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Motivation and instructor's self-disclosure using Facebook in a French online course context

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Motivation And Instructor's Self-Disclosure Using Facebook In A French Online
Course Context

by

James M. Aubry

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Secondary Education
College of Education
And
Department of World Languages
College of Arts and Sciences
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MOTIVATION AND INSTRUCTOR'S SELF-DISCLOSURE USING FACEBOOK
IN A FRENCH ONLINE COURSE CONTEXT

James M. Aubry

ABSTRACT

This dissertation investigated the effects of instructor's self-disclosure using the Facebook social networking online platform on students' motivation types, attitudes, and performance in the course.

The participants were 104 beginning French students enrolled in an online French course at a research one university in the southeast U.S. The participants were divided into a Facebook group, where they could access the instructor's Facebook profile throughout the semester, and a control group. Demographic data about the participants were gathered through a background questionnaire. Two instruments were used for determining respectively the types of motivation exhibited by students and their attitudes toward the course and its instructor. An open-ended exit questionnaire provided qualitative data about the participants' experience in the study.

The results indicated that participants in the Facebook group experienced a significant shift in motivation type that research has determined as being beneficial for language learning. No such shift occurred in students assigned to the control group. However, there was no significant difference in attitudes toward the course and its instructor between the two groups. Furthermore, there was no significant difference in performance between the two groups. Qualitative data suggests that participants in the Facebook group were more inclined to relate with the instructor whereas participants assigned to the control group were more hermetic to the idea of instructor's self-disclosure through Facebook.

CHAPTER I

INTRODUCTION

General Introduction to the Study

The digital revolution, which started in the 1990s, appears in the first decade of our new century to be touching an increasing number of domains, and particularly the educational field. Most schools and universities across the country are now equipped with computers and instructors are encouraged to introduce digital media into their curricula. Language specialists, who saw it as an opportunity to introduce authentic material to the class, appear to have embraced the emergence of the digital age in particular (Rosell-Aguilar, 2007). In recent years, pop culture has supplemented the digital offerings with the advent of an array of practices anchored in personal exposure such as podcasting, blogging, or YouTube videos to a potential worldwide audience and, by extension, to foreign language learners in need of exposure to authentic materials. These include social networking websites such as MySpace and Facebook, which are becoming increasingly popular among college students. This phenomenon is closely associated with university life as the website Facebook was originally only accessible by those who could confirm they possessed a university or college email address.

It will not be long before Facebook crosses over to members of college faculty as professors have started creating pages to keep in touch with their students (Hewitt & Forte, 2006). This web application, initially intended for students, has the potential of turning into a valuable instructional tool for teachers interested in promoting interactions with students. Social networking sites could also complement courseware packages, such as WebCT and Blackboard, that are commonly used by instructors of online courses. By fostering the social dimension of the teacher-student relationship, Facebook and MySpace have the potential to enhance students' experience in their online language course environment, which is, by nature, constrained since students are learning the target language in a vacuum, with very limited contact with the instructor, their classmates, and the target language community.

Websites such as Facebook and MySpace have the potential to increase exchanges between teachers and students in online course environments. The use of such websites could also prove invaluable for foreign language teachers, whose teaching entails social components because of the very nature of language itself - a communicative tool deeply anchored in its speakers' social context. It is also interesting to note that students who are currently enrolling in colleges have already been immersed in the digital age since their early teens. Compared to the generation that preceded them, today's students are fluent in the use of new media, which have quickly become a part of their daily lives. The introduction of such media in the foreign language classroom can, therefore, be

seen as a strategic move that would link learning to the students' immediate reality.

The introduction of Facebook in an online foreign language class context has the potential to reshape the instructor/student relationship in this setting that has been criticized for being artificial and dull (Caplan, 2004). In a formal in-class course setting, the instructor has the opportunity to connect with the students in a variety of ways, including the release of personal information. This self-disclosure on the part of the instructor has been shown to positively impact students' motivation and by extension their aptitude for learning (Gardner & Lambert, 1972).

In an effort to shed some light on how technology can help bridge the gap between the self-disclosure rich context of face-to-face courses and the self-disclosure limited context of online courses, this study sought to explore the use of Facebook as an instructor self-disclosure tool. Its effect on students' motivation is analyzed.

Background of the Study

In the 1980s, researchers claimed that motivation is one of the most important variables affecting language learning. Social context (defined in Clément's (1980) and Gardner's (1985) studies as a social environment conducive to creating a feeling of solidarity among its members) was shown as the main element fostering the development of language motivation (Clément, 1980; Gardner, 1985). Sustaining effective language learning through students'

identification with a social context is a task instructors in the foreign language classroom often find themselves undertaking in the absence of any other direct contact with the target language group. Therefore, they often adopt the role of ambassador of the target language group (Clément, Dörnyei, & Noels, 1994). This usually works well in a traditional classroom environment (Clément, Dörnyei, & Noels, 1994); however, it can be difficult to implement in an online environment. In a face-to-face foreign language classroom environment, instructors often describe, deliberately or spontaneously, their own experiences learning the target language or living in the target culture. During these exchanges, they disclose personal information that may have a positive impact on students' attitudes towards their teacher (Nussbaum, Comadena & Holladay, 1987). A number of studies have suggested that instructors who self-disclose are often perceived more effective in explaining course content (Andersen, Norton, & Nussbaum, 1981; Bryant, Comiskey, Crane & Zillman, 1980; Civikly, 1986).

Currently, in times when many colleges and universities are multiplying their online course offerings, researchers have started conducting studies to determine the impact of teacher online self-disclosure on students. A 2004 study concluded that increased contact with an instructor in the form of online self-disclosure positively affected students' motivation (O'Sullivan, Hunt, & Lippert, 2004). Another study used Facebook as an online intermediary between the teacher and the students and concluded that the instructor's online self-disclosure positively affected the students' motivation, affective learning and classroom climate (Mazer, Murphy, & Simonds, 2007). Both these studies,

however, were conducted in communication courses and not in language courses. The present study introduces Facebook to students enrolled in an online French course as a vehicle for teacher self-disclosure.

A tremendous amount of research exists in motivation in the fields of psychology and education. Gardner and Lambert were pioneers in this domain and are the architects of the socio-psychological period in motivational research in Second Language Acquisition (SLA). The main tenet of their theory is that success in language learning depends on the learner's attitudes towards the linguistic cultural community of the target language. A positive attitude towards the target language and culture results in better learning. Gardner and Lambert inspired a vast amount of research, especially in Canada. They believe that Canada is a society suffering from an ethno linguistic split, and that increasing motivation to learn the other community's language may be the stepping-stone in reconciling the Francophone and Anglophone communities (Gardner & Lambert, 1972).

Deci and Ryan (1985) formulated a new concept compatible with Gardner and Lambert's theory; the self-determination theory (SDT). The dichotomy this theory makes between intrinsic motivation (IM) and extrinsic motivation (EM) has been researched in a language learning context and empirical evidence demonstrated that the distinction between these two types of motivation can help predict the outcomes of L2 learning (Ramage, 1990; Tachibana, Matsukawa, & Zhong, 1996). Ramage (1990) found that among level-2 French and Spanish high school students, continuing students are those who demonstrate interest in

learning the language and the culture thoroughly, thus exhibiting intrinsic motivational characteristics. Students whose only interest was to fulfill a college entrance requirement, thus exhibiting extrinsic motivational characteristics, ended up discontinuing their language studies. Tachibana, Matsukawa, and Zhong (1996) investigated 801 Chinese and Japanese students of English. They discovered that students' interests in learning the language were only related to their final high school examination (an extrinsic reason); furthermore, the students' interest dramatically declined once the students had taken the examination.

Purpose of the study

According to Gardner's socio-educational model of second language acquisition (1985), a model representative of the socio-psychological period during which it was conceived, language learners are at the center of a dynamic process, which is constantly influenced by a set of affective variables such as attitude, orientations, anxiety and motivation. The present study adopts a self-determination theory framework and draws upon works by Mazer et al. (2007), and Noels et al. (2003). The former study investigated the effects of teacher self-disclosure using Facebook on students enrolled in a face-to-face communication class whereas the latter examined self-determination theory in a language-learning context. Rather than looking at a face-to-face course environment, the present study is conducted in an online environment where Facebook is used as the only means of teacher self-disclosure, (unlike in a face-to-face environment where teacher self-disclosure can occur spontaneously). It also explores whether

students' motivation, a potential factor of student's success in a foreign language class (Gardner, 1985), is impacted by teacher's self-disclosure in an online course.

The purpose of this experimental study is, therefore, to explore the effects of a teacher controlled computer-mediated self-disclosure on university students' motivation, attitude, and success in learning French as a foreign language.

Research Questions

1. Is there a significant change in motivation type between the Facebook group and the comparison group before and after the Facebook exposure?
2. Is there a significant difference in mean attitude between students assigned to the Facebook group and the comparison group?
3. What are the students' overall impressions of the use of Facebook on the instructor's part? Do students' responses indicate any change in impressions of course and instructor?
4. Is there a significant difference in performance in the course between the Facebook group and the comparison group?

Delimitations of the Study

The participants in this research study were enrolled in the first two levels of undergraduate online French at a regional metropolitan university during one semester. The first and second semester sections of a two semester French course (French 1 and French 2) were examined. Most students take these two sections to fulfill the two semester foreign language university requirement. A few of these students may choose French as a major or a minor later on in their studies. The students enrolled in the course by emailing the instructor to obtain a registration permit and they had to confirm that they did not take an extensive number of French courses in high school. The students had no prior knowledge of the study at the time of enrollment.

A majority of the students who enrolled in French 2 when this study took place (Spring 2009), had already taken French 1 the semester before with the same instructor. This same instructor teaches both French 1 and French 2. Contact with the instructor during Fall 2008 was limited to emails and phone conversations related to the course. A few students met with the instructor in his office for make-up examinations. They were physically present in same room on only two occasions; the administration of a mid-term examination and a final examination.

The participants of the study were randomly assigned to one of two groups. No distinction was made between first and second semester students.

The two groups were comprised of (1) students exposed to the instructor's Facebook page and (2) students not exposed to the instructor's Facebook page.

Definition of Terms

Because of the profusion of terminology related to motivation in the fields of Educational Psychology, Foreign Language Education and Second Language Acquisition, the following section provides definitions of the main terms and constructs used in this study. Most of these terms and ideas stem from Self-Determination Theory and will be further developed in Chapter 2.

Extrinsic Motivation: Extrinsically motivated behaviors are carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment.

External Regulation: Type of extrinsic motivation demonstrating the lowest degree of self-determination. This type of regulation is determined by sources external to the person, such as tangible benefits or costs.

Identified Regulation: The second highest degree of self-determination within the extrinsic motivation continuum. This regulation is exhibited when an individual is carrying on an activity after being compelled by external pressures closely related to personal reasons.

Integrated Regulation: The highest degree of self-determination within the extrinsic motivation continuum. This regulation is exhibited when an individual invests energy in an activity as the consequence of a choice motivated by personally relevant reasons.

Intrinsic Motivation: Motivation to engage in an activity because it is enjoyable and satisfying to do. It is based upon the innate needs for competence and self-determination.

Intrinsic Motivation-Accomplishment: Motivation related to the sensation of mastering a task or achieving a goal.

Intrinsic Motivation-Knowledge: Motivation for doing an activity for the feeling associated with exploring new ideas and developing new knowledge.

Intrinsic Motivation-Stimulation: Motivation based simply on the sensation stimulated by performing the task, such as aesthetic appreciation or fun and excitement.

Introjected Regulation: This type of extrinsic motivation exhibits a middle range degree of self-determination. This regulation is defined by the degree of pressure individuals are experiencing. It compels the individual to carry out an activity.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Language learning is a complex social process involving multiple factors. Researchers agree that motivation is one of these factors affecting language learning. Numerous studies have been conducted in order to explore motivation in a language-learning context.

It is plain to see why motivation is universally recognized as one of the main contributors to language learning success: it is the initiating factor to L2 learning and is the element that nurtures it during the demanding learning process. As a consequence, educators have been striving to enhance motivation in the foreign language classroom in order to promote language learning.

To facilitate the description of such a rich field, this section is divided into two main sub-sections: Individual Differences (IDs) and Motivation. An overview of the concept of IDs is necessary to grasp where motivation research originates; however, focus is put on the latter. Therefore the Motivation section is divided into chronological sub-areas describing the field in a sequential fashion and the current state of research in motivation and Second Language Acquisition. The last part of this chapter will explore the technology used in this study.

Individual Differences

Motivation research in Foreign Language Education (FLE) borrows from the fields of educational psychology and Second Language Acquisition. FLE has attempted to explore the different variables that influence language learning and a subdivision of this field researches Individual Differences (or IDs). IDs can be defined as dimensions of enduring personal characteristics that are assumed to apply to everyone and on which people differ by degree. These personal characteristics include personality, motivation, or intelligence to name a few. Research in psychology has been focusing on the study of these differences, which explains the former designation of ID research: differential psychology (Cooper 2002; De Raad 2000; Eysenck 1994).

In the field of educational psychology, IDs clash with the idea of the classroom being a “learning community” comprised of students and teachers by emphasizing the differences between each member of the community (Alexander and Murphy, 1999). This idea of a learning community where all members are viewed the same is not compatible with IDs where each member of the aforementioned community has distinctive traits. Nevertheless, research has unveiled that IDs are the most dependable predictors of successful second language learning (Dörnyei & Skehan, 2003; Sawyer & Ranta, 2001). Dörnyei stated “studies have typically found IDs to be consistent predictors of L2 learning success” (Dörnyei, 2005, p. 6).

Zoltan Dörnyei, professor of psycholinguistics at the University of Nottingham, is one of the leading researchers in the psychological aspects of Second Language Acquisition, especially the role of motivation. Dörnyei (2003) has compiled a taxonomy of individual differences affecting second language learning. This taxonomy purposefully does not include gender and age because even though both these variables have been proven to affect language learning, they are demographic by nature and influence all the IDs Dörnyei describes.

The individual differences comprising Dörnyei's taxonomy are:

- 1) Personality, temperament, and mood
- 2) Language aptitude
- 3) Motivation and "self-motivation"
- 4) Learning styles and cognitive styles
- 5) Language learning strategies

The present study will explore the third set of IDs from Dörnyei's taxonomy, motivation and "self-motivation" in a second language learning context.

Motivation

The third set of IDs in Dörnyei's taxonomy is concerned with motivation and "self-motivation". Motivation is the driving force behind any successful L2 learning and no matter how skilled a language learner is, long-term learning goals cannot be achieved without motivation. Gardner and Lambert posited that motivation could even override aptitude deficiencies (Gardner & Lambert, 1972). Sternberg also discussed that when there is a practical need for language

learning, motivation makes up for a lack of language aptitude (2002). Scholars have divided the area of motivation research into three distinct phases: *the socio-psychological period* (1959-1990), *the cognitive-situated period* (1990s), and *the process oriented period* (since 2001). The next section will introduce and discuss each of these periods.

The social-psychological period

Robert Gardner and Wallace Lambert gave motivation research in an SLA context its initial drive. They were interested in finding factors that could enhance or hinder second language learning in the context of their home country Canada. A particular socio-historical context is in place there: the coexistence of Anglophone and Francophone communities. Their approach to motivation was social psychological as its major principle was that “students’ attitudes toward the specific language group are bound to influence how successful they will be in incorporating that language” (Gardner, 1985, p. 6). They viewed second languages as “mediating factors between different ethnolinguistic communities and thus regarded the motivation to learn the language as a primary force enhancing or hindering intercultural communication and affiliation” (Dörnyei, 2005, p 67). This approach demonstrated that second language acquisition is influenced by a wide array of socio-cultural factors (stereotypes, language attitudes, and geopolitical considerations).

According to Gardner’s model of second language acquisition, and in accordance with the previously described Dörnyei’s taxonomy, motivation is

related to Individual Difference variables and language achievement (Gardner, 2001). Gardner's model states that integrative motivation and language aptitude influence language achievement. This concept introduces an interpersonal/affective dimension to motivation research: "Language learning is motivated by the positive attitudes towards members of the other language community and by the desire to communicate with them, and sometimes even to become like them" (Dörnyei, 2005). Gardner later developed an empirical construct, *integrative motivation*, which he divided into three subcomponents. A representation of integrative motivation can be found in Figure 2.1. The first subcomponent is integrativeness, which reflects the interest in social interactions with members of the other group (Gardner & McIntyre, 1993). The second subcomponent is attitudes toward the language situation. It comprises the mind-set toward the language course and its teacher. The third and final subcomponent is motivation, and is defined as the effort and desire toward learning (Gardner, 2001). In order to assess this last subcomponent, motivation, Gardner designed the Attitude/Motivation Test Battery (AMTB).

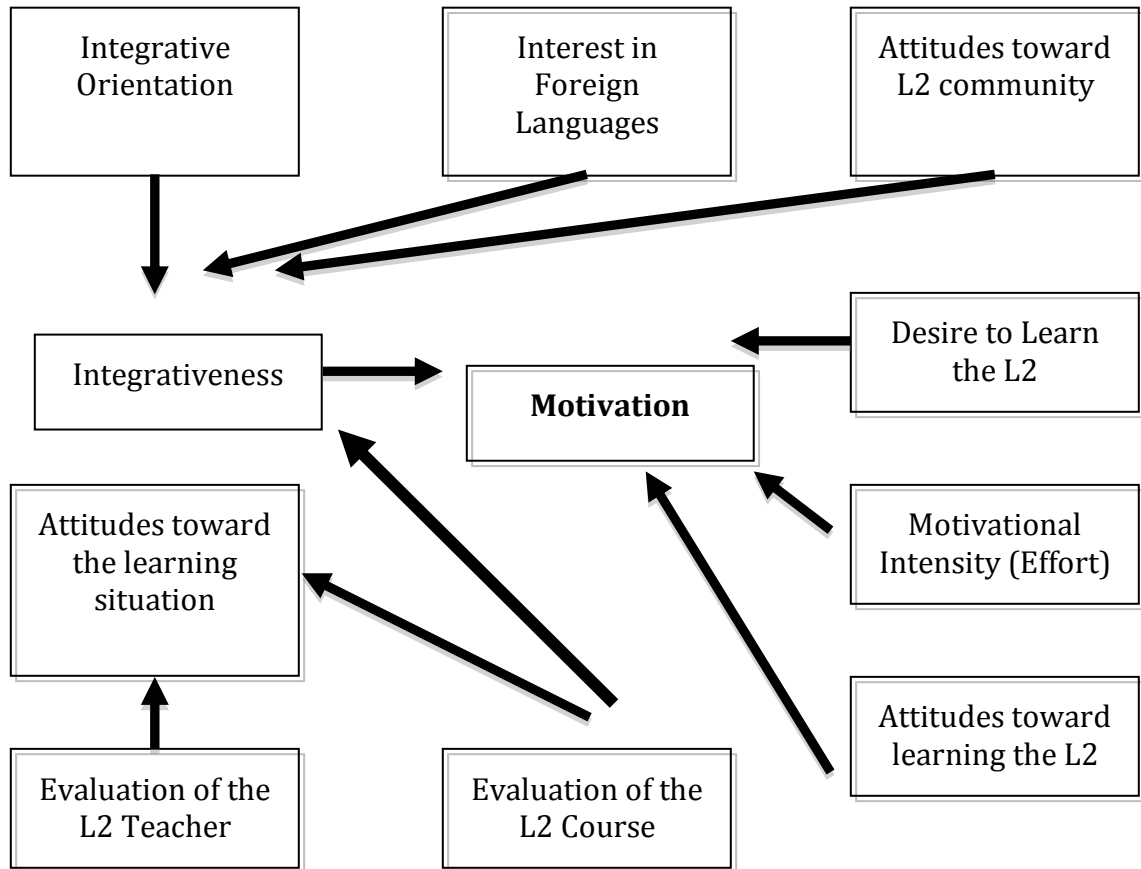


Figure 2.1 Representation of Gardner's Integrative Motive Model (Gardner, 2001)

The Attitude/Motivation Test Battery (AMTB)

The Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) consists of a collection of 19 subscales measuring whether a learner is learning a foreign language for internal (such as the desire to identify with speakers of the target language) or external reasons (such as passing a class or getting a raise). External and internal reasons have been identified as extrinsic and intrinsic motivation by Deci and Ryan (1985), and are two main components of the Self-Determination Theory (SDT). Gardner's theory and SDT converge in this

dichotomy between external/internal reasons and extrinsic/intrinsic motivation. SDT and the different types of motivation will be developed in the Self-Determination Theory section of this chapter. Intrinsic motivation is linked to positive feelings as it refers to the pleasure that an action provides. This type of motivation is self-determined in nature. Extrinsic motivation was at first thought to imply a lack of self-determination until Vallerand (1989) distinguished several levels of extrinsic motivation that tend to make it more self-regulated. Both motivational aspects are explored in the present study.

Clément's Theory

Clément, a student of Gardner, is an educational psychologist belonging to the Canadian group of researchers interested in motivation and SLA. He proposed that a learner's self-confidence is enhanced by the quality and quantity of contacts with members of the target language. According to Clément, the quality and quantity of contact with members of the target language are major motivational factors and they predict the learner's desire for communication with the target group as well as the extent of the learner's identification with this group (Clément & Kruidenier, 1985). Further research has demonstrated that direct contact with the target group is not mandatory to improve a learner's motivation; contact with the L2 culture through its media is sufficient (Dörnyei & Noëls, 1994).

The Cognitive-Situated Period

In the early 1990s, Crookes and Schmidt's article "Reopening the Motivational Agenda" (1991) introduced a new concept that would influence motivation research. At this time there seemed to be a discrepancy between L2 motivation research and motivational psychology research as the latter was increasingly influenced by cognitive concepts drawn on work conducted in educational psychology. Crookes and Schmidt argued it was time for L2 research to embrace a cognitive situated approach where activities conducive to learning could be scrutinized. These two researchers also wanted to move the debate from a macroperspective that is typical of the social-psychological period to a microperspective. During the social psychological period, researchers looked at the motivational dispositions of whole communities in a macroperspective and focused on how stereotypes or language attitudes have an impact on language learning. In contrast, a cognitive situated approach to motivation focuses on the actual learning situation, in a microperspective. As a consequence, a vast amount of motivation research during this time focused on a situated approach, looking at the main components of the learning situation, such as the teacher, the curriculum, and the learner group (Williams & Burden, 1997). During this time, researchers discovered that learning happens in a "dynamic classroom context" (Kimura, 2003) and that designing an appropriate learning situation in the classroom, therefore, substantially increases motivation.

Self-Determination Theory

The self-determination theory (SDT) was developed by Deci and Ryan (1985) and is anchored in educational psychology. SLA researchers such as Vallerand and Noels have embraced SDT and it has become the most situated approach in the field of L2 motivation research. Its development is a direct consequence of research conducted during the cognitive-situated period of the 1990s. This model contrasts intrinsic and extrinsic motivations. The traditional classroom setting reinforces extrinsic motivation as it makes students focus on material or post course professional gains rather than “instilling an appreciation for creativity and for satisfying some of the more basic drives for knowledge and exploration” (Brown, 1994, p. 40). Self-determination theory constitutes the framework that will be used for this study. It is of particular interest in the context of this study since it relates to the development and functioning of personality within a social context.

Self-determination theory (SDT) is a theory of human motivation concerned with the development and functioning of personality within social contexts. SDT examines to what extent human behavior is self-determined, meaning “the degree to which people endorse their actions at the highest level of reflection and engage in the action with a full sense of choice” (Deci & Ryan, 2000). SDT is based on the assumption that people, and by extension learners, have an innate desire toward psychological growth, autonomy, relatedness and development in order to function effectively and develop in a healthy way. This desire can be maintained or hindered by the social context that surrounds the learner.

According to Deci and Ryan (2000), the social context can be compared to a supplier of “nutrients” and support that can facilitate the learning process.

SDT states that a variety of orientations can be organized along a continuum, going from the most to the least self-determined. The most self-determined orientations are associated with the most positive results in the learning process (Deci & Ryan, 1985; Deci & Ryan, 2000; Vallerand, 1997). Intrinsic motivation (IM) is the most self-determined orientation and is characteristic of an activity performed to experience a positive affect, such as personal pleasure and enjoyment, inherent in the activity (McIntosh and Noels, 2004). Extrinsic motivation (EM) is opposed to IM as the learner completes a task to either avoid punishment or get a tangible reward, such as a grade or a job promotion. Amotivation refers to a total lack of motivation.

Each of these three motivation types (IM, EM, and amotivation) is linked with one or more type of regulation. Intrinsic motivation is linked to intrinsic regulation, which means that IM is self-regulated. EM is linked to four types of regulation; they are, from the least to the most self-regulated: (1) external regulation, (2) introjected regulation, (3) identified regulation, (4) integrated regulation. (1) External regulation means there is a total external control over the punishment or the reward associated with the activity. (2) Introjected regulation happens when a person exercises pressure on him/herself to perform the activity. In this type of regulation, even though motivation has to a certain extent an internal source, it is not self-determined since the individual feels controlled to a large extent. (3) Identified regulation occurs when an individual engages in an

activity because of an important personal goal that will be achieved after its completion. It is a highly determined type of regulation on the self-regulation continuum. (4) Integrated regulation occurs when an individual engages in an activity because it supports a valuable component of his/her identity and self-concept (the individual can identify with the activity). This is the most self-regulated EM type of regulation. Figure 2.2 illustrates this self-determination continuum. This model is used as a measure of motivation in the present study.

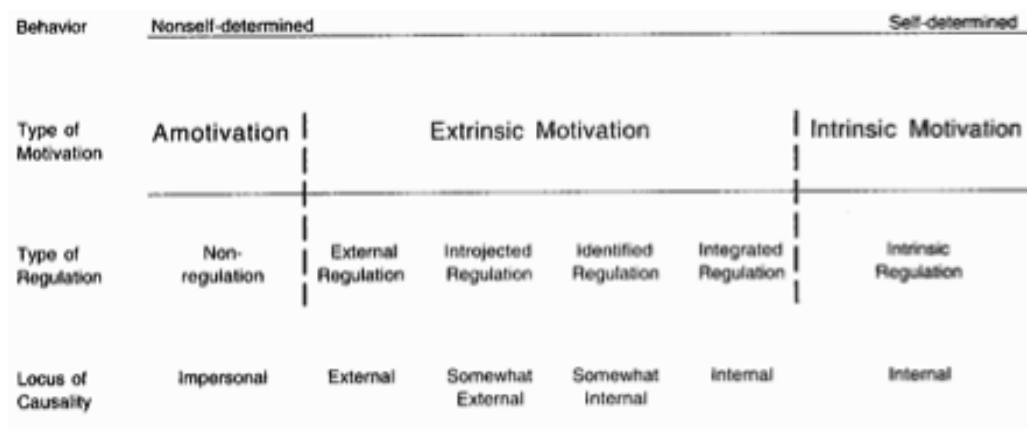


Figure 2.2. The Self-Determination Continuum (Deci & Ryan, 2000)

During the 1990s, extensive empirical research in psychology was conducted to determine the validity of the SDT model and the role of extrinsic and intrinsic motivation types in L2 learning. A seminal study was carried out by Noels (2003) and was inspired by a previous study in the field of SLA conducted by Noels, Pelletier, Clément, and Vallerand (2000). Noels devised a construct describing motivation that was divided into three distinct categories: (1) intrinsic reasons – Are the activities the learner is engaged in fun, challenging, and

competence-enhancing (2) extrinsic reasons – does the learner experience internal and externalized pressures, and (3) integrative reasons – does the learner have a positive image of the L2 group. Noels, Pelletier, Clément, and Vallerand (2000) also created an instrument that measures constituents of self-determination theory in L2: the Language Learning Orientations Scale. Its subscales are: amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation: knowledge, intrinsic motivation: accomplishment, intrinsic motivation: stimulation. This instrument is widely recognized as being valid and reliable (Dörnyei, 2005) and it is one of the instruments that will be used in this study.

Task Motivation

In an effort to again refocus motivation study from a macro to a microperspective, and because of the shift between the social-psychological period and the cognitive-situated period, researchers focused their attention on task motivation; a situation specific and process oriented approach to L2 motivation (Kormos and Dörnyei, 2004). In this sense, task motivation research can be seen as the first step towards the next period in motivation research, the process-oriented period. This theory involves three interdependent mechanisms. (1) Task execution, the first of these mechanisms, is defined as the process by which the learner accomplishes the learning task. (2) Appraisal refers to the learner's continuous progress towards the outcome of the task at hand. It compares actual performance with the predicted one. The appraisal process is closely related to Schumann's (1998) "stimulus appraisal": a theory anchored in

neurobiology based on appraising possible stimuli according to the learner's history of idiosyncratic preferences and aversions. The last of these mechanisms, (3) action control, refers to the internal device that regulates the learner's ability to "enhance, scaffold, or protect learning specific action" (Dörnyei, 2005). Task motivation can therefore be seen as the precursor to the process-oriented period since the mechanisms it highlights describe the role of "action-control" mechanisms: "When learners are engaged in executing a task, they continuously appraise the process, and when the ongoing monitoring reveals that progress is slowing, halting or backsliding, they activate the action control system to save or enhance the action"(Dörnyei, 2005). Action-control mechanisms are a departure from SDT as it does not take into account social context.

The Process-Oriented Period

This period in L2 motivation research, a direct result of task motivation research described above, started in the 1990s and strives to take into account the periodical fluxes and drops that characterize motivation over time. Motivation is therefore seen as a dynamic factor as opposed to a static one and can vary within an individual during an L2 class as well as during a lifetime (Garcia, 1999).

Motivation over time being such a crucial element in L2 learning, numerous studies have been concerned with analyzing motivational phases. Three stages of motivation have been identified through a continuum: "Reasons for doing something →Deciding to do something →Sustaining the effort or

persisting” (Williams & Burden, 1997). The first two stages are involved with initiating motivation and the third stage is concerned with maintaining motivation, thus recognizing the need to incorporate into motivation research the principle that motivation as a construct is not static and fluctuates over time. Another recent study looked at motivational variation according to the three stages of Second Language Acquisition: input (first encounter with the new material), central processing (connections between new material and existing knowledge), and output (demonstration of the acquired knowledge) (Manolopoulou-Sergi, 2004). By incorporating this model of second language acquisition to motivation research, this research demonstrated that motivation emerges as an important predictor of individual variability in the final outcome of the foreign language learning process.

The Dörnyei and Ottó model

This model, anchored in the process-oriented period, broke down the motivation process into temporal elements along a progression. The three stages of this progression are: (1) the preactional stage, (2) the actional stage, and (3) the postactional stage. (1) The preactional stage refers to the initiation of motivation. During this stage the learner will select the goal or task to be pursued. (2) The actional stage is also called by Dörnyei and Ottó “executive motivation” as it describes how the motivation that was generated in the previous stage needs to be protected and maintained. The researchers argue that during this stage, motivation is particularly threatened in a classroom environment where distractions, off-task thoughts, and anxiety may become predominant. (3)

The postactional stage is the last step and is concerned with the learner reflecting on the learning situation to further improve motivation. Dörnyei and Ottó also call this stage “motivational retrospection” as its main motivational influences are for instant feedback, grades, or self-confidence (Dörnyei and Ottó, 1998; Dörnyei, 2000, 2001).

The main principle behind the process-oriented approach, as exemplified in the Dörnyei and Ottó model, is that to accomplish a learning task, a learner will have to go through stages associated with different purposes from the initial task. It should be noted though, that the process model previously described has two limitations that one of the authors, Dörnyei, has described (2005). One of these shortcomings refers to the nature of the model where the processes described have clear boundaries. Such a concept is inherently flawed, as tasks are never independent from each other and from the course in itself. This brings the second limitation of the model, the fact that the processes do not occur in isolation but in parallel. For example a task can be processed in the actional stage while the learner is still processing a previous task in the postactional stage. Dörnyei adds that when it comes to L2 learning, one should keep in mind that the classroom is not the only place where motivation can be altered; daily life events ought to be taken into consideration in order to acquire a well-rounded picture of all the events that define a learner’s motivation. These events account for the social dimension of motivation and help define an individual’s self-identity, which may play a part in successful second language acquisition. The next

section will depart from describing the state of motivation research in education by exploring the current state of motivation research in L2 learning.

Current Trends in SLA Motivation Research

According to Dörnyei, motivation research has suffered from a lack of integration into the broader, mainstream field of SLA research. The reason for such isolation can be explained by the fact that researchers doing motivation studies in SLA are actually social psychologists interested in second languages, whereas linguists have spearheaded the field of SLA research (Dörnyei, 2005). Social psychologists leading the way in SLA motivation research set a research agenda deeply rooted in the considerations of their field, they anchor their research in a product-oriented perspective. These research include Ushioda's study (2001) who identified three dimensions of L2 motivation. The first dimension refers to "actual learning process" and its components include language related enjoyment/liking, positive learning history, and personal satisfaction. The second dimension is concerned with "external pressures/incentives." The third dimension is defined by Ushioda as the "integrative dimension" and it includes personal goals, desired level of L2 competence, academic interest, and feelings about the target country or people. Dörnyei warns though that researchers should keep in mind the complex nature of L2 motivation and not fall into the trap of identifying a few elements that describe an archetypal "good language learner" profile. Such a vision is unrealistic and simplistic, and is characteristic of a product-oriented perspective.

In order to circumvent this shortcoming, another set of researchers has decided to integrate psychology models into their studies. Models describing major and stable dimensions of personality have paved the way for a convergence of the concepts of personality and motivation as active antecedents of behavior (Cantor, 1990). Current research conducted within this framework concentrates on the learner's identity and attempts to show to what extent the motivation to learn or not learn the target language stems from an identity issue within the learner (i.e. individuated self-concept).

A study directly pertaining to this research has shown that a teacher's positive communicative style (teachers perceived to support students' autonomy and to provide useful feedback on students' progress) directly correlates with stronger feelings of intrinsic motivation related to positive language learning outcomes (Noels, Clément, Pelletier; 1999). This study used the Academic Motivation Scale instrument that is used as well in the present study.

Demographic Variables

Other factors influence motivation when it comes to second language learning. This next section will explore demographic variables that interact with motivation identified by research: gender and age. Data for both these variables will be collected for this research through a participant background questionnaire.

The first of these variables is gender. It appears that females, when motivation is measured on a numerical scale, generally display a higher level of motivation than males when it comes to learning French (Williams & Burden,

2002). There could be multiple reasons to this such as the fact that female teachers are the norm when it comes to this language (and to many other subjects), which can partly explain why French tends to be viewed as a female dominated language with female topics centered syllabi (Clark & Trafford, 1996; Moys, 1996; Callaghan, 1998). Other variables have been explored by research exploring gender-related motivation in several other languages. Cohen (1998) showed that peer pressure, and the refusal of secondary school boys to make efforts in pronunciation in front of the opposite sex significantly impact their performance in the class. It was also demonstrated that female students show more positive attitudes towards the L2 and its culture and greater integrative motivation (Gardner & Lambert, 1972; Bacon & Finneman, 1992). For instance, Zammit (1993) surveyed 32,000 students in Australia and New Zealand and concluded that females have a more positive attitude towards learning languages other than English than their male counterparts.

The age of the learner is another motivational factor that was examined in a number of studies. A study conducted in England has shown that secondary school English pupils' interest in French decreases after one year of study (Phillips & Filmer-Sankey, 1993). The researchers have correlated this decrease of interest with the age of learners. This tendency was particularly evident in boys who actually prefer learning German to French. This study is in line with previous ones that demonstrated that as learners get older, their attitude toward language learning becomes negative (Gardner & Smythe, 1975; Zammit, 1993).

In the present study, motivation will also be explored in the perspective of beginner French online courses. The next sections will examine online language learning and the technology used in this study.

Online Language Learning

Online education is one of the fastest growing forms of learning today. It is a sub-category of distance education and it has been defined as the formal delivery of instruction in which time and geographic location separate students and instructors (Mclsaac & Gunawardena, 1996). The popularity of online education can be explained in part by the convenience for students of being able to work for their classes in any location and on their own time. Other reasons include the possibility for universities to open sections of a class with a high enrollment cap, the low cost associated with employing one instructor to supervise such large sections, as well as the low cost and availability of computers. Communication between students and the instructors in an online environment is exclusively done through computer-mediated communication (CMC).

Students' Motivation and Other Factors affecting Online Learning

The effectiveness of online courses compared to traditional courses has been researched and numerous studies have shown that differences in students' learning outcomes are minimal (Beare, 1989; Fox, 1998; McKissack, 1997; Soner, 1999; Waschull, 2001). Critics of online education have raised the argument that too often institutions tend to provide this type of course in order to offer a course to the largest number of students without testing the pedagogical

soundness of online materials or ensuring that students are adequately equipped to be successful in an online course (Bonks and Dennen, 1999). Research has been conducted to address these issues.

Schrum and Hong (2002) compiled seven critical factors related to successful online learning: personal traits such as self-discipline, life-style factors, motivation to perform well in the course, strong study skills, preference for text-based learning, reliable access to technology, and technology experience prior to the course were identified. Waschull (2005) put these factors to the test and concluded that only self-discipline and motivation were critical factors in successful online students. This study echoes Conrad's (2002) who also explored the profile of the successful online learner. Conrad's study concluded that learners are most successful when they are engaged in constant exchange with their peers and the instructor, the exchanges being both course content based and social in nature. The social factor should not be forgotten since only when students feel that they belong to a group of learners can they build confidence and "cognitive maturity": the ability to engage in problem-solving, deduction, and complex memory tasks (Conrad, 2002). This is consistent with the following tenets of building a learning environment: learning is encouraged by engagement in the learning environment; it is a social and a constructive process (Brookfield, 1990; Wlodkowski, 1999).

Engaging students in a traditional classroom environment has been discussed extensively. It includes maintaining authenticity and credibility in the instructor's presentations (Brookfield, 1990), creating a classroom conducive to

students' engagement (Renner, 1993), or using in an engaged way the "flow" of dialogue among students and the instructor (Wlodkowski, 1999). All these methods involve immediate dynamic feedback that only a face-to-face classroom instruction seems to be able to provide (Conrad, 2002). The literature suggests that the role of the instructor is crucial to the success of a course held in a computer-mediated environment (Bullen, 1998). In Bullen's study, learners felt that the instructor's role was to provide clarity and comprehensiveness in order to relieve anxiety.

By using a web-based social network such as Facebook in the present study, an attempt will be made to reconcile some of the features of engaging students in a traditional classroom to an online environment. Specifically, the participants enrolled in the Facebook group will have an opportunity to learn more about their instructor since academic and personal information will be disclosed on the instructor's Facebook page. Moreover, by writing on the instructor's wall (the wall function of Facebook will be developed in the Facebook section of this chapter), students will be able to get answers from their instructor that the rest of the group will be able to read. This, in a sense, mimics face-to-face classroom feedback where the whole class can hear the answer to a question that was, at first, only pertinent to one student. This type of interaction was very limited in the current study (only four posts of this nature occurred) and thus did not shift the self-disclosure framework of this study to an interaction framework.

Computer-Mediated Communication

CMC is defined as any type of human interaction facilitated by the use of networked computers (Berge & Collins, 1995). This interaction can be either synchronous (happening in real time) or asynchronous (happening over elapsed time). Synchronous communication includes telephone conversations, video and audio conferencing, chat software; whereas asynchronous communication includes email, bulletin boards, SMS (Cell phone text messaging system), and social networking websites (such as MySpace or Facebook). This study will focus on teacher self-disclosure occurring in Facebook, a social networking website.

Facebook

Facebook was launched in 2004 and is a website which enables anybody to construct a personal page and to join one or more networks in order to easily search and add members of the networks to their contact list. Facebook was restricted to college students, faculty, and staff until 2007 when it opened its membership to anyone with a valid email address. Facebook currently has 65 million active members worldwide. Members are able to set up a homepage and decide whether it will be accessible to anyone with a Facebook account, only members of the networks they belong to, or only their contacts. The homepage usually includes a picture of the member, a contact list, photo albums, and the member's "wall", which is a bulletin board where contacts can read messages that were addressed to the owner of the homepage. Members also have the option of sending private messages that will not be posted on the "wall".

Members can in addition interact by belonging to a group. Users set groups up and everyone is free to join. Group members have access to the group's bulletin board and may communicate in a threaded environment where all posts remain available. University staff and faculty are increasingly using Facebook in an effort to create interpersonal or academic connections with students. Stutzman found 90% membership among undergraduate students at one college (2006). A Facebook representative reported that 85% of students at participating institutions have accounts and 60% of these log in on a daily basis (Arrington, 2005).

Hewitt and Forte (2006) conducted a survey to evaluate how contact on Facebook influences student perceptions of faculty. 136 students participated, 106 of whom already had a Facebook account. The students were randomly assigned to one of two groups: having the instructor as a "friend" on Facebook and not having the instructor as a "friend" on Facebook. On a scale from 1 to 5 (1 being the lowest grade, 5 being the highest) rating the overall perception of the instructor, the average rating in both group was 4.7, therefore there was no variation in ratings between the two groups. The researchers also investigated whether the participants found acceptable the presence of their instructor on Facebook. 66% of the students surveyed thought it was acceptable, but a gender gap exists, 65% of women thinking it is not acceptable as opposed to 35% of men. This topic of students' acceptance of their instructor on Facebook will be explored in the present study in research question 3. In the current study,

Facebook is used to facilitate teacher self-disclosure in an online language course.

Summary

This chapter has presented evidence that intrinsic motivation is beneficial to learning and to second language acquisition. Furthermore, this chapter explored how online foreign language learning usually lacks teacher self-disclosure inherent to traditional face-to-face foreign language learning that helps foster intrinsic motivation in learners. Finally, this chapter described the technology that will be used in this study to implement in an online foreign language course environment teacher self-disclosure.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This study investigates the effects of teacher-controlled computer-mediated self-disclosure on university students' motivation, attitude and success in learning French as a foreign language in an online course context.

The research questions of the proposed study are as follows:

1. Is there a significant change in motivation type between the Facebook group and the comparison group before and after the Facebook exposure?
2. Is there a significant difference in mean attitude between students assigned to the Facebook group and the comparison group?
3. What are the students' overall impressions of the use of Facebook on the instructor's part? Do students' responses indicate any change in impressions of course and instructor?

4. Is there a significant difference in performance in the course between the Facebook group and the comparison group?

The present research draws on Mazer et al.'s (2007) experimental study whose purpose was to examine the effects of teacher's self disclosure via Facebook on anticipated college student motivation, affective learning, and classroom climate. In Mazer's study, participants were not enrolled in a course with the instructor whose Facebook page they were exposed to. Instead, the respondents were randomly assigned to one of three experimental conditions: 1) no exposure to Facebook, 2) exposure to the instructor's Facebook page with limited disclosure, 3) exposure to the instructor's Facebook page with full self-disclosure. In the second condition, the disclosure variable was defined as information pertaining only to the academic field, such as education, office hours, and contact number. In the third condition, the self-disclosure included information pertaining to the instructor's private life such as pictures of the instructor in social situations, a list of his favorite movies, and his marital status. The study revealed that the participants who accessed the instructor's Facebook page containing the most information (third experimental condition) exhibited higher levels of positive attitude toward the course and the instructor and motivation than participants in the other two conditions. Mazer used a different framework, the communication privacy management theory, from the one used in this study; as a consequence the instruments that were used and the results they yielded are not entirely compatible with this study. Mazer measured students' motivation in all three groups using Christophel's (1990) measure of student

motivation. Because of the difference in content area, language learning for the present study, and due to the different model of motivation used in social determination theory framework, the present study uses the Academic Motivation Scale (Noels, 2003) to identify types of motivation. The Academic Motivation Scale (AMS) is a construct whose design is anchored in Self-Determination Theory.

Mazer's study also utilized McCroskey's (1994) Instructional Affect Assessment Instrument (IAAI) in order to quantify students' attitudes toward the course and its instructor in all three groups that were examined. The IAAI is used in the present study in order to obtain a measure of mean attitude toward the instructor and the course.

The present study uses elements of both Noels' (2003) and Mazer's (2007) research designs consistent with the SDT framework and develops them by examining whether an instructor's self-disclosure impacts students' motivation and if so, how motivation might affect student success. The participants in the present study are enrolled in a fully online foreign language course and a selected group is exposed to the Facebook page of their instructor.

Setting

The subjects in the current study were enrolled in an online French 1 or 2 course at a Research I university during one academic semester. The same instructor taught both online French courses. The online French 1 and French 2 courses mirror their face-to-face counterparts as they use the same book and

cover the same content. French 1 covers the first half of the textbook content whereas French 2 covers the second half of the textbook content. The online courses were designed as an alternative to traditional face-to-face courses for students who cannot commit to all class meetings because of schedule conflicts or distance from campus. These students therefore elect to attend online courses and it may be presumed they are relatively comfortable with technology.

Participants

The sample size was 104 participants. Students were enrolled in the first two levels of foreign language classes to fulfill the university language requirement. They usually choose online courses when their schedule does not allow them to take the face-to-face courses. Students who enroll in French 1 online are required to also take French 2 online and, therefore, are unable to enroll in the more traditional face-to-face French 2 course. As a consequence, most students taking French 2 online have taken French 1 online. The exception to this rule is students who have taken a placement test in French and have been assigned to level 2 French; they may choose to enroll in Online French 2 without having taken Online French 1.

Stratified random sampling was used to assign the participants to one of two experimental groups: 1) no exposure to the instructor's Facebook page; 2) exposure to the instructor's Facebook page. Emphasis was put on obtaining an equal proportion of students enrolled in French 1 and French 2 in both groups. An incentive of 2 extra points on their midterm examination for answering the

pretest questions and 2 extra points on their final examination for answering the posttest questions was offered to the participants.

The participants were required to electronically sign an informed consent form. This form described the procedure of the study and fully disclosed their role in it.

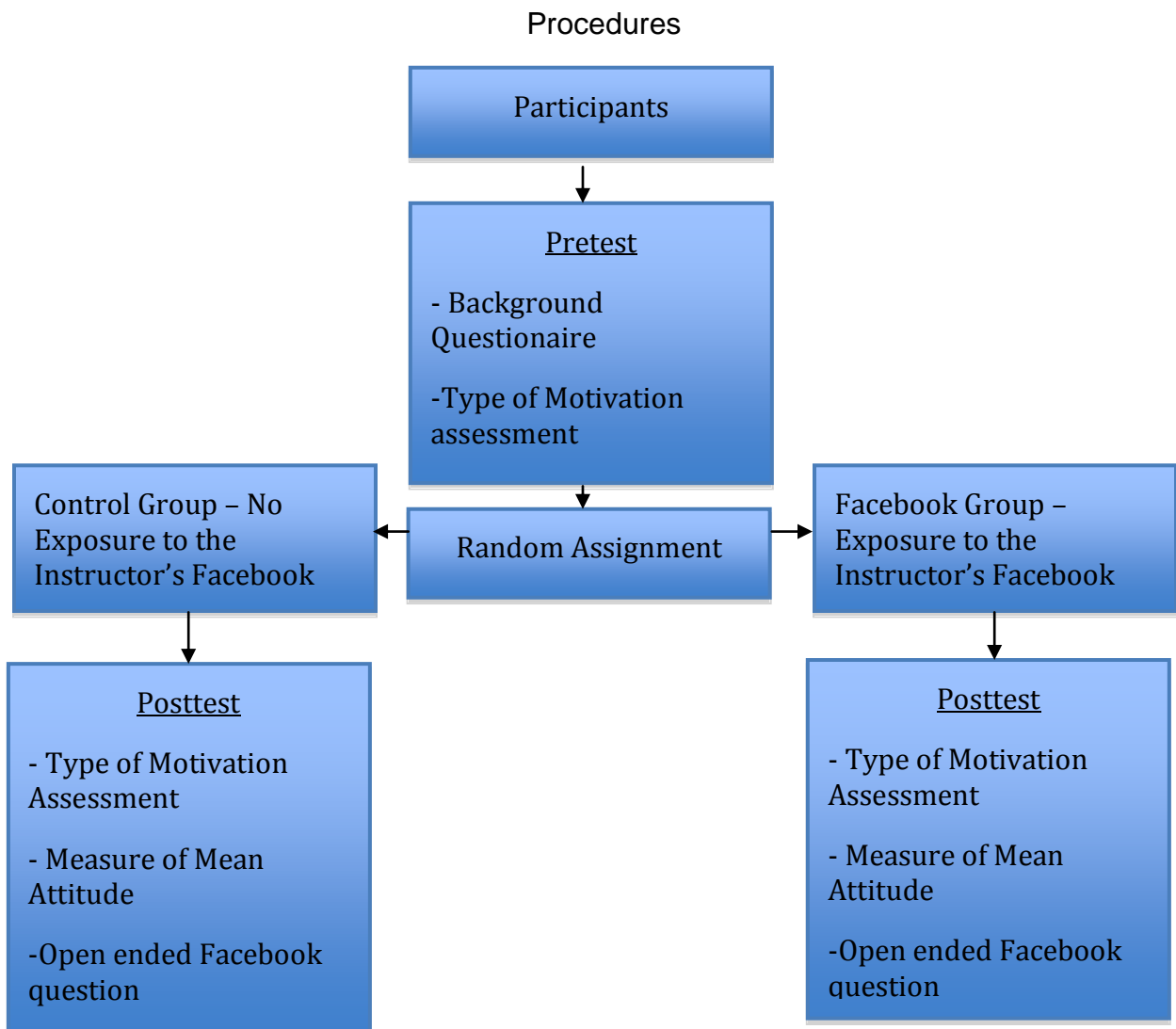


Figure 3.1. Diagram of the Research

The pretest occurred on the third week of the semester and the posttest took place on the fifteenth week. Data collection was delayed to allow time for the class rosters of French 1 and 2 to stabilize since typically during the first couple of weeks, a substantial number of students drop and add classes.

Participants were randomly assigned to one of the two groups; their level of French (French 1 or 2) was not taken into consideration for the study. Stratified random assignment compensates for French level that might otherwise be viewed as an extraneous variable.

The courses are each divided into 14 units. Each unit is divided into two lessons and each lesson possesses its online homework set. Homework is auto graded by Quia (the companion online platform used for the homework). The management of the Online French 1 and Online French 2 courses is facilitated by the use of the online platforms Blackboard and Quia for the homework assignments. An online test, administered and auto graded via the Blackboard online platform, is deployed every two units. Students study on their own using the textbooks and powerpoint slides deployed on Blackboard. A midterm and a final examination are administered by the instructor on campus and are paper-based. All questionnaires were administered through Blackboard. The participants were notified when the questionnaires were open through email and an announcement posted on the Blackboard bulletin board. The students were prompted to fill out two questionnaires. The first questionnaire was administered during the third week of class before the Facebook group had access to the

instructor's Facebook page. The second questionnaire was administered during the fourteenth week of class and prior to the final examination.

Measures and Instrumentation

This section will describe the variables, instruments, and measurements used in this study. The instruments include a pretest student questionnaire and a post-test student questionnaire. An instrument measuring the type of motivation demonstrated by the participants was used in both pretest and posttest and a measure of the mean attitude of the participants towards the class and its instructor was used in the posttest. All instruments were pilot tested in face-to-face French courses by the researcher prior to using them in this study. The participants in the pilot study took the pretest, were exposed to the researcher's (who was also their instructor) Facebook page by adding him as a friend, and then took the posttest the following week. Recommendations from participants in the pilot tests were taken into account before the current study was carried out.

Variables

In this sub-section, the variables pertaining to the different research questions are analyzed, as well as their null hypotheses. A common independent variable for all research questions is "exposure to the instructor's Facebook page." The exposure to the instructor's Facebook is the means used in this study to provide instructor's self-disclosure. This exposure is defined as exposure to the instructor's biographical information, photo albums and comments made by the instructor's friends about the pictures, and the instructor's wall comprising

public messages sent by the instructor's friends. For the purpose of this study, comments made on the instructor's wall fall under the umbrella of self-disclosure as they may potentially reveal information to the participants about the instructor's activities on and outside campus, as well as the type of relations the instructor entertains with his Facebook friends.

Research question 1:

Is there a significant change in motivation type between the Facebook group and the comparison group?

The independent variable in this question is the exposure to the instructor's Facebook page. The dependant variable measured is the type of motivation demonstrated by the participants (this is a nominal type of data). The dependant variable was measured in the pretest and the posttest using the Academic Motivational Scale. The null hypothesis is as follows: "There is no significant change in motivation type between the Facebook group and the comparison group." If there is a change, that will indicate that the Facebook exposure has an influence on motivation types exhibited by the students.

Research question 2:

Is there a significant difference in mean attitude between students assigned in the Facebook group and the control group toward the class and its instructor?

In this question, the independent variable is the exposure to the instructor's Facebook page. The dependant variable is the students' mean

attitude toward the class and its instructor (the scores provided are ratios). Two scores will be provided for analysis: the mean attitude of participants in the Facebook group and the mean attitude of participants in the control group. Scoring computation is provided in Appendix E. Scoring computation K, as described in the aforementioned appendix, will be used for this study as it takes into consideration all subscores. The designer of the test posits that this test has yet to be deployed in more programs before its reliable norms can be assessed. The null hypothesis for this research question is as follows: “There is no significant difference in mean attitude between the Facebook group and the control group toward the class and its instructor.” If there is a difference, that will suggest that Facebook exposure has an influence on students’ mean attitude.

Research question 3:

What are the students’ overall impressions of the use of Facebook on the instructor’s part? Do students’ responses indicate any change in impressions of course and instructor?

Independent and dependent variables, as well as a null hypothesis, are not applicable for this research question because of its qualitative nature. However, the reason for asking these questions is to gather qualitative evidence of students’ impressions relative to the introduction of Facebook.

Research question 4:

Is there a significant difference in performance between the Facebook group and the comparison group?

The independent variable in this question is the exposure to the instructor's Facebook page. The dependent variable is the calculated and averaged formal grades the participants received for the course. The null hypothesis for this research question is as follows: "There is no significant difference in performance between the Facebook group and the control group". If there is a change that will suggest that Facebook exposure had an influence on students' performance.

Extraneous Variables

The impact of exposure to the instructor's Facebook page might not be the same for French 2 students since they have already taken French 1 with the same instructor. As a consequence, they have a history of emailing the professor or seeing him during examinations during their semester of French 1 and possibly exposure to some degree of self-disclosure. Class level is therefore an extraneous variable that might be correlated with student success, motivation, and attitude. This extraneous variable is addressed in the design of the study by randomly assigning students to one of the two experimental groups. In the same vein, other potential extraneous independent variables such as age, gender, familiarity with Facebook, or computer usage are controlled by random assignment.

Instruments

This sub-section will describe the instruments that were used during the data collection.

Background Questionnaire

The questionnaire was designed to gather personal and demographic information as well as computer usage and Facebook use data. It collected useful information on the participants' frequency of use of Facebook as well as the amount of time they have had an account. This data was collected for descriptive statistical purposes in order to shed some light on the sample being surveyed. The questionnaire can be found in Appendix A.

Pretest

Academic Motivation Scale The pretest was used to determine whether participants were intrinsically motivated, extrinsically motivated, or amotivated before the treatment (i.e., exposure to the instructor's Facebook page for one group and non-exposure to Facebook page for the other group). The pretest instrument is adapted from Vallerand, Blais, Brière, and Pelletier's Academic Motivation Scale (1989). The latest version of the AMS was described by Noels et al. (2003) as a model for "Self-Determination for motivation framework in a Second Language Acquisition context". Noels designed a valid and reliable instrument assessing orientations for learning a second language (adapted from Clément and Kruidenier, 1983), determining the type of motivation (adapted from Vallerand et al., 1989, 1992, 1993), the antecedents and consequences of self-determination (adapted from Harter, 1982; and from Ryan and Connell, 1989), and the perceptions of competence (adapted from Ryan and Connell, 1989). Noels devised a construct describing motivation that was divided into three

distinct categories: intrinsic reasons – is the learner engaged in fun, challenging, competence enhancing activities; extrinsic reasons – is the learner experiencing internal and externalized pressures; and integrative reasons – does the learner have a positive image of the L2 group. Noels, Pelletier, Clément, and Vallerand (2000) also created an instrument measuring constituents of self-determination theory in L2: the Language Learning Orientations Scale. Its subscales are: amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation: knowledge, intrinsic motivation: accomplishment, intrinsic motivation: stimulation. These subscales are based on the self-determination continuum described by Deci & Ryan (2000). This instrument is widely recognized as being valid and reliable (Dörnyei, 2005). The present study uses Noels' instrument, specifically to determine the type of motivation exhibited by the students to answer research question 1.

The AMS has been shown to have satisfactory levels of internal consistency (mean alpha value= .81) and a temporal stability over a one-month period (mean test-retest correlation= .79) (Vallerand, 1992). The pretest is composed of 28 statements. Participants have to decide whether the statements apply to them or not by using a scale provided for them. The scale is composed of seven subscales ranging from “does not correspond at all” to “corresponds exactly” with the statement. The pretest assesses three types of extrinsic motivation (external, introjected, and identified regulation), three types of intrinsic motivation (intrinsic motivation to know, to accomplish, and to experience stimulation), and amotivation. The pretest was administered using the

Blackboard online platform. The Academic Motivation Scale is included in Appendix B.

Instructor's Facebook Profile. The instructor of the online courses is a native speaker of French with extensive experience in teaching French in both face-to-face and online environments. He has a graduate background in foreign language education and has taught in French high schools and American universities. He is a graduate assistant in the language department at the university where this study took place.

The Facebook page was created by the researcher with the help of the instructor for the purpose of this study. The profile includes a profile picture of the instructor, a link to a couple of photo albums featuring the instructor interacting with friends and family both in France and the United States, the instructor's birth date, his marital status, and his hometown in France. The profile also features a list of the instructor's friends on Facebook, a list of universities he attended, and a "wall", a place for the instructor's friends (and the participants from the Facebook group) to post public messages. The information displayed on the profile is typical on Facebook user pages. No add-on applications were downloaded by the instructor for the length of the study.

The instructor agreed to consult his Facebook profile daily and to promptly answer student messages posted on his "wall" to demonstrate he actively checked his page. The instructor promptly replied to academic and personal posts alike. The instructor had established Facebook friends prior to the

beginning of the study. As a consequence, wall posts as well as picture comments were present on the profile, thus rendering the profile more authentic and less artificial than a profile that would have been designed specifically for the study. One of the main consequences of using the instructor's genuine Facebook page rather than creating an academic one is that some posts are in French and some are in English since the instructor has both English and French speaking friends. Students assigned to the Facebook group were able to start adding the instructor as a Facebook friend during the third week of class (about 80% of the participants asked to add the instructor as a Facebook friend did so). Students were informed of this by email and through an announcement on Blackboard.

As a Facebook setting default, at log-on, the participants are able to see any changes the instructor made to his Facebook page without even checking the instructor's profile. A screenshot of this function, called newsfeed, can be found at Appendix C. A sample of a Facebook profile is attached in Appendix D.

In order for the participants to have access to their instructor's profile, they needed to create a Facebook profile if they did not already have one, and ask for the instructor's permission to be added as his "Facebook friend". The instructor verified that the student belonged to the Facebook group before accepting the request. Students who did not have a Facebook profile and who did not wish to create one were not able to be participants in the Facebook group, as they were not able to access the instructor's Facebook page. However, for the purpose of this study, students who did not wish to share their personal Facebook page with the instructor had the option of creating an alternate

Facebook page for the sole purpose of accessing the instructor's page. The number of participants who created such an alternate profile is not unknown as the researcher nor the instructor consulted students' Facebook pages since the focus of the study was on instructor's self-disclosure and not on students' self-disclosure. The independent variable in this study being the students' exposure to the instructor's Facebook page, the fact that some students may have used an alternate Facebook page has no incidence on this research.

An incentive of 2 extra points for students on their midterm examination (for participants answering the pretest) and 2 extra points on their final examination (for participants answering the posttest) was extended to the participants. The incentive of the extra points was expected to foster student participation in the study.

Posttest

The posttest was three-fold and was administered on the fifteenth week of the academic semester - two weeks prior to the course final examination.

Academic Motivation Scale. The participants took the adapted version of the Academic Motivation Scale (Vallerand, Blais, Brière, and Pelletier, 1989) for a second time in order to assess the types of motivation students in both groups were demonstrating at the end of the semester and after the treatment group had been exposed to the instructor's Facebook profile. This instrument is included in Appendix B.

Measure of Affect toward the Course and the Teacher. The IAAI was developed by McCroskey (1994) and its purpose is to assess: 1) affect toward the teacher, 2) affect toward the content of the course, 3) affect toward the behaviors recommended in the course. This instrument tests one main aspect of the SDT framework, perceived relatedness (perceived competence and perceived autonomy are the two other main aspects of SDT), as defined by Noels (2003), which is a psychological need for achieving social goals such as belongingness to the social group (and here, by extension, to the language group) and making friends. Deci and Ryan (2000) define relatedness as the need to feel that one belongs with, is cared for, respected by, and connected to significant others (e.g., a teacher, a family). In the IAAI, a high mean attitude toward the course and its instructor is a predictor of higher self-determined motivation (McIntosh & Noels, 2004).

The instrument is composed of six statements, and the participants are asked to answer four bipolar questions using a likert scale for each of the statements. The internal reliability of this instrument is high. The six base scores have produced alpha reliability over .90. When the scores have been computed into two or three combinations, the alpha reliability has been proven to be around .95; for a single score, the alpha reliability has been over .95 (McCroskey, 1994). This instrument is contained in Appendix E.

Open-Ended Facebook Questions. The participants answered three open-ended Facebook questions. The first question gave the researcher insight into the students' general impression about the use of Facebook by a college

instructor. The second open-ended question asked students assigned in the Facebook group if they were aware of any changes in the way they perceived the course and its instructor after their exposure to the instructor's Facebook profile. The third question was also only asked to participants enrolled in the Facebook group. It asked the participants to self-report how many times a week they consulted their instructor's Facebook profile. These questions are included in Appendix F.

Grades. The participants' final grades were analyzed for the purpose of the study in order to determine student performance. The grade score for each student was obtained after computing homework, online quizzes, and the midterm and final examination grades. Homework and online quizzes are autograded by the Blackboard platform, ensuring their reliability.

Data Analysis

Research Question 1: Is there a significant change in motivation type between the Facebook group and the control group before and after the Facebook exposure?

The data for this question were collected using the Academic Motivation Scale. This instrument identifies one of seven types of motivation displayed by the respondents: three types of intrinsic motivation, three types of extrinsic motivation, and amotivation. This study focuses on intrinsic and extrinsic motivation, as well as amotivation. The sub-types are not considered for this

study as the general motivational orientations (intrinsic, extrinsic) are sufficient to identify motivational shifts.

Motivation types distribution was computed using the following chart. Each letter represents the number of participants displaying a certain type of motivation in one of two points in time: pretest and posttest. By adding the numbers, total numbers of participants displaying each type of motivation is calculated.

Table 3.1

Motivation Types Distribution

	Pretest	Posttest	Total
Amotivation	<i>a</i>	<i>b</i>	<i>a+b</i>
Intrinsic Motivation	<i>c</i>	<i>d</i>	<i>c+d</i>
Extrinsic Motivation	<i>e</i>	<i>f</i>	<i>e+f</i>
Total	<i>a+c+e</i>	<i>b+d+f</i>	<i>a+b+c+d+e+f</i>

A McNemar Chi-Square test was used to assess change in motivation types between the pretest and the posttest. This test assesses the significance of the difference between two dependent samples when the variable of interest is a dichotomy. In this study, the test evaluated if changes of motivation types (intrinsic or extrinsic) in students is significant between the pretest and the posttest. No student exhibited amotivation in this study. The null hypothesis for

this research question is: there is no significant change in motivation type between the Facebook group and the control group.

Research Question 2: Is there a significant difference in mean attitude between students assigned to the Facebook group and the control group?

This question was answered after gathering data through the use of the IAAI (McCroskey ,1994). The mean attitude (Total Affective Orientation score) for both groups was calculated and used as a result of this assessment. The IAAI was administered during the posttest. A *t*-test was used to determine if there is a significant difference in mean attitude between the two groups with the null hypothesis being: there is no significant difference in mean attitude between the Facebook group and the control group. The Alpha Level for the *t*-test was set at .05 and it was scrutinized along with the *t* value and the degree of freedom to determine if the *t*-test was statistically significant.

Research Question 3: What are the students' overall impressions of the use of Facebook on the instructor's part? Do students' responses indicate any change in impressions of course and instructor?

The data that was obtained for research question 3 consisted of a set of sentences describing the overall impressions of the use of Facebook on the instructor's part, and participants' perceptions of how these overall impressions changed during the semester. The prompts used to obtain the data are included in Appendix F. The answers to these questions were coded for examination. A

detailed description of the most typical answers and themes brought up by the students is provided to answer the research question.

Research Question 4: Is there a significant difference in performance between the Facebook group and the control group?

Final grades for the course were used in this study as a measure of students' performance. The weighting system used to average the students' grades is as follows: 40% of the final grade consists of homework grades, 20% of online quizzes, and 20% of the midterm examination grade, and 20% of the final examination grade.

The students' average grades were computed into an average grade for the Facebook group and an average grade for the control group. A *t*-test was conducted to determine if there was a significant difference in performance between the two groups. The Alpha Level for the *t*-test was set at .05 and it was scrutinized along with the *t* value and the degree of freedom to determine if the *t*-test is statistically significant. The null hypothesis for this research question was: there is no significant difference in performance between the Facebook group and the comparison group.

CHAPTER IV

RESULTS

Introduction

The purpose of the present study was to examine whether the introduction of Facebook in the context of a French online course had an influence on the type of motivation students demonstrated, on their mean attitude towards the course, its instructor, and on their final grades.

The purpose of the study was introduced in Chapter 1 and a review of the literature was described in Chapter 2. Chapter 3 described in detail the design of the study. The purpose of the present chapter is to report the data analysis as well as the results and findings for each research question.

General Overview of the Procedures

This study was conducted in two online elementary French courses at a major research I university. 104 students participated in the study over the course of one semester. Stratified random sampling was used; however, because of students dropping the course during the semester, more students were enrolled in the control group (64 participants) than in the Facebook group (40 participants). Following the stratified random sampling, which enabled to sample participants in the two groups independently from each other, 53 participants were enrolled in the Facebook group whereas 70 were enrolled in

the control group. All these participants took the pretest. At the time of the posttest, the facebook group had lost 13 participants and the control had lost 6 participants. All these students in both groups who did not participate in the study anymore had actually dropped the course. However students dropping out did not affect the way both groups were balanced between students enrolled in first semester French and students enrolled in second semester French. In the Facebook group, 16 participants (40%) were enrolled in first semester French and 24 participants (60%) were enrolled in second semester French. In the control group, 27 participants (42%) were enrolled in first semester French and 37 participants (58%) were enrolled in second semester French.

Students assigned to the Facebook group added the instructor as a friend on Facebook between the third and the fourth week of the semester. Students in the control group received no treatment. The pretest, which consisted of the background questionnaire and the Academic Motivation Scale, was administered before participants enrolled in the Facebook group added their instructor as a friend. The posttest, which consisted of a second offering of the Academic Motivation Scale, the Instructional Affect Assessment Instrument, and the open-ended exit questionnaire, was administered between the 13th and the 15th week of the semester (the semester being comprised of 16 weeks). The final grades for the course (comprised of homework grades, online tests grades, midterm examination grade, and final grade) were considered for the purpose of this study as a measure of performance.

Descriptive Statistics

Background Questionnaire

The background questionnaire was administered during the pretest and provided the researcher with information regarding the class demographics. 104 students participated in this study. The youngest student was 20 years old, the oldest 43 years and the average student age was 24 years and 6 months. 27% of the students were male, 73% were female. The majority of the students were in the 20-24 year-old bracket.

40 participants were enrolled in the Facebook group and 64 participants were enrolled in the control group. Males accounted for 30% (12 participants) of the participants and females accounted for 70% (28 participants) of the participants enrolled in the Facebook group. In the control group, 33% (22 participants) of the participants were male and 67% (42 participants) were female. The participant average age in the Facebook group was 24.05 and 24.8 in the control group. The two groups were therefore balanced in terms of age and gender.

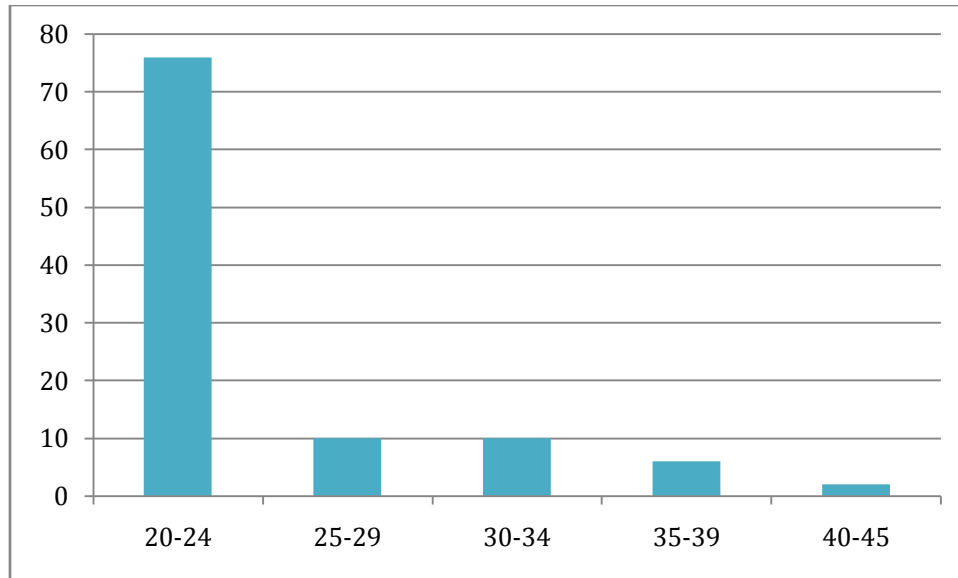


Figure 4.1. Age Distribution of Students participating in the Study

Because the study was concerned with the impact of Facebook, the questionnaire included questions about participants' previous experience with social networking sites. The participants were not new to social networking websites. Prior to the beginning of the study, 94 students had a Facebook account, 50 had a Myspace account, 44 had both a Facebook and a Myspace account, 4 students had no Facebook or Myspace accounts (these last four participants were randomly assigned to the control group, no participants without a Facebook profile prior to the study decided to participate in the Facebook group). Figure 4.2 represents this distribution.

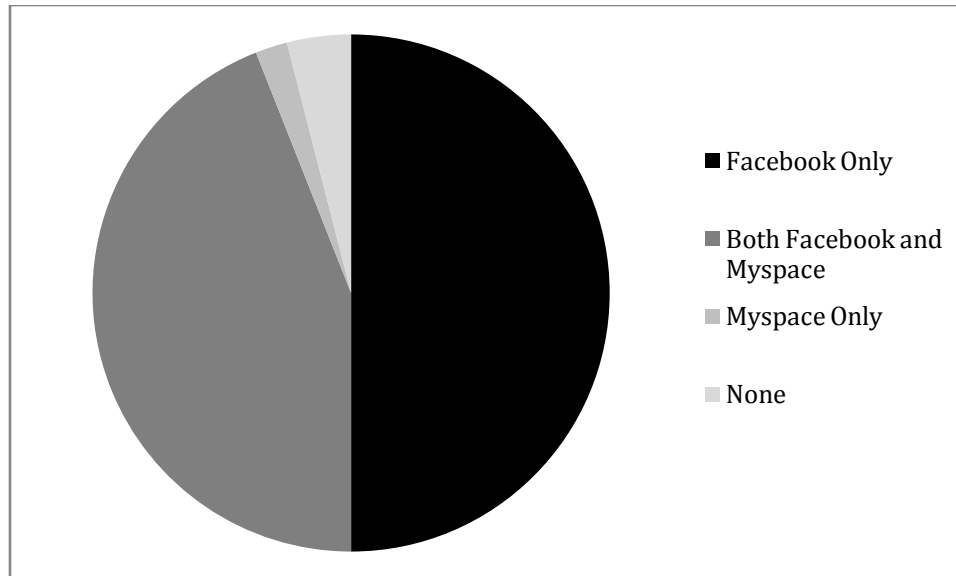


Figure 4.2. Distribution of Facebook and Myspace Accounts among Participants prior to the Beginning of the Study

The average Facebook user reported having a Facebook account for 2 years and 3 months. The user with the most Facebook experience had had an account for 54 months. At the time of the study, the Facebook site had been opened for 60 months. Table 4.1 offers descriptive statistics on participants experience with MySpace and Facebook.

Table 4.1

Descriptive Statistics of the Number of Months Users had had a Facebook or MySpace Account

	Facebook	MySpace
Mean	27.5319	40.6
Median	24	43.5
Mode	24	48
Range	53	49
Minimum	1	12
Maximum	54	61

The average Myspace user had had an account for a longer amount of time. Among the participants, the most recent account had been created one year before the start of the study. This can be explained by the fact that Myspace was founded in 2003 and did not face any competing websites until Facebook gained in popularity in 2006.

In the background questionnaire, the participants were also asked to estimate their weekly usage of Myspace and Facebook. Two participants reported they do not check their accounts and one participant reported checking his account over 100 times a week. Despite these two outliers, most participants

usually consulted their social networking accounts between 1 and 10 times a week.

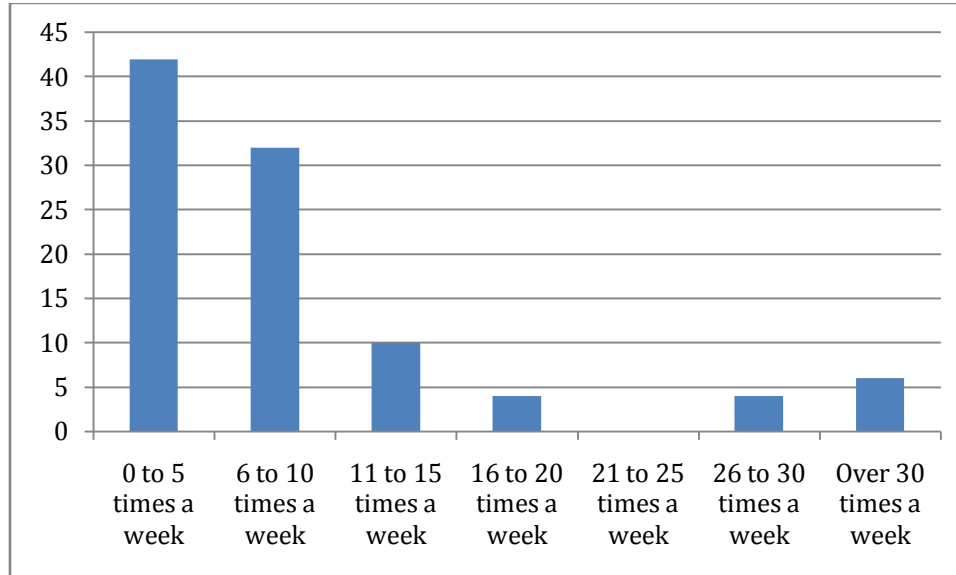


Figure 4.3. Participants' Self-Reported Frequency of Use of Social Networking Websites

Since this study focused on participants enrolled in a French language course, the questionnaire included a question to determine the participants' reason for taking this course. A majority of students took this course to fulfill a language requirement (80 students). This is typical for language courses offered in the university where this study took place. The language requirement for this university requires all students who did not score high enough on the Language Department placement test to take first semester and second semester language courses. Some students who did not score high enough to be exempted from taking a language but who demonstrated sufficient knowledge of the language

are allowed to take only the 2nd semester of a language to fulfill their language requirement. Figure 4.4 illustrates the reasons why the participants are taking this course.

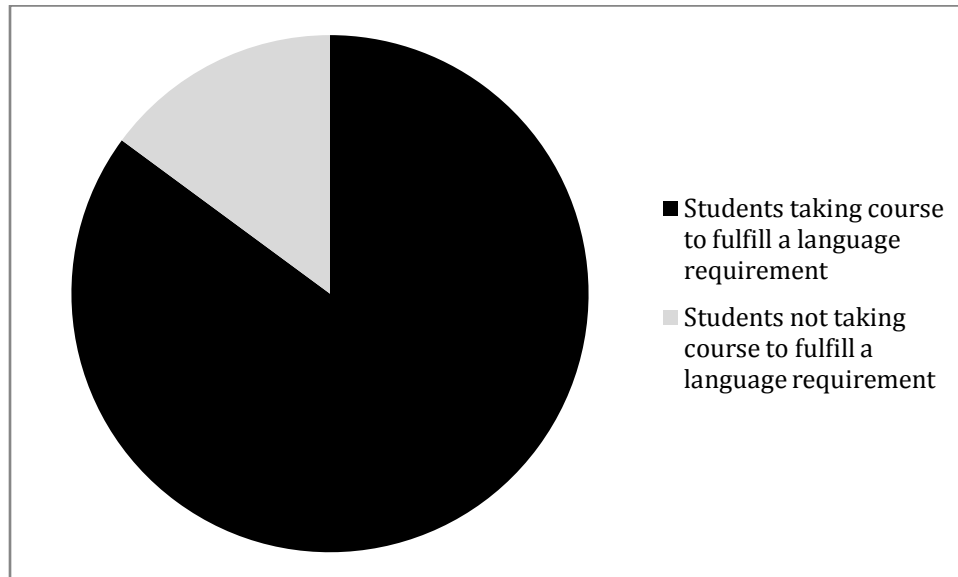


Figure 4.4. Participants' Reasons for taking the Course

Results by Research Questions

This section of the chapter is organized according to the research questions. Each Research question will be stated and answered.

Question 1

Is there a significant change in motivation type between the Facebook group and the control group before and after the Facebook exposure?

Independent variable: exposure to the instructor's Facebook page.

Dependant variable: motivation type exhibited by the participants (nominal type of data).

Null hypothesis: There is no significant change in motivation type between the Facebook group and the control group before and after the Facebook exposure.

The Academic Motivation Scale was utilized for both the pretest and the posttest. It determined which motivation types the participants were demonstrating at the beginning and at the end of the semester. The types of motivation are intrinsic, extrinsic, and amotivation (or lack of motivation).

For the purpose of this study, the participants were divided into two groups. Participants in group 1 added the instructor as a friend on Facebook after taking the pretest; participants in group 2 were not given this opportunity and therefore were never exposed to the instructor's Facebook profile. On the pretest, the AMS determined that in group 1, 12 students were extrinsically motivated, and 28 were intrinsically motivated. On the posttest, and after an entire semester of being exposed to the instructor's Facebook page, 4 participants were extrinsically motivated and 36 were intrinsically motivated. No participants displayed amotivation during the pretest or the posttest. The result of the AMS for group 1 can be found in Table 4.2 in the form of a cross tabulation.

Table 4.2

Cross Tabulation of the Results of the Academic Motivation Scale for the Facebook Group

		<u>Posttest</u>		
		Extrinsic	Intrinsic	Total
<u>Pretest</u>	Extrinsic	2	10	12
	Intrinsic	2	26	28
	Total	4	36	40

In group 2, the pretest determined that 14 students were extrinsically motivated and 50 were intrinsically motivated. These figures remained the same at the posttest; none of the participants experienced a change of motivation type. The cross tabulation describing the results of the AMS for group 2 can be found in table 4.3.

Table 4.3

Cross tabulation of the results of the Academic Motivation Scale for the control group

		<u>Posttest</u>		
		Extrinsic	Intrinsic	Total
<u>Pretest</u>	Extrinsic	14	0	14
	Intrinsic	0	50	50
	Total	14	50	64

The results of the AMS were analyzed using a McNemar Chi-Square test in order to assess if there were significant changes in motivation types between the pretest and the posttest. This test assesses the significance of the difference between two dependent samples when the variable of interest is a dichotomy. In this study, the test evaluates if changes of motivation types (intrinsic or extrinsic) in students is significant between the pretest and the posttest. This analysis revealed a significant difference of motivation types displayed in the Facebook group between the pretest and the posttest. The result for the chi-square of the Facebook group is 4.08, and at .05 level of significance the critical value is 3.84. The null hypothesis: "There is no significant change in motivation type between the Facebook group and the control group before and after the Facebook exposure", is therefore rejected. The result of this research question echoes Christophel's motivational theory (1990), which states that teacher's immediacy (communicative behaviors that reduce the physical or psychological distance between individuals and foster affiliation) positively affects students' motivation.

Question 2

Is there a significant difference in mean attitude between students assigned in the Facebook group and the control group?

Independent variable: exposure to the instructor's Facebook page

Dependant variable: students' mean attitude toward the class and its instructor (ratios)

Null hypothesis: There is no significant difference in mean attitude between the Facebook group and the comparison group toward the class and its instructor.

In order to answer this question, students' mean attitude toward the class and its instructor scores were provided for both the Facebook group and the control group using the Instructional Affect Assessment Instrument. The formula used to compute the mean attitude score towards the class and its instructor can be found in Appendix E. Scoring K was used as it includes all subscores (total attitude, total behavioral intent) in its calculation. The average score for the Facebook group was 53.2, and the average score for the control group was 49.43. A summary including the mean, standard deviation, skewness and kurtosis for the mean attitude toward the class and its instructor for each group is provided in Table 4.4.

Table 4.4

Mean attitude scores for the Facebook group and the control

Variable	N	Mean	Standard Deviation	Skewness	Kurtosis
Mean Attitude Facebook Group	40	138.8	22.26	-0.51	-0.54
Mean Attitude Control Group	64	141.75	17.97	-0.6	-0.22

In terms of typical scores, the mean attitudes for the Facebook group (138.8) and the control group (141.75) are high. According to McCroskey (1994),

the developer of the Instructional Affect Assessment Instrument, any score above 126 can be considered to be high, the range of scores being between 24 and 168. Cohen's $d = -.15$ reflects a small effect size. When considering the distribution of scores in both groups, the kurtosis value (<1) suggests a platykurtic distribution with the majority of values occurring the same number of times. The skewness for both groups 1 and 2 (<1) suggests that the mean attitude scores were clustered on the right side of the distribution. An independent t -test was used to determine whether the means of the two groups were statistically different from each other. The t -test failed to reveal a statistically reliable difference between the mean attitude scores of the Facebook group ($M = 138.8, s = 3.52$) and the control group ($M = 141.75, s = 2.24$), $t(102) = 7.42, p = .480, \alpha = .05$. The null hypothesis for this research question, "There is no significant difference in mean attitude between the Facebook group and the comparison group toward the class and its instructor", is not rejected.

Question 3

What are the students' overall impressions of the use of Facebook on the instructor's part? Do students' responses indicate any change in impressions of course and instructor?

The purpose of this question was to collect qualitative data in order to gather testimonies from the participants about their experience in this study. Participants who were assigned to the Facebook group had to answer a set of three open-ended questions during the posttest. These questions can be found in

Appendix F. Participants assigned to the control group had to answer only one question, which was also the first question participants in the Facebook group had to answer. Content analysis (Krippendorff, 1980; Stewart & Shamdasani, 1990) was used to break data into content chunks and to code the content into conceptual categories. Open coding as described by Strauss and Corbin (1990) was utilized in this study as it allows the researcher to remain open as new relationships and categories emerge during data analysis. For each research question, the first section provides the main trends and themes touched on by the participants for each open-ended question, and the second one illustrates these trends and themes with excerpts from the participants' answers.

The first question asked to both the Facebook group and the control group was: "What is your opinion about your French instructor sharing his personal information with his students on Facebook? Give as many details as you can in your answer." Because of the nature of the question, the answers it generated were negative, positive, or neutral. 88% of the participants enrolled in the Facebook group thought an instructor sharing personal information on Facebook is a good idea. 22% of the students decided to remain neutral on this subject, deciding not to view it as a positive or a negative thing. None of the participants assigned to the Facebook group expressed any negativity towards the idea of an instructor sharing personal information with his students on Facebook. When it comes to the control group, 30% of the participants expressed a positive opinion about the idea of an instructor sharing his personal information on Facebook,

30% viewed it as a negative and 40% were neutral about it. Figures 4.5 and 4.6 provide a graphic representation of these statistics.

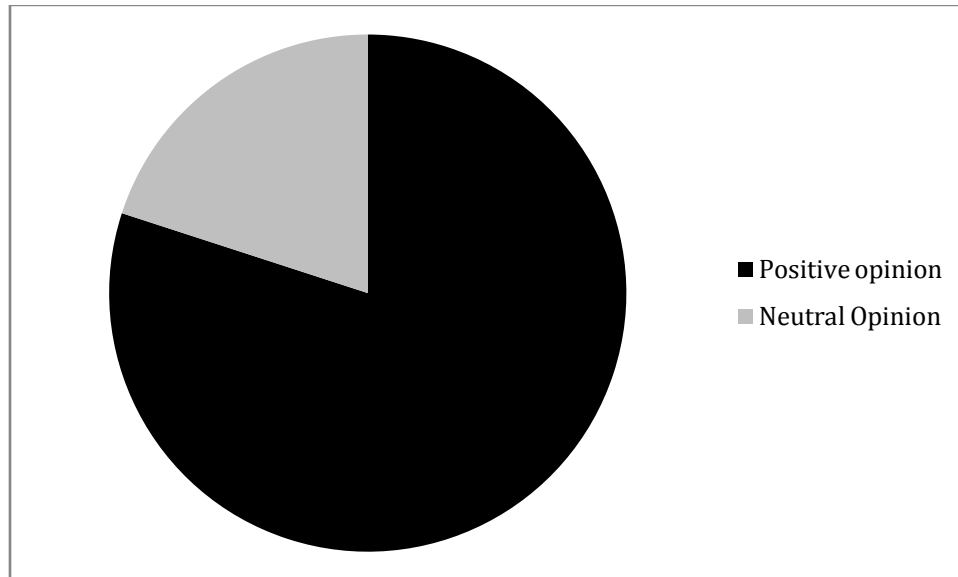


Figure 4.5. Opinion of Participants enrolled in the Facebook Group about their Instructor sharing his Information on Facebook

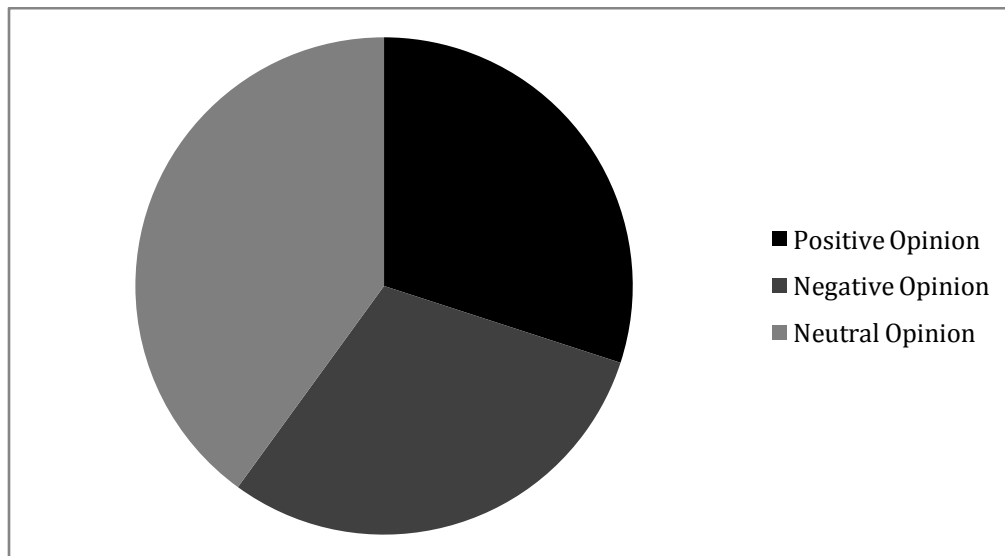


Figure 4.6. Opinion of Participants enrolled in the Control Group about their Instructor sharing his Information on Facebook

In the Facebook group, participants were enthusiastic about the use of Facebook on the part of their instructor. The majority of the positive comments came from the Facebook group. To illustrate students' views, some of the comments made by participants in the Facebook group can be found below.

I think it's great. It lets us get to know our instructor on a much more personal level.(participant #7)

I think it is an interesting way to get to know your professor, and I actually really like it. Many instructors have hundreds of students, so we don't really get to know them very well. With being a friend with them on Facebook it allows students to get to have a more personal relationship with the professor. Especially once we get into our majors, students use these relationships to better themselves in their careers and use professors as references and for letters of recommendation. I think it would be awesome if we were allowed to add all our professors in a professional context on facebook. (participant #24)

I thought it was refreshing. It was nice to be able to reach the instructor on a personal level. (participant #39)

I think it's great! I think it makes him more personable and easier to approach. This may be more helpful to students who would normally hesitate to ask for help. (participant # 2)

A few participants were somewhat more neutral toward the idea of their instructor sharing his personal information on Facebook. The following comments were made by participants in the Facebook group.

I do not think it's that much of a big deal because he did not give too much information about himself. He just gave his basic information. (participant #16)

I'm fine with it.(participant #20)

At this point in the world, everyone has a Facebook profile so I'm quite indifferent to it.(participant #10)

Some participants also complained about the fact the instructor's Facebook page was mostly in French. A few of their testimonies can be found below.

He often wrote to his French friends in the French language, so I didn't always understand everything.(participant # 70)

Everything is interesting except for the fact that it is all written in French so it can be kind of hard to understand.(participant #14)

The only negative comments came from participants enrolled in the control group. They often referred to the inappropriateness of an instructor sharing his personal information on Facebook and the boundary between students and professor that should not be crossed. Some participants also commented on the safety of personal information posted on the Internet.

It is my opinion that if my French instructor was thinking about sharing his personal info on Facebook he should think twice, and not do it.(participant #76)

It may be preferable for a professor, or anyone who is a professional/ wants to appear as professional, to exercise restraint in the personal information they show or give out on websites such as Facebook. Consequently, there is an extent to which personal information should be made available to the general public if a professional wishes to be taken seriously.(participant #55)

Too much information out there for anyone to see is never a good thing.(participant #101)

It might do a little damage to the student teacher relationship...I would be less likely to see him as an instructor and more peer-like.(participant #69)

I feel that Facebook opens many avenues for communication. If these avenues remain professional and appropriate to a student/instructor relationship, I believe that it can be very positive. My concern is that such open avenues may present opportunities for inappropriate or unprofessional information or discussion.(participant #70)

I don't think it is a good idea to post personal information on a website.
(participant #42)

The second question was only asked to the participants enrolled in the Facebook group. Its prompt was: “After you were given the opportunity to check your instructor’s Facebook profile, did your opinion about him change? In what ways did your opinion change or did your opinion not change? Give as many details as you can in your answer.” There were three types of common answers to this question: my opinion changed, my opinion did not change, I am unsure whether my opinion changed or not. The participants provided comments to illustrate their opinions. In order to better analyze the answers to this question, a descriptive chart is provided in Figure 4.7. It is followed by sample answers from students presented by themes.

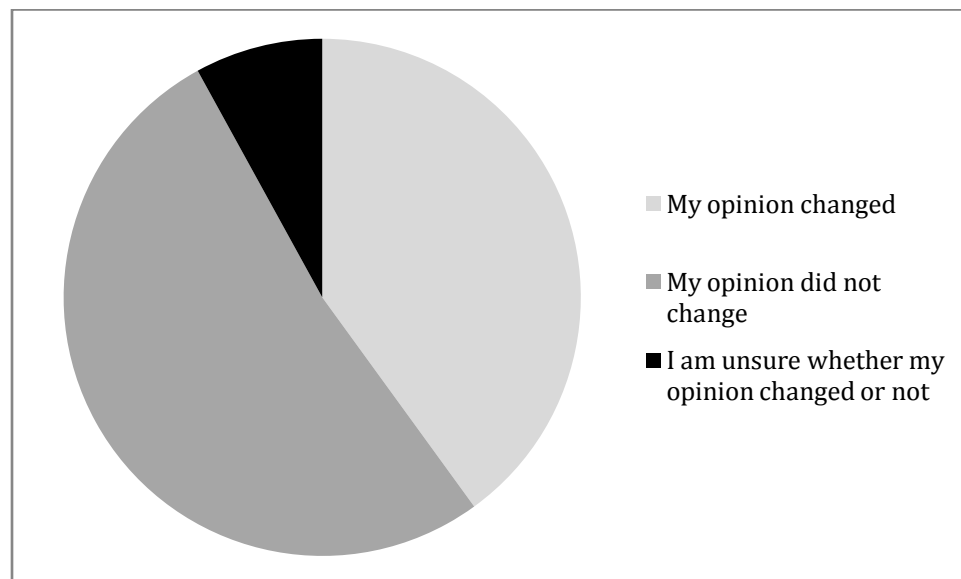


Figure 4.7. Change of Opinion about the Instructor after the Participants' Exposure to his Facebook Profile

40% of the participants who added their instructor as a friend on Facebook for the semester they were taking a course with him felt their opinion about him changed. 52% of them felt their opinion about him did not change. 8% of the participants were not sure whether their opinion about him changed or not.

The most common theme expressed by those participants who experienced a change in their opinion is the ease in relating to the instructor. Some others, seeing on the instructor's Facebook profile that he is also a graduate student, mentioned the fact he is also a student like them. Some others enjoyed learning more personal things about him, for instance the fact he recently got married.

I think it is a wonderful way to connect with his students on a personal level. It gives the feeling that he is approachable and down to earth.

(participant #12)

Since the class is an online class, he was just a face-less name to me. It was nice getting to know some more personal things about him (such as the fact that he recently got married). I think it helps to be able to relate to him more as a person.(participant #32)

Seeing the things he posted on his Facebook made him seem more personable and relatable.(participant #34)

It made me view him as more of a student than an instructor.(participant #13)

Some participants whose opinion changed after adding the instructor as a Facebook friend expressed the idea of the inappropriateness of interacting with an instructor on Facebook. These comments are similar to the ones made by participants enrolled in the control group who had a negative view of an instructor sharing personal information on Facebook.

I had to make sure that the "relating" feeling didn't translate to a decreased level of respect because I think it's easy for students to treat a professor more like a peer if the professor has a facebook. (participant #3)

Yes it did. I stopped thinking of him so much as a teacher and more like another college student.(participant #11)

The final question participants in the Facebook group answered was: "How many times per week did you check your instructor's FB profile?" The answers are compiled in the form of a bar chart in Figure 4.8.

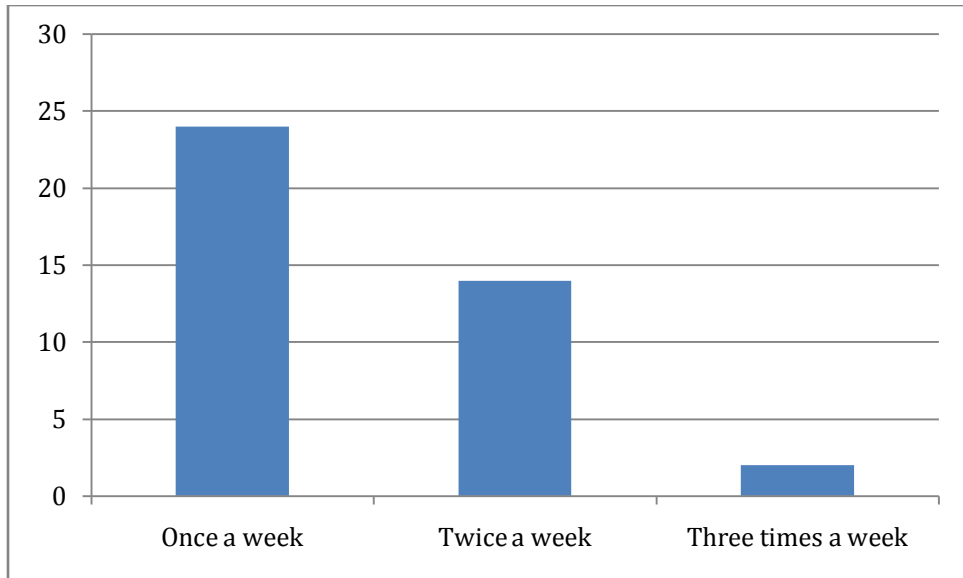


Figure 4.8. Self-Reported Frequency of Participants in the Facebook Group consulting their Instructor's Profile

60% of the participants enrolled in the Facebook group reported consulting their instructor's Facebook profile once a week, 35% consulted it twice a week and 5% consulted it three times a week. Therefore 95% of the participants consulted the profile once or twice a week. None of the participants reported not consulting their instructor's profile after adding him as a friend. This statistic demonstrates that participants in the Facebook group were exposed to the instructor's profile on a regular basis throughout the semester.

Question 4

Is there a significant difference in performance between the Facebook group and the control group?

Independent variable: exposure to the instructor's Facebook page

Dependant variable: Final grades participants earned for the course

Null hypothesis: There is no significant difference in performance between the Facebook group and the comparison group

In the context of this study, performance is defined as the final grades the participants earned for the course at the end of the semester. These final grades are comprised of online homework grades, online tests, in-class midterm and final examinations. Table 4.5 provides a description of the way the final grade is computed.

Table 4.5

Final grade computation

Online Homework Assignments	40%
Online Unit Tests	20%
In-Class Midterm Exam	20%
In-Class Final Exam	20%

During the semester participants completed 14 online homework assignments that comprised the online homework assignment grade. The online

unit test grade is calculated by averaging the 3 online tests taken by the participants during the semester. The last two items which composed the final grade, the mid-term grade and the final examination grade, are in-class exams taken respectively on the 10th and 16th week of the semester.

Table 4.6 provides descriptive statistics for the final grades for groups 1 and 2. Cohen's $d = -.06$ reflects a small effect size. The skewness for both groups 1 and 2 (< 1) suggests that the final grade scores were clustered on the right side of the distribution. Additionally, the kurtosis value for group 1 (< 1) suggest a platykurtic distribution with the majority of values occurring the same number of times.

Table 4.6

Descriptive Statistics of Final Grades for the Facebook Group and the Control Group

Variable	N	Mean	Standard Deviation	Skewness	Kurtosis
Final grades Facebook Group	40	88.71	7.68	-.705	-.335
Final Grades Control Group	64	88.26	7.60	-2.23	6.01

A t -test was used to determine whether the means of the two groups were statistically different from each other. An independent sample t -test was used to see if the two means are different from each other since the two samples that the

means are based on were taken from different individuals who have not been matched. The t test failed to reveal a statistically reliable difference between the mean attitude scores of the Facebook group ($M = 88.71$, $s = 7.68$) and the control group ($M = 88.26$, $s = 7.60$), $t(102) = .294$, $p = .769$, $\alpha = .05$. The null hypothesis for this research question, “There is no significant difference in performance between the Facebook group and the comparison group”, is not rejected.

Summary of Findings

The central question addressed in this study is how teacher’s self-disclosure using Facebook affects the students’ motivation type; their mean attitude towards the course, its instructor, and the behaviors recommended for the course; and performance. Qualitative data were also gathered to illustrate whether the participants were aware of some changes affecting them throughout the semester.

An assessment determining the type of motivation displayed by the participants was used during the pretest and the posttest. A measure of mean attitude was used during the posttest, as well as an open-ended exit questionnaire. Participants enrolled in the Facebook group displayed a significant change of motivation between the pretest and the posttest from being extrinsically motivated to intrinsically motivated. Participants enrolled in the control group did not experience a significant change in motivation type. There

was no significant difference in mean attitude between participants assigned in the Facebook group and the participants assigned in the control group.

Qualitative findings suggest that participants assigned to the Facebook group had a positive experience because it enabled them to relate more with their instructor. However it should be noted that a few students raised the issue of the inappropriateness of the use of Facebook in such a context. Finally, there is no significant difference in performance between the participants enrolled in the Facebook group and the participants enrolled in the control group.

CHAPTER V

DISCUSSION

This dissertation examined the effects of teacher's self-disclosure using Facebook on students in a French online course. This final chapter will present the interpretations of the results for each research question, discuss theoretical and pedagogical implications, make recommendation for future research and offer final conclusions.

Interpretations of the results

Effects of Online Instructor's Self-Disclosure on Motivation Types

The Academic Motivation Scale was used in this question to determine the participants' motivation types during the pretest and the posttest. When examining differences in motivation types between the pretest and the posttest, a McNemar Chi-square test revealed that a shift occurred in participants in the Facebook group. After being exposed to instructor self-disclosure through Facebook, a significant number of participants experienced a motivation type switch from being extrinsically motivated to intrinsically motivated. Such a change in motivation type did not occur in the control group, the majority of the participants in this group remained intrinsically motivated, therefore suggesting the instructor's self-disclosure using Facebook may be a major factor behind this change.

Such a switch in motivation is crucial in the language learning process since intrinsic motivation is the most self-determined type of motivation that is associated with the most positive results in the learning process (Deci & Ryan, 1985; Deci & Ryan, 2000; Vallerand, 1997). A study pertaining to this research has shown that a teacher positive communicative style (teachers perceived to support students' autonomy and to provide useful feedback on students' progress) directly correlates with stronger feelings of intrinsic motivation related to positive language learning outcomes (Noels, Clément, & Pelletier; 1999). This study used the Academic Motivation Scale instrument, the same instrument that is used in the present study.

Effects of Online Instructor's Self-Disclosure on Attitudes towards the Course and its Instructor.

The Instructional Affect Assessment Instrument provided a score for the attitude toward the class and its instructor. This instrument was administered during the posttest to both groups. The mean score for the Facebook group was 138.8 and the mean score for the control group was 141.75. A *t*-test was used to determine whether there existed a significant difference in attitude score between the Facebook group and the control group. The *t*-test concluded that no such difference existed between the two groups, the mean scores being almost identical. The instructor's self-disclosure using Facebook did not have a significant effect on the mean affect scores of the participants in both groups.

In a similar study using the same instrument, Mazer (2007) did not consider the total attitude score. Rather, he considered only two subscales he added together to provide a score. Those subscales were “attitude toward the instructor” and “enroll for program again” (subscores C and F in Appendix E). Mazer used three groups: high instructor self disclosure using Facebook, medium instructor self-disclosure using Facebook, and low instructor self-disclosure. Other differences in design will be examined below. Table 5.1 provides a descriptive statistics for the mean total attitudes (scores computed by Mazer using the subscores described above) in Mazer’s study.

Table 5.1

Descriptive Statistics of Mean Total Attitudes (Total Average) in Mazer’s Study

	N	Mean	Standard Deviation
High self-disclosure	45	45.09	6.70
Medium self-disclosure	44	43.64	10.41
Low self-disclosure	44	38.82	8.54

In order to compare the present study with Mazer’s, total attitude scores were calculated using the subscores Mazer used with participants in the present study. The descriptive statistics are provided in table 5.2.

Table 5.2

Descriptive Statistics of Mean Attitudes using Mazer’s Formula (Subscores) in the Present Study

	N	Mean	Standard deviation
Facebook group	40	52.05	5.99
Control group	64	51.63	5.44

The means for both groups in the present study exceed the means of Mazer’s. The difference in means is especially large when the control group in the present study and the low exposure group in Mazer’s study are considered. The main differences between the current study and Mazer’s study lay in the design of both studies. In this study, participants were enrolled in an online beginning French language course whereas, in Mazer’s study, participants were enrolled in an in-class communications course. In Mazer’s study, the instructor whose Facebook profile the participants were exposed to was not their actual professor. Moreover, in the present study, participants assigned to the Facebook group were exposed to the instructor’s Facebook page throughout the semester whereas, in Mazer’s study, they were only exposed to it once in a computer lab. Also, in Mazer’s study, all groups were exposed to different versions of the instructor’s Facebook page at different levels of self-exposure fabricated for the purpose of the study. In the present study, one group was exposed to the authentic instructor’s Facebook page and another received no exposure. Also, it

should be noted that the instrument used for both studies, the Instructional Affect Assessment Instrument, was designed to assess affect in face-to-face, non-language courses. A modified version of this instrument may need to be used to take into account the particular nature of online courses. All these factors can explain the discrepancies in means between the two studies. In a future study, the Instructional Affect Assessment Instrument should also be administered to the in-class equivalent of the French online course in order to observe whether the online nature of the course has an impact on students' affect since instructor's self-exposure using Facebook was shown to have no effect. A study should also investigate using different instructors to determine to what extent the personality, age, or gender of the instructor reflected in the Facebook profile plays a role. These variables could be matched to participants' age and gender to determine how these variables may affect different types of learners in different ways.

Effects of Online Instructor's Self-Disclosure on Performance

For the purpose of this study, performance was defined as the final grade earned by the participants at the end of the semester. The mean final grade of participants enrolled in the Facebook group was 88.71 and the average final grade of participants enrolled in the control group was 88.26. In order to determine whether the difference in average grades between the Facebook group and the control group was significant, a *t*-test was conducted. It suggested that no significant difference in average final grades, and therefore in performance for the purpose of this study, existed between the Facebook group

and the control group. It can thus be assumed that exposure to the instructor's Facebook profile had no impact on the participants' final grades in the course in which they were enrolled.

It was expected that the instructor's self-disclosure would have had an effect on students' performance. Beaudoin (2001) demonstrated that students who have higher levels of exposure to their instructor perform better in terms of final grade for the course than students with medium and low levels of exposure. One of the limitations of the present study was the use of students' final grades as a measure of performance in the course. In his study, Beaudoin did not provide a description of the way the final grade used was computed. Grades and grade point averages are common student performance measures; however such measures tend to be misleading particularly because of grade inflation (Picciano, 2002).

The Boston Globe (2001) reported that at Harvard University, "48.5 percent of the grades in the year 2000 were A's and A-minuses, B grades accounted for 45 % of all grades, grades in the C categories accounted for 4.9 % of all grades, D's and failing grades accounted for less than 1 % of all grades." This article has stemmed a debate among college faculty showing that this trend is not isolated to Harvard University (Gordon, 2006). In the present study, 33% of all grades were A's, 42% were B's, 19% were C's, 2% were D's and 4% were F's. Such a distribution is consistent with the case of grade inflation described by the Boston Globe.

Grade inflation may have masked differences in performance between the Facebook group and the control group. The letter grade distribution for students enrolled in this study is included in Figure 5.1. The letter grades were calculated using the grading system for the course included in Table 5.3.

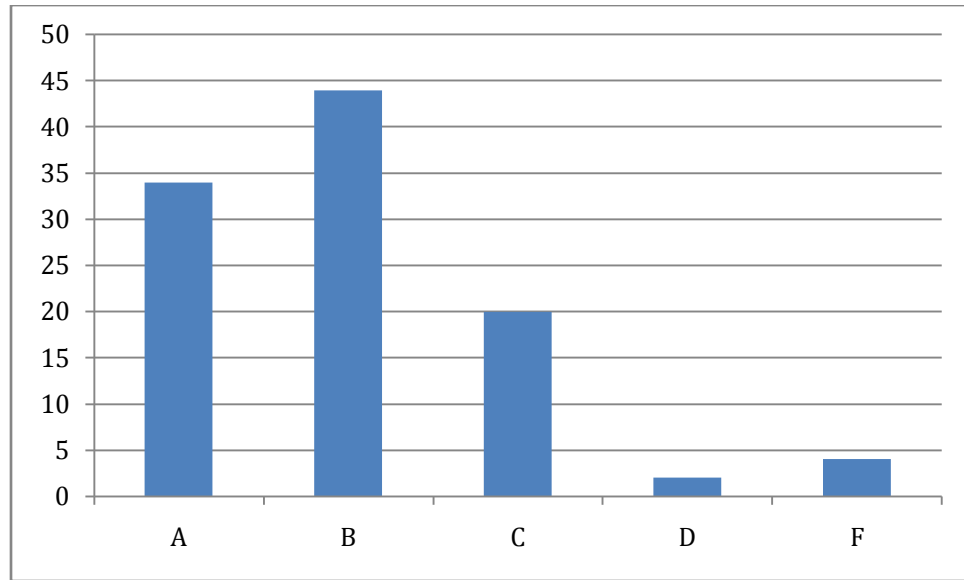


Figure 5.1. Letter Grade Distribution for Students enrolled in the Study

Table 5.3

Letter Grade Computation for the Course

A	≥90%
B	≥80%
C	≥70%
D	≥65%
F	<65%

The use of final grades, because of grade inflation, may not be a sensitive enough measure of either language proficiency or achievement in the class. Because of this phenomenon, the researcher also considered the average of the midterm and final examinations and obtained similar results. By not using homework grades which result mostly in A's, it was thought that using the examinations administered in-class only would bypass grade inflation. Those are included in Table 5.4. A notable difference when considering the average of midterm and final examinations is the fact that the standard deviation value is much higher for the control group. This reflects the fact that the range of grades is greater for the control group. In the control group, these averages range from 1 to 95 whereas in the Facebook group, the same averages range from 71 to 96. This could be related to the greater drop rate in the Facebook group. The participants in the Facebook group may feel more responsible towards the instructor, or they may no longer feel they can hide their lack of performance behind anonymity. A future study could explore these issues through the use of qualitative data.

Table 5.4

Descriptive Statistics of Final Grades for the Facebook Group and the Control Group

Variable	N	Mean	Standard Deviation
Average Midterm & Final Facebook Group	40	82.35	9.2
Average Midterm & Final Control Group	64	79.21	17.5

A future study exploring the relationship between online instructor self-disclosure and student performance should look at performance as a series of benchmark measuring different elements taught in the course. Students performing well would meet most of the benchmarks whereas students performing poorly would meet fewer benchmarks. Those benchmarks would not result in a score but a pass or fail mark. These benchmarks could consist of several discreet pieces of learning material (such as grammar points) the researcher could decide to focus on in order to assess whether learning took place. These could take the form of grammar exercises given outside regular tests and they would not be taken for a grade. The researcher would design them and collect them to avoid teacher interference with the grading process.

Another limitation that may have contributed to the failure of establishing a link between instructor's self-disclosure and improved performance is the length

of the study. One semester is a relatively short period of time to witness a difference in performance between the two groups. Future studies should consider utilizing a more refined measure of performance.

Interpretation of Qualitative Data

The qualitative findings of this study relied on an open-ended exit questionnaire given to participants during the posttest. Two different versions of the questionnaire were used. The questionnaire for the Facebook group contained three questions whereas the control group questionnaire's only prompt was the first question asked to the Facebook group. When the answers provided by both groups were analyzed, recurrent themes emerged.

Firstly, it appears that participants who were enrolled in the Facebook group during the semester have in general a good opinion about their instructor sharing personal information on Facebook with only a minority of them deciding to remain neutral on this issue and none of them expressing negative opinions. In contrast, participants in the control group who did not have access to the instructor's Facebook profile remained neutral on the issue. The rest of the participants in this group were about equally divided between positive and negative opinions on this issue. Some students in both groups also highlighted the fact that some of the postings on the instructor's profile were in French. These students commented that even though these postings were hard to understand because of their limited proficiency in the language, they were

nevertheless helpful because they enabled them to see the language used in context.

This can be explained by the fact that, after having been exposed to instructor self-disclosure for a semester, many participants in the Facebook group were not concerned about issues of crossing the border between instructor and students as much as participants in the control group. This theme of inappropriateness is recurrent throughout the comments provided by the control group and seems to be one of their main concerns. This concern is not mentioned by participants in the Facebook group for the first question, “What is your opinion about your French instructor sharing his personal information with his students on Facebook?” However, it became an issue for some of these same participants in the Facebook group when they were asked if their opinion of their instructor changed after they had been exposed to his Facebook profile. It can be inferred that when it comes to the Facebook group, participants viewed the first open-ended question, “What is your opinion about your French instructor sharing his personal information with his students on Facebook?”, as a general opinion; therefore, since they experienced having the instructor as a friend on Facebook, they did not judge it as inappropriate for the general population. However, among the 40% of the participants who felt their opinion about the instructor changed after being exposed to his Facebook profile, a minority of them expressed that their opinion of him took a negative shift because of the inappropriateness of having an instructor as a friend on Facebook. It is due to the fact that this second question, “After you were given the opportunity to check

your instructor's Facebook profile, did your opinion about him change? In what ways did your opinion change or did your opinion not change? Give as many details as you can in your answer," seeks a more personal answer than the previous one and it explains why some students decided to bring up the theme of inappropriateness at this point. It should be noted though that the majority of the participants whose opinion changed after having been exposed to his Facebook profile mention that the experience was positive since it enabled them to relate more to the instructor. A thin line seems to be drawn between inappropriateness and relatedness and its consequences and positive and negative attitudes expressed in a qualitative fashion in this study. A future study could explore the variables that make exposure to the instructor's Facebook page a way to relate to him for some students and an inappropriate way to get to know him for some other by way of interviews to extract specific qualitative data. This data could shed some light on what type of interactions are considered by the participants professional and what types are considered inappropriate. Such a study should not be limited to online courses.

Theoretical Implications and Limitations

This dissertation adds to the growing body of research in effects of instructor online self-disclosure and in motivation study. Previous studies have focused on online self-disclosure in the context of in-class communications courses using Facebook (Mazer, 2007; O'Sullivan, Hunt, & Lippert, 2004) whereas this dissertation analyzes the effects of instructor online self-disclosure in an online language course using Facebook.

The use of the Academic Motivation scale demonstrated a positive shift in motivation type occurred in students who had been exposed to the instructor's Facebook profile. However this exposure seemed to have no effects on mean attitude and on students' performance in the class. As far as the measure of attitude is concerned, no significant difference in score was identified between the Facebook group and the control group. Moreover, both scores are considered high by the standard of the Instructional Affect Assessment Instrument designer (McCroskey, 1994). More research should be conducted to fully explain why no difference in score was observed. A future study should compare results in this instrument between the online course and its in-class counterpart in order to reveal whether the online nature of the course is the determining factor in obtaining high scores in attitude. Qualitative data should be gathered in order to substantiate the findings and to shed some light on the nature of attitude.

Instructor's online self-disclosure also seemed to have no effect on students' performance. The construct used to analyze performance is the main limitation of this study. Because of grade inflation, using final grades to measure performance in the course provided a flawed measure of this construct. In order to obtain a better measure of performance, future studies should look at performance in the class as a construct validating benchmarks that need to be passed in order to succeed in the class. Such benchmarks could be grammatical concepts, oral skills, listening skills, reading skills, writing skills, etc. These benchmarks could be discussed with the instructor, involve multiple assignments

and be graded as pass or fail items by the researcher for the purpose of the study. The main advantage of using pass or fail benchmarks rather than final grades is the ability to evaluate whether discrete pieces of material were mastered by the students. The researcher should grade these benchmarks to avoid instructor's interference. Another limitation encountered in this study is its length. A longer study (at least two semesters) could perhaps yield results showing more of a difference in attitude and performance between the two groups since participants would experience instructor's self-disclosure on a longer period of time.

This dissertation has nevertheless made important contributions to research on the effects of teacher's online self-disclosure and motivation research by highlighting the change in motivation from extrinsic to intrinsic in students enrolled in the Facebook group. Some questions remain however unanswered such as the real impact of this type of self-disclosure on students' performance.

Pedagogical Implications

Besides contributing to the field of second language acquisition, especially in the fields of online language learning and motivation research, this study also yielded pedagogical implications.

This dissertation suggests that the use of online teacher self-disclosure using Facebook promotes a shift in motivation type that was shown by previous research as being more conducive to language learning (Noels, Clément,

Pelletier; 1999). This finding is particularly relevant in the context of a strictly online administered language course where students have no or at most very limited interactions with their instructor. The use of Facebook may supply a form of interaction. In general, student testimonies show enthusiasm for this form of online self-disclosure among the participants who were exposed to the instructor's Facebook profile.

Directions for Future Research

Multiple topics stemming from this study can be explored in future research. The findings from this study using an online French course could be compared to its in-class counterpart. It would be a means to assess whether the high attitude scores obtained in this study are a result of the online nature of the course the participants were enrolled in. The effects of instructor online self-disclosure on students' performance should be examined using a different measure from the one being used in this study in both an in-class and online course context.

This study suggested that the instructor's online self-disclosure had an effect on shifting students' motivation types. Future studies should consider administering a posttest after a second and third semester to examine whether this shift can be retained over time.

The issues of how students may relate to their instructor and inappropriateness should also be the focus of future studies. The difference between the two seems to result respectively in positive and negative opinions

towards the instructor. The nature of these two concepts should be explored and the variables that influence students in one way or another should be defined.

Conclusions

Previous studies have examined the effects of online instructor's self-disclosure on multiple variables. This study is the first in second language acquisition to explore the effects of online instructor's self-disclosure using Facebook in a strictly online language course. This study examined this issue by focusing on motivation, attitude, and performance.

The results of this study reveal that online instructor's self-disclosure using Facebook in a strictly online language course affects students' motivation. However, it seems to have no effect on attitude and performance. Future studies should explore how the online nature of the course may have an impact on students' attitude and approach performance with a different measure.

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APPENDICES

Appendix A: Background Questionnaire

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Preview Assessment: Background Questionnaire

Name Background Questionnaire

Instructions

Multiple Attempts Not allowed. This Test can only be taken once.

Force Completion This Test can be saved and resumed later.

Question Completion Status:

Question 1 0 points Save

Gender:

[Text Input Field]

Smart Text Plain Text HTML

Question 2 0 points Save

Year of birth:

[Text Input Field]

Smart Text Plain Text HTML

Question 3 0 points Save

Select which statement(s) applies to you

- I have a Facebook account
- I have a Myspace account
- I have neither a Facebook or a Myspace account

Internet | Protected Mode: On 100%

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Question 4 0 points Save

Please enter a number. If it doesn't apply to you, just enter 0

For how many months have you had a Facebook or Myspace account?

[Text Input Field]

Smart Text Plain Text HTML

Question 5 0 points Save

Please enter a number. If it doesn't apply to you, just enter 0

How many times a week do you check your Facebook or Myspace account?

[Text Input Field]

Smart Text Plain Text HTML

Internet | Protected Mode: On 100%

Rich text editor toolbar with options: Smart Text, Plain Text, HTML, and icons for bold, italic, link, unlink, and preview.

Question 5 0 points [Save](#)

Please enter a number. If it doesn't apply to you, just enter 0
How many times a week do you check your Facebook or Myspace account?

Empty rich text editor box with the same toolbar as above.

Question 6 0 points [Save](#)

Are you taking French primarily to fulfill a language requirement?

- Yes
- No

[Save](#) [Submit](#)

Appendix B – Academic Motivation Scale

Scale Description

This scale assesses 7 types of constructs: intrinsic motivation towards knowledge, accomplishments, and stimulation, as well as external, introjected and identified regulations, and finally amotivation. It contains 28 items (4 items per subscale) assessed on a 7-point scale.

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**Vallerand, R.J., Blais, M.R., Brière, N.M., & Pelletier, L.G. (1989).
Construction et validation de l'Échelle de Motivation en Éducation (EME).
Revue canadienne des sciences du comportement, 21, 323-349.**

ACADEMIC MOTIVATION SCALE (AMS-C 28)

COLLEGE VERSION

***Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière,
Caroline B. Senécal, Évelyne F. Vallières, 1992-1993***

Educational and Psychological Measurement, vols. 52 and 53

Name AMS
Instructions Select whether you agree or disagree with the answer given on a scale of 1 to 7, 1 being strongly disagree and 7 being strongly agree.
Multiple Attempts Not allowed. This Test can only be taken once.
Force Completion This Test can be saved and resumed later.

Question Completion Status:

Question 1 Because if I do not take this course I would not find a high-paying job later on. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 2 Because I experience pleasure and satisfaction while learning new things. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 3 Because I think that this course will help me better prepare for the career I have chosen. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 4 For the intense feelings I experience when I am communicating my own ideas to others. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 5 Honestly, I don't know; I really feel that I am wasting my time in this course. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 6 For the pleasure I experience while surpassing myself in my studies. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 7 To prove to myself that I am capable of completing my college degree. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 8 In order to obtain a more prestigious job later on 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 9 For the pleasure I experience when I discover new things never seen before. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 10 Because eventually it will enable me to enter the job market in a field that I like. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. Strongly agree

Question 11 For the pleasure that I experience when I learn about other cultures. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 12 I once had good reasons for taking this course; however, now I wonder whether I should continue. 0 points Save
1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

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Question 13 0 points Save

For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 14 0 points Save

Because of the fact that when I succeed in college I feel important.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 15 0 points Save

Because I need to take this course to have a "good life" later on.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 16 0 points Save

For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 17 0 points Save

Because this will help me make a better choice regarding my career orientation.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 18 0 points Save

For the pleasure that I experience when I feel completely absorbed by another culture.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 19 0 points Save

I can't see why I am taking this course and frankly, I couldn't care less.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Internet | Protected Mode: On 100%

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Question 20 0 points Save

For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 21 0 points Save

To show myself that I am an intelligent person.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 22 0 points Save

In order to have a better salary later on.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 23 0 points Save

Because my studies allow me to continue to learn about many things that interest me.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 24 0 points Save

Because I believe that a few additional years of education will improve my competence as a worker.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 25 0 points Save

For the "high" feeling that I experience while reading about various interesting subjects.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 26 0 points Save

I don't know; I can't understand what I am doing in school.

1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Internet | Protected Mode: On 100%

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Question 23 0 points Save
Because my studies allow me to continue to learn about many things that interest me.
 1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 24 0 points Save
Because I believe that a few additional years of education will improve my competence as a worker.
 1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 25 0 points Save
For the "high" feeling that I experience while reading about various interesting subjects.
 1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 26 0 points Save
I don't know; I can't understand what I am doing in school.
 1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 27 10 points Save
Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.
 1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Question 28 0 points Save
Because I want to show myself that I can succeed in my studies.
 1. Strongly disagree 2. 3. 4. 5. 6. 7. Strongly agree

Save Submit

Internet | Protected Mode: On 100%

© **Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière,
Caroline B. Senécal, Évelyne F. Vallières, 1992**

KEY FOR AMS-28

2, 9, 16, 23 Intrinsic motivation - to know

6, 13, 20, 27 Intrinsic motivation - toward accomplishment

4, 11, 18, 25 Intrinsic motivation - to experience stimulation

3, 10, 17, 24 Extrinsic motivation - identified

7, 14, 21, 28 Extrinsic motivation - introjected

1, 8, 15, 22 Extrinsic motivation - external regulation

5, 12, 19, 26 Amotivation

Appendix C: Facebook's Newsfeed

Profile edit Friends Inbox

home af privacy logout

Search

Applications edit

Photos

Video

Groups

more

Guys Make \$100 A Hour



Register for free now.

More Ads | Advertise

News Feed

- IQ** Lamonte Hambrick added the Classic IQ Test application.
- Kristen 'That Girl' Parks left the group Greek Week 2008.
- Laetitia Foiret and Sarah Heilberg are now friends.
- Kristen 'That Girl' Parks left the group Sigma Lambda Beta Spring 2008 Probate.

Netflix - Try free

Sponsored

Over 1 billion movies delivered so far - zero late fees. Try us for free and have a movie waiting for you at home.



- IQ** Lamonte Hambrick added the Verbal IQ Test application.
- Karim Maturaf and Anouk Velo are now friends.
- Kristen 'That Girl' Parks left the group LTA & Co.- Founder's Week 2008.
- Laetitia Foiret and Jean-Christophe L'Hermite are now friends.
- Kristen 'That Girl' Parks left the group La Teresita Is the Shit!!
- Laetitia Foiret and Curazao Frency are now friends.
- Kathy Acevedo and Geraldine LaBanca are now friends.

Yesterday

- Kristen 'That Girl' Parks left the group Chloe was a dumbass....Replaced my phone, same number but now I need yours.
- Laetitia Foiret and Nicolas Chatain are now friends.
- Laetitia Foiret and Lilly Ladjevardi are now friends.

Melanie Hackney commented on Kandice Tebou's photo.

I know, it's been far too long! We had so much fun at your wedding, and you looked GORGEOUS!!! Are you back from Kuauai? Did you love it?



Kathy Acevedo : Maps.

Violette Fischer joined the group Séminaire Grandes Ecoles IHEDN 2008.

Kristen 'That Girl' Parks left the group In Memory of Catalina "Cathy" Garcia.

Laetitia Foiret and Nancy Jaunin are now friends.

Vincent Nguyen and Cedric Michel changed their profile pictures.



Vincent

Cedric

Audrey Aviguiier left the group Koh Lanta 8 Caramoan.

Requests

2 friend requests

1 triva challenge invitation

9 other requests

Status Updates see all



James is still writing.
on Wednesday edit

Violette Fischer is successfull!!!
3h ago

Kristen 'That Girl' Parks is in Dallas, TX peoples...see you all Monday!
4h ago

Lamonte Hambrick is at home chillin.
21h ago

Birthdays see all

Today
François-Xavier Chabrol

People You May Know see all



Andrea Zard
Add as Friend



Kim Kelly Wood
Add as Friend



Maria Velasquez
Add as Friend

Invite Your Friends



Invite friends to join Facebook.

New Stuff

Today's Gift: (FREE)

Slurpee®
Availability:
Until sold out
Number Available:
250,000 total

You have 1 gift to give.
give today's gift | browse gifts

Find Your Friends close

Use our contact importer to find friends you didn't

Appendix D: Sample of a Facebook Profile.

Profile [edit](#) Friends [Inbox \(2\)](#)
home [ad](#) [privacy](#) [logout](#)

Search

Applications [edit](#)

[Photos](#)

[Video](#)

[Groups](#)

[more](#)

New Homes from the \$160s

Located on SR 60 just east of County Line Road in Mulberry. Tile floors, maple cabinets and appliances included! Call 877-205-1367.

[More Ads](#) | [Advertise](#)

James Aubry
is still writing.
Updated on Wednesday [edit](#)

Networks:	USF Grad Student '09 France
Sex:	Male
Relationship Status:	In a Relationship
Birthdays:	September 25
Hometown:	Montivilliers, France

[View Photos of Me \(9\)](#)

[View My Friends \(21\)](#)

[Edit My Profile](#)

USF Friends
9 friends at USF [See All](#)

 Bri P	 Audrey Aviguer	 Anne Agostino
 Cedric Michel	 Vincent Nguyen	 Melanie Hackney

Friends in Other Networks

Networks with the most friends

- USF (9)
- Tampa Bay, FL (5)
- France (3)
- UF (3)
- LSU (1)
- San Francisco, CA (1)
- New York, NY (1)

Networks you belong to

- USF (9)
- France (3)

[Show All Networks](#) | [View All Friends](#)

[Show More Profile Boxes](#)

Mini-Feed
Displaying 10 stories [Import](#) | [See All](#)

July 9

James and Laetitia Foiret are now friends. 10:15pm [Comment](#)

James is still writing. 7:46pm [Comment](#)

July 2

James pfff... 1:24am [Comment](#)

June 30

James changed his profile picture. 7:33pm [Comment](#)

James and Cedric Michel are now friends. 6:53pm [Comment](#)

June 24

James is writing writing writing... 7:09pm [Comment](#)

James joined the group Tu sais que tu viens du Havre quand... 7:06pm [Comment](#)

June 19

Bri P tagged James in 3 photos. 8:57am

Tagged in: [fete hawaiiienne Souvenirs](#)

June 17

James is tired. 5:40pm [Comment](#)

June 16

James is driven. 11:50pm [Comment](#)

Information

Contact Info
Current Town: Tampa, FL

Personal Info
Favorite Quotes: *****but I also like these « xk xk xk », it all depends on my mood

updates on my profile.

Education

Education Info

Grad Schools: USF '09
 Université de Rouen '99

College: Université du Havre '98

High School: Institution Saint Joseph, Le Havre '94

The Wall

Displaying 10 of 18 wall posts [See All](#)

Write something on your own Wall...

Attach: [Record Video](#) [Share Link](#)



Kathy Acevedo wrote
at 1:58pm on June 19th, 2008

Halo James... where you is? So I see you guys have plans for Normandy . Nice. err I think I lost my cell twice since I got your new number... anyway send it please. Next weekend I'm taking TCF in Miami and wanted to know if you had any tips on studying for it :)

[Wall-to-Wall](#) - [Write on Kathy's Wall](#) - [Delete](#)



Nissia Maturaf wrote
at 1:28pm on June 17th, 2008

Salut James!
Karim m'a effectivement dit pour ta visite à Paris. Normalement je serai de la partie yeahhh!
J'ai un mariage à Marseille samedi 19 juillet mais à compter du lundi ou mardi suivant je serai sur Paname. En revanche je ne sais pas encore si je serai à Paris la semaine du 14-19 juillet. Dans tous les cas je te dirai ++ !!

[Wall-to-Wall](#) - [Write on Nissia's Wall](#) - [Delete](#)



Raymond Cepko wrote
at 2:56pm on June 6th, 2008

Sure. A drink sounds good.

Would you like to a Martini shaken not stirred, Mr. Bond?

[Wall-to-Wall](#) - [Write on Raymond's Wall](#) - [Delete](#)



Raymond Cepko wrote
at 3:04pm on May 8th, 2008

Nice shades Mr Bond.

[Wall-to-Wall](#) - [Write on Raymond's Wall](#) - [Delete](#)



Kathy Acevedo wrote
at 3:36pm on May 1st, 2008

aha! random randomness and change of profile pic at

Appendix E - Measure of Affect toward the course and the teacher

INSTRUCTIONAL AFFECT ASSESSMENT INSTRUMENT

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Question 1 0 points Save

I felt the course content was:

1. Good 2. 3. 4. 5. 6. 7. Bad

Question 2 0 points Save

I felt the course content was:

1. Worthless 2. 3. 4. 5. 6. 7. Valuable

Question 3 0 points Save

I felt the course content was:

1. Fair 2. 3. 4. 5. 6. 7. Unfair

Question 4 0 points Save

I felt the course content was:

1. Negative 2. 3. 4. 5. 6. 7. Positive

Question 5 0 points Save

I felt the type of work I was asked to complete during this course was:

1. Good 2. 3. 4. 5. 6. 7. Bad

Question 6 0 points Save

I felt the type of work I was asked to complete during this course was:

1. Worthless 2. 3. 4. 5. 6. 7. Valuable

Question 7 0 points Save

I felt the type of work I was asked to complete during this course was:

1. Fair 2. 3. 4. 5. 6. 7. Unfair

Done Internet | Protected Mode: On 100%

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Question 8 0 points Save

I felt the type of work I was asked to complete during this course was:

1. Negative 2. 3. 4. 5. 6. 7. Positive

Question 9 0 points Save

The instructor I had in this program was:

1. Good 2. 3. 4. 5. 6. 7. Bad

Question 10 0 points Save

The instructor I had in this program was:

1. Worthless 2. 3. 4. 5. 6. 7. Valuable

Question 11 0 points Save

The instructor I had in this program was:

1. Fair 2. 3. 4. 5. 6. 7. Unfair

Question 12 0 points Save

The instructor I had in this program was:

1. Negative 2. 3. 4. 5. 6. 7. Positive

Question 13 0 points Save

In real-life situations, my likelihood of being asked to complete the same type of work I was asked to complete in this course is:

1. Likely 2. 3. 4. 5. 6. 7. Unlikely

Question 14 0 points Save

In real-life situations, my likelihood of being asked to complete the same type of work I was asked to complete in this course is:

1. Impossible 2. 3. 4. 5. 6. 7. Possible

Done Internet | Protected Mode: On 100%

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[Organizations](#)
[USF Libraries](#)
[Services & Resources](#)

Question 15 0 points [Save](#)

In real-life situations, my likelihood of being asked to complete the same type of work I was asked to complete in this course is:

1. Probable
 2.
 3.
 4.
 5.
 6.
 7. Improbable

Question 16 0 points [Save](#)

In real-life situations, my likelihood of being asked to complete the same type of work I was asked to complete in this course is:

1. Would not
 2.
 3.
 4.
 5.
 6.
 7. Would

Question 17 0 points [Save](#)

My likelihood of using French in the future is:

1. Likely
 2.
 3.
 4.
 5.
 6.
 7. Unlikely

Question 18 0 points [Save](#)

My likelihood of using French in the future is:

1. Impossible
 2.
 3.
 4.
 5.
 6.
 7. Possible

Question 19 0 points [Save](#)

My likelihood of using French in the future is:

1. Probable
 2.
 3.
 4.
 5.
 6.
 7. Improbable

Question 20 0 points [Save](#)

My likelihood of using French in the future is:

1. Would not
 2.
 3.
 4.
 5.
 6.
 7. Would

Question 21 0 points [Save](#)

If I had to do it over again, my likelihood of enrolling in this course - knowing what I know now - would be:

1. Likely
 2.
 3.
 4.
 5.
 6.
 7. Unlikely

Internet | Protected Mode: On 100%

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Question 19 0 points [Save](#)

My likelihood of using French in the future is:

1. Probable
 2.
 3.
 4.
 5.
 6.
 7. Improbable

Question 20 0 points [Save](#)

My likelihood of using French in the future is:

1. Would not
 2.
 3.
 4.
 5.
 6.
 7. Would

Question 21 0 points [Save](#)

If I had to do it over again, my likelihood of enrolling in this course - knowing what I know now - would be:

1. Likely
 2.
 3.
 4.
 5.
 6.
 7. Unlikely

Question 22 0 points [Save](#)

If I had to do it over again, my likelihood of enrolling in this course - knowing what I know now - would be:

1. Impossible
 2.
 3.
 4.
 5.
 6.
 7. Possible

Question 23 0 points [Save](#)

If I had to do it over again, my likelihood of enrolling in this course - knowing what I know now - would be:

1. Probable
 2.
 3.
 4.
 5.
 6.
 7. Improbable

Question 24 0 points [Save](#)

If I had to do it over again, my likelihood of enrolling in this course - knowing what I know now - would be:

1. Would not
 2.
 3.
 4.
 5.
 6.
 7. Would

[Save](#) [Submit](#)

Internet | Protected Mode: On 100%

Scoring: To compute subscores begin with a score of 16 for each subscore and follow the instructions below.

- A. Attitude toward course content--add scores for items 2 & 4, subtract scores for items 1 & 3. Possible score range = 4-28.
- B. Attitude toward behaviors recommended--add scores for items 6 & 8, subtract scores for items 5 & 7. Possible score range = 4-28.
- C. Attitude toward the instructors--add scores for items 10 & 12, subtract scores for items 9 & 11. Possible score range = 4-28.
- D. Engage in behaviors recommended--add scores for items 14 & 16, subtract scores for items 13 & 15. Possible score range = 4-28.
- E. Using content and applications--add scores for items 18 & 20, subtract scores for items 17 & 19. Possible score range = 4-28.
- F. Enroll for program again--add scores for items 22 & 24, subtract scores for items 21 & 23. Possible score range = 4-28.
- G. Total affect toward course content--add totals for A & E. Possible score range = 8-56.
- H. Total affect toward behaviors recommended--add totals for B & D. Possible score range = 8-56.
- I. Total attitude--add totals for A, B, & C. Possible score range = 12-84.
- J. Total behavioral intent--add totals for D, E, & F. Possible score range = 12-84.
- K. Total affective orientation--add totals for I & J. Possible score range = 24-168.

Norms: This instrument has not been used to assess a sufficient number of diverse programs to provide reliable norms. The presumed neutral score for each of the subscore areas is 16. Obtained standard deviations have generally been between 3.8 and 5.3. A conservative working norm therefore would indicate scores below 13 should be tentatively considered low, and those above 21 should be considered high. For scores employing a combination of two subscores (G & H), scores below 26 should be tentatively considered low, and those above 42 should be considered high. For scores employing a combination of three subscores (I & J), scores below 39 should be considered low, and those above 63 should be considered high. For the total score, scores below 78 should be considered low and those above 126 should be considered high.

Appendix F – Open-ended Facebook questions

Facebook Group

USF UNIVERSITY OF SOUTH FLORIDA Home Help Logout

Welcome! myUSF Courses Content Collection Organizations USF Libraries Services & Resources

Question 1 0 points Save

What is your opinion about your French instructor sharing his personal information with his students on Facebook? Give as many details as you can in your answer.

Smart Text Plain Text HTML \sqrt{x} \leftrightarrow \updownarrow Preview

Question 2 0 points Save

After you were given the opportunity to check your instructor's Facebook profile, did your opinion about him change? In what ways did your opinion change or did your opinion not change? Give as many details as you can in your answer.

Smart Text Plain Text HTML \sqrt{x} \leftrightarrow \updownarrow Preview

Question 3 0 points Save

How many times per week did you check your instructor's FB profile?

Done Internet | Protected Mode: On 100%

Control Group

USF UNIVERSITY OF SOUTH FLORIDA Home Help Logout

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FRE1120.501509 - BEGINNING FRENCH I (FRE1120.501509) > CONTROL PANEL > RESEARCH STUDY > PREVIEW ASSESSMENT: GROUP 2 FACEBOOK QUESTION

Preview Assessment: Group 2 Facebook Question

Name Group 2 Facebook Question

Instructions

Multiple Attempts Not allowed. This Test can only be taken once.

Force Completion This Test can be saved and resumed later.

Question Completion Status:

Question 1 0 points Save

What is your opinion about your French instructor sharing his personal information with his students on Facebook? Give as many details as you can in your answer.

Smart Text Plain Text HTML \sqrt{x} \leftrightarrow \updownarrow Preview

Save Submit

Done Internet | Protected Mode: On 100%

About the Author

James Aubry obtained his Diplôme d'Études Universitaire Générales and his Licence in English Literature and Civilization from the University of Le Havre, France. He received his Master's degree in French literature from the University of South Florida. Mr. Aubry started his doctoral program in Second Language Acquisition and Instructional Technology in August 2001. At the University of South Florida, he taught French language classes in both face-to-face and distance learning formats.