them. Focus groups can help researchers to know more about day to day communications including jokes , emotions, and gestures (Kitzinger, 1995). People's attitudes are not limited just only on responding to one or two questions as day to day communications can tell researchers as much perhaps more about people's attitude.

Moreover, there are three fundamental uses of focus groups in social science. Firstly, as a self-contained method in studies of which they are the primary source of data, secondly, as a supplementary method in which they are to

support other primary method like survey, thirdly, alongside with a group of other methods in studies in which none of these methods acting alone as a primary source of data collection (ibid).

To use focus groups as a primary method of data collection, researchers need to take in account the goals of their research to match the data that focus groups can produce, hence a focus on the research design should be made in such studies (Morgan, 1996). In addition, focus groups can be used as a supplementary tool for instance to use them in the first phase to generate data to design a survey questionnaire, or they can be used as a follow up method to assist a primary method, for instance using survey and using focus group after to support and evaluate the survey data (ibid). Focus groups can be used also as a multimethod with observation and interviews and this use can be seen in ethnographic studies.

However, in this study, I used students' focus groups to understand in depth the results that survey of this study yielded. Focus groups are valuable tool to gain insights on how people think and perceive (Basch, 1987).

5.10.2.1 Students' focus group questions

The purpose of conducting focus groups was to gather in depth qualitative data from the students about their attitude toward using social media to support English learning. The focus group questions had four themes including the background questions about the samples. Since the focus of this study was to know the students' attitudes toward using social media to support English learning, the researcher adapted Technology Acceptance Model (TAM) which stressed two factors that could affect people's attitude toward an innovation. Accordingly, Perceived Ease Of Use (PEOU) and Perceived Usefulness of social media were two important themes in the questions (see Appendix 6). The questions n=(20) had a combination of open-ended questions and close ended ones. The main focuses of the questions were to find out the students' attitude toward using social media to support English learning as well as the role that such platforms could play in English classes from the students' perspective. There were questions that I asked the students about their attitude toward using SM as supportive tool in English learning. interviewees were asked to give details

about the use of social media to support English learning. Also, if they wanted their English teachers to use such technologies inside the classes. The questions also sought for probing question about social culture in relation to the use of social media to support English learning including the impact on stakeholders (the dean of the college and the teachers), and the religious beliefs and cultural norms of the students. Throughout the focus groups, the researcher kept probing the conversations by asking how and why questions to elicit more answers and to go deep in the participants' responses (M. Patton, 2015).

Students' focus group sampling and procedure

Since the participants in such method will be the focus of the analysis , it does make sense to ease the comparison by ensuring that all the participants in focus groups share at least something in common, this not only beneficiary for research design but even for encouraging the samples to attend and talk about the investigated topic (Barbour, 2008). Accordingly, the choice of recruiting the students into the focus groups discussions was purposively by selecting the students based on their speaking skills. This was because the study designed in English aimed to English language students. Using English as a language of conducting this study was highly recommended by the students themselves when conducting the pilot study as well as by the sponsor of this study. Therefore, the researcher asked the teachers to nominate students who were fluent in English, so they can express themselves and express their opinion regarding the investigated topic. It was important to select homogenous students, so they share the same background of English learning experiences.

It could be argued that the sample for the focus groups was self-selecting to some degree, and that by undertaking the survey and focus groups in English may lead to a degree of self-selection and only those confident in their use of spoken English would agree to participate in the focus groups. However, given that the study is concerned with the teaching and learning of English it was felt justified to use English as the language of investigation. This also allowed the researcher to have some gauge of relevant competences in spoken or conversational English of the participants.

Furthermore, recruiting the samples for the focus groups was done purposefully based on the English-speaking skill competence. I asked the English instructors to nominate fluent English language students from different level to take parts in the focus groups if they wish. I then approached all the nominated students and asked them if they wish to take part in the focus groups and they all agreed. The same approach was done on the female campus by my assistant (my wife). It was important to select homogenous students, so they share the same background of English learning experiences.

The focus groups for male and female students were held in both campuses. They were fifty students $n = (50)$ 10 groups each group has a maximum number of 6 students. The researcher in the male campus and the facilitator (the wife) in the female campus asked the nominated students kindly to participate in the focus groups and they were so happy as it was a chance for the students to speak English. At the beginning, I began to read a statement of voluntary informed consent, describing procedures, and answering questions. The sample consent was taken orally, as well as in written way (see Appendix 6) and they were assured that all the data will be kept secret and in a safe place till the degree is granted to the researcher. The topic and the purpose of the study were mentioned so the students could have ideas about the investigated topic. I structured the groups to maximise the students' responses to each other's replies. I told them there is no right or wrong answers to the questions, only I want to know your own responses and experiences regarding the use of social media to support English learning. I made sure to have diverse responses by giving the chance to all the students to talk about their experiences. I myself told the students that if they would like to talk about a friend experience about the investigated topic, they could do so. Doing so could help to include different perspective and also to provide anonymity to the students as some of them may want to share their experience but they probably afraid to be identified (Kerth, 1993).

5.10.3 Teachers' interviews

Another primary source of data collection of this study semi-instructed qualitative interviews were conducted to obtain detailed in-depth data from English language instructors at the study setting. Brinkmann (2013) defined

interview as ‘a conversational practice where knowledge is produced through the interaction between an interviewer and an interviewee (or a group of interviewees)’. Qualitative interviews become a very important method in human life and social science, and also in many other discipline such as education and health sciences (Brinkmann, 2013). In our daily life, people gain knowledge from others. They talk to each other about their feelings, how they see the world and experience it. N. Mack, Woodsong, Macqueen, Guest, and Namey (2005) pointed out that qualitative interviews search for a description of central meaning in the life world of the subject. Interviews are useful in order to capture in depth the story behind the participants’ experiences, and to allow the researcher to chase detailed information surrounding the topic. Based on the participants’ explanation in interviews, researchers can understand the topic, and gain insights that would not have been visible to the researchers (Glesne, 2006). Lincoln and Denzin (2000) suggested that data come from Interviews should be rich in meanings that go beyond surface explanation.

There are three essential kinds of qualitative interviews that can be used in research; structured, unstructured and semi-structured interview. Structured interviews are verbally distributed questionnaires (Creswell, 2014a), where the researcher provides a list of prepared questions to be asked with no possibility to prompt for further explanation. Consequently, they are easy and quick to carry out and manage. However, the number of participants’ response are limited, and this could not help when it comes to in depth data investigation.

Unstructured interviews are less organised, and most of the researchers adapt this type of interviews have no pre-convinced theories or ideas according to (Creswell, 2014a). Such kind of interviews are difficult to manage and are consume much of time, because these interviews lack of prepared interview questions which can confuse the research participants as there is a little guidance on what to talk about. This kind of interviews is required when researchers want to explore topics that probably unknown yet o for findings different ideas or thoughts for known subjects.

The third type of qualitative interviews which were employed in this study contain essential interview questions that determine the aspects of a study and provide a space for some prompting and explanation (Brinkmann, 2018). This

type of interviews is constantly used in health care to provide research participants with guidelines about what they have to talk about. In social science, this type of interview is broadly used especially in exploratory studies. Unlike structured interviews, the flexibility of this type of interviews allow for prompting of information that might be important to interviewees.

Interviews Procedure

The researcher in this study visited University of Bisha, Balgarn campus just before the end the second semester before summer holiday and did ask for permission to conduct some interviews on English teachers in the campus. The target sample of the participants selected in the data collection was a purposive/stratified sampling (Robinson, 2014) ,which was determined prior to the data collection. The permission was taken firstly from the dean of the college, the dean of English department, and from the teachers themselves by signing the consent forms and the plain language statements (see Appendices 7). There were no many English teachers in the male campus at the time of the study, as they were twelve (n=12) in total including the dean of the department. The researcher has been informed that there were other members of the staff who were pursuing their degrees in USA and in the UK. Therefore, the researcher asked kindly all the twelve English instructors to take part in the interviews, and nine (N=9) agreed to take part in the interview process and three of them were busy with teaching a preparatory year so they had no time.

The interviews scheduled at “convenient, available, appropriate locations” and times (Glesne, 2006, p. 68). The time frame for the interviews was 20 minutes, but they took longer as further questions emerged and some explanation needed. For data transcription and data analysis, all the interviews were recorded using a voice recorder. The language used in the interviews were English as the English teachers were proficient either due to their speciality or because they were not Arabic native speakers, this had an informative reflection on the interview questions.

The purpose of the teachers’ interviews was to answer the research questions; what are the English teachers’ perception toward using SM to support English teaching? Which of the English language skills could the students benefit by using

social media technologies to support their learning at Bisha university from the English language instructors' perspectives? And what could be the implementable suggestions for future use of SM in EFL classes? There were four themes in the questions, background questions, actual use of social media in English classes, perceived usefulness of social media in English classes, and suggestions for future use of social media in English classes (see Appendix 7). There were questions about actual use of social media by EFL teachers to support English teaching, how useful such tools in supporting English teaching, and whether EFL teachers' technology experience would affect their perspective toward using this tool to support English learning as well as suggestions to make for social media future implementation into EFL classrooms. Social culture in relation to the use of social media to support English teaching including the impact stakeholders (the dean of the college) was also investigated in the interviews.

However, due to the segregation education environment in Saudi Arabia, the researcher could not make it through into the female campus and sent his wife instead. Unlike other studies in Saudi Arabia that focused on either male or female campuses, this study sought for more reliable and valid data and was necessary to gathered data form both campuses. The moderator (the wife) was trained to carry out the interviews a month before the data collection process and proved a skill to do so. This phase of the interviews was done following the male ones and that was to inform the facilitator about some scenarios like to avoid asking about personal experience, age etc, that she may encounter and what measures should be taken. Unlike the situation in the male campus, there were ten n= (10) English language staff in female campus and they all agreed to take part in the interviews.

5.11 Data Analysis procedures

Since this study utilised and triangulated three different instruments for collecting the data for the Investigated topic, different approaches and tested were conducted and run to analyse both the quantitative and qualitative data.

5.11.1 Survey analysis

After collecting the survey data, the inquiry about questions will be inspected and the hypotheses will be analysed utilizing diverse measurable tests and strategies based on the sort of information being analysed (see Figure 13). To analyse the collected data, the Statistical Package for Social Science (SPSS) software will be utilized to analyse the information according to the proposed questions and theories of this research. All examination of the study will be conducted utilizing $p < .05$ as the level of statistical significance.

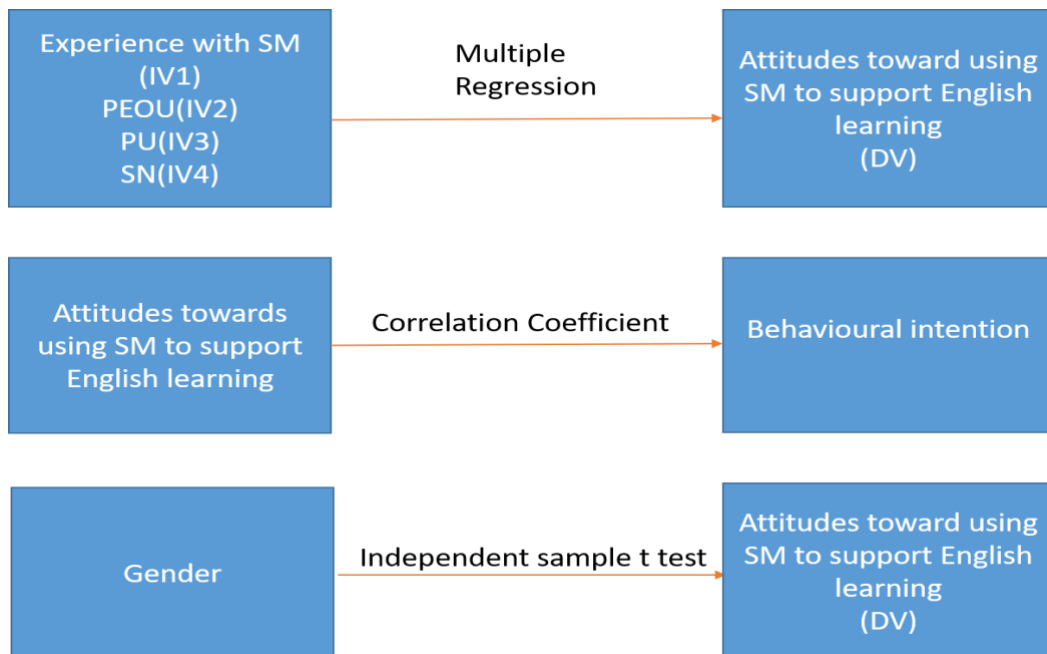


Figure 13. Visual presentation for the tests used to analyse the quantitative data

Based on the investigated questions and theories, the analyst will conduct various sorts of information examination tests and strategies. The analyst clarifies how the research questions of the current study will be analysed within the following section:

Questions related to students' attitudes toward using social media to support English learning, purposes of social media use, examples of social media that Saudi students use and interact with and their frequencies of use, descriptive statistical tests (mean) will be computed to analyse these questions. This sort of

investigation gives data about the mean, standard deviation, frequencies, fluctuation, and the percentage of respondents per category. Multiple regression tests will be conducted to examine how well the independent variables (perceived ease of use of social media, perceived usefulness of social media, subjective norm, and experience with social media) predict the overall attitudes of Saudi students at Bisha university toward using social media support their English learning. According to (Green & Salkind, 2007), with multiple regression investigation, each person or case has scores on numerous autonomous variables (e.g., X1, X2, X3 in case there are three independent factors) and on a dependent variable (Y). In addition, A Pearson relationship coefficient will be computed to look at in the event that there may be a relationship between students' attitudes and their behavioural intention to utilize social media to support English learning. The Pearson product-moment relationship coefficient (r) assesses the degree that quantitative factors are linearly related in a test, according to (Green and Salkind,2007).

Furthermore, an independent-sample t-test will be conducted to examine the differences between Saudi male and female students at Bisha University in their attitudes toward using social media to support English learning. According to Green and Salkind (2007) the independent samples t-test evaluates the difference between the means of two independent groups. However, for the demographic information in this study, Part I, questions 1 through 6, descriptive statistical tests (mean) will be computed to analyse these variables. This type of analysis provides information about the mean, standard deviation, frequencies, variance, and percentage of respondents per category.

5.11.2 Teachers' interviews

There were in total nineteen N= (19) English language instructors both male and female at University of Bisha, Balgarn campus , College of Art and Sciences. Interviews were conducted to address the following research questions:

- What are English language instructors' attitudes at BUB toward using social media technologies to support English teaching?

- To what extent do the English instructors at BUB use social media technologies to support English language learning?
- What is the role that social media technologies could play in improving English language skills at BUB?
- What are the challenges or barriers that may hinder English instructors from using social media technologies to support English language teaching?
- What are implementable suggestions for integrating social media technologies in English language classes at Bisha university level?

Upon the completion of the interviews, the audiotapes were transcribed, and the transcripts were content analysed and categorized into themes or patterns. Patterns and connections between categories were examined in order to identify common themes.

5.11.3 **Students' focus group analysis**

Focus groups were conducted with English language students at University of Bisha, Balgarn campus, College of Art and Sciences to answer the following questions:

What are English language students' attitudes at University of Bisha, Balgarn campus, College of Art and Sciences toward using social media technologies to support English learning?

What is the role that social media technologies could play in English language learning classes at University of Bisha, Balgarn campus, College of Art and Sciences?

As with the teachers' interviews, upon the completion of the focus groups, the audiotapes were transcribed, and the transcripts were content analysed and categorized into themes or patterns. Patterns and connections between categories were examined in order to identify common themes.

5.12 Triangulation

Triangulation in social science is known as the blending of data, methods and theories so that research problem can be understood (Olsen, 2004). Mixing data and methods can also help in validating the claims that may be yielded from previous experiments. The most common used of triangulation form is the use of survey alongside interviews. Denzin (1978) suggests three types of data triangulation, time, space, and person. These sorts of data triangulation come as the result of the thought that the strength of information can shift based on the time information were collected, individuals included within the information collection handle and the setting from which the information were collected (Begley, 1996). In this study, the researcher used different forms of triangulation, namely theoretical triangulation, and methodological triangulation.

Theoretical triangulation is the use of the more than two theories for the purposes of supporting or rejecting the findings, since such triangulation help the investigator to see from different angles (Denzin, 2012). Both related and/or competing hypotheses can be utilized in defining theory for the reason of providing broader and more profound understanding of investigate issue in hand (Banik, 1993). Therefore, this study was theorised based on different theories in Social Learning such as Bandura's (1977); Vygotsky (1962,1978); Technology Model Acceptance developed by Davis (1989); Diffusion of Innovations Theory developed by Roger (1995); and Theory of Planned Behaviour by Ajzen (1985,1987).

Furthermore, the researcher used three methods, survey, interviews, and focus groups to study the investigated topic. Methodological triangulation is the sort of triangulation that has been broadly utilized in social sciences. However, this sort of triangulation is by one means or another puzzling due to the two levels where it can happen in the research. This has driven a few authors to refer to subjective and quantitative research paradigms combined within the same study, subsequently demonstrating a paradigmatic association. These two qualifications have brought about into two sorts of methodological triangulation; that is the

between- and within-method sort of methodological triangulation. The 'between-method triangulation' or across-method triangulation includes combining and utilizing both qualitative and quantitative strategies in examining a single phenomenon (Hussein, 2009). On the other hand the 'within-method triangulation' includes crosschecking for the inner consistency (Denzin, 1978). Within-method sort of triangulation infers that multiple complementary strategies inside a given single worldview are utilized in information collection and examination. This may be seen when a researcher uses different strategies inside the qualitative or quantitative worldview towards expanding inner validity of the research findings.

5.13 Reliability

Marczyk et al. (2005) define reliability as the accuracy and stability of the data obtained from a measurement or study over time and across settings and situations. In simple words, the more reliable and consistent scores obtained from a measurement, the more chance to be error free. It is believed that measurement error sometimes difficult to control for variance that distorts the data and observations and they become no longer accurately represent the core of questions. However, there are suggestions and measures to be taken in consideration to avoid measurement error in the design phase as well as in data collection and measuring the relationships between the variables in a study (Marczyk et al., 2005). Let's take for instance, the administration of the instrument should occur as consistently as possible. Also, researchers should make the effort to ensure that the participants understand what they are about to take part into, for instance, introducing studies topics and aims. If the participants have difficulties to understand the direction of the study, it is likely will be measurement error. In addition, to increase the reliability, all researchers should be trained and be qualified to carry out a research. There should be practise before the research begins to secure consistency. Data recording is also important to make ensure accurate analysis.

For this study, Cronbach's Alpha will be computed to attain survey reliability and to have internal consistency (Pallant, 2013). This technique is widely common in quantitative research to fulfil reliability. Cronbach's Alpha will be calculated

for five dimensions: attitudes, perceived ease of use, perceived usefulness, subjective norm, behavioural intention. The researcher calculated the Cronbach's Alpha for each dimension separately in order to measure the consistency of scores across items.

5.14 Validity

Validity refers to what the instrument or the test approaches measure and how it will succeed in doing so (Marczyk et al., 2005). It is simply trying to answer the question if the instrument of the measurement approach measures what it is supposed to measure. Validity is as important as reliability, and it is a critical aspect of measurement that should be taken in consideration in overall measurement approaches. However, the most known methods for demonstrating validity are refereed as content-related, criterion-related, and construct-related validity (Campbell, 1960).

Content -related validity denotes to the extent to which research instruments cover everything with regards to all studies variables (Heale & Twycross, 2015). This suggests that any research instruments should cover the domain of variables being investigated. A study would not be valid if it covers unrelated variables or just covers some of the domain in relation to these variables. I in this study insured covering all the variables suggested by Davis's Technology Acceptance Model (TAM) and Ajzen's Theory of planned Behaviour (TPB) to make influence on the students' attitudes towards using social media technologies to support English language learning which were Perceived Ease of social media use (PEOU), Perceived Usefulness of social media (PU), Subjective Norms (SN).

Criterion- related validity refers to any other tool that deals with the same variables. There are three ways to measure such criterion; convergent validity when the instrument has a high correlation with another instrument that measure similar variable, divergent validity on the other hand when the instrument is poorly correlated with another instrument measuring different variables, predictive validity is when the instrument is highly correlation with future criterion, for example, in this study, a score of positive attitude toward

using social media to support English learning should predict the students real use of this tool for such purpose.

Construct validity when we can make claims based on the scores obtained from tests. For example, if a test indicates that one student has a high level of anxiety, does s/he have a high degree of anxiety. However, to increase the validity of this study, content validity was kept in mind and all the instruments of this study were theorised by technology acceptance model (TAM) by Davis (1989). Also, the questions of the survey, interviews, and students' focus group were reviewed by experts from different organisations prior granting data collection approval. The questions were seen by the ethical committee at the Glasgow university as well as by the scientific research committee at Bisha university before starting the data collection. There were no issue raised regarding the study' validity.

5.15 Chapter summary

In this chapter, I highlighted three research paradigms in educational research, and I introduced my methodological stance that was relevant to this research. A brief discussion of mixed method including its types, advantages and challenges was pointed out. Research questions, hypothesis, and the setting were introduced. Ethical considerations and measures that were taken in accordance with the university of Glasgow ethical procedures were mentioned in this chapter. Also, data collection methods and procedures were introduced and discussed thoroughly. Data analysis procedures of this research were discussed including using different statistical tests for the quantitative data as well using content analysis for the qualitative data. Finally, the credibility of this study was discussed and what have been undertaken by the researcher to make sure that this research is consistent and appropriate.

Chapter 6 Students' survey results

6.1 Introduction

The purpose of this study was to investigate the students' and teachers' attitudes towards the role of social media in university English language classes in BUB. The goals of this study were to examine the students' attitude toward the use of social media to support their English learning; teachers' attitude toward using such platforms to support English teaching; and, to investigate the role that social media may play in supporting English learning and teaching. In this chapter, the results collected via the students' survey will be presented. This chapter involves a description of the population and sampling of this study, descriptive statistics of the data, reliability analyses, results presented by the research questions, results of the open-ended survey question, and finally the chapter summary.

6.2 Research questions and hypothesis

In this chapter, a main research question concerning the students' attitude toward using social media to support English learning, as follows:

- What are Bisha university students' attitudes regarding the use of social media for supporting English language learning?

There were three hypotheses in this study, as follow:

H1: Social media technologies have no impact on Saudi students' learning of English.

H2: The selected variables Subjective Norm (SN), Perceived Usefulness (PU), Perceived Ease Of Use (PEOU) will predict Saudi students' attitudes toward using social media to support their English language learning.

H3: There is no difference between females and males' students in using SM technologies (Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype) to support English Language learning.

6.3 Survey Analysis

This section provides some information about the survey participants along with some analysis that were carried out in this study to answer the students' main research question about their attitudes towards using social media technologies to support English language learning.

6.3.1 Description of the population and sampling

The participants of this study were undergraduate male and female Saudi students studying English at the University at BUB. The study was conducted from the beginning of March 2019 to the end of May 2019. The students' consent was taken through a WhatsApp message sent along with the survey link to the head of the English department. The head of the English department distributed the message to the students via WhatsApp groups that were designed for academic supervision. The actual size of the participants were Two hundred and twenty-two $N=(222)$ completed surveys were returned with $n=(101)$ male and $n=(121)$ female.

6.3.2 Descriptive analysis

The data for the current study were collected using a survey and focus groups with students and interviews with English instructors. The survey was designed to investigate the students' attitude toward using social media to support their English learning. It explored the variables that could affect Saudi students' attitude toward using social media to support English learning. These factors were including Perceived Usefulness (PU) of using SM in supporting English classes, Perceived Ease Of Use (PEOU), and Subjective Norms (SN) and gender.

The English version of the survey was designed and distributed using Online survey (formerly BOS) licensed by the University of Glasgow. The survey was developed in English since the target sample of this study were English language learners, and it was the choice of the instructors and the students themselves to use the target language as they wanted to practise their English language. All analyses are conducted using $p<.05$ as a level of statistical significance. The

research questions and hypotheses were analysed using different analytical methods according to the type of data being analysed. The IBM SPSS Statistics for Windows, version 24 (IBM Corp., Armonk, N.Y., USA)' was used to analyse the survey in this study. Descriptive statistics were computed to present demographic characteristics and provide an overview of their distribution and provides information about frequencies, variance, range, and percentages.

6.3.3 Reliability analysis

The reliability for the scales or inventories adopted in this current study was evaluated and calculating the internal consistency coefficient (Cronbach's Alpha). It should be pointed here that the intention of this study was not to evaluate or test the various scales adopted but to ascertain if alpha measure for each the scale satisfied standard norms for this sample. It is also noted in the literature review that the scales adopted have been used and applied in a number of published studies.

The researcher estimated Cronbach's Alpha for five dimensions in this study to measure the consistency of scores across items (see Table 6) for the attitude dimension (ATT) was .87. Although there were 12 items in ATT scale, item number 4 "*I think using social media technologies will not distract me from my study*" was removed from the analysis because it was not correlated with the other items in the scale when applying the "Corrected item-total Correlation" test. One possible reason is that item 4 were negatively worded.

Also, the Cronbach's Alpha for the Perceived Usefulness (PU) was .88. There were two items removed from the scale, item 4 "*The use of some English abbreviations on Social Media such as (u=you) or (2=to) affects my English academic writing*", and item 10 "*I do not pay attention to my English grammar when writing on Social Media technologies*". They were removed because of their internal inconsistency coefficient as they did not appear to measure the same construct. For the Perceived Ease Of Use (PEOU) the Cronbach's Alpha was .068. Item two "*It takes time to learn how to use social media technologies to support English language learning*" was also removed for the same reason above. For the Subjective Norm (SN) the Cronbach's Alpha was .63, for the Intention to Use (INT) was .64. Although the Perceived Ease Of Use, Subjective Norms, and Intention to use dimension were lower than .70, it is reasonable to have these findings when the items of the survey in each dimension were less than ten

items when running the analysis (Pallant, 2013). Bernardi (1994) noted that Cronbach's Alpha under .70 does not immediately make a study's results suspect while (Glen, 2014) suggests that a large number of items can result in a large alpha, and smaller number of items can also result in a smaller alpha.

Table 6. The findings of the internal survey consistency of each dimension

Scale	Cronbach's Alpha	No of items
ATT	.87	11 out of 12
PU	.88	10 out of 12
PEOU	.68	3 out of 4
SN	.63	6
INT	.64	2

In the first part of the survey, questions were asked about the demographic and personal information of the participants. Most of the items were general questions, which had two options; 1=Yes, 2= No.

Also, the second part of this survey measured the actual use of social media and the frequency of use. Different responses formats were used in this section, such as yes, and no questions as well as rating and ordinal scales.

Also, a five-point rating scale such 1= I do not use it at all, 2= Very Poor, 3= Poor, 4=Okay, 5= Qualified, 6= Very Qualified was used to code the participants' responses on the third section of the survey, which was intended to measure students' experience with using social media technologies such as Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype to support English language learning (See Appendix 5).

6.3.4 Demographic and personal description

The participants demographic and personal information are discussed in this section. This information included participants' gender, age, duration of their English learning, the reason behind studying English, whether they have computers at home or any other technology, whether they have internet access on their phones, and if the university (the study setting) provide Wi-Fi signals on the campus.

The participants of this study were male and female Saudi students studying English at the University of Bisha, Balgarn campus, College of Science and Arts. The participants were (n=101) male 45.5% and (n=121) 54.5% female students (see Table 7).

Table 7.The participants' gender

Gender	Frequency	Valid Percent
Male	101	45.5
Female	121	54.5
Total	222	100.0

Participants' age

The participants were asked to respond to an open-ended question and were asked to enter their age. The findings indicated that age 21 was the most common age among the respondents with more 30 female students. The results showed that the second majority were age 22, with 26 female students and 24 male ones. The respondents at age 18 were the minority with three male students and two females. There were two female students at age 27 and one male at age 29, which may indicate they started their study at an older age. (see Figure 14).

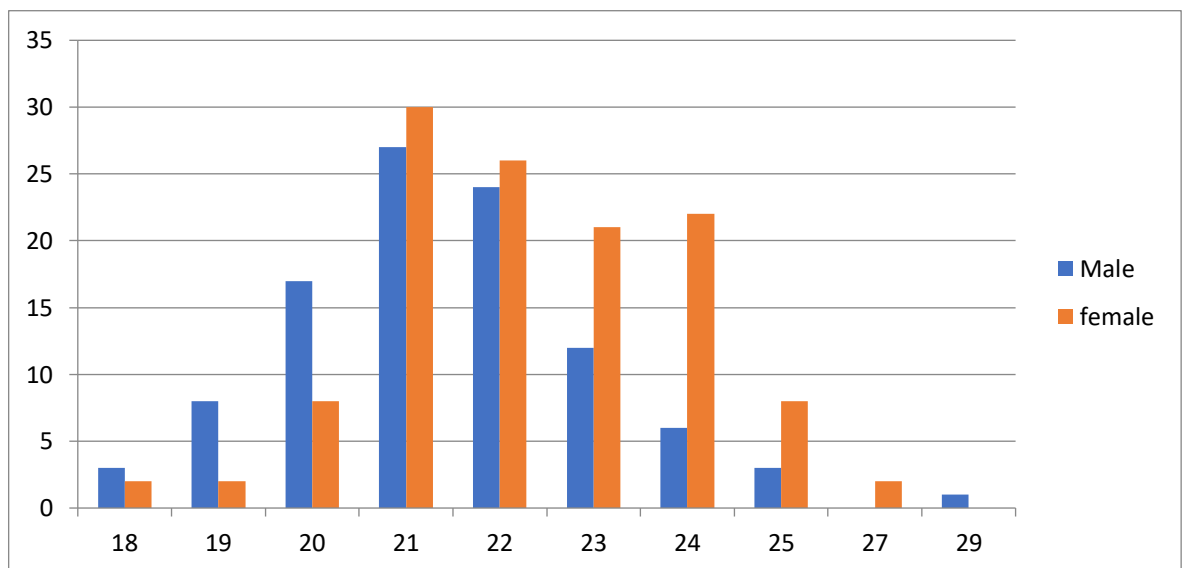


Figure 14. Participants' gender and age

English learning duration and the reason behind learning English

The participants were asked how long they have studied English, including earlier stages of education. The scale was 1=7 years, 2= more than seven years. The results revealed that the majority of the participants have been studying English for more than seven years; females were found to study English for more than seven years than males do (see *Table 8*). Potential reasons for females to study English for more than seven years that females might undertake English language courses before joining colleges. This could be seen as one good reason for their incentives to learn English for educational purposes than males do (see *Table 8*).

Table 8. Students' duration of English studying and reason for studying English

	Male	Female
%	45.5	54.5
Mean Age	21.4	22.3
18	3	1.7
19	7.9	1.7
20	16.8	6.6
21	26.7	24.8
22	23.8	21.5
23	11.9	17.4
24	5.9	18.2
25	3	6.6
26		
27		1.7

28		
29	1	
Studying English		
≤ 7 years	57.4	40.5
7+ years	42.6	59.5
Why choose English		
For educational purposes	64.4	70.2
For travelling purposes	18.8	9.9
I have no other options	11.9	9.1
Other	5.0	10.7

Moreover, the participants were asked to respond to an item in the survey asking about the reason behind learning English. The scale was 1= for education, 2= for travelling purposes, 3=I have no other option in the college, 4= other purposes. The findings showed that females chose to learn English for educational purposes, more than males. As noted above, this might justify that their choice to studying English for more than seven years. It seems they are more likely to take English language learning more seriously and might end up taking other English courses before joining the college or even in summers holidays. (see *Figure 16*). Males on the other hand were found more than females with 18.8% of the participants comparing to 9.9% of females to study English language for travelling purposes. There is some kind of logic here to justify such a finding as there is some cultural and religious restrictions on females travelling alone comparing to the flexibility for males.

Having computers, Tablets, and having access to the internet

The respondents were asked whether they have computers at home, tablets, having the internet on their phones or the campus. The scale was 1= yes, 2= no. The results indicated that 93% (n=207) of the respondents have computers at their homes. Female students were more likely to have computers at home compared to males. The findings also showed that the majority of the respondents (n=191) 86% have smart devices including iPad or other tablets. The female students again more likely to have smart devices than male students. This could be linked to the finding above that females chose to learn English for educational purposes as they use these technologies to learn English. Also, the participants were asked if they have the internet on their phones. Once again, the female students were more likely to have internet access on their phones than male students. The participants were also asked if the university provides Wi-Fi signal on the campus. The majority of the participants 76.1% indicated "Yes". Males reported more than females that the university provides Wi-Fi (see *Table 9*).

Table 9. Students' accessibility to technology

Item	Male	Female
Do you have any computer at home?	89.1%	96.7%
Do you have any smart devices such as (iPad, Samsung tablet?	86.1%	86.0%
Do you have internet service on your phone?	93.1%	99.2%

Does your university provide Wi-Fi signal at the campus?	79.2%	73.6%
--	-------	-------

6.3.5 Use of social media technologies

The participants were asked whether they use social media technologies. The scale was 1=yes, 2=no; and 97% indicated that they use social media, whereas only six students (n=6) 3% reported no.

6.3.5.1 Time spend on using social media

The participants were asked how much time they spend using social media. The scale was 1=0-2 hours, 2= 2-4 hours, 3= 4-6 hours, 4= more than 6 hours. A Mann-Whitney U test was run to determine if there were differences in daily social media use between males and females. Distributions of the daily time scores for males and females were not similar, as assessed by visual inspection. There was a statistically significant difference in engagement scores between males and females, $U = 4014$, $z = -4.599$, $p < 0.005$, using an asymptomatic sampling distribution for U (Dineen & Blakesley, 1973), (see Error! Reference source not found.).

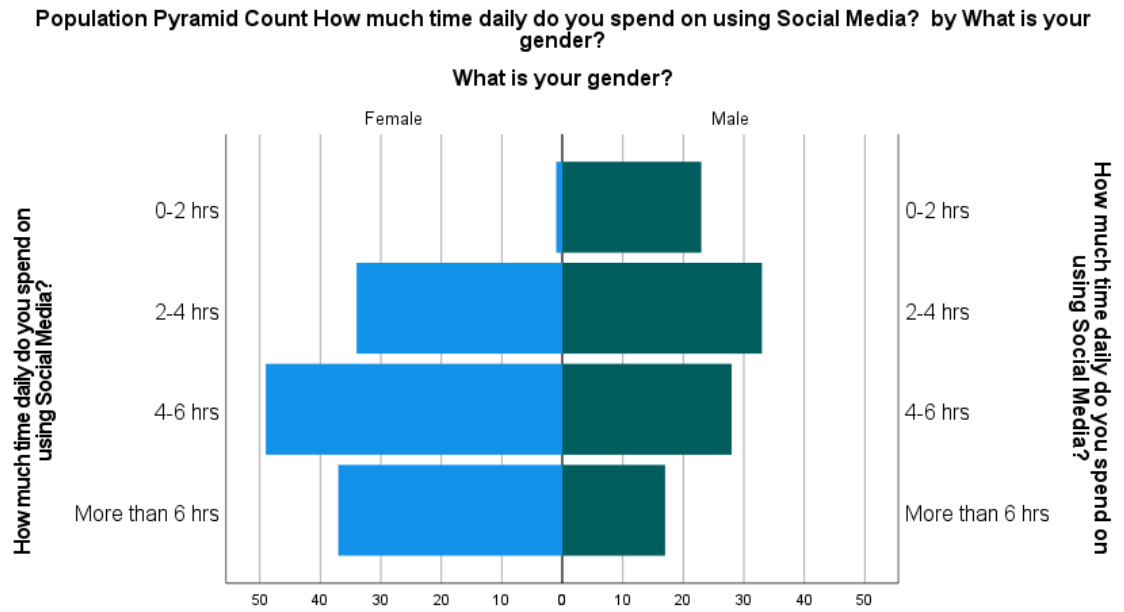


Figure 15. Time students spend on using social media

6.3.5.2 Purpose of using social media

The participants were asked to state their purposes of utilizing and using social media technologies. The scale was 1= for entertainment, 2= watching news, 3= for learning and education, 4= for social communication, 5= other purposes—a crosstabs analysis conducted. The findings indicated no association by gender, but females relatively more likely to use social media for social communication with 36.4% comparing to 28.7% males. As I stated earlier there are some cultural and religious restrictions on women in Saudi Arabia to socialise outside home; this might explain using social media by females more than males for social communication purposes. However, Females scored low value than males in using social media for watching news than males with 4.1% to 12% for males. (see Figure 16).

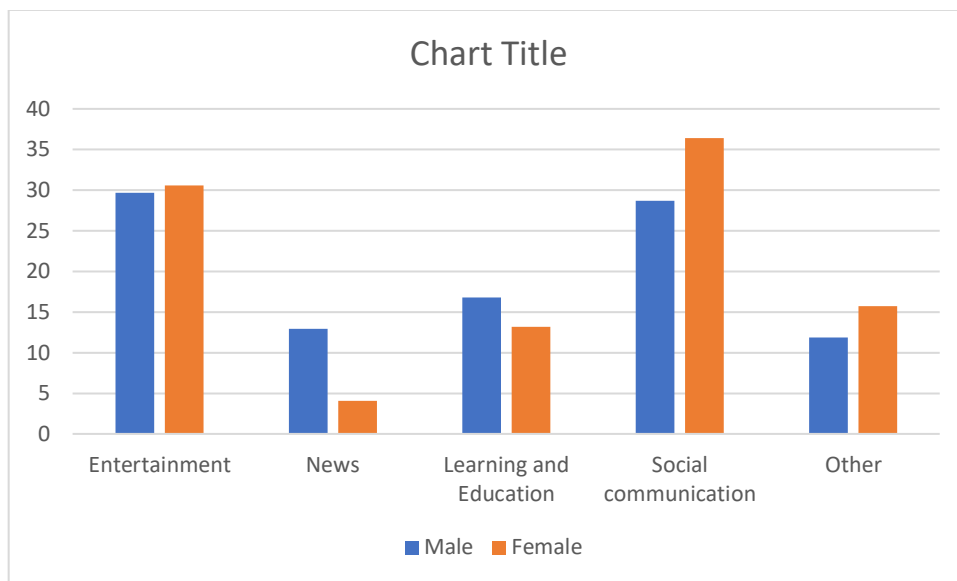


Figure 16. Purposes of using social media

6.3.5.3 Frequency of using social media technologies to support English learning

The participants were asked a question regarding how often they use social media technologies to support English learning. The scale was 1= Daily, 2= Couple of times a week, 3= Weekly, 4= Rarely, 5= Never. Descriptive analysis was conducted to find out the frequency of using such technological platforms by the respondents to support English. The results revealed that male students were more likely to use social media technologies daily to support English language learning. It was found that female students were more likely than males to use social media a couple of times a week to support English learning with 35% comparing to 18% for males. A Mann-Whitney U test was run to determine if there were differences in daily social media use between males and females. Distributions of the daily time scores for males and females were not similar, as assessed by visual inspection. There was a statistically significant difference in engagement scores between males and females, $U = 5074$, $z = -2.282$, $p < 0.005$, using an asymptomatic sampling distribution for U (Dineen & Blakesley, 1973) (see).

Population Pyramid Count How often do you use Social Media technologies to support your English language learning? by What is your gender?

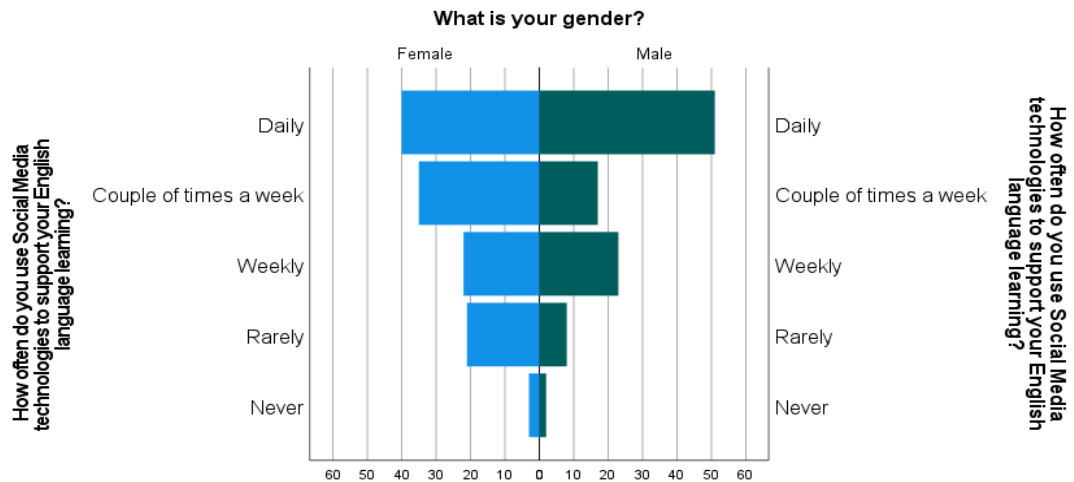


Figure 17. Frequency of using social media to support English learning

6.3.6 Participants' use of social media technologies to support English learning

The participants of this study were asked to indicate which one from the suggested social media technologies (Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype) do they use more to support English language learning. Cross tabs test was run to find out which the most social app used by the participants to support English learning. As can be seen in *Figure 18*, the results indicated that the most profoundly social media technology used by the students to support English language learning was YouTube. Females was found to use YouTube more than males did with 50.4% comparing to 38.6%. Also, females indicated using Twitter to support English language learning more than males with 23.1%. However, male students were found to use Snapchat, Facebook, and WhatsApp more than females to support English language learning with 19.8%, 9.9%, and 6.9% respectively. There was a moderate (Cramer's $V = .254$) significant association between social media platforms and gender preferences ($\chi^2=14.293$, $df\ 6\ p<0.05$).

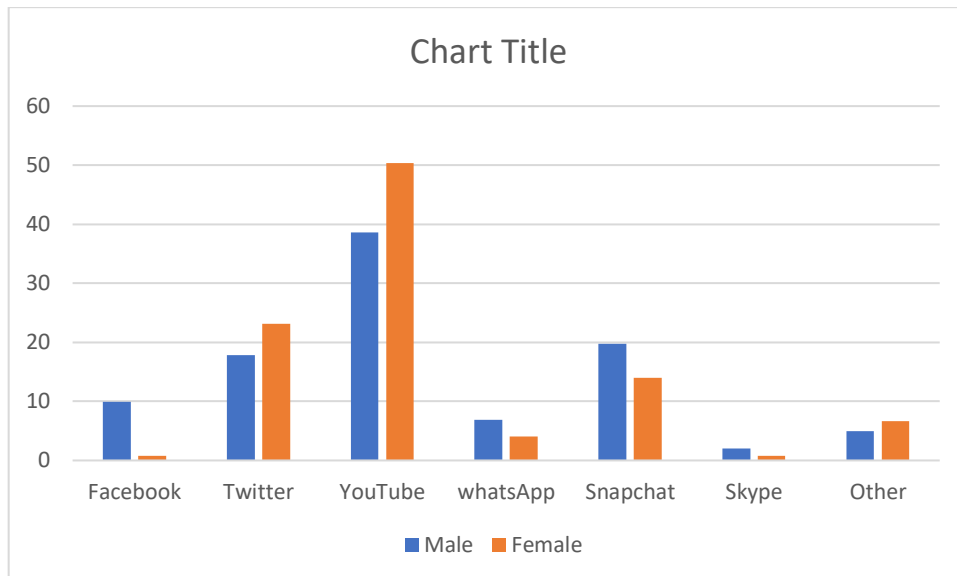


Figure 18. The social media apps used by the students to support ELL

6.4 Research question analysis

This section will provide analysis details concerning the study research questions which this method was designed to provide answers from the respondents' points of view.

6.4.1 RQ1 What are Saudi students' attitude toward using social media to support English learning.

The first research question of this study was designed to explore Saudi students' attitudes toward using social media to support their learning. The participants were asked to rate their degree of consensus by responding to twelve items about their attitude toward using social media to support English learning. Participants' responses were measured using a five-point Likert-type scale: 1=Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree. A high score indicates a more positive attitude toward using social media to support English learning, and a low score suggests less favourable attitudes. Descriptive statistics were conducted to analyse the data in this question by calculating the means of the items and standardized deviations to report the participants' responses. The findings indicated that the overall attitude of Saudi

students at BUB toward using social media to support English learning were high and positive with a mean ($M=4.09$, $SD = .93$).

Also, an independent t-test was run to compare means and standards deviation between males and females.

As can be seen in Table 10 below, except the final item females mean scores were all higher than males and exhibited less dispersion as illustrated by the standard deviations. The difference in overall mean scores by gender is significant ($p<0.05$). The most frequent items scored a high mean in favour for female students with ($M= 4.40$, $SD=0.702$) was "*I think using Social Media technologies can be very useful for supporting English learning.*"

Table 10. Means and Standards deviation of Saudi male and female students' attitudes toward using social media to support English learning.

Item	Male (mean/std. dev.)	Female (mean/std. dev.)
<i>I like to use Social Media to support my English learning.</i>	4.26 0.924	4.31 0.764
<i>I enjoy learning English from Social Media apps.</i>	4.19 0.935	4.30 0.771
<i>I feel confident when using Social Media to practise English.</i>	4.05 1.014	4.18 0.876
<i>I think using social media technologies will not distract me from my study.</i>	3.05 1.307	3.63 1.081
<i>I would like to see my English teacher using Social Media technologies such as YouTube and Twitter to support our learning in the class.</i>	3.98 1.175	4.15 0.863
<i>I like the class when my English teacher uses some activities from Social Media technologies.</i>	4.11 1.104	4.22 0.880

<i>English curriculum should have some activities that involve using Social Media technologies.</i>	3.92 1.102	4.09 0.785
<i>I Like to use Social Media to support my English learning outside the class.</i>	4.14 0.970	4.35 0.727
<i>I think using Social Media technologies can be very useful for supporting English learning.</i>	4.13 0.913	4.40 0.702
<i>English classes will be enjoyable and fun when teachers use Social Media technologies.</i>	4.20 0.895	4.28 0.777
<i>Using Social Media technologies can make English learning more practical.</i>	4.13 0.966	4.28 0.788
<i>English classes without using modern technologies will be boring.</i>	3.94 1.085	3.86 0.960
<i>Overall mean</i>	4.01 0.630	4.17 0.487

6.4.2 Analysing the study' factors

Perceived Usefulness (PU)

The respondents were asked to respond to twelve items about their Perceived Usefulness (PU) of using social media to support English learning. The students were asked to rate their responses accordingly (see Table 11). The participants' responses were measured using a five-point Likert-type scale as mentioned earlier. A high score indicates the more positive attitude that the participants hold toward perceived usefulness of using social media to support English

learning, and a low score suggests less perceived usefulness that the participants hold towards using social media to support English learning. The average perceived usefulness of social media use by participants to support English learning was positive with ($M=1.96$, $SD =0.99$).

Also, an independent t-test was done to compare the male and female students means, and standard deviations towards social media Perceived Usefulness (PU) as a supportive learning tool.

As can be shown in Table 11, except items, 1 “Social Media technologies allow me to practise my English every day”, 6 “Social Media technologies such as Skype and Facebook help me to speak English with native speakers outside the classrooms”, 10 “I do not pay attention to my English grammar when writing on Social Media technologies”, and 12 “Social Media technologies develop my social interaction”, male mean scores were higher than females. Still, the difference in overall mean scores by gender is not significant.

Table 11. Means and standard deviations of perceived usefulness of using social media to support EL

Item	Male (mean/std. dev.)	Female (mean/std. dev.)
Social Media technologies allow me to practise my English every day.	1.69 0.892	1.79 0.808
Social Media technologies can help me to develop my English skills.	1.86 1.020	1.70 0.792
Writing in English on Social Media apps helps me to develop my writing skills.	1.93 1.070	1.85 0.928
The use of some English abbreviations on Social Media such as (u=you) or (2=to) affects my English academic writing.	2.58 1.358	2.42 1.146
Listening to English conversations on Social Media develops my listening skills.	1.76 0.940	1.53 0.742

Social Media technologies such as Skype and Facebook help me to speak English with native speakers outside the classrooms.	1.96 1.026	2.33 1.098
Social Media technologies can help me to be familiar with different accents Such as British or American.	1.88 1.080	1.83 0.995
I learn new English vocabulary when I use Social Media technologies.	2.03 1.170	1.65 0.854
Social Media technologies help me to practise reading.	1.85 1.062	1.68 0.858
I do not pay attention to my English grammar when writing on Social Media technologies.	2.37 1.120	2.58 1.289
Social Media technologies help me to share my views and ideas with different people.	1.92 0.956	1.71 0.779
Social Media technologies develop my social interaction.	1.85 0.942	1.91 0.913
<i>Overall mean</i>	1.97 1.053	1.92 0.933

Perceived Ease Of Use (PEOU)

The respondents were asked to respond to four items with regard to how they perceive ease of use social media to support English learning. The participants' responses were measured using a five-point Likert-type scale as in the previous section. A high score indicates a more positive attitude that the participants hold toward perceived ease of use of using social media to support English learning, and a low score suggests less perceived ease of use that the participants hold towards using social media to support English learning. The

average mean of Perceived Ease Of Use (PEOU)= of social media use by participants to support English was positive with ($M=2.05$, $SD = 1.02$).

Also, an independent t-test was run to compare males and females' means and standards deviation. As can be shown in Table 12 below, female students mean scores were high than males, but the difference in overall mean scores by gender is not significant.

Table 12. Means and standard deviations for perceived ease of use

Item	Male (mean/std. dev.)	Female (mean/std. dev.)
It is easy to use social media technologies to support English language learning	1.64 0.878	1.65 0.727
It takes time to learn how to use social media technologies to support English language learning	2.51 1.278	2.66 1.100
It is easy to learn English form social media technologies	2.04 1.174	1.93 0.972
The university should provide training on how to use social media technologies to support English language learning	1.87 1.036	2.04 1.028
<i>Overall mean</i>	2.01 1.091	2.07 0.956

Subjective Norm

The respondents were asked to respond to six items concerning their subjective norm, which may affect their attitude to using social media to support English learning. The participants' responses were measured using a five-point Likert-type scale as in the previous sections. The average mean of the subjective norm was positive with ($M=2.12$, $SD = 1.09$)

As illustrated in Table 13, when comparing the mean scores between males and females, female students scored high scores than males, but still, the differences in overall mean scores by gender is not significant.

Table 13. Means and Standard deviation values for subjective norm reported by the students at Bisha University

Item	Male (mean/std. dev.)	Female (mean/std. dev.)
I use Social Media technologies to support my English learning because all my friends do so.	2.09 1.184	2.64 1.210
My friends think that Social Media technologies are useful resources to help in English learning.	1.90 1.015	2.10 0.970
My English teachers encourage us to use Social Media technologies to learn English pronunciation from native speakers around the world.	2.08 1.172	2.45 1.190
My parents allow me to use Social Media technologies.	2.08 1.197	1.64 0.922
Sometimes, there is no privacy in using Social Media technologies.	2.25 1.152	2.07 1.010
Social Media contents are sometimes against my religion and cultural beliefs.	2.16 1.056	2.02 0.949
<i>Overall mean</i>	2.09 1.129	1.92 1.2

6.4.3 Intention to use social media technologies to support English learning

The students were asked to respond to two items about their intention to use social media technologies to facilitate English learning. The participants' responses were measured on the same five-point Likert-type scale adopted in this study. The average mean of intention to use social media technologies to support English learning was high ($M= 4.27$, $SD = .85$).

As can be seen in Table 14, the results revealed that both males and females scored the same mean ($M=4.26$) and the overall mean scores by gender is not significant.

Table 14. Means and Standards deviation of the students' intention to use social media to support English learning

Item	Male (mean/std. dev.)	Female (mean/std. dev.)
I am going to use Social Media technologies to support my English learning.	4.37 0.902	4.36 0.742
I will recommend Social Media technologies to my friends to support their English learning.	4.16 0.934	4.17 0.843
<i>Overall mean</i>	4.26 0.773	4.26 0.695

6.5 Multiple regression analysis

A multiple regression analysis was conducted to evaluate how the independent variables in this study Perceived Usefulness of using social media to support English language (PU), Perceived Ease Of Use (PEOU), Subjective Norm (SN) , and gender could predict the overall Attitudes (ATT Average) of Saudi students at BUB towards using social to support English learning. In order to undertake a

multiple regression, there are six assumptions that data should meet. These assumption state that:

- (a) There should independence of errors (residuals); (b) there should be a linear relationship between the predictor variables (and the composite) and the dependent variable;(c) there should be homoscedasticity of residuals(equal error variance);(d) there should be no multicollinearity; there should be no significant outliers, high leverage points; and (f) the errors (residuals) should be approximately normally distributed (Statistics, 2020).

The multicollinearity was checked to find out if two or more predictor variables in regression model were highly correlated. The results showed no problems with multicollinearity. This was further confirmed by examining Tolerance values with all greater than 0.1. Descriptive statistics for the independent variables and the dependent variable can be shown in Table 15.

Table 15. Means and standard deviation for the study's variables

Variable	Mean	Std
Students' attitude (ATT) (DV)	4.09	.93
Perceived usefulness (PU) (IV1)	1.96	0.99
Perceived ease of use (PEOU) (IV2)	2.05	1.02
Subjective norm (SN) (IV3)	2.12	1.09

Independence of observation

Independence of observations assumes that each participant's variance affects the overall analysis just once. One way to check this is to run a Durbin Watson test to check if there is any autocorrelation or not. The Durbin Watson statistic can range from 0 to 4, with a value with approximately 2 indicating that there is

no correlation between residuals. As can be seen in *Table 16*, there is independence of residuals, as assessed by a Durbin-Watson statistic of 2.047.

Testing for linearity

One assumption in multiple regression analysis is that the independent variables are linearly related to the dependent variables. In this study the independent variables were; Perceived Usefulness of using social media to support English learning (PU), Perceived Ease Of Use social media for the same purpose mentioned above (PEOU), Subjective Norm (SN), Students' gender. The dependent variable in this study was the 'students' attitude toward using social media to support English learning (ATT). As can be shown in the scatter plot below

Figure 19, the relationship between the dependent variable in this study (ATT) and the independent variables is likely to be linear. Partial regression plots between each independent variable with the exception of gender and the dependent variable also indicated linearity. There was homoscedasticity, as assessed by visual inspection of a plot of standardised residuals versus unstandardized predicted values. In addition, there were no outlier and residuals were normally distributed.

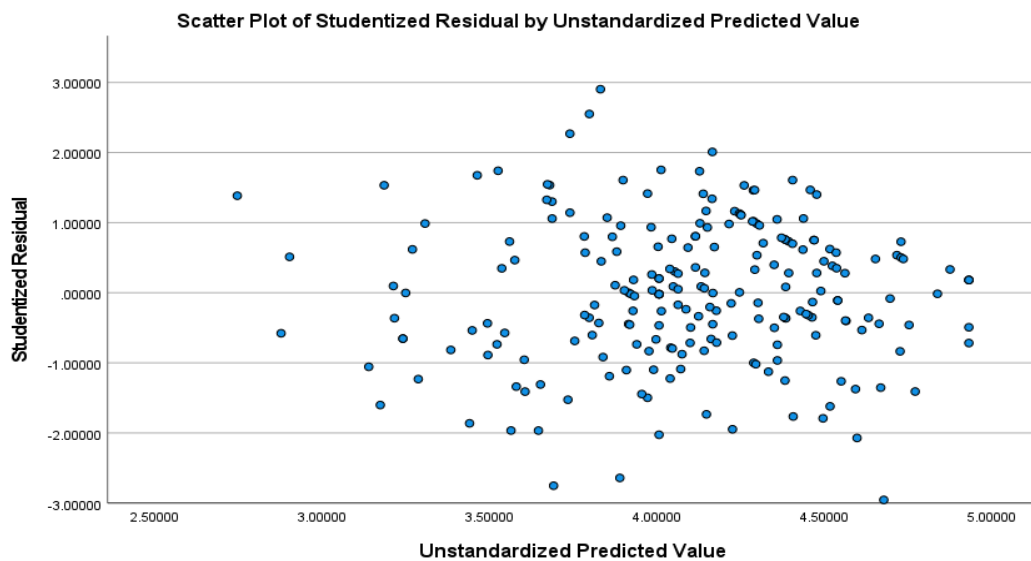


Figure 19. Scatterplot linearity of the variables

Multiple regression analysis was conducted with the independent variables that. The model contains three continuous independent variables and one dichotomous independent variable (see *Table 16*).

Table 16. Multiple regression model summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.748 ^a	.560	.552	4.51071	2.047
a. Predictors: (Constant), PU, SN, PEOU of SM , and Gender					
b. Dependent Variable: ATT					

The results indicated that the multiple regression model was significant ($p < 0.001$). R^2 for the overall model was 56% with an adjusted R^2 of 55.2%, a large size effect according to (J. Cohen, 1988). This indicates that approximately 55% of the variance in attitudes of Saudi students at Bisha University toward using social media to support English learning can be accounted for the linear combination of the four variables entered in the model. PU, PEOU, SN and gender statistically significantly predicted ATT, $F(4, 217) = 69.017, p < .001$. The regression equation can be expressed in the following form: *predicted* Attitude to (ATT) = $b_0 + (b_1 \times \text{Perceived Usefulness PU}) + (b_2 \times \text{Perceived Ease of Use PEOU}) + (b_3 \times \text{Subjective Norm SN}) + (b_4 \times \text{Gender})$ where b_0 is the intercept (aka constant) and b_1 through b_4 are the slope coefficients (one for each variable). These are presented under B in the Unstandardized Coefficients column in *Table 17*.

Table 17. Regression coefficient showing the relationship between the dependent variable the students' attitude toward using social media to support English learning and the independent variables

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	64.519	1.529		42.193	.000
	PU_TOTAL	-.508	.053	-.545	-9.623	.000
	PEOU_TOTAL	-.432	.175	-.166	-2.465	.014
	SN_TOTAL	-.225	.103	-.130	-2.179	.030
	Gender	1.923	.610	.142	3.152	.002

a. Dependent Variable: ATT

Examining the coefficients in the model allow us to estimate the particular influence of a one-unit change in a continuous independent variable and *ceteris paribus*, the resultant change in the dependent variable.

The results indicated that all the IVs of this study could predict the DV, which was the students' attitude towards using social media technologies to support English learning. However, negative Betas as in PU, PEOU, SN mean that for a single unit increase in a continuous independent variable, *ceteris paribus*, the dependent variable will decrease by the beta. For example, a one unit increase in the score for Perceived Usefulness would, *ceteris paribus*, result in a decrease in the Attitude score of 0.502. In relation to the dichotomous independent variable we can see that the value of our slope coefficient is 1.923. This means that predicted Attitude to? for females is 1.923 points **greater** than that predicted for **males** (with all values of all other independent variables being held constant). So, all other things being equal, females have Attitude scores that are 1.923 (on average) greater than males.

6.6 Research hypotheses

H1: Social Media has no impact on students' learning of English.

H2: The selected variables 'students' gender, subjective norm (SN), perceived usefulness (PU), perceived ease of use (PEOU) will predict Saudi 'students' attitudes toward using social media to support their English language learning.

H3: There is no difference between females and 'males' students attitudes toward using SM to support English Language learning.

A model has been created by the researcher to present the relationship between the variables of this study, and the research hypotheses suggested by the researcher (see Figure 9).

H1: Social Media has no impact on students' learning of English.

The finding indicated that the 'students' attitudes at BUB towards using social media to support English learning were positive and high ($M=4.09$, $SD =0.93$). Therefore, I reject the null hypothesis and accept the alternative hypothesis.

H2: The selected variables students' subjective norm (SN), perceived usefulness (PU), perceived ease of use (PEOU), and gender will predict Saudi students' attitudes toward using social media to support their English language learning. The multiple regression analysis findings indicated that all the IVs of this study Perceived Usefulness (PU), Perceived Ease of Use (PEOU). Subjective Norm (SN), and students' gender were significant, and the R square of was 56, which means that 56% of the variance in the students' attitude (DV) account for the (IVs).

6.7 Chapter summary

This chapter was devoted to present the statistical analyses of the data collected via a survey from the students ($N=222$) studying English in the study setting. It also covered descriptive statistics of the data, description of population and sampling, reliability analyses, research question analysis, and multiple regression. The actual size of the participants were two hundred and twenty-two $N= (222)$ with $n=(101)$ male and $n=(121)$ female. With some items deleted from the study's variables due to internal inconsistency including the students' attitudes (ATT), Perceived Usefulness (PU), Perceived Ease Of Use (PEOU), Subjective Norms (SN), and Intention to use social media (INT), the Cronbach's Alpha score for ATT was .87 , PU .88, PEOU .68, SN .63, and INT .64.

The findings indicated that the students have studied English for more than 7 years. There was a weak link between but significant association between length of English study and gender with females being relatively more likely to have studied longer than males. This may suggest that female students might have taken English courses or have been taking English courses in summer holidays. Also, the results indicated that 70.2% of the female respondents more than males chose learning English for educational purposes; whereas males were more inclined for learning English for travelling purposes. Also, the findings indicated that female students had computers at their homes and had internet access on their phones more than males.

Furthermore, there was a statistically significant difference in engagement scores between males and females, $U = 4014$, $z = -4.599$, $p < 0.005$, with regard to the time spent on using social media technologies. Females spend more time on using social media technologies. It also found that female students used social media technologies for social communication more than males did. This may be attributed to the cultural and religious restrictions on women to go out alone in Saudi Arabia. However, males indicated more use of on a daily basis for using social media technologies to support English language learning. This was supported by the finding of using social media technologies more by males for educational and learning purposes. YouTube was the most social media technologies used by the participants to support English language learning.

As far as the students' attitudes towards using social media technologies to support ELL are concerned, the students showed an overall positive attitude. There was an association between gender and the difference in overall mean scores in favour of female students. A multiple regression analysis was conducted to evaluate how the independent variables in this study Perceived Usefulness of using social media to support English language (PU), Perceived Ease Of Use (PEOU), Subjective Norm (SN), and gender could predict the overall Attitudes (ATT_Average) of Saudi students at BUB toward using social to support English learning. The regression model was significant, and all the included independent variables were found to be predictive. The null hypothesis that social media have no impact on students' learning English was rejected as the students were positive about using social media technologies to support their

English language learning. The alternative hypothesis that the study's variables will predict the students' attitudes was accepted.

It can be concluded that the gender differences between male and female students towards using social media technologies to support English language learning could be linked to the social beliefs and restrictions that not allow females to support their English outside their colleges and homes. In the next chapter, the students' focus groups findings will be presented.

Chapter 7 Students' focus groups results

7.1 Introduction

This chapter's primary purpose is to report on the students' focus groups' findings in an attempt to answer the following a specific research question.

- What are students' attitudes at the University of Bisha, Balgarn campuses, College of Science and Arts, English department towards the use of social media to support English language learning?
- What is the role that social media technologies could play in English language learning classes at University of Bisha, Balgarn campus, College of Art and Sciences?

Students' background information, including the duration of their English language learning, methods of learning and practising English outside the campus, and reasons behind learning English are presented in this chapter. The focus groups were conducted separately for both male and female students due to socio-cultural reasons concerning gender segregation outlined earlier. There were forty (N=40) students in total, and nine groups were conducted with five male groups (4 students in each) and four female groups (5 students in each).

7.2 Data analysis procedure

It is known that qualitative research is a valuable research realm, and its complexity requires rigorous methods to establish trustworthy results (Nowell, Norris, White, & Moules, 2017). The researcher in this study is a pragmatist which means that he is inclined to what matters to the research problems and how to utilise different approaches and use different methods to understand the research problem. Therefore, he used hybrid thematic analysis to analyse the qualitative data. This kind of qualitative analysis encompasses deductive, theoretical process and a bottom-up, inductive, data-driven process (Swain, 2018). This method uses set of predetermined codes based on the research question and—the latter method of analysing derived from an examination of data generated.

In the analysis process, the first step was to read the data gathered to be familiar with the data. In this stage, the researcher coded some potential thoughts about potential codes and themes based on the Technology Acceptance Model (TAM) Davis' 1989 theory (see section 4.1.2) and the research aim and question such as Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The data were then uploaded to NVivo 12 software to establish the potential codes and themes created by the researcher. After that, the researcher started to search for the meanings and patterns in the transcripts, and both apply the a priori codes and create a new series of posteriori codes. Grouping the themes and -sub-themes was the last phase before reporting the results, and they were checked to ensure adequacy (see Figure 20).

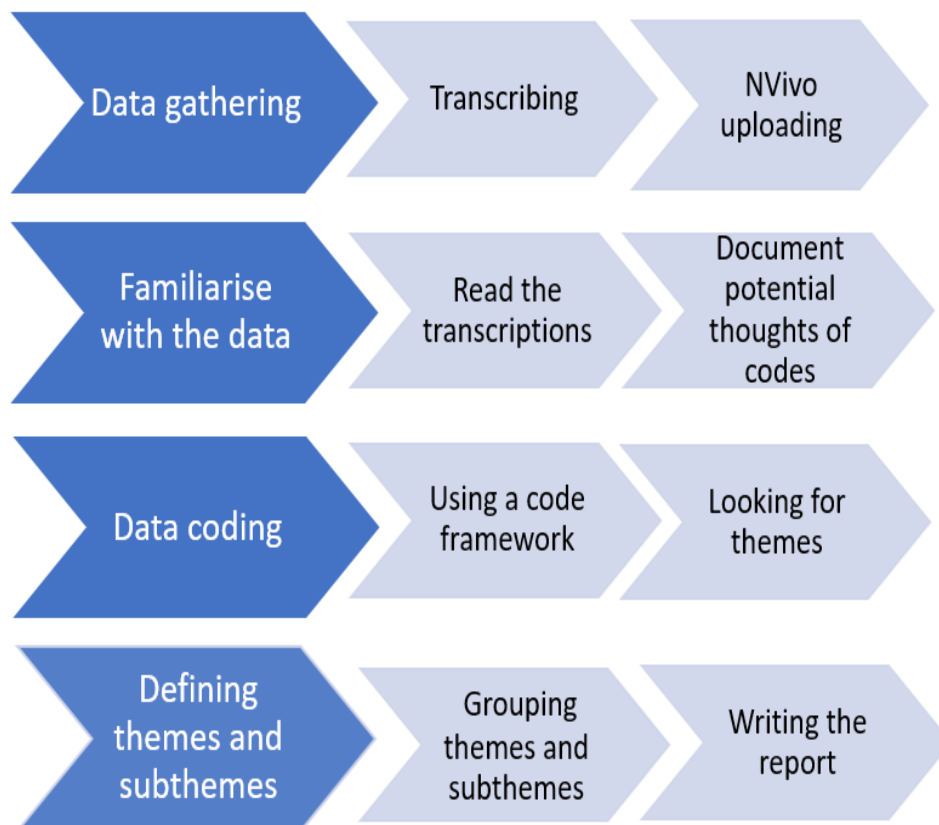


Figure 20. Data analysis processing

7.3 Participants' English language learning Background

In chapter four, I asked the students in the survey some background questions about their English language duration, their motivations for studying English studying and some questions about whether or not they have access to the internet. Since the focus of this study is using social media technologies to

support English language learning, the researcher was interested in searching for meanings of the questions answered by the students in the survey and asked to follow up with questions such as English language duration, reasons behind learning English, methods of practising English beyond the campus, and any prior technical training. Their responses are presented in *Table 18*.

Table 18. Students' English background information

English language learning Duration	The reason behind learning English	Way of practising English outside the campus	Previous technology training
More than seven years	International language	Using social media (Twitter, Snapchat, YouTube, Cambly)	Self-learning

7.3.1 English language learning duration

English language in Saudi Arabia was only taught in the late stages of education, such as intermediate and secondary schools (age 12-18 years old). The government was not in favour of teaching the English language at elementary public schools. The government thought at that time English language might play a role in affecting the students' religion and cultural norms (Alrashidi & Phan, 2015). The English language was recently introduced into public primary schools (Primary 4). However, some private schools in Saudi Arabia introduce English in earlier grades, including the primary ones. In these schools, English is the language of instruction, and the curriculum is mainly modelled on USA and UK curricula. This educational difference may help to explain the answers of the students that they have been studying English for more than seven years. The researcher asked forty students (N=40) a question about how long they have been studying English, including earlier stages of education. Based on the question analysis, a significant portion of the students had been studying English for more than seven years; this includes elementary schools, high schools, and

university levels. This finding is consistent with the finding from the survey analysis in chapter 4 that indicated that the students reported studying English for more than seven years.

Student 4 from male focus group 1 (S4-MG1) indicated that he had been studying English for nine years, he stated the following:

"I have been studying English for nine years because I spent three years in a university in Bahrain and could not make it there" (S4-MG1).

In this excerpt, the student mentioned his previous studying in another university, and he counted these years as experience for him.

Another justification for studying English for more than seven years was made by (S2- MG2) he mentioned the following:

"I have been studying English ever since I was seven years old. It's been like more than 15 or 16 years of studying English. And coming to the colleges for more, you know, to improve my English and you know, to have more access to jobs in the near future" (S2- MG2).

In this excerpt, the student seems to have studied English in his primary years in a private or international school, as these are the only schools as far as the researcher knew that could teach English to students at such an early stage.

It can be concluded that the English language learning duration for the participants of the focus groups on average was for more than seven years, and that including the earlier stage of education such as primary schools, starting from (P4) high schools, and university levels. Also, it can conclude that some of the participants were had more years of English learning than others because they have previous experience in studying elsewhere or they studied in private schools. These findings could explain the majority of the participants in the survey who reported studying English for more than seven years (see *Table 8*).

7.3.2 The reason behind studying the English language

The students were asked a question about their incentive and motive to study English in the English department at the University of Bisha, Balgarn campuses, the College of Science and Arts. Once again, this question was asked in the survey, and I was interested in supporting the students' survey findings with the findings from the focus groups. It was clear from their responses to the question that one good reason and motivation for studying English was that English is an international language, a Lingua Franca in simple word.

Despite the survey finding, most of the students, both males and females were stated that they learn English because it is an international language. For example, one of the female students (S2-FG9) stated the following:

"Because I have a lot of friends from other countries like Sweden, Korea. So, we communicate with each other in English" (S2-FG9).

Another response by S1-FG7 also stated:

"It's the first language spoken in the world. I help us that pretty much because I can communicate with many people in the world"(S1-FG7).

In the previous two excerpts, it seems that learning English according to the female students' responses could allow Saudi students to communicate with people around the world. As stated earlier in chapter 1, one of the Kingdom's aims to teach English is that Saudi can speak English and transfer knowledge and culture from and to Saudi Arabia.

Some male students reported their motive to study and learn English for example (S1-MG6) said the following:

"First of all, it's, I think it's the first language in the world. The mobiles, the people you may meet in the way speak English. Many people speak English; everything become in English" (S1-MG6).

Like S1-MG6, (S3-MG 2) also mentioned the fact that English is so widespread, and this was and still a factor that motivates all the people around the globe to learn this language to make the global communication so easy, he stated:

"Now, all you the world have this language, and it has been used in all cities, or countries, the general language should you have this language because talking with other people, and this general language" (S3-MG2).

Once again, the students' incentive to learn English was consistent with the government aims and objectives of teaching English to Saudis two decades ago that English language is the language of business and should be taught as a second language, hence, English language became more important than any other language as the Kingdom is widening its business with the western world (Alshahrani, 2016).

7.4 Students' attitude toward using social media technologies to support English learning

It has been said that a key to the success of phenomenon is the acceptance of people to its innovation (Safi, Thiessen, & Schmailzl, 2018). In this chapter, the researcher was interested in reporting the responses of the students' attitudes at the University of Bisha, Balgran campuses, College of Sciences and Arts, English department toward using social media technologies to support English learning. The participants were asked what they think about using social media technologies as a supportive tool to improve English language learning. The majority stated that such platforms were helpful because they; (a) Familiarise the students with different English accents, (b) make the English language learning process more comfortable and enjoyable (c) allowing the students to speak to and learn English from native and non- native speakers. However, some answers were found to be positive but also showed some concerns with using social media learning tools (see *Table 19*).

Table 19. Themes and sub-themes of the students' attitude findings towards using Social Media to support ELL

Themes	Sub-themes	Sub-sub-themes
Useful roles in supporting English language learning	<ul style="list-style-type: none"> Reference tools for new information 	<ul style="list-style-type: none"> Familiarise students with new vocabulary and different accents
	<ul style="list-style-type: none"> Comfortable and enjoyable learning environment 	<ul style="list-style-type: none"> Suits different language learning preference Reduce classrooms anxiety
	<ul style="list-style-type: none"> Tools for social communication 	Allow students to speak English with different people around the world

As can be seen in *Table 19*, the students stated that social media technologies could be a reference tool to familiarise them with some English vocabulary and accents. For instance, (S1, MG6) stated the following:

"I think it's an easy way to learn English and it's a good way to save a lot of effort and learn vocabs and learn new things about other cultures and our customs and other countries. Perhaps one day, you will travel, and you will see the world. When you face that, I think you can deal with it because you learned them from Twitter and other social media" (S1-MG6).

English vocabulary is vital in English language learning (Schmitt, 2010). It was found that little English vocabulary uptake among Saudi learners in public schools can be attributed to the teaching methodology and learners' motivation (Alsaif & Milton, 2012).

Also, one of the sub-themes that emerged is that social media could expose students to new English words and cultures. For instance, S3-MG2 stated:

" It helps us to be great in our language, sometimes we hear something or about subjects we can search about it on social media, we find a lot of people who talked about it, and we understand more about It" (S3-MG2).

Another student in the same group (student 2) also mentioned that social media helped in incidental vocabulary acquisition. The student said the following:

"When we hear new, you know, word, some something new here, we open the dictionary and our phones, and we check the meaning of the word. You know, there are so many words in English and a lot of us don't know them. So, sometimes you need to use social media to know this word. Maybe sometimes, when you use social media to know this word, and you hear it from your teacher or your doctor, you recognise the word" (S2-MG2).

The same student was asked how social media technologies could help to learn vocabulary. He elaborated on his previous answer and stated the following:

"You know, we all know that this is a new generation, and we are coming to a new one, so relying on it will be, you know, good for a lot of things mostly for children. So, they will become used to it, and they will know that this word means this, and that word means that, like this (S2-MG2).

Also, S2-FG9 supported this finding that social media provided some new vocabulary and learn from English varieties. She mentioned the following:

"I learn new vocabulary. When watching movies you learn that there are two accents in English, there's the American accent, which mostly, most of the people talk with it and the British accent, which is in BBC, it is more formal talks, but you know, these accents have more similar, words, but is when you hear it, already have a background about it, even when the teacher says that this is a British word, or this is a British or American accent or word, we already know that because we have seen it in social media, and you already heard it. So, you have a background about it". (S2-FG9).

Also, S3-FG8 was in line with the finding that social media technologies could help with learning new English items, and to be familiar with different accents. She stated:

"We will try to get some more some accent we will practice the accent on social media very quickly. Yes, we will learn how to be academic not to use informal words, use the formal word. All those things we will learn from that"(S3-FG8).

Also, S1, MG4 stated the following:

" In the college, it is like learning new English formal English but outside on social media you learn new Information about like slang or something like that" (S1, MG4).

Furthermore, S2, MG2 spoke about how social media could be a reference tool to expose the students to new words; the student stated:

"Okay, for me, and my experience, learning from teachers wasn't very helpful and especially in writing. You see, he got the idea in his mind that you're, you know, professional writer, you have got this level. But the idea is that there is a new word, know, coming to you, because, you know, these people have they memorised more than 3000 to 5000 thousand words. But there is always this word that comes new see, in social media, when you face words like this, where you see it once, twice, up to four times you already will be you know more comfortable with it, and you already know the spelling of the word" (S2, MG2).

As stated above by the students that using social media technologies could expose them to new vocabulary and accents and social media can be seen as a source of new information, it is known in Saudi Arabia, Arabic culture dominates. People inside and beyond the campus talk in Arabic. It is almost impossible to hear people talk in English beyond the class or at streets, and this was noticeable after visiting the campus for collecting the data. Also, non-native teachers teach on the campus. Therefore, the only way for the students to know about other cultures, learn new English vocabulary either intentionally or

incidentally is through social media. It seems like social media is playing an essential role in introducing some English vocabulary to the students.

However, this does not mean that social media is solely designed for learning. There are other purposes than learning that the students may end up using social media technologies. For instance, S1-MG3 stated the following:

"We use it in the wrong way or just for entertainment. We don't focus on how to use it to improve our language. If we use it in the right way to improve your language, your language will be improved so much"(S1-MG3).

Also, S4-MG8, mentioned the following:

"It is useful if it is used in the correct way; this is for sure that will support us in our learning" (S4-FG8).

Also, S3-FG8 stated:

"I think that learning the English language from technology is very, very good for me, when we use it in a good way, of course, it has some disadvantages, but when we control this, we can benefit"(S3-FG8).

Also, S2-MG6 stated the following:

"I think it's a good way to improve your language. But you don't have to use it too much. Because it will have damage to your mental and your health, sometimes if someone who watches a lot of videos, stay a lot of time on the, on the iPhone on social media, I think that will affect his mind and the way he is thinking. So having a limited time, and trying to focus on something that will help you in the future, and learning a lot from it, use it and use it and look for benefits, the benefits from this application, I think it's a good way" (S2-MG6).

As can be seen in the above excerpts, the majority of the students mentioned that using social media technologies for supporting English language learning can be a good source of new information and could result in familiarising the students with new vocabulary and accents. It is also found that some students raised some concern about using social media technologies. It is not easy to establish a reason behind some concerns raised by the student, but this may indicate that those students may need procedural knowledge provided by their teachers or the university to use social media technologies to support English language learning. However, for the majority of the students, social media technologies were recognised as helpful tools in supporting English language learning.

Moreover, one of the sub-themes emerged that is that social media technology when it is used by the students to support English language learning or the teachers to support English language teaching could make the language learning process more comfortable and enjoyable. Language learning preference was one of the sub-themes found in the students' responses. For instance, S2-MG2 stated how social media technologies could be useful when it is used to present a new story in English literature teaching instead of just reading it; the student stated the following:

"You see, there are some courses that it needs to use social media, you know, like, short story novel, this kind of courses, you know, we watch the story on YouTube, you know. For example have a background about the story, the theme and all that, you know, just reading itself may be useful, but you know, watching and listening at the same time will help you, you know, understand the story more" (S2-MG2).

Also, (S2-MG6) stated that using social media technologies to support English teaching can make English learning environment enjoyable and useful. The students mentioned the following:

"I think it's an enjoyable way of learning. Sometimes, you get bored from the traditional way when the Dr or speaking and students are listening, changing the way by using the phone for 13 -15 minutes. I think this is a good way of learning" (S2-MG6).

Another participant, S1-MG 3 stated that using social media technologies to support English language learning could make the English classes better by allowing him to take part in his learning he stated:

"Social media use is more entertaining than regular classes because you cannot just listen to the teacher; you can also help yourself "(S1-MG3).

Similarly, S2-FG8 went on to say:

"In my opinion, if I use technology, especially in some situation and that's again and again and again, I will not forget the lesson, I think this is the advantage. I don't want to forget it because it remains in my imagination in my mind and imagine that from some special stuff for example images, voices using more of our senses like watching listening and for this, therefore, I didn't forget it. I can go back to the lesson and find on social media it at any time that I want"(S2-FG8).

In another response by S4-MG4 stated the following:

"I get the benefit from listening and Reading on YouTube so, when the teachers explain and I listen to it on YouTube, it becomes clear and understandable"(S4-MG4).

Also, S1-MG5 mentioned the following:

"Just like YouTube, you can choose your teachers, there are so many things and would you choose the way and perhaps the accent you prefer to support English Language learning" (S1-MG5).

Also, S5-FG9; the student stated:

"I think it's easier in many things, and through social media, I can learn the way I want to learn. If I want to know something, I can learn it on my way"(S5-FG9).

S2-FG8 also held the same view as S5-FG9 and mentioned the following:

"Yes, I do. I use Instagram, and I follow many accounts that provide information about language because I love it because it is easy to look at I can say there are videos that you can watch and hear at the same time"(S2-FG8).

As can be seen with the above excerpts, English language teaching in Saudi Arabia is perceived to be a teacher- centred approach, which prevents the students from developing meaningful language competence (Ahmad, 2014; Fareh, 2010). In Saudi Arabia, universities most of English language instructors dominate the English classes, and the students rely on these instructors as the transmitter of knowledge thus, the classes become passive and less attractive (Alkubaidi, 2014; Alrabai, 2014). With the ubiquity of different learning preferences, students now are eager for a change in English language teaching approaches. It is clear from the students' responses earlier that the students do not want just to sit and just listen to their teachers. They stated that they want some change in delivering the class, such as watching videos, hearing other English accents which may allow for some freedom from controlled tasks.

However, using social media technologies to support English language learning cannot replace the role of the teachers in EFL classes. Of course, the responses above were in favour of using social media technologies by English teachers, but still, the teachers' role in class is essential. Some of the students but not the majority mentioned that even though social media technologies could help them in supporting their English language learning, there are situations that the traditional way of teaching could facilitate the language learning more than these technologies. For example, these modern technologies required an adequate level of English to be used to serve the purpose of their use. Those

students with low English competence may encounter some difficulties in using them, and when they do so, there will be no teachers to explain what does this or that mean. Some students in the focus groups highlighted these difficulties. (S1-MG2) for instance, mentioned the following:

"This depends on your level, on your language, and if you have a lot of vocabularies. Then, it will be easy to use; sometimes you will face the difficult one you will get to use you will have to stay in it more than one time and another until you get used to it"(S1-MG2).

Also, (S2-MG6) stated the following:

"There is something I need to add to what my friend said; it is that you see social media, the problem that it doesn't know the English level you are in, you see, there's so many of you see about the simple present. There are many ways you can you know, explain it and in high level and low level, but you see the teacher as he knows your level, he knows he can find a way to make you understand"(S2-MG 6).

This response prompted further, and the student indicated that social media technologies might not replace the traditional way of teaching, he stated the following:

"I think it's useful, but using it too much, I think it's not that good actually like the traditional way, sometimes it very works" (S2-MG6).

Also, one of the sub-themes that emerged from the students' responses was that using social media technologies to support English language learning could reduce classroom anxiety. Some students thought that using social media technologies instead of asking their teacher may make them feel less anxious. For instance, S1-FG7 mentioned the following:

"You don't want to feel annoyed, annoyed like to other people. Like when you go up and come to the teacher like so many times like you feel like you know annoying. So, if you are at home at any time any day, you can go learn from social media whatever you want to learn and to see, so I feel like so much easier".

Also, S2-MG2 mentioned how social media can be less anxious and prompted informal conversations; he stated:

"For me, social media is less anxious to speak English, you see, teachers here you don't know how they act, you don't know their personality, but in social media you don't have to make things formal. It's informal talking, you know, it's like you're talking to a friend—more than someone higher than you." (S2-MG2).

Also, S4-FG8, mentioned the following:

"Yes, because it's by yourself so I will make some mistakes you know, I will correct it by myself no need to tell anyone about your mistakes"(S4-FG8).

S1-MG1 mentioned it was easy for him to learn English form social media, he stated the following:

"So, It is clear for me, and I learn from my house, so I feel relaxed in the house and just learn English".

In line with S1-MG1, (S3-FG1) mentioned the following:

"I prefer to be alone and calm when I learn something new; this makes my learning easy and smooth".

As can be inferred from the above excerpts, some students seem anxious when they talk to their teachers. Classroom anxiety is a recurrent phenomenon for learning languages (vHakim, 2019). The students seem to avoid asking their teachers about any questions because they might be afraid that doing so may incur in negative judgment on their English language oral production. Therefore, they seek an alternative source of information, such as using social media technologies to answer their questions or enquires. However, as stated earlier by the students, this could have a negative impact on the students. Unlike English teachers who may be patient to allow more time and opportunities for the

students to learn, whoever the students seek to ask about something on social media, he/she does not know their English level, and this may incur in learning confusion.

Furthermore, another sub-theme that was emerged from the students' responses was social media can be a useful tool for social communication. Some students mentioned that using social media as a supportive tool in English learning allowed them to socialise with different people around the world and practise and learn English from those people. For instance, S5-FG 9 the following:

" I'm using social media, and I have friends from different countries for Twitter and through a lot of apps. So, using Twitter to exactly I can learn English a lot from it. So, there's a lot of accounts which can learn from it" (S5-FG 9).

S1-MG 4 also stated the following:

"I follow some famous from America, famous people from America or other countries. And when you when they talk, they talk in English and do get the intake from information, new information and the discover new world, and you can learn it and use it in your life" (S1-MG 4).

This answer was elaborated more, and the student stated the following:

"I follow some famous players like Cristiano and Messi, and when I read the description and the comments below their posts, I benefit from this (S1-MG 4)".

S4-FG7 also highlighted the use of social media to practise English with another English teacher elsewhere; the student stated the following:

"I practise English in my home using a program called Cambly with teachers, and it allows me to speak with the English language with native speakers in any time"(S4-FG4).

Another student (S1-MG6) emphasised the role that social media could play to in providing a chance to speak English to someone else, he stated:

“The society here will not help you in improving your language. So, the other way, which is the best is going to social media and look for friends from other countries. I think the native speaker of English, and this is my speciality English language and speaking with someone very good in English, that's will improve me. This is why I told you that social media could help me to improve my language” (S1-MG6).

S1-MG3 was also in tandem with the previous opinion, he stated the following:

“ Using social media to speaking with a native speaker will give you more chances to practise English” (S1-MG3).

As stated by the students above and as the fact that the English language is in Saudi Arabia is taught as a foreign language, and it is not used in everyday life (Alrabai, 2014). The chances of practising the English language outside the learning campus are low for the students as the medium of communication is Arabic, which makes the developing of English speaking more challenging to the students. The lack of English language scopes for the students to practise their English and daily English exposure can negatively affect the students' level of fluency and proficiency (Khan, 2011). This environmental aspect has resulted in the students' search for an alternative way to practise English outside the campus. Therefore, the students thought that social media could be a useful means to practise English and socialise with native and non native English speakers beyond the campus. This sub-theme was also found in the students' responses in the survey about the purpose of using social media technologies. The majority reported that they use social media technologies mostly for social communication (See Figure 16).

7.5 Chapter summary

This chapter was devoted to reporting the answers of the students' focus groups discussion regarding their English language learning duration, the reason behind studying and learning English and their attitude toward using social media

technologies to support English language learning. From the students' answers, it seemed that the students have been studying English for more than seven years. English as a lingua franca (international language) was the most common reason behind studying and learning English.

As far as the students' attitude is concerned, the students showed overall a positive attitude toward using social media technologies to support English language learning. The students indicated that social media could play useful roles as reference tools in familiarising them with new English language input such as new vocabs and knowing different accents. Other responses by some students were that social media technologies need to be used in the right way or may harm them. Also, it was found that using social media technologies could make the English language learning more comfortable and enjoyable as this approach suits different language learning preferences and reduce classrooms anxiety. However, some answers indicated that using social media technologies to support English language learning will not end teachers' role in class. Lastly, it was found that using social media technologies allowed some students to speak to and learn from native language and non-native English speakers around the world.

Next chapter will be reported the English language instructors' attitudes towards using social media technologies to support English language teaching.

Chapter 8 Results from teachers' interviews

8.1 Introduction

This chapter presents the findings of the interviews with the English instructors at Bisha University, Blagran campuses, college of Sciences and Arts, English department. As stated earlier in the methodology chapter, qualitative methods are known and considered as a good a means to obtaining in-depth information and understanding of a phenomenon. It can also provide insights that would not have been explained by using only numbers (Miles, Huberman, Huberman, & Huberman, 1994). The goal of the interviews was to answer the following questions:

- What are the English language instructors' attitudes in BUB towards using social media to support English language teaching?
- To what extent do the English instructors at BUB use social media technologies to support English language learning?
- What is the role that social media technologies could play in improving English language skills at BUB?
- What are the challenges or barriers that may hinder English instructors at BUB from using social media technologies to support English language teaching?
- What are implementable suggestions or recommendations for practice from an instructor perspective to integrate social media technologies in English language classes at BUB?

Table 20 below shows the themes and sub-themes found in the instructors' responses regarding the research questions mentioned earlier.

Table 20. Shows themes and sub-themes for the research questions

Themes	Sub-themes	Sub-sub-themes	Instructors' concerns	Challenges may prevent instructors from using SM
Actual use of social media to support ELL	<ul style="list-style-type: none"> Formal use (Supportive tools in class) Informal use (Reference tools) 	<ul style="list-style-type: none"> Present English materials Support Students' learning 		<ul style="list-style-type: none"> Technology competence Lack of administration support
Instructors' attitudes	<ul style="list-style-type: none"> Familiar tools to students Facilitative tools 	<ul style="list-style-type: none"> Make the classes attractive and enjoyable 	<ul style="list-style-type: none"> Distraction in classes 	
Potential benefits of social media on English language skills	<ul style="list-style-type: none"> Could enhance listening and speaking skills 			
Future suggestions to use social media	<ul style="list-style-type: none"> Supportive tools Activities integration into English curriculum 			

8.2 Data gathering and analysis procedure

The interviews lasted between 20-35 minutes. Like the focus groups, all the interviews were recorded, transcribed, coded and examined using hybrid thematic analysis to analyse the qualitative data based on the research questions (Braun and Clarke, 2006) and bottom up-data driven process (Safi et al., 2018). I Compiled the data from the English language department on the students' male campus- and by my assistant from the female campus due to the educational segregation system in Saudi Arabia. I transcribed the interviews and I immersed myself in the data by reading it many times, which aided

engagement with the themes. Having done the transcripts, disassemble the data is a significant role when analysing any qualitative data. This process involves immersing into the data to create a meaningful grouping based on the analysis approach. This process is also known as coding. Coding is defined as the process of converting the gathered data into a usable one by identifying themes and concepts that connect the data (Austin & Sutton, 2014). Having done that, the codes were put together to create a theme (see Figure 21). A theme is defined as the capture of something significant about the data to research questions (Braun & Clarke, 2006). I then coded the data and grouped them based on the research questions and emerging themes. The data then was uploaded into NVivo software version 12 to create themes and reporting the results (see Figure 21).

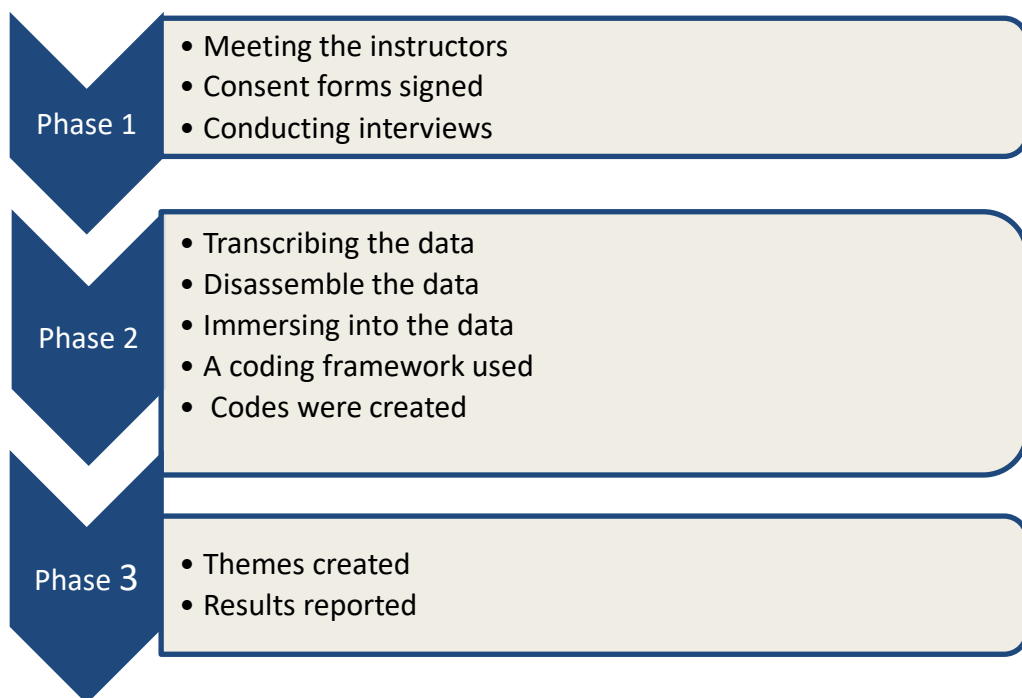


Figure 21. Interviews data compiling and analysis procedures

8.3 Demographic information

As can be seen in Table 21 below, 18 English language instructors were interviewed, and there were eight (N=8) non- Saudi instructors with different teaching experiences from different countries and ten (N=10) Saudi teachers. There were ten female English instructors and eight males. The instructors' teaching experience ranged from a maximum of 20 years to a minimum of 1

year. It is clear that non-Saudi teachers had more English teaching experiences than their Saudi peers. Additionally, non-Saudi instructors have also had more training than Saudi instructors.

Table 21: Teachers' demographic information

Instructor's Name (pseudonym)	Gender	English Teaching experience	Qualification/degree	Technology training	Nationality
Subject 1	M	11 years	Master degree	Yes	Non-Saudi
Subject 2	M	16 years	Master degree / Special training certificate	Yes	Non-Saudi
Subject 3	M	20 years	Master degree	Yes	Non-Saudi
Subject 4	M	12 Years	Master degree	Yes	Non-Saudi
Subject 5	M	10 years	Master degree/ CELTA	Yes	Non-Saudi
Subject 6	F	10 years	Master degree	No	Non-Saudi
Subject 7	F	1 Year	Bachelor degree	No	Saudi
Subject 8	F	2 Years	Bachelor degree/ diploma	Yes	Saudi
Subject 9	F	1 year	Bachelor degree	No	Saudi
Subject 10	F	4 years	Master degree	No	Saudi
Subject 11	F	4 years	Master degree	No	Saudi
Subject 12	F	1 Year	Bachelor degree	No	Saudi
Subject 13	F	10 Years	Bachelor degree	Yes	Non-Saudi
Subject 14	F	1 year	Bachelor degree	No	Saudi
Subject 15	F	2 years	Bachelor degree	No	Saudi
Subject 16	M	8 years	Master degree	No	Saudi
Subject 17	M	20 Years	Master degree	Yes	Non-Saudi
Subject 18	M	2 years	Master degree	No	Saudi

8.4 Actual use of social media to support English teaching

As mentioned in the methodology chapter, the researcher conducted a pilot study to find out if the English teachers' in the study setting used social media to support English teaching. The findings of the pilot study indicated that the majority of the instructors use social media to support English teaching. However, it was advisable in the main study to explore such usage in-depth and in what ways and for what purpose they use social media to support English teaching. Therefore, the analysis is structured according to what the English language teachers perceived the main purpose of using social media technologies to support English language teaching. The overall findings indicated that the language instructors were using social media to support English language teaching. However, some of the instructors stated that they use social media as a reference tool in class to present and model some English pedagogical issues concerning English language skills, aspects, and subject such as pronunciation, listening, syntax, vocabulary, and English literature. Other responses indicated that the use of social media was for providing the students with extra information to help the students to be improved.

For particular groups of English language learners, including Saudi students, appropriate English pronunciation is essential, but still, receives less focus compared to the other skills (Jones, 2016). This lack of focusing on teaching pronunciation may attribute to limited knowledge on how to teach pronunciation. Fortunately, modern technologies, including social media, may help instructors and learners to understand and acquire suitable pronunciation patterns (Wallace & Lima, 2018). In this study, when I asked the instructors if they use social media technologies to support English language learning and for what purposes they might do so, some of them were found to use social media technologies formally in class to address some pedagogical tasks.

(Subject 10) One of my classes now is English pronunciation. I think it is super, super good to use, like videos from native speakers, native English speakers to

show them how to pronounce like, British English and American English through videos, these videos, they show the shape of the mouth, how the sound how each sound is sound. Yeah, so yes, we use it a lot.

(Subject 15) I use YouTube for teaching listening to support my English classes.

(Subject 11) I have used some YouTube videos; actually, I included them in almost my classes. So yeah, I use YouTube and sometimes video clips, so yeah, I use social media in my classes, I have played videos for discourse analysis for one of the novels in the class that I have taught, I also played a seven-minute video, for of one of the social linguistics pioneers, he was explaining the theory in social linguistics, so I played that in the classroom. So yeah, and it was like 100% academic language.

(Subject 9) I use the YouTube to display drama, especially for the sixth level, a short story so, it is like to make the students understand the subject more clearly when they watch.

It seems that social media technologies were more available tools to be used formally in classes to support English language pedagogical tasks. It could offer visual presentations such as the mouth shaping in pronunciations or auditory listening conversations that could support the instructors teaching and make the students more understandable. As noted above by the instructors, it seems that social media technologies can be used instead of old traditional materials such as CDs and cassettes. Also, it seems that some English language instructors, especially those with a maximum of four years of teaching experiences such as subject 10, 15, 11, and 9 (see *Table 21*), were in favour of formal using social media technologies as reference tools in classes. The instructors seemed comfortable with using social media in classes to support their teaching. This could be attributed to the fact that these instructors were younger and were taught English in such away.

On the other hand, some English language instructors used social media as supportive tools to facilitate his/her students' English learning. When I asked them if they used social media to support their English teaching, they stated:

(Subject 8) It is not more than a supportive tool, like to support the student to give them some links for videos. I will give an example when there is like a pronunciation class. I give the students some videos and links to the videos on YouTube. So, they can see some native speakers how they pronounce some consonants and vowels, and some like certain utter and so.

(Subject 4) I used WhatsApp and Telegram to share vocabulary and reviews with the students, especially to use videos for grammar lectures and these things.

(Subject 17) Firstly I use social media applications like YouTube to download some English materials for the students. Secondly, I send these materials to the students via WhatsApp.

As can be seen above some English instructors were in favour of using social media informally as supportive tools. Perhaps they were more likely in favour of traditional language teaching approach such as Subject 8 as he thought that social media could be useful as a supportive tool to be used after the class. Also, social media can be used as a flipped learning tools as mentioned by Subject 17. He used these technological tools to download English language materials and sent those materials to his students before the class.

To summarise, two purposes of using social media technologies were found among some of the English language teachers. There was a formal use of these technological tools by the teachers to present and show some pedagogical tasks to the students to make the learning understandable. Social media technologies could be a better and faster choice for the English teachers to demonstrate and present tasks in classes. The instructors could just plug in their phones and present from YouTube whatever he/she thinks could explain the tasks. Another group of the language teachers were found to use social media technologies as an extra source of information to support their students' learning. One possible reason for not using these technological tools for this

team could be the students' lack of familiarity with using these technological tools. This attribution can be found on subject's 4 suggestion later on (section 8) as he indicated that in the future, social media could be used in classes if the students know how to use them.

8.5 Challenges face the instructors to use social media technologies to support their teaching

In the pilot study, it was found that some challenges such as teachers' technology competence and administration support could be faced by the English language instructors when using social media technologies to support English language teaching. I wished to explore this finding further and I asked the instructors if they thought that these variables could affect the use of social media technologies in the present time. They stated:

(Subject 3) Some teachers do not like to develop themselves, do not like to go with mainstream, they like the traditional ways, they do not like to renew their styles and to cope with new technologies.

(Subject 16) Some of them are not good at using technology, sorry to say that. They do not believe in technology at all, especially old school teachers. They are suffering from the lack of using technologies to support their teaching, and this factor will affect the integration of social media in English classes. We need some training sessions to train some old school teachers, even the younger teachers to use social media effectively".

(Subject 17) They are two generations among the teachers here. Most of the teachers are from the old one which has resistance from using new technologies, including social media, even for using social media for themselves. On the other hand, the new generation is using WhatsApp, for instance, to make the learning process easier. I think the teachers should be equipped with how to use social media to support English teaching. There is a gap between the teachers and the students in using social media."

In addition, when I asked the instructors if the college's administration support them to use social media technologies to support English language teaching, some of the answers were as follow:

(Subject 17) There is no support; only the teacher himself and herself can improve the ability to use social media to support his/her English teaching".

However, this does mean that the instructors did not receive any encouragement all the times, they mentioned that the administration encouraged them to use the formal Learning Management System (LMS) Blackboard and stick to it. For instance, the same subject (Subject 17) stated:

The university only provides training on how to use Blackboard. There is no care about training the teachers on how to use modern technologies such using WhatsApp, Facebook, Twitter etcetera.

(Subject 12) They encourage us to use our Blackboard because it is the formal way of technology here, you know, other things, no".

I prompted this response to know from the instructor's perspective the substantial reason why there was no encouragement to use social media technologies. The answer was as follows:

I do not know exactly why, but maybe the gap between the administration people; they are very old school. They only believe in the very old formal way of teaching. They do not believe in blended learning; for example, using mobile phones in class to support learning, it is not allowed until now.

To summarise, it seems that there were English language instructors who probably like to use social media technologies, but they were reluctant to do so because their technology competences were low and did not allow them to update their language teaching styles. This could mean that technology competence among the language teachers could hinder any future use of social media technologies. It is not easy to establish the reason that some of the language teachers lack technology competence, but it seems that age is a factor

as noted above by Subject 16 and 17. They mentioned that old school teachers did not like to keep up with trend. This also can be inferred from the finding in section 4 of this chapter that only younger teachers were found to use social media in classes. Also, Subject 12 stated that there is an age gap between the teachers and the administration people which indicated that instructors' age could have an effect on technology competence.

8.6 English instructors' attitude toward using social media to support English teaching

While some previous research has highlighted the importance of teachers' attitudes towards an innovation, measuring these attitudes has proven to be a challenging task. The analysis that follows shows that teachers' attitudes have an impact on the teachers' educational practises and behaviours and therefore, play essential roles in shaping classroom learning environments (Alanazi & Thompson, 2019). For the attempt to know the language instructors' attitude towards using social media technologies as a technological tool in English classes, English instructors at BUB were asked some questions in semi-structured interviews about their attitude toward using social media to support English teaching. There were 18 English instructors with multi-nationality and several different years of teaching experiences (See Table 2). The findings revealed that overall most of English language instructors had a positive attitude towards using social media to support English teaching even if some of them did not use these technological tools to support his/her teaching. Some of them had used social media technologies formally to support English language teaching, whereas others used them informally as a supportive tool. From the teachers' lenses; social media could be a useful tool to be used as a supportive tool as the students were familiar with such technological tools, furthermore, these tools could facilitate the language learning by making the learning more accessible and enjoyable (see *Table 20*).

As can be seen in Table 20, overall, the language instructors had a positive attitude towards using social media technologies to support English learning. One of the reasons that the instructors were optimistic about using social media as a supportive tool was because the students were familiar with and attached to these technological tools. Subject 3, for instance, indicated how using social media to support English learning can be a great way of teaching:

It is a necessity not just interesting because no one nowadays lives without mobile and no one lives without using social media, so since social media is very important, we have to use them in a positive way. We have to employ them in English classes.

When the researcher probed this response further to understand why Subject 3 was so decisive about using social media in English classes, he stated:

The students are very attached to these social media, and we have to employ their love and encourage them to use SM positively. I think the students will perform better; there will be some improvement in using the language, especially Speaking and Listening.

This finding was also supported by the statement made by Subject 14, and she stated the following:

I think using social media to support English teaching is more useful than the traditional way because most of the students now are using social media a lot.

Another positive attitude toward using social media technologies to support English teaching was shown by Subject 8. She had a training course on how to use modern technologies to support language learning. She stated the following:

For me as a teacher as well as like for everyone students or teachers, using a nowadays technologies is important, because everyone is using social media now so when we use social media for learning or teaching like it is much easier, so I think it is easy for everyone to learn from the social media.

Also, Subject 17 who had many years of experience in English teaching; he stated the following:

I'm really enthusiastic about using such platforms because it is now easier for students to learn from anywhere. It is very important to implement modern technologies, including social media in the classrooms to help the students to acquire the language.

As can be deduced from the excerpts above, these English language instructors were positive about using social media technologies even if some of them did not use such technological tools to support English language teaching. It is likely that the familiarity and availability of these tools among the students could have established a good reason for the instructors in using social media technologies to support English language teaching. They believed that their students were familiar with using these technologies and attached to them, and for that, they could learn English anytime from anywhere.

On the other hand, there were some English instructors that they believed in the affordance of using social media technologies inside the classes. They mentioned that social media technologies could facilitate the English classes and make them more attractive and enjoyable. For instance, Subject 10 stated the following:

It's pretty good. It's, it's a very good tool. I think it facilitates the language learning process. They are pretty effective tools, the

students can listen and watch videos at the same time. So I think it is very useful.

Also, Subject 11 stated the following:

I think it's a great way to make the students interested in the class and to facilitate the classrooms. I don't know if I express myself clearly but to make the information easier for the students. Because they saw something, and if they hear it, if they try it, they become interested in the class, they will be interested in the learning process itself.

Subject 15 mentioned that using social media technologies to support English teaching would make the learning process enjoyable. She pointed out the following:

I think it's it has a great impact in teaching English because it makes the learning more interesting.

Subject 7 has also mentioned that social media usage to support English learning would make learning more enjoyable and appealing; She stated the following:

I think it's very attractive and helpful for students, and for us as teachers. They enjoy using social media because it's more relevant to their lives. Instead of just teaching them through the old way or the traditional way, it's always better to include something new.

It is worth mentioning here that these English instructors who mentioned that using social media technologies could facilitate the language learning and make an enjoyable and attractive learning environment, were those who mentioned earlier in section 4, that they used social media formally as a reference tool to support English language teaching. It seems their positive attitudes resulted from the tangible benefits of using these technological tools formally.

However, some English instructors showed some concerns about using social media technologies to support English language teaching. Some of them were in favour of a traditional teaching approach, and others did not believe in using social media technologies at all. One of the instructors (Subject 1) was asked if he used social media to support his teaching; he stated the following:

I am not always using social media to support my teaching because the students are not ready yet to experience such type of teaching and learning. Most of the students prefer to be taught traditionally.

I asked this teacher if he tried before to use social media technologies to support his teaching; he stated the following:

I have used it before, but the students do not like this type of teaching. Most of them fall asleep, especially those at the rear of the class.

I asked this teacher if he believes that social media can be a useful tool to support English language teaching, the teachers said:

Well, it is an absolutely useful and interesting method for learning and teaching, but there should be some guideline for the use of technology, for example, most of the students should know that this type of learning and teaching is not just for amusement, it should be for getting benefits for improving their language skills (speaking, writing, listening, reading), they should not just take in an easy way, the students should be serious about this manner.

Also, Subject 16 stated the following when he was asked if he used social media technologies to support English language teaching; he stated:

I have not used them before. I do not believe in them because as far as I know, these technological tools are not that effective. The students like the traditional way of teaching.

When I asked this instructor why he has not used them before; he stated the following:

The students do not make an effort to learn from these technological tools.

Also, Subject 2 was not in favour of using social media technologies to support his teaching as he thought it was not the formal technological platform to be used to support his teaching; he stated the following:

I do not use social media technologies to support my teaching because we have the official website Blackboard.

(Subject 4) also mentioned the following:

The students should expose to the language first in the class, and then teachers could use social media after that. Otherwise, if you use social media in the class, the students will be distracted, and they will not pay attention to the class.

As can be seen from the excerpts above, some English language teachers thought that they did not use social media technologies because either the students prefer the traditional way of teaching (teacher-centred) or the instructors did not want to use these technologies to support English language teaching because they may lose the control over their classes. One common reason can be inferred from the above responses, which is that these instructors were typical teachers who believe in one way of teaching, and they think that using certain supportive tools, like social media which seem to be distractive tools at least for these instructors may incur in the students' distraction. It is not right or wrong to use a specific teaching approach but taking in consideration the majority of the students' response in chapter 5 as well as some of the earlier excerpts in this chapter section 4, it seems that the students may welcome the use of social media technologies by their teachers, but it is down to the instructors to use or leave the use of social media technologies to support English language teaching. Every class, every student, and every situation differ from others. There might be situation that using social media technologies inside and outside the classes may attract the students to pay attention in the classes and serve the purpose of teaching English which is using the language. Also, there might be situations that the instructor decides what should and should not be used in the classes.

8.7 Potential role of social media technologies in improving English language skills

Based on the overall positive attitudes of the instructors, it was clear that using social media technologies, either formally or informally, could be helpful tools in EFL classes. As mentioned earlier, the majority of instructors thought that using social media could be useful to support English learning. Hence, it was viable to explore from the instructors' lenses the potential advantages of social media technologies on enhancing students' English language skills. Most of English instructors at Bisha University, Blagran campuses, college of Sciences and Arts, English department agreed that social media technologies use could improve English language skills. The findings revealed that social media technologies had a positive impact on English listening and speaking skills. Subject 11, for instance, indicated the following:

I think speaking and listening because they can practice listening by watching videos like Seeing YouTube, listening to music, picking up the accent, new words and new vocab. And for listening, they can try and imitate that, for example, record to their friends as in Skype or use, like Snapchat to record something in English. So I think listening and speaking, maybe writing but in a narrow context, like SMS.

This point was also raised by a female instructor, (Subject 15) who stated the following:

Listening and speaking, because they can see, and they can practice at the same time. Unlike reading and writing, which can be more useful, during the class.

This female instructor, Subject 15, had stated earlier on when he asked if she used social media technologies to support her teaching, and she noted that she did use YouTube to teach listening (see Section 4 above).

This finding was reflected in Subject's 3 response who indicated the following:

Speaking is an issue in Arabic countries. English in this country is a foreign language. The possibilities to speak English are very limited in our society, so it is the job of the teacher to create chances for the students. This is true, when the students have the chance to contact native speakers, they are going to be much better. This is an excellent chance to speak, and SM presents such chances for the students, When, you are contacting native speakers by using Facebook or WhatsApp. It is a good chance to correct pronunciation, and to have some new vocabs, yeah it will be a great chance.

This finding was also found in Subject's 12 response who stressed the potential benefit of using social media to enhance speaking skills. She indicated the following:

Here in Saudi Arabia, at least I believe that students are or they prefer speaking they don't like to speak, even in the classes you know. So, maybe in social media, they will have the courage they will not be shy, no one's know you or no one is judging you, you know. So, I think it's very helpful.

This finding was also echoed in, Subject's 4 statement who noticed an improvement in speaking skills with one of his students because the latter was using social media. I asked the instructors about the reason behind his students' improvement; he stated the following:

From using social media. From the games and from YouTube not from the books! The books are limited just for the courses, and you cannot impose the students to choose to speak the words in the books because social media provides more English than in the books.

As can be seen from the above statements, all the above responses above suggested that in Saudi Arabia, English is a foreign language and barely spoken in remote areas. In Saudi Arabia, English language practise is limited to the classes

that the students attended (Alrashidi & Phan, 2015). English language is a foreign language, and it is a challenging task for the students to practise English. Therefore, English listening and speaking skills can only be improved by practice, which is something that could be done in the classes. Still, at least for some English language instructors, in particular, those who used social media formally and informally to support their teaching had different opinions and thought that social media technologies could participate alongside the classes in improving the students' listening and speaking skills.

8.8 Suggestions for future use of social media to support English teaching

It was viable to ask the instructors about their future suggestions to use social media technologies to support English language learning. This question aimed to know which stages of using social media technologies according to SAMR model by (Puentedura, 2006) the instructors would suggest. Also, I was interested in whether the instructors would like to make any suggestions about the use of social media in English language classes to be taken in consideration by policy maker who are in charge of English language curriculum at the Ministry of Education in Saudi Arabia. When I asked them whether using social media would enhance the English learning classes in Saudi Arabia, all the samples (English language instructors) including those who showed some concerns with using social media technologies earlier agreed that in the future, using social media technologies to support English teaching and learning would result in a better English language environment in Saudi Arabia. Also, they made some suggestions for future uses, such as using these technological tools as a supportive tool and integrating some activities from social media in the English curriculum. Most of the participants suggested that social media technologies would be helpful to be a supportive tool to be used in EFL classes. It is also to demonstrate something in the class or to recommend it as a supportive tool so the students could follow up their learning.

Subject 4 who was found to use social media technologies informally to support his teaching (section 4) was in favour of using social media as a supportive tool to demonstrate something in the class provided that the students have the experience on how to use such platforms. He mentioned the following:

First the students have to get the experience on how to use them, so when they know how to do so, then, the teachers, for instance, can play videos and games and there should be a day for activities in classes then, the students will be improved.

Subject 11 who used social media formally in her classes had another point of view and she stated the following:

I would say to mix the traditional way with the modern way. So, the student must work, they must practice. For example, in the speaking class, they must speak. They must try to pronounce each letter, or each sounds good directly. But in the meantime, they should hear what they are supposed to pronounce. So I think the best way is to integrate the traditional way with the social media.

Subject 17 also in favour of using social media informally as supportive tools, he stated the following:

I think the best way is to use social media as an aid with the help of the teachers as the teachers can use them in the classrooms and the students at home but not rely on learning from social media itself. I think the best way is to blend the social media with the traditional class, so we can use them formally in the class and informally recommend the students to use them.

Subject 10 who used videos from YouTube to help her teaching pronunciation mentioned the following:

Sometimes we want to do some activities in the class to change the atmosphere so we show the students some videos and movies in English, so I am with using social media inside the class to support my teaching.

Subject 17 has made his suggestion of using social media technologies in class; he stated the following:

I could ask the students to access some links and this is a good way but I need to monitor the students not to go to other websites and apps. Also, using overhead projector to present some materials from YouTube and then we can discuss what in that materials.

Moreover, I asked the instructors if they have recommendations for stakeholders in Saudi Arabia regarding using social media technologies to help teach English. They made some suggestions with regard to integrating social media technologies to support English teaching. These suggestions included making the use of social media to become an educational policy in the English curriculum. Subject 3, for example who thought earlier in (see section 5) that social media is a very important and should be used as learning tools suggested the following:

I recommend integrating the use of social media technologies to support English learning in the educational policy. I also recommend integrating them in different university level, why we do not have a separate course about using social media in universities.

Another suggestion made by Subject 13, she suggested the following:

I think we need to see what the curriculum about. It is good to put some activities form social media in the Curriculum in Saudi Arabia to develop English learning. Not just at the university level, even in schools, it is better to do that.

Likewise, Subject 17 with twenty years of experience who used social media technologies to find new English materials for his students mentioned the following:

The administration and people who are in charge of English curriculum should think in using social media and integrate some activities from social media in the textbook itself so the students can follow up with their learning.

Subject 4 who used social media informally to provide his students with vocabulary and grammar highlighted the importance of integrating some activities in the English curriculum as he believed that this could help the students to improve their English skills. He indicated the following:

They should consider English skills and think about listening and creative writing that social media can provide. They should think about the activities in the books and know that YouTube can be useful.

However, as can be seen from the excerpts above, some English language instructors at Bisha University, Blagran campuses, college of Sciences and Arts, English department suggested that social media technologies could be useful tools to support English language teaching if they were used alongside the traditional way of teaching (teacher-centred approach). This finding was not puzzling as those instructors who made such suggestion were those who had positive attitudes and were found to use social media technologies either formally inside the class or formally to follow up his/her students' learning. According to the SAMR model, it seems that these suggestions fall in within the Augmentation and Modification stage (see *Figure 7*). Also, the instructors made some suggestions for future integration of social media into EFL classes. Interestingly, these suggestions were made by instructors who were already had positive attitudes towards using social media technologies and were already using them to support English language teaching.

8.9 Chapter summary

This chapter describes and presents the findings of English language instructors' at BUB concerning their demographic information, actual use and purpose of using social media technologies to support English language learning , It also provided the finding of the instructors' attitudes towards using these technological tools to support English language learning, the potential role of social media plays to enhance English language skills, and the future suggestions the instructors made for using social media to support English language teaching. There was a difference between Saudi and non- Saudi English language instructors, as the latter had more teaching experience and had more training on how to use modern technologies to support English teaching. It was found that there were two purposes for using social media technologies to support English language teaching. There were some instructors who used these technological tools formally in classes to present some materials to address pedagogical tasks. Another group of the instructors used them informally outside classes to provide the students with some extra information to support English language learning. The findings indicated that female English language instructors used social media technologies formally as a supportive tool to teach English language pronunciation, listening, and some other English language aspects. Technology competence and lack of administration support were found to be obstacles that face English language instructors from using social media technologies. Instructors' age was found to have a relationship with technology competence. The overall attitudes of the instructors were positive about using social media technologies to support English language teaching including those instructors who have not used social media for such purposes. The findings revealed that English language instructors believed in the benefit of using social media technologies to enhance the students' speaking and listening skills. Future suggestions to integrate social media technologies in English classes were made by the instructors which included using such tools as a supportive tool and to provide some activities in the English curriculum that involved using social media.

Chapter 9 Discussion

9.1 Introduction

This chapter will discuss the findings from the students' and their instructors' attitudes towards using social media technologies to support English language learning and teaching. It will present and discuss a description of the participants and their English background, a review of the research hypothesis, and a discussion of the main findings obtained from the research questions. As explained in chapter 5, descriptive analysis and multiple regression were used to analyse the survey to estimate the relative influence of individual factors that may predict the students' attitudes. Thematic hybrid analysis was used to analyse the students' focus groups and the instructors' interviews. The focus groups findings support the main results from the students' questionnaire with regard to their attitudes towards using social media technologies to support English language learning. The main findings of the English' instructors' transcripts will be presented and discussed in a separate section (9).

9.2 Description of the participants and their English background

A questionnaire and the students' focus groups were based on the Technology Acceptance Model (TAM) by Davis (1989). Also, an interview with English language instructors was created based on TAM. Two hundred twenty-two (N=222) students had undertaken the survey, and 40 students participated in the focus group discussions.

9.3 Research hypotheses

The researcher created some hypotheses based on the research questions (see Figure 9). These hypotheses were:

H1: Social media technologies have no impact on Saudi students learning English.

H2: The selected variables Subjective Norm (SN), Perceived Usefulness (PU), Perceived Ease Of Use (PEOU) will predict Saudi students' attitudes toward using social media to support their English language learning.

H3: There is no difference between females and males' students in using SM technologies (Facebook, Twitter, YouTube, WhatsApp, Snapchat, and Skype) to support English Language learning.

9.4 Overview of the main findings

The core of this study was to investigate students' and instructors' attitude at BUB toward using social media technologies to support English language learning and teaching. This study also investigates the potential role that social media could play in enhancing students' English language skills; and, what factors that may hinder the instructors from adopting social media technologies. Finally sought recommendations for greater integration of social media in English language classes and curriculum. The research questions were as follow:

- What are Bisha university students' attitudes regarding the use of social media for supporting English language learning?
- What are the English language instructors' attitudes in BUB towards using social media to support English language teaching?
- To what extent do the English instructors at BUB use social media technologies to support English language learning?
- What is the role that social media technologies could play in improving English language skills at BUB?

- What are the challenges or barriers that may hinder English instructors at BUB from using social media technologies to support English language teaching?
- What are implementable suggestions or recommendations for practice from an instructor perspective to integrate social media technologies in English language classes at BUB?

The study indicated that overall, the students of BUB and their English language instructors showed a positive attitude toward using social media technologies to support English language learning and teaching. The survey results indicated that social media have no impact on Saudi students learning the English language. It was found that the students both males and females at BUB had positive attitudes. This was supported by the focus groups findings that students at BUB stated that social media technologies could be useful as reference tools to provide new English language inputs and information. This happens when the students where English language outside the campus is barely spoken, exposed to some sorts of videos on YouTube or watching movies. This can be seen as some kind of practise what they learned in class and gain new English inputs. The students also stated that social media technologies could make English language learning enjoyable as they suit different language learning preferences. This could be attributed the dominance of teachers- cantered approach in English classes in Saudi Arabia. Also, the students' stated that social media allowed them to socialise with English language speakers around the world. This is not puzzling as the students at BUB may only have social media as a means for socialise and practise English due to the location and demographic situation at the study sitting.

Furthermore, the survey findings also indicated that gender was the strongest predictor in predicting the students' attitudes towards using SM to support English learning. There was a significant difference between male and female students' attitudes towards using social media technologies to support English learning. This could be linked to the restriction in Saudi Arabia on females' access to social spaces.

Moreover, the instructors' interviews revealed an overall positive attitude towards using social media to support English learning. Only female instructors were found to use social media technologies formally to support their English teaching. There was a difference between Saudi and non-Saudi English language instructors concerning the training on how to use modern techniques to support their English teaching. Non-Saudi English language instructors have had more training than Saudi instructors on how to use advanced technologies to support their education (see *Table 21*). Some challenges were found that prevented English language instructors from using modern technologies, including social media to support English language teachings such as instructors' technology competence and the lack of administrative support from higher authorities. Some instructors (old school) showed some resistance towards using social media technologies. Also, there were some suggestions made by the instructors to allow social media integration in the future to support English teaching and to overcome the challenges they encounter in the past (see *Table 20*).

9.5 Students' main findings discussions

This section will highlight and discuss the main results obtained from the students' questionnaire and focus groups discussions. It will present findings on the students' English language learning background, their use of social media technologies both in general and to support English language learning, and their attitude toward such practices.

9.5.1 Students' English language learning duration

The students were asked in the survey and in the focus group discussions how long they have been studying English. There are two English language student generations in Saudi Arabia. Until recent times, the English language was taught in Saudi Arabia as a foreign language from grade 7 which means seven years in total of learning English before joining colleges or universities (Mahboob & Elyas, 2014). Therefore, the first generation of English students studied English for seven years, including high school. This choice was made for those students studied in public schools. There was a wide misconception that learning English language may have a negative impact on learning Arabic, particularly on younger learners or may undermine the local customs cultures, and identity (Al-Seghayer,

2014). Nevertheless, due to the importance and the demand for the English language as it becomes the language of sciences (ur Rahman & Alhaisoni, 2013), the Ministry of Education (MOE) in 2010 introduced the English language as a compulsory subject from grade 4. Recently, on September 2020 the ministry of Education in Saudi Arabia announced that English language to be taught as compulsory subject from grade1 in public schools.

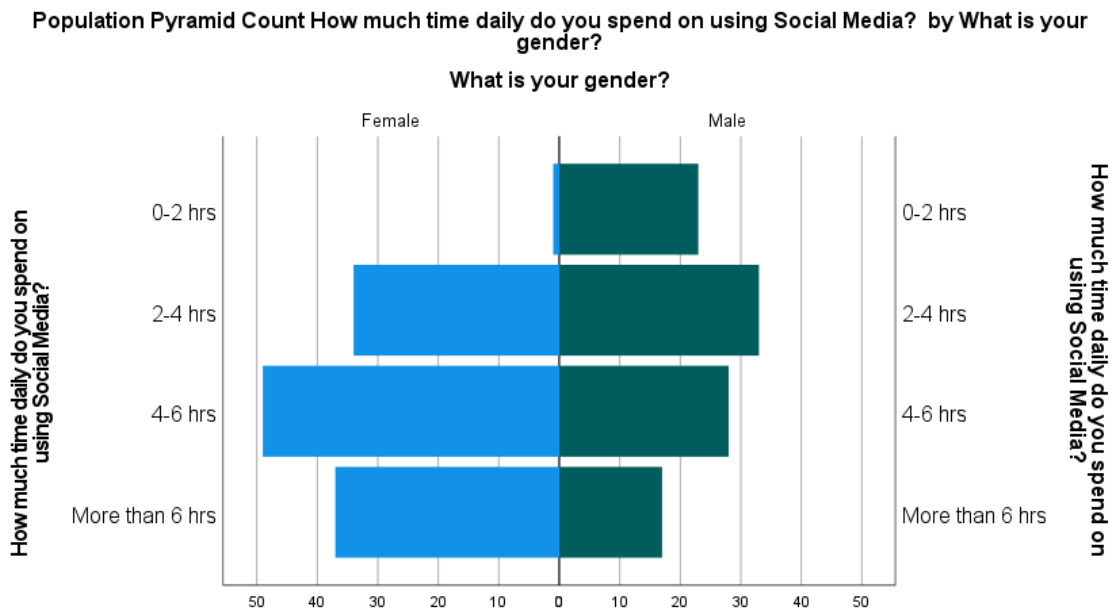
The findings indicated that generally the students studied the English language for more than seven years. It seems that most of the participants were included in the decision on 2010 and they have studied English for more than seven years. It is now the case that all the students in higher educations in Saudi Arabia have studied English for more than seven years before joining their universities or colleges. English language is given priority over any other foreign language and is the only language taught in public schools (Alrashidi & Phan, 2015).

9.6 Using Social Media

The students were asked in this study if they use social media technologies, how often and for what purposes they use social media technologies; and, their level of experience in handling such tools. The students indicated that they use social media technologies from 4-6 hours daily (see **Error! Reference source not found.**). They used them daily more often for social communication purposes than for academic (see *Figure 16*). This finding was reflected in the students' focus groups answers, and the students mentioned that they used social media technologies daily. This finding echoed the finding of (Alkhatnai, 2016) finding. He found in his study that the participants 1479 (Saudi students) spent twenty hours a week using social media technologies. Also, the students in this study stated that social media allowed them to socialise with English language speakers around the world as a means for social communication. This finding is consistent with (Sharma, 2019). Although the students could communicate with their friends by different means such as phone calls or face to face meetings, it seems that this is not enough when it comes to practise English. Arabic is dominant language in Saudi Arabia and it almost impossible to find someone to speak English with, especially if someone lives in a remote area such as the study setting. Also, some social spaces restrictions over females in Saudi Arabia

led the females to use social media as a means for social communication. Therefore, Social media can allow the students to find people around the world to speak English. Access to the internet through a smart phone device allows the students to use social media for social communication and practise their English at the same time.

Moreover, while the percentage of using social media by the students is high, there are some differences along gender lines in using social media technologies to support English learning. The results of the survey indicated that female students use social media technologies more than male students do. It was found that female students spent more than 4 hours more than males did on using social media technologies per day (see .



). This is normal in a country where there are some social spaces restrictions over females. It seems that gender as a predictor could affect or moderate the students' attitude towards using social media technologies (see *Table 17*).

There was a significant difference between male and female students, along with their attitude towards using social media to support English learning. The gender differences finding in this study was inconsistent with the Gender-Based Digital Divide model (Cooper, 2006). Cooper's model suggests that Female attitudes and anxieties toward using technologies can be attributed to societal stereotypes that can influence an individual's behaviour from early childhood. Parents who hold such beliefs consider boys more competent than girls. These societal stereotypes are further extended to formal schooling, where boys are taught specific subjects than girls. Previous studies proved this gender divide in technology use, such as (W.-H. D. Huang et al., 2013; Y. S. Wang, Wu, & Wang, 2009). These studies found that females were anxious about using the internet and moderated the social influence that can predict the behavioural intention of using modern technologies.

However, this could be true to some extent, but this is not the case in this study as female students were found to be more connected and spend more time using social media technologies. One possible explanation for such finding is that females now have more internet and computing access than before. The current

generation has equal access to computing devices and phone, which they can get exposed to the internet from an early stage. This explanation is in tandem with (W.-H. D. Huang et al., 2013). Also, some cultural norms in Saudi Arabia in general on females' social spaces to socialise alone outside their homes may justify the gender attitudinal differences.

Moreover, it was found in the survey that the participants indicated a high prevalence of computers at home, smartphones, and internet access (see *Table 9*). With high availability of smartphones and accessibility to the internet, the gender divide in technology use might be diminished (Mossberger et al., 2003). Also, the results of the current research echoed the individual report ICT survey results (CICT 2015) on Saudi Arabia by the Saudi Communication and Information Technology Commission (CITC) which revealed that Information and Communication Technology (ICT) use is higher among female than males. This report showed that 96% of the internet user were females compared to 88 males. The report also indicated that women spend more time online as 45% of female users reported that they spend up to 8 hours a day using the internet. One possible justification for the greater use of social media by the female students in this study could be that their gender identity is mainly constrained by a host of social and religious norms. Till recently women were not allowed to drive and not allowed to socialise with their friends outside their homes and travel alone unless they are with a guardian "*mahram*" In Arabic which reduce face to face interaction and thus explains the more use of social media for social communications. This justification is in tandem with (Bourdaloie, Silveri, & Houmair, 2017; Oshan, 2007).

9.7 Social media platforms used to support English language learning

The students in the questionnaire and in the focus groups discussions were asked which social media technologies they use to support their English language learning. In the survey, the answers were limited to six options which were (Facebook, Twitter, YouTube, WhatsApp, Snapchat, Skype). However, in the focus groups, the students were asked an open-ended question to identify the

specific social media app(s) used by the students to support English language learning.

The finding of the quantitative data revealed that YouTube was the most common social media platforms used by the students to support English learning. It was found in the survey that female students used YouTube more than male students (see *Figure 18*). The answers from the focus groups discussion supported this finding as the students had a positive attitude towards using YouTube as the most used social media platforms to support English learning. The students from the focus groups mentioned that YouTube helped them to support their English speaking and pronunciation by familiarising them with additional English vocabulary that were not being learned in the classes (see *Table 19*). The finding is consistent with connectivism theory by (Siemens, 2005) that shows how the internet nowadays creates opportunities for people to learn. This finding is also consistent with (Abidin et al., 2011; Benson, 2015; Brook, 2011; Hussin et al., 2020; Jalaluddin, 2016; Kabooha & Elyas, 2015; H.-c. Wang & Chen, 2019). These studies were conducted to explore the affordance of YouTube as a supportive tool. They found that students like to use YouTube as the latter provides some advantages for English language students such as authentic language, vocabulary, and varieties of English spoken around the world, and is aligned with some students' learning styles. This finding is also consistent with (Arndt & Woore, 2018). They found that YouTube could be a useful tool to acquire the target words and help a lot in recalling their meanings.

This suggests that language students using videos can learn some targeting words either spontaneously (incidental learning) or intentionally like formal learning. This suggestion was in line with some students' responses in the focus groups discussions (see *Table 19*). The students were positive about using YouTube to support their English learning. They made it clear that watching YouTube helped them much to develop their English vocabularies and built new ones. It is true that Informal Second Language Learning (ISLL), which occurred outside the formal learning environments via online media, could provide new inputs in different models (visual, auditory) as suggested by (Toffoli & Sockett, 2010). Because the greater the interest of the content, the greater the learner engagement. This description is consistent with Krashen's (1981) comprehensible

input hypothesis that states encountering new input through different models of learning could facilitate learning. Moreover, these findings above are consistent with the social learning theories of Bandura's (1977) Social learning Theory (SLT) and Vygotsky's Sociocultural Theory (SCT) (1962) that stress that all learning is social and accomplished through social modelling and social interaction.

9.8 Students' attitude towards using social media to support English learning.

In the fourth part of the survey, the students at BUB were asked to rate their attitudes toward using social media technologies to support English learning. In this section, the findings from the students' survey items as well as the qualitative data findings from focus group discussions regarding the students' attitude towards using social media technologies to support English language teaching will be combined and discussed.

As can be seen in Table 10, the overall attitudes at BUB were positive with a mean of $M = (4.09)$, $SD = (0.93)$. Also, despite some concerns, there is an evidence of a positive attitude from the students' focus groups discussions, most significantly from the students' response to a direct question about their attitude towards using social media to support English learning. As can be seen in *Table 19*, the students' attitudes towards using social media applications were positive, and they thought that such technological tools are useful to support English language teaching. This finding was also reflected in the students' focus groups findings as they stated that social media technologies allowed them to be familiarise with additional English vocabulary and English language varieties (see *Table 19*). For instance, S2-FG9 stated that social media could be extra source of information to be familiarise with English accents and vocabulary, she mentioned:

“I learn new vocabulary. When watching movies you learn that there are two accents in English, there's the American accent, which mostly, most of the people talk with it and the British accent, which is in BBC, it is more formal talks, but you know, these accents have more

similar, words, but is when you hear it, already have a background about it, even when the teacher says that this is a British word, or this is a British or American accent or word, we already know that because we have seen it in social media, and you already heard it. So, you have a background about it". (S2-FG9).

Furthermore, the students believe in the affordance of using social media to support English learning. This was indicated in the responses on some items; for instance, the students agreed that social media could be useful tools to support English learning. Item 2, for example, "I enjoy learning English from social media technologies" scored a mean of 4.25 (SD=0.85). It was also found in the focus groups discussion with the students that social media could provide an enjoyable environment to learn English (see *Table 19*). For instance, S2-MG6 stated

"I think it's an enjoyable way of learning. Sometimes, you get bored from the traditional way when the Dr speaking and students are just listening, changing the way by using the phone for 13 -15 minutes. I think this is a good way of learning" (S2-MG6).

Moreover, Item 8 "I like to use social media to support my English learning outside the campus", indicted a positive attitude by the students towards using social media to support English learning. This also was reflected in the students' response in the focus group discussions. The students mentioned that social media could be useful tools to socialise with English speakers around the world. For instance, S1-MG6 mentioned:

"The society here will not help you in improving your language. So, the other way, which is the best is going to social media and look for friends from other countries. I think the native speaker of English, and this is my speciality English language and speaking with someone very good in English, that's will improve me. This is why I told you that social media could help me to improve my language" (S1-MG6).

These findings above are consistent with (Akhiar, 2019; Al-Qaysi, Mohamad-Nordin, & Al-Emran, 2020; Alamri, 2019; Alqarni, Lally, & Houston, 2019; Fithriani, Dewi, Daulay, Salmiah, & Fransiska, 2019; Kabooha & Elyas, 2015; Lee, 2019). The findings of these studies revealed that from the students' perspectives, social media technologies could be a fruitful tool to support and

enhance language learning. Also, the results above are in line with social learning theories (SLT) Bandura's (1977) and Vygotsky' (1962) sociocultural theory (SCT) which stress that all learning can occur and accomplish through social modelling and interaction.

Of course, it is not easy to establish the reasons behind the students' positive attitudes and to make a rigorous claim. These findings might indicate that the students of the English department at BUB like to support their English learning by using different tools, including social media technologies. This finding is not puzzling as it is consistent with previous studies conducted regarding this domain such as (Alkhatnai, 2016; Sharma, 2019) (H.-c. Huang, 2015). These studies found that the students had positive attitudes towards using social media technologies because these technologies can be useful as learning tool.

One good reason for the students to have a positive attitude toward using social media technologies to support English language learning could be the need for English exposure. An emerging theme from the students' focus groups was that social media could be useful to familiarise the students with new vocabulary and different accents. In Saudi Arabia and in Balgarn estate (the study setting), English is a foreign language; therefore, the students could barely practise their English outside the campus. As mentioned earlier by S1-MG6

“The society here will not help you in improving your language. So, the other way, which is the best is going to social media and look for friends from other countries” (S1-MG6).

My study's finding regarding the students' positive attitudes towards using social media technologies to support English language learning confirmed the findings of previous studies (Arndt & Woore, 2018; Karami, 2019) that social media technologies could provide new vocabulary knowledge for second and foreign language learners either by reading blogs or watching videos. Technological tools such as social media could help in such a situation and provide new information and vocabulary for the students even if they do not use these technological for learning vocabulary. Using social media technologies could result in incidental learning which provide something new and perhaps interesting to the students and for this reason they may reckon such usage as beneficial.

Furthermore, another emergent theme from the students' focus groups was social media are useful because it could make English learning process more enjoyable. These findings were in correspondence with (Mathew & Alidmat, 2013) that utilizing technological tools with creative teaching practices allow the teaching-learning process to be more effective and interesting. A substantial indication for such positive attitudes is that the students believe in the affordance of social media technologies and perhaps using such technological tools would fit their social learning strategies and styles. When using social media technologies to support English learning, this involves listening to conversations or watching videos. These kinds of drills and activities may not be carried out in classes as some language instructors may prefer delivering classes by talking to their students, hence there might be a gap between language learning preference and language teaching styles. This gap was confirmed in a previous study conducted in Saudi context by (Alnujaidi, 2019) that found a gap between students' learning preferences and teachers' teaching styles. It is known that English language teaching in Saudi Arabia is a teacher -systematised approach, which has been criticised for many years (Alrashidi & Phan, 2015; Alshahrani, 2016; Fareh, 2010; Mahboob & Elyas, 2014; ur Rahman & Alhaisoni, 2013). Fareh (2010), for instance, conducted a study to find out challenges to teaching English in the Arab world, and concluded that one of the issues was inadequate English teaching methodology. He found that teachers spent more of the class time talking and explaining which makes the classes boring for the students.

However, there are many ways that social media could make English learning enjoyable. The students in social media are no longer passive recipients of transmitted knowledge. They are, however, active students in the learning process. Teaching English is all about communication, not only in one-way direction through formal lectures. Introducing social media technologies into English courses and recommending them as supportive tools may not only make English classes more exciting and fun, but the students are learning essential skills like collaboration and communication at the same time (Friedman & Friedman, 2013). Allowing for some technology use in classes could also involve

students to contribute in classes conversations. One could argue how? Shared Thinking by (Bowskill & Lally, 2018) as a new model of technology use in classes may be on good strategy to integrate social media technologies in English classes . Shred thinking as suggested by (Bowskill & Lally, 2018) involve peer learning but not necessarily being tested on a predetermined choice. It generates ideas within groups. In simple words, a teacher creates a group discussion on WhatsApp or Facebook. Then, he or she presents a topic to be discussed. Students write down their ideas about that topic; and start discussing their ideas in small groups to come up with a group decision. The ideas then posted on the Facebook page or the WhatsApp groups to be voted for. Digital representation of the groups' ideas now is established. Finally, the teacher responds to these ideas. Therefore, using this model or any other models to integrate social media technologies in EFL classes may fill the gap between the students' learning preference and the instructors' language teaching styles and allow for more convenient language learning process that addresses different language learning preference. This suggestion is in line with Krashen's (1981) comprehensible input hypothesis that highlights the importance of using different learning models to facilitate learning and is also confirmed by S2-MG6

“I think it's an enjoyable way of learning. Sometimes, you get bored from the traditional way when the Dr speaking and students are just listening, changing the way by using the phone for 13 -15 minutes. I think this is a good way of learning” (S2-MG6).

Moreover, the students had positive attitudes towards using social media technologies to support English language learning because these technological tools allow them to socialise with people around the globe, which can be seen as an opportunity to practise speaking. One possible interpretation for such a positive attitude is that social media technologies may be the only tools available for the students to support their English language learning. The students of this study live in a remote area and they only learn English inside the campus. So, when it comes to practise and support English learning, the only way to do so in such a remote area where English language speakers outside classes are barely found, is to use social media technologies. It was evident in the students' focus group discussion of this study that social media did help the

students to carry out social communication with people from different countries, and allowed them to come across some new English words and accents (see Table 19). These finding echoed the previous finding of (Sharma, 2019).

However, according to the Technology Acceptance Model (TAM) by Davis (1989) two factors could affect the people attitude towards using social media technologies: Perceived Ease Of Use (PEOU) and Perceived Usefulness (PU). The result of the model regression indicated that all the factors of this study were significant in predicting the students' attitudes (see *Table 16*). Gender was significant factor in predicting the students' attitudes. This could be attributed to that social media seem alternative solution for females to socialise with friends and therefore, there was a high use of social media. The model finding is not puzzling as it is in line with enormous empirical studies that found Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) are significant factors that could predict people's attitudes towards technology use (Venkatesh and Davis, 2000). Perhaps, for this reason, the students reckoned using social media was a practical tool as they can learn at any time and from anywhere. This reason is reflected in the focus group discussions and how the students' perceived usefulness of using social media technologies to support English learning. They indicated that such technological tools were useful. It is known that the more accessible and more useful a technology is, the more positive attitude toward using such techniques.

9.9 Instructors' attitude toward using social media to support English language teaching

Chapter 7 of this study was dedicated to investigating English language instructors' attitude toward using social media technologies to support English language teaching. Eighteen (N=18) English instructors were semi-structured interviewed. There was an equal number of male and female instructors N= (9) from each gender. The results indicated that the overall attitudes of these teachers were positive about using social media technologies to support English language teaching, even if some of them did not use these technological tools but they still had positive attitudes towards using them. The data also revealed that some of the instructors used social media technologies formally in classes to

present and model some English pedagogical issues concerning English language skills, aspects, and subject such as pronunciation, listening, syntax, vocabulary, English literature etc. Other responses indicated that the use of social media was for providing the students with extra information to help the students to be improved. According to these optimistic points of view, social media technologies were familiar tools to the students, could facilitate the language learning by making the classes enjoyable (see *Table 20*). For instance, Subject 11 stated the following:

"I think using social media technologies makes the students interested in the class and facilitates the classrooms. I don't know if I express myself clearly but to make the information easier for the students. Because they saw something, and if they hear it, if they try it, they become interested in the class, they will be interested in the learning process itself".

These positive attitudes showed by the teachers towards using social media to support English language teaching were in concurrence with for example (Alanazi & Thompson, 2019; Allam & Elyas, 2016; Basargekar & Singhavi, 2017; Brook, 2011; Kafyulilo, Fisser, & Voogt, 2016). In these studies, it was found that instructors have a high positive attitude towards using modern technologies, including social media. In these studies, the teachers believed in the pedagogical benefits of advanced technologies, including social media. However, in the current study, In addition to the pedagogical benefits of using social media to support English language teaching, these positive attitudes even for some instructors that did not use them at all could be attributed to the fact that the instructors were aware of Saudi Arabia's reform plan (Vision 2030) announced by the Saudi Crown Prince, that stresses the importance of using modern technologies in all the government sectors, including educational settings. This awareness was apparent in their optimistic views about using social media to support English learning and the critical role that such technological tools could provide to English language teaching. For instance, Subject 3 stated:

“Now KSA is changing and getting better and all the members in our small society here in the university try to participate in achieving this vision” (S3).

One reason that made the instructors positive about using social media technologies is they thought that the students were familiar with using social media technologies which may ease and smooth any potential integration of these technologies in classes. This finding is in correspondence with (Kitchakarn, 2016; Salloum et al., 2018) who confirmed that perceived ease of technology use, including social media could affect people’s attitudes towards using these technologies. According to Technology Acceptance Model (TAM) by Davis’ (1989), the easier the technology to use, the more useful it will be. Generally speaking, the students nowadays may have no problem in using social media technologies. It is almost impossible to find students at university level with no background of how to use social media. Even if there is a unique case that have no background of how to use social media technologies, social media itself can provide a guide and demonstrate how to use any new application. Also, in YouTube sometimes, there are videos posted by people to show how to use almost anything. Therefore, it is justifiable to find that the instructors in this study had positive attitudes towards using social media technologies to support English teaching as they just thought that these technological tools are easy to be used by their students.

Moreover, another reason for the positive attitudes showed by the instructors towards using social media technologies to support ELT was using these technological tools could make the learning enjoyable. For instance, Subject 7 stated:

“I think it's very attractive and helpful for students, and for us as teachers. They enjoy using social media because it is more relevant to their lives. Instead of just teaching as in the old way or the traditional way, it is always better to include something new” (S7).

It seems that there is a consensus between the students and some instructors that using social media technologies could facilitate the English learning and teaching by making it more enjoyable. This consensus is in contrast with

(Alnujaidi, 2019). In his study, he found a gap between what the students' language preference and the English language teaching styles in Saudi Arabia. Huang (2018) stresses the importance of learning styles on English language achievements.

It is also worth mentioning here that this point of view that social media could make the language teaching enjoyable was mentioned by these teachers who used social media formally as reference tools in classes to support teaching English language skills and aspects such as listening , pronunciation, and English literature (see section 8.9.1 below). One of them (Subject 10) stated that watching and listening at the same time could facilitate the learning and make it enjoyable and interesting. This finding also was reflected in (Subject 11, and 15's) responses. Subject 7 also mentioned that using social media technologies sometimes is better than the traditional way of teaching because the students were attached and familiar with these tools. It is evident that these teachers above used social media technologies and they recognised the benefits of using such tools to make the classes livelier. It is indicated earlier that the students are familiar and attached to social media, therefore, what is better than using what the students love and familiar with to demonstrate something in class. Sometimes as teachers, we might need to give examples from real life to make our students enjoy and bring their attention to some point. Here, using social media to present some pronunciation examples could make the students learn the mouth shaping and the utterance itself. Of course, the English language instructors could do this without using videos, but it is useful to allow the students to see and hear the proper utterance and rehearse it if needed. Doing so would allow students with different language learning preference to learn according to their learning preference and shift instructors' roles from controllers to monitors.

9.9.1 Actual use of use social media technologies to support ELT

The findings revealed that some of the English language teachers were using social media technologies formally in classes to present and model some English pedagogical issues concerning English language skills, aspects, and topics such as pronunciation, listening, syntax, vocabulary, English literature etc. Other

responses indicated that the use of social media was intended to provide the students with extra information to help the student learning outcomes to be improved.

Subjects 10,15,11, and 9 all stated that they used social media technologies to support English language skills and aspects such as pronunciation, listening, syntax, vocabulary, and English literature. These findings are consistent with previous studies (Hussin et al., 2020; Jalaluddin, 2016; H.-c. Wang & Chen, 2019) that found instructors using social media technologies to support English language skills.

In addition, the findings revealed that all the instructors who used social media formally to support their English language teaching were young female instructors with teaching experiences four years and below. The finding of gender differences in using social media is in tandem with a previous study in Saudi Arabia by (Alwraikat & Al Tokhaim, 2014), which found a gender difference in favour of female instructors in mobile learning. Also, the finding with regard to the generational differences is not puzzling if it is compared with what Prensky 2001 pointed out. Prensky (2001) stated that “digital natives”, which could be applied to the young instructors in this study, lived surrounded by technology and therefore, they like to balance process and multi-tasks and have a preference for graphics rather than plain text. It is suggested that If it is assumed that the young female instructors are digital natives then this may be one possible explanation for their willingness to use social media technologies formally to support their English language teaching. This suggestion is consistent with (Mulder, 2016). Secondly they might believe that the new student generation may be process the information faster thorough the use technology. The suggestions that these young female instructors may be more interested in collaboration learning or that they may have had different learning styles from the other instructors is consistent with (Oh & Reeves, 2014). Moreover, it is suggested that these young female instructors might be described as "Early adopters" based on the diffusion of innovation theory adopters' classification by (E. Rogers, 1995) (see Figure 5). According to Rogers, early adopters, tended to be younger and often more educated, which could be applied to these young female instructors.

However, this does not mean that the traditional classes without using technology would be complicated or the other instructors were not doing their job well. It could be sometimes that using technology does not fit well with students especially if we have some students with learning difficulties and need more attention.

Moreover, some instructors stated that they used social media informally outside the class as an extra tool to support the students' English learning. It could be used to send some English materials to follow up with English classes or as in the case of flipped learning tools to familiarise the students with future classes. The use social media technologies informally to reinforce the English language learning is consistent with (De Wilde et al., 2020) who highlights the importance of informal learning to support formal learning. Also, these findings of the actual use of social media technologies authenticate Connectivism by (Siemens, 2005) which tries to understand the role of learning in the digital age and focuses on how modern technologies including social media could contribute in new learning contexts. This was found in this study as some instructors used social media in classes and outside classes to create a flexible learning environment that differs and offers something useful to their students.

However, in attempt to understand the reason that some of the instructors use these technological tools only informally, one of the instructors (Subject 4) raised a concern earlier one in (Chapter 8, section 5) that the students' might not be familiar with using social media technologies in English classes. This statement is in contrast with the findings from the students' responses on the survey (Chapter 6, section 4.2.2) that showed medium degree of positive attitudes towards perceived ease of social media use to support English language learning. It also in some ways contradicted by the findings of some instructors' statements who stressed on the use of these technological tools to support English language teaching because they thought that social media technologies were familiar and easy tools to their students.

9.9.2 The role of social media in improving English language skills

It is evident that English language instructors in this study acknowledged the importance of the role of using social media technologies to support English learning. For instance, some of these instructors use these technological tools to support teaching English pronunciation, enhance English language skills, and support English literature teaching by using videos based on the literature. On the other hand, some of the English instructors use social media technologies as informal tools to recommend and encourage the students to practice their English language skills outside of class. Since the instructors had an overall positive attitude towards using social media technologies, it was viable to find out from the instructors' perspectives, which English language skills could the students benefit from using social media technologies to support English language learning. The findings were not puzzling as the instructors' indicated that using social media technologies to support English language learning and teaching could enhance the students' listening and speaking skills. Therefore, this is an indication that indeed social media technologies could play a useful role in enhancing the listening skills. It is evident that the students use social media technologies daily to support English language learning (see).

Also, the findings indicated revealed that YouTube was the most social media application used by the students to support English language learning (see *Figure 18*). So, one may wonder for what reason the students use YouTube daily to support English language learning. One possible answer for that could be listening is the first skill to develop so the students use YouTube perhaps not for reading or writing as most of the content in YouTube are videos. The students used it for listening and watching because students often say they do not get as much listening input as reading in more traditional classes. This is true to some extent as some teachers they just spending times in explaining the tasks' instruction. Also, In Saudi Arabia, if someone wants to listen to English conversations, he/she seeks for media. Therefore, the instructors seem aware of the students' needs and they believed that listening to a different genre of

videos can develop English listening. These findings are consistent with (Jalaluddin, 2016; Kabooha, 2015). These studies found that using YouTube could develop vocabulary building, listening skills, and make students aware of varieties of English spoken around the globe. Once again, there is consensus between the students' frequency of using social media technologies to support English language learning and the instructors' perspectives towards the role of social media in enhancing English listening skills. This frequent use may expose students to the target culture and language in many ways. This use may also promote self-learning by watching videos and clips, which may encourage the students to develop their listening and speaking competences.

In addition, English is a foreign language in Saudi Arabia, so the chances to speak English outside the campus are limited. The instructors stated that using social media by the students could enhance their speaking skills (see *Table 20*). Also, it was found in the students' responses that using social media use to support English language learning students could allow the students to socialise with English speakers around the world. Some English instructors (Subjects, 11, 3) stated that social media technologies will help the students to pick up English accents and new words which would help in speaking. Also, Subject 12 stated that the students were less motivated in practise speaking in classes because they fear bad judgment on their speaking skills by their teachers. These findings are consistent with (Al-Jamhoor, 2005; Sharma, 2019). Also, the lack of English vocabulary in English textbooks in Saudi Arabia may also provide an explanation for instructors using social media to provide authentic language materials for speaking skills. This finding was not altogether unexpected as English curriculum and its teaching approach in Saudi Arabia were and are subject to question (Alrashidi & Phan, 2015; Alsaif & Milton, 2012; Alshammari, 2016).

In addition, if comparing the instructors' attitudes towards the role of social media technologies in enhancing English language skills to the finding of the students' purpose of using social media technologies (see *Figure 16*), and the students' attitudes towards using social media technologies, it is clear that there is a general level of agreement between instructors and students that

social media technologies can allow social communication and enhanced speaking skills is consistent with (Alsahil, 2017; Sharma, 2019).

9.9.3 Factors may affect social media technologies integration as supportive tools in English language teaching

Based on a the pilot study (Alqarni & Lally, 2019) and existing research, it was decided to explore: instructors' technology competence and administrative support as potential factors that may affect English instructors to use modern technologies, including social media, to support English language teaching. The findings indicated that most of the language instructors in this study agreed that a lack of technological knowledge and administrative support including internet signals and computers were the main factors that may constrain English instructors from utilising modern technologies, including social media to support their English language teaching.

Instructors' technology competence, the perceived ease of use and the perceived usefulness are vital in technology uptake in education (Joo, Park, & Lim, 2018). Technological self-efficacy is the belief in one's own ability to perform a task using technology. In this study, a remarkable number of instructors stressed the importance of having technology competence. This suggests that technological competence can support an instructor's pedagogical approach and play an essential role in technology integration. It seems that there is a bi-directional relationship between the instructors' use of technology, their technical competence; and, their attitude towards using social media technologies to support and enhance their teaching. According to the Technology Acceptance Model (TAM), perceived ease of use has an influence on perceived usefulness, in simple words, the easier to use a system, the more useful will be. Technical competence is as essential as other 21st - century skills such as communication and collaboration (Ertmer, Ottenbreit-Leftwich, & Tondeur, 2015).

In this study, eight out of eighteen instructors had received some training on using technologies to support English teaching. Instructors with training were generally those with more teaching experiences. However, in the findings, there

was a weak link between *old-school* instructors and lack of technology competence as a potential factor that may affect social media integration in the future. Some of the participants in the interviews mentioned that some *old-school* teachers might not be in favour of using modern technologies as they were assumed to prefer the traditional modes of teaching.

It is not easy to conclude that instructors age could be linked to low technology competence, but it was found in some instructors' responses that old school teachers may resist technology use in classes and this resistance may be linked to their low technology competence. Therefore, one of this study limitations is not focusing in depth on exploring the technology competence of the instructors. This topic is suggested as an area for future studies.

Selingo (2012) notes that there can be resistance to technology from some educators. Educators who refuse to adapt and continue to insist that the only way to learn is via "chalk and talk" methods will find themselves hopelessly obsolete. While this true to some extent, one may argue this as when COVID-19 affected the learning globally, students also showed some resistance to online learning and instead prefer face- to- face learning. Blended learning (face to face with online learning) may best fit for teachers with low technology competence and students who are in favour of face- to- face learning.

Moreover, the findings may suggest that teachers need more training and support on how to use modern technologies to support English language teaching. This suggestion is in line with (Watty, McKay, & Ngo, 2016). The Technology Acceptance Model (TAM) can provide a useful perspective to view such a finding to help those teachers to understand the benefits of using modern technologies in their teaching. However, more support and training is needed to ease the use of such technologies as alongside the provision of more information is to be provided to them so they can exploit the potential affordance of these innovative tools.

Moreover, another factor indicated by the instructors that may affect using social media technologies to support English language teaching was a lack of administrative support to do so. Effective integration of modern technologies, including social media, to support English language teaching and learning, can play a vital role in developing countries, including Saudi Arabia. Instructors' lack of confidence and encouragement was reported by the instructors in this study, as a potential obstacle towards social media integration to support English teaching. In this study, some of the instructors reported that they do not receive much support to use social media. They only received support to use *Blackboard* a learning management system LMS. They also mentioned that the university' facilities, such as lack of computers and weak internet signals, are also affecting the use of LMS and will have a negative impact on any plan of using social media technologies to support English teaching.

The findings also suggest that these factors affecting social media integration from the instructors' perspectives are both non-manipulative factors and manipulative ones. Non- manipulative factors are these factors that cannot be changed, which is related to the instructor him/herself. For instance, teachers' age and gender, as indicated earlier, cannot be influenced by the university' administration. Manipulative factors, however, such as enhancing the university' infrastructure and facilities and providing training and encouragement can be influenced by the university' admin and policy. This classification is in line with (Basargekar & Singhavi, 2017). It seems that the university' policy can play an important role to address some of these factors that may encounter English instructors while planning to use social media technologies.

9.10 Suggestions for future use of social media to support English language teaching

After knowing the instructors' perspective towards using social media technologies as supportive tools; and, what might be the factors that may hinder using such technological tools to support English teaching, it was practical to allow them to make recommendations in respect of future utilisation of social media to support English teaching. The findings indicated that in the future,

some instructors think that social media can be used as supportive tools along with the traditional ways of teaching. They reckoned this approach as a useful one to enhance the learning environment and to teach some English language skills. According to Puentedura (2006) Substitution, Augmentation, Modification, and Redefinition (SAMR) model, these recommendations made by the instructors indicate that social media technologies could be used as transformative tools in English classes. This means that in the future social media can be used to modify and redefine the English classes by adapting more of these technologies. This also suggests that the teachers ascertained that using the traditional way of teaching at least for this generation is not enough, therefore, adding a fruitful tool by using social media technologies formally and informally would make the learning environment better and enjoyable. Also, they indicated that using social media technologies in the class would make English classes more interesting. This suggestion made by the instructors indicates that the English instructors believe in social media pedagogical affordances, such as the possibility of improving the students' English language skills and mixing different learning resources. This suggestion is consistent with (Manca & Ranieri, 2013).

However, there is a single obstacle indicted by some instructors that may prevent a full integration of social media from supporting English teaching. Students' experience in using social media technologies is essential in this stage of integration. I believe that this obstacle may not be a real obstacle that may prevent a full integration of social media from supporting English language teaching either formally or informally. The students nowadays have an instinctive understanding of social media use when compared to the past (Mulder, 2016). Also, the findings of the focus group discussions suggested that the students have no illusions about perceived ease of social media use. Nevertheless, this suggests further research to know whether a students' lack of technology experience can prevent instructors' adoption of social media technologies in class.

Furthermore, the findings showed that some English language instructors in this study agree to recommend social media technologies in the educational curriculum and policy community. Some of the instructors in this study have highlighted the importance of using social media to support English teaching.

They recommend integrating some activities from social media in the English curriculum. They also suggest that this integration in the curriculum should be in line with the current curriculum and serve the purpose of developing high quality English language skills.

However, it is advisable to understand the nature of the learning that occurs on these social media platforms. This suggestion is in tandem with (Merchant, 2012). This understanding allows us to understand whether students use social media technologies for intentional learning or casual learning. Also, it is essential to know the relationship between that learning that occurred on social media platforms and formal learning that takes place in classes (Cox, 2013). Many studies suggested the integration of social media technologies to support formal and informal learning. Some researchers suggest that social media integration can seamlessly combine both formal and informal learning. While others Crook (2012) suggest that attempting to combine non-formal and formal learning can be problematic. It seems fair to suggest that to establish a decent approach to integrate social media technologies integration in the future in educational settings, one should understand the pros and cons of these technological tools. It is also important to consider recent technology development, decision-makers' initiatives, instructors' mindset, and access to social media before any future integration. COVID-19 times proved that in Saudi Arabia, some instructors were not prepared for E- learning. Their attitudes and technology competencies were at low levels. Not even the instructors were ready, but in addition the Ministry of Education was not ready for E-learning when COVID-19 affected the educational system despite having established centres for such purposes. It took weeks for the Ministry to establish E-learning platforms to allow the students to continue learning.

Therefore, it is useful to theorise social media integration to understand that the nature of learning that may occur by using such technological tools and how this may impact on the educational settings. These suggestion are in tandem with (Greenhow & Lewin, 2016). For instance, Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The primary theme in this theory is that social interaction can play an important role in cognitive development and

language learning. The implication of the above suggestions to understand the nature of learning occurs in social media, understanding people's mindsets, technology development and infrastructure and establishing a decent approach of integration, may have a positive impact in future integration of social media technologies in education systems.

9.11 Summary

This chapter has provided a discussion of the main findings found in this study. It provides information about the participant in this study and some background information. An overview of the main findings was presented and discussed in different sections including an analysis of students' attitudes towards using social media to support English learning from both the survey and focus group results. This chapter also discusses the findings from the English language instructors and the gender differences found in their formal use of social media technologies to support English language teaching. Barriers that may prevent social media use by the instructors to support English language teaching also presented and discussed. Finally, recommendations made by the English language instructors for future social media integration to support English language teaching is also presented and discussed thoroughly. In the next chapter, a general overview of the study, its limitations, possible areas of further research and recommendations for practise will be presented.

Chapter 10 Conclusion

10.1 Findings overview

As we have seen in the previous chapters, this study investigated students and English language instructors' attitudes at BUB towards using social media technologies to support English language learning and teaching. Two instruments (Survey and Focus groups) were used to examine the students' attitudes towards using social media technologies to support English language learning. Two hundred twenty-two undergraduate students were studying English at BUB took part in the survey. 101 of these students were males, and 121 were females. Six social media technologies were used in this study: Facebook, Twitter, YouTube, WhatsApp, Snapchat, Skype. These specific technological tools were suggested to investigate the students' attitudes towards using these tools to support English language learning (ATT), Perceived Usefulness (PU), Perceived Ease of Use (PEOU), Subjective Norms (SN) and gender. In addition, the focus groups for male and female students were held in both campuses. They were forty students $n = (40)$ 10 groups; each group has a maximum number of 6 students as a maximum number of 6 students. There were four groups with twenty male students, the same with female students.

The following conclusion may be drawn from the findings on students' attitudes towards using social media technologies to support their English learning as follows:

- The students at BUB have positive attitudes towards using social media technologies to support English language learning. This finding was also found in the students' answers in the focus groups, as they stated that social media technologies could be a reference tool to provide additional information and English input, could make English learning enjoyable and attractive, and could be tools for social communication. These findings indicated a need to change in English language teaching methodologies to allow more flexibility and productivity. Also, it seems that English language community in KSA may need to adopt some activities from social media to expand English language learning environments in Saudi

Arabia. These findings also suggested social media technologies could be useful tools for practise English and interacting with people in environment where students struggle to put English learning in practices.

- There was a significant difference between male and female students' attitudes toward using social media technologies; the females were more likely to have a positive disposition than males toward using social media technologies to support English learning. Female students were found to use YouTube more than males. Females students also spent more times on using social media technologies comparing to males. These findings indicated that beside the remote location of BUB as this may consider an isolation factor for both male and female students from engaging with more educated people, there a clear link that social restrictions on females led them to have more times to be more connected to the internet for social communication.
- There is a relationship found in the focus groups between using social media technologies for social communication and for learning as the students stated that using social media technologies for social communication helped them to communicate to and learn from English native speakers.

Moreover, this study investigated the English language instructors' attitudes towards using social media technologies. It is also explored what could be the potential role of social media in enhancing English language skills; challenges face the teachers to use these technological tools to support English language teaching and the suggestions for future use of these technological tools. The conclusions can be stated as follows,

- The English language instructors use social media technologies as reference tools either formally in class or as supportive tools.
- The majority of the instructors showed overall positive attitudes towards using social media technologies to support English language teaching; they perceived social media as familiar tools to the students, make the English learning more accessible, and could create an enjoyable learning environment.

- From the instructors' lenses, social media technologies could do a lot to enhance the students' speaking and listening skills; the students could use these tools to speak with native speakers and could listen to videos and pick up some different accents and vocabulary.
- The English language instructors did agree that technical competence and the lack of administrative supports were two factors that may prevent using social media technologies to support English language teaching.
- The English language instructors suggested that social media technologies in the future could be used as supportive tools in English classes, and some activities from social media technologies should be integrated into the English language curriculum.

10.2 The implication of the findings

The findings of this study could have practical benefits for both educational administrators and instructors in Saudi Arabia. It has been said that harnessing and taking the advantages of social media technologies to support learning will result in a positive gain for the entire education system as students are increasingly seen as digital natives and adoption is widespread (Shittu, Basha, AbdulRahman, & Ahmad, 2011). The finding of this study indicated that the students at the University of Bisha, Balgarn campuses, College of Arts and Science, the English department had positive attitudes towards using social media technologies to support English learning. Integrating social media technologies in EFL classes as supportive tools at the University of Bisha, Balgarn campuses, College of Arts and Science will make the English language learning more enjoyable and practical. It is also that recommending these technological tools by the English instructors to their students could help the latter in enhancing their English language speaking and listening. The students should be encouraged to enhance their social learning strategies, to present their cultural and identities to people around the world. This could be done by exploiting the adoption of social media by the students by knowing the types of social media technologies that students use and then suggest some activities and task to be done on those social media technologies.

Moreover, the finding of this study showed that the English language instructors showed an overall positive attitude towards using social media technologies to support English language teaching. Administrators at the University of Bisha and the policymakers at the Ministry of Education in Saudi Arabia should provide more encouragement to the English language instructors to use social media technologies to support English language learning. This encouragement cannot only be done through informative decision but even should be done through actions. For instance, it is almost impossible and perhaps overwhelming task to encourage the instructors to go ahead in using social media technologies to support English language teaching when there is no necessary infrastructure such as internet signals and projectors. The internet signals and the technological devices needed for such integration were found to be factors that may prevent the use of social media in EFL classes at the University of Bisha, Balgarn campuses, College of Arts and Science. Tackling these factors along with some support and flexibility to the instructors to use social media technologies, will help the English language learning environment at the University of Bisha, Balgarn campuses, perhaps in Saudi Arabia all. The model below suggested by the researcher of this current study to use social media technologies to support English language learning and teaching in Saudi Arabia was made based on the findings of this study and theories such as Connectivism by Siemens (2005), TAM by Davis, (1989), SLT by Bandura, (1977), and Vygotsky, (1978).

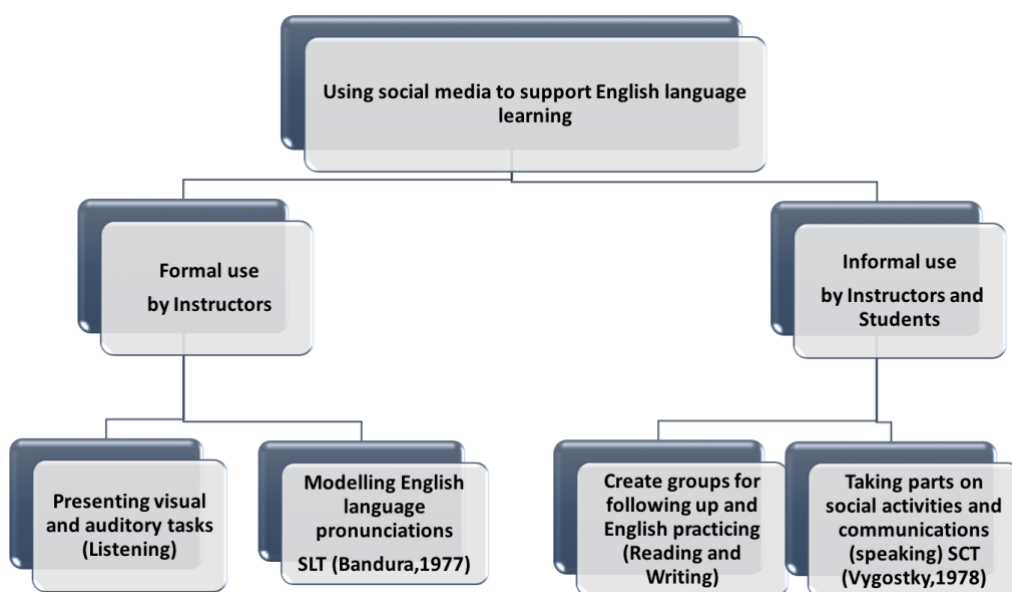


Figure 22. A suggested model for using social media to support English language learning and teaching in English classes in Saudi Arabia

As can be seen in Figure 22, based on the findings of this study, the model above was suggested for the potential use of social media technologies to support English language learning and teaching. Social media could be used both formally and informally to support English language learning and teaching. English language instructors could use social media formally to present visual and auditory tasks to their students. The instructors also could use these technological tools to model English language pronunciation. English pronunciation teaching is a challenging task for non-native speakers' teachers. Therefore, using social media could help those teachers to model the pronunciation tasks.

For the informal use, English instructors should create Whats App groups or Twitter spaces for their students to follow up their learning and practise English reading, writing, and speaking skills. This could be done by sending extra tasks to the students or by inviting the students to groups discussions in English. Twitter now has a function called Twitter spaces to be created for group discussions. The instructors should encourage their students to take part in some social activities conducted on social media like Twitter spaces to be exposed with English speakers around the world. This could enhance the students' linguistic and strategic competences by introduce new vocabulary and increase students' confidence. It could also allow female students to socialise and engage with others as this is prohibited face to face due to the social restrictions in Saudi Arabia.

Furthermore, English language environment in Saudi Arabia is accused of being less enjoyable and productive than other English learning environments in the region (Khan, 2011). This could be attributed to the teaching methods used in Saudi Arabia. Taking in consideration the findings of this study, Communicative Language Teaching (CLT) could be appropriate method to teach English. Not only to enhance the English language environments that is being accused of boringness. There are some important features in CLT that are align with using social media technologies to support English language learning and teaching. For instance, communicative competence a term associated with Hymes, (1970) aims to use CLT method which differentiates between formal ability and knowledge of the structures of language and a practical, social ability to use it as a medium of communication. Communicative competence is not just the oral

competence which could be either missing in Saudi Arabia English language environment, it is reading, writing, and listening competences too. In order to achieve the aim of CLT which is communicative competence, four other competences are needed (see *Figure 23*). Therefore, the implication of the findings of this study suggested the need of using CLT to teach English in Saudi Arabia. Social media use in supporting English language learning and teaching could be help in developing linguistics competence and strategic competence. This claim was supported by the findings of this study that social media could introduce new vocabulary and expose them to a meaningful learning environment by allowing them to practise English with English speakers around the world.

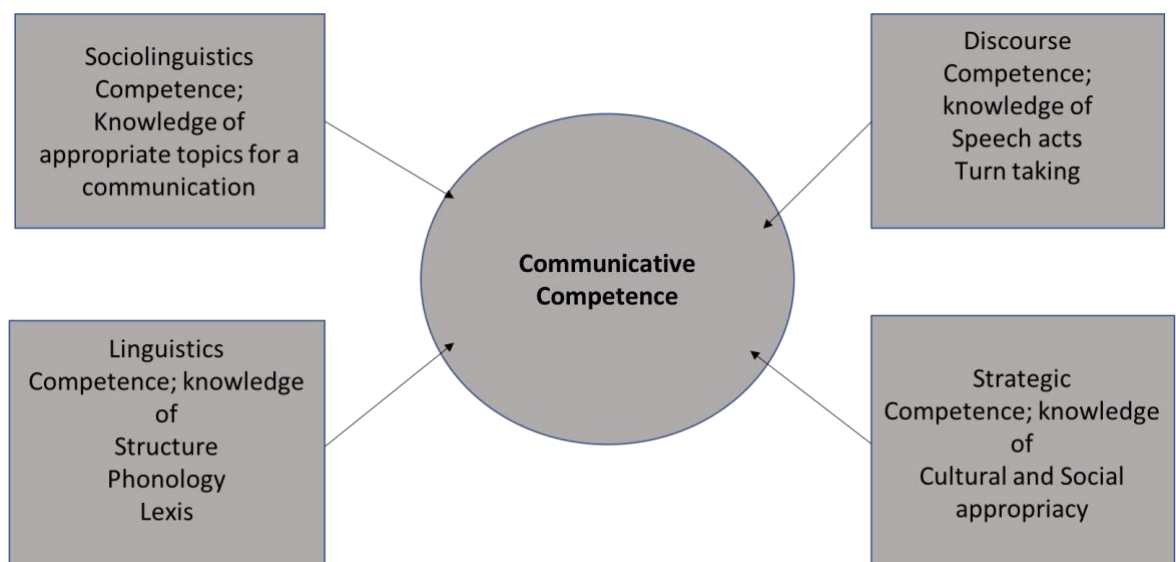


Figure 23. Competences needed in CLT

10.3 The study's recommendations

Based on the findings of this study, some recommendations are offered by the researcher. These recommendations are as follow:

- English language departments should come up with curriculum guideline and activities that involve the use of social media technologies to support language learning and teaching.
- More encouragement and training to be provided to the English language instructors to use social media technologies to support English language teaching.
- Institutions should ease the obstacles such as the lack of internet signals that may encounter the English language instructors in using social media technologies in EFL classes. One possible way to tackle the problem of the internet signals is to find a way to buy or subscribe to the YouTube premium. YouTube now has the feature of downloading the video and use them offline without adds that could be ethically not acceptable in Saudi Arabia. This feature will probably tackle the problem of the weak and lost signals in the campuses, just plug in and present. The cost of this kind of subscriptions is almost £7 a month. Some social media apps also offer some discounts for educational organisations.
- English language instructors at universities level should know that their students are adult enough to be aware of the consequences of their actions. More freedom and trust to be given to the students to use whatever they think could help them in supporting English language learning.
- The Ministry of Education in Saudi Arabia should stress the importance of technology competence to the instructors at all educational levels.
- Faculty should develop their technology competence to keep up with the emerging and new technologies that are trending at present.
- The notion that male is better than female in using technology should be diminished as the current study found the otherwise.
- Faculty should perceive social media technologies as supportive tools not as replacements of teachers.

- English language curriculum in Saudi Arabia should be modernised to be compatible with social media learning technologies.
- Students' attitudes towards using social technologies to support English language learning should be taken into account to find out what could be the pros and cons of social media to support English language learning.
- Faculty should know the most social media technology used by students to support English language learning; the faculty need to develop their competences of that technology if needed to maximise the students' benefits.

10.4 Limitation of the study

This study conducted and limited within the University of Bisha, Blagarn campuses, College of Arts and Science, the English department, hence, the findings cannot be generalized to the other universities in Saudi Arabia as other universities in different parts of the kingdom may have better access to the internet and may have better infrastructures.

As far as the theories underpinning this study concern, it was useful to theories this study based on different theories and different perspectives because there is no a complete theory that explains everything by itself sometime. However, some of the theories such as TAM and TPB were used together to construct the study variables Perceived Usefulness, Perceived Ease of Use, and Subjective Norms found to be less effective to understand the instructors' concern about using social media technologies to support English language teaching. Subjective Norms for instance, which is explained as the influence of a word mouth from a college and a friend to use social media technologies to support English language teaching in this case. It was found in this study that it is not a friend or a colleague that could have this influence to use social media to support ELT, it was the college's administration that could have this influence on their employee to use or leave social media technologies as supportive tools. It seems that TAM and TPB theories suit to investigate individuals' attitudes not for institutional learning. the latter may have procedures to use or not use a

technology therefore, it is compulsory for employee to abide by these procedures. This was found in some of instructors' responses when they were positive about using social media technologies but they do not use and mentioned the word *no without* telling more when they asked if they receive support from the college's administration to use social media to support English language learning.

Furthermore, SAMR model was used to describe the process of change Substitution, Augmentation, Modification, and Redefinition in the traditional paradigm of the college among the English language instructors. However, this model does not take into consideration new models of schools that are existed now. This model from Substitution to Redefinition does not consider schools infrastructure which could be a minor drawback of this model.

Another limitation is that in the instructors' interviews, one factor that prevented the English instructors from using social media to support English language teaching was the shortage in the encouragement they receive from the college dean and administration. However, some of the instructors were non-Saudi and on temporary contracts. Their responses towards the amount of the support they receive from such authority were with one-word *no*. Although they were assured that the data is confidential and no one from the university has access into the data, the researcher could not elicit more responses as it seems they thought this might affect their contracts with the university in some way. Therefore, more accurate answers would have been gained if these instructors had spoken freely.

Also, when the researcher used Cronbach's alpha to measure the internal consistency of the survey, the combined independent variables scored a high degree of internal consistency except (PEOU, SN, and INT). Although this low degree of internal consistency could be attributed to the low number of items in the variables above (see Table 6), the results should be interpreted with caution.

Furthermore, gender was found as an important factor that may affect the use of social media technologies to support English language learning and teaching. This study is limited to revealing gender differences between the male and

female students as well as the female and male instructors towards using social media technologies to support English language learning and teaching. This study concluded that social and cultural restrictions in Saudi Arabia were possible reasons underlying the gender variance. There is now ongoing reform in Saudi Arabia regarding female rights and needs. Therefore, further in-depth studies are required to examine if, as a result of ongoing reforms, the gender variance towards using social media technologies will remain the same as found in this study, and if this is the case, what other factors or variables beside social and cultural restrictions might continue to contribute to the gender variance.

10.5 Suggestions for future studies

Based on the findings of this study, some suggestions were made for future studies. These suggestions as follow:

- This research is a case study at one university on one campus. It should be replicated at other universities in Saudi Arabia to examine the factors that may affect the students' attitudes towards using social media technologies to support English language learning.
- It would be viable to recruit other parties such as the dean of the college and administrators to investigate their attitudes towards using social media technologies to support English language learning. Also, what sorts of training and support they are ready to offer to the students and the English instructors to use social media as learning tools.
- Future studies need to focus more on gender differences between male and female students, in particular, their perceptions towards privacy and security issues related to the use of social media.
- To conduct a comparative study in Saudi Arabia and in any other western countries to find out if there are any gender differences between male

and female students towards using social media technologies to support any kind of learning.

- To explore the potential negative impact of using social media as a learning tool and how this may affect academic achievement.
- To explore in-depth the differences between young and old school instructors towards their attitudes of using social media technologies to support English language learning.
- To find out if instructors' age, teaching experience, and gender can play an essential role in predicting the instructors' attitudes toward using social media technologies to support English language learning and teaching.

List of References

- Abdullah, N. A., Abidin, M. J. Z., Luan, W. S., Majid, O., & Atan, H. (2006). The attitude and motivation of English language teachers towards the use of computers. *Malaysian Online Journal of Instructional Technology*, 3(1), 57-67.
- Abidin, Z., Jafre, M., Pour-Mohammadi, M., Singh, B., Kaur, K., Azman, R., & Souriyavongsa, T. (2011). The Effectiveness of Using Songs in YouTube to Improve Vocabulary Competence among Upper Secondary School Studies. *Theory & Practice in Language Studies*, 1(11).
- Abokhodair, N., & Vieweg, S. (2016). *Privacy & social media in the context of the Arab Gulf*. Paper presented at the Proceedings of the 2016 ACM Conference on Designing Interactive Systems.
- Ahmad, A. M. (2014). Kumaravadivelu's Framework as a Basis for Improving English Language Teaching in Saudi Arabia: Opportunities and Challenges. *English Language Teaching*, 7(4), 96-110.
- Ahmed, M. A. E. A. S. (2015). The effect of Twitter on developing writing skill in English as a foreign language. *Arab World English Journal*, 2, 134-149.
- Ajjan, H., & Hartshorne, R. (2008). Investigating faculty decisions to adopt Web 2.0 technologies: Theory and empirical tests. *The internet and higher education*, 11(2), 71-80.
- Ajzen, I. (1985). From intentions to actions: A theory of planned behavior. In *Action control* (pp. 11-39): Springer.
- Ajzen, I. (2001). Nature and operation of attitudes. *Annual review of psychology*, 52(1), 27-58.

- Akhiar, A. (2019). Students' Perceptions and Attitudes Towards The Use Of Instagram In English Language Writing. *Malaysian Journal of Learning and Instruction*, 47-72.
- Al Shammari, M. H. (2007). *Saudi English as a foreign language learners' attitudes toward computer-assisted language learning*. Unpublished doctoral dissertation. West Virginia University.
- Al-Hazemi, H. A. A.-G. (1993). *Low-level EFL vocabulary tests for Arabic speakers*. Swansea University,
- Al-Jamhoo, M. M. (2005). *Connecting Arabs and Americans online to promote peace and to increase cultural awareness: A descriptive study about Arab EFL learners' perceptions, practices, behaviors and attitudes towards computer-supported collaborative writing strategies and technologies*. Indiana University of Pennsylvania,
- Al-Kathiri, F. (2015). Beyond the Classroom Walls: Edmodo in Saudi Secondary School EFL Instruction, Attitudes and Challenges. *English Language Teaching*, 8(1), 189-204.
- Al-Qaysi, N., Mohamad-Nordin, N., & Al-Emran, M. (2020). A systematic review of social media acceptance from the perspective of educational and information systems theories and models. *Journal of Educational Computing Research*, 57(8), 2085-2109.
- Al-Seghayer, K. (2005). Teaching English in the Kingdom of Saudi Arabia: Slowly but steadily changing. *Teaching English to the world: History, curriculum, and practice*, 125-134.
- Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, 4(5), 17.
- Al-Sharhan, S., Al-Hunaiyyan, A., & Gueaieb, W. (2006). *Success factors for an efficient blended elearning*. Paper presented at the IMSA.
- Al-Shibl, S. (2007). *The effect of Internet filtering on accessing information by researchers*. Unpublished Masters Thesis, Library and Information Sciences, Imam Mohammed bin Saud University, Riyadh, Saudi Arabia.

Unpublished Masters Thesis, Library and Information Sciences. Imam Mohammed bin Saud University, Riyadh, Saudi Arabia.

- Al-Subahi, A. (1988). English in Saudi Arabia: History, approach and problems. *IATEFL Newsletter*, 100(7).
- Al - Saggaf, Y. (2016). An exploratory study of attitudes towards privacy in social media and the threat of blackmail: The views of a group of Saudi women. *The Electronic Journal of Information Systems in Developing Countries*, 75(1), 1-16.
- Alamri, M. M. (2019). Undergraduate Students' Perceptions toward Social Media Usage and Academic Performance: A Study from Saudi Arabia. *International Journal of Emerging Technologies in Learning (iJET)*, 14(03), 61-79.
- Alanazi, K., & Thompson, C. (2019). Using social networking technologies to promote language socialisation: English as foreign language teachers' perceptions in Saudi Arabia. *Global Journal of Foreign Language Teaching*, 9(3), 122-136.
- Alexander, B. (2006). Web2. 0: A new way of innovation for teaching and learning. *EDUCASE Review*, 41 (2), 32-44. In.
- Alhaysony, M. (2012). An analysis of article errors among Saudi female EFL students: A case study. *Asian Social Science*, 8(12), 55.
- Alhazmi, F. (2010). *Job satisfaction among female head teachers in Saudi Arabian secondary schools: a qualitative perspective*. University of Southampton,
- Alkhatnai, M. (2011). *Learning styles of EFL Saudi college-level students in on-line and traditional educational environments*: Indiana University of Pennsylvania.
- Alkhatnai, M. (2016). Utilization of Social Networks among Saudi EFL Learners: Trends and Uses. *European Scientific Journal, ESJ*, 12(35).

- Alkubaidi, M. A. (2014). The Relationship between Saudi English Major University Students' Writing Performance and Their Learning Style and Strategy Use. *English Language Teaching*, 7(4), 83-95.
- Allam, M., & Elyas, T. (2016). Perceptions of Using Social Media as an ELT Tool among EFL Teachers in the Saudi Context. *English Language Teaching*, 9(7), 1-9.
- Allen, W. S., & Cooke, R. (1961). *Living English for the Arab World: Pupil's Book*. London: Longmans.
- Almulhim, A. M. (2001). *An English language needs assessment of Saudi college-of-technology students with respect to a number of business sectors in Saudi Arabia*.
- Alnujaidi, S. (2019). The Difference between EFL Students' Preferred Learning Styles and EFL Teachers' Preferred Teaching Styles in Saudi Arabia. *English Language Teaching*, 12(1), 90-97.
- Alosaimi, N. (2007). English teachers not always qualified. *Arab News*, 30.
- Alqarni, S., & Lally, V. (2019, 2019). *Issues Preventing English Language Instructors in Saudi Arabia From Using Social Media To Support English Language Teaching*. Paper presented at the ICERI2019 Proceedings, <https://library.iated.org/>.
- Alqarni, S., Lally, V., & Houston, M. (2019). *Saudi Students' Attitudes Towards Using Social Media Technologies as A supportive Tool in English Language Learning* Paper presented at the 11th International Conference on Education and New Learning Technologies, Palma, Spain.
- Alrabai, F. (2011). *Do Motivational Strategies Work?: An Empirical Investigation of the Effectiveness of Motivational Strategies in Foreign Language Classes*: LAP Lambert Academic Publishing.

- Alrabai, F. (2014). A Model of Foreign Language Anxiety in the Saudi EFL Context. *English Language Teaching*, 7(7), 82-101.
- Alrashidi, O., & Phan, H. (2015). Education Context and English Teaching and Learning in the Kingdom of Saudi Arabia: An Overview. *English Language Teaching*, 8(5), 33-44.
- Alsahil, A. (2017). *Social Networking Mediated Intercultural Communicative Competence: Affordances and Constraints*. (PhD Electronic Dissertation), The University of Arizona,
- Alsaif, A., & Milton, J. (2012). Vocabulary input from school textbooks as a potential contributor to the small vocabulary uptake gained by English as a foreign language learners in Saudi Arabia. *The Language Learning Journal*, 40(1), 21-33.
- Alshahrani, M. (2016). A brief historical perspective of English in Saudi Arabia. *Journal of Literature, Languages and Linguistics*, 26, 43-47.
- Alshammari, A. K. (2016). Developing the English curriculum in the Kingdom of Saudi Arabia: Possibilities and challenges. *Arab World English Journal (AWEJ) Vol, 6*.
- Alwraikat, M. A., & Al Tokhaim, H. (2014). Exploring the potential of mobile learning use among faculty members. *International Journal of Interactive Mobile Technologies (iJIM)*, 8(3), 4-10.
- Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning & Technology*, 22(3), 124-142.
- Austin, Z., & Sutton, J. (2014). Qualitative research: Getting started. *The Canadian journal of hospital pharmacy*, 67(6), 436.
- Axelsson, S. (2007). *The weak language learner: a study of ways of taking weak language learners into consideration in class*.

- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Using learning style to predict foreign language achievement at the college level. *System*, 28(1), 115-133.
- Balakrishnan, V., Liew, T. K., & Pourgholaminejad, S. (2015). Fun learning with Edooware-A social media enabled tool. *Computers & Education*, 80, 39-47.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1): Prentice-hall Englewood Cliffs, NJ.
- Banik, B. J. (1993). Applying triangulation in nursing research. *Applied Nursing Research*, 6(1), 47-52.
- Barbour, R. (2008). *Doing focus groups*. Thousand Oaks, California: Sage.
- Basargekar, P., & Singhavi, C. (2017). Factors Affecting Teachers' Perceived Proficiency in Using ICT in the Classroom. *IAFOR journal of education*, 5(2), 67-84.
- Basch, C. E. (1987). Focus group interview: An underutilized research technique for improving theory and practice in health education. *Health education quarterly*, 14(4), 411-448.
- Begley, C. M. (1996). Using triangulation in nursing research. *Journal of advanced nursing*, 24(1), 122-128.
- Benson, P. (2015). Commenting to learn: Evidence of language and intercultural learning in comments on YouTube videos. *Language Learning & Technology*, 19(3), 88-105.
- Bentley, Y., Parkin, E., & Selassie, H. (2012). *Evaluation of an international postgraduate eLearning programme*. Paper presented at the International Conference on Information Management and evaluation.

- Bernardi, R. A. (1994). Validating research results when Cronbach's alpha is below .70: A methodological procedure. *Educational and Psychological Measurement*, 54(3), 766-775.
- Biesta, G. (2010). Pragmatism and the philosophical foundations of mixed methods research. *Sage handbook of mixed methods in social and behavioral research*, 2, 95-118.
- Blumer, H. (1986). *Symbolic interactionism: Perspective and method*: Univ of California Press.
- Bourdaloie, H., Silveri, C. G., & Houmair, S. (2017). (2017), «Saudi Women and Socio-Digital Technologies: Reconfiguring Identities», *CyberOrient*, vol. 11, n° 1. En ligne: <http://www.cyberorient.net/article.do?articleId=9822>.
- Bowskill, N., & Lally, V. (2018). *A 'social identity approach' as a theory for the design of learning with educational technology: The case of clickers*. Paper presented at the Proceedings of 11th International Conference on networked learning 2018.
- Braine, G. (2014). Teaching English in the Kingdom of Saudi Arabia: Slowly but Steadily Changing. In *Teaching English to the World* (pp. 145-154): Routledge.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Brinkmann, S. (2013). *Qualitative interviewing*: Oxford university press.
- Brinkmann, S. (2018). The interview. In *Sage Handbook of Qualitative Research (5th Edition)* (pp. 576-599): Sage Publications.

- Brook, J. (2011). The affordances of YouTube for language learning and teaching. *Hawaii Pacific University TESOL Working Paper Series*, 9(1), 2.
- Brown, K., & Kennedy, H. (2011). Learning through conversation: Exploring and extending teacher and children's involvement in classroom talk. *School Psychology International*, 32(4), 377-396.
- Bryman, A. (2016). *Social research methods*: Oxford university press.
- Brysbaert, M., Stevens, M., Mander, P., & Keuleers, E. (2016). How many words do we know? Practical estimates of vocabulary size dependent on word definition, the degree of language input and the participant's age. *Frontiers in psychology*, 7, 1116.
- Bybee, J. L., & Hopper, P. J. (2001). *Frequency and the emergence of linguistic structure* (Vol. 45): John Benjamins Publishing.
- Campbell, D. T. (1960). Recommendations for APA test standards regarding construct, trait, or discriminant validity. *American Psychologist*, 15(8), 546.
- Carlo, M. (2012). Teaching English to speakers of other languages. *TESOL Journal*, 6(2), 112-119.
- Casey, G., & Evans, T. (2011). Designing for learning: Online social networks as a classroom environment. *International Review of Research in Open and Distributed Learning*, 12(7), 1-26.
- Castagnaro, P. J. (2006). Audiolingual method and behaviorism: From misunderstanding to myth. *Applied linguistics*, 27(3), 519-526.
- Chapelle, C. (1997). CALL in the year 2000: Still in search of research paradigms? *Language Learning & Technology*, 1(1), 19-43.

- Chapelle, C. A. (2009). The relationship between second language acquisition theory and Computer - Assisted language learning. *The modern language journal*, 93(s1), 741-753.
- Cherryholmes, C. H. (1992). Notes on pragmatism and scientific realism. *Educational researcher*, 21(6), 13-17.
- Chun, D. M. (2011). Computer-assisted language learning. *Handbook of research in second language teaching and learning*, 2, 663-680.
- Clark, M. (1995). *Interpersonal skills for hospitality management*: Chapman & Hall Ltd.
- Clementking, A., Muhammad, A., Shah, A., & Ahmad, F. (2013). Technology Based Learning Analysis of CBCS Model at KKU. *Int. J. Emerg. Technol. Learn*, 8(3).
- Clipson, T. W., Wilson, S. A., & DuFrene, D. D. (2012). The social networking arena: Battle of the sexes. *Business Communication Quarterly*, 75(1), 64-67.
- Cohen, A. D. (2003). The learners side of foreign language learning: Where do styles, strategies, and tasks meet? *International Review of Applied Linguistics in Language Teaching*, 41(4), 279-291.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*, 2nd edn. Á/L. In: Erbaum Press, Hillsdale, NJ, USA.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. In: London: Routledge.
- Cox, M. J. (2013). Formal to informal learning with IT: research challenges and issues for e - learning. *Journal of Computer Assisted Learning*, 29(1), 85-105.

- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Creswell, J. W. (2014a). *A concise introduction to mixed methods research*: SAGE publications.
- Creswell, J. W., & Clark, P. (2011). *Designing and conducting mixed methods research* (Vol. 2).
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*: Sage publications.
- Crook, C. (2012). The 'digital native' in context: tensions associated with importing Web 2.0 practices into the school setting. *Oxford Review of Education*, 38(1), 63-80.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*: Sage.
- Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The internet and higher education*, 15(1), 3-8.
- Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS quarterly*, 319-340.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure: Which levels of language proficiency are attained and which types of input are important? *BILINGUALISM-LANGUAGE AND COGNITION*, 23(1), 171-185.

- Denscombe, M. (2014). *The good research guide: for small-scale social research projects*: McGraw-Hill Education (UK).
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: Routledge.
- Denzin, N. K. (2012). Triangulation 2.0. *Journal of mixed methods research*, 6(2), 80-88.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of qualitative research* fifth ed. In: Los Angeles: Sage Publisher.
- Dewey, J. (1933). *How we think*. Buffalo, New York: Prometheus Books.
- Dietz, J. L. (2006). *What is Enterprise Ontology?* Berlin Heidelberg: Springer.
- Dina, A. T., & Ciornei, S.-I. (2013). The advantages and disadvantages of computer assisted language learning and teaching for foreign languages. *Procedia-Social and Behavioral Sciences*, 76, 248-252.
- Dineen, L., & Blakesley, B. (1973). Generator for sampling distribution of Mann-Whitney U statistics. *JR Stat. Soc. Ser. C*, 22, 269-273.
- Donelan, H. M., Kear, K. L., & Ramage, M. (2010). *Online communication and collaboration: A reader*: Routledge.
- Dunaway, M. K. (2011). Connectivism. *Reference services review*.
- Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *The modern language journal*, 73(1), 1-13.

- Ertmer, P. A., Ottenbreit-Leftwich, A. T., & Tondeur, J. (2015). Teachers' beliefs and uses of technology to support 21st-century teaching and learning. *International handbook of research on teacher beliefs*, 403.
- Etxebarria, A., Garay, U., & Romero, A. (2012). Implementation of Social Strategies in Language Learning by Means of Moodle. *Journal of Language Teaching & Research*, 3(2), 273-282.
- Fareh, S. (2010). Challenges of teaching English in the Arab world: Why can't EFL programs deliver as expected? *Procedia-Social and Behavioral Sciences*, 2(2), 3600-3604.
- Fattah, S. F. E. S. A. (2015). The Effectiveness of Using WhatsApp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills. *Journal of Education and Practice*, 6(32), 115-127.
- Finocchiaro, M., & Brumfit, C. (1983). *The functional-notional approach: From theory to practice*: ERIC.
- Fishbein, M., & Ajzen, I. (1977). Belief, attitude, intention, and behavior: An introduction to theory and research.
- Fithriani, R., Dewi, U., Daulay, S. H., Salmiah, M., & Fransiska, W. (2019). Using Facebook in EFL writing class: Its effectiveness from students' perspective. *KnE Social Sciences*, 634-645-634-645.
- Fried, C. B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.
- Friedman, L. W., & Friedman, H. (2013). Using social media technologies to enhance online learning. *Journal of Educators Online*, 10(1), 1-22.
- Gao, F., Luo, T., & Zhang, K. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008-2011. *British Journal of Educational Technology*, 43(5), 783-801.

- Garland, R. (1991). The mid-point on a rating scale: Is it desirable. *Marketing bulletin*, 2(1), 66-70.
- GCS. (2012). Map of Kingdom of Saudi Arabia. Retrieved from <https://www.gcc-sg.org/en-us/MediaCenter/MultimediaLibrary/Pages/ShowAlbums.aspx>
- Glen, S. (2014). Cronbach's Alpha: Simple definition, use and interpretation. Retrieved February, 18, 2019.
- Glesne, C. (2006). Making words fly: Developing understanding through interviewing. *Becoming qualitative researchers: An introduction*, 3, 86.
- Goldkuhl, G. (2012). Pragmatism vs interpretivism in qualitative information systems research. *European journal of information systems*, 21(2), 135-146.
- Gorney, E. (2012). The Language of Texting: Altering English or a Language of its own? *The Review: A Journal of Undergraduate Student Research*, 13(1), 39-42.
- Green, S., & Salkind, N. (2007). Using SPSS for Macintosh Analyzing and Understanding Data (5. Baskı) Upper Saddle River. In: NJ: Pearson Prentice Hall.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.
- Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, media and technology*, 41(1), 6-30.

- Grix, J. (2004). *The foundations of research: a student's guide*: Macmillan International Higher Education.
- Guba, E. G. (1990). *The paradigm dialog*: Sage publications.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Hamilton, E. R., Rosenberg, J. M., & Akcaoglu, M. (2016). The substitution augmentation modification redefinition (SAMR) model: A critical review and suggestions for its use. *TechTrends*, 60(5), 433-441.
- Hashemi, M. (2011). Language stress and anxiety among the English language learners. *Procedia-Social and Behavioral Sciences*, 30, 1811-1816.
- Heale, R., & Twycross, A. (2015). Validity and reliability in quantitative studies. *Evidence-based nursing*, 18(3), 66-67.
- Holden, H., & Rada, R. (2011). Understanding the influence of perceived usability and technology self-efficacy on teachers' technology acceptance. *Journal of research on Technology in Education*, 43(4), 343-367.
- Hoy, M. G., & Milne, G. (2010). Gender differences in privacy-related measures for young adult Facebook users. *Journal of Interactive Advertising*, 10(2), 28-45.
- Huang, F., Hoi, C. K. W., & Teo, T. (2018). The influence of learning style on English learning achievement among undergraduates in mainland China. *Journal of psycholinguistic research*, 47(5), 1069-1084.
- Huang, H.-c. (2015). From web-based readers to voice bloggers: EFL learners' perspectives. *Computer Assisted Language Learning*, 28(2), 145-170.

- Huang, W.-H. D., Hood, D. W., & Yoo, S. J. (2013). Gender divide and acceptance of collaborative Web 2.0 applications for learning in higher education. *The internet and higher education*, 16, 57-65.
- Huong, T. N. N., & Hiep, P. H. (2010). Vietnamese teachers' and students' perceptions of global English. *Language Education in Asia*, 1(1), 48-61.
- Hussein, A. (2009). The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined. *Journal of comparative social work*, 1(8), 1-12.
- Hussin, R. A., Gani, S. A., & Muslem, A. (2020). The Use Of YouTube Media Through Group Discussions In Teaching Speaking. *English Education Journal*, 11(1), 19-33.
- Jackson, K., & Makarin, A. (2018). Can online off-the-shelf lessons improve student outcomes? Evidence from a field experiment. *American Economic Journal: Economic Policy*, 10(3), 226-254.
- Jalaluddin, M. (2016). Using YouTube to enhance speaking skills in ESL classroom. *English for Specific Purposes World*, 17, 50.
- Javid, C. Z., Al-Asmari, A., & Farooq, U. (2012). Saudi undergraduates' motivational orientations towards English language learning along gender and university major lines: A comparative study. *European Journal of Social Sciences*, 27(2), 283-300.
- Javid, C. Z., & Umer, M. (2014). Saudi EFL learners' writing problems: a move towards solution. *Proceeding of the Global Summit on Education GSE*, 4-5.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.

- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research, 1*(2), 112-133.
- Joiner, R., Gavin, J., Duffield, J., Brosnan, M., Crook, C., Durndell, A., . . . Lovatt, P. (2005). Gender, Internet identification, and Internet anxiety: Correlates of Internet use. *CyberPsychology & Behavior, 8*(4), 371-378.
- Jones, T. (2016). *Pronunciation in the classroom: The overlooked essential*: Tesol Press.
- Joo, Y. J., Park, S., & Lim, E. (2018). Factors influencing preservice teachers' intention to use technology: TPACK, teacher self-efficacy, and technology acceptance model. *Journal of Educational Technology & Society, 21*(3), 48-59.
- Judd, T. (2010). Facebook versus email. *British Journal of Educational Technology, 41*(5), E101-E103.
- Kabooha, R. (2015). *The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms*. Paper presented at the ICERI 2015 Conference.
- Kabooha, R., & Elyas, T. (2015). *The impacts of using YouTube videos on learning vocabulary in Saudi EFL classrooms*. Paper presented at the ICERI 2015 Conference.
- Kafyulilo, A., Fisser, P., & Voogt, J. (2016). Factors affecting teachers' continuation of technology use in teaching. *Education and Information Technologies, 21*(6), 1535-1554.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons, 53*(1), 59-68.
- Karami, A. (2019). Implementing Audio-Visual Materials (Videos), as an Incidental Vocabulary Learning Strategy, in Second/Foreign Language

Learners' Vocabulary Development: A Current Review of the Most Recent Research. *i-Manager's Journal on English Language Teaching*, 9(2), 60.

Kay, R., Benzimra, D., & Li, J. (2017). Exploring factors that influence technology-based distractions in bring your own device classrooms. *Journal of Educational Computing Research*, 55(7), 974-995.

Kayaodlu, M. N. (2012). Gender-based differences in language learning strategies of science students. *Journal of Turkish Science Education*, 9(2).

Keefe, J. W. (1979). Learning style: An overview. *Student learning styles: Diagnosing and prescribing programs*, 1(1), 1-17.

Kenneth, C. (1988). Developing second-language skills. In: Harcourt Brace Jovanovich Publishers.

Kerth, O. B. (1993). Successful Focus Groups: Advancing the State of the Art. In D. L. Morgan (Ed.). Thousand Oaks, California: SAGE Publications, Inc. Retrieved from <https://methods.sagepub.com/book/successful-focus-groups>. doi:10.4135/9781483349008

Khader, K. T., & Mohammad, S. (2010). *Reasons behind non-English major University Students' achievement gap in the English language in Gaza strip from students' perspectives*.

Khan, I. A. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *Educational Research*, 2(7), 1248-1257.

Khrisat, A. A., & Mahmoud, S. S. (2013). Integrating Mobile Phones into the EFL Foundation Year Classroom in King Abdulaziz University/KSA: Effects on Achievement in General English and Students' Attitudes. *English Language Teaching*, 6(8), 162-174.

Kirschner, P. A. (2017). Stop propagating the learning styles myth. *Computers & Education*, 106, 166-171.

- Kitchakarn, O. (2016). How Students Perceived Social Media as a Learning Tool in Enhancing Their Language Learning Performance. *Turkish Online Journal of Educational Technology-TOJET*, 15(4), 53-60.
- Kitzinger, J. (1995). Qualitative Research: Introducing focus groups. *BMJ*, 311(7000), 299-302. doi:10.1136/bmj.311.7000.299
- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research*: Sage publications.
- Kuhn, T. S. (1962). *The structure of scientific revolutions*. Chicago and London.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*: Oxford University.
- Lee, C. C. E. (2019). *Facebook use in Malaysian higher education classroom*, *Encyclopedia of Education and Information Technologies*: Springer Nature.
- Lenartz, A. J. (2012). Establishing guidelines for the use of social media in higher education. In *Misbehavior online in higher education*: Emerald Group Publishing Limited.
- Lenhart, A., & Madden, M. (2007). *Social networking websites and teens*: Pew Internet & American Life Project Washington.
- Levy, M. (1997). Theory - driven CALL and the development process. *Computer Assisted Language Learning*, 10(1), 41-56.
- Levy, M. (2009). WEB 2.0 implications on knowledge management. *Journal of knowledge management*.

- Lincoln, Y. S., & Denzin, N. K. (2000). *The handbook of qualitative research*: Sage.
- Looney, R. (2004). Saudization and Sound Economic Reforms: Are the Two Compatible?; *Strategic Insights*, v. 3, issue 2 February 2004. *Strategic Insights*, v. 3, issue 2 (February 2004).
- Mack, L. (2010). The philosophical underpinnings of educational research. *19*, 5-11.
- Mack, N., Woodsong, C., Macqueen, K. M., Guest, G., & Namey, E. (2005). Qualitative research methods overview. *Qualitative research methods: a data collector's field guide*, 1-12.
- Mahboob, A., & Elyas, T. (2014). English in the kingdom of Saudi Arabia. *World Englishes*, 33(1), 128-142.
- Mahmoud, S. (2012). The effect of using L1 (Arabic language) in the L2 (English Language) classroom on the achievement in general English of foundation year students in King Abdulaziz University. *Sino-US English Teaching*, 9(12), 1733-1738.
- Manan, N. A. A., Alias, A. A., & Pandian, A. (2012). Utilizing a social networking website as an ESL pedagogical tool in a blended learning environment: An exploratory study. *International Journal of Social Sciences & Education*, 2(1).
- Manca, S., & Ranieri, M. (2013). Is it a tool suitable for learning? A critical review of the literature on Facebook as a technology - enhanced learning environment. *Journal of Computer Assisted Learning*, 29(6), 487-504.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*: John Wiley & Sons Inc.

- Mason, R., & Rennie, F. (2006). *Elearning: The key concepts*: Routledge.
- Mathew, N. G., & Alidmat, A. O. H. (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction. *International Journal of Higher Education*, 2(2), 86-92.
- McCarthy, J. (2010). Blended learning environments: Using social networking sites to enhance the first year experience. *Australasian Journal of Educational Technology*, 26(6).
- McKay, S. L., & Bokhorst-Heng, W. D. (2009). International English in Its Sociolinguistic Contexts: Towards a Socially Sensitive EIL Pedagogy. *TESL-EJ*, 12(4).
- McLeod, S. A. (2016). Bandura - social learning theory. Simply Psychology. Retrieved from <https://www.simplypsychology.org/bandura.html>
- Merchant, G. (2012). Mobile practices in everyday life: Popular digital technologies and schooling revisited. *British Journal of Educational Technology*, 43(5), 770-782.
- Miles, M. B., Huberman, A. M., Huberman, M. A., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook*: sage.
- Ming, T. S., Ling, T. S., & Jaafar, N. M. (2011). Attitudes and motivation of Malaysian secondary students towards learning English as a second language: A case study. *3L: Language, Linguistics, Literature®*, 17(1).
- Mirza, A. (2007). Is e-learning finally gaining legitimacy in Saudi Arabia. *Saudi Computer Journal*, 6(2), 1-14.
- Monks, J., & Schmidt, R. (2010). The impact of class size and number of students on outcomes in higher education.

- Morgan, D. L. (1996). *Focus groups as qualitative research* (Vol. 16): Sage publications.
- Mossberger, K., Tolbert, C. J., & Stansbury, M. (2003). *Virtual inequality: Beyond the digital divide*: Georgetown University Press.
- Mulder, D. J. (2016). Pre-service teachers and technology integration: International cases and generational attitudes toward technology in education. In *Teacher Education: Concepts, Methodologies, Tools, and Applications* (pp. 730-752): IGI Global.
- Muro, M., & Jeffrey, P. (2008). A critical review of the theory and application of social learning in participatory natural resource management processes. *Journal of environmental planning and management*, 51(3), 325-344.
- Naidu, S. (2005). *Learning and teaching with technology: Principles and practices*. London and Sterling: Taylor & Francis e-library.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1609406917733847.
- Oh, E., & Reeves, T. C. (2014). Generational differences and the integration of technology in learning, instruction, and performance. In *Handbook of research on educational communications and technology* (pp. 819-828): Springer.
- Olsen, W. (2004). Triangulation in social research: qualitative and quantitative methods can really be mixed. *Developments in sociology*, 20, 103-118.
- Oppenheim, A. N. (1992). Questionnaire design. *Interviewing and Attitude measurement*, 24.
- Oshan, M. S. (2007). *Saudi women and the internet: gender and culture issues*. Loughborough University,

Oxford, R. (1990). *Language learning strategies*. New York, 3.

Oxford, R. L. (2003). Language learning styles and strategies: Concepts and relationships. *International review of applied linguistics in language teaching*, 41(4), 271-278.

Oyaid, A. (2009). Education policy in Saudi Arabia and its relation to secondary school teachers' ICT use, perceptions, and views of the future of ICT in education.

Pallant, J. (2013). *SPSS survival manual*: McGraw-Hill Education (UK).

Palloff, R. M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*: John Wiley & Sons.

Patton, M. (2015). Enhancing the quality and credibility of qualitative studies. *Qualitative research & evaluation methods*, 652-743.

Patton, M. Q. (1990). *Qualitative evaluation and research methods*: SAGE Publications, inc.

Peirce, C. S. (1978). How To Make Our Ideas Clear. *Revista De Filosofia US*, 15(2), 287-303.

Poellhuber, B., Anderson, T., & Roy, N. (2011). Distance students' readiness for social media and collaboration. *The international review of research in open and distributed learning*, 12(6), 102-125.

Prensky, M. (2006). Listen to the natives. *Educational Leadership*, , 63(4).

Puentedura, R. (2006). Transformation, technology and education. Retrieved from <http://hippasus.com/resources/tte/>.

- Ragan, E. D., Jennings, S. R., Massey, J. D., & Doolittle, P. E. (2014). Unregulated use of laptops over time in large lecture classes. *Computers & Education, 78*, 78-86.
- Ramayah, T., Ahmad, N. H., & Lo, M.-C. (2010). The role of quality factors in intention to continue using an e-learning system in Malaysia. *Procedia-Social and Behavioral Sciences, 2*(2), 5422-5426.
- Raut, V., & Patil, P. (2016). Use of Social Media in Education: Positive and Negative impact on the students. *International Journal on Recent and Innovation Trends in Computing and Communication, 4*(1), 281-285.
- Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. Heinle & Heinle Publishers, International Thomson Publishing Book Distribution Center, 7625 Empire Drive, Florence, KY 41042., 1995.: ERIC.
- Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (Cambridge language teaching library). *Cambridge University, Cambridge*.
- Robinson, O. C. (2014). Sampling in interview-based qualitative research: A theoretical and practical guide. *Qualitative research in psychology, 11*(1), 25-41.
- Roblyer, M. D., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The internet and higher education, 13*(3), 134-140.
- Rogers, E. (1995). *Diffusion of Innovations* The Free Press New York.
- Rogers, E. M. (2002). Diffusion of preventive innovations. *Addictive behaviors, 27*(6), 989-993.

Rogers, E. M. (2010). *Diffusion of innovations*: Routledge.

Ross, C., Orr, E. S., Sisic, M., Arseneault, J. M., Simmering, M. G., & Orr, R. R. (2009). Personality and motivations associated with Facebook use. *Computers in Human Behavior*, 25(2), 578-586.

Rung, A., Warnke, F., & Mattheos, N. (2014). Investigating the use of smartphones for learning purposes by Australian dental students. *JMIR mHealth and uHealth*, 2(2), e20.

Safi, S., Thiessen, T., & Schmailzl, K. J. (2018). Acceptance and resistance of new digital technologies in medicine: qualitative study. *JMIR Research Protocols*, 7(12), e11072.

Salloum, S. A., Mhamdi, C., Al Kurdi, B., & Shaalan, K. (2018). Factors affecting the adoption and meaningful use of social media: a structural equation modeling approach. *International Journal of Information Technology and Language Studies*, 2(3), 96-109.

Sangwaan, R. (2019). Use of social media in education: Positive and negative impact on the students. *International Journal on Transformations of Media, Journalism & Mass Communication (Online ISSN: 2581-3439)*, 4(2).

Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*: Palgrave Macmillan, London.

Selingo, J. (2012). Fixing college. *New York Times*, 26, A23.

Shaltry, C., Henriksen, D., Wu, M. L., & Dickson, W. P. (2013). Situated learning with online portfolios, classroom websites and Facebook. *TechTrends*, 57(3), 20-25.

Sharma, V. (2019). Saudi Students' Perspective on Social Media Usage to Promote EFL Learning. *Online Submission*, 2(1), 129-139.

- Shittu, A. T., Basha, K. M., AbdulRahman, N. S. N., & Ahmad, T. B. T. (2011). Investigating students' attitude and intention to use social software in higher institution of learning in Malaysia. *Multicultural Education & Technology Journal*, 1-18.
- Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*. Obtained through the Internet: http://www.idtl.org/Journal/Jam_05/article01.htm. [Accessed Sept. 2008].
- Smith, T. W. (1987). That which we call welfare by any other name would smell sweeter an analysis of the impact of question wording on response patterns. *Public opinion quarterly*, 51(1), 75-83.
- Stahl, B. C. (2007). Positivism or non-positivism—tertium non datur. In *Ontologies* (pp. 115-142): Springer, Boston. MA.
- Statistics, L. (2020). Multiple regression SPSS statistics: Assumptions. Retrieved March, 12, 2020.
- Stockwell, G. (2007). Vocabulary on the move: Investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning*, 20(4), 365-383.
- Swain, J. (2018). *A hybrid approach to thematic analysis in qualitative research: Using a practical example*: SAGE Publications Ltd.
- Taffe, S. W., & Gwinn, C. B. (2007). *Integrating literacy and technology: Effective practice for grades K-6*: Guilford Press.
- Tallvid, M., Lundin, J., Svensson, L., & Lindström, B. (2015). Exploring the relationship between sanctioned and unsanctioned laptop use in a 1: 1 classroom.

- Tashakkori, A., & Creswell, J. W. (2007). The new era of mixed methods. In: Sage Publications.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: Combining qualitative and quantitative approaches* (Vol. 46): Sage.
- Toffoli, D., & Sockett, G. (2010). How non-specialist students of English practice informal learning using web 2.0 tools. *ASp. la revue du GERAS*(58), 125-144.
- Tufekci, Z., & Wilson, C. (2012). Social media and the decision to participate in political protest: Observations from Tahrir Square. *Journal of communication*, 62(2), 363-379.
- ur Rahman, M. M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: prospects and challenges. *Academic Research International*, 4(1), 112.
- vHakim, B. M. (2019). A study of language anxiety among English language learners in Saudi Arabia. *Arab World English Journal (AWEJ) Volume*, 10.
- Wallace, L. R., & Lima, E. F. (2018). Technology for Teaching Pronunciation. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
- Wang, H.-c., & Chen, C. W.-y. (2019). Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in Language Learning and Teaching*, 1-14.
- Wang, Y. S., Wu, M. C., & Wang, H. Y. (2009). Investigating the determinants and age and gender differences in the acceptance of mobile learning. *British Journal of Educational Technology*, 40(1), 92-118.
- Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching*, 31(2), 57-71.

- Watty, K., McKay, J., & Ngo, L. (2016). Innovators or inhibitors? Accounting faculty resistance to new educational technologies in higher education. *Journal of Accounting Education, 36*, 1-15.
- West, R. E. (2018). Foundations of learning and instructional design technology.
- White Baker, E., Al-Gahtani, S. S., & Hubona, G. S. (2007). The effects of gender and age on new technology implementation in a developing country: Testing the theory of planned behavior (TPB). *Information Technology & People, 20*(4), 352-375.
- Willing, K. (1988). Learning Styles in Adult Migrant Education. Adelaide. N. Purdie & R. Oliver (1999). *Language learning strategies used by bilingual school-aged children. System, 27*, 375-388.
- Wozniak, S. (2010). Language needs analysis from a perspective of international professional mobility: The case of French mountain guides. *English for Specific Purposes, 29*(4), 243-252.
- Yoo, S. J., & Huang, W. D. (2011). Comparison of Web 2.0 technology acceptance level based on cultural differences. *Journal of Educational Technology & Society, 14*(4), 241-252.
- Yvonne Feilzer, M. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of mixed methods research, 4*(1), 6-16.
- Zhou, Q., Lee, C. S., & Sin, S. C. J. (2017). Using social media in formal learning: Investigating learning strategies and satisfaction. *Proceedings of the Association for Information Science and Technology, 54*(1), 472-48

Appendices

Appendix 1 Sponsor's research field approval

CULTURAL BUREAU LONDON		المحققة الثقافية لندن
<p>1439/09/22 هـ رقم الملف: KSU1146/2 رقم السجل المدني: 1051509600</p>		
إفـادة		
<p>تفيد المحققة الثقافية بسفارة المملكة العربية السعودية لدى المملكة المتحدة بأن الطالب / صالح محمد قنزع القرني مبعث من قبل وزارة التعليم لدراسة الدكتوراه في تخصص Education في جامعة Glasgow اعتباراً من 1439/04/21 هـ إلى تاريخ 1442/06/17 هـ.</p> <p>وبناء على توصية المشرف الدراسي على بحث الدكتوراه سيتقدم المبعث بالتواصل مع الجهات الحكومية في المملكة العربية السعودية بشأن جمع معلومات لإكمال إجراءات بحثه.</p> <p>ونظراً لضرورة إرفاق موافقة من الجهة المستضيفة في المملكة فقد منح هذا الخطاب بناء على طلبه وذلك لتقديمه لجامعة بيثستون دون أدنى مسؤولية على المحققة.</p> <p>الرجاء التكرم بتسهيل مهمة الطالب والتعاون معه لإجراء بحثه.</p>		
والله ولي التوفيق،،		
<p>المحق الثقافي بسفارة المملكة العربية السعودية لدى المملكة المتحدة</p>		
		

Appendix 2 Ethical committee approval



College of Social
Sciences

27/11/2018

Dear Saleh Mohammed Q Alqarni

College of Social Sciences Research Ethics Committee

Project Title: An investigation into Saudi Students' perception toward using Social Media to support English language learning

Application No: 400180023

The College Research Ethics Committee has reviewed your application and has agreed that there is no objection on ethical grounds to the proposed study. It is happy therefore to approve the project, subject to the following conditions:

- Start date of ethical approval: 30/11/2018
- Project end date: 11/01/2022
- Any outstanding permissions needed from third parties in order to recruit research participants or to access facilities or venues for research purposes must be obtained in writing and submitted to the CoSS Research Ethics Administrator before research commences. Permissions you must provide are shown in the *College Ethics Review Feedback* document that has been sent to you.
- The data should be held securely for a period of ten years after the completion of the research project, or for longer if specified by the research funder or sponsor, in accordance with the University's Code of Good Practice in Research: (https://www.gla.ac.uk/media/media_490311_en.pdf) (Unless there is an agreed exemption to this, noted here).
- The research should be carried out only on the sites, and/or with the groups and using the methods defined in the application.
- Any proposed changes in the protocol should be submitted for reassessment as an amendment to the original application. The *Request for Amendments to an Approved Application* form should be used: <https://www.gla.ac.uk/colleges/socialsciences/students/ethics/forms/staffandpostgraduateresearchstudents/>

Yours sincerely,

Dr Muir Houston
College Ethics Officer

Muir Houston, Senior Lecturer
College of Social Sciences Ethics Officer
Social Justice, Place and Lifelong Education Research
University of Glasgow
School of Education, St Andrew's Building, 11 Eldon Street
Glasgow G3 6NH
0044+141-330-4699 Muir.Houston@glasgow.ac.uk

Appendix 3 Participants' consent form



College of Social
Sciences

Consent Form

An investigation into students' and instructors attitudes toward using Social Media to support English language learning and teaching

Name of Researcher: Saleh Mohammed Q Alqarni

I confirm that I have read and understood the Plain Language Statement for the above study and have had the opportunity to ask questions.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
I consent / do not consent (delete as applicable) to interviews being audio-recorded.

I acknowledge that participants will be referred to by an assigned anonymous ID.

I acknowledge that there will be no effect on my grades/employment arising from my participation or non-participation in this research.

- All names and other material likely to identify individuals will be anonymised.
- The material will be treated as confidential, encrypted and kept in secure storage at all times.
- Any identifying personal data will be destroyed once the project is complete.
- The research data will be retained in secure storage for use in future academic research by the researcher for 10 years
- The material may be used in future publications, both print and online.
- I agree to waive my copyright to any data collected as part of this project.
- Confidentiality will be maintained subject to legal or regulatory requirements

TICK ONE OF THE BOXES BELOW

I agree to take part in this research study

I do not agree to take part in this research study

Name of Participant Signature

Date

Name of Researcher

Saleh Mohammed Q Alqarni

Date 25/3/2019

Signature ...

For more information about the study, please feel free to contact
Saleh Mohammed Q Alqarni - Email
Professor Victor Lally - Email Victor.Lally@glasgow.ac.uk

Appendix 4 Plain Language statement



College of Social
Sciences

Plain Language Statement

An investigation into students' and instructors' attitudes toward using Social Media to support their English language learning.

Saleh Mohammed Q Alqarni

University of Glasgow

School of Education

You are invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part.

Thank you for reading this.

What is the purpose of the study?

The aim of this study is to understand Saudi students' attitudes toward using social media and networks to support their English language learning. This study also aims to find out if there are any obstacles that may hinder the students from using such tools to support their English language processing.

Why have I been chosen?

You are the Dean of the College and have experience in dealing with policies and procedures coming from the university and perhaps from the Ministry of Education.

Or

You are an English language teacher and know what elements or characteristics of social media and networks that may be of beneficial use inside and outside the class to support English language learning.

Or

You have been chosen because you are studying English as an additional language and your responses may help to improve the teaching and learning of English as an additional language.

Do I have to take part?

Your participation is voluntary and it is entirely up to you to take part in this study or not. If you decide to take part, you are free to withdraw at any time and without any justification and any data collected up to that point will be destroyed.

What will happen to me if I take part?

You would answer the online questionnaire, which may take less than 22 minutes from your time. If you decided to also take part in a short interview which may last 15-20 minutes, and you can choose to participate either via Skype, by Phone, face-to-face or by email and would take place at a mutually acceptable time.

Will my taking part in this study be kept confidential?

The data collected for this study will be securely stored and confidential and no one will have access to the data with the exception of the researcher and the supervisors of this study unless there are any legal or regulatory requirements. You will only be identified in the study by an ID code and any information which might identify you will be anonymised so you will not be recognised in any of the outputs noted below. However, The Deans of the college may be identified as there are only two of them, so it would be possible to deduce who occupied these positions at the time of the study.

What will happen to the results of the research study?

The findings of the research will be presented in my thesis which will be available on the university website. A written summary of the results will be available if requested by the University of Bisha for any actions that may improve the teaching and learning of English as an additional language. The results might also be reported in journal articles and presented at conferences. The data collected will be stored securely and shall be destroyed in line with University requirements 10 years after completion of the project.

Who is organising and funding the research?

The Saudi Cultural Bureau in London.

Who has reviewed the study?

The study and its items has been reviewed by the College of Social Sciences at the University of Glasgow.

Contact for Further Information

If you have any enquiries, please feel free to contact the researcher on the email provide below:

Saleh Mohammed Alqarni

If you have any concerns regarding the conduct of this research, you can contact the College of Social Sciences Ethics Office, email: socsci-ethics@glasgow.ac.uk

Appendix 5 Study survey questions

Page 1: Introduction

1. Hello everyone!! My name is Saleh . I'm carrying out this study as a part of my PhD study. This study seeks to understand the Students and the Teachers' perception toward using Social Media technologies as a educational tool to support English language learning and teaching in Saudi Arabia, in particular at Bisha University, Balgam campus. You will be presented with information relevant to social media and the perception toward using this tool to support English language learning and asked to answer some questions about it. Please be assured that your responses will be kept completely confidential. The study should take you around 22 minutes to complete. Your participation in this research is voluntary. You have the right to withdraw at any point during the study, for any reason, and without any prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail s.alqarni.2@research.gla.ac.uk I agree to participate in this study!! * *Required*

Yes

No

Page 2: Demographic and Personal information

2. What is your gender? * Required

- Male
- Female
- Other

2.a. What is your age? * Required

2.b. How long have you been studying English? * Required

- 7 years
- more than 7 years

2.c. Why do you learn English? * Required

- For educational purposes
- For travelling purposes
- I have no other options

2.d. Do you have any computer at home? * Required

- Yes
- No

2.e. Do you have any smart devices such as(ipad, Samsung tablet, and etc)? * Required

- Yes
- No

2.f. Do you internet service in your phone? * Required

- Yes
- No

2.g. Does the university provide WiFi signals at the campus? * Required

- Yes
- No

Page 3: Actual use of Social Media

3. Do you use social media technologies? * Required

- Yes
 No

3.a. I use social media for.. * Required

- Entertainment
 News
 learning and Education
 Social communication
 Other

3.a.i. How often do you use social media for each purposes below?

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	Never	Sometimes	About half the time	Most of the time	Always
Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.a.ii. Do you use Social Media technologies to support your English language learning?
 * Required

- Yes
 No

3.a.iii. How often do you use these technologies to support your English language learning? * *Required*

- Always
 Often
 Sometimes
 Rarely
 Never

3.a.iv. How much time do you spend on using Social Media? * *Required*

- 0-2 hrs
 2-4 hrs
 4-6 hrs
 More than 6 hrs

3.a.v. How often do you use the below Social Media apps to support your English language learning? * *Required*

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

Please don't select more than 1 answer(s) in any single column.

	Always	Often	Sometimes	Rarely	Never
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WhatsApp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Snapchat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Page 4: Social Media Experience

4. Please indicate how good you are at using the below Social Media apps? *
Required

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

Please don't select more than 1 answer(s) in any single column.

	Extremely Good	Good	Neither Good nor Bad	Bad	Extremely Bad
Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YouTube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What App	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Snap Chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page 5: Attitude toward using Social Media to support English language learning

5. I like to use Social Media to support my English learning. * Required

- Strongly Agree
- Agree
- I do not know
- Disagree
- Strongly Disagree

5.a. I enjoy learning English from Social Media apps. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

5.b. I feel confident when using Social Media to practise English. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

5.c. I would like to see my English teacher using Social Media technologies to support our learning in the class. * Required

- Strongly Agree
- Agree

- I'm not sure
- Disagree
- Strongly Disagree

5.d. I Like the class when my English teacher uses some materials from Socila Media apps. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

5.e. English curriclm should have some activities from Socila Media technologies. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

5.f. I Like to use Social Media to support my English learning outside the class. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

5.g. I think using Social Media apps can be very useful for English learning . * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

5.h. English classes will be enjoyable and fun when teachers use Social Media technologies. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

Page 6: Perceived Ease Of Use (PEOU)

6. It is easy to use Social Media technologies to support English learning. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

6.a. It take time to learn how to use Social Media technologies to support English learning. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

6.b. It is easy to learn English from Social Media technologies. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

6.c. The university should provide training on how to use Social Media technologies to support English learning. * Required

- Strongly Agree
- Agree

- I'm not sure
- Disagree
- Strongly Disagree

Page 7: Social Media in my community

7. I use Social Media technologies because all my friends use them. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

8. My friends think that Social Media technologies are useful resources to help in English learning. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

9. My English teachers encourage us to use Social Media technologies to learn English from native speakers around the world. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

10. My English teachers encourage us to use Social Media technologies to learn English from native speakers around the world. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

11. My parents allow me to use Social Media technologies. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

12. I think Social Media technologies are not safe. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

13. Social Media technologies contents are sometimes against my religion and cultural beliefs. * Required

14 / 21

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

Page 8: Social Media technologies usefulness for English learning

14. Social Media technologies can help me to develop my English skills. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

15. Writing English comments on Twitter helps me to develop my writing skills. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

16. There are abbreviations on Social Media that may affect my English academic writing. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

17. Listening to English vedios on Social Media develops my listening skills. *
Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

18. Social Media technologies help me to speak English with native speakers outside the classrooms. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

19. Social Media technologies help me to learn English 24 hours. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

20. Social Media technologies give me an idea on different English accent Such as British or American accent. * *Required*

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

21. I learn more English vocabulary when I use Social Media technologies. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

22. Social Media is a good resource for English articles for practising Reading. * Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

23. When I make grammar mistakes, I receive a quick feedback on WhatsApp from my teachers or my friends. * Required

- Strongly Agree

- Agree
- I'm not sure
- Disagree
- Strongly Disagree

Page 9: Intention to use Social Media

24. I am going to use Social Media technologies to support my English learning. *
Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

25. I will recommend Social Media technologies to my friends to support their English learning. *
Required

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

Appendix 6 Students' focus groups questions

Students

Background questions

1. How long have you been studying English?
2. Why do you learn English? What is your incentive?
3. Do you practise your English outside the class? If yes, how?
4. What do you do to practise your English inside and outside the classrooms?

Actual use of Social media technologies

5. Do you use social media technologies to support Your English learning? Why?
6. What do you think of using social media as a supportive tool to improve your English learning?
7. Do you learn any accent or any different vocabulary through using social media apps?
8. Are these technologies and apps easy to use? If no, why?
9. Have you had any training on how to use modern technologies to support your English learning?
10. What social media apps do you use? And how often do you use them?
11. Do you think social media and other social network sites can be useful for English language learning? If so, how?
12. Do you find using these tools to support English language learning more comfortable and less anxious than getting the support from your teacher? And why?
13. If you have any questions about English grammar or anything else you want to know, would you prefer to ask your teacher or use YouTube, for instance to know about this question? Why?
14. Do you like to learn English form different teachers around the world? Why?
15. Does your teacher recommend you use social media to improve your English language skills? And how?
16. What would be the advantages of using social media to support English language learning?
17. What would be the disadvantages of using social media to support English language learning?
18. Do you think social media content will affect your religion and cultural norms? if yes, how?
19. What are the obstacles and the issues that may prevent you from using social media and other social network sites to support your English language learning?
20. Would you like to say anything more about this study?

Thanks for your participation in this study

Appendix 7 English language teachers' Interviews questions

Background questions

1. How long have you been teaching English?
2. Have you taught English elsewhere?
3. Have you had any training or courses before on how to use modern technologies such as social media to support English teaching?

Actual use of Social Media

4. Have you used social media technologies such as YouTube or WhatsApp to teach the English language? If yes, how?
5. What do you think about using social media technologies to support English language teaching? Why?
6. Do you prefer using the conventional mode of teaching or you prefer blended learning through using social media technologies? Why?
7. Do you think your students would perform better if you integrate social media technologies into a lesson plan?
8. Have you ever used any social media technologies to provide your students with an authentic language from a real English world?
9. Do you think the students will speak English well if they watch videos or lectures delivered by native English speakers?
10. Do you recommend using social media technologies to your students to keep practising any English language skills such as writing, reading, speaking, and listening?
11. Which English language aspect or skills do you think the students would benefit the most when you use social media technologies to teach English? Why?
12. Would you agree with the notion that says using social media technologies to support English teaching can bring a real language environment into the class and can create enjoyable classes? If yes, how? If no, why?
13. From your experience, what might be the best social media app or apps that could facilitate your students English learning? Why is it the best?
14. In the future, do you think utilising social media and other social network sites in English language classrooms would incur in a better English learning environment? If so, how?
15. What would be the ideal way of integrating social media technologies to support English teaching?
16. Are you concerned about social media content as some people say some of its contents might be against the religious and cultural norms?
17. Do you think the technologies experience would be an obstacle to incorporating social media inside your classes?
18. Do you receive any internal support, for example, the Dean of the school to use social media to provide a better language environment?
19. Do you have any more comments or suggestions for this study?