

Chapter One

Introduction

1.0 Overview

Teaching of English language has advanced so much that the geographical gap is bridged with the use of technology that makes teachers and students feel as if they are inside the classroom. Technology offers the ability to share materials in all kinds of formats such as videos, slideshows, and word documents. Conducting webinars and communicating with professors via chat and message forums have become also available to both teachers and students.

People nowadays more than ever before commenced a new system of pedagogy with the emergence of electronic and online teaching, whereby methods of teaching have shifted away from traditional classes that have long been in use into more sophisticated approaches to maintaining the efficiency of teaching English and learning of foreign languages.

Technology in the field of language teaching, is now mediating how teaching virtually taking place and how teachers and students' online interaction is significantly different from the traditional method in various ways. The use of Facebook to enhance and develop different aspects in literature and novels in particular has only now begun to be studied. So the growth of Facebook's influence on how students experience and perceive literature through online contexts have not been yet discussed in detailed literature. Thus, using Facebook as a tool to develop literary appreciation might particularly not be used in such contexts and this is what the study is trying to investigate.

Teachers and students of English experience numerous challenges in the field of foreign languages and literature in particular as one of the most important and challenging domain since literature requires soaking up the target culture, all fiction elements, prose, poetry, drama, figures of speech, literary analysis, criticism and literary appreciation beside language mastery and so on. Hence, the experience of literature within online context is of importance in communicating views and ideas and facilitating language mastery for both teachers and students. If they seriously took part in what they thoroughly experienced online, they would develop confidence and sense of power over the target language.

Teachers and students of English are in need of up to date techniques and equipments that is capable to promote their performance academically. Therefore, the researcher aimed at looking into this technology as a means of developing the literary sense wishing to contribute in creating a new and effective tool as gateway to the teaching of English language, literature, culture, and foreign languages as well.

1.1 Statement of the Problem

The problem that the present study attempts to investigate is that the current approaches that have been in use for years in teaching literature and English in Sudan do not give quality learning outcomes. The current classroom approaches of language teaching are very prescriptive one.

There for, most teachers at universities, still rely on the classical way of teaching (chalk and blackboard) in spite of the more technological inventions that have shaped the educational aids with which teachers are surrounded.

Consequently, these factors created a boundless number of students experience lots of challenges in mastering English language , understanding literature and novels particularly when dealing with the appreciation of the novel, in terms of identifying novel's elements such as plot, setting, point of view, personification, characters' types, style, extracting themes from the novel as a whole and analyzing it literally.

On the contrary, via Facebook contact, it is observed that the students in online contact can interact more freely and respond with ease to different kinds of posts carrying different topics and ideas in contrast when they are in the classroom where interaction is hardly difficult to occur.

Thus, the study is going to shed light on the benefits that technology offers for both students and teachers in the field of English language teaching. Furthermore, the study urges teachers to make use of these inventions and apply them in teaching; this is the key issue the study is trying to deeply investigate particularly the use of technology in developing literary appreciation of the novel and teaching literature.

1.2 Objectives of the Study

The main objectives of the study in question are to investigate the use of Facebook as tool for developing the university students' literary appreciation of the novel in addition to achieve the following:

1. To develop the students' literary appreciation of novels in the context of online teaching through Facebook.
2. To pinpoint the efficiency and the effectiveness of technology in teaching and developing appreciation of novels.
3. To introduce Facebook as a web-based tool of teaching novels and

English foreign languages.

4. To identify the main causes behind the difficulties which students encounter in literature and novels in particular.
5. To raise students' awareness of the potentials of technology in teaching English language and literature.

1.3 Significance of the Study

The significance of this study is the outcome of Facebook emergence as a newly adopted tool of teaching and learning. This study tries to hardly give insight to the facilities that Facebook offers for students in developing the literary appreciation of the novel and for teachers in dragging their concern to the challenges they encounter in teaching literature and English as well.

Moreover, the study attempts to highlight the impact of Facebook use on increasing the literary sense of students at university level. The study will put a new tool of pedagogy within the reach of teachers and students of English in addition to encourage syllabus designers and expertise to make maximum use of online media and social networks for the wide range of teaching materials that they offer. The last but not the least, hopefully researchers in the domain of literature and foreign languages may exert further efforts to carry out further studies in such realm.

1.4 Scope of the Study

The study will be confined to (50) of English Sudanese university teachers beside two groups of English students from the college of education that consists of forty eight (48) students. The first group comprised of twenty four students (24) selected as an online experimental group and the second is a controlled one comprised equally of (24) students.

The results of this study are limited to the following:

The sample which is composed of (48) students divided into two groups selected from the 2nd year at University of Kassala in the College of Education during the year 2015-2016.

The results also limited to (50) Sudanese colleges and university teachers of English, and to the instruments used in the study which are the questionnaire, the pre and post-test and the focus group interview carried out with the online group prepared purposively to elicit the students' attitudes towards using Facebook in teaching novel's appreciation.

Therefore, generalizations of the findings depend on the reliability, validity of the teachers' questionnaire; students' scores in the test and the percentage obtained from their responses to the focus group interview.

1.5 Questions of the Study

The study attempts to answer the following questions:

1. To what extent is appreciating English novels problematic for Sudanese undergraduates of English language?
2. How can the students develop their literary appreciation of the novel through the use Facebook?
3. How can Facebook influence the students' attitudes towards the appreciation of the novel?
4. To what extent does teaching novels via Facebook encourage its use as a web-based teaching tool.

1.6 Hypotheses of the Study

H1. Appreciating English novels is problematic for Sudanese undergraduates of English language.

H2. Students of English language can develop their literary appreciation of the novel through the use of Facebook.

H3. Facebook can influence the students' attitudes towards appreciating the English novel.

H4. Using Facebook in teaching novels encourages its application as a web-based teaching tool.

1.7 Methodology of the Study

This part is divided in to two sections each one reflects the steps that have been followed in conducting this study.

1.7.1 The Online Course

The main and first part of the study is based on an online course prepared by the researcher in which Microsoft Office (such as word, power point) and paint program are used to design lessons, exercises and teaching materials for the students beside incorporating Facebook applications like post, share, creating files, uploading pictures and videos containing various materials in executing the online teaching program using Facebook group called "literature café".

1.7.2 The Experimental Method

An eclectic method will be used to conduct the study in which the experimental method is used as the main method as well as the analytical and descriptive methods. Three data gathering tools were used for collecting

the data: Pre-test and Post-test administered to the two groups examining the novel's elements and the novel of Oliver Twist. The questionnaire delivered to (50) English teachers across different Sudanese universities due to their experience of using technology in teaching. Finally students' focus interview carried out with the online group at the end of the experiment.

The subjects of the study are students of English at the university level selected as controlled group that comprised of (24) and experimental online group due to their use of Facebook whose number is (24) students selected from the 2nd year and who will respond at the end of the program to the focus group interview to elicit their attitudes and perceptions of using Facebook in teaching novels.

1.8 Definitions of Terms

▪ Electronic Terms

Attachment: a document sent along with an email

Blackboard: a suite of software for online teaching and learning that integrates teaching, learning, student services and back office systems

Browser: a program such as Explorer or Netscape that allows the user to browse the World Wide Web

Chat: synchronous written communication between people who are logged onto computers that are networked

Click: press and release a button on the mouse to start an activity such as opening a webpage

CMC: computer-mediated communication: communication between people using computer networks; CMC includes email, chat, instant messaging and discussion lists.

Computer network: computers linked together so that files and messages can be sent from one to the other.

Directory: an online tool that helps users to find sites on the Web; organized by topic/theme

Discussion list: asynchronous communication where many people 'post' messages to be read by everyone with access to the discussion list

E-Board: An LMS that allows teachers to post information and links for student access

Email: written messages sent asynchronously across a computer network.

Email account: a personal account for sending email.

Email address: an address for people to send your email to; includes user id and the server you are using to connect you to the network

File a computer document with a name (given by the writer); a set of data stored on a computer

Forum: group online discussion

Genre: a staged, culturally specific text with specific organizational and linguistic structures; sometimes also called a text type.

Homepage: first screen (page) of a website

Hostname: unique name by which a computer is identified on a network

Icon: an image that represents a concept, for example, a closed envelope to represent an unread email message

Internet: a network of computer networks that links computers around the world; often abbreviated to 'Net'.

Login: a protocol used for opening an email account or a computer that is connected to a network.

Navigate: to find a route through hyperlinks and commands or other online pointers in software or on the Web.

Offline: working without a computer or with a computer that is not currently connected live to a network.

Online: working on a computer that is actively connected to a network

Password: private identification for a computer system to identify a person; a user id is also needed.

Post: add a comment to a discussion list.

Scrolling: using the mouse to move up or down the document to see information beyond what is on the viewable screen.

Search engine: an online tool that helps users find sites on the Web by searching for key words or phrases.

Server: a computer that links one computer to another.

Upload: move a document from a word processor or spreadsheet to an online space.

URL: Uniform Resource Locator: the address for a website or other Internet facility.

User id (username): identification (name) used for a computer system and communicators to identify a person; used for many accounts and systems; a password is also required.

Webinar: live online classes

Webpage: a document housed on a server on the World Wide Web.

Website: a collection of files/documents on a specific subject, housed on a server connected to the World Wide Web; the website is identified in the hostname section of the URL.

Windows: the frame in which one section of information is presented.

Word processor: a computer program that helps people to write, using a computer.

World Wide Web: a hyperlinked database residing on the Internet, providing network-accessible information in text, graphics, video and audio formats.

▪ **Literary Terms**

Antagonist: is a character in a story or poem that deceives, frustrates, or works against the main character, or protagonist, in some way.

Character: is a person who is responsible for the thoughts and actions within a story, poem, or other literature.

Climax: the turning point in the plot.

Dialogue: The conversation between [characters](#) in a drama or [narrative](#). A dialogue occurs in most works of literature.

Didactic: refers to literature or other types of art that are instructional or informative.

Dramatic Irony: occurs when the audience knows something that the character is not aware of.

Figurative language: a type of language that varies from the norms of literal language, in which words mean exactly what they say.

Flashback: “An interruption of the chronological sequence (as of a film or literary work) of an event of earlier occurrence”.

Foreshadow: Lines that give a hint or clue to future events.

Genre: a type of literature. We say a poem, novel, story, or other literary work belongs to a particular genre.

Irony: a literary term referring to how a person, situation, statement, or circumstance is not as it would actually seem.

Metaphor: an implied comparison between two different things; identifying a person or object as the thing to which it is being compared.

Metonymy: a figure of speech whereby the name of a thing is substituted for the attribute which it suggests.

Motive: a recurring object, concept, or structure in a work of literature.

Myth: any story that attempts to explain how the world was created or why the world is the way that it is.

Narrative: a collection of events that tells a story, which may be true or not, placed in a particular order and recounted through either telling or writing.

Narrator: one who tells a story, the speaker or the “voice” of an oral or written work.

Personification: a figure of speech where animals, ideas or inorganic objects are given human characteristics.

Point of view: a way the events of a story are conveyed to the reader, it is the “vantage point” from which the narrative is passed from author to the reader.

Protagonist: a protagonist is considered to be the main character or lead figure in a novel, play, story, or poem.

Setting: the time, place, physical details, and circumstances in which a situation occurs.

Simile: an expressed comparison between two different things using 'like' or 'as' - Example: 'eyes twinkle like stars' - 'as loud as the roaring sea'

Short story: a prose narrative that is brief in nature. The short story also has many of the same characteristics of a novel including characters, setting and plot.

Symbol: a symbol is a word or objects that stands for another word or object. The object or word can be seen with the eye or not visible.

Theme: a common thread or repeated idea that is incorporated throughout a literary work.

Tragedy: in general, tragedy involves the ruin of the leading characters.

Unreliable narrator: a one who gives his or her own understanding of a story.

Chapter Two

Literature Review

2.1 Part (1): Theoretical Framework

2.2 Introduction

This chapter discusses the literature review and theoretical framework of the study. It includes a review of the literature involving literary appreciation, novel's elements, literature and technology and finally Facebook uses in educational contexts.

2.3 Definition of Literary Appreciation

Literary Appreciation simply means the ability to understand, enjoy and evaluate works of Literature. Evaluate here means to make judgment about the quality or value of literary work. Evaluation is usually an opinion about a given work, but it must be based on facts.

Dwinastiti, (2013) posited that literary appreciation refers to the evaluation of works of imaginative literature as an intellectual or academic exercise. In this process the reader interprets, evaluates or classifies a literary work with a view to determining the artistic merits or demerits of such a work.

Dwinastiti, (2013) added that it is the process by which one 'gauges one's interpretive responses as a reader to a literary work. This means that the reader is able to gain pleasure and understanding for literature, understand its value, its importance and admires its complexity.

The main goal of teaching literature is to elicit a response from students so they can explore their own lives and improve their logical thinking skills.

Therefore, the key to developing appreciation for reading is first selecting appropriate adolescent literature in which students can identify and make connections. This can foster love for reading and improve their language arts skills as well.

Literary appreciation focuses on the adequate grasp of the definitions and applications of traditional literary devices such as plot, character, metaphor, setting and symbolism which may be encountered within texts. This is greatly what is the study going to focus on.

Literary appreciation occurs in seven stages:

- **Level 1:** pleasure and profit (literary appreciation is a social experience)
- **Level 2:** decoding (literacy is done)
- **Level 3:** lose yourself (reading becomes a means of escaping)
- **Level 4:** find yourself (discovering identity)
- **Level 5:** venture beyond self ('going beyond me'; assessing the world around them)
- **Level 6:** variety in reading (reads widely and discusses experiences with peers)
- **Level 7:** aesthetic purposes (avid reader, appreciates the artistic value of reading)

Such stages of growth in literary appreciation determines that the personal attitudes, reading and observing skills which are all part of literary appreciation. Stages which readers go through are added unto without dropping the previous stages. Thus, literary appreciation is a lifelong process.

However, occasionally students are ill-equipped to handle transition from childhood literature to adolescent literature and fail at establishing literary appreciation. This may occur as a result of a student's late or early cognitive maturity. As teachers, we must understand that in order to appreciate literature students must experience pleasure from their reading. Transaction reading journals and literature circles can be helpful as students can document their progress and reflect on them. They should be provided with a forum to respond to literature in the classroom, discuss personal responses, ideas and deductions with other students. This will allow them to make text to text connections.

Dwinastiti, (2013) asserted that it is important to understand literary development that teachers should consider students stages of development and select materials and methods appropriate to them.

2.4 Definition of Novel

Agustina, (2013) stated that the word comes from the Italian, “Novella” which means the new staff that small. The novel developed in England and America. The novel was originally developed in the region from other forms of narrative nonfiction, such as letters, biographies, and history. But with a shift in society and development of time, the novel is not only based on data nonfiction, author of novel can change according to the desired imagination.

R. Agustina, (2013) claimed that the novel is a story with the prose form in long shape, this long shape means the story including the complex plot, many characters and various settings.

A novel is a totality, a comprehensiveness that is artistic. As a totality, the novel has passages elements, most related to one another in close and mutually dependent. The elements of a novel-builder who then collectively form a totality that-in addition to the formal elements of language, there are many more kinds.

The novel is narrative text informing of prose with a long shape that including some figures and fiction event. The intrinsic elements of novel are plot, setting characterization, point of view, and theme.

2.5 Who is A novelist?

A novelist is someone whose inner experience is as compelling as the details of his or her life, someone who may owe more to another author, never met, than to a close relative seen every day. A novelist has two lives—a reading and writing life, and a lived life. He or she cannot be understood at all apart from this.

A novel has an author. The desire to write a novel is the single required prerequisite for writing a novel. It is the only thing that overcomes all the handicaps—perfectionism, low self-esteem, depression, alcoholism, diseases of all kinds, immense riches, economic hardship, deadly enemies, the resistance of relatives and friends, laziness, retarded professional development, the regular responsibilities of adulthood.

2.6 Types of Novel

As stated in www.blogger.com, (2003) that novel can be categorized into many different types to mention only a few:

2.6.1 Sentimental Novel

Refers to a form of novel which emphasizes the importance of building and nurturing emotionality, and a sentimental understanding of simple ways of life; the beauties of nature and cordiality (friendship) between people of refined sensibilities.

2.6.2 Sociological Novel

It deals with the state and the impact of social factors on the characters in a certain society. In this way we get to understand the reason behind character's behavior in the society. Sociological novel offer a thesis and supports it as an answer to a social problem.

2.7 Elements of Novel

R. Agustina, (2013) stated that novel is a narrative text informing of prose with a long shape that including some figures and fiction event. The intrinsic elements of novel are plot, setting characterization, point of view, and theme.

2.7.1 The Theme

Theme, as R. Agustina, (2013) stated is the meaning contained by a story. But there are many meanings conceived and offered by the story (the novel), then the problem is a special meaning which can be expressed as the theme.

The theme is the ideas of common bases that sustains a work of literature and are contained semantically in the text structure regarding commonality or differences. Themes distilled from the motifs contained in the relevant work that determines the presence of events, conflicts and situations. The theme became the basis of development of the whole story, so he is animating the whole story. A common theme has a generalization, wider, and abstract. Principal themes as the meaning of a work of fiction is not deliberately hidden because precisely this is that offered to the reader.

However, the overall theme is the meaning of which supported his story by itself would be hidden behind a story that supports it.

Theme is the main idea that the writer expresses. Theme can also be defined as the underlying meaning of the story. Theme is another prime element of literature, which contains the central idea of all literary forms such as a novel, drama and short story. It reflects innocence, experience, live, death, reality, fate, madness, sanity, love, society, individual, etc.

Theme is the meaning of story which especially explains a big part of its elements in a simple way. It is more or less synonymous the central idea and central purpose.

The expanding of story does not always parallel with the framework because the idea will often develop suitable with the author's will. Before writing a story, the author will frame his ideas first. But when he thinks that the idea has become so usual in life and bored, he develops it out of the basic framework and makes his story more interesting to be enjoyed and entertained by readers.

Theme is also a general basic idea that supports literature, and it implies in the text as semantic structure and connects with the similarities and differences. Themes become basic development of the whole story, so it must represent the whole part of novel.

2.7.2 Plot

R. Agustina, (2013) pointed out that plot is a story that contains the sequence of events, but each incident is only connected with cause and effect, an event which caused or led to the occurrence of other events. Plot as the events shown in the story is not simple, because the author set the events based on the relation of cause and effect.

Plot is the serial arrangement of incidents, ideas or events. In literature, the plot encompasses all the incidents and provides aesthetic pleasure. The story of the novel progresses through various plots and conflicts. Furthermore, plot is events in story that has pressure to causal relationship. Plot is the story that contents sequence event but every event connected with causal relationship, one event cause or caused by other events.

Plot may be defined as a story's sequence of incidents, arranged in dramatic order. One is tempted to insert the word "chronological." But doing so

would exclude many stories that depart from this strict ordering of events. The plot is decided by three essential elements: events, conflict, and climax.

2.7.2.1 Event

So far it has repeatedly referred to the term or the occurrence of events and talks about fiction, but has not stated what the actual event. Connection events are events that serves to link important events (read: functional events) in sequencing the presentation of the story.

2.7.2.2 Conflict

Conflict, which is actually quite important events is an essential element in the development of the plot. Conflict is something that dramatic, referring to the struggle between two forces are balanced and imply action and retaliation.

2.7.2.3 Climax

Conflicts and the climax is of paramount importance in the structure of the plot, both of which are the main elements of plot in fiction. Climax is when the conflict has reached the highest level of intensities, and when (it) is something that is inevitable happened.

2.7.3 Characters

R. Agustina, (2013) stressed that in fiction, a character may be defined as a verbal representation of a human being. Through action, speech, description, and commentary, authors portray character that are worth caring about, rooting for, and even loving, although there are also characters you may laugh at, dislike, or even hate.

Characters may be flat, minor characters; or round and major. The main character in a story is generally known as protagonist, the character who opposes him is the antagonist. Character is revealed by how a character responds to conflict.

Every story hinges on the actions undertaken by its main character, or protagonist, a term drawn from ancient Greek tragedy that is more useful in discussions of fiction than such misleading terms as hero or heroine. Additionally, stories may contain an opposing character, or antagonist, with whom the protagonist is drawn into conflict.

Abram (1981: 76) as cited by R. Agustina, (2013) stated that:

“Character is people who are appeared in a narrative prose or novel and it is interpreted by the readers as a person who has moral quality and certain tendency such as being expressed in what they say and what they do”.

Character is the people in a novel are referred as characters. We asses them on the basic of what the author tells us about them and on the basis of what they do and say. Another point to remember is that the characters are part of broader pattern. They are members of a society, and the author distinctive view of who people relate to society will be reflected in the presentation of every character.

2.7.3.1 Main and Peripheral Character

R. Agustina, (2013) showed that the main characters are the actors who appear the most in the story and always have connection with other actors. The main characters are the most dominant told in the story. Main characters

really determine the development of plot. The main character in a novel could be more than one in the different major quality.

Peripheral characters are the actors who have part in supporting the story. The presence of the peripheral characters in whole story is smaller. In other words, peripheral characters in the whole story are limited and they are usually only related to the main characters.

2.7.3.2 Protagonist and Antagonist Character

Agustina, (2013) declared that protagonist is a character who is admired by the readers, which is always called as a hero because he always does ideal role and follows the rules and value in the society. The readers often give sympathy to the protagonist characters. Protagonist is identical with all the good characters inside the actors which had been chosen and created by the author.

The character which shows hope and value can be supposed as protagonist character. Yet, sometimes there is character who does not give us the morality value.

Antagonist is the opposite character of protagonist either physically and psychologically. The Antagonist character usually causes conflict for protagonist. Although there are other things such as disaster, accident environment and society, social rules, moral values, authority and etc can cause conflict but if it is not done by a character, they are called as antagonist force.

2.7.4 The Setting

Setting concerns with the places where the story takes place. It refers to geographical location of the story, time period, daily lifestyle of the characters and climate of the story.

Background elements can be divided into three main elements, namely a place, time, and social. Backgrounds on the location of the place suggest the occurrence of the events recounted in a work of fiction. Elements may be used where the places with a certain name, initials, there may be certain locations without exact name. Background of time associated with the problem of "when" of events recounted in a work of fiction problem "when" is normally associated with the factual, the time to do or be associated with historical events. Social background suggested on matters related to the conduct of social life of the community in a place that is told.

When the readers read a novel, they actually faced a world that had been drawn by the characters and the events in the novel. But of course, those things are less complete because the characters need living space, place and time, like human's life in the real world.

In other hand, the novel does not only need characters, story and plot, but also setting. Setting usually is directed to the definition of place, connection of time and social environment where the event happens. Setting gives the basic of story correctly and clearly. The setting is important to give realistic impression to the readers, creating a certain situation at a glanced is really happened. So, the readers feel easier to create their imagination and participation to criticize the story.

2.7.4.1 Setting of Place

R. Agustina, (2013) showed that setting of place is directed to the location where the events happened in a story. The use of setting which certain name should reflect the geographical condition of place. Each place must have their characteristic, which differentiate with the others. The description of the place is important to give impression to the readers, because they will consider that the event really happened in the place of the story.

Settings of place in a novel usually consists of several locations and it will move from one place to another place because there's a development of plot and characters. Setting of place is decided by the accuracy of description, function and the unity with another setting's elements.

2.7.4.2 Setting of Time

Setting of time is related to the problem of when the event happens in a story. The problem of when is usually connected with factual time, that has connection with historical events. The readers try to understand and enjoy the story based on the period.

2.7.4.3 Setting of Society

Social setting is directed to the problems which are related to the behavior of social life in certain place and certain time in a novel. Social setting has connection with the system of social life that contains many problems in complex scope; it can be habits, costumes, religion, ideology, and the way of thinking.

2.7.5 The Point of View

R. Agustina, (2013) stated that point of view is the way a story is told. It is a way and or views of the author used as a means for presenting the characters, actions, background and events that make up the story in a work of fiction to the reader. Today the importance of perspective in works of fiction no longer challenged. Viewpoint is considered as one of the important elements of fiction and decisive. The deviation angle of view is not just a matter of first or third person, but rather a selection of characters who "he" or "I", anyone who tells it, kids, adults, the villagers who do not know anything, modern man, politicians, students, or others.

The point of view or narrative perspective, characterizes the way in which a text present a person, event and setting. The point of view discusses about who is telling story, or from which position the events are perceived. In general, point of view is differentiated into three kinds: first person point of view, third person point of view, and mixed point of view.

Almost all narrative points of view can be classified as either first person or third person. In first person narration, the narrator is a participant in the action. He or she may be either a major character or a minor character and may be close to the event in time or distant from it.

Points of view is the author's vision, that is, the angle from which the events are seen narrated, from the outside, from inside, from above or below. While the style as the sound of the author's voice (that is, as the mode of utterance rather than the tone). And the specific relationship between voice and vision is this: whatever the particular voice may be tenor or bass, light or dark, gentle or tough the vision should suit the voice.

There are four basic “angles of vision” or point of view; they are:

2.7.5.1 The Omniscient Point of View

This refers to when the author himself tells the story in the third person. The narrator knows everything about everyone in the story and can bring into plays as much of that knowledge as he chooses.

2.7.5.2 The First of Point of View

In this respect the writer must whether the “I” is to be major or minor character, protagonist or observer, or someone merely repeating a narrative he has heard at second hand.

2.7.5.3 Observer’s Point of View

In a modification of omniscient point of view, there is the narrative related from the vision of the single character used by the author as a central observer or central intelligence through whom anything cleared.

2.7.5.4 The Objective Point of View

Though it too is third person narrative like the omniscient point of view, the author using this technique refrains from making asides, commenting on the action, or addressing the reader. The author becomes a seeing eye that reports but does not interpret.

2.8 Definition of Social Network Sites

Moon (2011) showed that online social networks are Web-based networks that allow users to connect, communicate, and share information with other people including friends, acquaintances, and, in some cases, strangers.

Boyd and Ellison (2008) defined online social networks as, 20 Web-based services that allow individuals to:

- Construct a public or semi-public profile within a bounded system.
- Articulate a list of other users with whom they share a connection.
- View and traverse their list of connections and those made by others within the system.

2.8.1 History of Online Social Network Sites

Martinez Aleman & Wartman, (2009) pointed out that the late 20th century saw the birth of computer-mediated communication which led to the growth of online social networking. At the start of the 1990's, college campuses experienced high levels of Internet use. In recent decades, the levels of Internet use have increased dramatically.

By 2007, around 75% of all college students owned a laptop and spent 18 hours a week online. Interestingly, (99.9%) undergraduates believe that the primary purpose of technology is communication, and 81.6% communicate with friends, classmates, and others on social networking sites.

An outline of social network site's historical development will be illustrated in the next few paragraphs to demonstrate the rapid development of this phenomenon. This historical context presented will also aid in better understanding of social network site expansion and evolution.

Boyd & Ellison's (2008) study showed that the first notable social network site, SixDegrees.com, launched in 1997, but gradually become unsuccessful in 2000 when the service ended. It was a site that connected people and allowed messages to be sent between people, similar to features of today's Facebook. During the years 1997 and 2001, a host of other online social network sites were created, but it was not until after 2001 when online network sites really began to take off. The rise of Friendster began in 2002 and was created to help friends-of-friends meet. After 2003, more social network sites were launched. Most of these sites had a profile feature and tried to duplicate the early success of Friendster. MySpace, which is still popular today, was created in 2003. Later in 2004, Facebook was developed.

2.9 Development of Facebook

Grossman, (2010) showed that Facebook started in 2004 by Harvard student Mark Zuckerberg. The web site at the beginning commenced as a way to connect Harvard students to each other. By late 2004, almost half of the students population at Harvard were using Facebook. Facebook was then opened to other Ivy League schools and eventually most colleges across the United States and Canada. In September 2005, Facebook launched a version for high school students. Today, the site is open to anyone age 13 and older with a valid e-mail address. This site no longer requires users to have a school affiliation to register.

Moon (2011) showed that Mark Zukerberg created Facebook from his Harvard University dorm in February 2004. At that point in time, Facebook was called *the facebook.com* and only connected college students. In 2005, Facebook expanded to include high schools and schools outside the U.S.

In 2006, Facebook found its way into the workplace and allowed anyone over 13 to join. Facebook recorded 12 million users in December 2006. Now, at the end of the 2010 year, Facebook has recorded its 550 millionth member (1 out of 12 people on the planet now have a Facebook account). Facebook's membership rate is now growing at a rate of 700,000 members per day.

Couillard (2012) as cited by Moon (2011) remarked that when a user first registers with Facebook, they need to set up and create a profile page. The page is based on a basic template where users fill in various personal identifiers. The users can include as much or as little information as they want. After they set up their profile they can begin adding friends, join groups and become fans of pages. Facebook offers a search tool that allows users to search for specific information like people and groups. Users can join networks (based on city, workplace, school and region) and allow others in that network to view their profile. Facebook security settings allow users to make their page as accessible or inaccessible as they desire.

Fletcher (2010) stated that today, Facebook is comprised of all types of people, but college students still make up the largest percentage of active Facebook users, which is approximately 30% of all users (insidefacebook.com, 2009). Until now, Facebook serves nearly 500 million people enabling them to share extremely large number of information and connect with others. More than 1 in 4 people who browse the Internet not only have a Facebook account but also returned to the site within the past 30 days.

Fletcher (2010) remarked that the fundamental principle of Facebook is openness and readily available information. Facebook has two goals: expansion and faster page loading time. Facebook's expansion goal is being achieved daily after a decision in September 2008 to allow participants outside of college networks and over the age of thirteen to join. Since the new policy was implemented, a dramatic increase in the number not only of users over the age of 25 but also institutes and colleges is evident.

2.10 Faculty Presence on Facebook

Aleman, M & Wartman (2009) stated that now users over the age of 25 are accepted on Facebook, more and more professors and other higher education staff are finding a place on the site. However, students and faculty are finding some inconveniences with each other's presence on Facebook. Higher education faculty and staff are being asked by students to be friends on the site and vice versa. Some faculties do not want the controversy and hassle of friendships with their students and some students are irritated that university staffs are asking them to be friends. Yet, some faculty and students have found Facebook friendships to be a tool for classroom activities.

2.11 Scholars Perceptions of Facebook on Colleges

Hewitt & Forte, (2006) pointed out that researchers and scholars have indicated students' feelings about faculty presence on Facebook. Some students prefer access to faculty via Facebook while others feel anxious about it. In fact, some students are unconcerned about this.

Some students in Martinez Aleman and Wartman's (2009) study explained, "professors should not be on Facebook as they are not part of campus social life", demanding that Facebook should exclusively be for college students.

Heiberger and Harper (2008) showed that on the positive side, Facebook and other online social networks may foster learning, enhance classroom communication, and build a sense of community. Some faculties are even using Facebook to design course material and expanding learning in the classroom.

Martinez Aleman & Wartman (2009) remarked that nevertheless, faculty and student friendships on Facebook might also exceed the context of education. Since university's faculty is appearing on Facebook, the concerns about student-teacher relationships and professional ethics has risen. Consequently, faculty must be careful to not cross any ethical or professional lines when using Facebook and other online social network mediums.

2.12 The Value of Online Social Networking for Academic Purposes

Dalsgaard, (2008) confirmed that online social networking, especially Facebook, has numerous pedagogical advantages for both lecturers and students. Social networking can support students' indirect sharing of resources, thoughts, ideas, productions, writings, notes, etc. This kind of sharing can provide students with insights into the workings of other students.

Minocha, (2007) stated that it is extremely important for students to establish a social foundation between them and their peers before they

engage in online group work. Facebook clearly provides a social utility that has been identified as having academic potential in the form of internal networks and groups.

Dede (1996) remarked that it is important that the time students spend between and after classes, be utilized for academic purposes via technology. For example, if students are encouraged to take part in group work or online discussions on Facebook, the chances are there that they might utilize Facebook for academic purposes and not only for social purposes. This can benefit their learning and motivate them to engage in academic work before and after classes. The availability of Facebook via mobile phones also means increased interaction and support for students outside of the classroom.

2.13 Using Facebook in Education

Mazman & Usluel, (2010) remarked that the rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes.

Lenhart & Madden, (2007) and Selwyn, (2007), stated that currently, social networks are being adopted rapidly by millions of users most of whom are students with a great number of purposes in mind.

Ajjan & Hartshorne, (2008) and Mason, (2006) claimed that studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible.

McLoughlin & Lee, (2007) showed that students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts.

Bartlett-Bragg, (2006) stated that because students complain about lacking opportunities for authentic communication due to non-personalized course content even when alternative delivery methods are employed, providing informal learning contexts by integrating emerging social networks into existing learning practices becomes significantly important to attain more robust learning and teaching opportunities.

Selwyn, (2009) stressed that Facebook has quickly become the social network site of choice by college students and an integral part of the “behind the scenes” college experience. The proliferation of social technologies has created a culture in which youth participate more in creating and sharing content, profoundly changing the way students communicate, interact, and learn.

Arrington, (2005) and Thompson, (2007) in previous papers indicated that the adoption rates of Facebook in universities and colleges are remarkable - 85% of college students that have a college network within Facebook have adopted it.

Also Fogg Phillips et al., (2011) remarked that in many cases students spend as much or more time online in an informal learning environment - interacting with peers and receiving feedback than they do with their teachers in the traditional classroom.

Furthermore Lipsman, (2007) Lenhart & Madden, (2007) stressed that Facebook also has a growing audience in perspective high school and middle school students.

West et al., (2009) pointed out that characteristics noted in the literature which recommends Facebook as a tool that can contribute significantly to the quality of education are: fostering positive relationships among students and encompassing students' motivation and engagement. Involving students in achieving the learning tasks and successful transfer of knowledge develop a positive attitude towards learning and improving the quality of learning.

Selwyn, (2009) showed that some sort of interpersonal intelligence, as well as critical thought are developed inside the class; communications and interactions on the relationship between students and teacher outside the classes are developed too.

2.14 How to Use Facebook in Teacher Education

Voithofer, (2007) showed that instruction in using Facebook should be an integral part of teacher education programs, particularly with so many different types of social networks emerging. As Voithofer notes, instructing teacher education and students on social networks encourages them to consider:

- The technical and pedagogical characteristics of educational technology.
- The social aspects of educational technology.
- How to think about emerging technologies in relation to teaching.

In addition to what mentioned, Facebook can be an effective tool that allow teachers to integrate courses and pedagogical materials and this is what is going to be discussed below:

2.14.1 Levels of Course Integration

Muñoz and Towner (2012) provide an overview of the different ways that Facebook can be integrated into a course. The Profile page is the simplest option to implement, whereas the integration of Facebook applications (in conjunction with the other methods illustrated) is the most comprehensive.

- **Profile Page:** An instructor can chose to create a profile page for him/her. The profile page can be used to communicate with students via Facebook email, or posting on the wall. In addition, relevant videos, images and websites can also be included. Students could also be exposed to relevant and educational Facebook groups.
- **Creating a Group Page for a Class:** A separate page can be created specifically for a course. Students can virtually find other classmates through this page, learn about their classmates, communicate with their classmates and professor, and post/discuss relevant class information. Professors can send an announcement to the entire group, set up and remind students about events.
- **Replacing/Duplicating web course functions on Facebook:** Discussions that traditionally have taken place on web course boards can also occur on Facebook discussion boards. Instant messaging functions are also available online. Instructors can post information and websites on their profile and group page for students to download and use for class.

- **Integration of Facebook Applications:** There are a number of useful applications that will expand the suitability of Facebook for class. However, using these applications requires that students download them as well.

2.15 Facebook in the College Classroom

Hurt et al (2012) stated that online teaching and learning have been the topic of much pedagogical discussions. Majority of studies focus on the successes, paradoxes, and challenges of teaching exclusively online courses in which instructors rarely, if ever, have face to face contact with their students. Interestingly, of all the social networking sites, Facebook is by far the most popular and most frequently used among college students. Dwyer, Hiltz, and Passerini (2007) found that 55% of their research participants (n=117, primarily college students) who were Facebook members and 82% of users updated their profiles daily.

Smith and Caruso (2010) found that Facebook use among college students has increased in the past few years. In 2010, 97% of students surveyed reporting using Facebook, up from 89% of respondents in 2008.

In fact, Facebook's popularity and students' expertise with the site makes it an exciting potential educational tool.

The popularity and availability of Facebook have therefore inspired numerous academic studies focused on its role in higher education and its potential effects on classroom climate. These researches suggested that there are benefits associated with the use of Facebook for educational purposes as Facebook's emphasis on peer to peer interactions can enhance informal

learning experiences (Goodwin, Kennedy, & Vetere, 2010; Madge et al., 2009; Selwyn, 2009). Other researchers have also demonstrated that students have used Facebook effectively for academic purposes and activism (Bosch, 2009; Grosseck et al., 2011).

Facebook's greatest value might be its capacity to enhance student satisfaction and engagement, but limited researches investigating these topics have been inconclusive.

De Villiers (2010) used Facebook groups to initiate optional discussions in a postgraduate distance learning class. She found that voluntary study group members benefited by extending required material and making personal contributions on Facebook. These studies paint a vivid picture of Facebook's potential to serve as a teaching and learning tool.

Visagie S. & de Villiers C. (2012) stated that students are using Facebook as an academic tool and that they are involved in a classroom network with the social network as the foundation. Also lecturers will have to learn how to use the interface of the network. Thus, students and lecturers can be more closely connected, which in return can benefit the lecturer-student relationship. According to Mazer, Murphy & Simonds, Facebook is a unique social networking site as it creates connections between students and faculty within an online academic community.

A study conducted by Cloete *et al.* (2009) highlighted some advantages of Facebook's application in subjects and mentioned that most students are

already making use of Facebook daily and interacting with their peers socially. It also helps them to develop various online skills.

According to Towner & Van Horn (2007), Facebook increases contact between peers and thus their interactions online are also increased.

Finally, joining Groups is another feature that is extremely popular on this Social Network Community. Any user can create a group which can be open to any users or restricted to the targeted, preselected participants. The *Group* application can be utilized in language classes in a variety of useful and helpful manners.

To sum up the sense of community is necessary to sustain a dynamic and meaningful educational experience and is a valuable asset to promote higher level of thinking and the construction of knowledge. This makes Facebook and its *Group* application deserves to be a learning tool suitable for introduction into the L2 and FL classroom.

2.16 Educational Use of Facebook

Murat Kayri and Özlem Çakır as cited by Boyd (2003) defined social networks as software products developed to make mutual interaction between individuals and groups easier, provide various options for social feedback and support the establishment of social relationships. The features of social networks are summarized as follows:

- Most social networks provide users with information sharing facilities such as e-mail, chats, instant messages, videos, blogging, file sharing and photo sharing.

- Social networks have a database for users so that they can easily find friends, form groups and share things with those with similar interests.
- Social networks provide users with opportunities for establishing online profiles and setup their own social networks.
- Most social networks are free of charge.
- Most social networks are reviewed and recreated according to user feedback. Similarly, open source versions enable users to develop their own applications to be integrated with sites.
- Social networks enable users to reset their own access and privacy; therefore users decide what to share and to what extent they share.
- Social networks focus on individual based personal online groups rather than first generation online groups based on content, subjects or personal interests.
- Social networks allow constantly accumulating data update.
- Social networks allow data analysis.
- Social networks create a cooperative environment.
- Social networks support active model participation role through social features and chat facilities.
- Social networks provide interaction.
- Social networks provide users with a critical thinking environment.
- Social networks support active learning.
- Social networks provide school-student interaction and student-student interaction.
- Social networks increase student satisfaction with lessons.
- Social networks improve student writing skills.

- Social networks support informal learning Social networks allow optional profiles open to everyone.
- Social networks allow contact lists.
- Social networks allow users to follow connections between contact lists and other users in the system.

It is obvious that social network applications are closely related to many pedagogical trends, because of the above mentioned features. They also provide people with individualized, personal settings. It is thought that the number of studies on social network applications in education is low, and further studies and research on educational use of such tools are suggested.

In a study, a project by the students of Queensland University of Technology, Department of Business Administration was introduced. On account of the fact that the students constantly used Facebook, a group page to enable those students to assess experience and proceeding during the course was created. With the study, it was concluded that Facebook could be used as a supplemental tool in education as a result of the students' digital proceeding and participation by the students.

In a study, Genç (2010) presented reflections on educational use of the following applications introduced by Web 2.0 technology: Weblogs, podcast and video casts, wikis, social networks, bookmarks, tagging and photo sharing. The study included details obtained during three undergraduate and one postgraduate courses offered by Firat University, Department of Computer Education and Instructional Technologies for a sample application

of educational use of Facebook, a popular social network of the modern world, but the final reports were not presented.

Educational use of Facebook was thought to be an eligible subject for the study because of the following reasons: the number of social network users in intense communication was high; every user knew the setting and Facebook offered e-mail, forums and chats as a learning management system did. On the other hand, it was critical to reveal the reasons for daily intended use of the applications and rapid spreading since it could define possible factors to influence educational use.

2.17 What is E-learning?

In essence, e-learning is a computer based educational tool or system that enables you to learn anywhere and at any time. Today e-learning is mostly delivered though the internet, although in the past it was delivered using a blend of computer-based methods like CD-ROM. E-learning is divided into such distinctive types as it is shown below:

2.17.1 Synchronous E-learning vs. Asynchronous E-learning

In today's e-learning environment the type of learning that takes place is generally divided into one of two categories: *synchronous* and *asynchronous*. Both strategies have their own pros and cons, and the technique that is right for a student greatly depends upon their method of absorbing the information that is being provided.

2.17.2 What is Synchronous Learning

Examples of synchronous e-learning are online chat and videoconferencing. Any learning tool that is in real-time, such as instant messaging that allows

students and teachers to ask and answer questions immediately, is synchronous. Rather than learning on their own, students who participate in synchronous learning courses are able to interact with other students and their teachers during the lesson.

The main benefit of synchronous learning is that it enables students to avoid feelings of isolation since they are in communication with others throughout the learning process. However synchronous learning is not as flexible in terms of time as students would have to set aside a specific time slot in order to attend a live teaching session or online course in real-time. So it may not be ideal for those who already have busy schedules.

2.17.3 What is Asynchronous Learning?

Asynchronous learning on the other hand can be carried out even when the student or teacher is offline. Coursework and communications delivered via web, email and messages posted on community forums are perfect examples of asynchronous e-learning. In these instances, students will typically complete the lessons on their own and merely use the internet as a support tool rather than venturing online solely for interactive classes.

A student is able to follow the curriculum at their own pace without having to worry about scheduling conflicts. This may be a perfect option for users who enjoy taking their time with each lesson plan in the curriculum and would prefer to research topics on their own. However, those who lack the motivation to do the coursework on their own may find that they do not receive significant benefit from asynchronous learning. Asynchronous

learning can also lead to feelings of isolation, as there is no real interactive educational environment.

Ideally, effective e-learning courses should include both asynchronous and synchronous learning activities. This allows students and teachers to benefit from the different delivery formats regardless of their schedules or preferred learning methods. This approach provides students with access to immediate help if needed, while still giving them the ability to learn at their own pace.

2.18 Social and Collaborative Learning

Collaborative learning is an e-learning approach where students are able to socially interact with other students, as well as instructors. In essence, learners work together in order to expand their knowledge of a particular subject or skill. In e-learning environments, this is typically done through live chats, message boards, or instant messaging.

Collaborative learning is based upon the principle that students can enrich their learning experiences by interacting with others and benefiting from one another's strengths. In collaborative learning situations, students are responsible for one another's actions and tasks which encourages teamwork as well.

2.18.1 The Advantages of Collaborative Learning Online

This method of learning can be conducted either offline or on the web, and can be done asynchronously or synchronously. It allows students to learn from the ideas, skill sets, and experience of others enrolled in the course. By

engaging in a shared task pupils gain the opportunity to learn a variety of skills, such as group analysis and collaborative teamwork building skills.

In addition, even students who are unable to attend a live event online can participate in collaborative learning, thanks to online forums, message boards, and other various posting sites that don't rely on real-time interaction.

2.19 Technologies Used in E-learning

E-learning makes use of many technologies - some of which have been developed specifically for it, whilst others conveniently complemented the learning process, for example computer games. Communication technologies are also widely used in e-learning. Starting with the use of email and instant messaging, message forums and social networks, we see a plethora of tools that any internet user would use in any case.

There are also some technologies that work in a complementary manner to other software and enable new features, for example software that adds a whiteboard on your video conferencing tool to allow you or your peers to make changes on other people's work for review, or screen-sharing which allows someone to make a presentation while still making comments and giving input using the microphone.

E-learning makes good use of database and CMS (Content Management System) technologies. These two work hand in hand to store your course content, test results and student records. The data is stored in the database and the CMS provides a user interface for you to add, update and delete

data. A good LMS will often provide reporting tools to generate and store progress reports.

Technologies to improve the quality of content are manifold. Software such as Flash and PowerPoint will help you make your presentations slick and interesting, with high quality, graphically rich content. There are word processing packages and HTML editors available these days that make formatting your text or web pages a breeze, removing a lot of the complexity. There are also lots of online services available that you can use to create interactive elements for your courses such as quizzes and games.

2.20 Can We Learn Online?

One of the most longstanding debates in the field of education has been whether or not we can benefit from e-learning to actually learn. Do we, as human beings, have the ability to soak up information in this fashion, and can we truly learn new skills and expand our knowledge by learning virtually? We realize the reservations of people who will argue that computers promote procrastination and offer distractions, however we owe it to ourselves to dig a little deeper and see the other side of the coin that pinpoints the unique advantages of learning online.

It's true that as individuals we don't all respond to one teaching method in the same way: some learn visually, and others learn with repetition or writing; some prefer

to learn by themselves, whilst others need someone to guide them all along the way; some are extroverts and feel comfortable talking in front of people, whilst others are introverts and are afraid to communicate openly inside the

classroom. E-learning responds to those different needs with the use of different tools and a variety of materials. For example, e-learning commonly offers audiovisual content or interactive testing on the go that can be more attractive for younger learners than traditional books. E-learning also lets people communicate through email, forum or chat, allowing even introverts to take part in related conversations.

E-Learning, in comparison with traditional learning, significantly reduces the time needed to locate information. It also offers access to online resources, databases, periodicals, journals and other material you wouldn't normally have access to from a library. If a student has trouble understanding part of the coursework, finding tips on the matter couldn't be easier than having immediate access to supplementary, unlimited and mostly free material online! Those characteristics can potentially maximize the time spent actually learning rather than looking for information (note however that seeking information can be a learning process in and of itself! – the word *serendipity* describes exactly that, the accident of finding something good or useful even when not specifically searching for it).

2.20.1 Learning Online in Practice

Universities already embrace the power of e-learning to deliver content to students all over the world, even for free. At a time in which universities are under great pressure to deliver education, combining technology with education is integral to coming up with a final product that will empower the educational institution, set it apart, and allow it to grow its student base worldwide. Harvard and MIT are just two of the most well-known universities that have launched programs focused on offering classes online

for free. Harvard videotapes its lectures and puts them online, so even its own student body can view and review them in case they missed a lecture or need to review a section.

Coursera is a hub for universities that choose to offer online classes through its platform for free. Already, companies and corporations spanning the globe accept certificates of completion of classes offered in *Coursera* as valid credits, as if they had been completed at the university of origin. The material is essentially the same, the difference is the medium. Harvard for example, takes the delivery of online courses very seriously, delivering live classes which are recorded and delivered online. Harvard has even launched a specially designed section within its campus, employing videographers and specialists to design and create the perfect content to be delivered through its online platform.

2.20.2 Best Practices of Online Training

Online learning can offer a wide range of benefits. However, the knowledge that a student is able to acquire this way depends not only on the course material that is offered, but also the practices used to provide them with this information. Here are just a few of the best practices of online training which help to better facilitate the e-learning process:

2.20.2.1 A supportive Community

Teachers and e-learning establishments should encourage a strong sense of community amongst their online students. This will enable students to

interact with one another and the instructors, as well as with the resources provided, making for an enhanced educational experience!

2.20.2.2 Clear Expectations

Students should be aware of what they will be receiving from the virtual class instruction, and both parties should know the preferred method of communication and delivery of the core curriculum. For example, a teacher may prefer to email assignments to students, while another might choose to deliver it via the e-learning site instead. Also, it's best to have clear expectations about how long each item of coursework should take to complete.

2.20.2.3 Asynchronous and Synchronous Activities

It's important to incorporate activities that are more interactive, as well as those that require the student to brainstorm and research a topic in depth. Thanks to the internet students can now attend virtual live courses as well as complete coursework offline that can enable them to delve into a specific subject or skill set.

2.20.2.4 Effective Usage of Available Resources

To get the most out of the e-learning experience both the teacher and the student should take full advantage of the vast amount of resources that are available online. There are literally hundreds of online services that offer access to information, with Wikipedia being a prominent example. Instructors should seize the opportunity to enhance their content with online material or redirect students to additional web resources.

2.21 How Can Technology Contribute to The Teaching of Literature and Culture in Language Studies?

Porter. S, (1999) stated that it is useful to first consider some of the wider implications of using technology to learn about literature and culture. The verb 'learn' is used advisedly because it is in benefiting the student and developing the learning process that the advantages of technology are most apparent. In general, in the arts and humanities disciplines, there is little evidence of technology saving academic staff hours of teaching and preparation time when it is used for teaching and learning. The most striking advantages are in offering benefits to the learners and beyond the quantity and quality of contact in the usual teaching situation.

At a general level, there are a number of claims made for the advantages which the appropriate use of technology can offer to the learners. The most relevant issues are summarized below:

- Technology can give students a greater degree of control over the delivery of their learning: by using technology, students can access information, learning spaces, and other resources at times which suit their lifestyle and their other commitments. Increasing numbers of students either follow part-time degrees or, where they study full-time, hold additional responsibilities, such as those of part-time jobs and families, which mean that they have many pressures outside their studies, and their learning has to take place at appropriate times. Technology can allow students to choose when to access resources, and it supports methods

which have a far greater potential than those of traditional distance learning, particularly in the degree of interaction which it affords. Technology-based resources can be integrated into a course of study and used to complement classroom contact, library resources, and standard methods of sharing insights.

- Technology can enable the students to feel that they have control of their own learning: it can allow students to shape their learning by encouraging the perception that a culture's varied media is a collection of resources which the student can be guided through, and that they have choices about the route which they take.
- Students can communicate and discuss ideas together, even when they are not physically (or temporally) together: as student numbers grow in relation to staff numbers, student-to-student and student-to-teacher contact time is put under increasing pressure. The use of technology such as email, conferencing systems and other computer-mediated communication tools provides a rich environment in which communication can continue outside the classroom.
- Technology can provide a gateway to better research methods and analytic approaches: For several of the projects described in this collection, technology has provided a method for sharing specialist research materials and research techniques with undergraduates to an unprecedented degree. Technology offers advanced research tools, and it can also provide the interface which helps the teacher to guide the student through the implementation of new techniques.

- Technology can help to provide the motivation to learn and experiment: new teaching methods will often provide a student with added interest in the course, and impetus to develop their own learning. Technology is only one method which can be adopted and is not guaranteed to be successful by any means, but with carefully thought out uses and proper integration into courses, there can be significant benefits to both teacher and student.

2.22 The Use of Online Media in Teaching Literature

Acknowledging the interest of the 21st century students in technology, Bowman, et. Al. articulate an interesting statement about the use of technology to teach literature:

As teachers of English arts, we need to view technology as a means of collecting information, capturing ideas, and making meaning, where students summarize, synthesize, evaluate, select, listen, read, organize, interpret, talk, write, edit, and revise. Technology is all about integration and finding connections, inspiring critical literacy (2009:89).

Bowman, et.al. pointed out that technology can make Shakespeare, who lived centuries ago, be our contemporary. With the use of web quest, online resources and discussion software, teachers can explore the possibility of technology to improve good teaching and connect students more actively with the text.

Technology has indeed permeated students' lives. Instead of carrying paper dictionary, for example, most students prefer to bring a pocket dictionary. LCD projector is readily available in almost every classroom. PowerPoint

presentation becomes a common aid in presenting materials for both lecturers and students. Libraries have started to lose their charms in attracting students who are searching for references. Students now turn to search engine on the internet when they need information. Social networks such as Facebook and Twitter become media for students to socialize and express themselves albeit the absurd realm of hyper reality inherent in such networks. Therefore, incorporating technology and internet-based services in teaching and learning process should be fruitful in engaging students in learning activities.

2.23 YouTube in Teaching Literature

Al-zyoud, M. & Muhammad, K. (2012) remarked that YouTube is a video sharing website on which users can upload, share and view videos. It is created in 2005, and it was founded by Chad, stevechen, and Jawal Karim, who were employees in PayPal Company. YouTube began as a venture technology with 11.5 million investments. The domain name is www.youtube.com, and then it is developed as and grew rapidly as more than 100 million video views per day. YouTube is classified as the third most visited website on the internet. In these days 2010 YouTube launched a new design to simplify its interface and increasing the time users spend on the site. It provides students with a visual connection to abstract literary theory, which help teachers to increase students' participation.

Technology is used into all aspects of our daily life. It provides teaching and learning, with many applications, especially English classes which can improve teaching and learning process. Technology must be used when it has enhanced with language learning experience. Furthermore, Students

belong to the digital generation do not have problems to deal with technology in the classroom. It can help teachers complete many of their tasks more efficiently and effectively. One of the active applications of technology is Internet. It becomes increasingly an important tool in our societies. People can do their works in internet such as business transactions, education, gathering information, searching for a job, and teaching and learning. It offers all students with opportunities for learning. Actually, it is an incredible source of information.

YouTube is one of the online materials that can be embedded in traditional classroom situations. These days YouTube has become more popular, especially among adults. This website provides learners with authentic situations and with everyday clips that help them to get better understanding of their lessons. As many researchers asserted that students get positive indicators when they watch nature and real life videos. Watching video in YouTube will help students to memorize the events more easily. As the researchers hope to make use of YouTube which makes the learning process not only more meaningful ,but also with more enjoyment.

We cannot ignore the role that technology plays in English classes. YouTube is regarded as one of the most effective ways to achieve success in English classroom. The use of YouTube in literature classrooms will provide students with good knowledge and understanding of their lessons.

Additionally, learners can use YouTube as a learning tool that helps them in clear understanding after class; they can explore the topic that studied in the class.

Kelsen (2009) stated that using YouTube as a motivational tool, and students can use this website as a medium in studying English outside of class. He Conducted a study as a Survey of Using YouTube as Supplementary material with College EFL Students in Taiwan, and he found that YouTube motivates students inside and outside the classroom and it helps them in English classes, but this study deals with using YouTube and its effect on students' English performance in general without focusing on a specific topic in the English language.

On the other hand, the focus of this study in English literature, more specifically it focuses on teaching a novel. Using literature in the EFL classroom can widen learners' understanding of their own and other cultures. Literature is complex and inaccessible for the foreign language learner; moreover, learners need a great effort to interpret literary texts. Because of the complexity of literature, EFL teachers try to facilitate their lessons to learners, and help them understand each item at class. Learners should not forget that the novel is not just fun to read, it teaches us many things about life, and it also helps learners in communication with others. By using YouTube in the classroom, students enjoy watching novels and stories, and it can be used in ELT classrooms for various teaching skills and topics such as pronunciation, accents, conversation, and vocabulary.

On the contrary, this indicates that there is no actual use of YouTube as a learning tool in English classes, especially literature classes in Sudanese universities. The method that EFL teachers follow in their classes is lecturing.

Online materials provide learners with authenticity and motivation. Motivation is the key of getting positive learning in learning a foreign language. YouTube encourages and motivates students understand and develop their literature skills in the lessons they access online, and it is a precious in language learning in the classroom for the following reasons:

- It is helpful and useful tool to learn the language inside and outside the classroom.
- It can motivate students to attend literature classes with higher motivation.
- It develops students understanding of literature courses and get better grades.
- It adds enjoyment to the literature classes.

The use of YouTube in literature can hence be stated for the following reasons, that is, to make students eager to attend literature class, because many students dropped from literature courses, many students asserted that literature class is boring and they can't understand the context of literature lessons. Additionally, Students actually in the necessity of developing their abilities to understand and enjoy literature lessons.

Videos on YouTube combines visual context with spoken language, and provide students with a better understanding to keep the events in the memory for a long time. Using YouTube in the classroom attract students' attention to be in the right track. It is regarded as a source of interactive language learning. In YouTube lesson, students' can comment and ask

questions about the video. Consequently, this will enrich literature class with more discussion to get more understanding.

2.24 Technology in Teaching & Learning of Literature

Nikhil, J. (2013) showed that teaching literature generally has remained up to the limits of classroom discussion and classroom interpretations by the teachers most of the time. But the new age classroom needs to go beyond that. An enthusiastic teacher can search for some movies based on literary work and can use that movie in the classroom to arouse the interest of the learners in literature by screening of such movies.

Studies in Psychology also have proved that the thing being watched remains for a longer time in memory of the person who watches compared to the person who just listens to it. Various encyclopedia of literature are available these days in the form of CD which can be used in the classroom. For instance, encyclopedia on Shakespeare is now easily available in the market so the use of such materials should highly be encouraged in literature class. This kind of encyclopedia provides the detailed information about literature in the digital form along with appropriate audio visuals. Many websites are available which offer online forums for discussion on various issues in literature studies.

2.24.1 Promote Online Tasks

Being teachers, we must encourage our learners to use technology more and more taking care of one thing and that is promoting use of technology and

avoiding abuse of technology. We can give some vocabulary tasks to find out the meanings of the words on websites and not from the dictionary only. We can give them an assignment to gather information from internet on some specific topic. We can give them some questions to find out the answers from the websites. It is also possible to assign them a web designing or blog designing task. We can encourage them for e-publishing, by encouraging them to write on some current affairs for online publication through blogging.

2.25 How ICT Rejuvenate A literature Class

Jain (2013), *declared that ICT can rejuvenate literature in the following trends:*

2.25.1 Fiction

Movies based on novels can be shown in full or some; important scenes can be presented and discussed. The themes, characterization, historical context, narration can be discussed through slide shows and presentations. YouTube can be integrated of course with caution to introduce certain memorable scenes from movies based on novels. Through this students can be introduced to the works of great directors.

2.25.2 Poetry

Through slide shows the teacher can put up the poetry on screen. The writer's image can be shown. An audio can be played where the poetry is recited, made more interesting if the poet himself/herself recites. Students perhaps may be interested in listening to the author's voice. Apart from these, poets like Blake and Rossetti whose poems have a corresponding

painting, their poems can be shown accompanied by the corresponding painting or illustration.

Moreover poems involving myths too can be visualized through images presented in slides by the teacher. Of course, the role of the teacher is the most important in making ICT effective. Hence both man and technology has to go hand in hand. Important journal articles and books can be referred to the students through the slides itself so that the teacher need not use the blackboard or spell out the names of the writers or their works. When everything is given, it encourages discussion and helps in creating a critical insight.

This critical insight can be enhanced further if the students are given assignments whereby use of ICT tools cannot be done away with. Hence it is they who would use these tools and search for information from various sources. Moreover if poems are shown on screen, it becomes easy for the teacher to point out relevant details and also contrast one poem with another, making literature lively and an involving exercise.

Suppose a poem like “To Autumn” is to be taught. As suggested an audio can be played where it is recited. This ‘hearing’ of the poem will help making an impact on the minds of the students because it will stay on for some time and they would enjoy responding to it. To explain the music of autumn portion from Beethoven’s Fifth Symphony or from Vivaldi’s Four Seasons can be played to effectively let students go through a rich experience. A picture of the poet can also be shown or different pictures in varied settings, if available, so that it can be related to his/her biography and

while the pictures are played, the biographical details can be discussed by the teacher.

Similarly in order to give a feel of the Romantic age, other visuals can be displayed. The combined effect of the 'visual' and 'hearing' would make students experience what is being taught. The themes, images and movement of the poem can be discussed through different slides which are innovative and effective. It will depend on the teacher how he/she prepares the slides or presentations.

2.25.3 Drama

In addition to the techniques mentioned already, staged plays can be shown through ICT tools and the minute intricacies of a play can be discussed. As a result the use of light, sound, stage setting and props all will come live before the students and thus would have a lasting impact on them. This would accomplish the dual function of literature to edify and give pleasure. For instance, BBC has a great collection of Shakespeare's plays which can be integrated in the library.

2.25.4 Criticism

This could be made interesting by the use of examples from literary texts and through practical exercises. The use of ICT would enable to make criticism an enriching and in depth exercise. Critics on a subject can be referred to and students may be encouraged to go through their works.

2.25.5 Literary Theory

This is an area which most students dread. Their fear can be done away with by the use of ICT. The theorists can be shown on screen, their interviews or recorded lectures can be played. The ideas can be applied to literary texts and hence their relevance be made clear. Examples, pictures and other such devices can be used to make students alert and attend to it with interest.

2.25.6 Others

English, African, American literature and other such areas can be taught through ICT. History of English literature can be shown in tabular forms. Video conferencing can be facilitated so that interaction can take place among students, research scholars and teachers across the world. This would make them aware of the literary scenario elsewhere, keep them up-to-date, bring in different points of views and interpretations and enhance their knowledge. Research scholars would be helped if through cloud computing or through other technology, resources are made available at one place. The concept of e-content undertaken under NME-ICT would be helpful. But scholarly journal articles should be made accessible at a larger scale. ICT combined with the traditional methods of teaching can make teaching and learning literature a vivid experience.

Moreover, teaching literature should not be limited to use of slides or projectors alone. The development of e-content would help students refer to relevant information on a topic. A portal can be developed exclusively for literature. This portal can have the e-content which can be updated by academicians and research scholars with authentic information. In addition, free e-books can be uploaded so that students can have access to these as

well. Links to important journals can be provided or perhaps articles on a single writer can all be listed in one place.

2.26 Using Twitter in The Literature Classroom

Twitter has proven itself to be one of the fastest growing and most popular social media services online today. The familiarity many of our students have with Twitter makes it an ideal tool to integrate into our classroom, but those of us unfamiliar with how it works may be unsure of how to do so. The following paragraphs provide five strategies for incorporating Twitter into your literature classroom:

2.26.1 Adaptation

Encourage students to adapt the text or perhaps just a scene into a series of Tweets. In this instance, the Tweeter steps in for the author, retelling the story in a unique genre that may seemingly restrain him or her, but in fact encourages clarity. This activity proves to be a valuable exercise in genre, showing students the qualities of genres, both in terms of form and content, as well as the various limitations of a given genre. Poetry, also challenging for its precision and brevity, may be an interesting comparison.

2.26.2 Role Playing

Another strategy is to have students adapt the story from the perspective of one of the characters, offering Tweets to chart the characters changes in attitudes and awareness. After the student has read the story, they can return to it to chart one character's development throughout and express it through a series of tweets. It is discovered that students who did this exercise really

enjoyed presenting it. The relative succinctness of Tweets allowed for a lot of humor, but students were also able to comment on aspects of the fictional Tweeter, like the default photograph, the handle, the mini-biography under the handle, as well as who the Tweeter was following. Such an exercise works to foster the empathy necessary to counteract what David Elkind has called "adolescent egocentrism": "failure to differentiate between the objects toward which the thoughts of others are directed and those which are the focus of his own concern".

2.26.3 Prequels & Sequels

A productive endeavor for students may lie in considering the scope of the text: where does it start and where does it end. With this aspect in mind, students could produce a brief narrative (8 to 12 tweets) laying out the events of what happened before the opening or, especially in the instance of ambiguous endings, after the conclusion of the narrative. Providing a back story allows students to consider what defining moments and influences helped create the complicated characters they meet in the story, while imagining a sequel uses the evidence from the story to imagine how characters who demonstrate those qualities will continue with their lives in light of what they faced in the narrative.

For example, students could craft a back story to imagine the nature of Fortunato's insult toward Montresor in Edgar Allan Poe's "The Cask of Amontillado" or how the girl will handle her pregnancy after the conclusion of Ernest Hemingway's "Hills Like White Elephants." Some purists may see this endeavor as tampering with classic American literature, but I would venture to say it indulges the kinds of questions many students ask us, but

we are unable to answer (and should avoid answering). Echoing Rosenblatt's highly influential idea that "A novel or poem or play remains merely ink spots on paper until a reader transforms them into a set of meaningful symbols", this activity teaches students that texts belong to the reader, too—not just the author—and that meaning is created in the transaction. Students, therefore, are liberated to explore the ideas they have about the text, while we serve as facilitators who help them to develop and hone their impressions into a justifiable interpretation.

2.26.4 Reader Response Blogging

A fun and effortless use of Twitter can be for students to record the impressions they have of the text as they read. Not only do these allow the students to record their shifting attitude toward the text, but they also reveal how readers make meaning of what they are reading. Perhaps that is why scholars in the history of the book have found marginalia such a valuable resource in historical studies of reading practices and literacy.

Andy Jones offers a useful strategy for focusing this practice in his recent essay, "How Twitter Saved my Literature Classroom." The QQC (an acronym for *Quotation, Question, and Comment*) he employs streamlines students' notions about the reading into what ideally "functions as the equivalent of thesis statements: interesting and debatable assertions that require supporting evidence from the text". The value of Jones's method lies in its preparation of students for writing well-developed interpretative essays that synthesize their critical thinking, writing, and reading skills. Furthermore, as Jones notes, it allows the instructor to track "discoveries and misconceptions" students are having while reading the text.

2.27 The Importance of Using Technology in Literature Class

Rice, Cullen, & Davis, (2011) remarked that due to tremendous use of the internet and increasing demand on internet applications, programs, and websites, the use of internet in education has had an impact in teaching and learning process, especially online classrooms.

Wu *et al* (2002) investigated the using of video over the internet, they suggested many approaches and directions, which emphasized on the importance of using video in learning, and they reviewed many mechanisms and approaches to stream video and its application. This is helpful for researchers and those who interested in technology design in streaming video and use it in classes.

Researches emphasized the importance of using technology in literature classes, such as Vethamani (2004) asserted the benefits of introducing computer in the teaching of literature:

- It allows learners to use modern technology to study a course.
- It connects learners to a large source of reading materials available in electronic form.
- It connects learners to other learners of similar interests.
- It allows for authentic communication between readers of literary texts.
- It facilitates an interactive mode of learning unlike many earlier forms of technologies like the audiotape and television that were non-interactive in nature.
- Teachers become facilitators in the learning process; and learners become more independent and are actively involved in the learning process.

Whithaus &Neff, (2006), examined the impact of video-based media and interactive television on the teachers, and emphasized that video allows teachers to use it as a mean of learning, and gives them the chance to use it as web-based method of teaching. Video also produces interactivity between learners, which supports social pedagogy. Video is not only used in other fields such as mathematics and sciences, but it is also used in English. In comparing the use of video between these different fields, the researchers found that the idea of using video will be useful for students to overcome difficulty, tediousness and boredom in English classes, especially literature one.

Flores (2007) emphasized the value of lecture videos to students and their performances in final grade. He also asserted the knowledge equality and specify the positive relation between using video and students' final grade, and improve students' enjoyment in their classes.

Oddone, (2011) concluded that using video can contribute to support good learning to students, and he showed that students have a good percentage in access video easily and in a confident way, which allows them to enjoy in their classes.

Additionally, Boster *et al* (2006) studied the effects of video on educational achievement and they emphasized that there is a lacuna in using video in the classroom .This study also indicated that using video application has an impact in the performance of students in science and social studies.

Similarly, Study that conducted by Liu, & Lin, (2011) to compare teaching by using online video lectures, and teaching by the teacher. It showed that the students who use online video had a higher application and more willing to use this type of lectures than those who taught by the teacher. This is in a line with the current study, that is, little research in using Facebook and video in literature classes in Sudan. This should pave the way to the researchers to do more studies in other subjects and other English classes.

Furthermore, Doulai (2003) discussed the application of web-based instruction in an educational setting. He emphasized on the role of delivery of educational multimedia over the internet. This will make the learning more effective and give the learners the chance to work equally in their classes, and allow them to use online video at any time and in any place.

Day and foley (2006) presented a study that emphasized the use of web lectures. A quasi-experimental study was conducted in 15 weeks with two sections of 46 students. One group which taught by traditional lectures, but the other group with web lectures. The results showed that students in the web group had positive and strong attitudes toward web lecture teaching. This helps the researchers to use web-based program that contribute in improving learning of literature.

Fill & Ottewill (2006) focused on the advantages of using video in classes. It is a helpful tool for both teachers and learners. It increased learners control to access the video and change the perception of students, especially the precious value of technology and embedded it in learning.

Qiping and Shubo (2002) stressed the importance of teaching literature in the English department in China and they started through conducted a questionnaire that teachers of English literature conducted boring classes with their students, moreover, they found that teachers ask students questions in literature classes, but students were unable answer them. This means that students study English literature have common and shared problem in understanding and managing literature.

2.28 Design of Teaching and Learning Activities for English Literature in E-education Era

Nowadays, the advent of the information age has completely subverted the way that people gain information and knowledge. Accordingly, E-education has covered almost all fields of modern education. It is fast, convenient and efficient. E-learning environment provides a wide range of technical choices for English Literature teaching. Based on years of teaching practices, the following are some attempts employing multimedia devices and internet resources in teaching and learning British and American Literature:

2.28.1 In-Class Teaching and Learning Activities

The traditional English Literature class is solely the stage of the teacher's own performance. Students are seldom involved in class activities. In teaching history of literature, teachers provide students with all necessary information; in teaching literary selections, they lead students to analyze a given text sentence by sentence, paying close attention to words meaning and sentence pattern. Such teacher-dominated class will undoubtedly make students feel bored and insipid.

To solve the above problems, teachers should design various teaching and learning activities in class. For teachers, “computer-aided multimedia teaching” is an effective teaching method. Actually, multimedia has been widely applied in English teaching in recently years. While, comparatively speaking, its application in literature class, especially in non-key universities and colleges as the author is working in, is insufficient. Many teachers continue to hold the traditional teaching concept. Such teaching is unavoidably dull and inefficient. To change such dissatisfying situation, multimedia devices can improve the low teaching efficiency and arouse students’ initiative. Take the study of the famous British pre-romantic poet William Blake for example.

The teacher has presented the covers of his two poem collections *Songs of Innocence* and *Songs of Experience* to students in practical teaching. The former shows us a picture of a boy and a girl enjoying their parent’s story telling under a big tree; while, the latter draws a picture of the boy and the girl weeping besides the death bed of their parents. Here, just through the simple contrast between the two covers, it is easy for the students to conclude the difference between the two works on theme, language and writing style. Take Arthur Miller and his *Death of a Salesman* for another example.

The teacher has showed the students the book cover, the movie poster and the stage play poster to let students have a direct and concrete impression of the plot of the story and the character of the protagonist Willy Loman. Further, “stream of consciousness” technique is widely employed in the play and the protagonist hovers between reality and fantasy. While, it is abstruse

for students to master the features of this technique just by the teacher's lecture. Here, the author attempts to show students the film version and let them pay attention to the function of the light and the door which are the mediate connecting reality and illusions. By this way, it is easy for students to master "stream of consciousness" and comprehend its importance in characterization and plot development.

In a word, in British and American Literature classroom teaching, teachers can add picture, music, and video relevant to or adapted from literary works to teaching procedure. For one thing, this multimedia teaching can create a lively and active learning atmosphere with information of sketch, writing, voice, picture, etc. For another, students can make use of their multiple intelligences to remember the otherwise dull and boring literary knowledge.

Comparatively speaking, the learning activities for students in class are richer than that of teaching. Students' presentation and text drama are the favorite activities in the teacher's practical classroom teaching.

First, let's take students' presentation for instance. Normally, British Literature course and American Literature course occur respectively in the first and second semesters of English major's third academic year. Its teaching task is formidable within the limited teaching time of less than 40 hours in each semester. Because of the time limitation, teachers usually choose to dominate the class themselves, telling students all important points of literary history and literary works. While, this traditional input teaching method may strip students of their chances to know literary knowledge and appreciate literary works.

To solve this problem, teachers may encourage students to search as much information as possible to construct their own acquisition of knowledge. Literature, especially literary works, is boundless. Thus, what teachers should teach is not the limited literary knowledge but the ability of literary appreciation and criticism. The development of such abilities is a process of knowledge construction. In practical teaching, the teacher attempts to assign each student a certain presentation job relevant to a certain literary period, a representative writer or a classical works in advance.

Then students can make full use of the internet or campus website to search for relevant information, select important points and finally draw their own conclusions. Some of the presentations are really impressive and informative. Take two cases of students' presentation from class at Changchun University of Science and Technology in American Literature class last semester for example. One student's presentation job is F.Scott Fitzgerald. She, after searching Fitzgerald's important information after class, designed a piece of newspaper including all the important points of the writer---his photo, life experience, important works and writing style. Just through this piece of paper, other students can have a comprehensive understanding of the writer.

Another students' presentation job is Ernest Hemingway. He used some typical episode in *The Old Man and the Sea* to illustrate the typical Hemingway code theme and his code hero. Such illustration is more vivid and interesting than the pure abstract explanation of these two terms. In a word, the well prepared and planned presentations by students may be new, unique and interesting compared with the information in the textbook. Sometimes even teachers can benefit a lot from students' presentation.

Besides presentation, other in-class activities which can stimulate students' learning interest include group discussion, debate and text drama. Among them text drama is most popular to the students. It provides students with a virtual environment for them to experience the feeling of the fictionalized and dramatized figures. In practical teaching, the author will first divide students into several groups of four to six members. Then the group leader will further divide their assignment: some students will search the original play or novel they prefer on internet, some will be in charge of finding the relevant stage performance or adapted movies, and some will be responsible for the preparation of music, setting, costumes and instruments. Besides, imagination and adaptation are encouraged in students' role-play.

In recent years, students in the author's class have performed many classical works including *Romeo and Juliet*, *Jane Eyre*, *The last leaf*, etc. In their performance, the author has found the students passion and enthusiasm for literature and meanwhile discovered their different potentials. Some students are good at coordination and organization, some are good at drawing and setting design, and some are expert in selecting music for accompaniment.

Generally, their performance is natural, their dialogue or monologue is fluent, and the atmosphere in class is hot. The students' text drama did help the literature course be more attractive and colorful. The performance of text drama contributes a lot to literature teaching and learning. For one thing, both students' interest and knowledge construction ability will be greatly improved through the experience of performance. For another, the

preparation process can improve students' multiple intelligences and finally achieve all round education.

2.28.2 After-Class Teaching and Learning Activities

For English Literature course, the classroom teaching time is limited while the literary works and knowledge are comparatively boundless. Thus, the in-class teaching and learning activities cannot meet the objectives of the course. Here, after-class teaching and learning activities can be as a supplement. For in-class activities, the teacher plays a key role of instructing; for after-class activities, students begin to play a dominant role with the teacher as a guider and a helper. The after-class teaching and learning activities for or concerning English Literature course are also of great diversity.

Students' favorite performance is the stage play. They will first select a classic English novel or play to act. Then they search the movie version and comment of the novel or play or its main characters in the internet to prepare for the final performance. Usually, there will be some adaptation to make the performance more humorous and attractive and to suit the modern society and the college students' life. In the preparation of the stage play, the "actors" will understand the novel or play, its characters, plot and theme better, and meanwhile, the audience' interest for literary works can also be aroused.

Besides, movie dubbing is also a good choice for students to improve their literary appreciating ability. At the end of each semester, the author will choose one movie adapted from an English novel for students' movie dubbing. Students are divided into several groups and finally grades will be set according to their performance. Take Jane Austin's masterpiece *Pride*.

and Prejudice for example. This work describes the love and marriage theme of middle class people in Austin's time.

In traditional teaching method, teachers will spend a long time analyzing the historical background, the personalities of main characters and the unique writing style of the author. Yet, in the practical teaching, the author has attempted to let students dub a segment from the newly adapted film *Pride and Prejudice* directed by Joe Wright. After dubbing the film, the students find it is now very easy for them to remember the themes, social background and writing style of Austin's works for they themselves have been fused with the novel and its characters.

Additionally, course website, course blog or Bulletin Board System (BBS) are the most convenient method for after-class interactive communication between teachers and students. With the rapid development of internet and campus network, today, information is available at any time from any place to any internet user. Thus, teachers can establish their own course website, course blog or Bulletin Board System (BBS) to communicate with students out of class to solve the problem of heavy course task within limited class hours. Take the teaching of selected excerpts for example. The renowned Canadian writer Robertson Davies once pointed out that the subconscious intent or conscious meaning that had entered the work as the writer wrote it no longer existed when the book reached the hand of readers. That is to say, different readers have different understanding of the same character or literary work.

Thus, based on the reader-response theory, teachers should develop students' thinking ability by assign them literary works to read after class. Then, another problem appears: how can students communicate with their teacher after they have finished their reading? In the class once a week or during the five or ten minutes break between classes? Obviously, even if there can be some communication, it is quite insufficient. While, the above mentioned course website, blog or BBS can provide us such a stage to communicate conveniently and flexibly.

In the author's practical teaching, a course BBS has been established. The subjects are divided according to different literary periods as British Renaissance Period, American Romantic Period, Contemporary English Literature Period, etc. Students can communicate with the teacher and other students on their own understanding of a writer or of a certain work in different subject area.

The course BBS has indeed provided teachers and students with a space to share their innate response after reading literary works, which, in the author's opinion, is the essence of literary appreciation. Besides, the course BBS is also a gather-together place providing model tests, literary works appreciation and relevant video resources. In short, with interactive internet teaching, the limits of classroom teaching on space and time have vanished and the literature learning becomes more flexible.

2.29 Rationale for Using Web-based Computer Applications

Warschauer, (1996) pointed out that the term web-based computer applications refers to all computer-mediated communication modes such as e-mails, e-lists, e-forums, chat rooms, online discussion groups, mailing lists

and blogs. There are many valid reasons for incorporating web-based computer applications in our teaching. These reasons can also be applied for the literature classroom. Web-based computer applications allow for the creation of a learning environment that is vastly different from a conventional classroom. This new environment will not only make learning literature more appealing, it will also make teaching literature more effective.

Vethamani, (2004) showed that the uses of computer applications for teaching literature are many Some of them are:

- They allow learners to use modern technology to study a course which has often been associated with things of the past
- They connect learners to a large source of reading materials available in electronic form.
- They enable learners to determine their own course and direction in learning about a text or a writer.
- They connect learners to other learners with similar interests.
- They allow for authentic communication between readers of literary texts.
- They facilitate an interactive mode of learning unlike many earlier forms of technologies like the audiotape and television that were non-interactive in nature.
- They remove the four walls of the classroom, which seems to be a form of prison to reluctant learners and open up a borderless world.
- Teachers become facilitators in the learning process.
- Learners become more independent and are actively involved in the learning process.

The above reasons should provide ample support for anyone considering the use of computer-mediated applications in their teaching of both the English language and literature in English.

2.2 Part (2): Review of Previous Studies

2.2.1 Introduction

This part reviews the previous studies that have been conducted in the field of technology and its relation with teaching English and literature although there are some studies are deviated from literature and novels but they have link with the current study in such a way in terms of the methodology and the area of technology.

A) The Effectiveness of Using Facebook to Enhance EFL Writing Skills: Sudan University of Science and Technology: Ahazeej Abdelateef Abdelkareem (2013).

The study aims to investigate the effectiveness of using Facebook to enhance EFL writing skills as the current practice of teaching writing has been criticized due to the rare opportunities an EFL learner is expected to encounter outside the boundaries of the classroom. One of the ways is the use of Facebook and as mentioned earlier, this study is an attempt to prove the effectiveness of using Facebook to enhance EFL writing skills.

The main findings the study has come out with are as follows:

- Teachers never use Facebook in or out of the classrooms.

- All students have positive attitudes towards learning writing through Facebook.
- They prefer Facebook to the other traditional ways of practicing writing as they think it raises their confidence.
- Facebook increases their motivation to write and provides them with instant feedback about errors and mistakes beside the peer comments that help them develop writing skills.
- Students can share useful writing resources which give them an opportunity for collaborative learning.

B) The Use of YouTube in Teaching English Literature: The Case of Al-Majma'ah Community College: Al-zyoud Khalid & Kabilan Muhammad.

This paper explores the impact of using YouTube as a supplementary resource in teaching English novel at Al-Majma'ah Community College/Al-Majma'ah University. This study conducted on the second semester 2009/2010, At Al-Majma'ah community college/English language and literature Department. The researchers find that the use of YouTube in studying English is an interesting; beneficial, and give students the chance to get more understanding of the novel and its events.

The effect of the YouTube program was measured by using an achievement test, which comprises 10 questions based on the novel comprehension. The sample of the study consists of 10 students. This study aims at investigating the effect of method of teaching English novel on the students' achievement, and examining whether YouTube program improves students' achievement.

The results that the study come out showed that students wrote positive comments regarding the use of YouTube in a literature course, and use this learning tool effectively. This study recommends the use of YouTube as a supplementary source for teaching literature.

The results showed too a difference due to the intervention of YouTube to the same group between the mean scores in pre and post test. The results also showed that students after using YouTube were good in understanding the novel's events and they comprehended all questions in the post-test. The Wilcoxon test, which evaluated difference between means for pretest and posttest concerns, is significant $z = 2.836$, $p < 0.05$. That is, the results indicate significant differential concern for posttest versus pretest. Based on the results produced from the above statistics. A Wilcoxon test was conducted to evaluate whether posttest showed a greater concern for pretest. The results indicated asignificant difference, $z = -2.83$, $p < .05$. The mean of the ranks in favor of posttest was 14.100, while the mean of the ranks in favor of pretest was 9.200.

The Wilcoxon test conducted in order to investigate if the YouTube help students in understanding of the literature/novel” The adventures of huckleberry Finn”. To answer the study question, the following hypothesis was formulated: There are no significant differences between the mean scores of the group in pretest and posttest on literature achievement that can be attributed to the YouTube.

C) The Impact of Facebook on Enhancing Reading Comprehension Skills Among University Students: Sudan University of Science and Technology: M, A. Albloly (2013).

This study aims at investigating the impact of face book on enhancing the reading comprehension skills among the English students of the fifth level at University of Kassala, and to drag the attention to the importance of Facebook as a new medium for teaching and education in general. The researcher uses the analytical descriptive method in this study. The tools used for data collection were the test and the focus group.

This study showed the following results:

1. Facebook has great impact on enhancing the skills of reading comprehension of English students in the ways that:
 - It eases reading comprehension and makes it possible;
 - it develops students ability to guess meaning from the context easily;
 - It helps the students to address their difficulties and problems of reading comprehension....etc.
 - It has been proved through the study that Facebook is an effective tool of teaching reading comprehension and other language skills. The study recommends that Facebook should be authorized as a means of teaching and learning.

D) The Use of Computer in Developing Speaking and Writing Skills in Sudanese Universities: With Application to University of Kassala. Islamic University of Omurman: A, S. Musa, PhD (2007).

This study investigates the use of computer in developing speaking and writing skills in Sudanese Universities. A case study with students of University of Kassala studying computer in the Faculty of Computer Sciences and Information Technology.

The main findings the study has revealed are:

- The students who are learning the speaking skills through the use of computer are better in their performance than those who are learning the speaking skills through the traditional methods.
- Computer improves students' speaking more quickly and effectively than non-computerized instruction.
- There is no difference between students learning the writing skills using computer and others learning the writing skills through the traditional learning methods.
- Students learning integrated speaking and writing skills using computer are better than those learning the same skills through the traditional learning methods.

5. Computer's use in speaking and writing being interesting, because it could facilitate learning and communication through an act of entertainment.

6. There is significant difference between students learning speaking and writing skills by using the computer and those learning the same skills by using other learning methods.

2.3 Summary

This chapter presented the basic issues that relate to the use of Facebook and

technology in teaching novels and literature. It reviewed the types of novels and its elements. It looked into the ways of using social networks in teaching specially Facebook; how they evolved and how they gave way to new trends in accordance with the ever changing horizons in the field of language teaching. This is because the study will adopt Facebook as a web-based teaching tool. The chapter also highlighted the importance of using technology and social network in english language teaching. Finally, the chapter concludes with reviewing previous studies that are in line with this study.

Chapter Three

Research Methodology

3.0 Overview

The focus of the study stemmed from personal observation over seven years as a university teacher in the area of literature and language teaching. This chapter describes the methods used for data collection. It particularly, presents the target subjects, research instruments and procedures for data collection. Then it goes further to present tools, reliability, validity and content of the test, the questionnaire and the focus group interview. It also illustrates the steps used in the study and concludes with a summary.

3.1 Research Design

This study employs eclectic methods in which the experimental method is used as a main method beside the descriptive and the analytical methods to meet its aims; using questionnaire to elicit views from different teachers at Sudanese universities, and also the focus group interview to yield the attitudes and perceptions of the students, and finally the pretest and posttest

is used to gather data from a purposive sample of (48) English language students from the 2nd year were chosen as experimental group and controlled group.

3. 2 The Experimental Method

As cited by Richards, et al described the experimental method as:

“an approach to educational research in which an idea or HYPOTHESIS is tested or verified by setting up situations in which the relationship between different subjects or variables can be determined”.

They showed that such type of research, is concerned with studying the effects of specified and controlled treatments given to subjects usually formed into groups. They also state that in terms of research parameters, experimental research is analytic and deductive. Its major components are the population, the treatment, and the measurement of the treatment.

3.3 The Population

As cited by Richards, et al that population is defined as:

“any set of items, individuals, etc which share some common and observable characteristics and from which a SAMPLE can be taken”.

This includes the experimental group as a purposive sample of (24) students and the controlled group equal to the experimental one composed of (24) students of English language at the second year in semester two from University of Kassala at the Faculty of Education.

Furthermore, a number of (50) teachers are chosen purposively due to their use of technology in teaching English from different Sudanese universities and colleges to respond to the questionnaire.

3.4 The Treatment

This refers to anything done to groups in order to measure its effect. The

treatment is not a random experience which the groups might have, but a controlled and international experience, such as exposure to a language teaching method especially constructed for experiment, or materials presented under controlled circumstances, say, in a language laboratory.

Before the treatment, the researcher proves the homogeneity of the two groups subjecting the subjects to a pre-test, and then comparing their performance on that test. The two groups are matched for a number of characteristics before being selected as study subjects.

3.5 The Online Course

The program used in such study is particularly created by the researcher by virtue of using word processor (like word office and power point) in planning lessons, exercises and designing teaching materials for the students beside making use of Facebook applications like post, comment, share, pictures uploading and videos containing all the stuff and the materials that are needed to conduct the study.

Faculty of Education-Department of English Language & Linguistics

Name of the course: Online Teaching of Literary Appreciation of Novels.

Level: The 2nd Year

Aims of The Course:

The primary aim of this course is to develop the students' literary appreciation of novels with approach of Facebook as a means of teaching through a carefully graded series of units with emphasis on novel contexts beside achieving the following:

- Enable students to critically and independently read, analyze and appreciate literary texts extracted from the novel being taught.
- Encourage a love of literature through providing opportunities for students to engage with a mount of literary texts across the genre of the novel.
- Develop individual responses to texts as opposed to the novel being viewed.
- Share and evaluate different viewpoints and perspectives through the video show of the novel in question.

3.5.1 The Course Description

- The course is embedded in units each one contains at least one or two lessons. It last for twelve weeks taught to the students of 2nd year at the English Department (2nd semester). There are three hours lecture per week in which two hours for lecturing and one hour for practice and assessment.
- Students must online attend all lectures. There is an online chat room assigned for rubrics, instructions and inquiries via which the teacher and students can easily contact each other where necessary.
- Instructions, exercises and teaching materials are delivered online to the students in the form of posts or uploaded files containing all rubrics for the weekly lecture.
- The schedule of lectures is given before the assigned time in a form of invitation along with a picture representing the title of the lecture.

3.5.2 The Units

- Most units concern with the selected novel for the study and the ways where by students could be able to appreciate and analyze it in the light of critical and literary contexts.
- Each unit contains different materials and activities that are in line with the novel in terms of its elements such as plot, theme, characterization ...etc and other elements of literature like figures of speech and so forth.
- Each unit concludes with an exercise or a task which is intentionally designed to assess the students' comprehensibility of the lecture being delivered.
- Each unit is attached to the online displayed novel. In other words, students must apply what they have read to the novel they have seen and read online through Facebook.
- Each unit is supported by further online materials such as videos, pictures, post, graphs ...etc , to make the lecture more comprehensible to students and help the teacher carrying out the lecture easily and effectively.

Unit (1)

Video Show

This is the beginning of the program to which students must be exposed in order to assess to what extent the program achieving the required goals. The program starts with a video show of the novel assigned for the study; the students should apply what they have been taught online to the novel they have watched and read about on Facebook too.

- “Oliver Twist” will be the novel for practice; uploaded by the teacher in advance from the outset.
- It involves three acts displayed in sequence and the students task is to sum up each act as soon as watched it.
- In the end of the show, every student should write a brief account of the novel as a whole and post it so that it can be compared to his/her online classmate to check the students’ overall grasp of the viewed novel.
- Student are entitled to refer or view the novel at any time they wish in case they missed something affect their understanding.

In the end of this show students may be able to:

- Write a plot or sub plot of any novel they watch with ease.
- Promote their capacity of memorizing such as incidents of the novel they come across.
- Develop their writing skills in terms of literary texts.
- Develop their capacity for critical thinking, creativity, self-expression, personal growth, cultural understanding.
- Enhance the skills of literary comprehension and appreciation.

***Practice Corner:** Write a brief summary to the novel you have just viewed.

Unit (2)

Characters

Refers to participants (people , animals, things, etc. presented as people) that appear in a literary work.

1. Types of characters:

- **Protagonist:** the central character of a story
- **Round** are convincing and true to life. Have many different and sometimes contradictory personality traits.
- **Dynamic:** convincing, undergo some type of change in story, often because of something that happens to them.
- **Antagonist:** the character that stands in opposition to the protagonist
- **Flat Character:** stereotyped, shallow, often symbolic.
- **Static Character:** does not change in the course of the story.

***Practice Corner:**

1. Write a full description of the characters according to the roles each one plays within the novel.
2. Which character that appeals more to you, and why?
3. Compare and contrast between the following:
 1. Dynamic character vs. Static character
 2. Protagonist vs. Antagonist
4. State how the characters' qualities affect their life and the course of novels' incidents.

Unit (3)

Characterization and Methods of Characterization

Characterization is the process whereby the author chooses characters for his/her literary work in question which is done through:

a) Direct Characterization: The author develops the personality of the character by direct statement

- “he was an old man..” (*The Old Man and the Sea*)

b) Indirect Characterization : indirect characterization shows things that reveal the personality of a character. There are five different methods of indirect characterization; revealing the characters thoughts through:

Speech	What does the character say? How does the character speak?
Thoughts	What is revealed through the character's private thoughts and feelings?

Effect on others toward the character	What is revealed through the character’s effect on other people? How do other characters feel or behave in reaction to the character?
Actions	What does the character do? How does the character behave?
Looks	What does the character look like? How does the character dress?

Table (3.1) shows the methods of characterization

In the end of unit (2) and (3) candidates can be able to:

- Explain the roles and purposes of characters.
- Make inferences about characters based on both direct characterization (e.g., authorial descriptions) and indirect characterization (e.g., characters’ actions, words, thoughts, motivations, perspectives).
- Evaluate characters’ actions, motivations and decisions.
- Trace and analyze how characters develop and change.
- Analyze similarities and differences between characters (e.g., personalities, views, behavior).
- Analyze the relationships between and among characters (e.g., the effect one character has on another).
- Trace and analyze how relationships between characters change.
- Demonstrate awareness of the complexity of human relationships and behavior through the study of characters.

***Practice Corner:**

1. On what method the author built his characters in “Oliver Twist”.
2. How are the characters revealed?

3. If a character changes, are the causes convincing and true to life?
4. What is the driving force of each character?

Unit (4)

Setting

This refers to the locale and time of a story that creates mood and atmosphere. It Can be used to show:

- Geographic location
- A specific place, building, city, etc.
- A time period During WWII, 1865
- Socioeconomic characteristics of a location – wealthy suburbs, poverty—stricken urban area.

At the end of this unit the students may be able to:

- Demonstrate understanding of how setting and atmosphere contribute to the meaning of the novel.

- Describe the setting and atmosphere (e.g., time, place, physical details, situations)
- Explain the influence of setting and atmosphere on aspects of the novel (e.g., character, theme)
- Analyze the significance of changes in setting and/ or atmosphere
- Demonstrate understanding of the context of the action within the novel.

***Practice Corner:**

1. State to what extent the choice of setting match the real life of the characters. 2. Describing the setting and atmosphere in :Oliver Twist”. Answer the related questions: 1. Are the sets appropriate? 2. Are they attractive? 3. Are they authentic?

Unit (5)

Plot

It refers to the literary element that describes the structure of the story. It shows the arrangement of the events within the story.

a) Plot Structure:

1. **Climax:** The turning point. The most intense moment (either mentally or in action).
2. **Rising Action:** the series of conflicts and crisis in the story that lead to the climax.
3. **Falling Action:** all of the action which follows the Climax.
4. **Exposition:** The start of the story. The way things before the action starts.

5. Resolution: The conclusion, the tying together of all of the threads.

b) Elements of Plot:

•**Conflict** : a character or problem with which the protagonist must contend .

Without conflict, there is no plot.

•***Interpersonal Conflict:***

•Man VS Man

•Man VS Nature

•Man VS Society

•***Internal Conflict:***

•Man VS Himself

At the end of this unit the students can be able to:

- Demonstrate recognition of the elements of plot (e.g., exposition, rising action, climax, falling action and resolution) and explain their significance
- Identify the various conflicts in the novel and explain how these move the plot forward
- Explain the relationship between individual scenes and the novel as a whole
- Make connections between the plot and the subplots (where relevant)
- Describe events in narrative structure (e.g., a narrative presented in a chronological sequence of events) and explain its significance
- Explain the effects of plot devices (e.g., flashback, foreshadowing)

***Practice Corner:**

1. State the types of conflict used by the writer in this novel.
2. Explain how this conflict lead to the destiny of each character.

3. What stood in the leading character way? (People - environment-personality, etc,)

4. What was the highest point of tension or the crisis?

Unit (6)

Theme

The **theme** of a piece of fiction is its central idea. It usually contains some insight into the human condition –telling about humans and life.

In most short stories, the theme can be expressed in a single sentence. In longer works of fiction, the central theme is often accompanied by a number of lesser, related themes, or there may be two or more central themes.

Theme can be stated directly or it can be implied by the events and actions in the story.

***At the end of this unit the students would be able to:**

- Identify the themes the novel discusses.

- Analyze and explain how the themes are developed to bring out the main concerns of the novel.
- Demonstrate awareness that the writer's development of themes represents a particular view or comment on life.
- Understand how theme contribute to the meaning of the novel as a whole.

***Practice Corner:**

1. Discuss the main and sub-theme the author tackled in his novel?
2. Explain how the themes bring out the message intended to reach the audience?
3. State how the themes represent the real life of the characters along with the people generally?

Unit (7)

Style

The habitual manner of expression of an author. An author's style is the product of choices, made consciously or unconsciously, about elements such as vocabulary, organization, diction, imagery, pace, and even certain recurring themes or subjects.

At the end of this unit candidates will be able to:

- Identify the following elements of style, analyze and explain their effects on the reader and on the text (e.g., how they are used to develop the setting and atmosphere, how they are used to create nuances) diction (i.e., word choice):

- identify the use of figurative language (e.g., simile, metaphor, personification, imagery, symbolism)
- Know the use of sound (e.g., rhythm, rhyme, alliteration, onomatopoeia, assonance)
- point(s) of view in the story (e.g., 1st person, 3rd person omniscient)
- irony (dramatic, situational and verbal)
- tone (e.g., playful, somber)
- form (e.g., line length, ellipses)
- Demonstrate appreciation of the aesthetic qualities of language used in a text to achieve certain effects.

***Practice Corner:**

1. Analyze all the elements of the style used by the writer within the novel.
2. Explain how these elements affect you as a reader.
3. Illustrate with examples some style elements and justify their use by the writer.

Unit (8)

Point of view: Who is telling the story?

This refers to the ways how the story is told by either in a spoken or written mode.

1. **Omniscient Point of View:** The author is telling the story. e.g.:

“The boy with fair hair lowered himself down the last few feet of rock and began to pick his way toward the lagoon. Though he had taken off his school sweater and trailed it now from one hand, his grey shirt stuck to him and his hair was plastered to his forehead. All around him the long scar smashed into the jungle was a bath of heat.”

2. **Limited Omniscient:** Third person, told from the viewpoint of a character in the story as in the following:

“In his black suit he stood in the dark glass where the lilies leaned so palely from their wasted cut glass vase. He looked down at the guttered candles tub. He pressed his thumbprint in the warm wax pooled on the oak veneer. Lastly he looked at the face so caved and drawn among the folds of funeral cloth, the yellowed moustache, the eyelids paper thin. That was not sleeping. That was not sleeping.”

3. **First Person:** Story is told from point of view of one of the characters who uses the first person pronoun “I.”

“I have been afraid of putting air in a tire ever since I saw a tractor tire blow up and throw Newt Hardbine’s father over the top of the Standard Oil sign. I’m not lying. He got stuck up there. About nineteen people congregated during the time it took for Norman Strick to walk up to the Courthouse and blow the whistle for the volunteer fire department.”

At the end of this unit candidates must be able to:

- Recognize different aspects or views of narrating stories.
- Decide on their own way of telling stories from their creation.
- Be adequately prepared for further study or work concerning novels’ narration.

***Practice Corner:**

1. With examples where necessary. Define what is meant by “point of view”?
2. Identify the type of point of view approached by the writer in this novel?

3. What type of point of view that appeal to, and why?

Unit (9)

Symbolism

When a person, event or thing that represents an idea, quality, or concept larger than itself.

- A Journey can symbolize life.
- Water may represent a new beginning.



- **Black** can represent evil or death.
- A lion could be a symbol of courage.



At the end of this unit candidates will be able to:

- Enhance their awareness of the relationship between literature and culture.
- Develop a greater sensitivity and control over the nuances of the English language.
- Appreciate and enjoy a wide range of literary or creative texts and other related cultural forms.

***Practice Corner:**

1. Define literary the term “symbolism”?
2. State some of the symbolic views adopted by the author in the novel?
3. Explain to such an extent these symbolic views have things in common with your own culture?

Unit (10)

Irony

Refers to a particular tone created when the speaker intends a meaning that is opposite to the words he or she says. Irony is divided into three types:

1. Verbal Irony:

When the words someone says are meant to mean something other than what they seem to say. (sarcasm)

2. Situational Irony:

When event come together in an un expected or surprising way; often

includes coincidence.

3. Dramatic Irony:

When the reader knows something that characters do not know yet.

***In the end of this unit, the students will be able to:**

- Pick irony up the text they study related to the novel.
- Distinguish between the three types of irony.
- How irony affect the development of the incidents within the story.

***Practice Corner:**

1. In a literary essay identify two types of irony used in the novel you have tackled?
2. Using your own words; explain the significance of the use of such irony?

Unit (11)

Story Map

Name of Book:
Author:
Setting:
Where:
When:
Main Character(s):
Other Characters:

Some Events in the Story:		
Event 1	Event 2	Event 3
But the most important thing is this story is.....		

Table (3.2) Above reveals the story map including the most effective incidents

3.6 Steps of Delivering an online lecture on Facebook

- Step one: An introduction on using Facebook, how to view posts, write post and interact. Also, give students an overview on how they interact privately and collectively.
- Step two: Viewing the novel by uploading the film in clips as its not allowed to upload longer videos on Facebook. Students can preview anytime and when then perform a task.



Figure (3.1) Step two: previewing the main film of “Oliver Twist”

Step three: After uploading the film, the teacher creates an event in which the teacher assigns the time and the place of the lecture (online or offline), then invites all the group members to the lecture.



Figure (3.2) Step three: Creating events for the online lecture

- Step four: Having informed students about the lecture, the teacher creates a file on Facebook containing the lecture that is to be taught and the task that students should carry out.

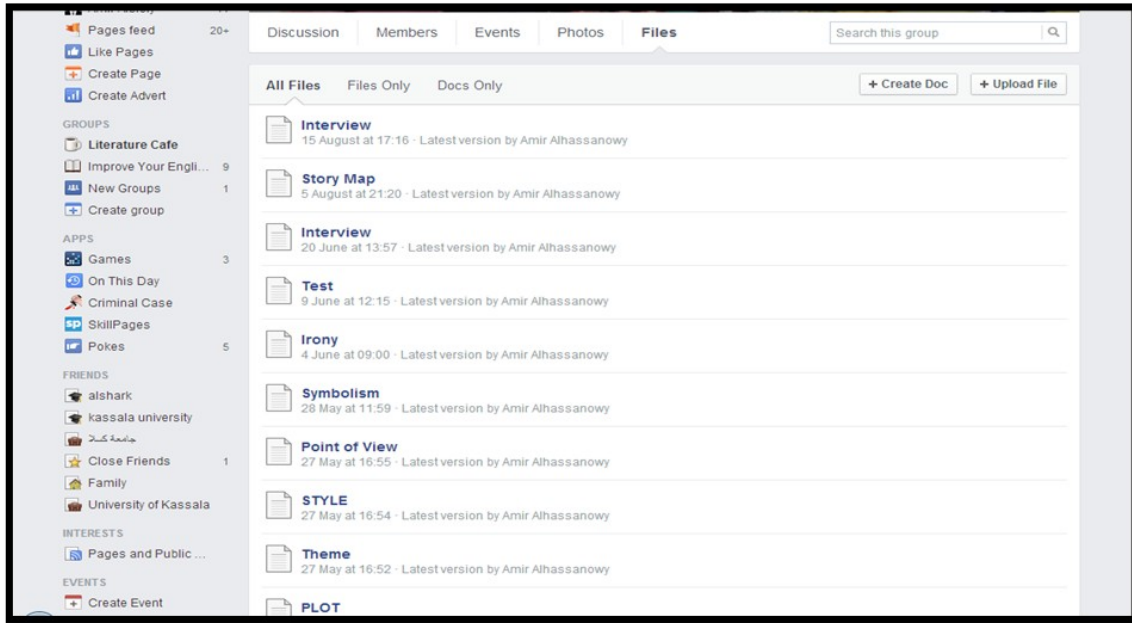


Figure (3.3) Step four: creating files containing the lecture in question

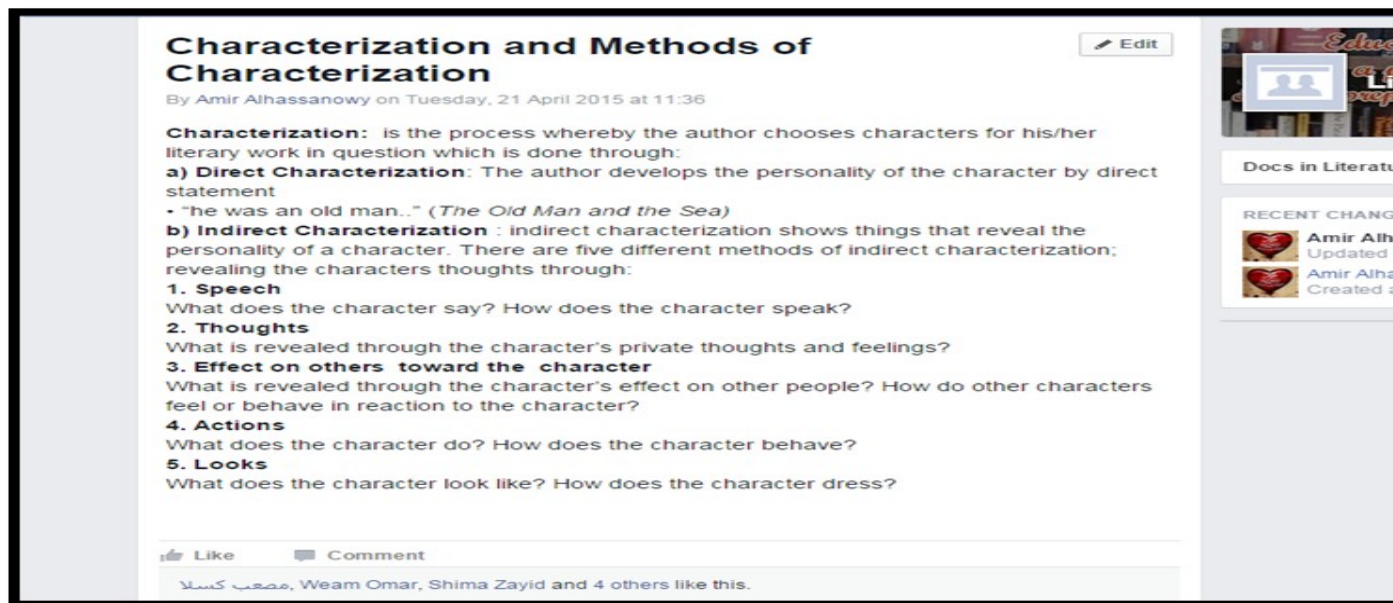


Figure (3.4) Sample of the files including lectures taught on Facebook

- Step five: Here the teacher also attaches further picture or photos, small clips and short videos to the file he created so as to enable students of

complete understanding of the information being presented and widen their knowledge about the lecture in question.

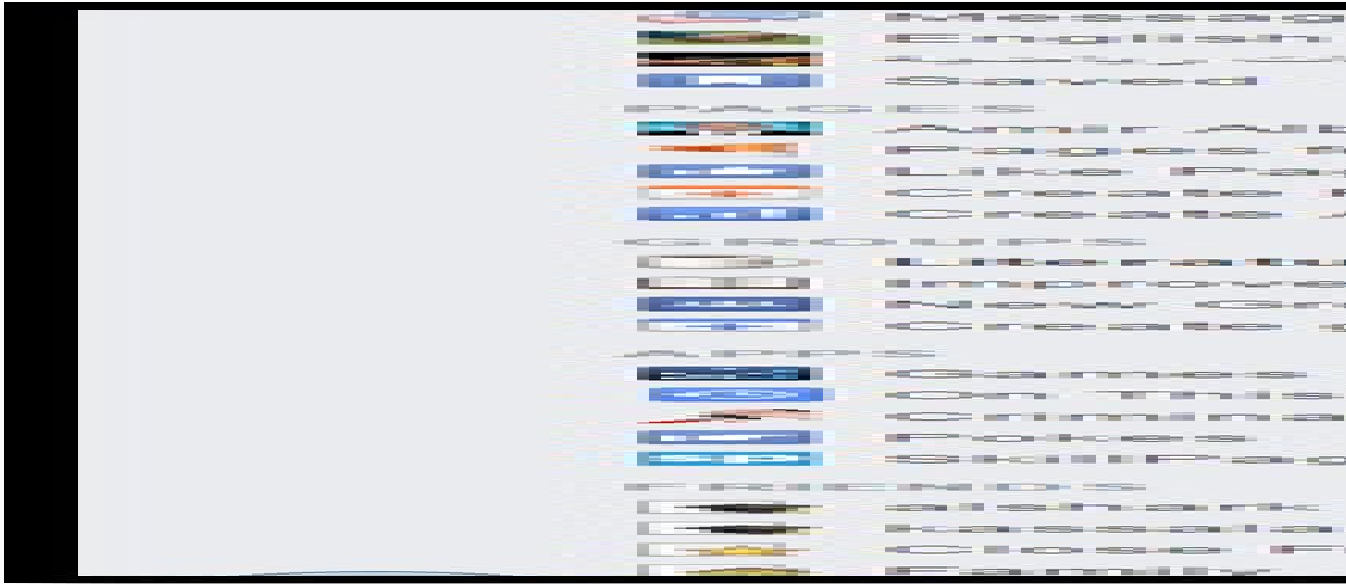


Figure (3.5) Step five: Uploading videos, photos and slides for further understanding

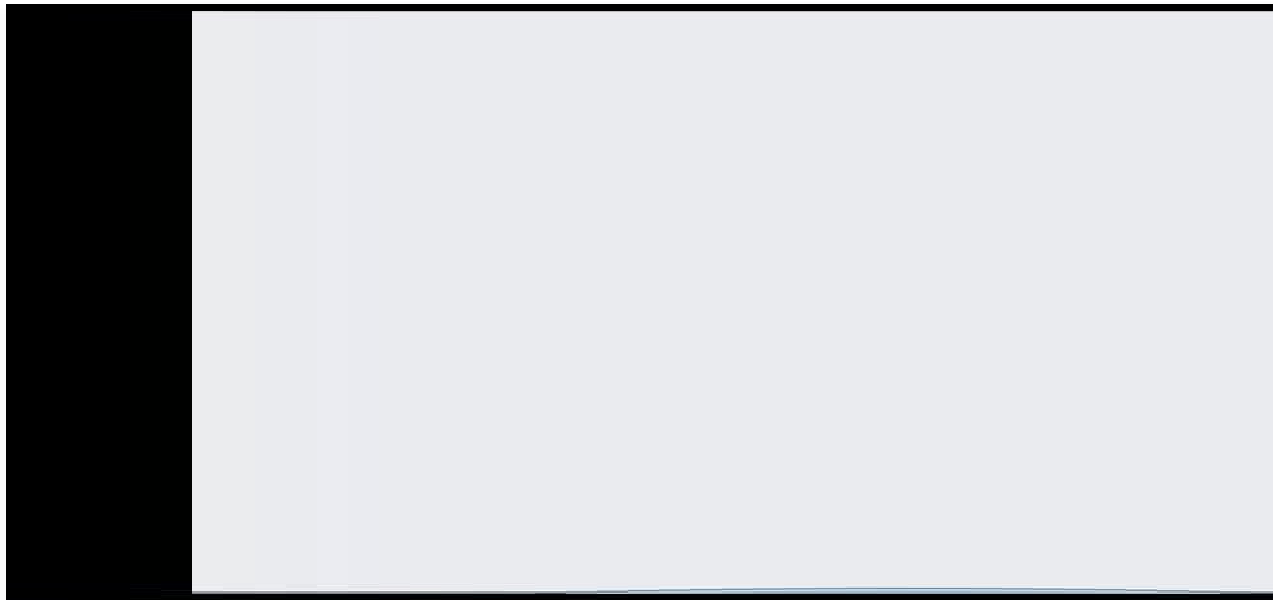


Figure (3.6) Step five: Posting videos, photos and slides for further understanding

- Step six: The teacher opens the chat room for students to interact with each other and with the teacher; students are allowed to ask for help, explanation and any sort of information related to the current lecture.

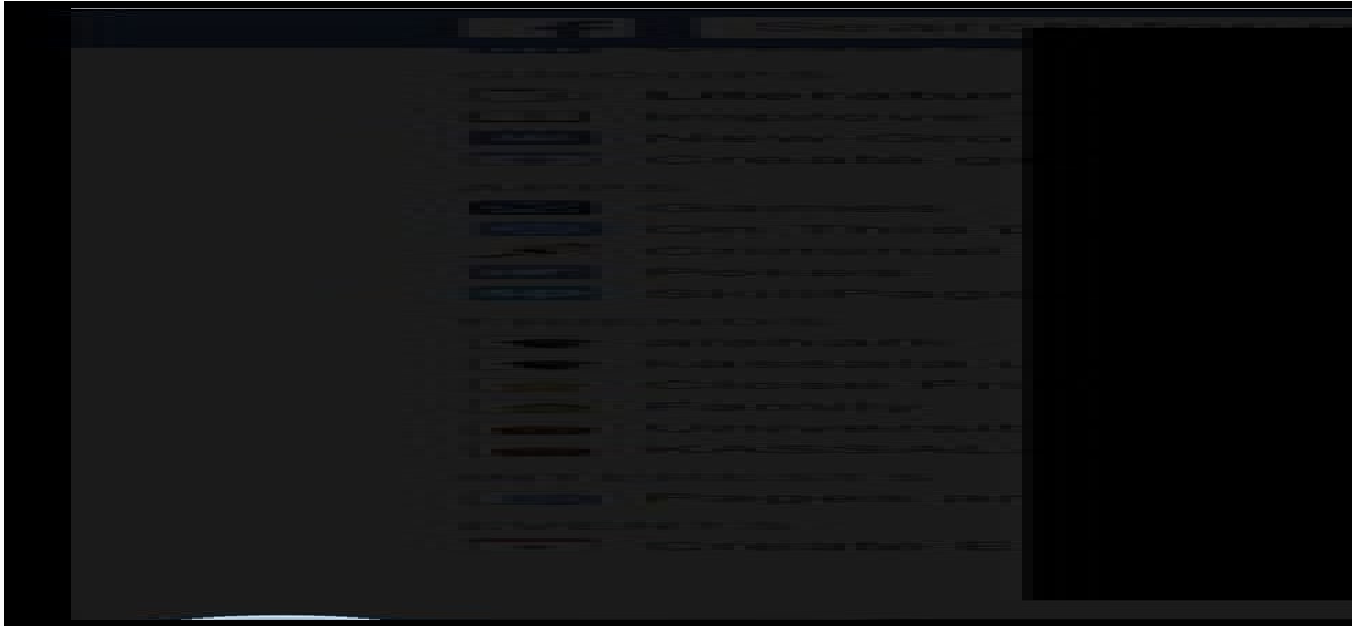


Figure (3.7) Step six: The interaction of the teacher with students via web-cam



Figure (3.8) Step six: Teacher-students' interaction during the online the lecture.

- Step seven: The time assigned for the lecture is three hours; having finished lecturing the teacher thanks students for attending and finally asks them to either post the assignment on the home page or send it privately into the teacher's message inbox to be evaluated.

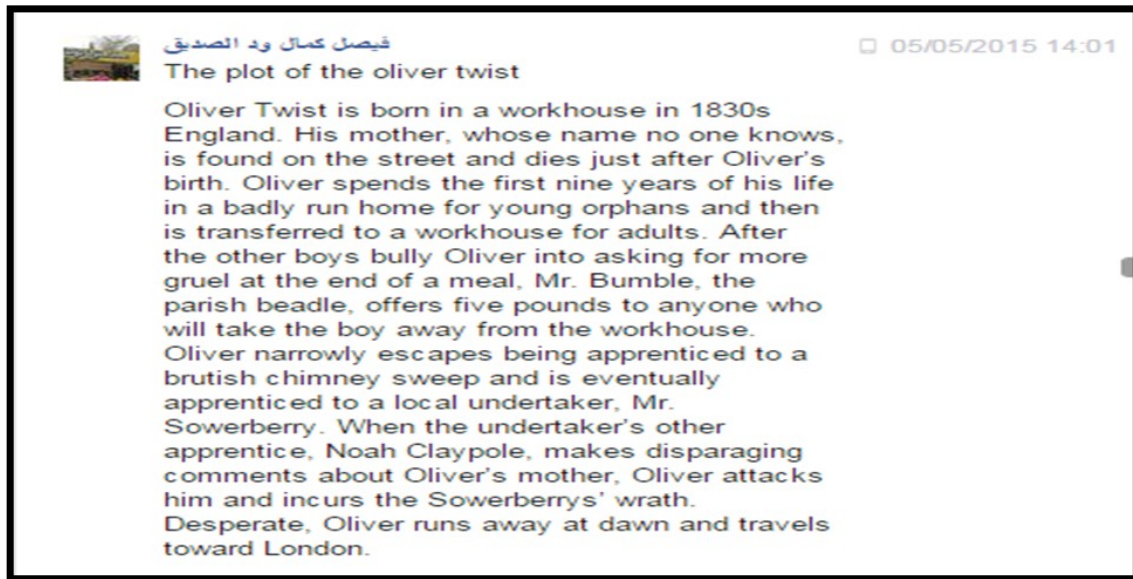


Figure (3.9) The students' practicae part on Facebook

3.7 Participants

The participants of the study are students at the second year who study English as a main subject at the University of Kasaala. The second type of participants are teachers of English at different Sudanese Universities.

It is the participants of the subjects that the researcher intends to obtain his data for study from.

3.7.1 Subjects

The sample investigated in this study is composed of four groups of subjects. The first group (A) consists of (24) students as experimental group, the second group (B) consists also of (24) students as controlled group, the third group (C) composed of (50) teachers of English from different Sudanese Universities, and the fourth one (D) comprised of (22) students selected from the first group to be interviewed as a focusing group.

3.8 Tools of Data Collection

The tool used for collecting data are the questionnaire, the test and the focus group interview.

3.8.1 The Students Test

The test consists of four questions. All the questions were designed purposively to yield the intended information. The researcher used simple and clear language in order to help the students express themselves and provide the required data.

3.8.2 The Contents of The Test

The test is composed of four questions set specifically to measure the students' understanding for the appreciation and understanding of the elements of the novel.

The first question aims at checking the students' Knowledge about some definitions related to the novel's elements. Question two intends to check the students' ability of writing short literary paragraphs chosen also from the novel's elements. As for question three, it aims at testing students' comprehension about how the novel's incidents are structured. The final question intends to check the students' overall understanding of the message that the novel sends to the readers by inferring the theme and sub-theme of the novel after a full reading process of that novel.

3.8.3 The Validity and Reliability of the Test

Validity refers to the degree to which a test measures what is supposed to measure. The researcher has handed the test questions for one Associate professor and five Assistant professors of English language teaching, Instructional Technology and specialists to examine the face, the construct and the content validity for the designed instructions and questions. They reviewed the phrasing, suitability, thoroughness, and ease of use of the questions.

The jurors noted that the test is comprehensive and convenient to the purpose of the study. Some changes were made in phrasing of some questions; a few were deleted and others were added.

As to the test reliability, it was verified through the test-retest to make sure that the test is reliable in terms of objectives and that it is in line with the aims of the study and measure what the study is for.

Thus, the final copy of the test was developed and administered to the subjects.

3.8.4 Test-retest

The method of *Test-retest* was used to establish the evaluation of the test. Forty eight English language students distributed equally among two groups as experimental group and controlled represent the main sample, were selected to respond to the items of the test. After eleven weeks, it was administered again for the second time and the results proved differences in students' performance and increase in their results.

3.9 Teachers' Questionnaire

The questionnaire contains (16) statements related to four domains, each domain aims at testing one of the research hypotheses. The questionnaire is given to (50) experienced teachers of English at different Sudanese Universities who have been teaching English using technology and multimedia. They are in a better position to give real and faithful opinions. They are also aware of the significance and the usefulness of technology in the field of English language teaching.

3.9.1 Reliability and Validity of the Questionnaire

Alpha Cronbach formula is used to compute the reliability of the questionnaire. The value of reliability lies between 0 and 1. The reliability increases according to increase of alpha value up to 1. Generally, if the alpha value is more than or equal 0.4 the reliability is considered and the questionnaire is reliable. For this study; it was found that $\alpha = 0.92$, and this means the questionnaire has a high reliability.

Validity refers to the degree to which a test measures what is supposed to measure. Taking his supervisor's advice, the researcher has handed the questionnaire for one Associate professor and five Assistant professors of

English language teaching, Instructional Technology and specialists to examine the face, the construct and content validity for the designed instructions and statements. They reviewed the phrasing, suitability, thoroughness, and ease of use of the statements.

The jurors noted that the questionnaire is convenient to the purpose of the study. Some changes were made in the paraphrasing of some statements; a few statements were deleted and others were added.

The Jurors suggested the following:

- The researcher used his own words in writing the questionnaire.
- Basing the questionnaire on four basic principles, namely:
 - (a) relevance
 - (b) focus
 - (c) selectivity
 - (d) organization
- dividing the questionnaire into domains so that the statement under each domain would test one of the research hypotheses.
- regrouping the statements under each domain so that related ideas would go together.
- conducting a piloting questionnaire i.e. giving a small number of teachers (e.g five) a piloting research and asking them to say if any statement was confusing, unclear or incomplete. Here the teachers were also requested to estimate the time needed to answer the questionnaire.

Validity is the square root of reliability. In our case SQRT is $(0.92) = 0.96$ which means that there is a very high validity for the questionnaire.

3.10 The Focus Group Interview

According to Krueger (2002), focus group is, ‘a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive, although not necessarily representative, sampling of specific

population, this group being ‘focused’ on a given topic’. Participants in this type of research are, therefore, selected on the criteria that they would have something to say on the topic, are within the age-range, have similar socio-characteristics and would be comfortable talking to the interviewer and each other.

The interview consists of (10) questions should be answered by (22) students whose number is convenient to the interview. Some of the questions were designed purposively to fill the gap that none of the test and the questionnaire could obtain; and some others account for students’ attitudes and perceptions. The researcher used simple and clear language in order to help the students to project and express their opinions and perceptions freely on this new experience to provide the required data.

3.10.1 Validity the Interview

The researcher gave the interview questions for one a specialist Associate Professor in Instructional Technology and five Assistant professors of English language teaching to examine the face the construct and content validity for the designed instructions and questions. They reviewed the wording, suitability, thoroughness, and ease of use of the questions.

The jurors noted that the interview questions are relevant and convenient to the purpose of the study. Some changes were made in the wording of some questions; a few were deleted and others were added.

There for, the final copy of the interview was developed and administered to the subjects.

3.11 The Pilot Study of Data Gathering Tools

Prior to the administration of the questionnaire a pilot study was given to a small number of teachers comprising (5) from the University of Kassala. It is worth noting here that the piloting questionnaire was given to teachers who had experience in using technology and multimedia in their teaching. The teachers who answered the pilot questionnaire were not involved in the formal questionnaire of the study.

The aim of the pilot questionnaire was to examine the clarity of the statements and to estimate the time each teacher needed to answer the statements in the questionnaire.

The results of the pilot questionnaire helped the researcher in the following respects:

- Some of the statements were repeated and so the researcher crossed out unnecessary repetitions .
- Ambiguous statements were detected by some teachers and that helped the researcher to remove the ambiguity by rewriting the unclear statements.
- The maximum time each teacher needed to answer the questionnaire was estimated at about 15-20 minutes. Hence, the final copy of the questionnaire was developed and distributed to the subjects.

As for the test, the pilot study can reveal whether the time allotted for the administration is sufficient or otherwise. It can furthermore reveal if the topics assigned for the literary appreciation of the novel are suitable for the

subjects. The test was first tried out on (6) students of the group to enable the researcher make all of the necessary modifications before conducting the main study. Finally, the test was administered to (24) students of English language chosen purposively at University of Kassala. The testees were given three hours to perform the task.

Regarding the Focus Group Interview, the researcher also followed the same procedures applied on the test and the questionnaire in terms of time allotted for the execution is sufficient or otherwise. It can furthermore reveal if the questions prepared for the interview are suitable for the subjects. The interview was first tried out on (4) students of the group to enable the researcher make all the essential modifications before executing the main interview. At last, the interview was conducted with (22) students of the main sample. The interviewee were given two hours to perform the task.

3.12 Research Procedures

The researcher followed the following steps:

- The researcher has first the experience of dealing successfully with the internet and Facebook in addition to seven years of teaching English at university.
- Then the researcher has intentionally created a Facebook group called "LITERATURE CAFE" including only students as an online focusing group who have Facebook account selected as a purposive sample.
- The researcher informed students to send first a request so as to join the group
- The researcher makes use of some Facebook applications in teaching literary appreciation of novel such as Files and posts: for writing the

lessons and tests, notifications: to notify students for any kind of work, apology in case of delay, salutations and finally events: to remind students of any coming work or activity.

- The researcher has prepared the teaching materials after approved by the supervisor and the jurors committee for subjects to be taught online. The online teaching with the selected group started from the 13th of March to the 16th of June, 2015.
- Students are lectured through files created inside Facebook and post written by the teacher so that teaching materials appear in the form of post (status update). Students then can preview it and post their responses and answers according to instructions written either inside the file or on the post.
- Videos and photos containing teaching materials are uploaded in line with the same lesson or unit. See Appendixes and list of Figures.
- The test, the focus group interview and the questionnaire were handed to five of experts to measure their validity, suitability and their appropriateness as to the subjects.
- The researcher had made the final draft of the test after collecting the test from the experts and measured its reliability.
- The questionnaire was administered to (50) teachers from different Sudanese universities after refereed by the jurors committee.
- The test was conducted from the 13^{ts} of March to the 16th of June.
- Answers were collected; then the researcher categorized, classified them on computer by virtue of SPSS program in order to figure out results.
- A focus group interview has been conducted and analyzed thematically after the end of online teaching in 18/8/2015.

- The researcher utilized the video cutter program in processing the film novel so as to fit the space allotted by Facebook policy.
- The researcher also utilized the photos editor program to capture photos as evidence to prove the real work that has been done on Facebook.

3.13 Summary

This chapter has described the methodology used in this study. It gave information about the population, the sample and how the participants were selected. It also described the instruments, and concluded with the procedures used in the study and the rationale for using them.

Chapter Four

Data Analysis, Results and Discussion

4.0 Overview

This chapter deals with the presentation, analysis and interpretation of the results obtained from the questionnaire administered to the Sudanese teachers of English who have experience in using technology in their teaching at universities and colleges, together with the T-test administered to Sudanese students of English at University of Kassala who studied English novel through Facebook as well as Focus group interview carried out with the same students to elicit their attitudes and perceptions of using Facebook in studying English novel. The data have been computerized and analyzed by SPSS (Statistical Package for Social Sciences) program.

The questionnaire has been analyzed in terms of frequencies and percentages. On the other hand, the T-test has been analyzed in terms of rates, means and standard deviation. The results from both the questionnaire and the test have finally been computed, tabulated and discussed. Where as a thematic analysis has been done in analyzing the students' responses in the focus group interview.

4.1 The Analysis of the Test in Relation to Testing the Hypotheses

All hypotheses of this study are being tested at significance level 0.05

4.1.1 One sample T-test for Hypothesis (1)

H₁: Appreciating English novels is problematic for Sudanese undergraduates of English language.

Table (4.1)

Expected mean	Observed mean	St.d	t-value	d.f	p-value
12	16.86	2.03	16.93	49	0.00

As table (4.1) above shows, it is clear that the p-value (0.00) is less than significance level, the observed mean (16.86) is bigger than the expected mean (12). These results in fact confirmed the researcher's hypothesis number one which is "*Appreciating English novels is problematic for Sudanese undergraduates of English language*".

4.1.2 One Sample T-test for Hypothesis (2)

H₂: Students of English language can develop the literary appreciation of novels through the use of Facebook.

Table (4.2)

Expected mean	Observed mean	St.d	t-value	d.f	p-value
12	15.26	3.48	6.62	49	0.00

From table (4.2) above that, the p-value is less than the significance level and the observed mean is greater than the expected mean. This outcome actually, verifies and supports the researcher's hypothesis number two which reads, "*Students of English language can develop the literary appreciation of novels through the use of Facebook*". According to the study sample.

4.1.3 One sample T-test for hypothesis (3)

H₃: Facebook can influence the students' attitudes towards appreciating the English novel.

Table(4.3)

Expected mean	Observed mean	St.d	t-value	d.f	p-value
12	15.48	3.32	7.41	49	0.00

As shown on table (4.3) that, the p-value is less than the significance level and the observed mean is greater than the expected mean. This rates supported the verification of the researcher’s hypothesis number three which is: *“Facebook can influence the students’ attitudes towards appreciating the English novel” according to the study sample.*

4.1.4 One sample T-test for Hypothesis (4)

H₄: Using Facebook in teaching novels encourages its application as a web-based teaching tool.

Table(4.4)

Expected Mean	Observed Mean	St.d	t-value	d.f	p-value
12	15.90	3.26	8.45	49	0.00

Table (4.4) reveals that, the p-value is less than the significance level and the observed mean is greater than the expected mean; that leads to the acceptance of this hypothesis and consequently verified and confirmed the researcher’s hypothesis number four which hypothesizes that: *“Using Facebook in teaching novels encourages its application as a web-based teaching tool”.*

4.2 Paired Sample T-test for The Hypothesis.

Table (4.5)

Sample	Mean	St.d	t-value	d.f	p-value
Treated Sample					
Pre	18.25	8.05	-4.95	19	0.00
Post	59.4	6.65			
Control Sample					
Pre	17.10	12.29	-16.54	19	0.00
Post	26.10	12.15			

As table (4.5) above indicates that, the p-value for each sample is 0.00 and this means that the performance of two groups was virtually the same with slight improvement in the treated group between pre-test and post-test.

4.3 Independent Sample T-test for The Hypothesis

Table (4.6)

Sample	mean	St.d	t-value	d.f	p-value
Pre test					
Control sample	17.1	12.29	-.35	38	0.73
Treated sample	18.25	8.05			
Post test					
Control sample	26.10	13.15	-10.12	38	0.00
Treated sample	59.4	6.65			

From table (4.6) above, it is noticed that the p-value for the pretest is bigger than 0.05 and this signifies that there is no significant difference in the performance of control and treated groups in the pretest. In the posttest, the p-value is 0.00 which denotes that there is a significant difference in the performance of the treated group in the test. In conclusion, this proves the hypothesis which hypothesizes that: *“Students of English language can develop the literary appreciation of novels through the use of Facebook”*.

Table (4.7) Gender: This table classifies the students tested in terms of gender.

Gender	Frequency	Percent (%)
Male	7	29.0
Female	17	71.0
Total	24	100.0

The table above shows that females number which represents 71%, is greater than males number that represents 29%, in this study.

4.4 The Analysis of The Questionnaire

The first part of the questionnaire is an introductory section seeking information about the respondents. In fact, the items in this division elicit information about the targeted teachers in terms of their gender, qualifications, and years of teaching experience through technology and multimedia. The teachers were requested to indicate their answers by ticking (✓) one of the five options: “Strongly agree”, “Agree”, “Neutral”, “Disagree”, “Strongly disagree”.

Table (4.8) Gender: This table classifies the teachers questioned in terms of gender.

Gender	Frequency	Percent (%)
Male	33	66.0
Female	17	34.0
Total	50	100.0

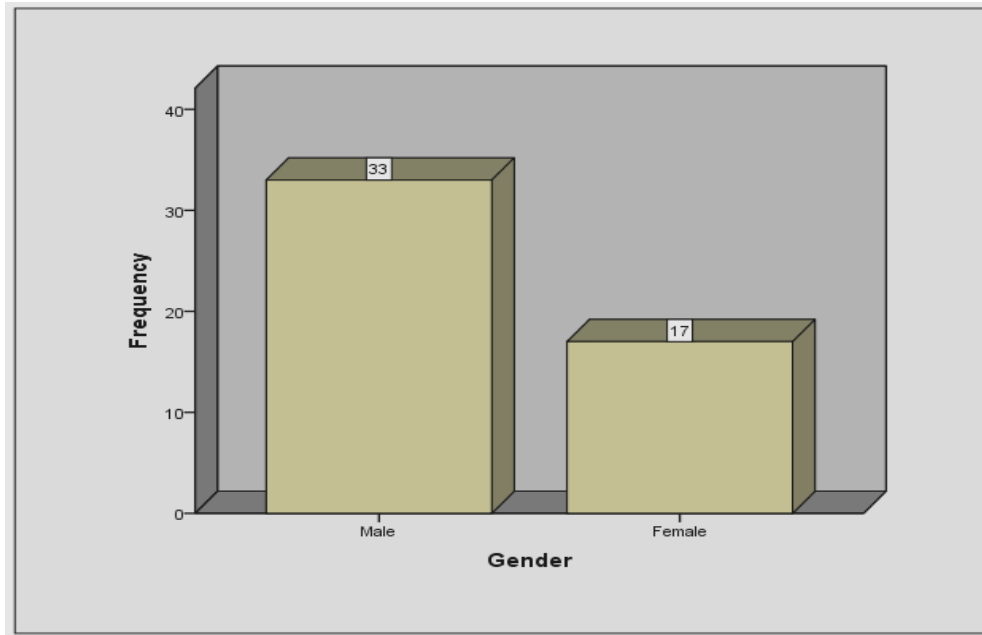


Figure (4.1) Respondents' Gender

The figure above displays the table data in which males (33) outnumbered females (17) in terms of gender.

Table (4.9) Qualifications: The table above classifies the targeted teachers in terms of qualifications.

Qualification	Frequency	Percent (%)
BA	10	20.0
MA	30	60.0
PhD	10	20.0
Total	50	100.0

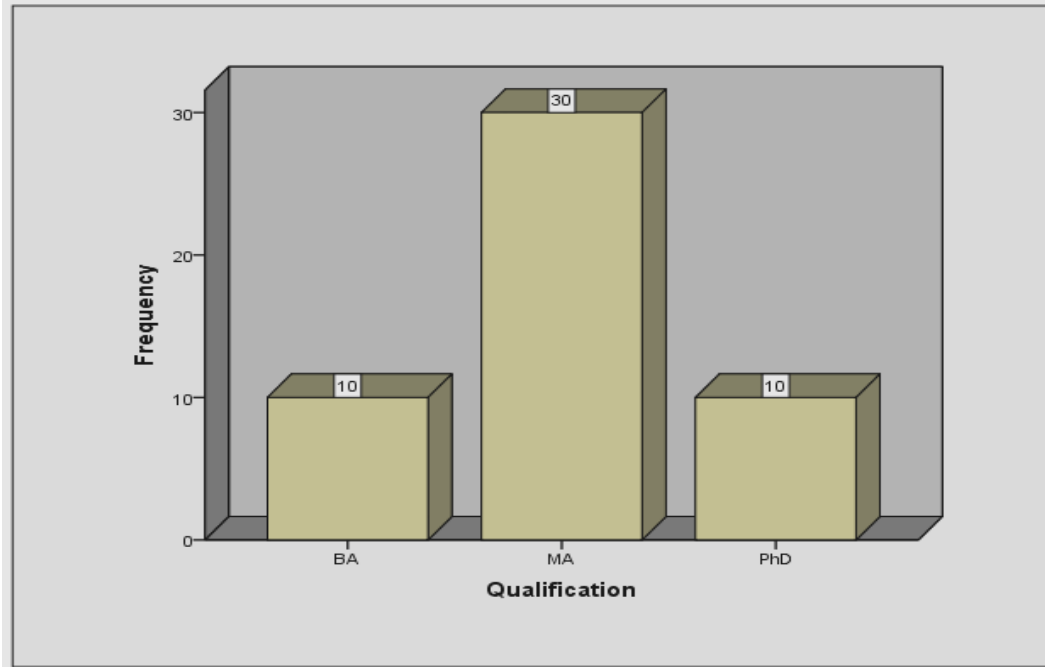


Figure (4.2) Respondents' Qualifications

The figure above reflects the table data where (30) MA holders of teachers' number is greater than PhD holders (10) and (10) BA holders of teachers.

Table (4.10) Years of Experience in using Technology in Teaching.

Experience (years)	Frequency	Percent (%)
1-5	26	52.0
6-10	12	24.0
More than 10	12	24.0
Total	50	100.0

This table illustrates the targeted teachers according to their years of experience of using technology in teaching.

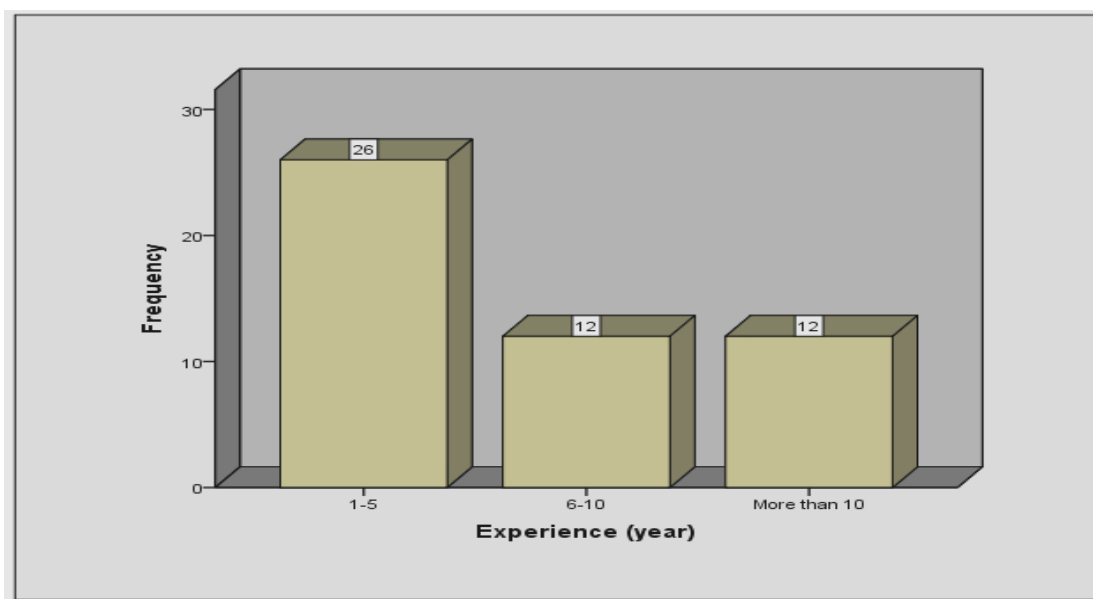


Figure (4.3) Respondents experience in using technology

The figure above indicates the table data in which (26) teachers' experience with technology ranges between (1-5) years, (12) teachers' experience ranges from (6-10) years, and (12) teachers have an experience more than (10) years with technology.

Table (4.11) Statement (1) Appreciating English novel is problematic for Sudanese undergraduates of English language.

Options	Frequency	Percent (%)
Strongly agree	20	40.0
Agree	24	48.0
Neutral	6	12.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' responses are displayed in table (4.11) above. The table shows that 40% strongly agree with the statement, and 48% agree, whereas 12%

were neutral . Thus, the teachers almost unanimously agree that appreciating the English novel is problematic for Sudanese students. This absolute unanimity on the part of the teachers is in line with the first hypothesis of the research which reads: ***“Appreciating English novel is problematic for Sudanese undergraduates of English language”***.

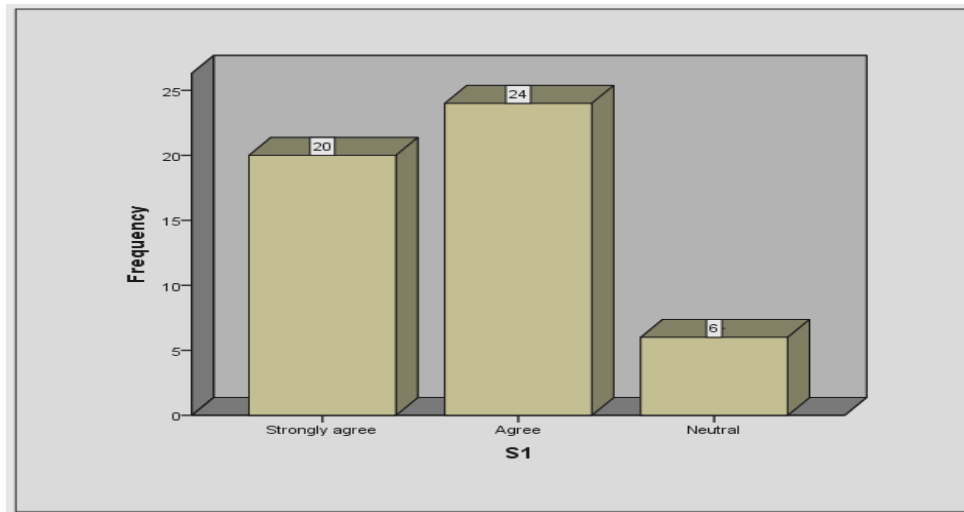


Figure (4.4) Responses to statement (1)

This figure reflects the teachers' responses as to the statement above. The figure shows that **20** teachers strongly agree with the statement, and **24** agree, whereas **6** were neutral.

Table (4.12) Statement (2): Most students experience difficulties in understanding novel’s elements.

Options	Frequency	Percent (%)
Strongly agree	22	44.0
Agree	24	48.0
Neutral	2	4.0
Disagree	2	4.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' answers are grouped in table (4.12) above. The table shows that 44% of the teachers strongly agree with the statement, 48% agree and 2% of the teachers are neutral, 2% disagree. It is clear that all the teachers, 92% (44% strongly, 48% agree) unanimously agree upon the statement.

These results suggest that the difficulties the students' experience in understanding the novel's elements is behind why appreciating the novel is problematic for students.

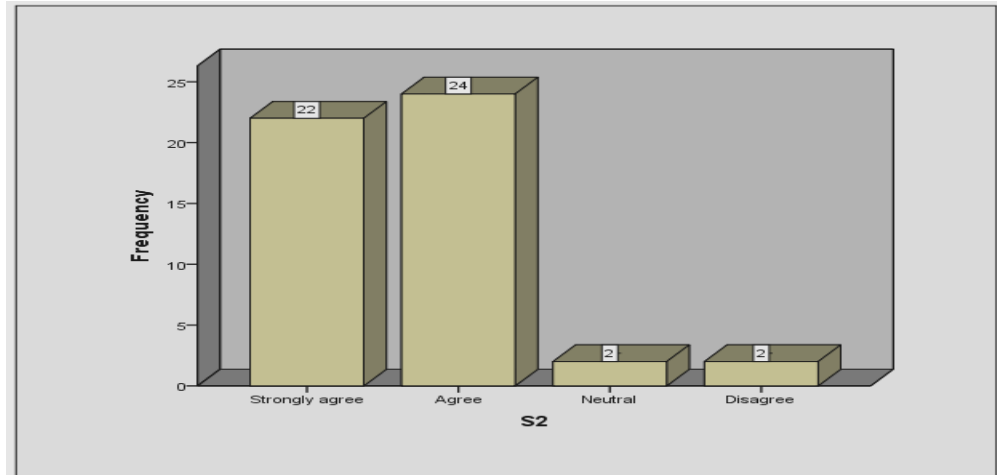


Figure (4.5) Responses to statement (2)

This figure reveals the teachers' responses to the statement above. It shows that 22 teachers strongly agree with the statement, 24 agree, 2 were neutral and 2 disagreed.

Table (4.13) Statement (3): Most students fail to apply literary analysis to the novel collaboratively.

Options	Frequency	Percent (%)
Strongly agree	25	50.0
Agree	18	36.0
Neutral	6	12.0
Disagree	1	2.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' attitudes are illustrated in table (4.13) above. The table shows that 50% of the teachers strongly agree with the statement, 36% agree, 12% of the teacher are neutral and 1% disagree. As revealed by the results, this statement seems to have created some controversy among the teachers. Nevertheless, those who agree 86% (50% strongly agree, 36% agree) greatly outnumber those who do not, (14%). Consequently they suggest that if

teamwork used by students, it would be a favor to enhance appreciating the novel.

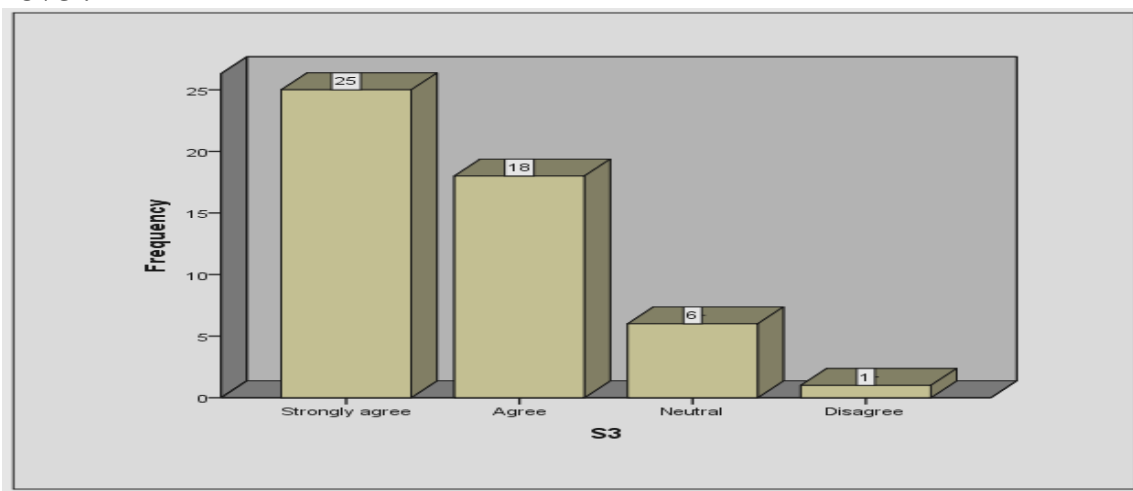


Figure (4.6) Responses to statement (3)

The figure reveals the teachers' responses to the previous statement. It shows that 25 teachers strongly agreed with the statement, 18 agreed, 6 were neutral and 1 disagreed.

Table (4.14) Statement (4): The majority of English teachers do not teach literary appreciation within the courses of literature.

Options	Frequency	Percent (%)
Strongly agree	10	20.0
Agree	29	58.0
Neutral	8	16.0
Disagree	3	6.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' attitudes are tabulated in table (4.14) above. The table shows that 20% of the teachers strongly agree with the statement, 58% agree, 16% of the teachers are neutral, 6% disagree. Again, this statement is controversial, with teachers' responses ranging from 'strongly agree' to 'disagree'. Despite the controversy, those who agree, 78% (20% strongly agree, 58% agree) outnumber those who disagree, 22%. Thus, these results suggest that the absence of literary appreciation among literature courses is a further reason to the problems of appreciating the novel.

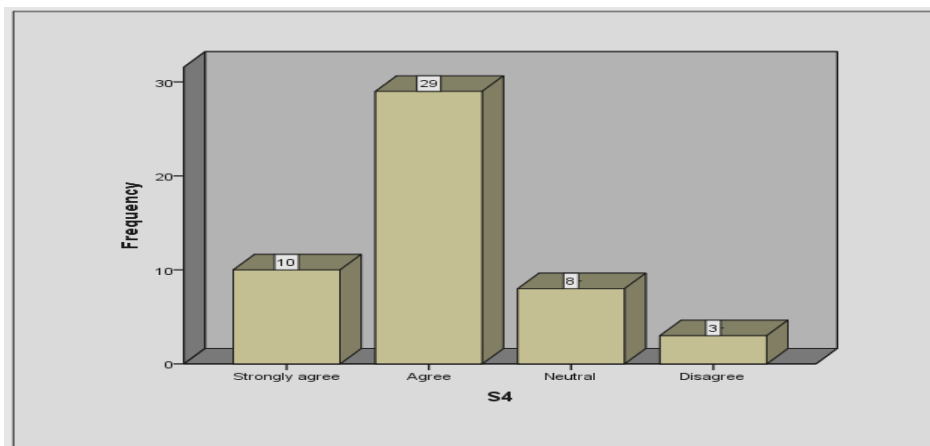


Figure (4.7) Responses to statement (4)

This figure shows the teachers' responses to the above statement. It shows that 10 teachers strongly agreed with the statement, 29 agreed, 8 were neutral and 3 disagreed.

Table (4.15) Statement (5): Students of English language can develop the literary appreciation of novels through the use of Facebook.

Options	Frequency	Percent (%)
Strongly agree	10	20.0
Agree	28	56.0
Neutral	5	10.0
Disagree	6	12.0
Strongly disagree	1	2.0
Total	50	100.0

The table shows that 20% of the teachers strongly agree with the statement, 56% agree, 10% of the teachers are neutral, 12% disagree, and 2% strongly disagree with the above statement. Despite the controversy, those who agree, 76% (20% strongly agree, 56% agree) outnumber those who disagree, 24%. Thus, these results are in line with the second hypothesis of the research which reads: ***“Students of English language can develop the literary appreciation of novels through the use of Facebook”***.

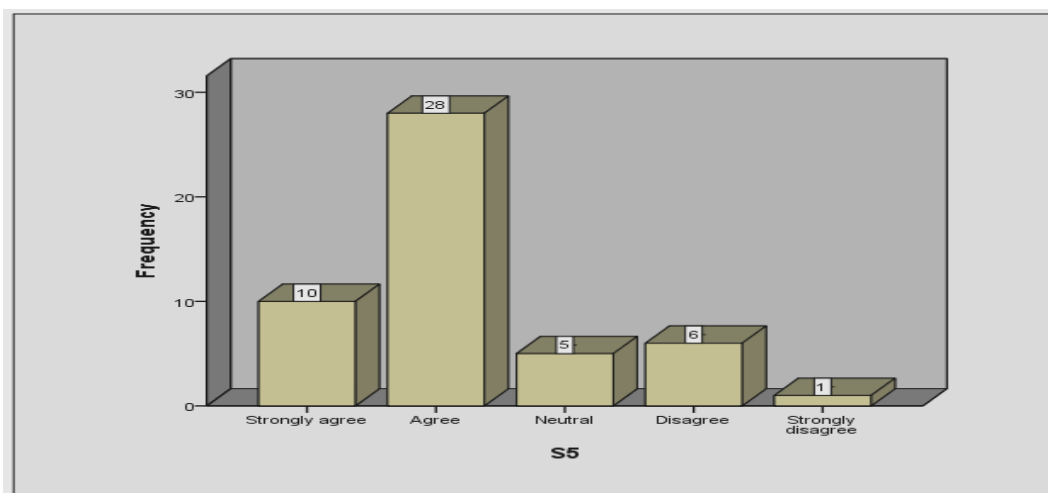


Figure (4.8) Responses to statement (5)

The above figure indicates the teachers' responses to the statement above. It shows that **10** teachers strongly agreed with the statement, **28** agreed, **5** were neutral, **6** disagreed and **1** strongly disagreed.

Table (4.16) Statement (6): Students can best improve their knowledge about novels via the use of Facebook.

Options	Frequency	Percent (%)
Strongly agree	12	24.0
Agree	25	50.0
Neutral	8	16.0
Disagree	4	8.0
Strongly disagree	1	2.0
Total	50	100.0

The teachers' attitudes are illustrated in table (4.16) above. The table shows that 24% of the teachers strongly agree with the statement, 50% agree, 16% of the teachers are neutral, 8% disagree and 2% strongly disagree. This statement has been another divisive issue, with the teachers' views ranging from 'strongly agree' to 'strongly disagree'. Despite this controversy, those who agree with the statement, 74% (24 strongly agree, 50% agree) greatly outnumber those who disagree, 26% teachers. These results support the potential of Facebook in developing the students' literary Appreciation of the novel.

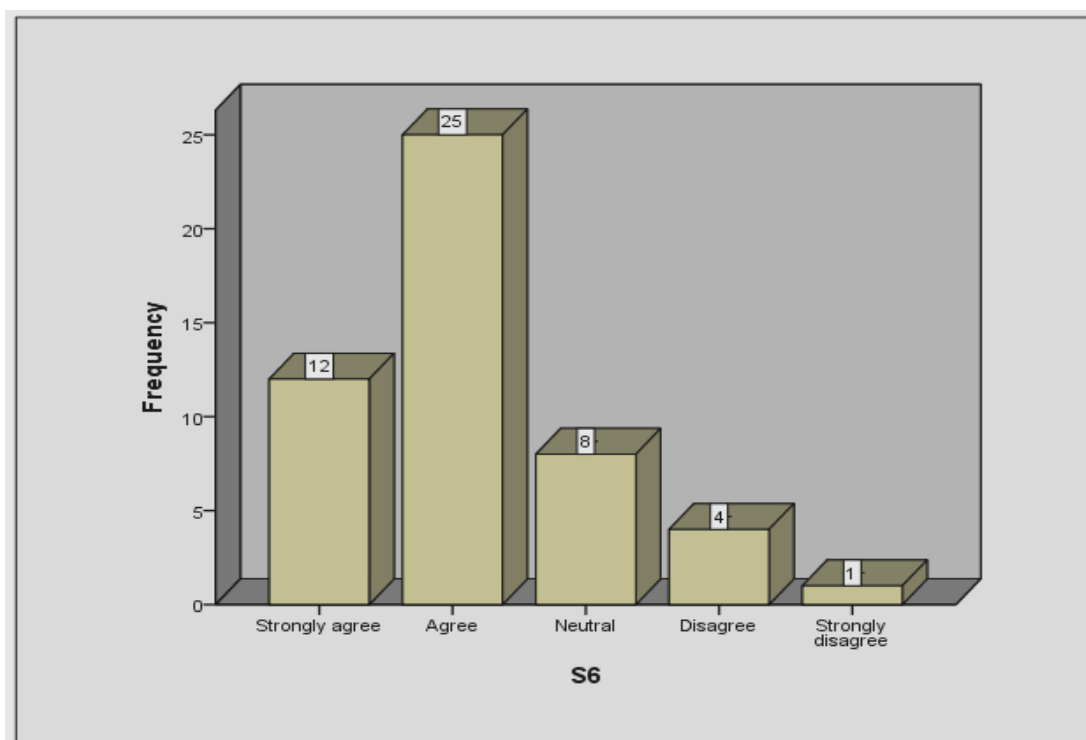


Figure (4.9) Responses to statement (6)

This figure explains the teachers' responses to the statement above. The figure points up that 12 teachers strongly agreed with the statement, 25 agreed, 8 were neutral, 4 disagreed and 1 strongly disagreed.

Table (4.17) Statement (7): Students can strengthen the ability to analyze novel's elements within Facebook.

Options	Frequency	Percent (%)
Strongly agree	14	28.0
Agree	20	40.0
Neutral	7	14.0
Disagree	7	14.0
Strongly disagree	2	4.0
Total	50	100.0

The teachers' opinions are shown in table (4.17). The table shows that 28% of the teachers strongly agree with the statement, 40% agree, 14% are neutral, 14% disagree, and 4% strongly disagree. As such, the above

statement seems to be highly controversial, as the teachers expressed different attitudes towards it. However, the teachers who agree with the statement 68% (28% strongly agree, 40% agree) outnumber those who disagree, 32%. These rates support the second hypothesis: ***“Students of English language can develop the literary appreciation of novels through the use of Facebook”***.

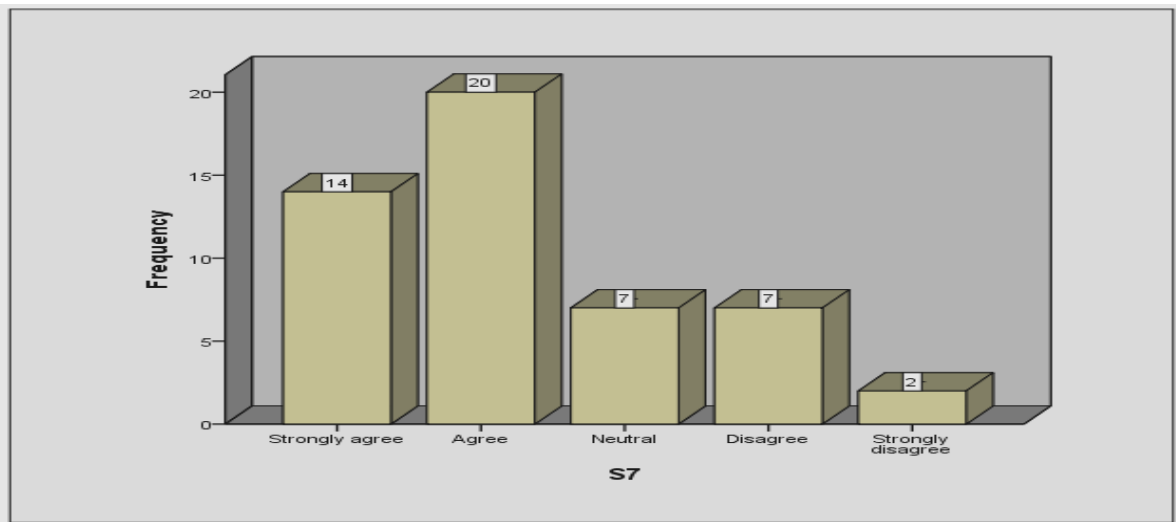


Figure (4.10) Responses to statement (7)

The figure reflects the teachers' responses to the statement above. The figure shows that **14** teachers strongly agreed with the statement, **20** agreed, **7** were neutral, **7** disagreed and **2** teachers strongly disagreed.

Table (4.18) Statement (8): Facebook can help students demonstrate the appreciation of the artistic qualities of language used in novels.

Options	Frequency	Percent (%)
Strongly agree	10	20.0
Agree	29	58.0
Neutral	6	12.0
Disagree	4	8.0
Strongly disagree	1	2.0
Total	50	100.0

The teachers' replies are displayed in table (4.18) above. The table shows that 20% of the teachers strongly agree with the statement, 58% agree, 12% of the teachers are neutral, 8% disagree, and 1% strongly disagree with the above statement. Despite the controversy, those who agree, 78% (20% strongly agree, 58% agree) outnumber those who disagree, 22%. Thus, these results are also in line with the second hypothesis of the research which reads: *“Students of English language can develop the literary appreciation of novels through the use of Facebook”*.

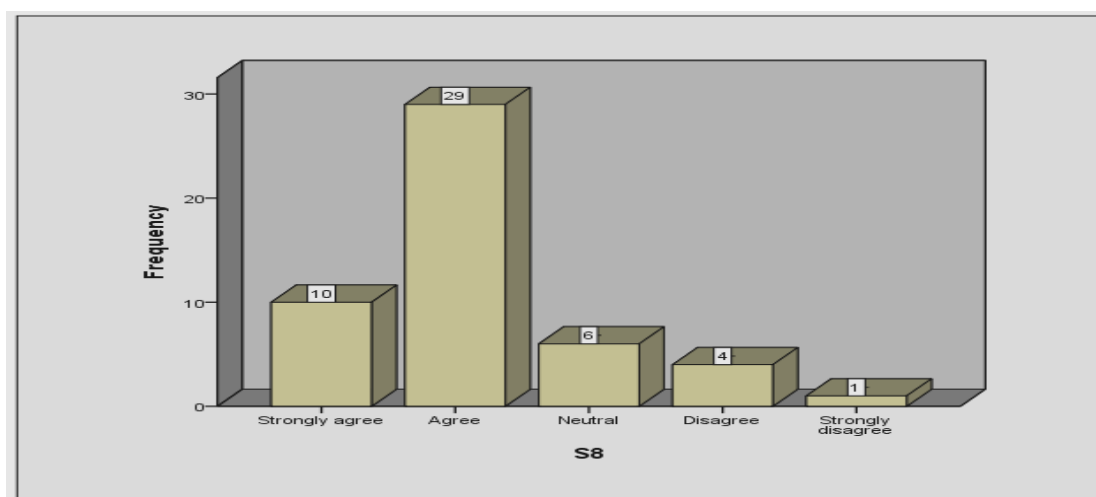


Figure (4.11) Responses to statement (8)

This figure indicates the teachers' responses to the statement above. It shows that 10 teachers strongly agreed with the statement, 29 agreed, 6 were neutral, 4 disagreed and 1 teacher strongly disagreed.

Table (4.19) Statement (9): Facebook can influence the students' attitudes towards appreciating the English novel.

Options	Frequency	Percent (%)
Strongly agree	15	30.0
Agree	25	50.0
Neutral	5	10.0
Disagree	4	8.0
Strongly disagree	1	2.0
Total	50	100.0

The teachers' views are gathered in table (4.19) above. The table shows that 30% of the teachers strongly agree with the statement, 50% agree, 10% of the teachers are neutral, 8% disagree, and 2% strongly disagree. Despite the fact that the teachers expressed different opinions about this statement, most of them, 80% (30% strongly agree, 50% agree) verifies the third hypothesis that hypothesizes: ***“Facebook can influence the students’ attitudes towards appreciating the English novel”***.

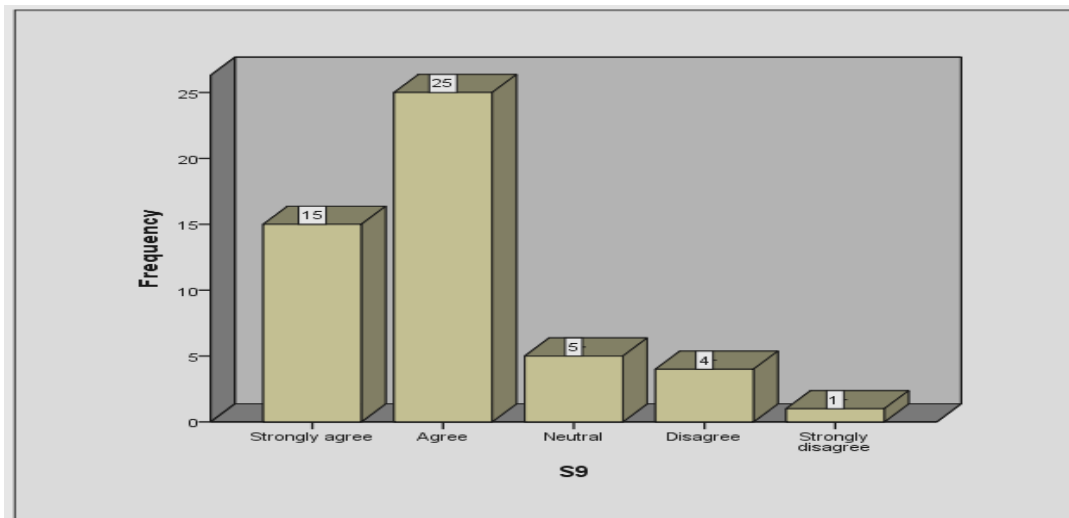


Figure (4.12) Responses to statement (9)

This figure explains the teachers' responses to the statement above. It shows that 15 teachers strongly agreed with the statement, 25 agreed, 5 were neutral, 4 disagreed and 1 teacher strongly disagreed.

Table (4.20) Statement (10): Facebook makes English novels appeal more to students.

Options	Frequency	Percent (%)
Strongly agree	10	20.0
Agree	27	54.0
Neutral	6	12.0
Disagree	6	12.0
Strongly disagree	1	2.0
Total	50	100.0

The teachers' views are shown in table (4.20) above. The table shows that 20% of the teachers strongly agree with the statement, 54% agree, 12% of the teachers are neutral, 12% disagree, and 1% strongly disagree. Despite the teachers here expressed different views about this statement, most of them, 74% (20% strongly agree, 54% agree) support the third hypothesis: ***“Facebook can influence the students’ attitudes towards appreciating the English novel”***.

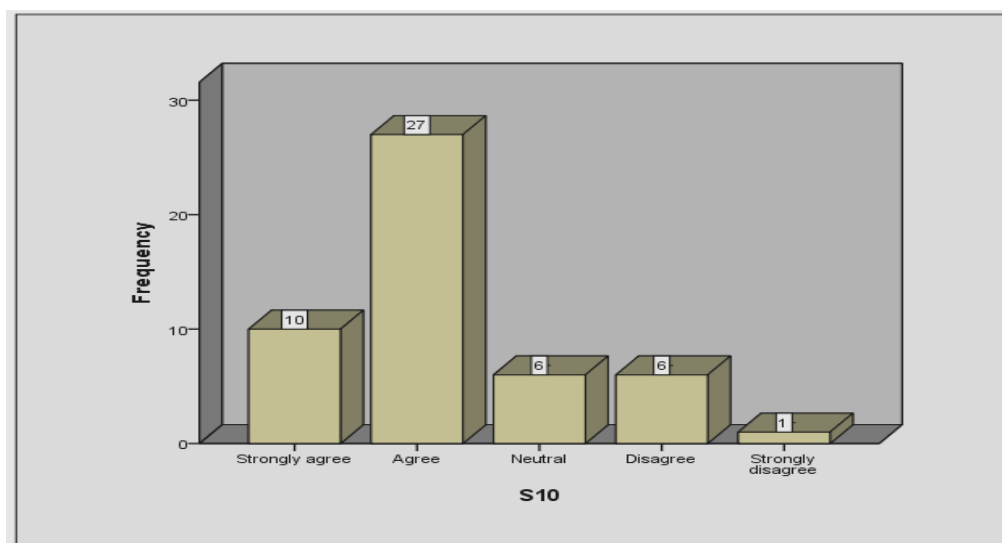


Figure (4.13) Responses to statement (10)

This figure reflects the teachers' responses to the statement above. The figure shows that 15 teachers strongly agreed with the statement, 25 agreed, 5 were neutral, 4 disagreed and 1 teacher strongly disagreed.

Table (4.21) Statement (11): Facebook could increase with ease the students command of absorbing English novels.

Options	Frequency	Percent (%)
Strongly agree	12	24.0
Agree	20	40.0
Neutral	12	24.0
Disagree	6	12.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' replies are shown in table (4.21) above. The table shows that 24% of the teachers strongly agree with the statement, 40% agree, 24% of the teachers are neutral and 12% disagree. Thus, the results reveal different opinions expressed by the teachers. Nevertheless, the majority of the teachers, 64% (24% strongly agree, 40% agree) support the view conveyed by the statement which is in line with the third hypothesis too.

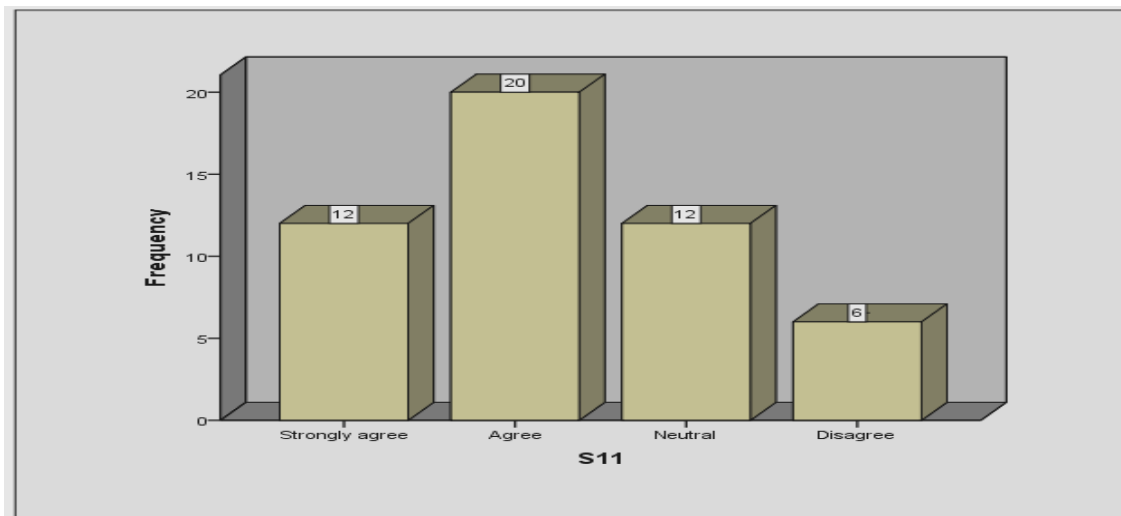


Figure (4.14) Responses to statement (11)

This figure indicates the teachers' responses to the statement above. It shows that 12 teachers strongly agreed with the statement, 20 agreed, 12 were neutral, and 6 teachers disagreed.

Table (4.22) Statement (12): Students can best enhance their awareness of the cultural values of English novels within Facebook.

Options	Frequency	Percent (%)
Strongly agree	19	38.0

Agree	19	38.0
Neutral	5	10.0
Disagree	5	10.0
Strongly disagree	2	4.0
Total	50	100.0

The teachers' opinions are shown in table (4.22) above. The table shows that 38% of the teachers strongly agree with the statement, 38% agree, 10% of the teachers are neutral, 10% disagree, and 4% strongly disagree. It is clear that despite the controversy created by this statement, most of the teachers, 76% (38% strongly agree, 38% agree) hold the same view expressed by the statement. These results support the third hypothesis that: ***“Facebook can influence the students’ attitudes towards appreciating the English novel”***.

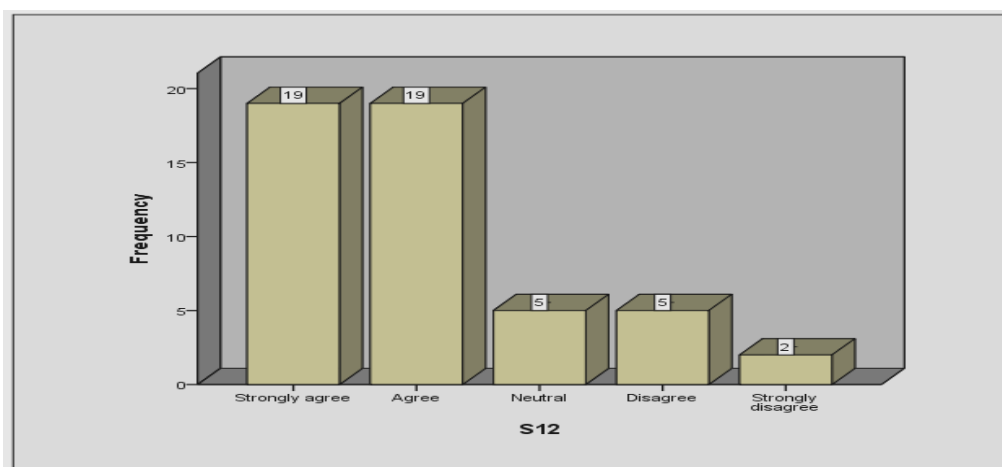


Figure (4.15) Responses to statement (12)

The figure reflects the teachers' responses to the statement above. The figure shows that **19** teachers strongly agreed with the statement, **19** agreed, **5** were neutral, **5** disagreed and **2** teachers strongly disagreed.

Table (4.23) Statement (13): Using Facebook in teaching novels encourages its application as a web-based teaching tool.

Options	Frequency	Percent (%)
Strongly agree	20	40.0
Agree	18	36.0

Neutral	8	16.0
Disagree	4	8.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' attitudes are tabulated in table (4.23) above. The table shows that 40% of the teachers strongly agree with the statement, 36% agree, 16% of the teachers are neutral, 4% disagree. Thus, most of the teachers, 76% (40% strongly agree, 36% agree) are in favor of the above mentioned statement which confirms the fourth hypothesis that reads: ***“Using Facebook in teaching novels encourages its application as a web-based teaching tool”***.

In the literature Review – chapter Two (2.10 up to 2.16) above, the researcher investigated the use of Facebook in academic context which include: Faculty presence on Facebook, scholars perceptions of Facebook on colleges, The value of online social networking for academic purposes, Using Facebook in education, How to use Facebook in teacher education- levels of course integration, Facebook in the college classroom and Educational use of Facebook.

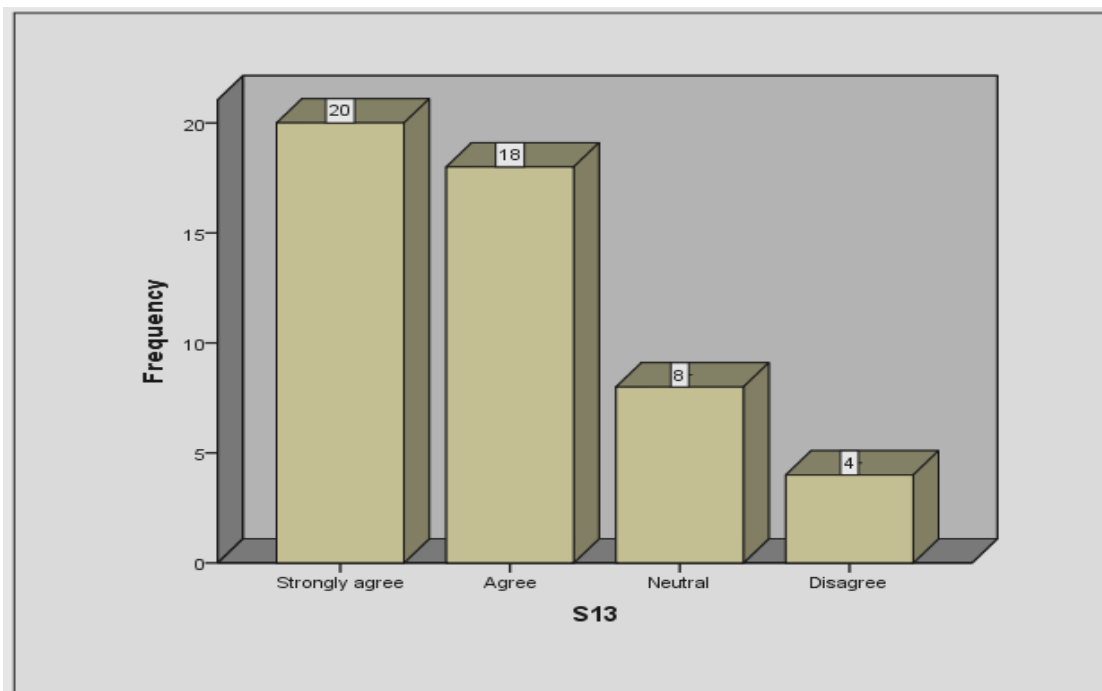


Figure (4.16) Responses to statement (13)

This figure shows the teachers' responses to the statement above. It reveals that 20 teachers strongly agreed with the statement, 18 agreed, 8 were neutral, and 4 teachers disagreed.

Table (4.24) Statement (14): Facebook could promote teachers' teaching performance of tackling topics in pedagogical contexts.

Options	Frequency	Percent (%)
Strongly agree	13	26.0
Agree	23	46.0
Neutral	9	18.0
Disagree	5	10.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' replies are displayed in table (4.24) above. The table shows that 26% of the teachers strongly agree with the statement, 46% agree, 18% of the teachers are neutral and 10% disagree with the above statement. These results are in line with the fourth hypothesis of the research which is:

“Using Facebook in teaching novels encourages its application as a web-based teaching tool”.

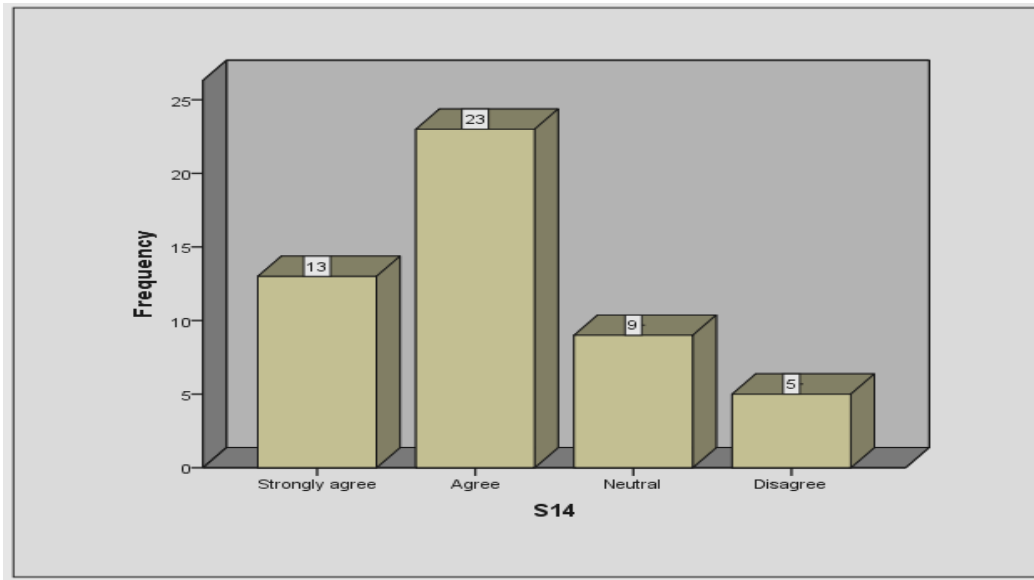


Figure (4.17) Responses to statement (14)

This figure reflects the teachers' responses to the statement above. It shows that 19 teachers strongly agreed with the statement, 19 agreed, 5 were neutral, 5 disagreed and 2 teachers strongly disagreed.

Table (4.25) Statement (15): Facebook can be a helpful tool in teaching different subjects other than literature.

Options	Frequency	Percent (%)
Strongly agree	22	44.0
Agree	15	30.0
Neutral	6	12.0
Disagree	6	12.0
Strongly disagree	1	2.0
Total	50	100.0

The teachers' replies are shown in table (4.25) above. The table shows that 44% of the teachers strongly agree with the statement, 30% agree, 12% are neutral, 12% disagree, and 2% strongly disagree. The results reveal that 74% (44% strongly agree, 30% agree) are in favor of the idea conveyed by the statement. In fact, these results are in line with the fourth hypothesis of the

research which reads: *“Using Facebook in teaching novels encourages its application as a web-based teaching tool”*.

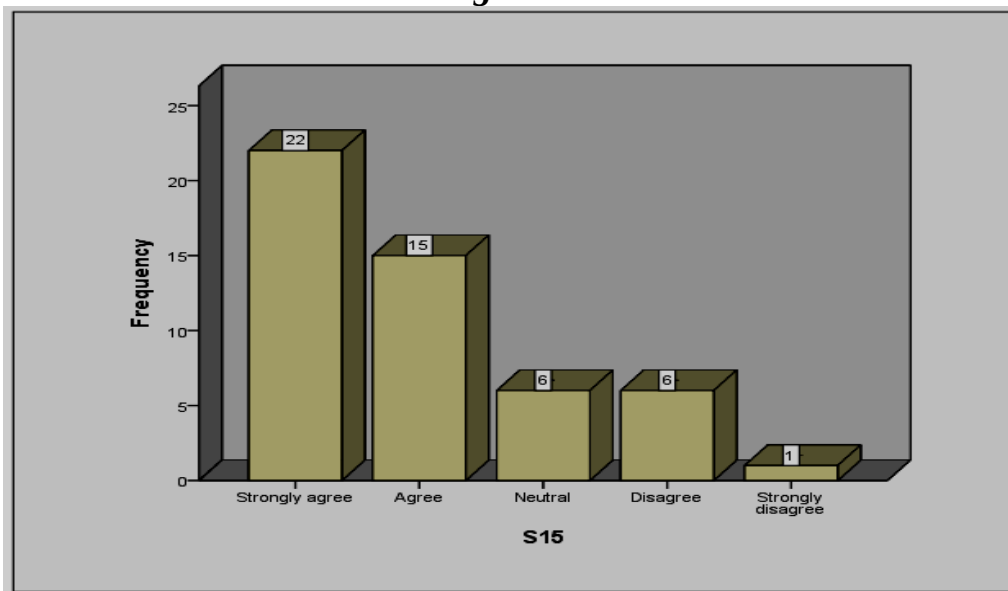


Figure (4.18) Responses to statement (15)

The figure above shows the teachers' responses to the statement above. It indicates that 22 teachers strongly agreed with the statement, 15 agreed, 6 were neutral, 6 disagreed and 1 teacher strongly disagreed.

Table (4.26) Statement (16): Facebook provides excess of website teaching materials for academic use.

Options	Frequency	Percent (%)
Strongly agree	13	26.0
Agree	24	48.0
Neutral	9	18.0
Disagree	4	8.0
Strongly disagree	0	0.0
Total	50	100.0

The teachers' replies are tabulated in the table (4.26). The table shows that 26% strongly agree with the statement, 48% agree, 18% are neutral, and 8% disagree. Thus, a great number of teachers 74% (26% strongly agree, 48% agree) are in support of the statement that proves the truth of the fourth

hypothesis: *“Using Facebook in teaching novels encourages its application as a web-based teaching tool”*.

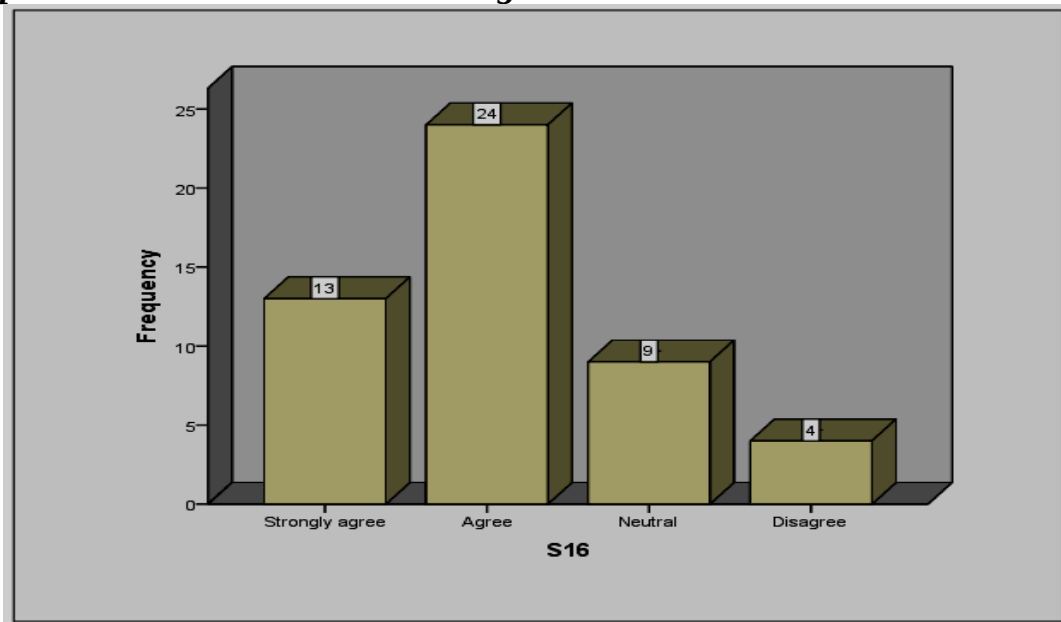


Figure (4.19) Responses to statement (16)

This figure indicates the teachers' responses to the statement above. It denotes that **13** teachers strongly agreed with the statement, **24** agreed, **9** were neutral and **4** teachers disagreed.

4.5 The Analysis of the Focus Group Interview

4.6 Qualitative Analysis

Qualitative analysis is the study of behavior from a subjective standpoint. It measures behaviors, opinion, and subjective evaluation and satisfaction ratings. The purpose of qualitative analysis data validates or disproves the hypotheses that were drawn prior to the collection of data.

4.6.1 Analyzing Qualitative Data

Dawson (2009) states that It's useful for the researcher in the analysis of qualitative data, to produce an interview summary form or a focus group summary form which he or she completes as soon as possible after each interview or focus group has taken place; this includes practical details about the time and place, the participants, the duration of the interview or focus group, and details about the content and emerging themes.

It is useful to complete these forms as soon as possible after the interview and attach them to your transcripts. The forms help to remind researcher about the contact and are useful when come to analyze the data. There are many different types of qualitative data analysis. The method is used will depend on the research topic, personal preferences and the time, equipment and finances available. These methods are as follows:

- Thematic analysis
- Comparative analysis
- Content analysis
- Discourse analysis

4.6.2 Thematic Analysis

When data is analyzed in terms of the theme raised in the discussion or the interview, it is called thematic analysis. This kind of analysis is very inductive in the nature of discussion that is, the themes come out from the data and are not imposed upon it by the researcher. In this type of analysis, the data collection and analysis takes place simultaneously. Even background reading can form part of the analysis process, especially if it can help to explain an emerging theme.

The researcher decided to write a few literatures concerning this type so that to put the analysis done by in the spot light as in the following:

4.7 Steps Followed in Conducting the Focus Group Interview

The following points show the steps that the researcher followed to conduct the focus group:

- First the researcher found a suitable venue and checked that it is physically and mentally accessible.
- The researcher visited the venue before the start and checked that it is free from background, noises, distractions and interruption.
- The researcher contacted participants and checked the availability for time and place and sufficient participants.
- The researcher contacted and messaged participants via their phones the day before the focus group to check that they're still intending to participate.
- The researcher arrived at the venue early and selected the seating in a way which will suit the group.

- The researcher greeted the participants introduced oneself and explained what the group is about, what is expected of the participants and what will happen to the results.
- The researcher offered some water, tea, juice and coffee so as to put participants at their ease.
- The researcher started and began with general, easy to answer questions while listening and taking notes in addition to ask questions and probe for more details.
- The researcher thanked participants and ask them to contact him through the group in case they wish to follow up any of the issues being discussed promising to send a summary report to any member of the group through Facebook.
- The researcher used codes as acronyms that represent the initial letters of the participants' real names.

Table (4.27) Gender: This table classifies the students tested in terms of gender.

Gender	Frequency	Percent (%)
Male	4	20.0
Female	16	80.0
Total	20	100.0

The table above shows that females number which represents 80%, is greater than males number that represents 20%, in this interview.

4.7.1 Thematic Analysis of The Focus Group Responses

Twenty four English students in the group were taught Literary Appreciation of the novel on Facebook and only Twenty were interviewed to discuss their attitudes and feelings and perceptions about the experience of studying via Facebook and other issues around the topic questions, objectives and

hypotheses. (See Appendixes Three for focus group interview) and their responses were formulated according to the questions as follows:

4.7.2 Students' Responses in The Focus Group

Group 1

1. For the past years in the college, Have you ever been taught online?

Answer: *All students replied that "they never use any software in their study".*

2. Regarding your own preferences; What do you prefer: the online method or the traditional mode of teaching? Why?

Kh: *"online; very good".*

Ta: *"online; it's very easy".*

Na: *"online; it's very simple, interesting and develop my understanding".*

Nu: *"online; it help me in spelling and grammar".*

As: *"online; it's new method".*

We: *"online; it develop writing and speaking".*

Rwa: *"online; it save time and help understand the lesson".*

Ru: *"online; very good for me".*

3. In what way did Facebook simplify understanding novel's elements for you?

Kh: *"through interacting with the group".*

Ta: *"through the movie; I read for pleasure".*

Na: *"novel elements become very clear".*

Nu: *"I do not face any difficulty; I can analyze the novel easily".*

As: *“We discuss elements online with the group”.*

We: *“with interacting with my friends I know the elements”.*

Rwa: *“online; it save time and help understand the lesson”.*

Ru: *“I understand from the group; very simple; I do not feel any difficulties in understanding elements”.*

4. In what other ways could Facebook have helped you overcome the difficulties of appreciating the novel?

Kh: *“ from Google and other sites I search for the information”.*

Ta: *“I ask the group for information about the lesson; it helped me understand the novel”.*

Na: *“I look for information from internet”.*

Nu: *“It help me understand and like reading novel more”.*

As: *“from reading novel I become like it and improved my spelling and structure”.*

We: *“with interacting with my friends I know the elements”.*

Rwa: *“find new vocabulary and new words about the novel help me understand it”.*

Ru: *“I began like reading novels”.*

5. Tell me how has Facebook helped you develop the literary appreciation of the novel?

Kh: *“ from the internet and other websites”.*

Ta: *“It improved my ability to analyze novel”.*

Na: *“I find more information on the internet”.*

Nu: *“It helped me like reading novels”.*

As: *“Reading the novel become normal”.*

We: *“I like the novel when I discuss it with my group”.*

Rwa: *“It increased my desire to read novels”.*

Ru: *“I become able to analyze the novel”.*

6. What feelings did you have before studying the novel on Facebook?

Kh: *“ I did not know anything about the novel”.*

Ta: *“It was difficult to understand the novel; the elements were not clear”.*

Na: *“I had some difficulties; I did not know the elements of the novel”.*

Nu: *“It was more difficult to understand the novel as a whole”.*

As: *“The novel was too difficult to understand”.*

We: *“The novel was difficult to understand also elements were not clear”.*

Rwa: *“I cannot understand; no pleasure for reading; reading was boring”.*

Ru: *“It was difficult to understand anything about the novel”.*

7. What feelings did you have after studying the novel on Facebook?

Kh: *“ I increased my knowledge about the novel; I improved my language”.*

Ta: *“I feel good; I improved and understand better”.*

Na: *“I understand elements of the novel and am very happy with this”.*

Nu: *“I understand simply; am very happy”.*

As: *“I can analyze the novel easily”.*

We: *“It is easily to understand the novel”.*

Rwa: *“I can now analyze the novel easily; I developed reading skills”.*

Ru: *“It was difficult to understand anything about the novel but now is easier”.*

8. What is the difference between online interaction and classroom interaction?

Kh: *“ I feel afraid in the class but in online I can talk to my friends”.*

Ta: *“I cannot do anything in the class but in online I can ask my teacher and my group”.*

Na: *“I cannot understand well in the class but in online I ask my teacher and friends about the lesson”.*

Nu: *“In class I cannot do anything but in online I join my teacher and friends”.*

As: *“In class I cannot understand with the teacher and in online I can understand well with my friends and teacher”.*

We: *“ In class I feel unhappy but in online am happy and understand better”.*

Rwa: *“In class time is slow but in online time is fast”.*

Ru: *“I feel shy in class but in online I can do anything without shy”.*

9. What do you think of having other courses via an online class in future?

Kh: *“ It’s good and better”.*

Ta: *“It’s o.k”.*

Na: *“I agree with having other courses”.*

Nu: *“It’s a good method; very easy; it saves time”.*

As: *“It’s new method and good concept”*.

We: *“ I agree with this idea”*.

Rwa: *“It’s a good idea; it saves time”*.

Ru: *“It’s a good idea; easier and adds pleasure”*.

10. How do you describe your attitudes towards the application of Facebook as a teaching tool?

Kh: *“ I will use it in my postgraduate study”*.

Ta: *“It’s a very good method; I wish to continue in the future”*.

Na: *“It’s good for study”*.

Nu: *“It’s a good method; very easy; it saves time”*.

As: *“It’s good to be used in teaching”*.

We: *“ It’s good, if universities use it”*.

Rwa: *“It’s a good to develop as teaching tool”*.

Ru: *“It’s better to be used in teaching”*.

Group 2

1. For the past years in the college, Have you ever taught online?

All students replied: *“No”*.

2. Regarding your own preferences; What do you prefer: the online method or the traditional mode of teaching? Why?

Om: *“online; it eases teaching and enjoyable”*.

Ibt: *“online; it makes teaching and learning easy”*.

Mar: *“online; it help me in all skills of language”*.

Am: *“online; it’s very quick and easy for learning”*.

Rah: *“online; it helps searching for information”*.

Eag: *“online; because it is easier for learning”*.

Shi: *“online; the use of technology improve our knowledge”*.

Haf: *“online; It’s interesting and learning is anytime and anywhere”*.

Wid: *“online” I can take the information or ask anyone in the group not only the teacher”*.

3. In what way did Facebook simplify understanding novel’s elements for you?

Om: *“through the video”*.

Ibt: *“through discussion with my friends”*.

Am: *“I can discuss with my colleagues”*.

Rah: *“with the video elements of the novel become very simple”*.

Eag: *“through the post, images and pictures”*.

Shi: *“through the post and images that I read any time”*.

Haf: *“through the film”*.

Wid: *“I see and read the post anytime”*.

4. In what other ways could Facebook have helped you overcome the difficulties of appreciating the novel?

Om: “I go to Google and other sites to find more information”.

Ibt: “go to Google and to find more about the novel”.

Am: “novel is interesting online rather than in class”.

Rah: “with the video and asking the teacher and colleagues”.

Eag: “I feel the action and story like real”.

Shi: “It eases understanding novel; I find full analysis of the novel from other sources”.

Haf: “through the movie and pictures”.

Wid: “the lecture is available anytime; the pictures and movies help a lot”.

5. Tell me how has Facebook helped you develop the literary appreciation of the novel?

Om: “I go to Google and other sites to find more information”.

Ibt: “by login to other sites and webs”.

Am: “novel is more interesting online than in the class”.

Rah: “with the video and asking the teacher and colleagues”.

Eag: “I feel the action and story like real”.

Shi: “it eases understanding novel; I find full analysis of the novel from other sources”.

Haf: “through the movie and pictures improve the ability to analyze the novel”.

Wid: “the lecture is available anytime; the pictures and movies help a lot”.

6. What feelings did you have before studying the novel on Facebook?

Om: “I used to know nothing about the novel”.

Ha: *“It was difficult for me understand the novel”.*

Shi: *“I faced difficulties in understanding the novel”.*

Wid: *“It was too difficult to understand the novel”.*

Am: *“the novel was difficult to read and understand”.*

Eag: *“ I cannot read and understand anything about the novel”.*

Rah: *“I cannot understand the novel easily ”.*

Ibt: *“It was difficult to understand anything about the novel”.*

7. What feelings did you have after studying the novel on Facebook?

Om: *“I feel very confident ”.*

Ibt: *“I can understand the novel and analyze it easily”.*

Am: *“studying novel on Facebook is better than class”.*

Rah: *“I feel much better and good in understanding the novel”.*

Eag: *“I feel am able to analyze and do any work about the novel”.*

Shi: *“I find studying and understanding novel very easy”.*

Haf: *“It’s easy for me now understand the elements of the novel and understand it quickly”.*

Wid: *“more understanding after studying the novel on Facebook”.*

8. What is the difference between online interaction and classroom interaction?

Om: *“ In class I feel like in prison but in online I feel free and can do any work”.*

Ibt: *“In class I cannot interact if am sick but in online I can do it even if am sick”.*

Am: *“In class I’m afraid of the teacher but in online I feel the teacher like my brother or*

friend”.

Rah: “In class I cannot interact during the lecture but in online I’m able to participate and interact with the group”.

Eag: “In class I just listen to the teacher and other colleagues but in online I can ask and answer questions”.

Shi: “I difficulty understand in class but in online understand well and share with friends”.

Haf: “I feel unhappy in class but in online I feel very happy and join my friends in any lesson”.

Wid: “In class I feel worried but in online the teacher and my colleagues like my friend”.

9. What do you think of having other courses via an online class in future?

Om: “ yes! I do agree”.

Ibt: “yes why not”.

Am: “ it’s good idea”.

Rah: “I do not mind”.

Eag: “It will be fine for me”.

Shi: “I think it will be very good for study”.

Haf: “I think it’s good for study ”.

Wid: “ Why not I think it’s suitable for study”.

10. How do you describe your attitudes towards the application of Facebook as a teaching tool?

Om: “In my opinion Facebook will be useful in teaching and studying”.

Ibt: “I think it’s a good idea to use Facebook in teaching”.

Am: *“Facebook is very good in teaching”.*

Rah: *“It’s good idea to use Facebook in teaching”.*

Eag: *“I think it’s effective tool in teaching and learning”.*

Shi: *“It’s very useful tool for studying”.*

Haf: *“Yes! It’s better”.*

Wid: *“It’s good tool for studying”.*

Group 3

1. For the past years in the college, Have you ever taught online?

Answers: *“All students replied no”.*

2. Regarding your own preferences; What do you prefer: the online method or the traditional mode of teaching? Why?

Abdal: *“online; because it offers many ways to learn and you do not exert any efforts”.*

Omm: *“online; you can stay at home and you do not need to come back to the college every time”.*

Abdab: *“online; as it’s easy to study online and you can study from home”.*

Aym: *“online; you do not exert effort to study as in university; it saves time”.*

Fai: *“online; because it makes study very easy and you can follow the lecture every time”.*

3. In what way did Facebook simplify understanding novel’s elements for you?

Abdal: *“through chat discussion with the group and teacher”.*

Omm: *“through the videos and pictures elements were easy to learn”.*

Abdab: *“the movies and pictures makes me understand the novel’s elements”.*

Aym: *“the pictures and the posts found on the page”.*

Fai: *“through the posts shared by the teacher and colleagues”.*

4. In what other ways could Facebook have helped you overcome the difficulties of appreciating the novel?

Abdal: *“Facebook resolved the difficulty of understanding the novel; It made it easy and simple”.*

Omm: *“It helped me in interacting with my friends who share useful information for me”.*

Abdab: *“Facebook simplified my understanding for the novel”.*

Aym: *“inside Facebook I find lots of shares by the teacher and my colleagues; It help me understand everything about the novel”.*

Fai: *“Yes! Facebook helped me understand the novel easily ten by ten and also helped me overcome any difficulty about understanding novel”.*

5. Tell me how has Facebook helped you develop the literary appreciation of the novel?

Abdal: *“Inside Facebook I go to other sources to find more about the novel”.*

Omm: *“by watching the movie and the pictures shared in Facebook”*

Abdab: *“Facebook makes the novel exciting online not like class; I watch the movie, the pictures and post on Facebook”.*

Aym: *“Through the videos. Also I ask the teacher and my colleagues”.*

Eag: *“I feel from the pictures and movies everything like real”.*

6. What feelings did you have before studying the novel on Facebook?

Abdal: *“Study before Facebook was boring”.*

Omm: *“Study before Facebook is not interesting all the time”.*

Abdab: *“I sometimes feel anxious before studying on Facebook”.*

Aym: *“The study before Facebook was boring”.*

Fai: *“The study before Facebook is boring”.*

7. What feelings did you have after studying the novel on Facebook?

Abdal: *“I feel active and study becomes interesting”.*

Omm: *“Actually, after study I feel happy and satisfied”.*

Abdab: *“It was amazing feeling and useful idea after studying on Facebook”.*

Aym: *“In fact, I was very happy with this idea”.*

Fai: *“After Facebook really I feel active and interested in study”.*

8. What is the difference between online interaction and classroom interaction?

Abdal: *“In class I interact for five minutes but in online I focus all the time”.*

Omm: *“In class if I forget something I did not find the teacher but in online the teacher and students are available online”.*

Abdab: *“In class sometimes I cannot understand with the teacher and in online I can understand without teacher”.*

Aym: *“In the class I feel shy and afraid; but in online I comment and share information without barriers”.*

Fai: *“In class I may not be able to ask the whole class at a time but in online I can ask the teacher and the online class”.*

9. What do you think of having other courses via an online class in future?

Abdal: *“Yes! why not; It will be very nice”.*

Omm: *“I agree with this but not all courses can be studied on Facebook”.*

Abdab: *“Yes! I agree with this method”.*

Aym: *“It’s o.k. but some subjects are difficult to study them on Facebook such as Phonetics... etc”.*

Fai: *“I agree with this method; It’s really amazing”.*

10. How do you describe your attitudes towards the application of Facebook as a teaching tool?

Abdal: *“Facebook is very useful teaching tool and makes study very easy and interesting”.*

Omm: *“I think Facebook is very effective teaching tool specifically in novels and literature”.*

Abdab: *“I think; It would be better if other courses were allowed through Facebook”.*

Aym: *“I wish if Facebook can be applied in teaching but some people may disagree with it”.*

Fai: *“Facebook as a teaching tool is very effective and cool because it makes study very easy”.*

Figure (4.20) Focus Group's Summary

Date: 21 / 08 / 2015	Time: 12:00 pm
Venue: Teacher's Office	Duration: 2 hrs
Group: Literature Cafe Group	
1. Twenty four participants were supposed to attend the discussion but only Twenty were there whose names are coded using acronyms of their real names and the order of each member in the group as stated this way: Om, Ibt, Ma, Am, Rah, Eag, Shi, Haf, Wid, Abdal, Omm, Abdab, Aym, Fai, Kh, Ta, Nu, Na, As, We, Rwa, Ru	
2. The focus group took place at University of Kassala - Faculty of education, in the teacher's office which was suitable as the group confirmed. But It may be changed for future groups.	
3. Only twenty two participants took part mentioned beforehand. They all worked and participate effectively.	
4. The aim of the focus group is to elicit the students' views, attitudes and perceptions towards the use	

of Facebook in studying literary appreciation of novels.

5. The researcher uses the thematic analysis in analyzing the focus group questions.

6. The main themes arose during the focus group were:

1. Online teaching with applying Facebook in developing the students' appreciation of the English novel.

2. Autonomous Learning.

3. Teacher-Students' Rapport.

4. Using Facebook with teaching other courses.

5. Applying Facebook as teaching tool in colleges and universities.

All participants were willing to be contacted again and the researcher has promised to send final report to participants.

The above analysis of the focus group interview reflects the following themes and findings arose during the interview:

1. The effectiveness of Facebook in teaching novel online class. Moreover, they can analyze the novel into its elements. *"It's easy for me to understand the elements of the novel and understand it quickly"*. Students show that they eager to use Facebook in novels and English literature class. *"I can understand the novel and analyze it easily"*. This give them the ability to focus more in novel and its' literary analysis.

2. Students tend to use Facebook outside the class, that is, an interesting website that helps them to understand the lecture or lesson in anytime and anywhere. *"online; is interesting and learning is anytime and anywhere"*. *"I like online; because it makes study very easy and you can see the lecture every time"*. *"I feel the action and story like real"*.

They also recommended it to be used in the college. *“It’s good, if universities use it”*. *“Facebook as a teaching tool is very effective and cool because it makes study very easy”*.

Moreover, students want to use Facebook to get information about novels, literature and other courses. *“I think; It will be better if other courses are allowed through Facebook”*.

3. Students feel happy with Facebook online class, and they are eager to attend the online class. *“online; interesting and learning is at anytime and anywhere”*. In addition, students feel that Facebook added enjoyment to teaching class. *“It was amazing feeling and useful idea after studying on Facebook”*.

4. Students prefer the online method in teaching and literature classes, especially Facebook. *“I prefer online method; it save time and help understand the lesson”*. Students show positive preferences in using Facebook.

5. Students in Facebook class developed an ability to analyze, understand and follow the novel elements; they know the characters, events, setting, themes, and the rest of elements of the novel. *“It improves the ability to analyze novel”*. *“I do not face any difficulty; I can analyze the novel easily”*.

6. Students on Facebook can learn individually and collectively at their own pace without teacher’s interference. *“In class sometimes I cannot understand with the teacher and in online I can understand without*

teacher”. *“I like online; you can stay at home and you do not need to come back to the college every time”*.

“In class I cannot interact during the lecture but in online I’m able to participate and share with the group”.

7. Both the teacher and students can develop and strengthen the interaction and the rapport between them within sociable and friendly environment. *“I cannot do anything in the class but in online I can ask my teacher and my group”*.

“I cannot understand well in the class but in online I ask my teacher and friends about the lesson ”.

“In class I’m afraid of the teacher but in online I feel the teacher like my brother or friend”.

4.8 Summary

This chapter analyzed and discussed the qualitative and quantitative data collected by the research instruments. The analysis and discussion of data aimed at providing answers to the research questions and testing the hypotheses of the study.

The students’ performance in the online class revealed that the students showed a perfect understanding of this new approach as well as an absolute commitment to it. They followed the online course framework and applied the techniques and methods perfectly well. They were completely aware of what they were doing and they preformed the experiment wholeheartedly. Moreover, they were able to pass that positive feeling and their personal reactions which was evident in their responses to the interview questions.

The results of the Likert scale responses showed that the development of the attitudes and the responses of the teachers in the questionnaire grid and also reinforced and confirmed the students' responses.

The results will be accepted as positive in the light of the positive results concerning the independent samples t-test. The independent t-test shows that the experiment groups achieved better results than the control group.

Chapter Five

Conclusions and Recommendations

5.0 Overview

This chapter presents the conclusion of the study. On the basis of the analysis and discussion of data carried out in chapter five, the hypotheses of the study will be verified and the research questions will be answered.

5.1 Verification of The Hypotheses

Below is a summary of the results of the t-tests which check the hypotheses.

➤ T-test for Hypothesis (1)

According to table (4.1), that the p-value (0.00) is less than significance level. Observed mean (16.86) is bigger than expected mean (12). These results in fact confirmed the researcher's hypothesis number one which is *“Appreciating English literature is problematic for Sudanese undergraduates of English language”*.

➤ **T-test for Hypothesis (2)**

According to table (4.2), that the p-value is less than the significance level and the observed mean is greater than the expected mean. This outcome actually, verifies and supports the researcher's hypothesis number two which reads, *“Students of English language can develop the literary appreciation of novels through the use of Facebook”*. According to the study sample.

➤ **T-test for Hypothesis (3)**

According to table (4.3), that that, p-value is less than significance level and observed mean is greater than expected mean. These rates are in favor of the researcher's hypothesis number three that reads, *“Facebook can influence the students' attitudes towards appreciating the English novel”*, according to the study sample.

➤ **T-test for Hypothesis (4)**

According to table (4.4), that the p-value is less than significance level and the observed mean is greater than expected mean. This actually verified and confirmed the researcher's hypothesis number four which is, *“Using Facebook in teaching novels encourages its application as a web-based teaching tool”*.

➤ **Paired Sample T-test for The Hypothesis**

According to table (4.5), the p-value for each sample is 0.00 which is less than 0.05. This indicates that there is strong evidence that Facebook has considerably enhanced the learning outcome of the students. Consequently the hypothesis “*Students of English language can develop the literary appreciation of novels through the use of Facebook*”, is accepted. There is a difference between the mean of the scores in the two variables.

Therefore, it is concluded that there are statistically significant differences between the performance of the students before the application of the Facebook approach and after it. The change is a positive one –for Facebook approach.

➤ **The Independent Samples T-test**

According to table (4.6), that the t-value in the treated group is -4.95 which is less than the t-value in the controlled group which is -16.54. That means there is a significant difference between the Facebook approach and the classroom approach. Consequently, these results are in favor of the hypothesis “*Facebook can influence the students’ attitudes towards appreciating the English novel*”.

Therefore, it is concluded that there are statistically significant differences between the performance of the students in the experimental group and their counterparts in the controlled group. This difference is in favour of the experimental group.

5.2 Research Questions

This section provides answers to the research questions.

➤ **Research Question (1)**

To what extent is appreciating English novels problematic to Sudanese undergraduates of English language?

- ❖ The teachers responses in table (4.11, 4.12, 4.13, 4.14) and the students' perceptions and attitudes in reply to the 6th and the 4th questions in the focus group interview agreed that there are a number of factors which contribute each to the difficulty facing Sudanese students to appreciate English novels. These factors are:
 - Sudanese undergraduates students of English experience difficulties in understanding novel's elements.
 - Sudanese undergraduates students fail to apply literary analysis to the novel collaboratively.
 - The majority of Sudanese colleges teachers of English do not teach literary appreciation within the courses of literature.

➤ **Research Question (2)**

How can the students develop their literary appreciation of the novel through the use Facebook?

- ❖ The teachers responses in table (4.15, 4.16, 4.17, 4.18) and students feelings and attitudes in reply to the 3rd, 5th and 7th questions in the focus group interview agreed that there are a great deals of ways whereby the students can develop the appreciation of the novel. These ways are:
 - Students can best improve their knowledge about novels via the use of Facebook.
 - Students can strengthen the ability to analyze novel's elements within Facebook.

- Facebook can help students demonstrate the appreciation of the artistic qualities of language used in novels.

➤ **Research Question (3)**

How can Facebook influence the students' attitudes towards appreciating the English novel?

- ❖ According to teachers responses in table (4.19, 4.20, 4.21, 4.22) and students feelings and attitudes in reply to the 7th question in the focus group interview, that there are different trends Facebook could do to better stimulate the students' interest for appreciating of novels. These trends are:
 - Facebook makes English novels appeal more to students.
 - Facebook could increase with ease the students command of absorbing English novels.
 - Students can best enhance their awareness of the cultural values of English novels within Facebook.

➤ **Research Question (4)**

To what extent does teaching novels via Facebook encourage its application as a web-based teaching tool?

- ❖ Teachers responses in table (4.23, 4.24, 4.25, 4.26) and according to the students' feelings and attitudes in reply to the 2nd, 8th, 9th, and the 10th question in the focus group interview that, Facebook can be used as a web-based teaching tool for the following considerations:

- Facebook could promote teachers' teaching performance of tackling different topics in pedagogical contexts.
- Facebook can be a helpful tool in teaching different subjects other than literature.
- Facebook can be utilized as students' portfolio for following up their progress and academic attainment. See the appendix.
- Facebook provides excess of website teaching materials for academic use.

5.3 Main Findings

1. Sudanese undergraduates of English language experience difficulties in understanding novel's elements.
2. Sudanese undergraduates of English language fail to apply literary analysis to the novel collaboratively.
3. The majority of English teachers do not teach literary appreciation within the courses of literature.
4. Students of English language can develop the literary appreciation of novels through the use of Facebook".
5. Facebook influence the students' attitudes towards appreciating the English novel.
6. Using Facebook in teaching novels encourages Facebook application as a web-based teaching tool at the academic institutes.
7. Students can best improve their knowledge about novels via the use of Facebook.
8. Students can strengthen the ability to analyze novel's elements within Facebook.

9. Facebook can help students demonstrate the appreciation of the artistic qualities of language used in novels.
10. Facebook makes English novels appeal more to students.
11. Facebook could increase with ease the students command of absorbing English novels.
12. Students can best enhance their awareness of the cultural values of English novels within Facebook.
13. Facebook could promote teachers' teaching performance of tackling different topics in pedagogical contexts.
14. Facebook can be a helpful tool in teaching different subjects other than literature.
15. Facebook can be utilized as students' portfolio for following up their progress and academic attainment. See list of figures.
16. Facebook provides excess of website teaching materials for academic use.
17. Facebook can strengthen the teacher-students' rapport and classroom interaction.

5.4 Recommendations

This study is an area of investigation which is still in its infancy in Sudan. A lot of researches are needed to arrive at more conclusive results. The researcher offered the following recommendations:

1. The application of technology in EFL/ESL instruction must be based on a number of pedagogical considerations such as students' attitudes and teacher knowledge of technology and its efficiency.

2. New trends, approaches and methods should be offered to equip teachers and students with the knowledge of computers, websites and online teaching at universities and colleges.
3. Training on designing online courses should be conducted to create teachers of good command with the use of technology in teaching English.
4. Trying the use of other social networks with different English courses to make maximum use of them in teaching and learning English.
5. University curriculum should incorporate some courses about the use of multimedia, computers and virtual learning courses into learning and teaching of English.
6. Integrate genres and literature courses with social networks and technology to surmount the difficulties and the problems of Sudanese students of English in appreciating English literature as a whole.
7. The incorporation of internet and virtual class into methods, approaches and techniques of teaching English and literature.
8. Teachers should be trained and encouraged to cooperate, to teach each other the basics skills of dealing with computers, websites to guarantee the more effectiveness and efficiency of teaching.
9. Teachers should try as much to follow the newly invented methods and accustom their students to the teaching and the use of technology.
10. The selection of candidates as teachers of English should be conditioned by, among other things, their experience of using technology in teaching English language, preferably their being English graduates from faculties of education.
11. High education ministry should provide and equip universities and teachers with computers and communication network facilities.

5.5 Suggestions for Further Research

The researcher suggests the following as recommendations for potential areas for research. These suggestions are based on the findings and conclusions of the study:

1. The use of Facebook in teaching English poetry and short stories.
2. Teaching drama with the use of internet and social networks.
3. The impact of web-based approach in teaching English literature and culture.
4. Investigating methods of evaluating students' performance within the context of web-based approach.
5. A comparative study between the classroom teaching and the virtual methods of teaching.
6. The present study is limited to university level. However, there is also a need for carrying out research entitled: "Incorporating web-based approach in the Basic Level and also at Tertiary Level".

5.6 Summary

This chapter summarized the results of the data analysis and discussion. It checked the hypotheses and came to the conclusion that Facebook has a positive effect on developing the students' literary appreciation of the novel and their learning outcomes. It also provided answers to the research questions and found out that Facebook brought about positive change which is statistically significant in the performance of the students and that the teachers and students class themselves perceived Facebook approach as a method that affected the process of teaching and learning in a positively valued direction. The chapter also suggested some areas for further researches.

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Appendices

Appendix (1): The Students' Test

Sudan University of Science & Technology

College of Education

Department of English Language

Name: Literary Appreciation	Time: 3 hrs	Date: 14 /3/ 2015
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***Attempt all the questions:**

Q1: With example, define each of the following terms:

a) Point of view b) conflict c) Theme d) Style

Q2: With reference to “Oliver Twist” in short, discuss all the following items:

- 1. The literary aspects of Dickens' style used in “Oliver Twist”.**
- 2. The mode of “Characterization” applied in this novel.**
- 3. The kind of conflict portrayed by the characters.**

PhD

Years of Experience in using Technology in Teaching:

1-5 years

6-10 years

More than 10 years

THE QUESTIONNAIRE

Read the following statements, and then kindly put a tick (\checkmark) inside the square next to the suitable option that you think is most appropriate.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Appreciating English novel is problematic for Sudanese undergraduates of English language.					
2	Most students experience difficulties in understanding novel's elements.					
3	Most students fail to apply literary analysis to the novel collaboratively.					
4	The majority of English teachers do not teach literary appreciation within the courses of literature.					
	Students of English language can					

5	develop the literary appreciation of novels through the use of Facebook.					
6	Students can best improve their knowledge about novels via the use of Facebook.					
7	Students can strengthen the ability to analyze novel's elements(plot, characters...etc) within Facebook.					
8	Facebook can help students demonstrate the appreciation of the artistic qualities of language used in novels.					
9	Facebook can influence the students' attitudes towards appreciating the English novel.					
10	Facebook makes English novels appeal more to students.					
11	Facebook could increase with ease the students' command of absorbing English novels.					
12	Students can best enhance their awareness of the cultural values of English novels within Facebook					
13	Using Facebook in teaching novels encourages its application as a web-based teaching tool.					
14	Facebook could promote teachers' teaching performance of tackling topics in pedagogical contexts.					
15	Facebook can be a helpful tool in teaching different subjects other than literature.					
16	Facebook provides excess of website teaching materials for academic use.					

Appendix (3): Focus Group Interview

Date: 18 / 8 / 2015

Time: Monday & Tuesday

Venue: Teacher's Office

Duration: 2 hrs

Group:

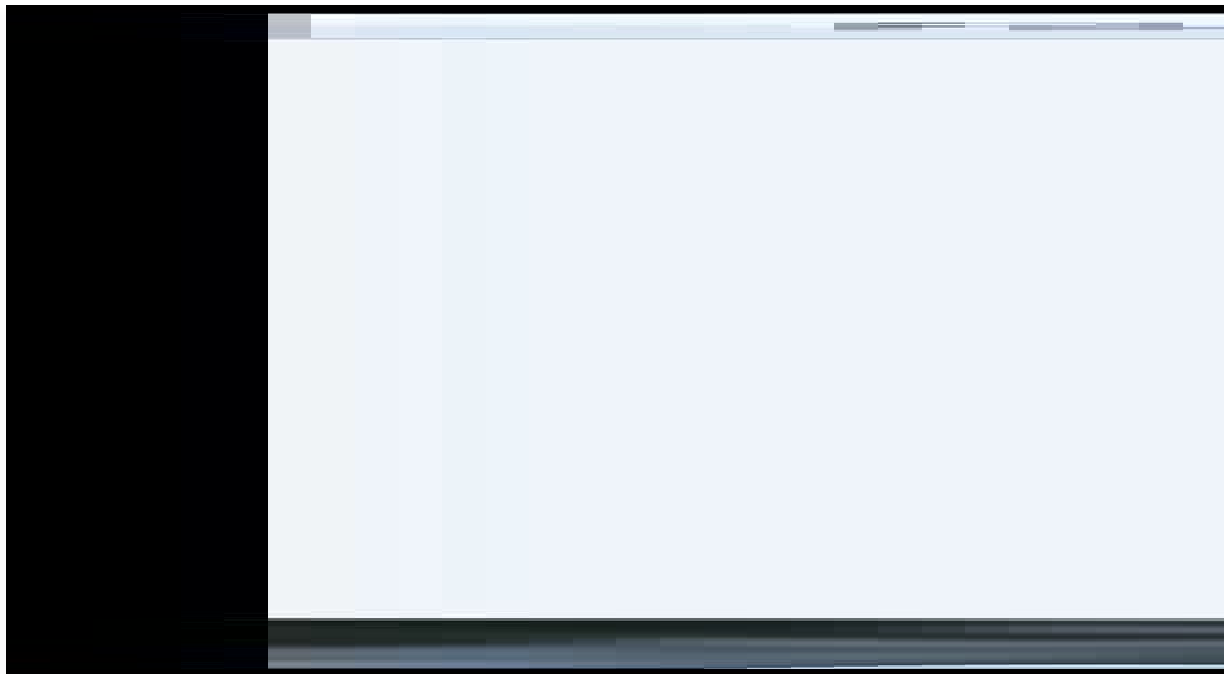
Literature cafe group

1. For the past years in the college, Have you ever been taught online?
2. Regarding your own preferences; What do you prefer: the online method or the traditional mode of teaching? Why?
3. In what way did Facebook simplify understanding novel's elements for you?
4. In what other ways could Facebook have helped you overcome the difficulties of appreciating the novel?
5. Tell me how has Facebook helped you develop the literary appreciation of the novel?
6. What feelings did you have before studying the novel on Facebook?
7. What feelings did you have after studying the novel on Facebook?
8. What is the difference between online interaction and classroom interaction?
9. What do you think of having other courses via an online class in future?
10. How do you describe your attitudes towards the application of Facebook as a teaching tool?

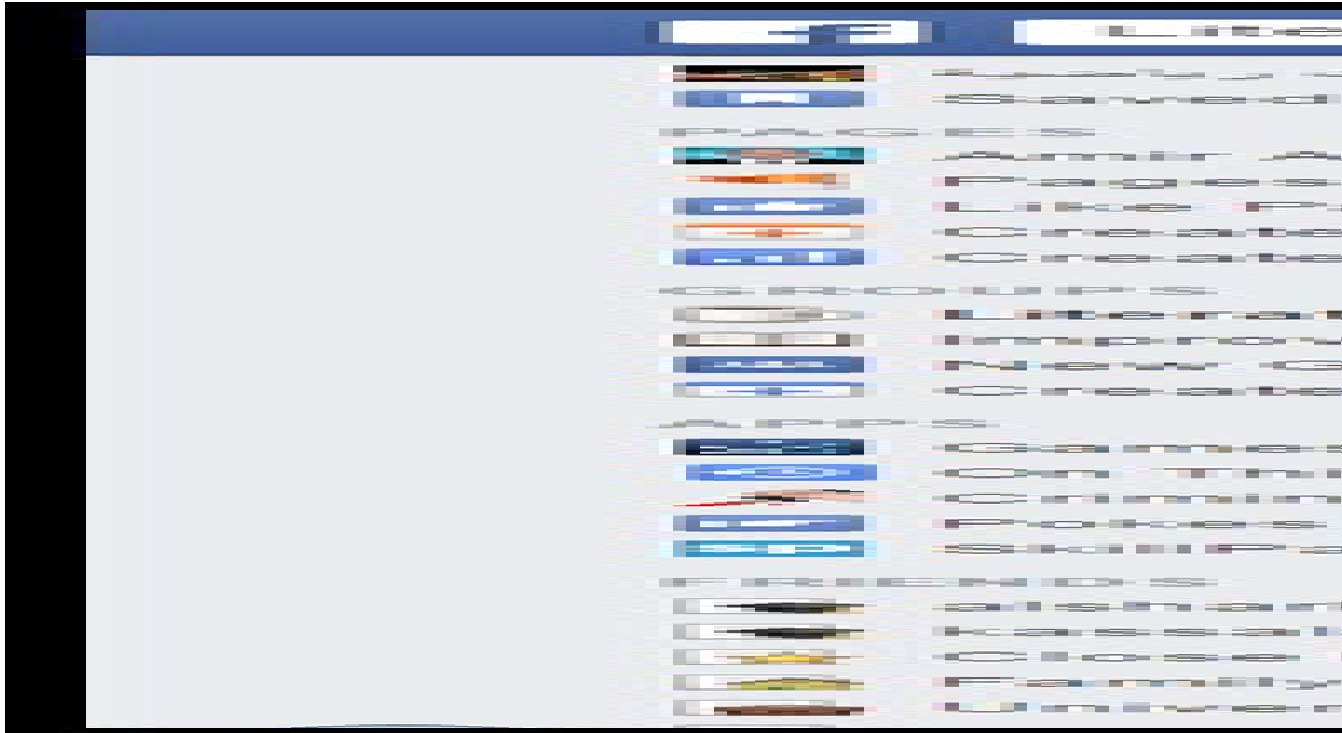
Appendix (4): The students' photos while being interviewed



The students' photos while being interviewed



Appendix (5): The group home page where lectures are taught online




Appendix (6): The students' attendance of the lecture



Appendix (7): The Group membership

Appendix (8): Facebook Use As Students' Portfolio

Appendix (8.1): The student's performance in the first lecture




فيصل كمال ود الصديق

25/05/2015 22:17

Point of view

The narrator of *Oliver Twist* tends to be pretty hands-off. In general, we only get to see what's going on in the heads of a very few characters (including Oliver, obviously). Particularly with the members of Fagin's gang and the descriptions of London, Dickens backs off and is more objective. The effect is that these scenes seem almost journalistic – it's like we're reading a newspaper exposé on criminals in London, instead of a novel. But every now and then, the narrator launches into a lengthy discussion of how the plot is working, or what he's planning on doing in this particular chapter. Take, for instance, the famous passage from the beginning of Book 1


Appendix (8.2): The student's performance in the second lecture

 قيصل كمال ود الصديق 10/05/2015 12:37

theme of oliver twist

Society and Class" is one of the central themes of most of Dickens's novels. In Oliver Twist , Dickens often shows how superficial class structures really are – at the core, everyone's really the same, regardless of the social class into which they're born. Dickens also exposes how callous and uncaring Victorian society was – folks just ignored the plight of the less fortunate because they were so self-satisfied, and so convinced that the systems they had in place to take care of the poor were the best and most humane systems possible.

Appendix (8.3): The student's performance in the third lecture

 قيصل كمال ود الصديق 15/05/2015 21:27

example of metaphor:-
the dog growled again and licking his lips eyed Oliver as if he were anxious to attach himself to his windpipe without delay.

example of simile :_
and she lying there so cold and stiff lord ,
Lord ! to think of it, it's as good as a play as good as a play.

example of point of view :-
The third-person narrator can also be a personal narrator (point of view of one character) who tells the story in the third person (he, she), but only from the central character's point of view. This point of view is rarely used.