People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

The Role of Email and Facebook in Fostering the Supervision Process

Case Study of Master Two Students at Mohamed Khider Univesity of Biskra

Dissertation Submitted in Partial Fulfilment for the Requirements of the Master Degree in Sciences of Language

Presented by: Bouthaina ZEBILA   Supervised by: Mrs.Yasmina BENZIDA

Board of Examiners

President: Dr. Nadia REZIG BETKA .... University of Biskra

Supervisor: Mrs.Yasmina BENZIDA .... University of Biskra

Examiner: Dr. Tayeb BOUHITEM .... University of Biskra

September 2020

Dedication

*First and foremost all praise to **Allah** who helped and blessed me to continue*

my studies and reach until this stage.

I am fortunate to have many people backing me up in my pursuit of a master

degree.

I wholeheartedly dedicate my humble work to:

*My beloved **family** especially **my parents** who are the source of*

encouragement and support for every decision that I make. They are the main

motivation to complete this research work.

*To my **brothers** Zohair, Saif, Mohammad Lamin for enriching me with joy*

and happiness.

*To my **friends** who shared with me study journey and create with me*

unforgettable memories, which have been a source of encouragement and

support.

Abstract

Supervision is a significant process that plays a major role in developing a research degree. The majority of undergraduate EFL learners at the division of English at Mohamed Khider University of Biskra find it difficult to write their dissertation especially majority of them are experiencing their first research degree, which is a master dissertation. Therefore, students look forwards for the supervision sessions where they obtain guidance and support during their journey of a research process. Furthermore, they tend to communicate with their supervisors via social media to facilitate communication and benefit more instructions as well as guidance. The utilisation of social media notably Facebook and email is a result of challenges that encounter supervisors and candidates in supervision meetings. Based on this aspect, hypothesised that the utilisation of email and Facebook can foster the process of supervision at the section of English at the same university. In addition, social networks especially Facebook and email enhance the productivity of researchers by giving them the opportunity to ask and receive guidance from their supervisors at any time. Qualitative method was opted in order to confirm or disconfirm the hypotheses. We have designed two questionnaires: the first one for master two students (36) and the second one for (6) supervisor of the same university. The findings obtained from both questionnaires indicated that Facebook and email foster supervision process and facilitate the communication between supervisor and candidates. Therefore, we recommend taking advantage of these tools to enhance supervision process especially in crisis like the COVID-19 we have witnessed this year.

Key words: supervision, social media, Facebook, email.

List of Abbreviations

CMC: Computer Mediated Language

EFL: English as a Foreign Language

ICT: Information and Communication Technologies

SNS: Social Network Sites

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General Introduction

General Introduction

In order to conduct a scientific research there are different variables are overlapped, which affect the success of the process. These variables are beyond following steps or rules of a scientific enquiry. A creative research is a result to other fundamental elements such as surrounding environment, accessible materials, and researcher's engagement and motivation, if these elements are ignored, they affect negatively on the enquiry and more over it may influence the research quality. One of these elements is supervision process.

Research supervision process is an important factor that facilitate the process of research for students. Universities give opportunity to students receive guidance, experience, and encouragement in order to complete their enquiry. This requires a good communication and relationship between supervisor and students. The lack of interaction between supervisor and supervisee may influence the productivity of this later one. The absence of supervisor' guidance affects students' engagement and research quality.

In order to strengthen the relation of supervisor and supervisee, we have to find a medium to connect when there are obstacles to attend supervisory meetings such as living far from the university, works in a different association, health issues such as handicap students, or crisis like the COVID-19. Consequently, The use of social networks and Internet in foreign language teaching and learning help to create a stronger connection among teachers and learners.

The present study investigates the process of supervision and the obstacles of interaction that may face supervisors and EFL candidates at Mohamed Khider University of Biskra. In addition, it describes the utilisation of social networks; Facebook and email. Therefore, supervisors gain knowledge about the advantages of the utilisation of social networks as a medium of communication and as an instructional tool to help and provide full support to their candidates.

1. Statement of the Problem

Research is a process that goes through organized steps following a set of rules. Redman and Mory (1923, p.10) defined research as "systematized effort to gain new knowledge" Thus, the researchers must respect the different rules of the academic research that is systematic. Conducting a scientific and systematic research needs guidance especially for beginners. As result, universities provide learners or researchers of what is called supervision. The supervision classes provide the students 'researchers the help that enable them to fulfil their research.

Nevertheless, students' researchers face some problems while conducting their research work and they cannot meet with the supervisor continuously. The shortage of time and the busy schedule of teachers and students. Students who lives far from the university, works in a different association, and who have health issues etc. in addition, there are unexpected emergencies like the COVID-19. Supervisors have a busy schedule including teaching, supervising, examinations…etc. Students as well as have their studies especially in first semester. While in second semester which do not include studies except thesis conducting, students of the campuses are mostly back to their home since there is no study. All these lead to problems in attending supervisory meetings regularly. Consequently, we notice the use of social networks notably Facebook and email as mediums of communication between the supervisor and the candidates.

Since learners are beginner researchers, they expect the advice and guidance in each part of their work. The role of Information Communication Technologies (ICT) are to enable anyone to contact, communicate or even teach through them.

This research contributes in discovering the effective role that social network, especially Facebook and email play in the supervision of Master two students at Mohamed Khider University, department of foreign languages, division of English.

2. Significance of the Study

The present research is an attempt to investigate the relationship between the supervisor and candidates. This academic relation affects the research work that they collaborate to accomplish successfully. The study helps the academic community to refine their understanding of social networks as the next mean of communication and interaction among them. The objective of this inquiry is to explore how social networks, Facebook and email particularly play an important role to strengthen the association of both supervisor and his\her candidate. Moreover, it reveals how the utilization of them help in providing the candidate with the needed support and facilitates the process of supervision. The results of this research is to help supervisors and graduate students of English.

3. Aim of the Study

The current study aims to:

a. Spotlight on the main problems that face students-researchers of English to connect and interact with their supervisors.

b. Find out the role of social networks especially Facebook and email in fostering supervision process.

4. Research Questions

The current study addresses the following questions:

1. What are the uses of Facebook and email in the supervision of EFL learners process?

2. How can the social networks notably Facebook and email facilitate the supervision of EFL student?

5. Research Hypotheses

The main hypotheses that we investigate in this study are as follows:

- Facebook and email foster the process of supervising and interaction between supervisors and their candidates.

- Social networks especially Facebook and email enhance the productivity of researchers by giving them the opportunity to ask and receive guidance from their supervisors without the restriction of time or place.

6. Research Methodology

Choosing the appropriate methodology for the research is not an easy task. It depend on the nature of the study and the population that is involved. The population support the researcher to define the method to be dealt with.

The present research work investigates the use of social networks by supervisors and graduate learners as instructional tools. Moreover, to inspect whether they effect positively the process of supervision or not. The dependent variable is the supervision and the independent variables are Facebook and email. We found it more convenient to focus on a qualitative research method, which help us gain insights into our target population's behaviours and aspiration. Within the qualitative method, a case study seems to be appropriate in order to explore people's use of Facebook and email and to what extent they depend on them. The case study method defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (Yin, 2003, p.56).

7. Population and sample

The nature and aims of our study complies with students of (36) master two in the Department of foreign languages, section of English at Mohamed khider University of Biskra who were chosen randomly, and the second one for (6) supervisors who are considered as an important variable in the present study.

8. Data gathering tools

We have designed two questionnaires, the first for master two students who have experienced the supervision process submitted online via Facebook site. In addition, a questionnaire submitted to teachers online via email.

9. Structure of the Dissertation

The present research work is divided into three chapters with a general introduction and conclusion.

The first chapter entitled "the role of social media in education". It is about social media and understanding the roots of Facebook and email. The chapter includes definition of supervision, research, the roles of supervisor, models of research supervision, and more importantly, we discuss the forms of supervisory meetings. In addition, the relationship between the supervisor and the supervisee.

The second chapter entitled "supervision of postgraduate research". It deals with the relation of research and supervision process as well as how students deals with these two. the independent variable is discussed which is Facebook and email. There are definition of various terms such as computer-mediated communication, Internet that is the starting point to the social networks.

The third chapter is devoted to the practical work and it is under the title "field work data analysis". , which contain students and teachers answers and the analysis of the data. In addition, interpretation of the findings and suggestions.

Chapter One

The Role of Social Media in Education

Chapter One

Chapter One: The Role of Social Media in Education

Introduction

The present chapter is an overview about Facebook and e-mails within education. It starts with shedding light on the origins of Facebook and email as a communication tools. In order to understand their roots, we devoted the first section to defining what social media is. Then recognising the difference between social media and social networks. In addition, it presents the origin of social media by defining computer-mediated communication. Subsequently, it contains its approaches. The second section is devoted to both tools, firstly, an overview about Facebook and its significance as a communication mean and the role it plays in education. We also discover its drawbacks and benefits. Secondly, we identify email as a communication device, its role in education, its advantages and disadvantages as well.

1. Social Media

Several studies have been devoted to define social media and each study has given different definition either general or specific, and technical. Social media have been recognized as:

Bright, Margetts, Hale, and Yasseri (2014, p. 14) indicated that "if media are simply means of communication, "social" media may be defined as websites or other internet based services where the content being communicated is created by the people who use the service." In addition, They argue that there is no distinct between producer and consumer in the social media sites as a result of the absence of compulsory regulations, which state that the content must be presented by professionals.

It is also simply means "web-based applications which provide functionality for sharing, relationships, group, conversation and profiles (Wolf, Sims, & Yang, 2018, p. 3). Furthermore, according to kim, Sin, & Yoo-Lee (2014, p. 2) social media has a social aspect.

They stated that social media is a "forms of electronic communication" where the users can construct an online society and can share thoughts, knowledge, private messages, and others.

Furthermore, there is a classification had been given of social media based on the motive behind using these sites. These motives can be social networking, blogging, sharing thoughts and analyses, multimedia, or even joint creations and sharing of knowledge. These motives can be processed through different social media sites.

According to what has been mentioned by scientists, social media can simply means an internet based services that can be sites or applications which is used to communicate and share different contents. It is an electronic society where people travel by applications or sites.

1.1. Social media and Social Networking

People use social networking or and social media interchangeably as they are the same because of the similarity and familiarity of both definitions. Furthermore, Social media is also known as "social media sites" Diga& Kelleher, (as cited in Wolf et al., 2018, p. 3). However, there has been separation made between social networking and social media social. Social networking as Sproull and Kiesler(as cited in Tyson, 2009, p. 10) claimed consists of a social entity, which means that people can interact, exchange, and share, because at the end "A social system is a society, organization, group, or other social entity consisting of interdependent people, events and behaviours."

Therefore, social networking is to attach with others and that leads meetings and occasions. It is the shared connections and interactions which born from the details that is on the profile of social media applications. Social networking is more related to the human side. Social media is basically a bridge that helps people to communicate with each other and networking enriches these relations (Cohn, 2011).

1.2. Computer Mediated Communication

Computer mediated communication (CMC) is basically used to describe the utilisation of computers and internet to communicate (Chun, 2008, p. 17). It has been researched from different spheres and through various approaches. This system of communication facilitates communication and delivering information in all over the world through its extensive scope of methods and devices. This term was presented first by Hiltz and Turoff in 1978(as cited in Nguyen, 2011, p. 61) and been referred to as:

> CMC, of course, is not just a tool; it is at once technology, medium, and
>
> engine of social relations. It not only structures social relations, it is the
>
> space within which the relations occur and the tool that individuals use
>
> to enter that space Jones (as cited in Mason & Romiszowski, 2008, p.
>
> 398)

In other word, CMC does not refers to the technical applications or the space where the social relationships grow only, it is also refer to a society where social relations start and it is itself the instrument to enter that society.

December (1996) identified CMC as "the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages" (as cited in Mason & Romiszowski, 2008, p. 398). In addition, Luppicini (2007) defines it as "communications, mediated by interconnected computers, between individuals or groups separated in space and/or time" (as cited in Nguyen, 2011, p. 61).

In other word, CMC is essentially the communication that occurs among people through communication technologies and networks computers. Since the emergence of CMC and the developments that occurred in technology there have been a multiple studies and approaches to

define it. The interest of these studies changed from the tools of CMC to the process of interaction and communication among people.

1.2.1 Computer Mediated Communication Approaches

In order to identify the structure of CMC and the elements embodies it, scientists begin with classifying two conceptual approaches of it which are channel-centred and communication-centred approach Carr and Hayes (as cited in Meier & Reinecke, 2020). Channel-centred approach put emphasis on mass media practices and the impact on people. In other word, these studies are concentrating on the channel as a whole not on communication. On the other hand, communication-centred approach is the studies that investigates the multifaceted social operation of communication through electronic and internet-based communication Walther (as cited in Meier & Reinecke, 2020). Each approach of CMC has its levels of analysis, channel-centred are distinguished into four levels of analysis are device, type of application, branded application, feature. Similarly, communication-centred have two levels of analysis are interaction and a message level of analysis.

1.2.2 Analysis' Levels of Computer Mediated Communication

Firstly, the studies that is related to devices. Devices are the physical materials of information and communication technologies (ICT) such as tablets, laptops, smartphones where CMC are processed. Second, through devices we get to use types of applications. Researches are interested on the types of applications which are "built around mediated social interaction and user-generated content". These applications provide essential various services which make them share essential features and characteristics (Ellison & Boyd, 2013). The classic famous CMC applications are email and chat rooms. Then it followed by instant messaging and texting. In recent time, applications are characterised by the ability to interact to a large population of people from all over the world or choose a small audience to communicate with. These applications are under the name of social media and social network sites (SNS). SNS are usually

classified as a sub-type of social media (Bayer, Triệu& Ellison, 2020). Third, the branded application which are a similar studies to the previous level of analysis because it focus on the application that are rich in terms of features and cultures and that distinguishes from other applications. This level focus in one or several branded application such as Facebook and Instagram. Fourth, the small scope of these levels is the individual feature. Feature is defined as "a technical tool […] that enable activity on the part of the user". (Smoke, Ellison, Lamp &Wohn, 2011, p.223). Facebook allows the user through features like groups, the news feed, private messages, comments, and status updates to manipulate features to create different experience and production.

In the other hand, communication-centred level and interaction level especially focuses on the communication between people rather than studying the physical devices and channel properties. The interest here is the how people use the channel and with whom they use it to communicate. CMC research was emphasised on explaining the structure of communication patterns for instant "one-to-one, one-to-many, many-to-one, differentiating between asynchronous and synchronous communication, clarifying the source and audience size of communication episode" (Morris &Ogan, 1996). Moreover; there are additional features of communication in terms of interaction level can be more extended and detailed than that. These features are the interaction functions such as self- disclosure or self-presentation and variety of the users. Another aspect of interaction that identifies the haw is the directionality of the communication. In other word, the interaction level emphases on social interaction as the process of message exchange, even the exchange of one sided. The exchange of one sided is the case when sending or receiving a message without any response. Second, after analysing the interaction of people by the message, it comes the analysis of the message itself. The first aspect to discuss is the variety of the messages mode which means wither the message is a text, audio, image, video, or one click reactions such as likes or emojis; (Burke & Kraut, 2016;

Walther, 2010). While these qualities were attached with certain applications and in order to use a property you have change the application for instant email and video-conferencing. In the current time, an application can provide all the properties to send and receive a message or most of them. Furthermore, it is related to the content of the message and persistence versus ephemerality (as cited in Meier & Reinecke, 2020). Ephemerality means "deleting content shortly after it is viewed by a receiver."This feature is available on Snapshat application. (Xu, Chang, Welker, Bazarova, & Cosley, 2016)

The structure of the CMC is large and complex system because of the continuous development in the field of technology. The emergence of social media and social networking sites increased the population of CMC users and presented new features that are researched from different aspects

1.3. Internet Definition

Since the evolution of Internet and the essential statue that is developed to play in people's life there have been considerable enquiries about internet and its roles in various dimensions and fields. Consequently, there an incessant studies discussing this massive tool which given multiple definitions:

According to Federal Networking Council (as sited in Robert & Vinton, 1999) internet has been classified as "information superhighway" beside the communication technologies, which offers and mostly known of. This connotes how to access, use and establish information. Moreover, it refer to the elevated procedures, application and attendant data structures. In addition, in order to understand internet "It might be helpful to think of the Internet as a vast system of roads all connecting to each other. You may have heard the term "information superhighway." It's a vast infrastructure of pathways allowing computers to "talk" to each other, even though the computers may use different operating systems. They do this through unique identification numbers called **Internet Protocol Addresses** (IP addresses)" (Internet

Basics). Moreover, "The internet is the largest computer network in the world, connecting millions of computers. A network is a group of two or more computer systems linked together"(Internet, 2013, p. 3).

These studies refer that internet is the high electronic system of communication and information or a vast network consists of small networks that connects computers to each other.

1.4. Facebook

Facebook is social networking site that launched back in 2004 by Mark Zuckerberg which was originally called The Facebook (Ahlgren, 2020). For many years, it is the most used social networking service. It was first devoted to a purely educational purpose for the sake of Harvard university students (Bjerregaard , 2020; Hemche & Meziani , 2016). Rosen (as cited in Bjerregaard , 2020, p. 14) clarifies that the term Facebook originates from "the small photo albums that colleges once gave to incoming freshmen and faculty to help them cope with meeting so many new people". Therefore, .Facebook was intended in the first place to connect the world through its services such as sharing.

The privacy of Facebook among college students only persisted for two years then it became available for everyone in 2006(Hemche & Meziani, 2016, p. 11). It spreads in all over the world because it has three exclusive features in that time which are "profiles, friends, and public commenting" Boyd (as cited in Bjerregaard , 2020, p. 14).

Facebook is the most popular social media platform with**1.66 billion daily active users** in 2019 with an average of time 35 minutes per day. Facebook is used from all ages and for different reasons. From the age of 25 to 34 years are representing 25% of the users. 54% of its users are female and 46% are males with average of 155 friends for every user. Moreover, Facebook is used on average 8 times per day and 85% of smartphone owners have Facebook account who are 2.53 billion in the world. Yet, it designed for educational and social purposes,

now it also affects business. There are more than 80 million pages of business on Facebook (Ahlgren, 2020).

To summarise, Facebook is one of the most widespread social media application. This status was a result of its unique services back in 2004. These services are updating continuously to cope with clients' requirements and technological advancement, which make it retain its position among other social media sites.

1.4.1. Functionalities and Characteristics of Facebook

Facebook was one of the most popular social media sites as a consequence of its unique services that was offered back in 2004. Facebook maintains its status in the current day because of the updated option it offers for its users in order to provide the best services and desires of users.

Facebook spreads all over the world because it has three exclusive features in that time which are "profiles, friends, and public commenting" Boyd (as cited in Bjerregaard , 2020, p. 14). Users make relationships and friendship through the personal information posted in their profiles which helps people to connect with friends according to their location, interests, hobbies, educational background. Furthermore, it opens the door for group communications by creating groups according to the previous qualities. Other feature of it is the texting or exchanging private or public messages wither indirectly or in the "real-time chat". (Hemche & Meziani, 2016, p. 11). Furthermore, users share not only texts but photos and videos as well (Hemche & Meziani, 2016; Nguten, 2017). In July 2017, Mark Zuckerberg adopted another feature, which is the capability to create various forms of multimedia such as videos, audio, pictures. Recently it updated to carry a "Live streaming" which means the ability to videocast lively in public. In addition, another feature is added which is saving posts and organizing them for future access (Nguten, 2017). With the current situation of the COVID-19 pandemic, Facebook organization provides making meeting via videos.

1.4.2. Facebook as a Communication Tool

Since the emergence of social media the communication has changed to become more digital. People use it to interact with real friends and even with those who never met, but they are connected via social media platforms. Communication through Facebook can be done in various forms. Firstly, "direct" communication between "fiends" who are sharing personal information, chatting with them, sending them posts such as videos, notes, and audios privately via instant message, which is common for direct communication. "Instant messaging has created another method of interaction, one where the length of messages is shorter and the style of the interaction is more conversational"(Baruah, 2012, p. 4)or in groups that are formed according to the interests of the users that is shared on their profiles(Ashley, 2012; Tyson, 2009). Joining to groops gives the opportunity to connect to different type of peaple and provide them with information which may not reach them in other form. Also provide them with chances to access in activities that is may not be offered to them in other places. Park et al. (as cited in Graybill, 2010, p. 8)

Adding friends in Facebook is considered as a direct and indirect communication, the one who send the friend request is making a direct but who receives this invitation can see it later on and accept him as a friend which means that he is making indirect communication(Tyson, 2009, p. 21). Another type of indirect communication is updating the profile information, adding applications, uploading pictures and writing daily notes in the wall is a type of communication. Moreover, the user of Facebook can interact with friends through commenting on their news feed (Ashley, 2012; Tyson, 2009). In addition, the "like" and different emotions presented with an emoji to express different feelings are a type of a communication. This like serves as a nonverbal language such as a nod to express a feeling without commenting and using texts (Ashley, 2012).

In other word, Facebook is one of the most popular social media platform because of the various services that are presented, notably communication. It facilitated interaction among people that are in other half of the planet. Moreover, it becomes an online society where relations are build and it is the tool of communication itself.

1.4.3. Facebook in Higher Education

Facebook started in 2004 for educational purposes to make students able to connect and exchange information at Harvard University. So, it is not a surprise to find it used in the academic setting. Cloete, Villiers &Roodt(as cited in Hemche & Meziani, 2016) indicated that the criteria offered by Facebook increased its involvement in pedagogical aspect. Since students of this generations are called the "Net generation"(Ronald, 2009, p. 2) which means generation who raised with phones in their hands as toys and travel the whole world via internet which make it more ordinary to use Facebook in education for the fact that Facebook is an aspect of their daily life.

Facebook can plays a massive role of communication among students and enhance the relationship of teachers with their students. It gives a chance to students to collaborate with teacher and help him to design appropriate teaching methodologies according to their attitude with technology. Moreover, it give the space for sharing knowledge and thoughts and open an online debates Fogg(as cited in Hemche & Meziani, 2016).A study was made on 909 British undergraduate students by Selwyn who analysed Facebook "news feed" indicated that students use it for informational and evaluating purposes. They share informations such as projects and activities deadlines, learning agendas, tests and exams programs (Nguten, 2017). Selwyn made a study in 2009 on the reasons and ways students interact and communicate in relation to their studies. They used to logged in to 600 sites of students' Facebook and observe the activities of students and their profiles and the results were "Four percent (4%) of postings related to studies and academic aspects of the university experience, referring to recent instances of lectures,

seminars and student deliverables". Also added, "Another pattern that emerged was use of Fb for practical information such as schedules and venues. Although this was available on official channels, some students preferred accessing Fb for information". Moreover, they use it to evaluate their experience of learning and discuss the content of their courses(Villiers, 2010, p. 175). Furthermore, Barczyk& Duncan conducted an enquiry(as cited in Nguten, 2017) on 106 American students about the efficiency of Facebook as an "instructional supplement in four courses". This study demonstrated that 51% of students has a positive reaction to the experience and 76% of students agreed that Facebook supported and enhanced their professional and personal life (Nguten, 2017).

Researches in teaching and learning languages have proved that Facebook contribute in enhancing students level. In teaching second or foreign learning case a number of studies revealed that this media site helps in teaching second language skills through the facilities of interaction. Teachers can reach his students and create closed group to ensure privacy for helping them with extra lessons and activities. Moreover, Facebook allows students to expose to native speakers resources through videos, newspapers etc. Another feature is the indirect interaction which make students more open to communicate than they are in classroom wither among them or with their teacher Fogg, Phillips, Baird, &Fogg (as cited in Hemche & Meziani, 2016).

1.4.4. Benefits of Using Facebook in Higher Education

Though Facebook was not designed specifically for learning and teaching, but with the development of communication and information technologies and their involvement in multiple spheres there is suggestions to include social media sites in education proposes in these points the benefits of Facebook :

➢ Forming Learning Groups and Promoting Collaborative Learning

➢ Building Up Teacher-Student Relationship

> ➢ Conducting Online Tutoring

> ➢ Enhancing Peer Learning.(Salehi-Sangari , Limayem, & Rouis, 2011)

1.4.5. Drawbacks of Facebook in Higher Education

Despite the various studies that was conducted to shed the light on the advantages of Facebook, there are authors who highlighted the negative aspects that students expose to and affect their attitude and academic development as well.

Scherer (as cited in Bedassa , 2014) noticed the negative outcomes of Facebook when the results of 13% of his respondents conveyed a decline in their academic achievement and performance. Reports stated that students check their accounts every day to check on their family and friends Facebook, Adan (as cited in Salehi-Sangari , Limayem, & Rouis, 2011). An exploratory studies by Canales et al.;Karpinski and Duberstein (as cited in Salehi-Sangari , Limayem, & Rouis, 2011) proved that the regular presence on Facebook affects negatively on the productivity and assignments efficiency of students. Though Students admits spending a considerable amount of time in using it and recognize that it is time waste and distraction, but they still can not resisting logging into it Rouis (as cited in Salehi-Sangari , Limayem, & Rouis, 2011). Nevertheless, there are students who stated that they are more controlling when finishing posting information of contacts and manage all profile information Schulten (as cited in Salehi-Sangari , Limayem, & Rouis, 2011). Furthermore, the over use of Facebook can develop to be an addiction which reflects on private life attitudes and taking the responsibilities of work Nalwa and Anand(as cited in Bedassa , 2014). Another study had assumed that negative aspects of using Facebook are a result of students' problem of management and multitasking competencies.

Users of Facebook are usually checking their account every day, updating their profiles, looking for the new updates of friends and groups, and chatting and open discussions from home or smart phones which interfere their study and doing their activities and home works.

This distraction interfere their focus, mind, and memory that affects the attention while doing the activities and homework. Moreover, using social networking applications affects the social behaviour of students. Students who have problems in self- confidence are more likely to use them for communication than who are self-confident (Bedassa , 2014).

To conclude, Facebook is an important tool that showed a positive experiences and outcomes in learning and teaching. Meanwhile, if members of academic setting whether teachers or students do not have a management awareness, it will affect negatively on their academic carrier as well as their social behaviours.

1.5. Overview of Email

Massachusetts Institute of Technology is the first organization that sent the first email to others on the same computer in 1965. Then, in 1971, Ray Tomlinson succeeded to send an email between computers (Rahman, 2012, pp. 7-8). Although email had lost its fame and statue as the new, unique mode of CMC among other tools, but it remains significant CMC application because it has its popularity among the average users of Internet (Dürscheid & Frehner, 2013, p. 1). In 1970, it was processed in computer science, business, and governmental arenas; then, in 1980s grow and started to be involved and common in other fields because of its transformation. Tomlinson indicated,"it has had ramifications through many people's lives. What I didn't anticipate is how fast it would grow once it started growing (Limberg, 2008)". Email started to be processed in professional, personal and in many spheres as a result of "Internet Service Providers" growth(Rahman, 2012, pp. 7-8).

Email substituted letters and phone calls and also opened a new door of communication which is reaching people easily in different occasions and for different purposes would not be possible and highly important to address, which email made it easy to connect people for support. This also recognised in education setting where students started to ask for help from their teachers. Baron presented an example of one of his students who reached him for sources

and information and ended his email by "OK NAOMI … I really need your information as soon as possible". Clearly, using the email for communication lower the embarrassment level as well as it enhances the familiarity of relationships by using informal style (Dürscheid & Frehner, 2013, p. 1). In addition, even with emergence of new applications and networking sites of communication in 2005 Johi and Saxena revealed that email was considered one of the most common tool of communication (Sadat & Rahman, 2008, p. 2). "In the United Kingdom (UK) two million e-mails are sent every minute; this amounts to almost three billion per day (Limberg, 2008). In the USA "there are more emails sent every day than telephone calls. Its volume surpasses that of the U.S. Postal Service," (Easton &Bommelje, 2011)."(as cited in Rahman, 2012, pp. 7-8).Recently, there are three top webmail providers which facilitates using email anywhere has an internet connection and through mobile devices and they are Yahoo!, Microsoft's Outlook.com (previously Hotmail), and Google's Gmail (Introduction to Email, n.d., p. 2).

This proves that email is an effective mean of communication developed through decades to play a significant role in people connection and still be used with other developed platforms.

1.5.1 Definition of Email

Since the emergence of the term email, authors and scientist devoted considerable studies to identify it. According to Vervest's in1985 email is "one-dimensional transfer of information in the form of a message, via an intermediate (tele-) communication system, from an identified sending party to one or more identified receiving parties."(Bell , 2000, p. 43) Caswell's (as cited in Bell , 2000, p. 43) defined it as "Electronic mail is the generic name for non-interactive communication of text, data, image, or voice messages between a sender and designated recipients by systems utilizing telecommunications links". Moreover, it is referred

as follows "Electronic mail (e-mail): Any correspondence sent over a computer that contains text, audio, video, or other information (Murphy et al., 1997; Parsons &Oja, 1997)."

Email is one of the earliest and significant applications of Internet technology. Email word is a combination of two words electronic and mail and itwas presented through telecommunications technology. It allows people compose and receive messages via computer and these messages can be text, audio, or even images.(Celik & Ölçer2, 2018, p. 153).

In other word, electronic mail is a telecommunication and CMC application, which is Internet, based service. It is basically communication service where massages are written by the sender via computer and smartphones in current time. These messages are in form of text, images, or audios.

1.5.2. Email Functionalities

Back in 1960s email was a unique communication tool that enabled people to connect with each other through text. In recent time, it developed its services to share anything that is storable can be transferred through messages.

The development of email allowed the transfer of information that is not only in form of texts but also in form of attachments. These attachments are files produced with email system itself or with other programs such as Word, and Excel. Email has an exclusive feature from communication service as talk or chat that is asynchronous communication. Asynchronous means that the communication between the sender and receiver can be at different times. Bowers &Churcher (1988) identified three parts of this time difference: the period between producing a message and the time of sending it, the period between transmission and the receiver's opening of the message, then the time between opening and responding to the message.

Furthermore, users may collect messages into folders if there are a large number of messages stored. The content of the one folder can be seen in most email systems and to view

other folders it has to be manually. The folders of incoming messages are stored in the inbox and it the only folder opened when starting an email account. The email message contains two parts headers and the body of the message. Furthermore, addresses of the users are should be stored and it allows sending the same message to several people in the same time(Bälter, 1998, p. 19).

The evolvement of communication technology and technology in general increases the necessity of email application to develop in order to cope with these technologies and most importantly to cope with the mind of the new generations that are born with technology as life style.

1.5.3. Advantages of Email

Email has several advantages of email that explain its popularity as a communication and information tool.

1. Email is a free, easy, and quick tool of communication, whichis processed through only internet connection and email account.

2. Email is asynchronous which make the communication less direct and annoying then phone calls.

3. The facility to send mass messages and in share various forms of information. It allows sharing attachments to an individual or to a group in the same time.

4.   The ability to recall the stored messages easily and safely and it is ongoing correspondence.

5. Unlike face to face communication, It provides you with time to plan, write, and edit the message which gives an opportunity to think more than ordinary or phone calls communication(Bell , 2000 ;Vdovin, 2020).

In other word, Hartman and Nantz (1996) had spotted the light on the advantages of email, which are "communication speed. Simultaneous distribution, paper reduction, greater

productivity, enhanced document sharing, improved morale, and time and cost savings".(Bell , 2000, p. 60).

On the other hand, authors and scientists noticed disadvantages of the email system beside its merits.

1.5.4. The Disadvantages of Email

- Email maybe a reason of information overload. Messages can be unread if there are a large number of incoming messages and notification alert is off. So it needs consistent check.

- The lack of personal communication sense and it diminishes spontaneity. The non-verbal language that is expressed via body language, which cannot be transmitted through messages, may lead to a gab or misunderstanding.

- Viruses can be sent throughmessages, which may lead to the loss of messages and can causes a damage to the computer or mobile device.

- Email message should be short, brief, and preferably answered as soon as they are read and it may cause a problem if they are highly important(Vdovin, 2020).

To conclude, as any other inventions email has advantages facilitate mainly communication among people, but it is necessary to consider its drawbacks that may cause problems. Therefore, people should take their necessary procedures to secure their accounts and recognise email effective utilisation.

1.5.5. Emails in Education

Since the emergence of email and there are multiple studies about its utilisation, effects, and the degree of effectiveness in education sector. Email has been over years by faculty members, students, and teachers for communication, information, and even for learning and teaching purposes.

Emails play an important role in connecting students with the faculty. Students who interact with faculty through email have more time than the posted office hours because of the availability to connect with them in any time and place. It also provides students with educational resources, which are not accessible in the university. This open the path for learners from all over the world with different cultural, political, and educational backgrounds to arrange discussions of common educational specialities (Hassett , Spuches , & Webster , 1995, p. 222). Gatz and Hirt(as cited in Danielewicz-Betz, 2013, p. 24) studied the utilisation of email in academic setting and focused on its effect on students' academic and social behaviour in college. The results of their study revealed that regardless of the frequency and the content of the email communication of the students, email enhanced even a little in the integration of students. Moreover, Debard and Guidara (as cited in Huett , 2004, p. 38) recommended taking advantage of asynchronous communication and starting using it regularly in the higher education classroom. They emphasized on the role of email in enhancing interaction between the student and the faculty, which improve student's motivation and engagement. In addition, Lewis, Treves, &Shaindlin(as cited in Hassini, 2004, p. 31) because of their experience in online course to students, they indicated it is beneficial for students for presenting their ideas and in expressing themselves.

Poling in1994 revealed that the benefits of email are more than its drawbacks as a significant classroom communication tool. Atamian and DeMoville in 1998 suggested that email helps the interaction with instructors extends beyond class dialogue which made the teacher more available and another study conducted by Boles (1999) agreed on this impact of email when 89% participants of the study reported the positive development of instructor-student interactions(Hassini, 2004). In addition, Bjørge (2007) referred to the type of communication that occur between students and faculty. students connect via email for various reasons such as asking for "information about tricky points in their course curriculum, for help

concerning written assignments, deadlines and exam dates; they complain when they are unhappy about their marks; and also write thank you emails when their requests have been accommodated". Therefore, email reduces the time spent between lectures, meetings, and phone calls with instructors(Rahman, 2012, p. 8). Teachers use email for delivering feedback to learners. After learning the basic information the communication mean can be used for further explanation and feedback Tao and Boulware(as cited in Huett , 2004, pp. 37-38)stated that email help teachers to develop an instructional focus to cope with the students' requirements when they face obstacles and give more opportunities for learning.

Conclusion

Simply, the chapter is about reviewing the literature about the nature of email and Facebook as a communication tools and the functions they present as well as their drawbacks. The presented information show the origins of these applications and their relationship to CMC and social media. These studies shows the importance of email and Facebook and why it has a large population which make them included in education system as well.

Chapter Two

Postgraduate Research Supervision

Chapter Two

Chapter Two: Supervision of Postgraduate Research

Introduction

The second chapter sheds the light on the supervision process perception and the relationship of supervisory members. The first section is about a research in higher education whereas the second section is devoted to discuss the supervision process, especially for postgraduate students. The first section defines the meaning of a research and shows characteristics of good research. It also discusses the objectives of a research according to scientists and advantages of conducting a research for students. Moreover, it identifies the process of conducting research degree. The following section is about supervision of postgraduate students starting with definition of supervision, the process of supervision, the supervisory relationship, synchronous and asynchronous communication, and roles and characteristics of both supervisor and supervisee.

2. 1.Definition of Research

There is distinguish among scholars about the definition of a research, each area have defined it according to its perspective. According to Bassey (1999, p. 38) "Research is systematic, critical, self- critical enquiry which aims to contribute to the advancements of knowledge and wisdom."others defines it as an investigation and its purpose is to enhance the progress of the capacity, learning, and comprehension. It has a specific rules, parameters, and steps must be followed and the aim of it is to look for hidden and real incidents which may be negative or positive. Redman and Mory (1923) as cited (Kothari, 2004) recognized research as the search of information in organised way. Similarly, (Kellett, 2005, p. 08) have stated that:

> Research is a generic term covering a vast and diverse range of
> activities. The term is also sometimes used quite loosely to refer to a
> process of enquiry. One of the characteristics which these activities all
> have in common is that they seek to 'find out'. Research is essentially

about 'finding out' by collecting data. But what distinguishes 'research'

from a 'finding-out activity' is that it also needs to be *ethical*, *sceptical*

and *systematic* (Robson, 2002).

However, these activities may seeks to make a small difference in some cases .Other finding-out activities may have some, but not all, of these characteristics and may even be unethical – for example, some finding-out activities may be based on criminal activity or rely on deception. Thus, research is basically a processes of search and "finding-out" through gathering data.

2.1.1 Characteristics of a Good Research

There are considerable scholars who defined the characteristic of scientific research and the following elements are those thathave been agreed upon presented by (Oliver, 2010, p. 2)

- Scientific research is gathering data on particular subject for a certain outputs.

- Scientific enquiry is "systematic" which connotes that is organised and ordered process.

- Scientific research is authentic aims to add to the uncompleted knowledge and discover new information and facts.

- Findings of logical research can be "generalized" which means that can be applied and associated with situations share the same circumstances.

- Research is "accumulative" with the meaning that its findings can be the first stone for further investigation.

In other words, research is a complex process that goes through previously studied phases with particular procedures.

2.1.2. Objectives of a Research

Objectives of research is varied from one research to another considering its purpose but in the same time scholars have discussed them generally. Singh (2006) identified three

objectives of research first, "factual" objective that aims to discover new facts and truths through the description of events, which occurred formerly as it is in history. Second, "theoretical" objective it is existing more in pure scientific branches like Mathematics, Chemistry, and Physics etc. It aims to understand and explain relations between variables as well as formulating new theories, regulations or ideologies. As a result, it is usually explanatory research. Third, application objective, which means refinement and enhancement in practice. This research usually does not provide humans with new information but it rather presents new practices.

2.1.3. Advantages of Conducting Research for Students

Conducting a research for students may appears as a difficult process, but it opens a new way of researching. Students can benefit a lot of knowledge because research process involves student into the practice of learning and becomes more than a receiver.

Reference	Benefits of undergraduate research
Reisberg (1998)	Researching was more exciting and academically rewarding than lecture-based approaches to teaching and learning.
Dominick et al. (2000)	Students gained a deeper understanding of their subject matter through research activities.
Ishiyama (2002)	Students gained the ability to analyse and synthesize ideas and to work independently.
Jonte-Pace (2003)	Undergraduate student research enabled staff to move forward with their own research agenda.
Bauer and Bennett (2003)	Undergraduate students engaged in research reported higher motivation to study than other students who were not engaged in research.

Ward, Bennett, and Bauer (2003)	Students perceived that engaging in research facilitated learning to a greater extent than traditional courses.
Seymour et al. (2004)	Skill- and attitude-based benefits of undergraduate research exposure included personal/ professional gains, improved thinking as a scientist, clarification or confirmation of career plans and enhanced career/graduate studies preparation.
Lopatto (2004)	Students gained a better understanding of how research is done, and they improved their laboratory and field skills.
Carter et al. (2009)	The intensity of the undergraduate research experience correlated to the student's decision to complete a PhD.
Healy and Jenkins (2009)	Students improved their search strategies (including, library, web, and database searching).
Behar-Horenstein and Johnson (2010)	Students learned to take more responsibility for their own learning.
Willison (2012)	Students clearly perceived that they developed discipline-specific research skills and that these were useful for current or projected employment as well as for subsequent studies.

Table 2.1. Benefits of Undergraduate Research (Anderson , 2015, p. 7)

2.1.4. Conducting a Research Degree

Conducting a research degree is a mission, which changes the individual career life and personal life as well. Throughout the process, the researchers have to keep their passion and energy. They learn to be almost independent from a teacher, curriculum and any other sources of instructions and restrictions. Students' responsibility centred on gathering information in various forms and from different sources whether are from organisations, conferences, or individuals that are not hard to access. Though the supervisor is a key element and a companion

throughout the study but in the same time s/he is responsible to convey a sense of responsibility in the investigation. Researchers may face administrative and pedagogic problems which have to be solved without complaining. Furthermore, candidates by conducting a research study they invest their money, efforts, and time. The latter one reflects the rest of their lives(Remenyi & Money , 2012, p. 4). In the case of postgraduate research according to Ticinsh (as cited in Mutula, 2009, p. 2) in the aim of it is to acquire and refine research skills especially the ability to conduct scientific systematic investigation. Then, extend the knowledge rather than producing enhanced work or inventions.

2.2. Definition of Supervision

Scholars distinguish among about the conception of supervision. This deviation is a result of various disciplines that defines it. Alfanos et al. (as cited in Brohi , 1991, p. 181) defined as "an instructional behaviour system that interacts with the school′s counselling, teaching, administrative, and student behavioural system."

Supervision is the mission of transforming student to autonomous professional researcher and scientist in the field. Moreover, enable him/her to adjust to different research disciplines in academic setting or industry. Pearson and Brew (2002) as cited in (Swanson & Watt, 2011) "Supervision can be defined as the overseeing of another′ s work with sanctioned authority to monitor and direct performance to ensure satisfactory performance."(Caspi & Reid, 2002, p. 54). Zhao (as cited in Boikhutso, Dinama, & Kebabope, 2013, p. 40) "sees research supervision as a continuous process whereby both the supervisor and the supervisee learn."

Generally, supervision is a process between what is called supervisor and supervisee. Both learn from this experience. Supervisor is responsible to observe, instruct and support the production of supervisees.

2.2.1. The Supervision Process

Through the process of supervision, researchers have the chance to see conditions from different angels through answers provided by the supervisor. It is a part of the meeting or serial of meeting with supervisor and in interacting. Preferably, this answers or solutions is provided at the end of the meeting. The figure below shows the plan of supervisory meeting
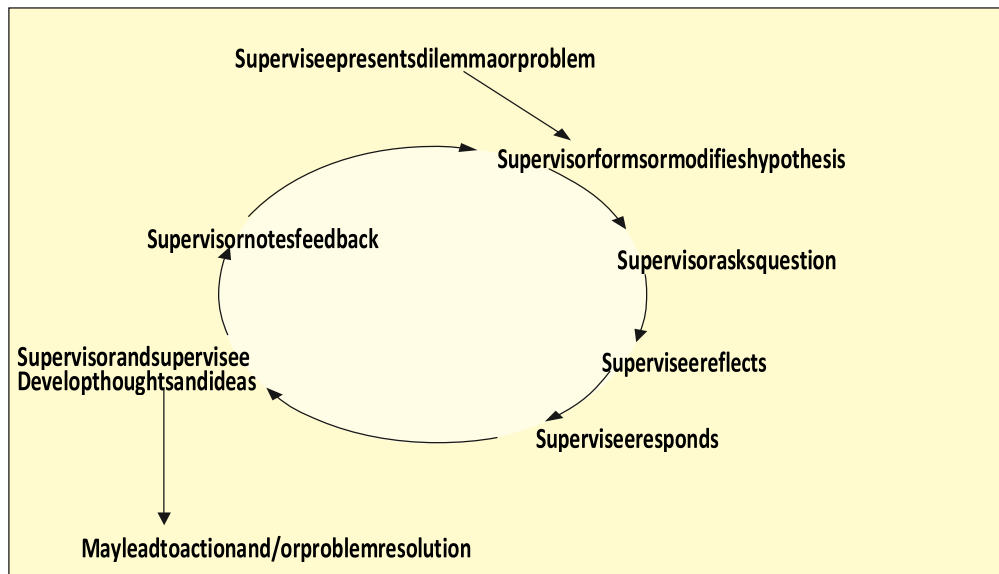
Figure 2.1. Supervision Process

Halpern and Mckimm (2009,p. 228)

In other words, supervision process is an interaction between supervisory members where the supervisee presents, produces, asks. Meanwhile, supervisor asks questions, modifies, corrects, and suggests ideas and instruction in the same time. In addition, scholars who argued that it "goes beyond the thesis" both members can participate and attend conferences, research events, seminars, publish their work especially in the case of PhD researchers. (Wadee, Keane, Deitz, & Hay, 2010).

2.2.2. Roles of Supervisor and Supervisee

In order to experience a significant supervision process that add to the research study, teachers and students are responsible of certain responsibilities if they are respected, it consequences a successful research supervision and relation as well.

2.2.2.1. Roles of the Supervisor

Supervisor is a key element in the supervision process who have a major responsibility towards the study, supervisee, and faculty. S/he also plays a role in connecting all of them in order to have a successful research journey. As result, a considerable literature have been made about the criteria of the supervisor and his/her duties. The following table shows characteristics of quality supervisor as well as his/ her duties towards the postgraduate supervisees that facilitate the process of supervision:

Characteristics	Roles
Knowledge	Innovator (makes improvements, solves problems, envisions changes)
Enthusiasm	Broker (uses influence to connect candidate, acquires resources)
Helpfulness and attentiveness	Producer (production of thesis and dissertation), keeping postgraduate student focused, production of papers, talks)
Availability and attentiveness	Director (clarifies priorities, communicates goals, provides direction)
Caring	Coordinator(coordinates project, oversees timelines and milestones, helps create order)

Stimulation	Monitor (monitors progress, knows what is required, ensures revisions of plan)
Objectivity	Facilitator (builds teams, manages conflict, supports postgraduate student)
Active participation	Mentor (develops postgraduate students, provides empathy and is caring) Integrator(assigns roles, reflects supervision process)

Table 2.2. Roles and Characteristics of the Supervisor

(Laetus & Lategan, 2008, p. 6)

In other words, supervisor is responsible to direct the researcher intellectually, evaluate the production and motivate student throughout the process of supervision. Broxn and Aktins (1988) as cited in (Harwood & Petrić, 2017) pointed out that supervisor is required during the process to play different role in each phase.

2.2.2.2. Roles of Supervisee

The essential goal of supervision is to enable students to complete successful, qualified, scientific research study. However, students have responsibilities towards university programs, methodologies, and laws that should be respected. Those regulations are related to research project, thesis, training and development, resolving problems, and to supervision itself

Research project:

- Respecting the policies degree programme they study and any other institution contribute or study in the research.

- Benefit from university regulations, supervision, materials available.

- The research should be autonomous responsible about the research progress.

- Following the ethical research criteria.

- Keeping energy and contribution during the research.

The thesis:

- Submitting qualified thesis according to degree program.

- Take ultimate responsibility about the criteria of the thesis for assessment (supervisor may advice but there is no assurance of the assessment)

Supervision:

- Respect the time and schedule of meetings the agreed upon.

- Draw up elements to discuss in the supervision meeting to assure agreement.

- Inform about the offered job or work to confirm that does not interfere the research progress.

Training and development:

- Benefit from the available training opportunities about research skills.

- Join to training programs that related to research study.

Resolving problems:

- Asking help from the supervisor, staff, and other source of guidance when facing problems or confusion.

- Informing the supervisor and other staff of unusual conditions that appeared in research area or research assessment (Code of Practice: for Supervisors and Research Students, 2019).

2.2.3. Models of Research Supervision

As result of the development of educational systems, psycho-social theories, and technological advancements research supervision evolved which lead to a change of structure, responsibilities of the members of supervisory process, and their relationship among each other. This evolvement is presented through the following models provided by McCallin & Nayar, (2012, pp. 67-68)

a) Traditional model

Traditional model had distinguished between supervisee and supervisor. Supervisor is the knowledgeable and expert whereas the supervisee is a student, learner, and trainee who learns through application (Manathunga 2005; Nulty, Kiley, and Meyers 2009; Parker 2009). In addition, supervisor is an individual deals with a student who is mentally and emotionally qualified for a considerable period of time (Holbrook and Jonston, 1999) (as cited in Zhao, 2001). This model essentially for promoting independent researchers or students. In other words, student is self-relied, intelligent with negligible effort from the supervisor (Managathunga and Goozee, 2007). Thereafter, Neuman (2005) had argued that model or method may leads thatstudent loses an opportunity of debates and discussions with his/her fellows or with the faculty. Consequently, it may leads to an isolation which affects the richness of knowledge and the progress of student′s work (Walker, 2010).

b) Group supervision

Supervision can be in form group either "a relationship exists between a supervisor and a student and between a student and a student." Manathunga and Goozee (2007) claimed that the aim of cooperative learning is to increase mental independence. Meanwhile, Parker (2009) argued that it provides an "emotional and social" support more than intellectual evolvement. Moreover, they suggested a community learning approach as a part of research supervision anticipating that writing in groups may result an improvement on students writings. It is proved that doctoral candidates have revealed a progress in their writings (Aitchison and Lee 2010). This informal groups helps students exchange guidance and sources of the faculty. There are models have this same of group structure for instance a "workshop model, a coursework model, a conference model and a methodology group model"(Zhao, 2001, p. 3).

c) **Mixed model**

It is a mixture of both previous models in addition to technological involvement such as teleconferences and online programme, whichclarifies the reason that is also called blended learning approach (De Beer and Mason, 2009). This model

> utilises the environment (Boud and Lee, 2005). Environment not just involves immediate infrastructure resources issues but includes communities of people who are intellectually, socially, and geographically complex and dispersed. The Blended learning approach combines individual sessions between a supervisor and a student, with a virtual classroom that offers teleconferences, online exemplars, discussion groups and self-paced online courses (Morrison 2003)

In other words, this model combines the relation between the supervisor and students and the relation of the students with each other considering the environment and materials of technology to connect those members who may be from different backgrounds, ideologies, or from distinct settings. This model is claimed to be the most effective rather than others to increase the solidarity among supervisory team Crossouard (2008).

2.2.4. Supervisory Styles

There has been multiple studies about students learning styles and strategies of teaching that claimed that students are different in terms of the way they respond and think and they require distinct strategies of teaching. Similarly, Anderson (1988) (as cited in Jamieson, 2006, p. 39) had suggested that student may prefer and react better to unalike styles of supervisory throughout the postgraduate research work and they defined four styles listed below,

direct active (initiating, criticising, telling, directing);

indirect active (canvassing options and suggestions, asking for explanations or justifications of students′ statements);

indirect passive: (listening, waiting for students to think things through for themselves/solve their own problems);

passive: (having no input being unresponsive to students' input).

In addition, scholars have selected the adequate style for each phase of the continuum of supervision process. Anderson (1988, p. 49) stated that "There are styles of interaction which are appropriate to each stage of the continuum". Direct active style is used more in the primary stages of supervisory process where the supervisor plays the role of the director and instructor while student is receiving guidance. Thereafter, through the development in the research work supervisee acquires information and knowledge about the subject and research procedures, supervisor become less directive. Anderson calls the style used in this phase collaborative style which means the flexibility to use more than one style direct, indirect, and passive if it is necessary. This shift in styles by the supervisor moves the responsibility to the candidate who become more autonomous and may consult supervisor only in major decisions. In the last stage of supervision supervisor would be passive and more reviewing the work whereas student is independent, knowledgeable, and productive participant (Anderson, 1988; McCrea &Brasseur, 2003; Ostergren, 201) (as cited in Schaaf & Stephanie, 2018, p. 17).

2.2.5. Mentoring

Although there are various definitions of mentoring but there are commonalities between them. The word mentoring in the story of Mentor and Odysseus and Telemachus means wisdom and antiquity.

"Mentoring is a complex, social, and psychological activity." (Roberts 2000)(Field & Field, 2005, p. 67). In addition, mentors have been defined as:

Advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about, and aid in obtaining opportunities; models of identity, of the kind of person one should be an academic Zelditch(as cited in Weiss, 2008, p. 4).

"Mentoring is a process for the informal transmission of knowledge, social capital, and the psycho-social support perceived by the recipient as relevant to work, career, or professional development" (Swanson & Watt, 2011, p. 1)

2.2.6. The Supervisory Relationship

The relationship between supervisor and his/her candidate is a debatable issue. Authors gives various views about supervision. Wisker and Schaffner(as cited in Boikhutso, Dinama, & Kebabope, 2013) stated that this relation should not be intimate or personal and be exclusively pedagogic or it will open sources for problems and it is the responsibility of the supervisor to put restrictions for the relationship. To this end, it should reflects academic behaviour, sincerity, and respect each other point of view. Furthermore, Laetus and Lategan, (2008,p 15) said "these relationships are usually also flexible, the significance of the relationship originates from duality which is the co-existence of intimacy, care and personal commitment on the one hand and commitment to specific academic goals on the other. Through this quatation there is a distinction of two types of relationships between supervisisory members personnal and academic.

a) Academic

Supervisor-supervisee academic relation is distinctive. As supervisors, they are accountable to assess students particularly in the primary meetings to help designing work plan. The assessment is occurred naturally and spontaneously when it should be planned and

organised. These are what should supervisor should be knowledgeable about the candidates according to Chiappetta and Watt (2011, p.10).

- What knowledge and skills your student brings to the project?

- The areas s/he needs support?

- How s/he is likely to approach the research?

In addition, scholars have talked about the effect of Networks which open chances for more collaboration between academic communities as it represent the "cultural capital". These networks is a result of the academic relationship.

b) **Personal**

The relationship between supervisors and their candidates affects study development. The existence of personal factors within the supervision process is a reality can not be ignored. In addition, these factors are the diversity of race, sexual orientation, social class, nationality, gender, disability, age, non-traditional students, and those with family responsibilities. This diversity is the major element which creates an obstacles in the relationship Chiappetta and Watt (2011, p.10).

There is contradictory views about how this relationship should be. Scientists believe that the supervisor should consider various variables that may affect her/his progress such as community, friends, family, and work. Yet, others think that supervisors are powerful than students and can not be in the same level consequently they are not friends. In the same time, the relation can be fun and friendly because if it develops to be personal, it may give space to hurt feelings and conflicts which may have an impact on the academic achievement. Chiappetta and Watt (2011, p.10).

2.2.7. Synchronous and Asynchronous Communication

Communication is essential between supervisor and supervisee, which effects on the relation between the two. There are two types of communication as follows.

2.2.7.1 Synchronous Communication

Synchronous communication is basically face-to-face communication in the supervision encounters. Face-to-face meetings can be in form of individually or group meetings. In synchronous communication supervisor can discover that students are facing problems or the information was not completely received through the physical movements and speech tone etc. Jones and Stokes (2009, p.58). In addition, the supervisor will be more unprompted and natural because of the immediate contact and unplanned reactions Evans (2009, 115). Furthermore, face-to-face connection opens a sense of sincerity and honesty not possible in mediated communication as it was claimed by traditional theories. In a discussion people will not be comfortable to comment on linguistic style errors that the person make (Evans, 2009p. 106) stated "In face-to-face meetings lack of attention to the style used by your partner in the dialogue may have serve consequences and make your partner"withdrawing″ and refrain from disclosure".as cited in (Bengtsen & Jensen, 2015).

2.2.7.2 Asynchronous Communication

Asynchronous communication represent the online communication or online supervision meetings. Unlike synchronous, asynchronous meeting allows the chance to communicate in or out the real time of the conversation. In other word, the supervisor or supervisees can ask and replay without the need of the other to be online. In addition, there is what is called "zone of reflection" which the freedom to evaluate, think, and respond (Suler 2008, p.103). Meanwhile, supervisees can express themselves easier while writing Suler(2004, p.28) said, "some people feel they have opportunity to express complexity and subtlety in what they write". Moreover, the student through texting will be encouraged to talk about the opposite

opinion. Suler and Evans (2009, p 81) assumed that text communication can be ambiguous and result a sort of assumptions, misunderstanding because of the absence of physical communication (Bengtsen & Jensen, 2015).

Conclusion

To summarise, this theoretical background helps to have a clear idea about supervision process in academic setting. It started on defining research, then explaining the process of conducting a research degree for undergraduate students. Afterwards emphasised on supervision of research process. Then stating both supervisor and candidate's responsibilities. Furthermore, the researcher presents models of supervision, supervisory styles, supervisory relationship, and types of communication between supervisor and supervisee.

Chapter Three

Field Work Data Analysis

Chapter Three

Chapter Three: Field Work Data Analysis

Introduction

After presenting the literature review about the two variables, this chapter is devoted to the practical side of the research. Mainly this chapter is about data analysis and reporting of the findings. It starts with spotting the light on the methodology of research, participants, sample, and the data collection tools. It discusses the gathered data and analyse them in order to find out answers to research questions. Finally, we go back to the hypotheses in order to confirm or reject them.

3. Methodology

In order to show the role of Facebook and email in connecting supervisees with their supervisors. As well as their significance in fostering research work for supervisees, we have to opt for the appropriate method. By definition, methodology of the research is the overall plan and design that researchers or students approach to their study. Qualitative approach is the implied methodological approach in this present study because qualitative approach is related to the nature of this enquiry. It has been defines as "qualitative research explores attitudes, behaviour and experiences […] It attempts to get an in-depth opinion from participants. As it is attitudes, behaviour and experiences which are important"(Dawson, 2002, pp. 14-15). This study focuses on behind the reason of using social sites like Facebook and email in supervision process and the role it plays in fostering this process. As a result, the case study method seemed the convenient method to achieve the ultimate results. Case study is the preferred method when three conditions are existed, which are modern topic, haw and why questions, and not controlling events of the study. Similarly, the interest of the work is on a modern phenomenon in the real life, the researcher does not have a big control on the events of the study, and questions of the study are n form of "haw" and "why"(Yin, 2009).

3.1.1. Data Collection Tools and Analysis

Since the present research work aims at investigating the role of e-mail and Facebook in fostering supervision process with master two students at Mohamed Khider Univesity of Biskra, we opted for the questionnaire as a data collection tool. To enrich this study, a semi-questionnaire was designed in order to gain more information and data from respondents. It was distributed online. Two questionnaires were distributed, for master students and teachers that are engaged in supervision process.

3.1.2. Questionnaire

Questionnaire is a popular data-gathering tool in the science of conducting scientific research. Questionnaire is a written document answered by respondents. This document contains a series of "questions" or "statements" which respondents have the opportunity to choose the answer or providing his own (Brown, 2001). Using the questionnaire as a data-collecting tool was a result of different circumstances. First, to attain participants' thoughts, opinions about Facebook and email utilisation in supervision. Second, questionnaire is a practical data collection tool because it can be submitted to a large number of respondents. Pandey and Pandey (2015, p. 58) stated that questionnaire "It is an important instrument being used to gather information from widely scattered sources".

A semi-structured questionnaire is a combination of both an open and closed questionnaire it is defined as "questionnaires begin with a series of closed questions, with boxes to tick or scales to rank, and then finish with a section of open questions for more detailed response"(Dawson, 2002, p. 31).

3.1.3. Administration of the Students' Questionnaire and Analysis

The questionnaire of the students was distributed online through social media site Facebook, the link of questionnaire was posted on Master 2 Applied Linguistics Biskra (Promo

2020) group. We received thirty-six answers and we could not have a higher number, i.e., ¼ of the population because of the COVID-19 pandemic.

Item 1: Supervisees' Age

This question demonstrate graduate students' age

"1-Specify your age"

Option	Number	Percentage
From 20to 30	24	66.7
From 24to 27	9	25
From 28to 31	3	8.3
Over 30	0	0
Total	36	100

Table 3.1. Supervisees' age
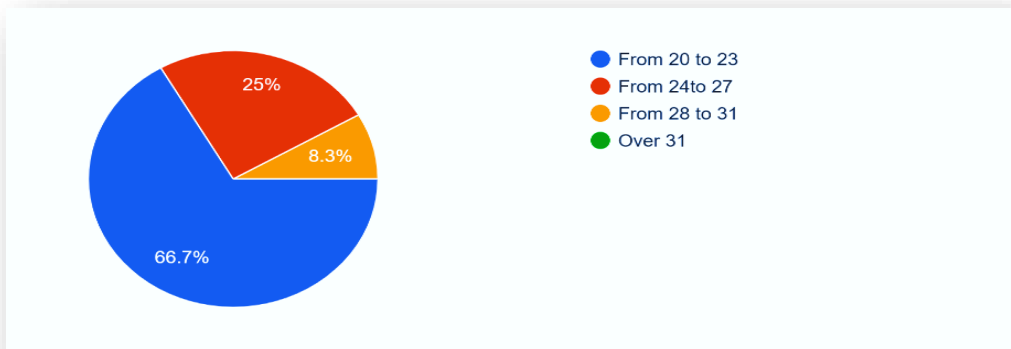
Figure 3.1. Students' age

Figure 3.1 shows the different categories of students in term of age. As the table indicates that most of students are between the ages of 20 to 23 years old. They represent 66.7% of the sample. Then 25% of respondents are between the ages of 24 to 27 years old and the last category are between the ages of 28 to 31and represent 8.3% of the students. This shows that 33.3% of students are over 23, which can help us to know their attitude to Facebook and email

as a tool for educational purpose. Furthermore; their perception of research process and their need of guidance through Facebook and email and their utilisation would it be as the younger students or the need of supervisor change according to age and experience.

Item 02: Numbers of students who are workers

"2-Do you have a job besides being a student?"

This question is intended to know whether students-researchers have other responsibilities beside the research work especially after discovering their age, which revealed that most of them are studding their first diploma. Working besides being a student and conducting a research work is a hard and the need for Facebook and email in higher education to facilitate the communication. Moreover, in certain situations and crisis like the COVID-19 pandemic, the necessity to use these websites is compulsory and it is considered as an alternative solution to keep the normal process of supervision.

Option	Number	Percentage
Yes	3	8.3
No	33	91.7
Total	36	100

Table 3.2. The percentage of Students' workers
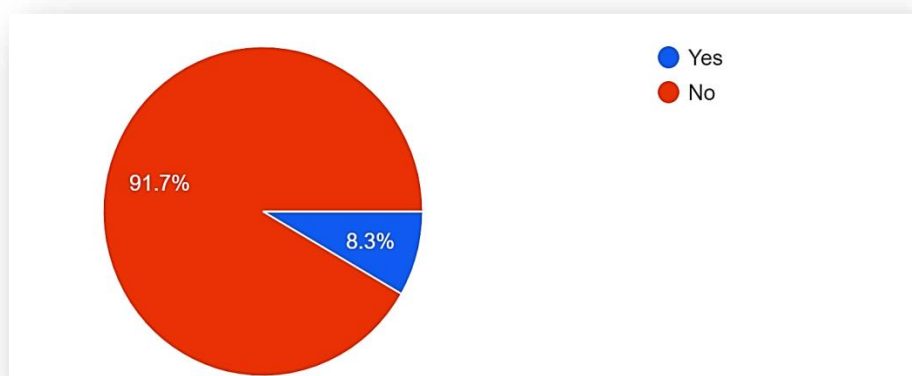
Figure 3.2. The percentage of students' workers

As figure 3.2. and table 3.2. above indicate that the majority of the students do not have a job along with their academic career. The majority of the students represent 91.7% of the respondents. The other 8.3% stated that they have another career besides studding.

Item 03: Students' experience with conducting a research degree

"3-Is this your first research degree"

The present question aims to know if the students are familiar with conducting a research degree. Writing a dissertation is a different from any other classroom research that students conduct. The students were asked if the current research is their first research degree and the answers are as below:

Option	Number	Percentage
Yes	35	97.2
No	1	2.8
Total	36	100

Table 3.3. Students' Experience of Conducting a Research Degree
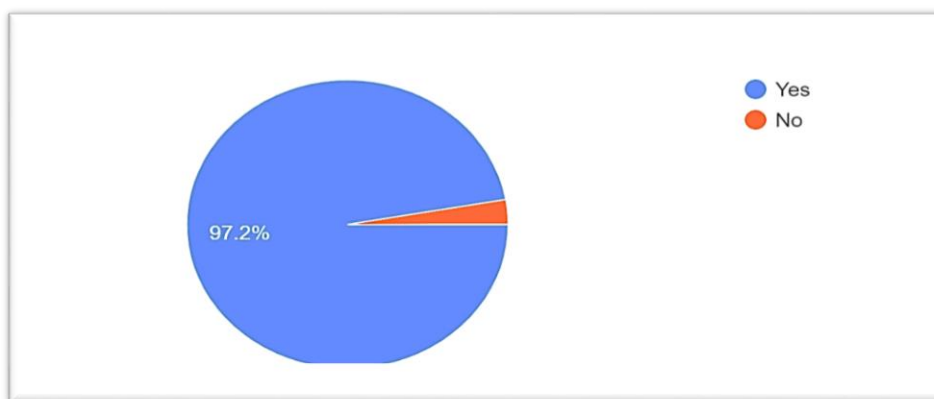
Figure 3.3. Students' Experience of Conducting a Research Degree

The table 3.3 demonstrates that almost the total number of respondents accurately 35 of them indicate that it is their first research degree. While only one student had conducted a research degree before. This indicates that the majority of students are novices' investigators; despite their knowledge of the theories about scientific investigation, the practice is different.

In other word, students need more guidance, support, and engagement in the process of supervision from their supervisors.

Item 04: Perception of research process according to Master students

"4-As a graduate student, how did you find the research process?"

In order to know respondents' thoughts and experience in conducting a research work, this question demands them to classify research process in terms of difficulty.

Option	Number	Percentage
Easy	1	2.8
Medium	18	50
Hard	17	47.2
Total	36	100

Table 3.4.Difficulty Level of Research According to Master Students
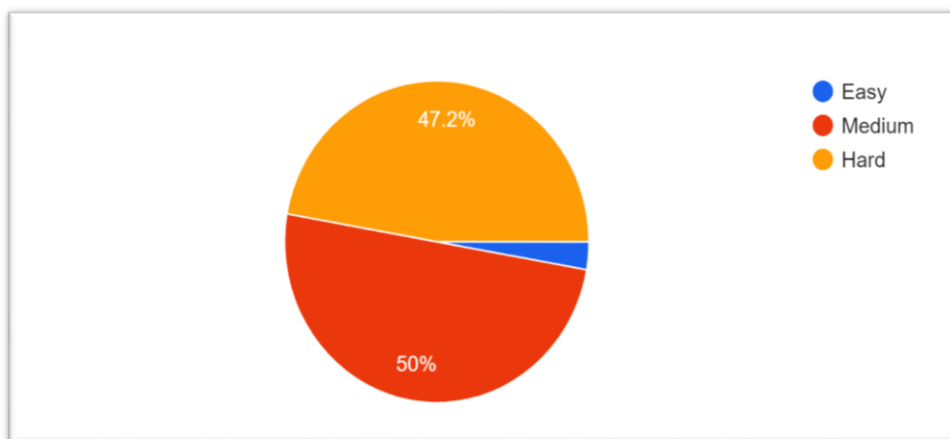
Figure 3.4.Difficulty Level of Research According to Master Students

As the table 3.4 and the graph 3.4 indicate, the majority of respondents have been divided between two answers. Half of the respondents (50%) stated that the research study was a medium process in terms of difficulty. The second high percentage is 47.2%, which represent 17 respondents who answered that they experienced a hard and difficult research process. Whereas students who considered it as an easy process present 2.8% (1) from the total sample. Apparently, students who stated that is a hard and medium process means that they had faced

obstacles in different stages of the enquiry. We asked students to explain their choice. Most of the students stated that they had problems in methodology of the research, the lack of practice, being the first time conducting a research, the necessity to fresh student's knowledge about each step, the restriction of time and resources, and supervision related problems as well. Last but not least, the COVID-19 pandemic. Some students have indicated that they had to check everything because their supervisors were not collaborative. Furthermore, the lack of direct communication with supervisor, and in collecting data because of the quarantine period.

Item 05: The decision of supervisory meeting arrangements

"5-The schedule of supervisory meetings was arranged from"

In order to know if the supervisees had an opinion in arranging supervisory meetings, this question was formed. Students' involvement in the arrangement is important which make them organise their thoughts. The students have had to choose who are responsible of arranging supervisory meetings.

Option	Number	Percentage
Administration	8	22.2
Supervisor	17	47.2
Supervisor-supervisee agreement	14	38.9

Table 3.5. Supervisory Meetings Arrangement
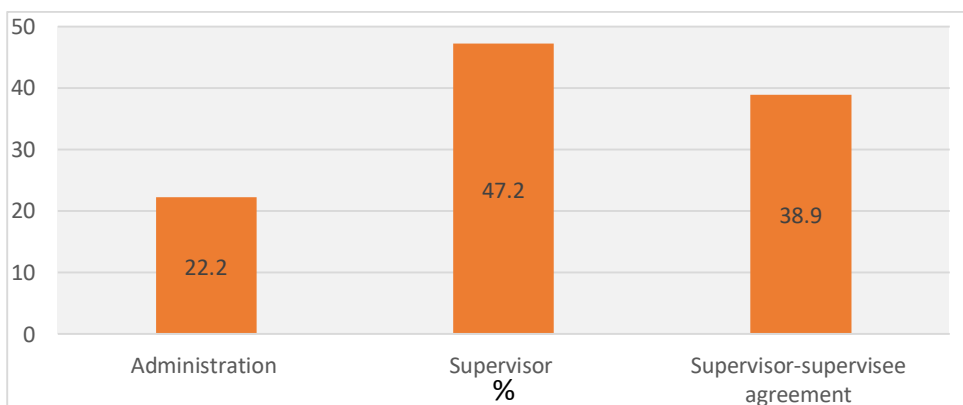
Figure 3.5. Supervisory Meetings Arrangement

As the graph 3.5 and table 3.5 show and according to master two students' answers, the supervisor is the one who has the power of arranging meetings with their candidates and choose the appropriate plan for supervisory meetings with 47.2% of students answers, 38% targeted supervisor-supervisee arrangement, which means that student was involved in organising supervisory meetings. Whereas, 22.2% of students answered that administration had organised the meetings. In case that the teacher or student do not agree on the schedule of supervisory, that may interfere with teacher schedule and may not serve student's needs. Students may have plans for research work would not be accomplished by the time of the next meeting.

Item 06: the number of the organised supervisory meetings

"6-How many official supervisory meetings was arranged?"

This item was organised to know how many times supervisors and supervisee meet in a week.
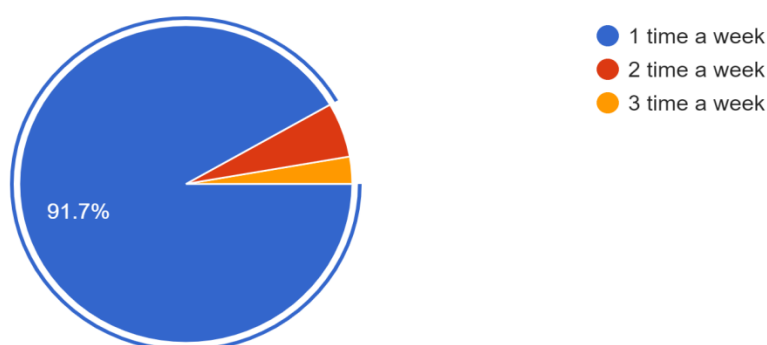
Figure 3.6.The Number of Supervisory Meetings

Option	Number	Percentage
1 time a week	33	91.7
2 time a week	2	5.5
3 time a week	1	2.8
Total	36	100

Table 3.6.The Number of Supervisory Meetings

According to the graph 3.6 and table 3.6, the results revealed that the majority of the respondents who are 33 (91%) had one meeting in a week with their supervisor, while 2(5.5%)

of them had two meetings, subsequently one student (2.8%) had three meetings in a week with his supervisor. Consequently, the significant number of respondents indicated that they had one supervisory meeting per week.

Item07: students' satisfaction of the number of supervisory meetings

"7-Do you think that the official supervisory meetings were enough to discuss all points and issues that you face during your research work?"

This item gives the opportunity to students to express their opinion and satisfaction of the number of supervisory meetings. This item questioned if supervisory meetings are enough to discuss obstacles and points related to research work.
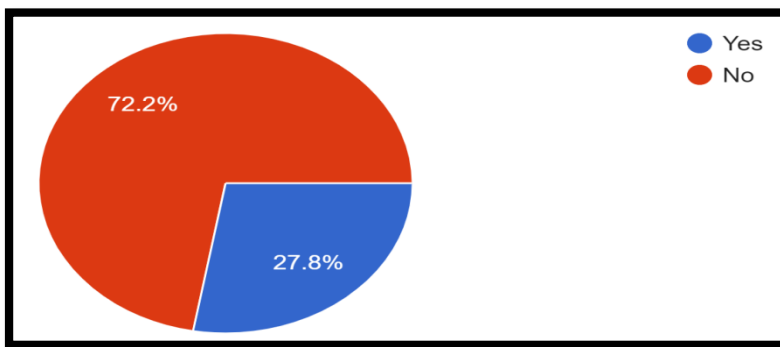
Figure 3.7. Students' Satisfaction of the Number of Supervisory Meetings

Option	Number	Percentage
Yes	10	27.8
No	26	72.2
Total	36	100

Table 3.7. Students' Satisfaction of the Number of Supervisory Meetings

Table 3.7 and graph 3.7 show that the majority of respondents were not satisfied with supervisory meetings. 72.2% of respondents have answered with "no", while 27.8% have answered with "yes". Accordingly, the majority are having obstacles, opinions, and ambiguous points in research study cannot be discussed because of the short time and the number of supervisory meetings.

If No, in your point of view, what are the obstacles that you encountered during supervision sessions?

Option	Number	Percentage
Supervisor absence and lateness in official supervisory meetings	13	48.1
The short time of supervisory meetings	14	51.9
The number of supervision meetings	13	48.1
The timing of supervisory meetings	8	29.6

Table 3.8. Students' Obstacles of Supervisory Sessions
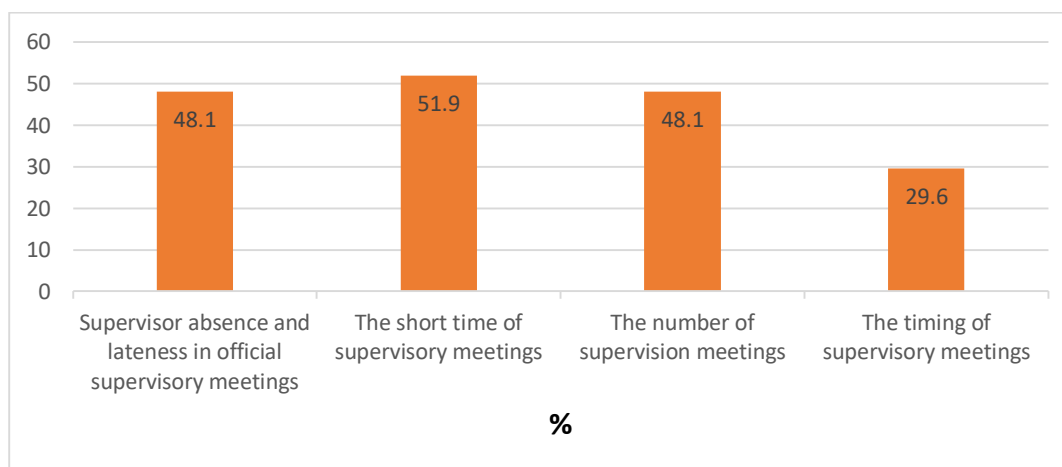
Figure 3.8. Students' Obstacles of Supervisory Sessions

This item is a sub- question of number 07. It offered a set of obstacles that may encounter students who have stated that supervisory meetings are not enough to discuss their points. Providing an opportunity for selecting multiple answers, the results are close which refer that student face different obstacles. It is clear from the figure above, 51.9% of respondents state the short time of supervisory meetings, and 48.1% of respondents think that the number of supervision meetings and supervisor absence and lateness in official supervisory meetings are

the main problems in supervisory sessions. While 29.6% of respondents indicate the timing of supervisory meetings. Twenty-seven respondent encounters these results.

Item 08: the arrangement of the missed supervisory meetings

"8-Did you and your supervisor arrange a new time for missed supervisory meetings?"

This item aimed to know if supervisor and supervisee arranges new meetings for the missed sessions.

Option	Number	Percentage
Yes	11	30.6
No	25	69.4
Total	36	100

Table 3.9. New Supervisory Sessions for Missed Meetings
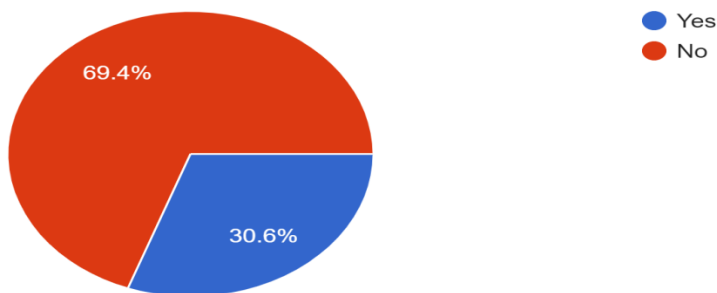
Figure 3.9. New Supervisory Sessions for Missed Meetings

The table 3.9 and figure 3.9 demonstrate, 25(69.4%) of respondents have answered with "no", whereas 11 (30.6%) of them have organised new sessions for the missed meetings. Despite the fact that the majority of students have stated that they had one session per week, they had missed supervisory meetings which been mostly not re-organised because of the busy schedule of both students and teachers.

Item 09: students' utilisation of social media to connect with their supervisor

"9-Do you use social media to contact your supervisor?"

This item is an attempt to know the utilisation of social media in general in supervision process. Respondents asked whether they use social media to connect with supervisors.
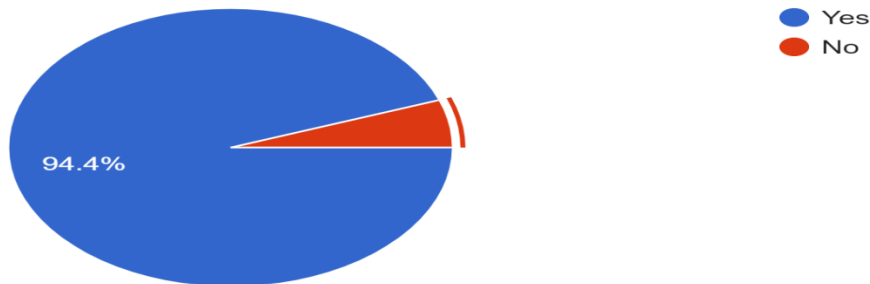
Figure 3.10. The Frequency of Using Social Media in Supervision Process

Option	Number	Percentage
Yes	34	94.4
No	2	5.6
Total	36	100

Table 3.10. The Frequency of Using Social Media in Supervision Process

As the table 3.10 and figure 3.10 indicate, the majority of respondents 94.4% answered yes. They communicate with their supervisors via social media. Whereas, the remained 5.6% answered no. 5.6% represent two respondents who are a small number of the total respondents. These results refer that social media play a role in communication in supervision process.

If yes, which one do you most use to connect?

This item is a sub-question to the item 9. This question aims to know the sites or applications students use to connect to their supervisors.
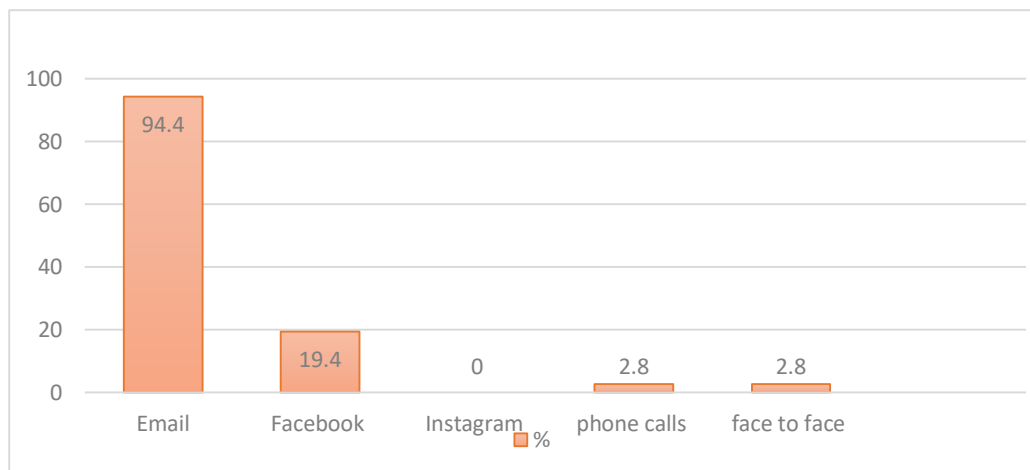
Figure 3.11. Tools of Connection between Supervisors and Supervisees

Option	Number	Percentage
Email	34	94.4%
Facebook	07	19.4
Instagram	00	00
Other: phone calls	01	2.8
Other: face to face	01	2.8

Table 3.11. Tools of Connection between Supervisors and Supervisees

As the graph 3.11 and table 3.11 illustrate, the majority of respondents 94.4% use email, 19.4% of students use Facebook to communicate. Apparently, as the table shows no one use Instagram. The question gives the students the opportunity to include more answers under title of others. 2.8% answered by phone calls, and similarly 2.8% answered face to face. There is another 2.8% justified the answer no to the use of social media under this title as follows "I said no cuz simply they do not reply". This statement reflects that there is a necessity and a desire to use social media. Furthermore, it means that there have been attempts to reach the supervisor but there have not been responded.

Item 10: students' perception to the utilisation of email and Facebook to discuss problems in work-study with supervisor.

"10-Do you find yourself more comfortable discussing problems that you face in the study through Facebook and e-mail?"

This item is an attempt to know the importance of indirect presence that email and Facebook offer beside communication. Respondents have been asked if they find themselves more comfortable to discuss problems that you face through email and Facebook. Then they have to explain their answer.

Option	Number	Percentage
Yes	15	41.7
No	21	58.3
Total	36	100

Table 3.12.The Role of Email and Facebook in Increasing Comfort to Discuss Problems of Researchers
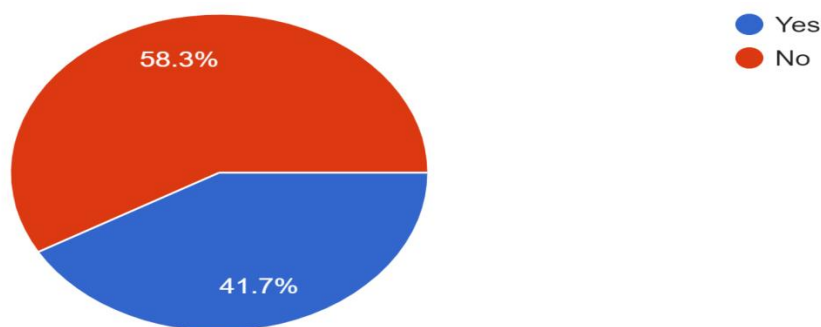
Figure 3.12. The Role of Email and Facebook in Increasing Comfort to Discuss Problems of Researchers

As it is clear, 58% of respondents stated no, 47% of them also answered yes. 21 respondents who do not think that Facebook or email helped them to discuss their obstacles in their research argued that face-to-face meetings are better in terms of understanding and explanation "I need face to face discussion for a better explanation". Moreover, respondents prefer face–to-face over email and Facebook in discussing their problem as result of the misunderstood that may occur as a result of indirect presence "I receive short replies from my supervisor and sometimes we misunderstand each other". The lateness of responds or not receiving any responds from supervisor are another explanation stated by the respondents. They have stated, "I have alot to say without mentioning that she doesn't email me back at all".

Another answer is "Sometimes my supervisor don't answer and make us late of continuing the research work and i don't feel that i understand well (face to face meeting is better)". These are the main reasons that respondents share to feel more comfortable in face-to-face meetings. In the other hand, almost half of respondents 15 (41.7%) said yes they feel more comfortable in talking about research problems via email and Facebook. There are multiple explanation why they feel that way. Breaking the barrier between supervisor and supervisee, "it breaks a barrier". Overcoming shyness "can speak freely and more comfortable through e mail nd fb rather than phone or face meeting" email and Facebook give the opportunity to prepare the ideas and think of appropriate answers" have the time to organize ideas and questions." It an opportunity to get benefit from Facebook and email when supervisor and supervisee cannot arrange a meeting "Because sometimes we cannot meet the supervisor therefore contacting him through the social media helps me to discuss everything about my topic especially if the supervisor replay."

The answers given by almost half respondents prove that email and Facebook helps students overcome some barriers and express freely their opinion which help on progressing in research work.

Item 11: the extent to which the instruction via Facebook and email are effective and transmitted

"11- Instructions of the supervisor via email and Facebook are effective and can be transmitted."

This item provide a statement that require from respondents provide their opinion of it. "Instructions of the supervisor via email and Facebook are effective and can be transmitted."
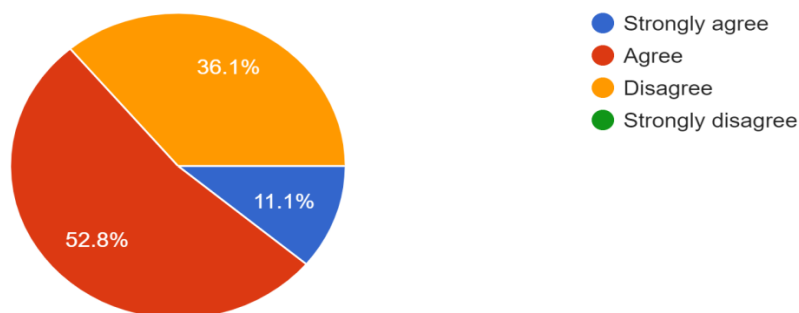
Figure 3.13. Students' Opinion about Email and Facebook as an Effective Tool to Transmit Instructions

Option	Number	Percentage
Strongly agree	4	11.1
Agree	19	52.8
Disagree	13	36.1
Strongly disagree	00	00
Total	36	100

Table 3.13. Students' Opinion about Email and Facebook as an Effective Tool to Transmit Instructions

The table 3.13 demonstrate, more than the half 52.8% of respondents select agree, 36.1% of them select disagree, the remained 11.1 selected strongly agree, and 00% to strongly disagree. A combination of agree and strongly disagree answers is 64% of the total respondents thinks that instructions are effective and can be transmitted through Facebook and email.

Item 12: students' frequency of using email and Facebook to ask guidance from supervisor

"12- To what extent you ask for guidance from your supervisor via Facebook and e-mail?"

This item requires respondents' answers about their frequency in using Facebook and email in order to know how much they rely on them to ask for guidance.
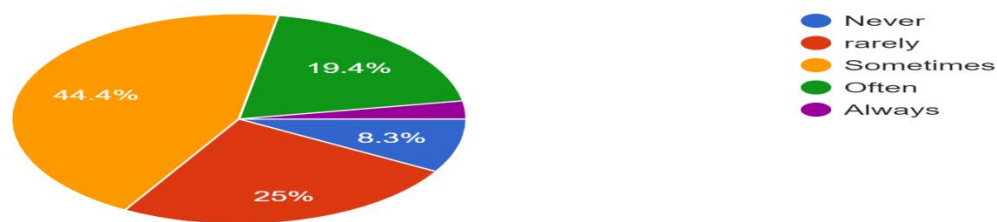
Figure 3.14. Students' Frequency of Using Email and Facebook to Ask Guidance from Supervisor

Option	Number	Percentage
Never	3	8.3
Rarely	9	25
Sometimes	16	44.4
Often	7	19.4
Always	1	2.8
Total	36	100

Table 3.14. Students' Frequency of Using Email and Facebook to Ask Guidance from Supervisor

As the table 3.14 and figure 3.14 illustrate, most of respondents, precisely 16(44.4%) of them stated they sometimes use email and Facebook in asking guidance from supervisor. While 9 (25%) of them use it rarely, whereas 7(19.4%) of them indicated that they use them often. Whereby, 1(2.8%) stated always, and the remained 3 (8.3%) answered that they never use of asking guidance from supervisor.

Respectively, the aforementioned results demonstrate that students consider email and Facebook as important tools in communication with supervisor. Furthermore, they use them to ask guidance not just connecting which means that Facebook and email play a role in the progress of their research work.

Item 13: students' utilisation of other features of messages and communication in email and Facebook

"13- What are the other types of messages you or your supervisor use other than text message?"

This item is to know if students and supervisors benefit from other features of that these applications and sites provide. Consequently, we ask them if they use other types of messages, other than written texts.
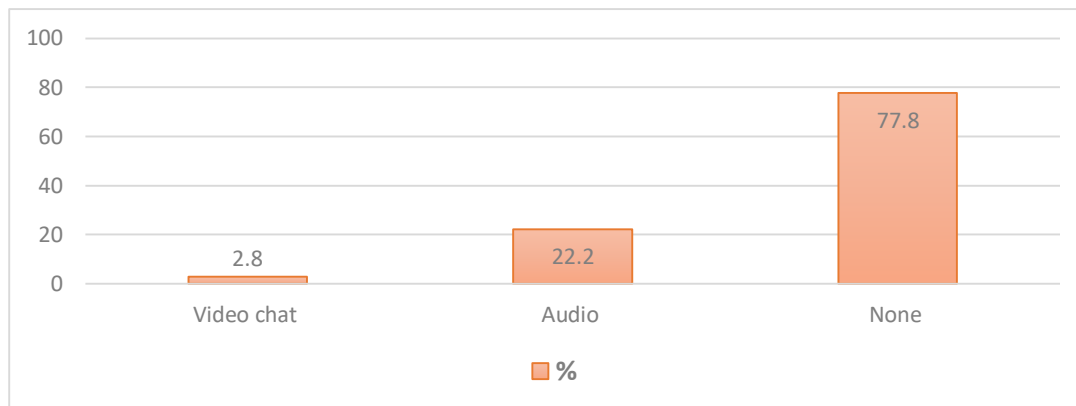
Figure 3.15. Types of Messages Exchanged between Supervisor and Supervisee

Option	Number	Percentage
Video chat	1	2.8
Audio	8	22.2
None	28	77.8

Table 3.15. Types of Messages Exchanged between Supervisor and Supervisee

As the table and graph indicate, the majority of respondents 28 (77.8%) of them do not use any other type of messages or interaction beside written text. While 8 (22.2%) of them use an audio messages in communication.

Altogether, from the above enumerated results we notice that the highest number of respondents do not use features such as video chat and audio in online supervision.

Item 14:students'utilisation of Facebook and e-mail in supervision process

"14- What are the most utilization of Facebook and e-mail in supervision process?"

This question attempts to discover benefits and utilisation of Facebook and email in supervision process.
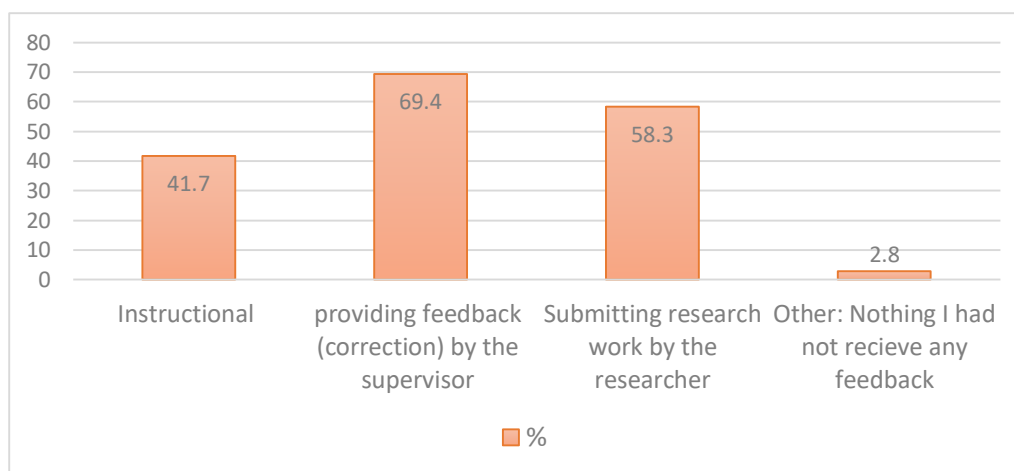
Figure 3.16. Utilisation of Facebook and Email in Supervision Process

Option	Number	Percentage
Instructional	15	41.7
Providing feedback (correction) by the supervisor	25	69.4
Submitting research work by the research	21	58.3
Other: nothing I had not receive any feedback	1	2.8

Table 3.16. Utilisation of Facebook and Email in Supervision Process

The choices were distributed in check boxes form; therefore, some of the respondents have stated more than one answer. Twenty-five (69.4%) of them receive feedback (correction) by the supervisor through email and Facebook. Wherein, 21 (58.3%) of them submit research work through Facebook and email. Whereas, 15 (41.7%) of them indicated they receive instructions by the supervisor. Under the title of other utilisation of email and Facebook, one respondent expressed his/her experience by not receiving any feedback through these tools.

All in all, supervisee and supervisors take advantage of these sites which offer multiple services. Beside the interaction using messages or chats, other features they use is sharing; they share files that include all research work related documents.

Item 15: students' opinion about the role of Facebook group Master 2 Applied Linguistics Biskra(Promo 2020) in supervision process

"15- Do you think that Facebook group Master 2 Applied Linguistics Biskra (Promo 2020) played a role in supervision process?"

In order to discover the uses of Facebook by teachers and students, this question attempted to know if Facebook group Master 2 Applied Linguistics Biskra (Promo 2020) add to supervisees in their process of research work or used to in supervision process.in addition, we ask them for further explanation for their choice of answer.
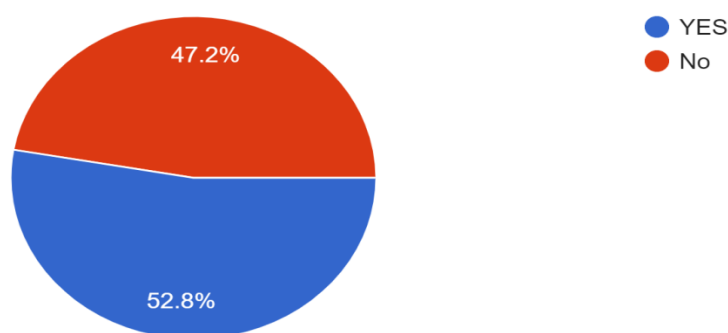
Figure 3.17. Students' utilisation of Master 2 Applied Linguistics Biskra Facebook Group in Supervision Process

Option	Number	Percentage
Yes	19	52.8
No	17	47.2
Total	36	100

Table 3.17. Students' Benefit of Master 2 Applied Linguistics Biskra Facebook Group in Supervision Process

Master 2 Applied Linguistics Biskra(Promo 2020) is a Facebook group that include master two students and teachers as well. Clearly, 19(52.8%) respondents answered yes, while 17(47.2%) of them stated no. respondents who takes advantage of this group in relation to the supervision stated the following benefits. It publish the latest news about supervisory meetings according to respondent "It provides us with information about the times of meetings with our supervisors." Moreover, it a sort of information about latest information

and announcements such as emails of teachers or news such as pre-viva schedule and sharing books "somehow, when we need emails of other teachers we ask form them", "For example the pre viva announcement and the guides and books about methodology and stuff like that." These are the main advantages of the group according to students. In the other side, respondents who did not get advantages of it and answered "no" stated that the group was not updating its posts, which are related to study after the end of first semester "it has no relation because we stop posting from the end of semester 1." Furthermore, one of the main and repeated reasons that this group was not a source of help to students is teachers' absence in this site or being not member of the group. According to respondents "my supervisor doesn't use Facebook", "My supervisor is not a member Teachers don't answer their inbox even though they are members."

Item 16: students' opinion about Facebook and email as a significant tools in enhancing the process of supervision

"16-Do you consider Facebook and e-mail are effective tools in the process of supervision?"

The present item aimed to discover respondents' opinion about email and Facebook as effective tools that played a role in the supervision process. They were required to answer by yes or no.
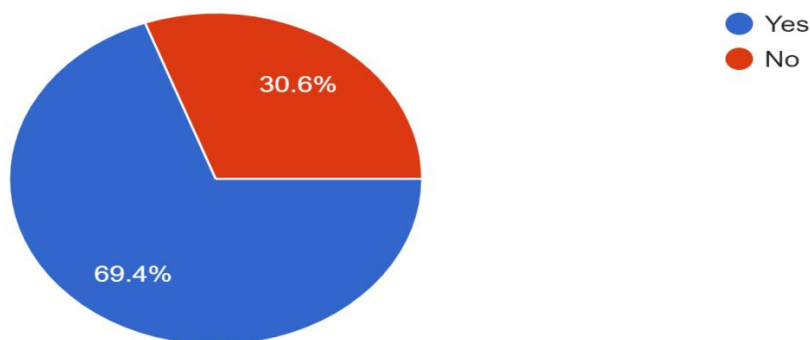
Figure 3.18. Students' Opinion of the Role of Facebook and Email in Fostering Supervision Process

Option	Number	Percentage
Yes	25	69.4
No	11	30.6
Total	36	100

Table 3.18. Students' Opinion of the Role of Facebook and Email in Fostering Supervision Process

As the table 3.18 and graph 3.18 represent, the highest chosen answer by 25(69.4%) is "yes." While, 11(30.6%) answered "no". apparently, the utilisation of Facebook and email according to these results is important and succeeded in contributing in supervision process. Eventually, this reflect on the progress of research work.

Item 17: learners' preferable method of supervision

17- What is the suitable and affective form of supervision meetings according to you?

In this item, researchers were asked to choose the effective and preferable form of supervision meetings according to him. This question aimed to know if the online supervision is considered and seeing as one form of supervisory sessions.
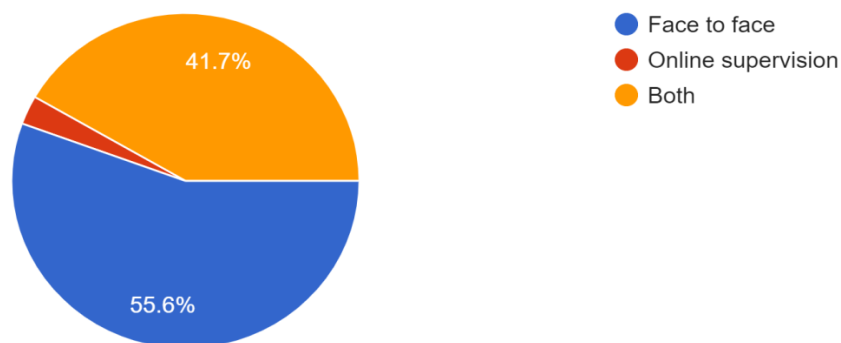
Figure 3.19. Learners' Preferable Method of Supervision

Option	Number	Percentage
Face to face	20	55.6
Online supervision	1	2.8
Both	15	41.7
Total	36	100

Table 3.19. Learners' Preferable Method of Supervision

According to the above results, more than half of respondents 20 (55.6%) prefer face-to-face supervision. 15 (41.7%) of them favour face-to-face and online supervision along. While, the lowest percentage goes to online supervision (2.8%). Though the highest answers support face-to-face supervision, can not deny the fact that almost half of the respondents admit that online supervision is a form of supervision that had advantages.

Item18: the extent of using social media to ask guidance after COVID-19 pandemic

"18- To what extent you ask for guidance from your supervisor via social media?"

The present question is aimed to know the extant students use in asking guidance through social media after COVISD-19 pandemic. Students were not able to meet their supervisors in this period.

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Option	Number	Percentage
Often	7	19.4
Sometimes	19	52.8
Rarely	9	25
Never	1	2.8
Total	36	100

Table 3.20. The Extent of Using Social Media to Ask Guidance after COVID-19 Pandemic
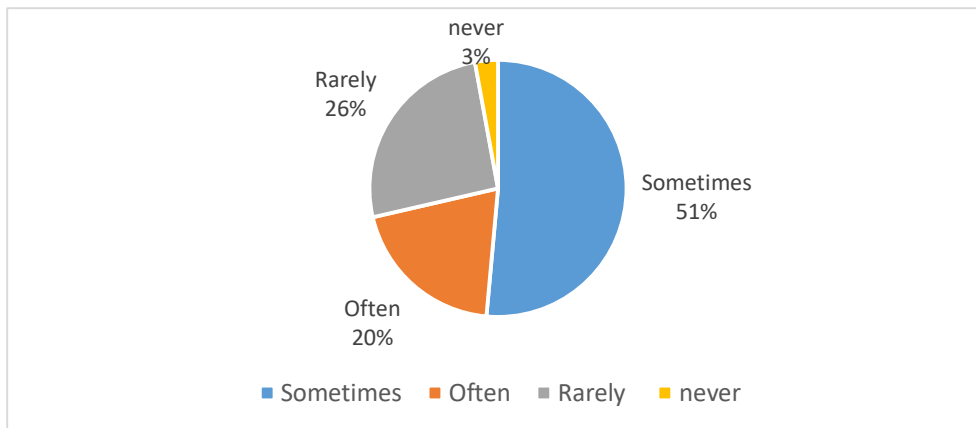
Figure 3.20. The Extent of Using Social Media to Ask Guidance after COVID-19 Pandemic

As the figures 3.20 and table 3.20 above indicate, 52.8% of respondents chosen sometimes, 25% stated they use it rarely, 19.4% of them used often, while just 2.8% never used it to ask guidance and support from supervisor. These results prove that the idea of using social media for supervisory purposes was a solution for them when they could not meet personally.

Item 19: students' experience about social media role in the progress of research during pandemic

"19- As a researcher, did you make any progress in your research work via using social media?"

In this item, researcher is asked to share its experience with social media during the pandemic and haw it contributed in the progress of their enquiry.
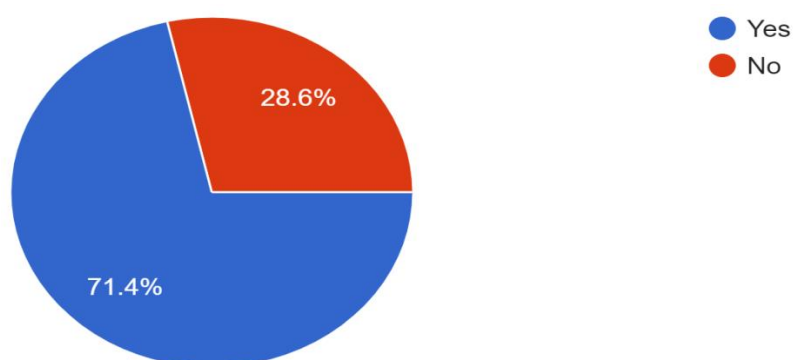
Figure 3.21. The Role of Social Media in Fostering Supervision Process during Pandemic

Option	Number	Percentage
Yes	25	71.4
No	10	28.6
Total	35	100

Table 3.21. The Role of Social Media in Fostering Supervision Process during Pandemic

From the figure 3.21 and table 3.21 above, the majority of students (71.4%) answered yes social media was a reason in the progress of the social work. While 28.6% of them stated no, they were not contributed in this progress. Clearly, the utilisation of social media has played a role in helping students to interact and receive guidance through them. This made them achieve progress in the research work.

Item 20: students' thought about the utilisation of email and Facebook as communicative and instructional tools in the supervision process after the COVID-19 pandemic.

"20- In your opinion, can supervisors and supervisees make benefit from Facebook and e-mail as a communicative and instructional tools in the supervision process after the COVID-19 pandemic?"

This item is targeted respondents' opinion about taking advantage of email and Facebook in supervision process after the end of the pandemic. Furthermore, it looked for future collaboration between supervisor and supervisee in using these services in supervision process.
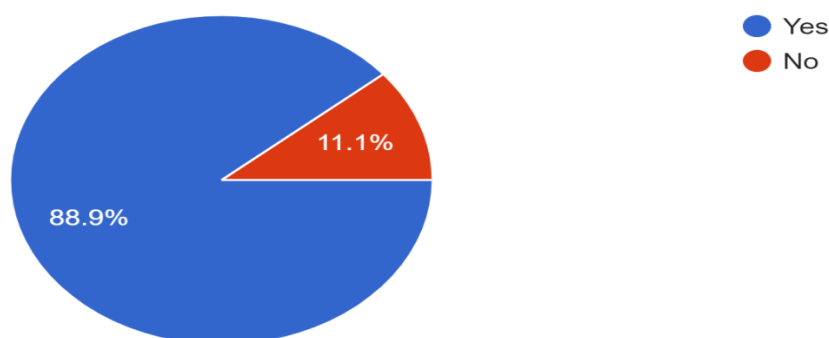
Figure 3.22. Students' Opinion about Expanding the Utilisation of Email and Facebook with Supervisor after Pandemic

Option	Number	Percentage
Yes	32	88.9
No	4	11.1
Total	36	100

Table 3.22. Students' Opinion about Expanding the Utilisation of Email and Facebook with Supervisor after Pandemic

The results shows that majority of respondents (88.9%) answered "yes", whereas 11.1 % of them chose no. These results encourage the supervisees and supervisors to use Facebook and email in supervision process after the pandemic. This recommendation means that these tools have qualities that may help both supervisor and supervisee in connecting and in supervisory according to the above results.

Item 21: students" perception of the idea that e-supervision and face-to-face supervision compensate each other

"21- Whatever your answer is, do you think that face-to-face supervision and e-supervision compensate each other?"

This item was intended to know respondents opinion about e-supervision as a compensating face-to-face.
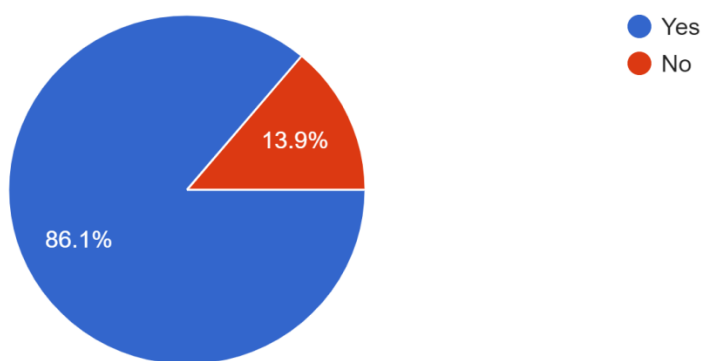
Figure 3.23. Students' Perception of the Idea that E-supervision and Face-to-Face Supervision Compensate each other

Option	Number	Percentage
Yes	31	86.1
No	5	13.9
Total	36	100

Table 3.23. Students' Perception of the Idea that E-supervision and Face-to-Face Supervision Compensate each other

The graph 3.23 and figure 3.23 illustrate, the majority of respondents (86.1%) agree with the idea; they answered yes. While minority of them 13.9 thinks that face-to-face and e-supervision does not compensate each other. These results support the idea that e- supervision plays a significant role in the process of supervisory according to the majority of the students-researchers.

Item 22: respondents' point of view if COVID-19 is an important period to think about "blended supervision" after the quarantine

"22- If yes, so do you think that the COVID-19 is an important period to think about "blended supervision" after the quarantine?"

The present item aimed to take the opinion of respondents about approaching blended supervision, especially after the period of COVID-19 and situation of the quarantine.
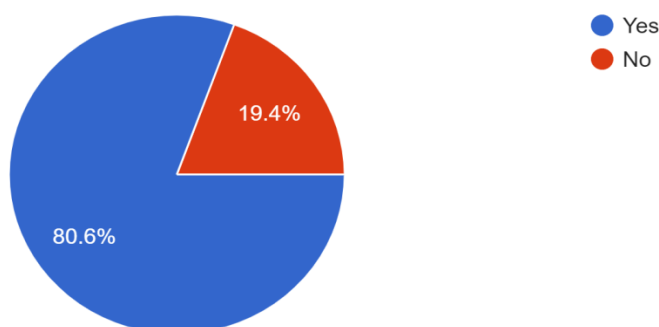
Figure 3.24. Students' Point View of Blended Supervision Especially after COVID-19 Pandemic

Option	Number	Percentage
Yes	29	80.6
No	7	19.4
Total	36	100

Table 3.24. Students' Point View of Blended Supervision Especially after COVID-19 Pandemic

As can be seen from aforementioned Table 3.24 and figure 3.24, the highest percentage is the answer yes (80.6%). The other remained 19.4% stated no. clearly, the majority of respondents sees that blended supervision should be included and used from the academic setting. This refer that students sees that online supervision can be side to side with face-to-face supervision.

3.2.2 Teachers' Questionnaire

Teachers' questionnaire is the second data-gathering tool in our research. In order to gather supplementary information, we designed this questionnaire with (6) teachers who engaged in the supervision process at the department of English at Biskra University. This questionnaire was submitted online via email.

Item 01: How long have you been in academia?

We asked teachers about their experience in academia; how many years have being in academia.
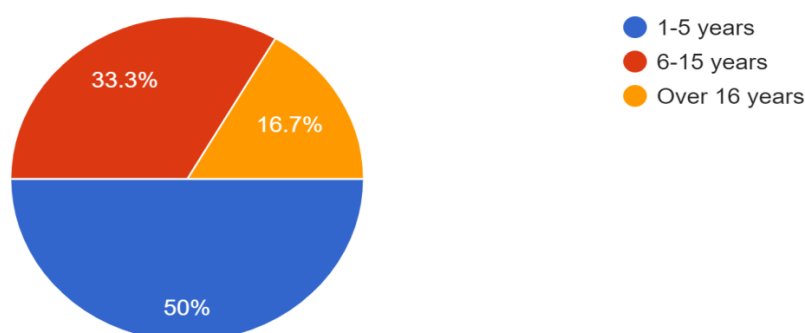
Figure 3.24. Teachers' Experience in Academia

Option	Number	Percentage
1-5	3	50%
6-15	2	33.3
Over 16 years	1	16.7
Total	6	100

Table 3.24. Teachers' Experience in Academia

From the above results, teachers are differed from one to more than 16 years. They are 3 (50%) of them spend between 1-5 years in academy, while 2 (33.3%) of them between 6 and 15 years, while one of them 16.7% is working more than 16 years. These variations open the path for different opinions, perceptions, and experiences especially about the utilisation of email and Facebook in academic activities.

Item 02: How long have you been supervising students?

This item is an attempt to know the experience of teachers about supervision
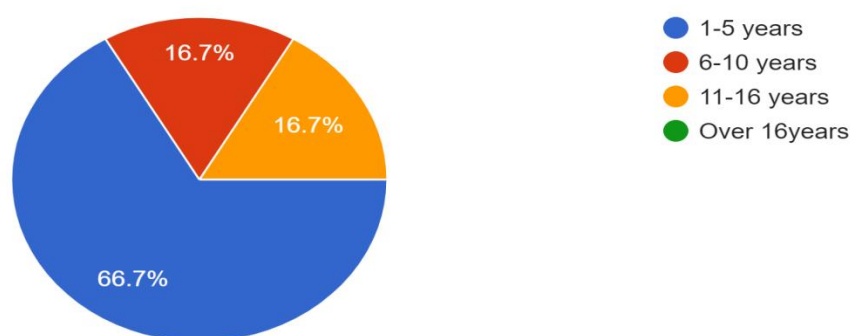
Figure 3.25. Teachers' Experience in Supervision

Option	Number	Percentage
1-5 years	4	66.7
6-10 years	1	16.7
11-16 years	1	16.7
Over 16 years	00	00
Total	6	100

Table 3.25. Teachers' Experience in Supervision

From the responses above, majority of teachers participated in this enquiry are in their first years of their career in supervision. Though they are, four of teachers are supervising between 1-5 years but still is a reasonable period. Whereas, one is supervising between 6-10, and the experienced one is between 11-16 years.

Item 03: "Through your experience, supervision is related more to"

The present item aimed to know the perception of supervision according to teachers through choosing from the below suggestions.
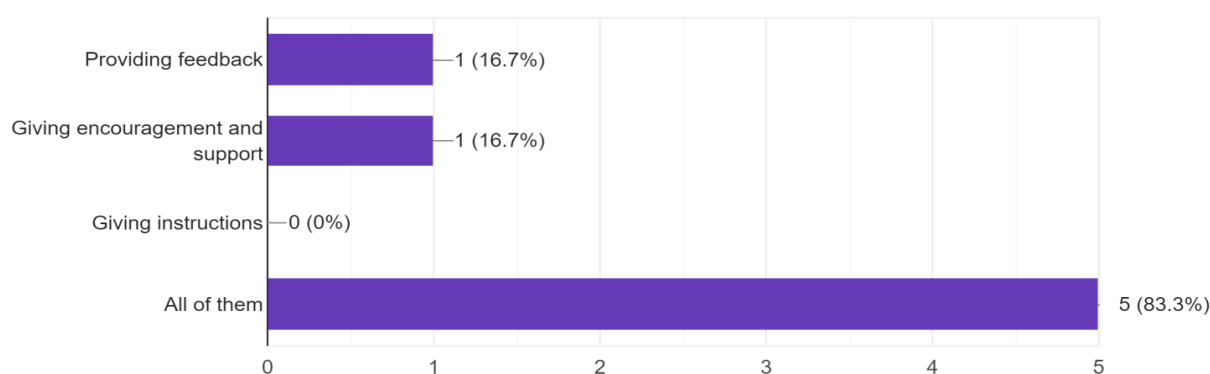
Figure 3.26. Supervision Perception According to Teachers

Option	Number	Percentage
Providing feedback	1	16.7
Giving encouragement and support	1	16.7
Giving instructions	00	00
All of them	5	83.3

Table 3.26. Supervision Perception According to Teachers

Through this multiple choices question, teachers can choose more than one answer. Majority of them (5) chose the bottom column, which include all of them (suggestions above). Whereas one of them insisted on providing feedback and Giving encouragement and support. From these responses, one can perceive ,that all the respondents' responses shows how much

supervisors of master two students are aware of how supervision is important. Furthermore, they conscious of supervisor responsibilities.

04: Do you think that your experience with your supervisors contributed on your idea and behaviour of supervising?

This item is aimed to know how the idea of supervision was formed according to teachers especially that there are not training programs for elaborate professional supervisors.
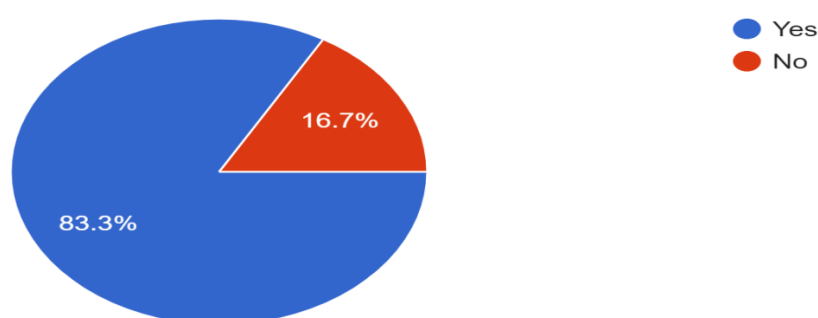
Figure 3.27. The Previous Influence of Supervisors on the New Supervisors

Option	Number	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

Table 3.27. The Previous Influence of Supervisors on the New Supervisors

The results in the table 3.27 and figure 3.27 indicate, five teachers answered yes, while one teacher said no. Majority of them agreed that their experience with their supervisor affected on how they guide their supervisee. Moreover, they influence them to form the essential meaning of supervision through their habits. While who had a bad experience with his supervisor, s/he try to do what they was expecting from support and encouragement. Their explaining of their choice are as below:

- "Honestly, i did not have a good experience with my former supervisor who did not seem to care about my work and progress and did not invest in correcting me. This is

what pushed me (now being a supervisor) to do all the opposite and show care, involvement abd motivation to my candidates because this what they need."

- "I had a good experience with my supervisors. I' m trying to do the same as a supervisor"

- "Learnt practices can be taught"

- "Through benefiting from fruitful instructions."

- "I share some of their work habits"

05: Do you think that the time of supervisory sessions are enough to discuss all questions of the candidates and for providing instructions?

This item constructed to know supervisors opinions of the time of supervisory sessions are enough to provide students with necessary instructions.
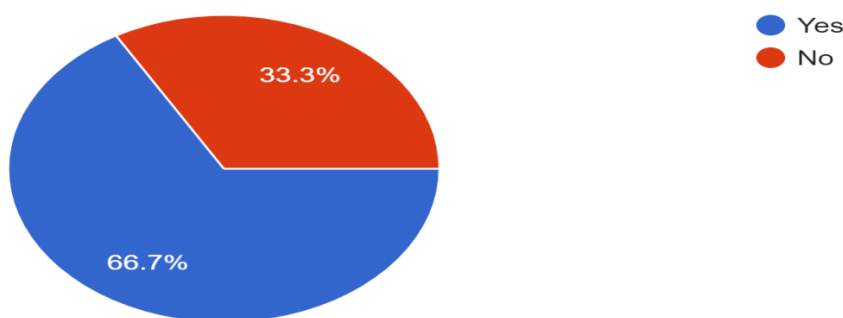
Figure 3.28. Supervisors' Opinion Supervisory Sessions Organisation

Option	Number	Percentage
Yes	4	66.7
No	2	33.3
Total	6	100

Table 3.28. Supervisors' Opinion Supervisory Sessions Organisation

As it is shown above, the majority of supervisors 4 (6.7%) stated yes and the other two supervisors (33.3%) answered no. according to the majority of supervisors that we questioned, the time of supervisory sessions are enough to discuss all students concerns and questions. Whereas, according to students before it is the contrary.

06:Do you use social networks in academic activities?

In this item, we aimed to know first whether teachers in academic activities use social networks.
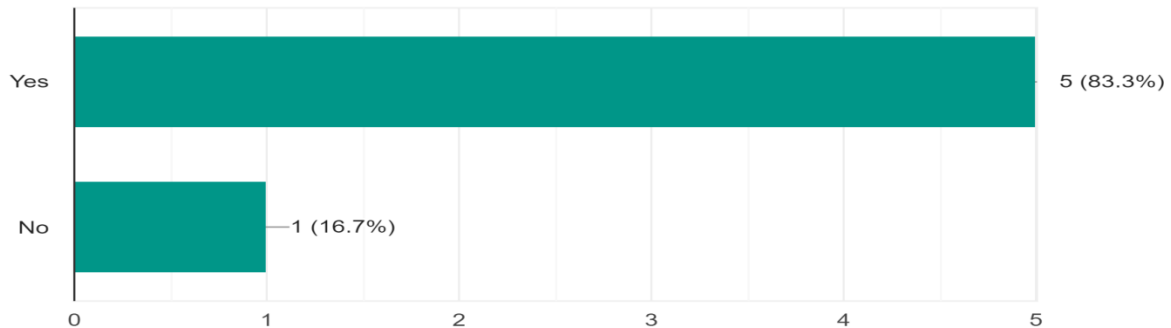
Figure 3.29. Teachers' Utilisation of Social Media in Academic Activities

Option	Number	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

Table 3.29. Teachers' Utilisation of Social Media in Academic Activities

The results above indicate that 5(83.3%) of teachers said yes, while one (16%) is not processing social media for academic purposes. This prove that the utilisation of social media are wide in the academic setting. This utilisation demonstrate that these cites had advantages can enhance in a way or another academic achievement.

If yes, for what purposes

As a sub-question, we intended to know how much these sites are part of the academic activities. It is a multiple choices questionnaire.
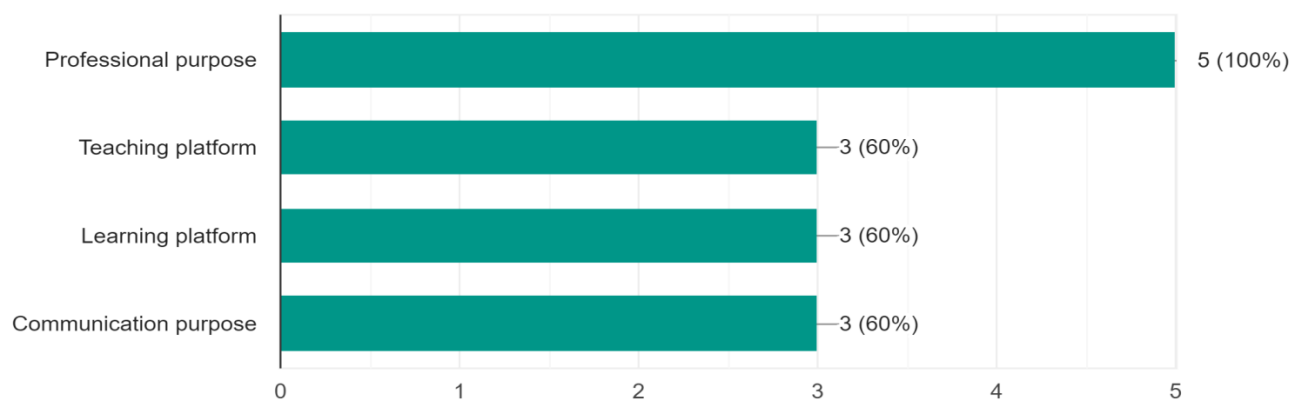
Figure 3.30. Teachers' Uses of Social Media in Academic Setting

Option	Number	Percentage
Professional purpose	5	100
Teaching platform	3	60
Learning platform	3	60
Communication purpose	3	60

Table 3.30. Teachers' Uses of Social Media in Academic Setting

From the given responses, 5 teachers revealed that they use it for professional purposes, also 3 of them answered for teaching platform, while 3 of them for learning purposes, while 3 of them chose communication purposes. From these results, we notice that utilisation of social media is various and serve different contents in academic settings.

Furthermore, we asked who might answer no for the utilisation of social media to state the reasons. One teacher stated "Still too informal for such activities, if by social networks you mean social media."

07: Do you use either of the following social media tools to contact with your supervisees?

In a an attempt to know if the supervisors use Facebook or email among social media tools they use in academic setting, especially to contact their candidates.
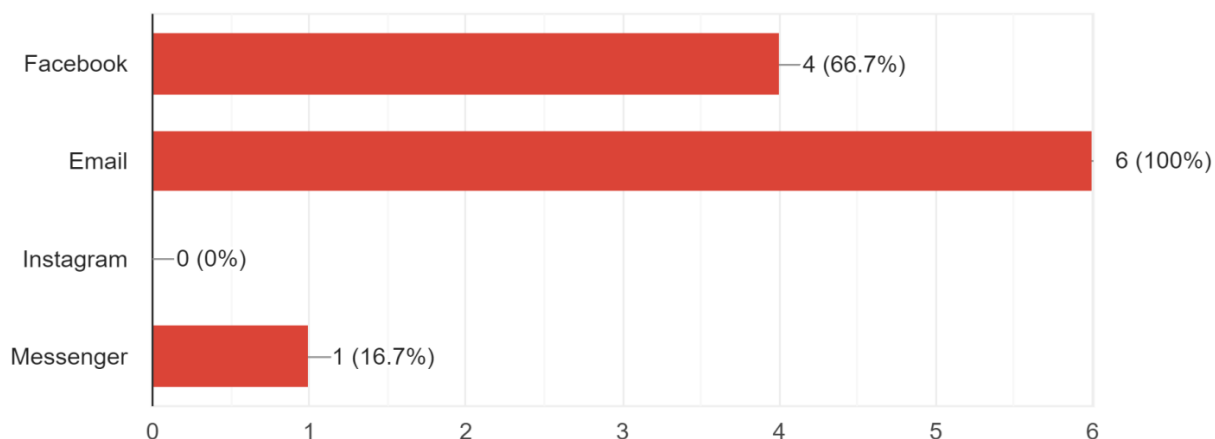
Figure 3.31. Teachers' Choices of Social Media tools to Connect to Supervisees

Option	Number	Percentage
Facebook	4	66.7
Email	6	100
Instagram	00	00
Other :messenger	1	16.7

Table 3.31. Teachers' Choices of Social Media tools to Connect to Supervisees

From supervisors' replies, clearly all of them use email to connect with their supervisees, while four of them use Facebook. For more specification, one of the teachers under the title "others" answered messenger. While, no one of them use Instagram in supervision process. These results prove the idea that email and Facebook are tools used to connect supervisees and supervisors. Moreover, they are the only tools processed for the purpose of supervision.

08: Did you create a group with your candidates in Facebook?

This question was designed to know teachers are taking advantage of the multiple characteristics of these tools that may enhance the production of both supervisor and supervisee through various ways such as gathering candidates in a group on Facebook.
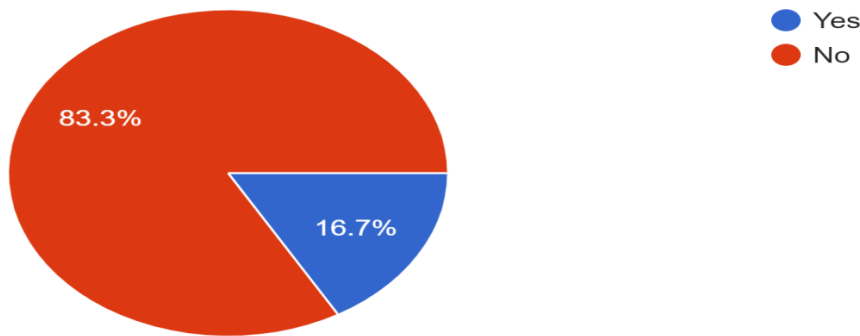
Figure 3.32. Teachers' Use of Groups in Facebook

Option	Number	Percentage
No	5	83.3
Yes	1	16.7
Total	6	100

Table 3.32. Teachers' Use of Groups in Facebook

Table 3.32 and figure 3.32 shows that majority of supervisors (5) stated no, while one of them indicated yes they used group on Facebook. This indicate that there is a lack of anticipating and taking advantage of the services provided such as groups which shorten the circle of work between teachers and their candidates.

09: To what extent do you contact with your supervisees through Facebook and email?

This item is intended to discover how much supervisors are interacting with their candidates using Facebook and email.
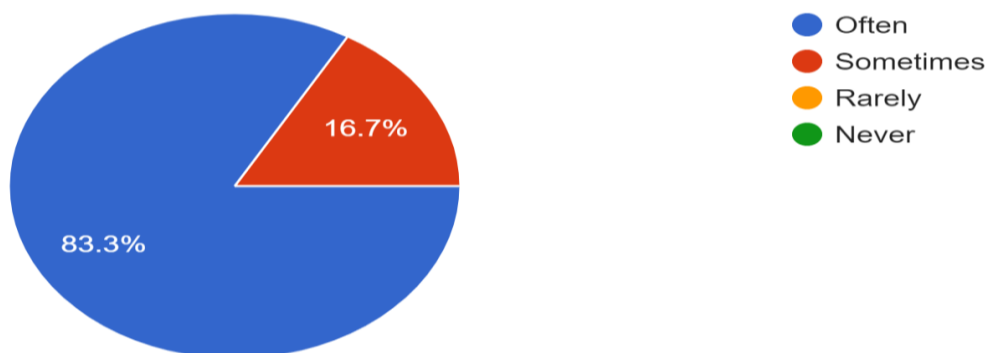
Figure 3.33. The extent of Supervisors' Use of Email and Facebook to Connect with Supervisees

Option	Number	Percentage
Often	5	83.3
Sometimes	1	16.7
Rarely	00	00
Never	00	00
Total	6	100

Table 3.33. The extent of Supervisors' Use of Email and Facebook to Connect with Supervisees

Through the results above, five supervisors are using email and Facebook often to communicate with their candidates, while one stated sometimes. This reflect that these tools are affective and serve their necessities.

10: In your opinion, did Facebook or e-mail foster the process of supervision process?

This item is designed in order to know how much Facebook and email add to the supervision process.
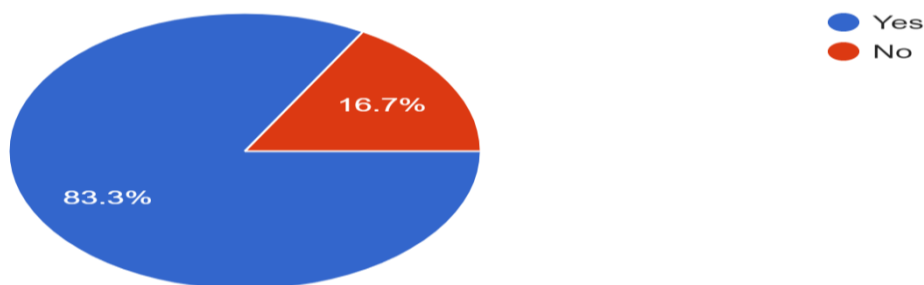
Figure 3.34. Supervisors's Opinion about the Role of Facebook and Email in Fostering Supervision Process

Option	Number	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

Table Figure 3.34. Supervisors's Opinion about the Role of Facebook and Email in Fostering Supervision Process

According to the above results, the majority of teachers (5) answered yes and agreed that both tools played a role in enhancing supervision process, whereas one said no.

11: In your opinion, can supervisors and supervisees make benefit from Facebook and e-mail as a communicative and instructional tools in the supervision process after the COVID-19 pandemic?

This item targeted to know if the situation of quarantine because of the COVID-19 changed teachers thought about the role of Facebook and email in the process of supervision.
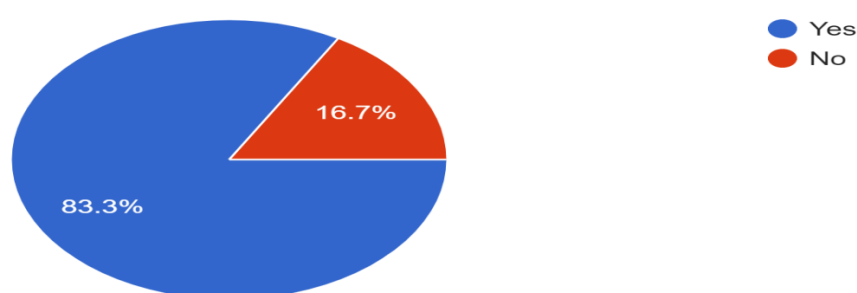
Figure 3.35. Supervisors' Opinion about Expanding the Utilisation of Email and Facebook with Supervisees after Pandemic

Option	Number	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

Table 3.35. Supervisors' Opinion about Expanding the Utilisation of Email and Facebook with Supervisees after Pandemic

As the table 3.35 and figure 3.35 shows, 5 of teachers answered yes and one teacher said no. After the quarantine that led teachers and students, use Facebook and email were the solution for them. From the results, apparently their experience was successful which reflect their answer.

12: Whatever your answer is, do you think that face-to-face supervision and e-supervision compensate each other?

This question targeted enhancing supervision in future through processing e-supervision.
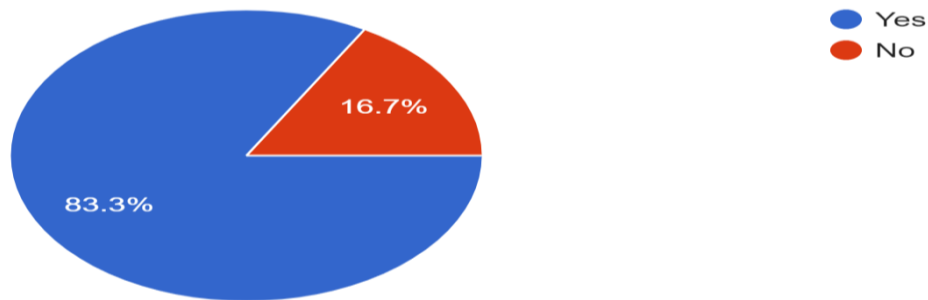
Figure 3.36. Teachers' Opinion about Face-to-Face and E-supervision Collaboration

Option	Number	Percentage
Yes	5	83.3
No	1	16.7
Total	6	100

Table 3.36. Teachers' Opinion about Face-to-Face and E-supervision Collaboration

Apparently, teachers are supporting the idea of e-supervision. Five teachers agree to the thought of e-supervision compensating face-to-face supervision. While one of them said no.

13: If yes, so do you think that the COVID-19 is an important period to think about "blended supervision" after the quarantine?

This item is related to the previous item. It is designed to know supervisors thought about approaching blended supervision especially after the COVID-19 period.
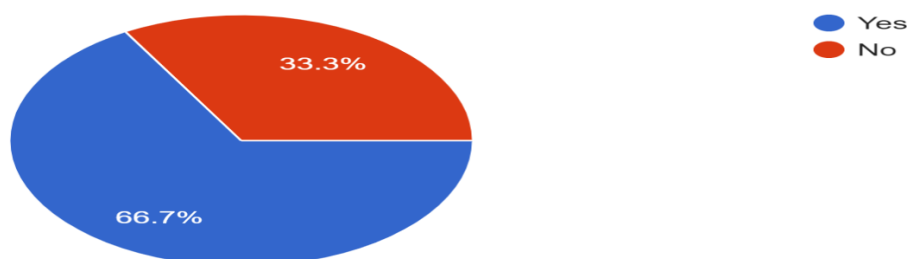
Figure 3.37. Teachers' Point View of Blended Supervision Especially after COVID-19 Pandemic

Option	Number	Percentage
Yes	4	66.7
No	2	33.3
Total	6	100

Table 3.37. Teachers' Point View of Blended Supervision Especially after COVID-19 Pandemic

According to the results above, four supervisors replied yes, whereas two of them stated no to the blended supervision. As it is clear, the majority are excepting the idea of processing blended supervision because of the difficulties of quarantine.

3.2. Interpretation and Discussion of the Main Findings

The results presented through the aforementioned analysis are eventually aimed to answer the projected research questions, and gaining further insights towards social networks relevance to the supervision process, Facebook and email particularly. Accordingly, we designed questionnaires for supervisors and supervisees to prove that both Facebook and email play a role in fostering the process of supervising and interaction between supervisors and their candidates. In addition, they help candidates to enhance their productivity by giving them the opportunity to ask and receive guidance from their supervisors at any time.

These hypotheses are tested in order to answer major research questions of this study, which are: what are the uses of Facebook and email in a supervision of EFL learners? How can the Facebook and email facilitate the supervision of EFL students? The results revealed that researchers use these sites to submit their research work to the supervisor. Whereas, supervisors use them to send the correction of the work as well as providing instructions. These are processed because of the services that those tools provide especially when supervisory meeting are cancelled for different purposes. Email and Facebook present multiple services such are chatting, creating private groups, or taking advantage of the Facebook group that include master two graduate students. However, according to the previous results the major uses of these

features are chatting and exchanging different types of files. Moreover, more of the half of students- researchers considered Facebook group Master 2 Applied Linguistics Biskra(Promo 2020) as an additional help to their supervision process.

Furthermore, results indicate that the feature of indirect, asynchronous communication are serving a considerable number of supervisees to overcome their shyness and break the barriers   between supervisor and supervisee. Consequently, they are discussing the obstacles they face freely with earlier organisation of thoughts and questions. Moreover, because of COVID-19 pandemic that caused a quarantine in all over the world, supervisors and supervisee could not arrange meetings anymore, which led them to depend on email and Facebook as an instructional and communicational tools. The majority of respondents indicated that these sites were the only applications that they use to contact with each other.

3.2.1. Suggestions and Recommendations

Based on the literature and empirical findings, that emphasises the significance of email and Facebook the academic setting and in supervision process notably. Some suggestions and recommendations are addressed to supervisors, candidates and administration.

Supervisors

- As a way to increase students- researchers' productivity, teachers can use Facebook and email more regular to connect with their supervisee. This would give more space for student to ask for guidance and support, and for supervisor who may had a busy schedule.

- Supervisors should establish and benefit from different advantages and services that are offered by email and Facebook. These social media tools offers the ability to open group that will help for important announcements or information. Moreover, sharing documents, making video calls either with each candidate or altogether. In addition, record audios for more clear explanation.

- Though supervisors may consider social media as an informal tool, Facebook and email are already processed in academic setting for multiple purposes. So, they are recommended to consider using it in supervision process. In the same time, they could find the balance between replaying to students' attempts for interaction and put limitations for any informal behaviours from supervisees.

Students

- The majority of EFL students are not familiar with research process and its various obstacles that occur throughout different stages. This clarifies the need for supervisor whenever they face a problem. Therefore, it highly recommended integrating in any research activities to decrease the necessity to the supervisor and overload their social media tools.

Administration

- We suggest for administration to urge teachers to form groups with students on Facebook. This would shorten the way of informing both of them of the latest news about supervision and thesis.

- We recommend from the administration to consider blended supervision. The majority of teachers and students have agreed that blended supervision is an important step that will solve the problem of teacher schedule. As well as increasing the opportunities to students for reaching students easily.

3.3. Limitation of the study

This study had several limitations because of the quarantine of COVID-19. The pandemic imposed certain situation in which supervision was online only. Furthermore, we have faced issues such as the lack of direct interaction with supervisor especially in the big part of conducting this research after COVID19 quarantine. Furthermore, problem in data gathering;

both students and teachers were hard to reach, although we tried using Facebook group to connect with students; also sending questionnaire via emails to the teachers.

Conclusion

This present chapter presents the methodology of the study and data collection tools. Then, analysing data of both questionnaire of students and teachers. The utilisation of Facebook and email in supervision process was the main problem for both respondents. The results indicated that email and Facebook plays a significance element in supervision process. The majority of both respondents have assured their use of these sites as well as their desire of using them regularly. These results support the hypotheses of the present research.

General Conclusion

Research supervision is an essential element for undergraduate students. It affects Students performance of conducting research work. Conducting a research in foreign languages is a challenging task for master two students at Mohamed Khider University, department of foreign languages, division of English. In addition, Master thesis is the first research degree of the majority of them. These conditions require good and productive supervision process. We have noticed the utilisation of Facebook and email between supervisors and their candidates as a communication and instructional tool to increase the productivity of research work. The problem is mainly that students needs supervisory sessions that provide them with the necessary guidance to compose their thesis, but they may face problems that cause a delay or cancelling supervisory meetings for different reasons. Therefore, this dissertation aimed to investigate the role of Facebook and email role in fostering supervision process.

In order to answer the dissertation' questions and confirm or reject our hypotheses; the research work had been divided into three main chapters. The hypotheses of the study were confirmed. It has revealed that Facebook and email enhance supervision process. In addition, teachers and students stated that these sites played a role in the progress of research work since they facilitate communication, instructions providing and receiving as well. These findings confirmed the prediction that Facebook and email foster the supervision process and enhance the progress of thesis writing. Furthermore, this study spot the light on challenges that students face concerning supervision meetings that results the utilisation of social media sites.

Thus, based on research results, we would recommend to supervisors and academic community to consider using social media platforms, especially Facebook and email to connect with students. These sites facilitate the interaction among students and teachers through the various services they offer. Nevertheless, they tend to use a limited tools of interaction mostly

texting. We recommend varying the uses of these sites in order to assure more benefit in the academic achievement, particularly supervision process.

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Appendices

Appendix 01

Student ′s Questionnaire

Dear students-researchers,

　The present questionnaire is part of Master research. It aims to collect data about the role of Facebook and e-mail as communicative and instructional tool between supervisors and supervisees. We would be very grateful if you help us enrich the present study.

Thanks in advance

Ms.ZebilaBouthaina

Put (x) in the appropriate answer and justify if needed

1- Specify your age

From 20 to 23 ☐

From 24 to 27 ☐

From 28 to 31 ☐

Over 31 ☐

2- Do you have a job besides being a student?

　　Yes ☐　　　　　　　　No ☐

3- Is this your first research degree?

　　Yes ☐　　　　　　　　No ☐

4- As a graduate student, how did you find the research process?

　　Easy ☐　　medium ☐　　Hard ☐

Explain……………………………………………………………………………………

……………………………………………………………………….

5- The schedule of supervisory meetings was arranged from

Administration ☐

Supervisor ☐

Supervisor-supervisee agreement ☐

6- How many official supervisory meetings were arranged?

1 time a week ☐

2 times a week ☐

3 times a week ☐

7- Do you think that the official supervisory meetings were enough to discuss all points and issues that you face during your research work?

Yes ☐   No ☐

If no, in your point of view, what are the obstacles that you encountered during supervision sessions? (You can choose more than one).

a) Supervisor absence and lateness in official supervisory meetings. ☐
b) The short time of supervisory meetings. ☐
c) The number of supervision meetings. ☐
d) The timing of supervisory meetings ☐

8- Did you and your supervisor arrange a new time for missed supervisory meetings?

Yes ☐   No ☐

9- Do you use social media to contact your supervisor?

Yes ☐   No ☐

If yes, which one do you most use to connect?

Email ☐

Facebook ☐

Instagram ☐

Other……………………………………………………………………………

10- Do you find yourself more comfortable discussing problems that you face in the study through Facebook and e-mail?

Yes ☐   No ☐

Explain…………………………………………………………………………………………

………………………………………………………………………………

11- Instructions of the supervisor via email and Facebook are effective and can be transmitted.

Strongly agree

Agree

Disagree

Strongly disagree

12- To what extent do you ask for guidance from your supervisor via Facebook and email?

Never

Rarely

Sometimes

Often

13- What are the other types of messages you or your supervisor use other than text message?

Video chat

Audio

None

14- What are the most utilization of Facebook and e-mail in supervision process?

- o Instructional
- o Providing feedback (correction) by the supervisor
- o Submitting research work by the researcher

Other

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………………....

15- Do you think that Facebook group Master 2 Applied Linguistics Biskra

(Promo 2020) played a role in supervision process?

Yes   No

Explain

………
………………………………………………………………………….

16- Do you consider Facebook and e-mail are effective tools in the process of supervision?

      Yes ☐   No ☐

17- What is the suitable and affective form of supervision meetings according to you?

   o Face to face ☐
   o Online supervision ☐
   o Both

Since the COVID -19 pandemic, all supervisors and supervisee are obliged to use social media to contact each other & discuss matters about the research work.

18- To what extent do you ask for guidance from your supervisor via social media?

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

19- As a researcher, did you make any progress in your research work via using social media?

      Yes ☐   No ☐

20- In your opinion, can supervisors and supervisees make benefit from Facebook and e-mail as a communicative and instructional tools in the supervision process after the COVID-19 pandemic?

      Yes ☐   No ☐

21- Whatever your answer is, do you think that face-to-face supervision and e-supervision compensate each other?

      Yes ☐   No ☐

22- If yes, so do you think that the COVID-19 is an important period to think about "blended supervision" after the quarantine?

      Yes ☐   No ☐

Appendix 02

Teachers' Questionnaire

Dear teacher,

We are currently conducting a study about the role of Facebook and e-mail in fostering supervision process. This questionnaire is a part of Master dissertation. Your contribution will be very helpful to our investigation.

Thank you in advance for your cooperation.

Ms.ZebilaBouthaina

1- How long have you been in academia?

    a- 1-5 years   ☐

    b- 6-15 years   ☐

    c- Over 16 years   ☐

2- How long have you been supervising students?

    a- 1-5 years   ☐

    b- 6-10 years   ☐

    c- 11-16 years   ☐

    d- Over 16 years   ☐

3- Through your experience, supervision is related more to

Providing feedback   ☐

Giving encouragement and support   ☐

Giving instructions   ☐

All of them   ☐

Other…………………………………………………………………………

4- Do you think that your experience with your supervisors contributed on your idea and behaviour of supervising?

Yes ☐   No ☐

Explain…………………………………………………………………………………………

………………………………………………………………….

5- Do you think that the time of supervisory sessions are enough to discuss all questions of the candidates and for providing instructions?

Yes ☐   No ☐

6- Do you use social networks in academic activities?

Yes ☐   No ☐

If yes, for what purposes (you can choose more than one)

    a- Professional purpose   ☐

    b- Teaching platform   ☐

    c- Learning platform   ☐

    d- Communication purpose   ☐

If not, please state why

………………………………………………………………………………………………

7- Do you use either of the following social media tools to contact with your supervisees?

Facebook ☐

E-mail ☐

Instagram ☐

Others…………………………………………………………………………..

8- Do you create a group with your candidates in Facebook?

Yes ☐   No   ☐

Since the COVID -19 pandemic, all supervisors and supervisee are obliged to use social media to contact each other & discuss matters about the research work.

9- To what extent do you contact with your supervisees through Facebook and email?

Often   ☐

Sometimes ☐

Rarely   ☐

Never   ☐

10- In your opinion, did Facebook or e-mail foster the process of supervision process?

Yes ☐   No   ☐

Haw……………………………………………………………………………………………

11- In your opinion, can supervisors and supervisees make benefit from Facebook and e-mail as a communicative and instructional tools in the supervision process after the COVID-19 pandemic?

Yes ☐   No   ☐

12- Whatever your answer is, do you think that face-to-face supervision and e-supervision compensate each other?

Yes ☐   No   ☐

13- If yes, so do you think that the COVID-19 is an important period to think about "blended supervision" after the quarantine?

Yes ☐   No   ☐

الملخص

الإشراف على الدراسة البحثية هي عملية مهمة تلعب دورا رئيسيا في إنجاز بحث علمي. يجد غالبية طلاب اللغة الإنجليزية المقبلين على التخرج في جامعة بسكرة صعوبة في كتابة اطروحتهم خاصة أن الأغلبية منهم ينجزون اول أطروحة لشهادة اكاديمية وهي رسالة الماستر. لذلك يعتمد الطلاب على حصص الإشراف حيث يحصلون على التوجيه والدعم خلال رحلتهم في عملية البحث العلمي. علاوة على ذلك فانهم يميلون الى التواصل مع المشرفين عبر وسائل التواصل الاجتماعي لتسهيل التواصل والاستفادة من المزيد من التعليمات والارشادات. يعد استخدام وسائل التواصل الاجتماعي ولاسيما الفاسبوك والبريد الالكتروني نتيجة للتحديات التي تواجه المشرفين والمرشحين في حصص الاشراف. وانطلاقا من هذا الجانب افترضنا ان استخدام البريد الالكتروني والفايسبوك قد يعزز عملية الاشراف في قسم اللغة الإنجليزية بجامعة بسكرة. لإثراء هذه الدراسة اعتمد هذا البحث على المنهج الوصفي. قام القائمين عن البحث بتصميم استبيانين موجهين لطلاب الماستر من جامعة بسكرة وكذلك للمشرفين. اشارت النتائج التي تم الحصول عليها الى ان الفاسبوك والبريد الالكتروني يعززان عملية الاشراف ويسهلان التواصل بين المشرف والطالب، لذلك نوصي بالاستفادة من هذه الأدوات لتعزيز عملية الاشراف.