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Faculty of Letters and Languages  
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## MASTER THESIS

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Submitted and Defended by:  
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**The Impact of Social Media (Facebook) Use on Facilitating Knowledge Sharing among EFL Students. Case Study of First Year Master Applied Linguistics English at Mohamed Kheider University of Biskra**

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## **DECLARATION**

I, ARIECH Djihene, do hereby solemnly declare that the work I am going to present in this Dissertation is my own, and has not been submitted before to any other Institution or University for a degree.

This work is to be carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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## DEDICATION

*In the name of Allah, Most Gracious, Most Merciful, All the Praise is due to Allah*

*Alone, the Sustained of all the World*

*This work is dedicated to:*

*the source of my success, to the one who makes my dreams real, to the bit of my heart,*

*to the sign of challenge and scarify, the one who has drawn to me*

*The path of success and has urged me to discover the world through his eyes,*

*to my dear father*

*to the light of my eyes, to the world of compassionate, to the entire*

*beauty of this universe, to my paradise, to my angel, to the holly gift I have,*

*to my beloved mother*

*to one and only, to my friend , to my box of secrets that I do not have,*

*to the one who protects me*

*to my dear sister*

*to my dear brothers*

*to my dear friends*

*Finally to everyone helps in order to accomplish this work*

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## ABSTRACT

This study investigates the Impact of Social Media (Facebook) use in facilitating the knowledge sharing among EFL students at English division in Mohamed kheider University. In this research, we try to shed light on the social media and how it could be a way of teaching and learning a foreign language; we also have seen how Social Media has an impact on Sharing Knowledge among EFL students. Therefore, our research aimed to use of social media as tool for facilitating the teaching and learning process and encourage the student to share knowledge, furthermore to break down the barriers that prevent student from Sharing Knowledge. In this respect, we hypothesized that the use of Social Media can facilitate the Knowledge Sharing. Moreover, from a research methodology perspective, we believe it is more appropriate to opt for the use of qualitative approach to generate the effectiveness of social media on sharing knowledge. To reach our objectives, we relied on two data collection methods: a questionnaire that was administered randomly to 38 first year master applied linguistics students; and also we employed interviews that were carried out with five teachers of different modules. The results from analyzing the questionnaire and the interview reveal that social media Facebook has a big role on facilitating knowledge sharing among EFL students. Moreover; it also improves students' level in language by communicating with experts and native speakers for gaining more information about the language. However, social media can be a modern tool in teaching learning process. It can be a modern tool for teaching and learning process due to its important.

**Key Words:** Social Media, Knowledge Sharing, Facebook, Teaching and learning process.

## **LIST OF ABRIVIATION**

**SM:** Social media.

**SNS:** Social network sites.

**EFL:** English as Foreign Language.

**FCB:** Facebook.

**KS:** Knowledge sharing.

**EK:** Explicit knowledge.

**TK:** Tacit knowledge.

**IK:** Implicit knowledge.

**Q:** Question.

**T:** Teacher who participated in the interview.

**%:** Percentage.

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المخلص

## **General Introduction**

Social Media is considered as the invention of the 21<sup>st</sup> century, it is an electronic platform gather up all communication network sites. It is needed in all the fields of life; it is an important element in education. Social Media plays a vital role in teaching and learning process specially in acquiring a foreign language. It provides students with the resources of learning language as natives. However; these resources cannot be found in social media without publishing by someone. This process of sharing or publishing information that makes a different to received one called Knowledge Sharing. Knowledge Sharing is new concept that students are not aware of the benefit that they can get from it. Social Media has an impact on knowledge sharing it facilitates the process of sharing due to its speed. It is a practical tool. However, it is so important to use social media to as tool in learning and teaching process, it improves students' learning level in foreign language.

## **Introduction**

Social media is described as a channel in which the knowledge comes through. It has been used by learners and researchers as a tool for interaction and communication. It becomes a dominant way to get information and knowledge in the teaching and learning process. This study explores the use of social media like Facebook as a way to facilitate knowledge sharing among EFL students, and how social media can be a way for students and teachers to transmitted and share knowledge out of the classroom.

### **1. Statement of the Problem**

In the 21<sup>st</sup> century social media has been the game-changing phenomenon within communication, every year more applications are invented to make the communication easy for people. Social is needed in all fields of life; especially in education. It provides malty resources of information. These resources cannot be found without publishing by someone. This operation of sharing or publishing something academic called Knowledge Sharing.

People fear of publishing or sharing something academic on social media, they make excuses to escape from sharing knowledge. One of the reasons is short time. They prioritize their daily responsibilities rather than sharing knowledge with someone needs it.

Furthermore, they are afraid of being criticized by what they share if it is not an important or reliable. Also they believe that knowledge is an innate individual born with it, and also it is a blessing should person enjoy having it.

For all reasons, we believe that the use of social media in teaching and learning process has a big role to facilitate knowledge sharing among EFL students. Also it improves students' level in learning a foreign language.

### **3. Research Questions**

This research seeks to answer the following research questions:

**RQ1:** Does the use of Facebook facilitate the Knowledge Sharing among EFL students?

**RQ2:** How can the use of Social Media improve Students' level in English?

**RQ3:** How can Social media be a modern tool for learning and teaching a foreign language?

### **4. Research Hypothesis**

Based on the above research questions, we propose the following research hypothesis:

RH: we hypothesize that the use of social media can facilitate the Knowledge Sharing.

### **5. Aims of the Study**

General Aims

The general aim of this study is to suggest social media as tool for facilitating the teaching and learning process and encourage the student to share knowledge.

6 Specific Aims:

- 1 Approach the communication distance between the teacher and students.
- 2 Break the barriers that prevent students from sharing knowledge.
- 3 Find other sources of information instead of books and lectures in class.

### **6. Research Methodology of This Study**

The research method that employed to study the social media impact on facilitating of Knowledge Sharing among EFL students is the descriptive method. This type of research requires a qualitative approach to describe and investigate it. This study will take place at

Mohamed Kheider University among EFL students' by giving them a questionnaire and an interview of teachers for more clarification concerning the use of social media on facilitating Knowledge Sharing.

## **7. Significance of the Study**

This study aims to facilitate the Knowledge Sharing in the teaching and learning process for EFL students to enrich the academic performance of the student and to break down the buffer between teacher and student in which conduces nonentity of connection between them. Also, it focuses on making social media reliable tool for teaching language since the students are not exposed to authentic materials. Social media sites like Facebook can motivate the learner to express themselves in debating with teachers through commenting or chatting. In addition, to shorten the time of the session's university teacher can exploit the sessions for explaining or making workshops. So From what was mentioned before, social media has a significant impact on the learning and teaching the foreign language.

## **8. A Provisional Structure of the Dissertation**

This study is divided for two parts a theoretical part and practical part:

The theoretical part divided into two chapters; first one provides description about social media (Facebook,): definition, Facebook in higher education and Facebook on teaching-learning process, and the second chapter provides an overview about Knowledge Sharing exchange: then the definition of academic data, types of academic data and meaning of academic data exchange.

The practical part expounds out the fieldwork of the study which is derived from the results and data analysis of the questionnaire and screenshots of the facebook group and teachers interview.

## **Part one: Theoretical Part**

### **Chapter one: Social Media (Facebook)**

#### **Introduction**

Social media basically means any human communication or sharing information on the internet that happens through the medium of the computer, tablet or mobile. There are many websites and computer programs that make it possible.

Social Media is now becoming one of the largest means of communication and is gaining popularity quickly. Social media allows you to share thoughts, texts, knowledge and news etc. at a much faster speed. Over the last few years, social media has grown hugely at an unexpectedly fast rate and has taken/took control of millions of users around the world.

Social Media can be used in many fields such as money flow/money-based studies, marketing, business, health, and teaching/learning process .the most popular communications places/locations are used are Twitter, Instagram, WhatsApp and Facebook. In this chapter, we will discuss how social media with a focus on Facebook can be a modern way of teaching and learning.

#### **1.1 History of social media**

Social Media is not something that born today; it has roots back to many years ago. Many authors argue with idea to which date it began, as (Carton, 2009) (As cited in Simeon, E., Doriane, K., Jonelle, W& Tom, S.,2011) said: “Throughout much of human history, we’ve developed technologies that make it easier for us to communicate with each other(p.79).”

Some authors mention that Social Media started with the use of the telegraph in 1972 to transmit and receive messages over long distances. than it comes many periods said it is start of social media such as: Phone phreaking on 1950's, as (Borders, 2009) (As cited in Lindsay, K., Dana, L., Lalita, M& Ajay ,M.,2013) mention that it began with exploratory technology users trying to identify ways to “cheat” the phone system to avoid costly long distance phone conversations (p.236). After the phone phreaking, the Email has been invented on 1971 (Sajithra, K & Rajindra, P., 2013) says we cannot ignore the fact that the introduction of Email marked the beginning to the much more collaborative social media years later (p.70).

In late of 1970s Usenet was first launched. (Sajithra, K & Rajindra, P., 2013) defines it as a worldwide distributed Internet discussion system. It developed from the general purpose UUCP architecture of the same name (p.70). After those innovations, it comes out other social technologies like LISTSERV in 1984 and IRC in 1988.

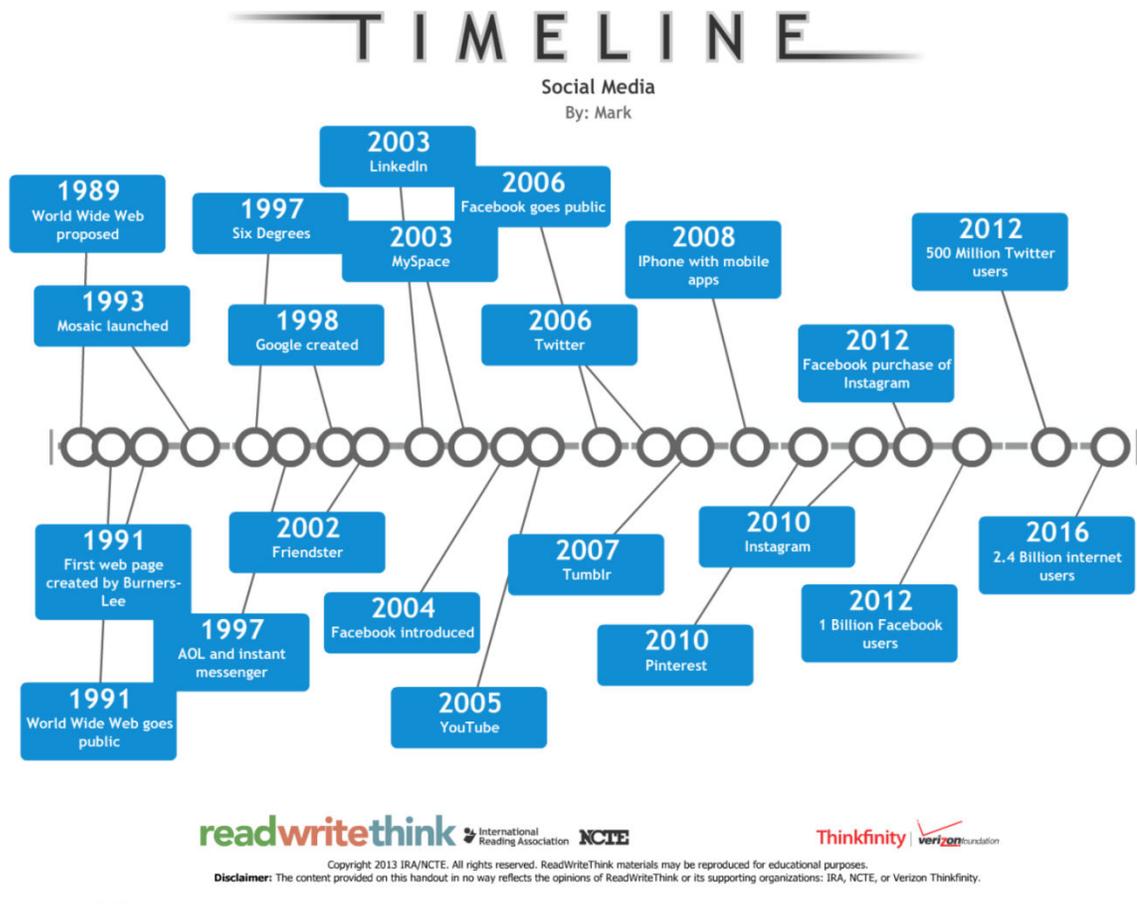
According to (Thurairaj et al., 2015) (as cited in Courage, G., Willie T, C. & Chiones, M, 2017) SNSs are defined as mobile- or Internet-based social platforms created and designed to allow users to communicate, collaborate and share content across contacts and communities (p.2).

On the 1990's Social Network Sites flourished as (Simeon, E et.al, .2011) state that: “Many social networking sites were created in the 1990s. Some examples include Six Degrees, BlackPlanet, Asian Avenue, and MoveOn. These are, or have been, online niche social sites where people can interact, including sites for public policy advocacy and a social network based on a web of contacts model (p.81).” and internet access was not public, it became more private (Sajithra, K & Rajindra, P, 2013) claim that: “This situation changed when Private internet service providers (ISPs) began to start operations

in the United States around 1994 or 1995. This gave millions of home users the chance to experience it (p.72). ”

In 2000s social media as (Simeon, E et.al, 2011) say received a major lift with the witnessing of many social networking sites springing up. This highly lifted transformed the interaction of individuals and organizations who share a common interest in music, education, movies, and friendship, based on social networking.

It started in 2002 by emerge of Friendster was the next big social media power that utilized elements from Six Degrees by creating a “circle of friends” that could connect others through common interests. Than Myspace on 2003, he was the flash to start Facebook on 2004 and LinkedIn on 2003 those sites were the most popular ones and they still till now, since the fame of those sites people break the Fears barrier and every year or couple years start a new site with the new feature.



(The rise of social media, n.d)

## 1.2 Definitions

### 1.2.1 Social Media

(FoodRisc Resource Centre, n.d) insists that social media is an energetic, changing area. The spread of social media channels like Blogs, Microblogs, Facebook... gives the public new means for receiving, and importantly, providing information. What's more, the coming into view of smartphones and tablets means that access to the internet is not limited by time or location (Para. 1). Also, (Dollarhide, S, .2019) mentions that SM is computer-based technology which helps the sharing of ideas, thoughts, and information through the building of virtual

networks and communities. By design, social media is internet-based and offers users fast transmission of content includes personal information, documents, videos,. Content includes personal information, documents, videos, and photos. Users engage with social media via Computer, Tablet or Smartphone via web-based software or web computer program, often using it for messaging (para.1).

In addition, (Margaret, R., 2016) SM is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media, para.1).

Furthermore, (Matthew, H., 2018) thinks that Social Media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Many people outline social media as apps on their smartphone or pill, however the reality is, this communication tool started with computers.. This misconception stems from the fact that most social media users access their tools via apps (para.1).

(Alan.C, Konstantia.D &Tristram.H, 2011) stresses out that Even if someone is not familiar with the terminology ‘Social Media’ it is likely that she/he has heard of, or even used, many of the social tools themselves. They can be divided into some categories. To begin with, some commonly-used tools are mentioned below (p.7).

<b>Communication:</b>	<b>Blogging:</b>	Blogger, LiveJournal, TypePad, WordPress
	<b>Microblogging:</b>	Twitter, Yammer, Google Buzz
	<b>Location:</b>	Foursquare, Gowalla, Facebook Places
	<b>Social networking:</b>	Facebook, LinkedIn, MySpace
	<b>Aggregators:</b>	Google Reader, Netvibes, Pageflakes, iGoogle
<b>Collaboration:</b>	<b>Conferencing:</b>	Adobe Connect, GoToMeeting, Skype
	<b>Wikis:</b>	PBworks, Wetpaint, Wikia
	<b>Social bookmarking:</b>	Delicious, Diigo, BibSonomy
	<b>Social bibliography:</b>	CiteULike, Mendeley
	<b>Social news:</b>	Digg, Reddit, Newsvine
	<b>Social documents:</b>	Google Docs, Dropbox, Zoho
	<b>Project management:</b>	Bamboo, Basecamp, Huddle
<b>Multimedia:</b>	<b>Photographs:</b>	Flickr, Picasa, SmugMug
	<b>Video:</b>	Viddler, Vimeo, YouTube
	<b>Live streaming:</b>	Justin.tv, Livestream, Ustream
	<b>Presentation sharing:</b>	Scribd, SlideShare, Slidrocket
	<b>Virtual worlds:</b>	OpenSim, Second Life, World of Warcraft

adapted from [http://en.wikipedia.org/wiki/Social\\_media](http://en.wikipedia.org/wiki/Social_media)

### 1.2.2 Facebook

It all began in 2003, when Facebook founder and CEO Mark Zuckerberg created an online programme called “Facemash”, (Sabrina, B., 2018) argues that it enable users to depersonalize mate students by comparing photos of their faces and selecting who they deemed as “hotter”. Whilst Zuckerberg faced punishment from the Harvard administration and narrowly escaped expulsion from the college altogether for his actions, “Facemash” provided the framework for what was to become Facebook (para.1).

("Facebook In Education English Language Essay," n.d.) reveals that the usage of this website at first was limited to Harvard students. Later, seeing the response that this website received, it was extended to the students of other universities also. In 2009,

the services of this website were made worldwide to anyone above the age of 13 years old (para.2).

Facebook has been one of the most important social tendencies of the past ten years. Although; (Ralf, C et al., 2013) report that it only opened to the public in 2006, Facebook reports already serving one billion monthly active users at the end of 2012 (Facebook, 2012b). More than that, 80% of these users reside outside the US and services are available in 70 languages, making Facebook worldwide (p.983).

### **1.3 Social Media Teacher/Student:**

Social Media as (Matthew, L, 2016) says it provides an avenue for connecting with students outside of the classic school day paradigm. However, the Student/Teacher relationship must always be treated with care. While being open and available as an instructor is beneficial, it is important to make boundaries to the relationship (para.14).

Some teachers see the use of Social Media as an educational platform is to continue important lessons or activities out of the classroom. However less carefully coordinated interactions between teacher and students may leave them exposed to an intertwined in personal and university-based lives in unexpected ways.

In some cases, the interaction with students on Social Media may be controlled by an educational institution by the following policy and respecting the code of manner of proficiency. In case of the code of manner are banned the teacher or student will be punished according to the penal code of the educational institution.

To accept or follow a student the teacher should put into consideration the pros and cons of the relationship based on the grades you teach and the institution you work on. According to (Matthew, 2016) before the teacher decides to be a friend or follow his/her

students on social media, consider the pros and cons based on the grades you teach and the institutions for which you work (para.4)

In fact just because students are older does not mean there is no risk. On the contrary, the risk of maintaining a social relationship will increase. (Monica, F, 2014) sees that there are some tips for dos and do not's a teacher should follow to confine his/her relationship with students on social media sites like FCB such as:

Do's

- Do use separate personal and professional social media accounts. Putting a boundary between college and personal life is beneficial for your career and less stress on you.
- Do make sure you have strict privacy settings and review those settings frequently. Especially if you use one social media account per site.
- Do follow these suggested guidelines for teachers and social media.

Do not's

- Do not say anything on your social media profile that you wouldn't say in class.
- Do not get too chatty with students on your professional profile. This may confuse students into thinking you're available 24/24h for this, that and the other. Be available, but keep it professional.
- Do not share too much Personal photos from your private live that has no business being on your professional profile.

#### **1.4 The Diversity of Social Media Users**

Social Media is a set of tools to gather up people around the world. People use social media technology to quickly share knowledge and information to a huge number of users.

These users are very different in their nature; specialist in the field of technology, influencers; YouTubers, students, doctors, and many other people who hugely yearning to social surf in the network.

Many different ages are attracted and addicted to Social Media usage old people .children, youth, and teenagers and they are most of the time online using different sites and apps. Also, both genders use SM to open conversations between their families and friends or to make new friends.

### **1.5 Social Media and Language**

Social Media as (Lino, 2018) says it has been continually entering and changing the people's way of living in various manners such as communication, Knowledge Exchange, commerce, and education. With the enhanced renown of various social media sites and other related platforms, scholars and researchers from different fields keep finding them to be an area of study that needs to be explored further (p.2).

However; (Wamba & Carter, 2016) (As cited in Lino, 2018) stressed out that: Language practitioners and educators, in particular, have seen the impact of Social Media in second language acquisition and learning. In a current study, it was found that a particular group that received learning, engagement, and motivation through a social media site has shown higher outcomes in an English proficiency test compared to the group that received education on a face-to-face basis (p.2).

Moreover, the Social Networking Sites as (Lee & McLoughlin, 2008) (as cited in Nouar, 2016) notes that are very popular, are being visited regularly by many students and teachers, but till now are not a real method for learning and teaching.

Traditional methods of language teaching according to (Dudeney & Hockly, 2007) (as cited in Nouar, 2016) are no longer suitable for Net generation students. Thalternative could be more free materials and activities beyond classrooms provided by Social Media.

Learning via Social Networks is continuous processes of learning and assessment that never ends and give a real chance to practice the language beyond the walls of classrooms (p.12).

## **1.6 Importance of Social Media**

### **1.6.1 General Benefits of Social Media**

In recent years Social Media has gained an important status in people's life. Nowadays people call our world the digital world because of the importance that social media have in our lives, it serves to society and to each individual on personal or professional life. Among the benefits of Social Networks include:

- Use of media tools (audio scripts, videos, texts, dialogues ...etc) is more dynamic than the traditional one in the teaching-learning process.
- Social media reinforce the relationship between students and learner.
- Social media help to make collaborative learning between students.
- Traditional ways of teaching cannot fit the needs of new generation students and lead him to isolation in contrast to modern ways.
- Social media help in sharing knowledge and information by teachers and experts about many subjects and topics.
- People can use it to stay up-to-date about the current trending topics around us.
- People use Social media to facilitate people with interaction between them.
- it can be very useful in my field of work by advertising and marketing
- Social Media Marketing is a process of gaining customers attention and traffic for a business to build and increase brand presence throughout the Internet.

To sum up, Social Media has many benefits we mentioned some of them, this generation is very lucky to have many digital tools, software applications, laptops and mobile devices such as smartphones with recent applications at hand every minute.

### **1.6.2 Significant of Social Media in Daily Life**

Nowadays Social Media plays an important role in our life whether it's personal or professional. According to (Zephoria digital marketing, 2019), there are over 2.32 billion monthly active users. This is a 9 per cent increase in Facebook is risen year over year.

Social Media is a time pass platform for most people, especially the younger population people are using it to keep in touch with our friends and make some new friends. Besides that, we want to show the world what we are doing by means of sharing images, videos or articles.

Due to the SM people gain money and work by social media through publicity and advertising of some products or publish a video of what they are good in and that affect people on the positive or negative way it depends on how they perceive the content.

### **1.6.3 Significant of Social Media in Education**

Over the past years due to the globalization that happened in the world and in the all fields like health field, industry field, culture field and educational field, the last one came out with interring Social Networking Sites (SNS) to the educational one, so it becomes an academic modern method for the learning and teaching process. (Ellis, 2001) (As cited in Jelena, j. Raymond,c & Thomas,w,2012) stresses out that numerous studies have demonstrated the benefits of online social interaction in the learning process. Positive feaures of online interrelation with teachers and peers include (but are not

restricted to) the following: access to peer and expert knowledge, capacity to receive feedback from teachers and peers, and an opportunity to reflect on the exchanged messages (p.39-40). (Finnemann, 2005; Tække, 2006) (As cited in Michael, P & Jesper, T, 2013) explains that all teaching involves interaction between students and teachers (and between students and students) and such communication is only possible through media.

Many authors as (Brindley, Walti, & Blaschke, 2009) and (Finogold & Cooke, 2006) (As cited in Jelena, j., Raymond,c & Thomas,w,2012) Mention that However, researchers and practitioners alike have found that interactions cannot be easily constituted in a learning environment. This often comes as a result of unsuitable course design and/or the students' lack of collaboration skills, such as decision-making, consensus building, and dealing with conflict. Therefore, in order to yield the expected educational benefits, the technology in general and social networking tools, in particular, have to be supplemented by a sound pedagogical approach (p.40)

As (Brydøl, C, 2007) (as cited in Dwamena, Q. J. Y et. al, 2016) says that students who may be unwilling to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning.

### **1.6.3.1 Source of Information**

SM has gained credibility as a source of gaining information that teachers and students use for the academic purposes. Social Media is a platform where both teachers and students can interact with each other. (Khanyie, 2019) notes that we are seeing education institutions adapting these developments into their systems and lean on group

resources and mechanisms to enhance student life. The use of Social Media in education provides

students with the ability to gain more useful information, to connect with learning groups and other educational systems that make education convenient (para.1).

According to (Kyung-Sun et al, 2011, 2014; Brandtzæg and Heim, 2009; Willemse et al, 2014) (as cited in Aillerie & McNicol, 2016) Teachers can find any information that serve in the progress of the lecture or some sort of activities to improve students understanding of what he/she perceives. However, students on Social Media also can get support by finding the necessary information for their assignment, homework or course. Furthermore, recent works point out those SNSs could be used as direct information sources explicitly by students (p. 104).

(Al-Rahma et, .al, 2015) claims that: "Through social media use, students understand how to share, communicate, collaborate and socialize information and knowledge. Therefore, there are different advantages to the use of social media in higher education (p.266)."

### **1.6.3.2 The Way of Connection Experts and Institutions with Students via Social Media**

(Khanyie, 2019) notes that SM can help in the research process by offering the audience and subject monitoring tools that are useful and it is one of the best platforms to excerpt data. The researcher may find how others feel or behave on certain subjects or how experts perceive, guide and advice on specific issues. This can assist students to put together and produce useful content for research. Whether the thing students are working

on an assignment, working on a project or trying to gain more insight on a subject, some of the best information and results can be extracted from social media (para.2).

Therefore (Wong et al, 2010) (as cited in Dwamena, Q. J. Y., Kwabla, F. J., & Kanyir, K. C, 2016) tried to adopt one of the most popular social media FCB to implement the WIRE model, teaching and learning strategy which aims at closing the cognitive gap of classroom lessons between students and teachers before class, and links up learning experiences from inside to outside of the classroom (p.963).

Furthermore (Rdouan Faizi, Abdellatif, & Raddouane, 2013) show that:

Studies have shown that the successful running of any learning experience depends on many things, one of which being effective communication between teachers and their students. If no proper communication between teacher and students is available, both teaching and learning will become difficult (p.51).

In addition (Mack, Behler, Roberts, & Rimland, 2007) (As cited in Al-rahmi, Othman, Yusof, & Musa, 2015) declare that: “Communication among learners and between them and their communities is improved through the use of social media. Facebook is one example where academicians can use social media in diverse styles; it can be considered as a way of communication for students to exchange information (p.266).” Moreover; (Rdouan, F et. al, 2013) report that, these web-based platforms could actually be used to enhance communication between the different actors of the educational system, namely, student, faculty and staff (p.52).

### **1.6.3.3 An Aide in the Research Process**

(Khanyie, 2019) claims that SM can assist in the research process by offering the audience and subject monitoring tools that are helpful and it is one of the best platforms to excerpt data. The researcher may find how others feel or behave on certain subjects or how experts perceive, guide and advice on specific issues.

This can help the researcher to put together and achieve useful content for research. Whether the thing students are working on is an assignment, a project or trying to gain more insight on a subject, some of the best information and results can be extracted from social media.

### **Conclusion**

We discussed in this chapter social media in general with emphases on Facebook, starting with a general historical view to see the evolution of social media and when it all begins and it's important by determining its significance on daily life and in education especially on the teaching-learning process with regard to diversity of its audience. In this chapter, we also mentioned the relationship between teacher and student on social media and how a teacher should separate personal life on academic and professional life and how social media by way of learning the language. Accordingly, to that, we will discuss in the second chapter knowledge sharing with relation to social media.

## **Chapter Two: Knowledge Sharing**

### **Introduction**

Sharing is a common activity that everybody does in daily life, but knowledge sharing is a new concept that people know. In these couple of years, knowledge sharing attracts researchers' attention and started to do researchers for understanding what it is? Knowledge sharing may be defined in various ways depending on the context in which it is considered. Generally, Knowledge sharing is the act of exchanging information or understanding between individuals, teams, communities or organizations.

Knowledge Sharing has other nomenclature such as information sharing, knowledge transfer, knowledge exchange, data exchange all these naming has the same meaning with a slight difference.

In this part, we will discuss what does it mean knowledge sharing? And how can students benefit from it?

### **2.1 Definition**

Sharing is a common activity for everyone, but knowledge sharing within an organization is a complex and complicated issue.

Three concepts central to information sharing are defined by (Sheizaf.R & Daphne.R, 2005) as follows:

1Information: is data that have been analysed and/or studied before, carries a message and makes a difference to the received ones (Ahituv & Neumann, 1986).

2 Knowledge or expertise: is defined as a human quality that builds on data and information together with experience, values, and insight.

3 ‘Information sharing’ is the act of providing a helpful answer to the requested information.

Another definition states out by (Cummings, 2004) (as cited in Gaál, Szabó, Obermayer, & Csepregi, 2015)

Knowledge sharing is the process by which knowledge of individuals is converted into a form that can be understood and used by other individuals (Ipe, 2003). Knowledge sharing refers to the task to help others with knowledge, and to collaborate with others to solve problems, develop new ideas, or implement processes (p. 187).

(Bukowitz & Williams, 1999) (as cited in Eid & Al-Jabri, 2016) define knowledge sharing as:” an activity through which knowledge (such as information, skills, or expertise) is exchanged among people, friends, families, communities, or organizations (p.18)”.

## **2.2 Types of Knowledge**

*“All the knowledge that the world has ever received comes from the mind; the infinite library of the universe is in own mind. Books are infinite in number and time is short. The secret of knowledge is to take what is essential. Take that and try to live up to it.” Swami Vivekananda*

### **2.2.1 Explicit Knowledge**

Explicit Knowledge as (Alexender, 2019) says that is easy to articulate, write down, and share. It is the most basic form of knowledge and is easy to pass along because it’s written down and easy to use and understand it. When data is processed, organized, structured, and interpreted, the result is explicit knowledge. Explicit knowledge is easily

articulated, recorded, communicated, and most significantly in the world of knowledge management, stored (para.4)

(Polyani, 1969) (As cited in Shafieiyoun, 2013) identify explicit knowledge: “the knowledge that is organized, formal and codified into records for example libraries and databases (p.3).”

Nonaka & Takeuchi (as cited in Magalhaes, 2015) say that: "Explicit Knowledge of rationality and trends to be metaphysical and objective often relates to past events or objects 'there and then', oriented towards a context-free theory."

Characteristics of Explicit Knowledge:

- Explicit Knowledge is more formal;
- Explicit Knowledge is context independent;
- Explicit Knowledge is easily shared;
- Explicit Knowledge is reproducible; and
- Explicit Knowledge can easily be codified, documented, transformed and conveyed in a systematic way.

Examples of Explicit Knowledge:

- Documented work, Procedures and Policies.
- Operating procedure for a job.
- Contacts of potential customers in the database.
- Formal customer complaints and suggestions.
- Code of conducts for the organization.
- Data information, files.
- Records.

## 2.2.2 Tacit knowledge

According to (Koskinen et al., 2003) (As cited in Pangil & Aizzat, 2013) tacit knowledge represents:

Knowledge based on the experience of individuals. It expresses itself in human actions in the form of evaluations, attitudes, points of view, motivation, and etcetera. Usually, it is difficult to express tacit knowledge directly in words and often the only way of presenting it is through metaphors, drawings and different methods of expression not requiring a formal use of language (p.353)."

(Choi & Lee, 2003) (As cited in Shafieiyoun, 2013) identify tacit knowledge as: "informal knowledge that is implanted in mental processes is gained through work practices and experience, and it can be transferred by perceiving and implementing it (p.3)."

Moreover, tacit knowledge as (Alexender, 2019) says is the knowledge that we possess that is gathered from personal experience and context. It is the information that is hard to write it down or articulate, or present in a tangible form (para.6).

Nonaka & Takeuchi (as cited in Magalhaes, 2015) says that: "Tacit Knowledge is the knowledge of experience, tends to be subjective and physical. It is about 'here and now', relates to a specific practical context."

Characteristics of Tacit Knowledge:

- Tacit Knowledge is personal, known by an individual and is context specific;
- Tacit Knowledge is highly experiential and difficult to document and communicate;
- Tacit Knowledge sharing involves learning;

- Tacit Knowledge cannot easily be codified but can only be transmitted via training & experiences; and
- Tacit Knowledge is about, ‘know-how’, ‘know-what’, ‘know-why’ and ‘know-who’.

Examples of Tacit Knowledge:

- Hands-on skills, special know-how and experiences of employees.
- Tips on dealing with a difficult challenge.
- Feedback from customers over the phone.
- Best practices of the most prolific salesperson.
- The opinion expressed by management about why competitors are doing well.

### **3.2.3 Implicit knowledge**

Implicit knowledge is gained through incidental activities, or without awareness that learning is occurring. Also, IK as (Alexander, 2019) say is the practical use of explicit knowledge. There are likely instances of implicit knowledge all around your organization. For example, consider asking a team member how to perform a task (para.6).

This could spark a conversation about the range of options to complete the task, as well as the possible results, leading to a thoughtful process to figure out the best course of action. It is that team member’s implicit knowledge that educates the conversation of how to do something and what could happen. Additionally, best practices and skills that are transferable from job to job are examples of implicit knowledge.

Within this process ((Nonaka et al., 2000) (As cited in Scalzo & Fariñas, 2019) identify four basic patterns for creating knowledge:

**a. From Tacit to Tacit, or Socialization:** This is a process through which an individual Shares this kind of knowledge with someone else through direct experience. It is shown, for example, in a trainee learning from his instructor's skills. Since tacit knowledge is hard to formalize, it can only be acquired through shared experience sympathize with reality through actual experience.

Examples about it: Telephonic conversation, get together, public meetings, group discussions, market surveys, opinion polls, etc.

**b. From Tacit to Explicit, or Externalization:** This is a process of articulating tacit Knowledge into explicit through conversation and reflection, allowing it to be shared with the organization. It means creating the essence of knowing things.

Examples: Daily or weekly reports, reviews, monthly technical review, traceability matrices, writing journals and articles, etc.

**c. From Explicit to Explicit, or Combination:** This is a process of relating, systemizing and applying pieces of explicit knowledge and information into a whole.

Examples: Digitized form of documents and textbooks, software applications and tools, etc.

**d. From Explicit to Tacit or Internalization:** This is a process of learning explicit knowledge, making it personal in practice (learning by doing). Practising and embedding the knowledge to create value in the form of deep understanding for new technologies, products, services and experiences (p.34).

Examples: Reading a newspaper, watching television, learning through textbooks, etc.

<i>From / To</i>	<b>Tacit</b>	<b>Explicit</b>
<b>Tacit</b>	<p><i>Socialisation</i></p> <p>Creates <i>sympathised</i> knowledge through the sharing of experiences, and the development of mental models and technical skills. Language unnecessary.</p>	<p><i>Externalisation</i></p> <p>Creates <i>conceptual</i> knowledge through knowledge articulation using language. Dialogue and collective reflection needed.</p>
<b>Explicit</b>	<p><i>Internalisation</i></p> <p>Creates <i>operational</i> knowledge through learning by doing. Explicit knowledge like manuals or verbal stories helpful.</p>	<p><i>Combination</i></p> <p>Creates systemic knowledge through the systemising of ideas. May involve many media, and can lead to new knowledge through adding, combining &amp; categorising.</p>



### 2.3 Factors of Knowledge Sharing

In general, the research about Knowledge Sharing comes out with some factors that can encourage knowledge sharing by (Ipe, 2003) (as cited in Gaál et. al. 2015, p. 187) as follows:

1. Nature of knowledge
2. Tacit form: located in the individual's mind (Polányi, 1966)
3. Explicit form: embedded in organizational routines and norms, codified in technological devices (Nonaka & Takeuchi, 1995).
4. Motivation
5. Internal factors: perceived power (Gray, 2001) and reciprocity (Davenport & Prusak, 1998)

6. External factors: relationship with the recipient and rewards for sharing (Hall, 2001)
7. Opportunities
8. Formal: training programs, team works, technology-based systems
9. Informal: personal relationships and social networks
10. Culture of the work environment
11. Organizational culture determines values, beliefs, and work systems that could encourage knowledge sharing (Janz & Prasarnphanich, 2003).

### **2.3.1 Individual's Factors**

Individual factors are personal characteristics that influence the knowledge sharing behaviour of individuals. Some of those factors that have been identified by (Pangil, F., & Nasurddin, M.A. 2015) include individual motivation (Hendriks, 1999; Kalling, 2003; Käser & Miles, 2001; Kwok & Gao, 2004; Osterloh, & Frey 2000), organizational commitment (van den Hooff & de Ridder, 2004), perceptions of information ownership (Jarvenpaa & Staples, 2001; Kwok & Gao, 2004),

Also researchers cite other factors like :complementary knowledge or individual absorptive capacity (Sakakibara, 2003; Szulanski, 1996), evaluation apprehension (Ardichvili, Page & Wentling, 2003; Irmer, et al., 2002), perceived benefits (Bock & Kim, 2002; Hendriks, 1999; Irmer, et al., 2002; Kankanhalli, Tan & Wei, 2005; Käser & Miles, 2001; van den Hooff & de Ridder, 2004), self efficacy (Bock & Kim, 2002; Kankanhalli, et al., 2005), trust in management (Renzl, 2008) and ethics and self interest (Wang, 2004).

There is an exception for evaluation apprehension and self-interest; all of the individual characteristics have positive relationships to knowledge sharing behaviour. In contrast, evaluation apprehension and self-interest have negative relationships with knowledge sharing behaviour (p.354).

### **2.3.2 Group Factors**

Group factors are the factors that relate to the relationship between the individual who shares his or her knowledge to the individual who receives the knowledge. Some of the group factors have been identified by Pangil, F., & Nasurddin, M.A. (2015) include social networks and group membership (Hutchings & Michailova, 2004; Jones & Price, 2004; Thomas-hunt, Ogden & Neale, 2003), group identification (Galletta, et al., 2002), interpersonal trust (Abrams, Cross, Lesser & Levin, 2003; Ardicvili, et al., 2003; Zárraga & Bonache, 2003), and expert status (Thomas-Hunt, et al., 2003).

Except for group membership, all other factors were found to have a positive relationship to knowledge sharing behaviour.

(Husted & Michailova, 2002) (As cited in Pangil, F., & Nasruddin, M.A. 2015) say that It should be noted that group membership is not the same as team membership, which is considered as paramount in knowledge sharing. Strong group affiliation is detrimental to knowledge sharing because it creates a firm structural configuration that is predetermined and maintained over time (p.354). In addition, Husted & Michailova (2002) (As cited in Pangil, F., & Nasruddin, M.A. 2015) mention that it encourages the achievement of the groups' own tasks and goals without grasping the idea of the company as a whole, since its members are strongly attached to the groups, and hence they tend to resist new ideas coming from outside. These are the reasons why group membership is negatively related to knowledge sharing (p.354).

### **2.3.3 Organizational Factors**

Finally, organizational factors are essentially the characteristics of the organizations that provide an environment for knowledge sharing as (Pangil, F., & Nasurddin, M.A. 2015) say. The researchers also mention Some of organizational factors that have been found to influence employees' knowledge sharing behavior are organizational culture (Bock, Zmud & Kim, 2005; Lee & Kim, 2006; Syed-Ikhsan &

Rowland, 2004; van den Hooff & de Ridder, 2004), HRM practices (Currie & Kerrin, 2003; Syed-Ikhsan & Rowland, 2004), capacity to learn from failure (Jones & Price, 2004; Taylor & Wright, 2004),

Moreover; Pangil, F., & Nasurddin, M.A(2015)point out other factors such as: leader support (Bryant, 2003; DeTianne, Dyer, Hoopes & Harris, 2004; Lin & Lee, 2004; McNeil, 2003; Zárraga & Bonache, 2003), management control (Galletta, et al., 2002), communication climate (van den Hooff & de Ridder, 2004), collaborative climate (DeTienne et al., 2004), institutional-based trust (Ardichvili, et al., 2003) and information technology (Syed-Ikhsan & Rowland, 2004; Hendriks, 1999; van den Hooff & de Ridder, 2004). Of all these factors, only information technology shows either a non-significant relationship (van den Hooff & de Ridder, 2004) or very weak relationship (Syed-Ikhsan & Rowland, 2004). Hendriks (1999) argued that information technology is necessary during the process of knowledge sharing, but it is not sufficient to improve the sharing of knowledge (p.355).

## **2.4 Generations of Knowledge Sharing**

(Bellefroid, 2012) (As cited in Gaál et. al. 2015) noted that there are three generations of knowledge sharing as follow:

**2.4.1 First generation:** the traditional way of knowledge sharing is the idea of codification (Hansen et al, 1999) and storage.

**2.4.2 Second generation:** focuses on the social component, personalization (Hansen et al, 1999), and the way people co-operate and communicate. Formal and informal opportunities can be used like mentoring, coaching or face-to-face meetings. Codification is mostly used as a starting point, where new employees can find out what employees know and what knowledge is available. Personalization is used to see the application of the available knowledge.

**2.4.3 Third generation:** social networks are the new ways to get in touch with experts and to search for knowledge outside the organization. Using social media tools enable less physical contact between employees (p. 187).

## **2.5 Learning Styles and Knowledge Sharing**

Studies indicate that students learn differently through their physical senses of visual and auditory modalities and the tactile touch sense of kinaesthetic learning which means that everyone has his style and way of learning or having knowledge.

(Majid & Yuen, 2006) mention that many studies have highlighted the fact that information and knowledge sharing plays an important role in the learning development of students. There are many teaching methods and strategies promote teachers to encourage students for sharing information with their peers such as lecturer-centric approaches, problem-oriented teaching, contextualized teaching, target-oriented teaching and collaborative teaching strategies which are now gaining popularity (p.1057).

Educators agree that students prefer different learning methods which suit their personalities and learning styles. (Majid & Yuen, 2006) state that according to the Grasha- Reichmann Student Learning Style Scales (GRSLSS), the students can be categorized into the following six groups according to their learning styles:

**2.5.1 Independent learners:** prefer to study and work on course projects alone than with other students, self-paced instruction, independent.

**2.5.2 Dependent learners:** look at their classmates and teacher as a source of information or guidance; they prefer to tell them what to do.

**2.5.3 Competitive learners:** learn in order to perform better than their peers do in order to receive recognition for their academic accomplishments.

**2.5.4 Collaborative learners:** acquire information by sharing and by collaborating with teacher and peers. They prefer to study in small groups.

**2.5.5 Avoidant learners:** students are not enthusiastic about attending class or acquiring class content. They are typically uninterested and are sometimes overwhelmed by class activities.

**2.5.6 Participant learners:** interested in class activities and discussion, and are eager to do as much class work as possible. They are keenly aware of and have a desire to meet, teacher expectations (p.1057).

## **2.6 Why students do not share knowledge?**

People in some situations cannot share knowledge or information effectively due to many reasons effect or preclude the delivering of knowledge. For example when students are storing their information and knowledge or feeling reluctant to share it with their classmates which defeat the spirit of cooperative learning. This can be attributed to various physical, technological, psychological, and cultural and personality factors. Those are the most common barriers that people face.

### **2.6.1 Lack of time**

People, in general, feel there is a lack of time to share knowledge with who needs it. They prioritize their daily responsibilities due to the lack of time. The scare of time makes people think to share the knowledge you need extra time.

In this regard (BenMoussa, 2009) (as cited in Yip, 2011) says: "The barrier occurs because employees view knowledge sharing like a task outside of their daily work, therefore believing they need to invest extra time to share knowledge (p.16)". Students or teachers are busy with their work to give extra time for sharing knowledge with others. Sometimes they are reluctant to dedicate themselves to give time or sources for sharing knowledge.

## **2.6.2 Benefits to Oneself and Others**

People believe that knowledge is power that individual has as a blessing (McLure & Faraj, 2000)(As cited in Majid & Yuen, 2006) People tend to understand the significance of knowledge as a source of power that individuals have a private asset which is based on the thinking and a source of competitive advantage. This makes them to either hold it back or share it with selected ones (p.1075).

For that reason students or even teachers are reluctant to share their knowledge with peers, they think they will get more benefit if they do not share their knowledge (Davenport & Prusak, 1998) (as cited in Yip, 2011) say that:"those who know have power in control over who knows what, and so the advantage of being a sole owner of knowledge disappears when that knowledge is shared (p.17)".

Also the reluctant of people from sharing knowledge comes from the fear of losing the priority of knowing things and the favourable position, sharing knowledge is against some people's interest. (Davenport & Prusak ,1998) (As cited in Majid & Yuen, 2006) note that: "knowledge has a value to an individual and its sharing should be matched by appropriate incentives and rewards (p.1058)."

## **2.6.3 Fear and Uncertainty**

Another factor promotes or restricts information and knowledge sharing that people who use social media afraid of publishing things considered not important, relevant, or accurate. In this context the uncertainty of people about which information supposed to be sharing was found among the same users of social media site, inhibit them from sharing knowledge. (Plessis.D, 2008) (as cited in Yip, 2011) similarly mention that:" a lack of understanding of what knowledge is important to keep can be a big barrier to knowledge sharing (p.18)".

Another barrier related to fear is the feeling that they are not knowledgeable enough to post or share information. Others critics about the sharing information can bar the

sharing process. Furthermore, (Hew & Hara's, 2007) (as cited in Yip, 2011) study of an online teacher community showed that noticeable lack of knowledge could hinder knowledge sharing; there were teachers who felt they had limited knowledge relative to others in the community, thus preventing them from sharing.

## **2.7 Channels of Knowledge Sharing**

The importance and relevance of the internet and social media sites on our lives has influenced researchers to focus on social networking platforms and sites such as Blogs and Wikis, Facebook and how these impact on students' sharing of knowledge. Some researchers have declared that social media sites as effective tools for sharing information among students.

Due to the internet and the globalization of the world, our views of how people share knowledge become differ from earlier views regarding the most effective channel for students' knowledge sharing. For example, (Sharratt & Usoro, 2003, p.189) (as cited in Chikoor, L., & Ragsdellstress, G. 2013) stress out the importance of face-to-face interaction by quoting Pierce (2002): "this suggests in face-to-face interactions, conversations can be an effective conduit for knowledge sharing. Indeed it has been suggested that conversation may be the only effective means of knowledge sharing".

However, (Harley et al., 1999) (as cited in Chikoor, L.,& Ragsdellstress, G. 2013) assert that the type of knowledge (tacit or explicit) shared can determines the type of channel used. Explicit knowledge may be transferred through electronic communication devices, but tacit knowledge requires face-to-face communication. While, (Tan, 2009) (as cited in Chikoor,L.,& Ragsdellstress,G. 2013) from his research he stressed out that: "based on students' knowledge sharing behaviour using blogs, revealed the possibility of

blogs supporting the sharing of tacit knowledge, although he conceded that there is a degree of difficulty in doing this”.

Whenever face-to-face knowledge sharing, as described by (Majid & Yeung ,2006) is influenced by social relationships between students, (Tan, 2009) (as cited in Chikoor, L., & Ragsdellstress, G. 2013) suggests the opposite that relationships take place when sharing knowledge online. He proposes that personal relationships can be built after two students share knowledge about their interests and experiences online. Once again, the notion of circularity and a positive feedback loop is evident.

## **2.8 Motivation and Knowledge Sharing**

Motivation is Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. (Newby, 1991)(As cited in Oh & Syn, 2015) says that motivation is one of the necessary factors that encourage people to carry out actions in everyday life (p.2).

Motivation is an effective characteristic that allows people to initiate, continue, and terminate information seeking (Nahl, 2001, 2004) (as cited in Oh & Syn, 2015). One's motivation can increase or decrease depending on to what degree the person is effectively stimulated by the search process and results (p.2).

Motivation indicates as (Ryan & Deci, 2000, p. 69) (As cited in Oh & Syn, 2015) say is energy, direction and persistence which cause all aspects of activation and intention (p.4)". (Mitchell, 1982) defines motivation as "the degree to which an individual wants and choose to engage in certain specified behaviours (p. 82)."

To Share Knowledge with peers you should be motivated to do that. The successful knowledge sharing requires motivation of the individuals which can be both

extrinsic (expected organization rewards and reciprocal benefits) and intrinsic (knowledge self-efficacy and enjoyment in helping others).

According to (Ghobadi, 2015) Intrinsic motivation includes attributes of an individual to engage in a task for his/her benefits Such attributes includes enjoyment in helping others, fun, curiosity, exploration and knowledge self-efficacy. While extrinsic motivation entails the tendency of an individual to carry out a function because he/she perceived the performance of such function as essential to achieving a valued outcome (p.83).

Individuals motive themselves to Share Knowledge according to what will they get from this sharing the reward or the enjoyment corresponding to if they are the intrinsic motive or extrinsic motive.

## **2.9 Knowledge Sharing and Learning Process**

The capabilities and features of social media for sharing knowledge among peers have support from many theories on the learning process. A popular socio-cultural theory of learning is that of (Vygotsky, 1978) (as cited in Ma & Yuen, 2011) who suggests a general genetic law of cultural development that clarifies the method by which knowledge is acquired and represented through knowledge sharing and social interaction. This mechanism has two planes: the social/individual and the public/private. Learning starts on the social plane, with learners gaining new ideas and strategies through interactions with more knowledgeable others (p.213).

According to (Ma & Yuen, 2011) Individual learners then use and extend the ideas and strategies to other contexts and meanings and explanations are launched through social interactions (social to the individual). Learning then emerges in the public domain, with the knowledge being used by knowledgeable others and made available to learners. Through interactions within the public domain, individual learners understand, adjust,

and carry out the knowledge that they have learned in the private domain (public to private)(p.213).

In other theories of social learning, (Webb & Palincsar,1996) (as cited in Ma & Yuen, 2011) applied the reciprocal teaching process developed by (Palincsar& Brown ,1984) to show how knowledge sharing takes place during learning. (Harre,1984) and (Wertsch & Bivens, 1992) (as cited in Ma & Yuen, 2011) concluded the success of learning is based on the suppositions of knowledgeable members of a culture will aid others to learn and that learners will actively engage at learning activities so that higher mental functions will take place. To sum up, social interactions activate among individual learners and naturally knowledge sharing results from these social interactions. However, none of these explanations addresses the basic question of what drives learners to interact and because of this shared knowledge during learning (p.213).

## **2.10 Relationship between Attitude and Knowledge Sharing**

Attitude according to (Ayub, 2011) (as cited in Ul Haq & Haque, 2018) refers to the perspectives an individual has about things, people, groups and problems (p.33). In another definition as (Ajzen, 1991) (as cited in Ul Haq & Haque, 2018) point out that attitude is the level to which an individual has a positive or negative evaluation or judgment of the behaviour in question (p.33).

(Gremm, 2018) (As cited in Ul Haq & Haque, 2018) mentions that Positive attitude always creates an innovative environment and encourages sharing knowledge.

A study by (Yaghi et al., 2011) (as cited in Ul Haq & Haque, 2018) proved that students' attitude always motivates them to share knowledge with each other. Many researchers have investigated the relationship between attitude and knowledge sharing. Typically, as (Wei et al., 2012) (as cited in Ul Haq & Haque, 2018) university students believe that it is good to share with others because they do it gladly and sharing is caring

for them (p.34). A similar study by (Fullwood et al., 2013) (as cited in Ul Haq & Haque, 2018) was conducted in UK universities and the result confirmed that respondents thought that knowledge sharing will help us to make our relationship stronger (p.34).

On the other side, a study by (Yaghi et al., 2011) (as cited in Ul Haq & Haque, 2018) found that gleefully sharing knowledge could cause a loss in competition among peers (p.34). .But (Gagné, 2009) (as cited in Ul Haq & Haque, 2018) argued that positive attitude for knowledge sharing can be reached without any interest keeping or personal interests. Therefore, (Boateng et al., 2017) (as cited in Ul Haq & Haque, 2018) Notes that strategies should be put into use among all the educational institutions so that student can develop the attitude of knowledge sharing and share it (p.34).

## **Conclusion**

In this part, we discussed knowledge sharing among students, starting with definitions of the term knowledge sharing and the types of knowledge, also the different factors that encourage knowledge sharing and generations of it. In this part, we also mentioned the learning styles of students with relation to knowledge sharing and the barriers of knowledge sharing. Furthermore, we talked about channels of knowledge sharing, motivation and knowledge sharing, knowledge sharing and learning process and relationship between attitude and knowledge sharing. Accordingly, to that, we will discuss in the second chapter the field work of this research study.

## **Chapter Two: Field Work and Data Analysis**

### **Introduction**

This chapter is focused on analysing of the findings attained through the investigation tools in the current case study. The objective of this investigation is to emphasise on the impact of social media (Facebook) to facilitate knowledge sharing among EFL students. In order to answer the research questions and confirm the hypotheses, a questionnaire was addressed to first year master students of English and an interview to teachers of different modules at Mohamed Kheider University Biskra.

### **3.1 Research Methodology: Research Design**

In this section, a detailed outline of the research approach, strategies, and data collection method will be provided by explaining how data will be collected.

#### **3.1.1 Research approach**

In our research, we opted for the qualitative approach to investigate The Impact of social media (Facebook) to facilitate Knowledge Sharing among EFL students at Biskra University through their opinions and views. We will rely on the qualitative approach, in order to obtain our goal which is, to describe how students share knowledge by social media. Moreover, through qualitative approach, we seek to explore answers to the problem raised in the research questions.

Since qualitative approach studies things in their natural settings and focuses in understanding a research query as a humanistic or idealistic approach. Also it understands phenomena in terms of meanings people bring to them, and to understand how people perceive and understand value and perceptions that underlie and influence behaviour we have attempted to analyse our subtracting problem on both learners and teachers, and take their opinions as standards by which our research questions will be answered.

### **3.1.2 Research Strategies**

We have attempted to use the case study as a research strategy to emphasise on a limited number of EFL learners, and provide the basis for the application of our research topic to be investigated within its real life context.

### **3.1.3 Methodology**

The choice of the method has been determined by the nature of the study. This work adapts the descriptive method because it helps fill in the research community's understanding of the initial. In addition it can determine the facts about the actual situation (the impact of social media to (Facebook) to facilitate knowledge sharing among EFL students). For that reason we may clarify the relation between social media and knowledge sharing.

## **3.2 Population and sample**

### **3.2.1 Students**

Thirty eight students responded to the questionnaire were randomly chosen among total of first year master applied linguistics English population 195 students at Mohamed Kheider University Biskra. The selection of such sample was based on consideration that students of master one are more needed to sharing knowledge between them.

### **3.2.2 Teachers**

We have dealt with four teachers of different modules at the division of English at Biskra University. Those teachers were selected randomly.

### **3.3. Research design**

#### **3.3.1 Description of questionnaire**

The students' questionnaire is mainly designed to check students' understanding of how social media could be a modern tool for teaching and learning process. Also, it aims to provide students with meaning and importance of knowledge sharing. The questionnaire consists of 19 questions which are arranged in a logical way. They are either closed-ended questions requiring from the students to choose 'yes' or 'no' answers, or to pick up the appropriate answer from a number of choices, or open-ended questions requiring from them to give their own answers and justify them, and one open-ended question to let them suggest and share new ideas. This questionnaire is composed of three sections:

##### **Section one: background information**

It consists of three questions; it aims to gather information about students' age, gender, their level in English.

##### **Section Two: Students' information about social media**

It contains eight questions. It aims to obtain information about students' information about social media.

##### **Section Three: The importance of the students' knowledge sharing**

It contains seven questions about how knowledge sharing improve student's level? And what it is the importance of it?

#### **3.3.2 Description of the teachers' interview**

It is composed of eleven open-ended questions; it provides teachers views about the importance of social media in education and how it helps in knowledge sharing.

### 3.4 Data Analysis

#### 3.4.1 Analysis of the students' questionnaire

##### Section one: Background information

**Q1:** Your gender is:

a, male,            b, female

**Table 01: Students' gender**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Male</b>	<b>10</b>	<b>26.3%</b>
<b>Female</b>	<b>28</b>	<b>73.7%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

From the table above, 28 of respondentss are females, while 10 of them are males. This high number of female enrolled in the division of English at the University of Biskra proved that females are more committed and successful than males; and they have more tendencies towards studying foreign languages and English in particular.

**Q2:** Your age is:

a,22-25            b , 25-28            c, more than 28

**Table 02: Students' age**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>22-25</b>	<b>28</b>	<b>73.7%</b>
<b>25-28</b>	<b>6</b>	<b>15.8%</b>
<b>More than 28</b>	<b>4</b>	<b>10.5%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

Seventy three point three per cent of the responses are between 22 to 25 years old that mean they passé their school years successfully. 15.8% of them are between 25 to 28 years old it means they fail in 2 or three years probably in baccalaureate exam. While 10.5% are more than 28 years old it means maybe they stopped their studies to work then start back or they finished their studies in different branch then they change it.

**Q3:** Your level in English is:

a, Average      b, Good      c, Very Good      d, excellent

**Table 03: Students' level in English**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>4</b>	<b>10.5%</b>
<b>B</b>	<b>17</b>	<b>44.7%</b>
<b>C</b>	<b>10</b>	<b>26.3%</b>
<b>D</b>	<b>7</b>	<b>18.4%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

From the table above, 44.7% from responses having w good level in English. And 26.30% of them have a very good level. While 10.5% have an average level. Finally 18.4% have an excellent level.

**Section two: social media (Facebook)**

**Q4:** Do you think using new technology in teaching a foreign language can improve your level in English?

- a. Yes,                      b. No

**04: Students’ opinion on using new technologies to improve their level in English**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>37</b>	<b>97.4%</b>
<b>No</b>	<b>1</b>	<b>2.6%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

2.6% of the responses say no, it cannot improve our levels. While 97.4% of them say yes it could improve our level in English.

**How:**

The 97.4% who answer by yes say that by Language teaching is a subject that needs creativity and being updated with latest techniques and strategies in teaching to insure the best outcome. While the 2.6% say that Learning depends on the person, by using technology it is not going to make a big Change.

**Q5:** Do you like social media?

a. Yes, b. No

**Table 05: Students' admiration to social media**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>35</b>	<b>92.1%</b>
<b>No</b>	<b>3</b>	<b>7.9%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

92.1% from the responses say that they do like social media. While 7.9% do not like social media.

**Justify your answer:**

5 of the answers say it makes human life easier by reducing time and money. Also 10 of them mention that it allows you to know what happened all over the world. Moreover 18 of them state out that it improves our foreign languages. 8 of them say there it makes the world small place where you communicate with people from all over the world.

**Q6:** In your point of view, what meant by social media?

**Table 06: Students' definition of social media**

<b>Responses</b>	<b>Numbers</b>	<b>Percentage</b>
<b>A</b>	<b>10</b>	<b>26.32%</b>
<b>B</b>	<b>17</b>	<b>44.37%</b>
<b>C</b>	<b>11</b>	<b>28.95%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

10 of the respondents' state out that it refers to the sites that allow you to communicate with people from all over the world with different cultures and languages. Moreover; 17 from them mention that it is the media where you find all the news, issues, information...etc. 4 of them note that it is crucial community that gather all the people for sharing thoughts, news, ideas.

**Q7:** Do you have a count of Facebook?

- a. Yes,            b. No

**Table 07: students' facebook account**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>38</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

All the responses 100% say yes that mean all of them have a facebook account.

**Q8:** How much time did you spend on Facebook per day?

a,1 hour,            b, 2 hours            c, 4 hours,            d, more than that,

**Table 08: students' time spending on facebook**

<b>Responses</b>	<b>Numbre</b>	<b>percentage</b>
<b>A</b>	<b>3</b>	<b>7.9%</b>
<b>B</b>	<b>9</b>	<b>23.7%</b>
<b>C</b>	<b>5</b>	<b>13.1%</b>
<b>D</b>	<b>21</b>	<b>55.2%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

55.2% spend more than four hours on facebook per day. 7.9% from the responses spend 1hour per day. 13.1%of them say that they spend 2 four hours. And 23.7% spend 2 hours per day on facebook.

**Q9:** Does your teacher's friends with you on Facebook?

a. Yes,            b. No

**Table 09: teachers are friends with heir students on facebook**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>21</b>	<b>55.3%</b>
<b>No</b>	<b>17</b>	<b>44.7%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

55.3% of the teachers are friends on facebook with their students. And 44.7% from the responses are not friends on facebook with their students.

**Q10:** In your opinion, do you think that using social media can improve your level in English?

- a. Yes,                      b. No

**Table 10: Students' views on How SM can improve their level in English?**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>34</b>	<b>91.9%</b>
<b>No</b>	<b>4</b>	<b>8.1%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

**Justify your answer:**

24 students say that since our generation is more attached with social media this strategy may motivate them to learn outside classroom by watching English videos and movies and listening to English songs you can learn a lot and get used to English. Other 14 mention that Social media became a window to other's language, culture and beliefs. These are connected and from them we can learn and improve our English by observing the native's use of language and how they translate their thoughts. the 4 students who say no they justify their answer by they do not spend a lot of time using social media unless they wanted to talk to my friends or relatives that's it.

**Q11:** Do you think that social media brings you a target language and its culture?

a. Yes,

b. No

**Table 11: How SM brings target language and culture to student.**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>32</b>	<b>84.2%</b>
<b>No</b>	<b>6</b>	<b>15.8%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

From the table 84.2% of student say yes it brings culture and language. While, 15.8% of them say no it did not bring culture.

**How:**

84.2of responses say that by listening, speaking and writing, and discussing in different fields of life, social and cultural sides and by Making contacts with people from other countries and cultures will obviously make you conscious about thier culture and language. The 15.8% mention that in order to be familiar with someone's culture you have to live with him/her.

**Section three: knowledge sharing**

**Q12:** Have you ever heard of knowledge sharing terminology?

- a. Yes            b. No

**Table 12: Students' knowing of Knowledge sharing.**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>18</b>	<b>47.37%</b>
<b>No</b>	<b>20</b>	<b>52.63%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

52.63% of students do not know knowledge sharing. And 47.37% know the terminology knowledge sharing.

**Q13:** In your opinion, what is knowledge sharing?

- a. sharing academic information on social media
- b. is a process in which people provide a helpful answer to requested information

c. is a task where individuals give knowledge and experience to others

**Table 13: Students' definition of knowledge sharing**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>15</b>	<b>39.47%</b>
<b>B</b>	<b>10</b>	<b>26.32%</b>
<b>C</b>	<b>13</b>	<b>34.21%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

39.47% of responses choose sharing academic information on Social Media.

26.32% prefer second answer which is a process in which people provide a helpful answer to requested information. 34.21% say it is a task where individuals give knowledge and experience to others.

**Q14:** Have you ever share something academic on social media?

- a. Yes                      .b. No

**Table 14: Students' opinion on sharing something academic on social media**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>29</b>	<b>76.3%</b>
<b>No</b>	<b>9</b>	<b>23.7%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

76.3% of students share academic data on facebook. While; 23.7% of students do not share something academic on facebook.

**Justify your answer:**

23.7% of responses justify their answer by something academic requires a qualified person. And 76.3% of them say to help people find the information they are looking for and to show experience and knowledge for the benefit of people.

**Q15:** who do you share information with?

a, Group

b, selected students

**Table 15: students who you share knowledge with**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Group</b>	<b>24</b>	<b>63.16%</b>
<b>Selected students</b>	<b>14</b>	<b>36.84%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

63.16% of responses show that they share knowledge in group, and 36.84% of them shows that they share knowledge with selective students.

**Justify your answer:**

36.84% of responses say that they share with select people who I know that they are interested in a same topic. 63.16% of them share in group because they are a member of the group in which they share common information concerning learning.

**Q16:** Do your teachers share knowledge with you on social media sites like Facebook?

a. Yes. b. No

**Table 16: teachers' knowledge sharing**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>22</b>	<b>57.89%</b>
<b>No</b>	<b>16</b>	<b>42.12%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

From the table above, 57.89% of responses say yes teachers share knowledge on social media. And 42.12% say no they do not share knowledge.

**Q17** The knowledge that your teachers share with you are consisted of:

- a. lectures of module
- b. answers on some of your questions
- c. video scripts about subjects of module
- d. extra subjects out of the program for learning

**Table 17: teachers' types of knowledge sharing**

<b>Responses</b>	<b>Number</b>	<b>percentage</b>
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<b>A</b>	<b>15</b>	<b>39.47%</b>
<b>B</b>	<b>7</b>	<b>18.42%</b>
<b>C</b>	<b>6</b>	<b>15.79%</b>
<b>D</b>	<b>10</b>	<b>26.32%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

39.47% of responses say that teachers share lectures of module. 18.42% of them say they answer on some of your questions. And 15.79% of them share video scripts about subjects of module. 26.32% mention that teachers share extra subjects out of the program for learning.

**Q18:** Do you think sharing knowledge with your peers can make you lose the priority of knowing more and perform better?

- a. Yes . b. No

**Table 18: Students' opinion about knowledge sharing effects on student level**

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>6</b>	<b>15.8%</b>

<b>No</b>	<b>32</b>	<b>84.2%</b>
<b>Total</b>	<b>38</b>	<b>100%</b>

84.2% of responses say that knowledge sharing does not make students lose their performance. And 15.8% say it effect students' performance.

**How:**

84.2%of responses justify their answer by knowledge is sharing and he more they can provide information the more i get motivated to learn and look for more. 15.8% of them did not justify their answer.

**Q19:** How you will benefit from sharing knowledge?

<b>Responses</b>	<b>Number</b>	<b>Percentage</b>
<b>A</b>	<b>12</b>	<b>31.58%</b>
<b>B</b>	<b>8</b>	<b>21.05%</b>
<b>C</b>	<b>18</b>	<b>47.37%</b>
<b>Total</b>	<b>100</b>	<b>100%</b>

12 students answer by gaining more information and experiences from expert ones. 6 of them say by correcting my mistakes and gaining reliable information. 18 responses mention by open our minds on others views, rising our critical thinking to perform better.

**3.4.2 Analysis of the teachers' interview**

**Q1:** in your point of view what is meant by social network sites?

**T1:** Social network as far as I can understand Facebook, email, twitter

**T2:** Social network sites I think are electronic platforms for different purposes for entertainment for study, for sharing ideas, businesses profits

**T3:** It means those networks which is facilitate communication between people of deferent ages, interest

**T4:** Social media facebook Instagram this are website which are meant to gather people around the world for chat so as I said exchanging pictures files thoughts memories

Through the answers of teachers we find that social network sites are combination of sites which assist the communication between people.

**Q2:** Do you see having a count on social network sites as Facebook is necessary for now?

**T1:** I do not have a Facebook account

**T2:** Yes it is necessary for me I think u should keep up with these recent developments and technology you cannot be separate from the world, they let you always see all what is going on the world in positive or negative

**T3:** I have account on facebook, YouTube, Instagram

**T4:** Of course it is necessary nowadays because it is part of 21 first century life u need to have a facebook account to see what is new it is a necessity

The results reveal that having a facebook account is necessary to keep you up to dates to the development that happen in the world.

**Q3:** are your students' friends with you on facebook?

**T1:** we pass the question

**T2:** I do have a few students not all of them , the problem of student they keep disturbing you some of them are bit annoying that is why sometimes I reject certain invitations unless I know who the person and what for.

**T3:** Some of them but I always limit the scoop of friendship to practical and serious in things about our study

**T4:** No, because I have a personal account not a professional page

From the teachers point of you we find that teachers prefer to make a distance between teacher and student due to the students' step in teachers' private life.

**Q4:** Have you ever found yourself in a weird situation with student because of the misuse of social media?

**T1:** We pass the question

**T2:** Yes absolutely, many times two years ago I had a student master who did not get a good grades I talked to him I said your level is not good enough to get 10 as grade , he sent along message to me saying inappropriate things to me .

**T3:** Sometimes, for example sometimes you receive from them some awkward expressions or questions you make you really make you question about their audacity sometimes

**T4:** Actually they send me messages on Facebook but I declined those messages

The teachers' response reveals that some students overstep the limit of respect by butting in teachers business.

**Q5:** in your opinion should teacher put conditions that students on Facebook should not pass?

**T1:** we pass the question

**T2:** If you have a group of a student's then you have a policy of ethical rules not be passed, the group of learners should reflect the level of the community its self

**T3:** Personally I never chat I hate except when I receive a question, I tell them to leave a message it is good to create a good relationship between you and your students.

**T4:** Of course it is very necessary to agree on number of conditions especially when you create a personal Facebook page then you set number of rules for the student or anyone who can access to your page

The result reveal that we cannot control facebook, just if you have a group or a page there you can make a policy that if someone pass those conditions he/she will be banned.

**Q6:** Do you see it is better from the faculty to make a site that up gathers teachers and students for academic enquiries and courses? (Not just for marks)

**T1:** It such a good idea I hope they will do that it helps teachers and students alike

**T2:** I totally agree, electronic platform or Facebook account that links both teachers and students in academic setting, I do encourage this for example sharing lessons, activities interests, speaking groups, clubs

**T3:** They already did it is very good idea, they put the lessons and activities, their practice, and handout

**T4:** Actually, they are working on the model platform which meant for E-learning where the teachers put their courses and lessons even the test and the student will be able to create an account then they can access to lectures and activities designed by teachers

All the teachers agree that it is a good idea if the faculty makes a site that gather up students and teachers for getting lectures, academic requirements that will be beneficial for students and teachers alike.

**Q7:** from your experience as a teacher/ doctor at the university, do you consider social media as a modern tool for teaching and learning process?

**T1:** Definitely so we are in 21 first century we need live our century fully and use its means fully too

**T2:** I do consider it as modern tool it should be integrated in our classes, as I said before you cannot separate yourself from what is going on in the world technology now is everywhere, we as teachers we should keep pace with this

**T3:** It depends, if you devote it to study, to learn, and even to make friendship, but if you devote it only have fun, to chat all the time or to exchange your senses it will be something negative

**T4:** Well we can ..... the attention of the students and the teacher was the positive of social media because most of the time we talk only about what is negative social network have a positive side we can benefit from 21 first century generation or considered as digital natives we can use social media as a teaching tool.

**Q8:** what do you think about using Facebook for academic purposes?

**T1:** This is another good idea too we need to have facebook and academic tools it will very benefit for the students

**T2:** It is very useful , I am part of many academic groups , I interact I share I put likes and sometimes dislike ,some academic groups are very helpful .

**T3:** I told you if you use it for academic purposes It is very nice, the end justify the means

**T4:** It could be a very good idea especially as I said for digital native student because now traditional way of teaching does not meet the need and interest of nowadays student so we can benefit from Facebook or any other social network In order to teach or to learn so from both sides' teachers and students

From teachers responses we reveal that using facebook as a modern tool for academic purposes it will meet students' needs and interests.

**Q9:** Do you see the use of Facebook outside of the classroom to interact with students for courses/lessons makes teacher gain more time in the classroom for activities or discussions?

**T1:** Yes, as u said it will facilitate teacher's task and student's task and will encourage their interaction

**T2:** Yes I totally agree I think we need this to facilitate the process for example activities out the class time. I can post certain activities for further practice or as preparatory phase for the lessons

**T3:** Through oriented and limiting the range of the material which is put like YouTube channel I put all my lessons there for my students

**T4:** Personally I never tried it I can guess it will be a great idea especially if student and the teacher agree on specific time where the majority of them have internet access then they devote an hour a week or two hours a week to discuss maybe the problems they face in classroom to get feedback from the student

From teachers perspective we reveal that using facebook outside the classroom for academic purposes, by facilitating the learning process through putting activities and lectures on facebook that students in any time can access and learn from them.

**Q10:** How can the use of social media help in facilitating the exchange of academic data?

**T1:** It will help them in every way in linguistically psychologically socially social linguistically

**T2:** The problem with social media , sometimes it deviate from its original purposes it happens that groups create for example a Facebook account at the beginning they start in a good way they respect the policy of the group then eventually it ends up to be an entertaining group non sense post could be published

**T3:** It is now one of commonest and most widely used tools after medication, Facebook send everything it is faster, more practical

**T4:** Nowadays there is no escape from the use o technology we cannot rely on just papers and board we need to use technology in research or giving assignments to student it helps a lot I mean u can exchange E-books information links to academic websites and it facilitate the task you can gain time and energy without moving to university

The use facebook can help in exchanging academic data by exchanging websites, blogs, digital book because it is faster and more practical

**Q11:** what are the advantages of using Facebook as a way of exchange academic data?

**T1:** By using Facebook, you will read a lot write a lot spell a lot u will be more competent in foreign language

**T2:** The advantages it is whether to prepare student for the class activity or to suggest a full of activities it could be a good way to share references it is good way for introverts students who do not like show themselves in classroom

**T3:** facebook is faste,r practical and it is consulted every moment

**T4:** As I mentioned earlier, we need to focus on positive side of social media and of course as an advantage it can be so easy for a student and even for the teacher to exchange files PDF files E-books as I said websites so this is very good advantage the feedback normally is instant if you put something or you post something the students are going to comment on the internet right away you do not need to wait until to meet them and see their feedback it gains more time.

From the results we reveal that the advantages of using Facebook to exchange academic purposes are gaining more feedback by commenting, another advantage is preparing student for the class activity or to suggest a full of activities and also it is faster, practical and it is consulted every moment

## **Conclusion**

This chapter presented the data collection and the results obtained from students' questionnaire and the teachers' interview. Subsequently; it explained primarily the methodology, participants, and research aim and research instruments. From the analysis of all the data gathered, we find out that most students are not aware of the importance of knowledge sharing and how social media has a big impact on it. However, teachers put an emphasis on how we should maintain social media. Both teachers and students have reported that social media has a big role in teaching and learning process. The study has given an answer to all the research questions and achieved its aims. The research tools have confirmed the research hypothesis. The use of social media can facilitate the knowledge sharing.

## **Recommendation**

This study aims to investigate the big role that social media has in improving students' level in learning a foreign language and facilitating knowledge sharing among EFL students'. Also it sees how Social media can be modern tool in the teaching and learning process. Since social media is a part from education this study suggests some recommendations:

For teachers:

- Teachers should make a professional Facebook accounts for sharing knowledge with their students.
- Teachers should motive the students to use their Facebook accounts in sharing knowledge.
- Teachers should involve social media in teaching foreign language.
- Teachers should include in teaching activities that could be sharing in social media.

For students:

- Students should not butt in teachers' private life.
- Students' should get benefit from using social media in academic purposes as possible as they can.
- Students' should break the barriers that prevent them from sharing knowledge.

## **General Conclusion**

The 21 century has known big changes and many inventions. One of these inventions is social media, and it is considered as discover of the century, it is one of the most bases of our lives. It has a big significance in all domains of life. Furthermore it is important in the field of education since the students are internet students (digital people). It makes students gain more information and converge with expert people and native speakers. To publish or share something academic called knowledge sharing and it is more facilitated in social media. Knowledge sharing is to share something that makes a different to the received one. Our study investigates the impact of social media (Facebook) use on facilitating knowledge sharing among EFL students. The analysis of the gathering tools has confirmed our hypothesis that social media can be a modern tool in teaching and learning process it facilitates knowledge sharing. Also, it encourages students to share knowledge with their peers.

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## Appendices

### Appendix 01 : Students' Questionnaire

Dear students,

You are kindly requested to answer this questionnaire which is part of my Master dissertation.

This latter is aimed to investigate the impact of social media site (Facebook) on facilitating the knowledge sharing among EFL students. Thus, it is necessary to involve our first year master

English students at University of Mohammed Kheider Biskra in this investigation in order to

include their views concerning the subject. Please, make a tick (√) in the corresponding box

and make a full statement whenever it is necessary.

Thank you for your time and your collaboration

#### Section one: general information

1. Gender: male  , female

2. Age: 22-25  , 25-28  , more than 28

3. Your level in English:

Average  Good  Very Good  excellent

#### Section two: social media (facebook)

4. Do you think using new technology in teaching foreign language can improve your level in English?

a. Yes  , b. No

How:

.....

.....

5. Do you like social media?

a. Yes  , b. No

Justify your answer:

.....  
.....

6. In your point of view, what meant by social media?

.....  
.....

7. Do you have a count of Facebook?

a. Yes  , b. No

8. How much time you spent on Facebook per day?

1 hour  , 2 hours  , 4 hours  , more than that

9. Does your teachers friends with you on Facebook?

a. Yes  , b. No

10. In your opinion, do you think that using social media can improve your level in English?

a. Yes  , b. No

Justify your answer:

.....  
.....

11. Do you think that social media brings you a target language and its culture?

a. Yes  , b. No

How:

.....  
.....

**Section three: knowledge sharing**

12. Have you ever heard of knowledge sharing terminology?

a. Yes  .b. No

13. In your opinion, what is knowledge sharing?

- a. sharing academic information on social media
- b. is process in which people provide helpful answer to requested information
- c. is task where individuals give knowledge and experience to others
- d. other

Justify your answer:

.....  
.....

14. Have you ever share something academic on social media?

a. Yes  .b. No

Justify your answer:

.....  
.....

15. Do you share information with who?

Group  , selected students  , other

Justify your answer:

.....  
.....

16. Do your teachers share knowledge with you on social media sites as Facebook?

a. Yes . b. No

17. The knowledge that your teachers share with you are consisted of:

- a. lectures of the module
- b. answers on some of your questions
- c. video scripts about subjects of the module
- d. extra subjects out of program for learning

18. Do you think sharing knowledge with your peers can make you lose priority of knowing more and perform better?

a. Yes  . b. No

How:

.....  
.....

19. How you will benefit from sharing knowledge ?

.....  
.....

Thank you so much

## Appendix 02 : Teachers' Interview

This interview is part of the research work and the main purpose of this interview is to identify  
The impact of social media (Facebook) use on facilitating knowledge sharing among EFL  
Students. Case study first-year master English student at Mohamed Kheider University  
Biskra. You are kindly requested to answer these questions and thank you for your  
collaboration in Advance.

**Q1:** in your point of view what is meant by social network sites?

**Q2:** Do you see having a count on social network sites as Facebook is necessary for now?

**Q3:** are your students' friends with you on facebook?

**Q4:** Have you ever found yourself in a weird situation with student because of the misuse of social media?

**Q5:** in your opinion should teacher put conditions that students on Facebook should not pass?

**Q6:** Do you see it is better from the faculty to make a site that up gathers teachers and students for academic enquiries and courses? (Not just for marks)

**Q7:** from your experience as a teacher/ doctor at the university, do you consider social media as a modern tool for teaching and learning process?

**Q8:** what do you think about using Facebook for academic purposes?

**Q9:** Do you see the use of Facebook outside of the classroom to interact with students for courses/lessons makes teacher gain more time in the classroom for activities or discussions?

**Q10:** How can the use of social media help in facilitating the exchange of academic data?

**Q11:** what are the advantages of using Facebook as a way of exchange academic data?

## المخلص

تهدف هذه الدراسة إلى التحقيق في مدى تأثير استخدام مواقع التواصل الاجتماعي فيسبوك على تسهيل تبادل المعارف بين طلبة اللغات الأجنبية في قسم اللغة الانجليزية في جامعة محمد خيضر. و من هذا السياق نسلط الضوء على مواقع التواصل الاجتماعي و كيف يمكن أن تكون وسيلة تعلم و تدريس لغة أجنبية و تأثيرها على تبادل المعارف بين الطلبة. لذلك دراستنا تهدف على اقتراح مواقع التواصل الاجتماعي كوسيلة لتسهيل عمليك التعلم, التدريس و تشجيع الطلبة على تبادل المعارف.و تكسير الحواجز التي تمنع الطلبة من تبادل المعارف. و من هذا السياق نفترض أن مواقع لتواصل الاجتماعي باستطاعتها تسهيل تبادل المعارف بين لطلبة. من منظور منهجية علمية نؤمن أن استخدام المنهاج النوعي هو الأنسب لتعميم تأثير مواقع التواصل الاجتماعي على تبادل المعارف . لتحقيق لهدفنا استعملنا نوعين من أساليب جمع المعلومات: استفتاء قدم بشكل عشوائي ل38 طالب سنة أولى ماستر علوم اللسان و مقابلة لأربعة أساتذة من شعبة الانجليزية. من خلال تحليل نتائج الاستفتاء و المقابلة و جدنا أن موقع التواصل الاجتماعي فيسبوك له أهمية كبيرة في تسهيل تبادل المعارف بين طلبة اللغات الأجنبية و كذلك يحسن مستوي الطلبة في الانجليزية,من خلال المحادثة مع المختصين و متحدثي اللغة الأصليين, من اجل الحصول على معلومات حول اللغة. علي أية حال يمكن لمواقع التواصل الاجتماعي أن تصبح وسيلة حديثة في التعلم و التدريس.