



From the Perspective of the Polish ESP Learners: Awareness of Legal and Ethical issues in the Use of Mobile based Facebook Learning

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Abstract:

The practice of technological devices, apparatuses and equipment to support English for specific purposes (ESP) based English language learning in classrooms is extremely common nowadays and now the use of social networking websites (SNSs) like Facebook combined with the mobile technology have exposed educators as well as the learners to the whole new dimension of the ESP learning.

The technology based language learning is based on the notion that students learn better and quicker in their comfort zone, outside the traditional classrooms, and/or in an informal environment. Despite of the numerous proven advantages of mobile learning through Facebook, the legal and ethical issues in this type of learning within the context of ESP learners have not been explored at a greater length. These issues range from the privacy and security problems, to the legal and illegal use of technology for learning, to the online piracy and ownership of intellectual properties.

Through this study, the security and privacy problems are discussed as the two chosen ethical and legal issues for the mobile based Facebook learning. The research examines the views of male and female ESP learners about these issues and based on the survey, makes the conclusion and recommendations.

Introduction:

The use of technology in higher education has been a hot topic for decades. Furthermore, incorporating the practice of social networking websites (SNSs) like Facebook in ESP classroom is not a very old phenomenon. The prodigious growth of mobile technology has fuelled the usage of mobile learning based on SNSs in ESP learning all around the world.

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Poland, a country of 38.53 million people, has one of the largest numbers of the users of the internet at 65% of the total population, with 31% of them using Facebook. 132% is the mobile penetration with mobile internet penetration as a percentage of total population is 45%. Average time that mobile internet users are spending using mobile internet each day is 1 hour 21 minutes, (Global digital statistics, 2014).

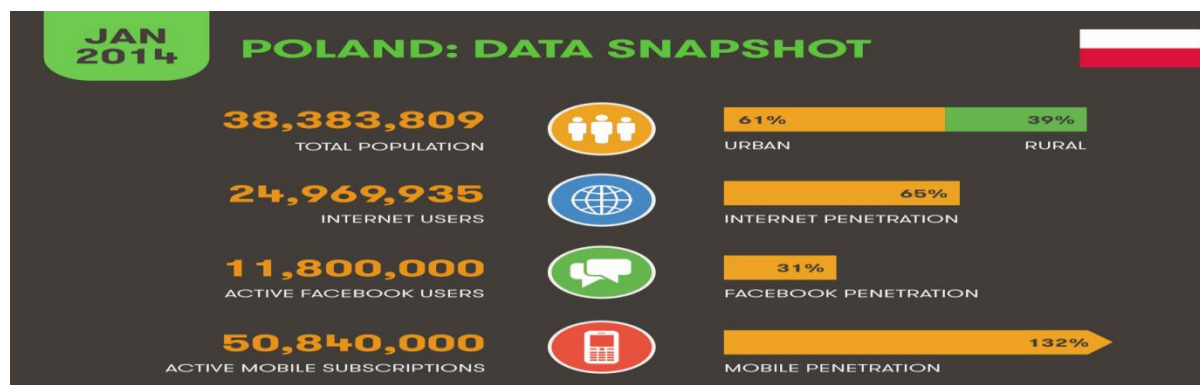
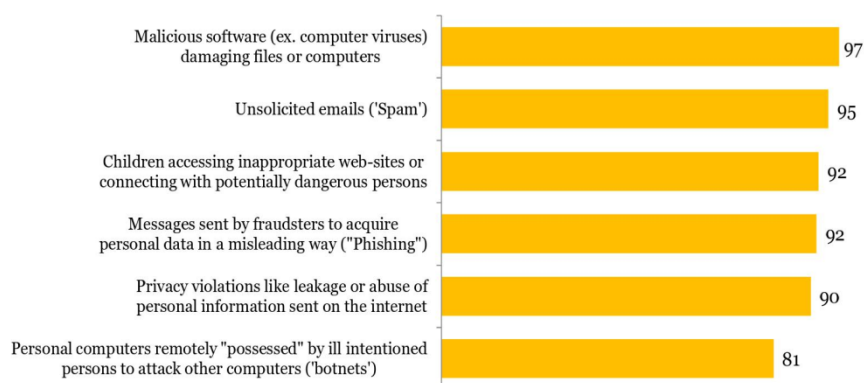


Figure 1: Global Digital Statistics, Poland data snap shot, January, 2014

One hand, mobile based combined education can exploit the value and magnitude of collaborations and interpretations through its rich communication channels (Hyewon, K., et al., 2014), but on the other hand, there are some significant limitations of mobile based Facebook learning which cause fears in ESP learners and result in negatively impacting their performances and progression in learning and acquiring necessary skills for the target knowledge, (Zafar, 2015). These fears of ESP learners related to Facebook based mobile learning can be instigated by their doubts about making wrong comments and mistakes while learning online, cyber bullying, personal preferences for a specific SNS, peers assessment and teachers' reviews, sharing details online or commenting on other people's work, engaging in language acquisition online in general or one of the widely discussed topics in the technology based education which is the online security and privacy of the learners engaged in mobile learning Facebook.

These online security and privacy issues are related to the learners' personal and professional details which can be lost or used against their consent by hackers, companies, data/web mining firms, and so on. Another real obstacle in adopting the mobile learning by a number of organizations is the fear for data and personal security (Towards Maturity's In-focus Report, 2013). This whole state of the online security fear has been exacerbated by the phenomenal technological growth in the mobile technology and gadgets which, on one hand, has enabled users to access their Facebook accounts and other applications by one click but on the other hand, made it hard to cope with the numerous security and privacy issues. These issues make the learners more susceptible to the risks especially in the case of learners losing their devices or not being careful in choosing unpredictable login ids and passwords for their apps. Nevertheless, the users' awareness of the security problems seems to be at the satisfactory level, (Eurobarometer report, 2009).

Awareness of the existence of security problems related to Internet usage



Q2. Are you aware of the existence of the following security problems related to internet usage?
 Base: all respondents
 % of Yes, EU27

Figure 2. Analytical report by Flash Eurobarometer analytical report survey, 2009

The first section of this paper encompasses the examination of the previous work of the researchers to analyse the security aspects of mobile learning in tertiary education. The following part deliberates the details about the research which is conducted to ascertain the online security and privacy issues in mobile based Facebook learning within the context of male and female students of Polish universities. Then an examination of the outcome of the study is discussed followed by a thorough analysis and discussion of the results. Conclusions along with the scope of further research are discussed in the last section.

Previous studies

With over a billion users' base, Facebook is by far the largest social networking site which makes it the ideal choice for the ESP educators to use in ESP classroom, (Zafar, 2015). This prominent position also makes it susceptible to the legal and ethical issues that may be encountered by the learners. Disclosure of personal information, unconsented use of copyright protected works, and privacy are some of the legal issues that can maximise risks of legal trouble for the users. For the ESP learners, these issues may cause fear and scepticism which may seriously hamper their learning pace and progress.

According to the report submitted by GSMA, 2012, the benefits of the usage of mobile technologies in education are changing educators' perception towards mobile technologies and even more and more educators have started questioning against the widely accepted view of banning mobile phones even at the school level. One of the significant features of incorporating mobile based Facebook learning into the tertiary education's is its ability to allow and assist the learners to take the lead for their own learning, enable them to create their own content, and cooperate with other learners beyond the boundaries of their physical classrooms, (Cobcroft, et al.,2006). One of the important developing problems about the mobile learning in higher education involves moral and cultural obstacles coupled with the scepticism in adopting change among the teachers, students' as well as educators' views on the security of their personal details and information which get stored on learners' mobile devices while getting involved in online learning. The privacy issues concerning the unlawful access of students' information which may get transmitted and distrusted across a range of locations without their consent is also an important issue (Wishart, J. and Green, D., 2010). The excessive use of mobile devices may negatively affect the confidentiality of its users and

cause security breaches in personal security of its users (UNESCO Institute for IT in Education, 2010).

According to the UNESCO working papers (2012), the current use of mobile teaching in learning emphasises the users to bring their personal mobile devices, which have users' own customised security and privacy settings as per their preferences, which in result becomes a significant obstacle in protecting users' privacy so there is a need for a robust mobile security policy to protect users. One of the effective solutions to avoid any online security breach is to use a filtering app on mobile devices to make sure that students' data is safe on a Wi-Fi hotspot or on a wireless network (Centre for digital education, 2011).

With the increasing number of SNSs in today's world, the risks associated with the security of the users' details are unavoidable and becoming a regular occurring phenomenon. Some of these risks can be classified as identity thefts, phishing and cyber bullying but most importantly the details of the users which are saved on the servers of SNSs are being compromised due to the lack of effective security precautions (Kumar, et al., 2013). Although mobile based Facebook learning is relatively a new phenomenon in ESP classroom, more and more ESP educators are considering adopting it in order to reap the benefits but at the same time, they should not be oblivious to the downsides of this. The use of technological devices in learning always comes with certain costs which may range from hardware, software problems to the most serious ones like theft, phishing, privacy, security and confidentiality of users' data and other related details. For most of the learners, the most significant issues of using mobile devices in their learning are privacy, security or confidentiality of one's mobile number (Ally, 2009).

Within the context of using Facebook as an educational tool on mobile devices in an ESP classroom, the biggest concern of the teacher as well as the learners is the safety of their details online. Unfortunately, when it comes to the Facebook's own security measures, it is quite evident that although the usage of passwords to secure the accounts and an MD5 as an authorization, the use of encryption is just simply not sufficient and when it comes to the students sharing photos for learning purposes, the lack of privacy control is the biggest security issue (Jones and Soltren, 2005).

The issue of privacy and security settings is not given much importance when it comes to the users of the social networking websites especially Facebook. On the one hand, a lot of users simply ignore the recommended security measures and keep their profile open to anyone who wants to see and check their profiles while on the other hand, most of the SNSs like Facebook do not have a secured default settling to privacy and a person who the user does not know can still see his information but it is worth to state that even the most secured privacy setting is prone to attackers' access to user's information (Guatilaka, 2011). The Facebook users' own ignorance towards the security of their details such as giving out their passwords to their friends and family members to take care of the management of their numerous profiles is also fuelling the increased numbers of online security and privacy problems mainly identity thefts and authentication Hogben (2009). Facebook being the largest SNSs has also been labelled as the leading cause of the security issues for its users (Sophos, 2009).

Research Questions

This study aims to focus on the male and female ESP learners of the Polish universities and through their responses it endeavours to answer the following research questions:

ESP learners: Questionnaire

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1. What is the current trend of using Facebook by the ESP learners in the language acquisition?
2. How aware are the male and female ESP learners about the security and privacy issues when using Facebook for ESP learning on their mobile devices?
3. How do male and female ESP learners' view security, privacy and other vital issues related to mobile based Facebook ESP learning?

Methodology

The questionnaires are used as the key method of gathering the data for this research. They primarily target the male and female university students who have been studying ESP for some time. The table 1 depicts the length of time they have been studying ESP for.

Length of time	Frequency	Percent	Valid Percent	Cumulative Percent
1 year	122	81.3	81.3	81.3
2 years	19	12.7	12.7	94.0
3 years	5	3.3	3.3	97.3
4 years	2	1.3	1.3	98.7
over than 5 years	2	1.3	1.3	100.0
Total	150	100.0	100.0	

Table 1: Length of time studying ESP

The questionnaires are executed to 150 students in total. The table 2 states the gender of the sample size.

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	48	32.0	32.0	32.0
Female	102	68.0	68.0	100.0
Total	150	100.0	100.0	

Table 2: Sex of the respondents

Each questionnaire has the three sections with the combination of 18 single and Likert-scale based questions. The first section contains the questions including age, gender, the length of time for ESP learning, and the use of Facebook by the ESP learners.

Use of Facebook per day	Male ESP Learners (%)	Female ESP learners (%)
Once	4	15
Twice	11	8
Thrice	20	28
4 times	25	20
5 times	40	29
Over	0	0

Table 3: Use of Facebook per day

The second section concerns with the use of mobile technology followed by the third and the final section which encompasses the questions regarding the security and privacy issues.

This section aims to explore the issues that are encountered by the ESP learners while getting involved in the mobile based Facebook learning in an ESP classroom.

The questionnaires are in English, take no more than 5 minutes to complete and present a good opportunity for the students to practice their English comprehension skills. Statistical graphs, diagrams, and tables are used to analyse and depict the results.

Outcome

The results from the questionnaires are used to answer the research questions. The details are as follows:

ESP learners: Questionnaire

Q1) What is the current trend of using Facebook by the ESP learners in the language acquisition?

This question is aimed to investigate the usage of Facebook by the 150 ESP students and is answered in either yes or no. By looking at the figure 3, it can be observed that 93.3% of the ESP learners have not used Facebook in language acquisition while the remaining small percentage of 6.67% students respond yes to experience the use of this relatively new teaching technique.

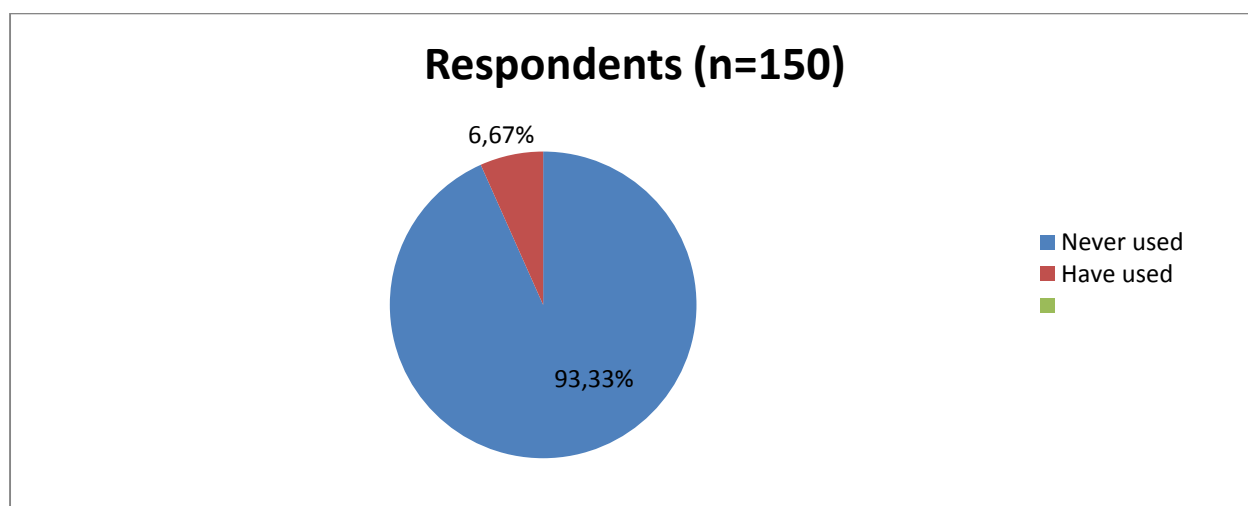


Figure 3: The current trend of using Facebook by the ESP learners

Q2) How aware are the male and female ESP learners about the security and privacy issues when using Facebook for ESP learning on their mobile devices?

This question targets to identify the awareness of ESP learners both male and female about the security measures on the mobile based Facebook.

The Likert scale based question is answered by choosing the number from 1 to 5 (1 being not aware and 5 being the most aware). The table 4 depicts the responses of the male and female ESP students and by looking at the figures in the table below, it can be observed that male respondents are more aware of the security and privacy issues in mobile based ESP learning on Facebook than their female counterparts.

How aware are the male and female ESP learners about the security and	Male ESP	Female ESP
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privacy issues in mobile based ESP learning via Facebook?	Learners (%)	learners (%)
Not aware	10	19
Least aware	14	16
Less aware	20	22
Aware	40	29
Very aware	16	14
Total	100	100

Table 4: Awareness of Security & Privacy issues in using Facebook on mobile.

Q3) How do male and female ESP learners' view security, privacy and other vital issues related to mobile based Facebook ESP learning?

The tables 5, 6 and 7 (mentioned below) represent the percentages of the respondents' views (both male and female) for this research and depict the commonly perceived security and privacy issues related to the mobile based ESP learning via Facebook.



Male & Female ESP learners' view of the security & privacy issues related to Facebook.	Male ESP Students (%)					Female ESP students (%)				
	Not aware	Least Aware	Less Aware	Aware	Very Aware	Not aware	Least Aware	Less Aware	Aware	Very Aware
Unlawful & unconsented access to the Facebook account.	12	16	15	24	33	21	14	13	22	30
Data loss or inaccessibility due to hacking or other reasons.	12	16	21	27	24	22	16	20	22	20
Unconsented use of personal data by social networking sites.	8	14	16	40	22	20	13	15	37	15
Cyber bullying	20	18	15	35	12	28	16	13	33	10
Identity theft	16	22	20	32	10	25	19	18	29	9

Table 5: ESP Students' views of the security & privacy issues related to Facebook.

As the figures show in the above table, 57% of the male ESP students are aware or very aware of the unlawful & unconsented access to their Facebook account as an important issue as compared to their female counterparts of 52%. 51% of the male and 42% of the female students indicate to be aware and very aware of the data loss or inaccessibility due to hacking or other reasons as one of the main issues. Unconsented use of personal data by social networking sites is an obstacle which 62% of the male and 52% of the female respondents are aware or very aware of. 47% of the male and 43% of the female respondents are aware or very aware of Cyber bullying as an important issue. 42% male and 38% female learners respond that they are aware and very aware of the identity theft as an issue in ESP learning.

ESP learners' views of the security & privacy issues related to mobile devices.	Male ESP Students (%)					Female ESP students (%)				
	Not aware	Least Aware	Less Aware	Aware	Very Aware	Not aware	Least Aware	Less Aware	Aware	Very Aware
Loss and/or theft of mobile devices	12	14	15	31	28	31	37	5	15	12
Software or hardware issue	9	13	26	31	21	26	27	12	15	20

(technical glitches, viruses and malfunctioning).										
Signal problems and coverage issues.	6	18	19	33	24	9	17	18	32	24
Data loss or inaccessibility due to hacking or other reasons.	16	22	16	28	18	30	40	10	12	8

Table 6: ESP students' views of the security & privacy issues related to mobile devices.

The figure from the above table shows that 59% of the male and 27% of female respondents show that they are aware or very aware of the loss or theft of mobile devices as an important issue. 52% of the male and 35% of the female students respond that they are aware or very aware of the issue related to the software or hardware of their devices. 57% of the male and 56% of the female respondents indicate that they are aware or very aware of the signals problems and coverage problem as a key issue in mobile based learning via Facebook. 46% of the male ESP learners and 20% of the female learners depict that they are aware or very aware of the issue of data loss or inaccessibility of their mobile devices as an issue.

ESP learners' views of the key issues related to mobile based ESP learning via Facebook.	Male ESP Students (%)					Female ESP students (%)				
	Not aware	Least Aware	Less Aware	Aware	Very Aware	Not aware	Least Aware	Less Aware	Aware	Very Aware
Online performance (making mistakes/ erroneous work etc).	20	18	14	22	26	30	16	13	19	22
Criticism of peers and teachers.	16	14	18	29	23	28	13	16	25	18
Sharing comments & reviews related to the learning	6	19	14	35	26	20	18	12	32	18
Personal preferences for a specific SNS	25	16	11	33	15	41	14	12	25	8
Peer assessment	30	8	7	35	20	38	7	6	30	19
Teachers' review of work on a shared platform	10	22	14	33	21	28	21	8	25	18

Table 7: ESP Students' views of the security & privacy issues about mobile based ESP learning via Facebook.

In the above table, online performance is considered as an issue which 48% of the male and 41% of the female students are aware or very aware of. Criticism of peers and teachers is rated as a problem that 52% of the male and 43% of the female students consider aware or very aware of. 61% of the male and 50% of the female respondents show that they are aware and very away of sharing comments and reviews as an issue in mobile based ESP learning via Facebook while 48% of male and 33% of female learners consider themselves being aware and very aware of the issue of personal preferences for a specific social networking site. 55% of the male and 49% of the female students respond to be aware or very aware of the peer assessment as an issue in this type of learning while 54% of the male and 43% of the female learners are aware or very aware of the teachers' review of work on a shared platform like Facebook as an obstacle in mobile based Facebook learning in ESP.

Discussion

The findings obtained from this research encompass numerous actualities which can be backed up with the previous studies of the similar nature. The use of Facebook in the language acquisition is relatively a new phenomenon in the ESP classroom, and the results from this study are aligned with the general view and answer the first research question by depicting that the majority of the ESP learners, both male and female, have not used Facebook in language acquisition which means that there is a need for the ESP educators to utilize this effective teaching technique to make the learning process more appealing and interesting for the learners.

For the purpose of statistical analysis for the ESP Students' views of the security & privacy issues related to Facebook, Chi-Square t-test and Kruskal-Wallis K-Test are conducted and the samples are taken randomly and independently of each other. For the issue related to unlawful & unconsented access to the Facebook account, the Chi-Square statistics is 2.131 and p-value 0.144, for data loss or inaccessibility due to hacking or other reasons, it is 0.43 and p-value 0.043, unconsented use of personal data by social networking sites it is 0.597 and p-value 0.440, Cyber bullying, it is 1.077 and p-value 0.309, and for identity theft it is 0.05 hence the null hypothesis is rejected.

For the ESP students' views of the security & privacy issues related to mobile devices, the chi-square statistic is calculated to be 16.514, the P-value 0.002, and confidence interval of 0.050 for the loss and/or theft of mobile device, 21.540, the P-value 0.000, and confidence interval of 0.050 for software or hardware issue (virus attack and malfunctioning of device), 3.748, the P-value 0.441, and confidence interval of 0.050 for Data loss or inaccessibility due to hacking or other reasons, depicting significant differences. For signal problems and coverage issues, the chi-square statistic is calculated to be 7.249, the P-value 0.123, and confidence interval of 0.050 which means no significant difference for this particular issue.

Mann-Whitney U-test is conducted for the male and female ESP Students' views of the security & privacy issues about mobile based ESP learning via Facebook. From the analyses, it can be concluded that the biggest issues when involved in mobile based Facebook learning of ESP in the genders group are statistically significantly higher than the exercise group for Online performance (making mistakes/ erroneous work etc.) for which $U = 1974.0$, $p = .0035$; Q31: $U = 2063.0$, $p = .089$; for Teachers' review of work on a shared platform, $U = 1877.5$, $p = .013$ and not significant among the exercise group for Criticism of peers and teachers for which $U = 2314.5$, $p = .509$; for Sharing comments and reviews related to the learning, $U = 12455.5$, $p = .937$; and for Personal preferences for a specific SNS: $U = 2324.0$, $p = .527$;

The findings from the research questions point to an interesting fact that in the responses for some particular issues, the great differences have been observed. On average, the awareness level of the male ESP students is higher than the female students when it comes to the security, privacy issues and other vital issues concerning the mobile based Facebook learning in ESP classrooms. This study also depicts that the male ESP students spend more time on using social networking sites than females and perform diverse range of activities on their mobiles and computers than their female counterparts which may translate into the justification of male students having higher level of awareness than females though there are issues in which male ESP students have marginal majority over their female counterparts and it could be because those issues get widely discussed and publicized by the media, Facebook and internet users and information about them is readily available. Awareness about some of the issues is significantly varied and may well be due to the students' higher level of interest in a particular aspect of technology or their behavioural characteristics. For example, male students tend to have more interest in software or hardware issue (technical glitches, viruses and malfunctioning) as compared to females so the greater number of variation in awareness level can be observed. On contrary, the female students tend to be more careful and vigilant in making sure the security of their personal belongings hence they seem to be more aware of the loss and theft of their mobile devices than their male counterparts. The popularity of smart phones and deluge of gaming and other apps available to download for no cost have exposed the users to this problem to an even greater extent.

Conclusion and further research

This research discusses the views and awareness level of the ESP male and female learners about the security and privacy issues in the mobile based Facebook learning. The use of mobile devices to get involved in Facebook based ESP learning is relatively a new teaching technique and though it is found from the research that not many male or female ESP learners have a great deal of knowledge about this type of teaching method, they certainly accept its benefits and are willing to experience it.

From this study, an interesting point can be noted that although male ESP learners seem to have higher level of awareness when it comes to the security and privacy issues than their female counterparts, in some of the issues, the insignificant variation in the responses of the learners from both sides is observed which indicates that the students, regardless of their gender, share more or less the same level of knowledge and expertise about some security and privacy issues related to the use of SNSs on mobile devices in the ESP classrooms. Gender difference is quite evident through the responses on the issues discussed in this research hence there is a need to furnish the learners with the required knowledge and skills so that they can cope with these problems and get involved in the learning process without any fear or scepticism. For example, the security of the mobile devices and to make sure that the details on them are safe and protected is the responsibility of the ESP learners. Some important precautions, while using mobile devices and Facebook for learning, like use of a trusted internet connection, a good firewall or antivirus software in order to be protected from hacking or unscrupulous users, secured login and robust passwords, adapting custom based security and privacy settings, and being vigilant at all times in order to avoid the loss of the devices or the data, are some of the key steps that should be taken to minimize the impact of these issues on the learning process. Students should be clearly advised to follow the standardised and prescribed security and privacy measures to make their learning risks free and smooth. In conclusion, the use of mobile devices for Facebook based ESP learning does not only provide autonomy to the students but it also helps them taking control of pace, progress and productivity of their learning. Security and privacy issues can deter learners to avoid using mobile based Facebook learning in the ESP classrooms so it is important to comply with the suggested security and privacy measures in order to make the learning process secure, effective and efficient.

This study aims to explore the views of male and female ESP learners about the security and privacy issues while using Facebook on mobile devices so any further research may explore the implication of these issues in English for General Purposes, English for Academic purposes or any other genres of the English language acquisition. The larger data sample, examination of other legal and ethical issues than the ones discussed in this research, and using ESP educators as the main research method can also be the good starting point for any future research.

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APPENDIXES

QUESTIONNAIRE: From the Perspective of Polish ESP Learners: Awareness of Legal and Ethical issues in the Use of Mobile based Facebook Learning.

Section 1: General info & use of Facebook. Tick the best answer(s), where needed.

Sex:

Male	Female

Age:

18-20	21-23	24-26	Over

How long have you been studying ESP for?

1year	2 years	3 years	4years	5 years	Over

Have you ever used any social networking site for ESP learning? Choose more than one answer, if applicable.

Yes	No

- **If yes, then which site?**

Facebook	Twitter	LinkedIn	You tube	Skype	Others(specify)

What was/were the purpose(s) of that?

Social	Business	Academic	Job	Knowledge	Others(specify)

How many times a day?

Once	Twice	Thrice	4 times	5 times	Over

Have you participated in Facebook based ESP learning before?

Yes	No

- **If yes, then how was the experience? (Please circle).**

- (1) Poor, (2) fair, (3) good, (4) very good and (5) excellent.

1 2 3 4 5

- If no, then you would like to experience the ESP learning on Facebook?

Yes	No

Section 2: Use of Mobile technology. Tick the best answer(s), where needed.

What kind of mobile devices do you use?

Smart phones	Mobile phones	Ipad or tablet	PDA	Others (specify)

What activities do you perform the most on the mobile? *SNS = Social networking sites*

Calls & SMS	Internet surfing	Games & apps use	Access SNSs	Others (specify)

Do you prefer to use mobile to access Facebook or computers?

Yes	No

Which one is more convenient in using Facebook?

Mobile devices	Computers and laptops

Section 3: Security and privacy issues.

How aware are you about the security and privacy issues in using mobile technology and Facebook? (Please circle the best answer)

(1) Not aware (2) Least aware (3) Less aware, (4) Aware (5) Very aware.

1 2 3 4 5

Which of the following are considered as the biggest security and privacy issues related to Facebook? Please use the above (1-5) scale to answer:

Unlawful and unconsented access to the Facebook accounts.	
Data loss or inaccessibility due to hacking or other reasons.	
Unconsented use of personal data by social networking sites.	
Cyber bullying	
Identity theft	
Others (please specify):	

Which of the following are considered as the biggest security and privacy issues when using mobile devices? Please use the above (1-5) scale to answer:

Loss and/or theft of mobile device.	
Software or hardware issue (virus attacks & malfunctioning of device).	
Signal problems and coverage issues.	
Data loss or inaccessibility due to hacking or other reasons.	
Others (please specify):	

Which of the following are considered as the biggest issues when involved in mobile based Facebook learning of ESP? Please use the above (1-5) scale to answer:

Online performance (making mistakes/ erroneous work etc.)	
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Criticism of peers and teachers.	
Sharing comments and reviews related to the learning.	
Personal preferences for a specific SNS.	
Peer assessment	
Teacher's review of work on a shared platform.	
Others (please specify):	

STATISTICAL ANALYSES:

[DataSet1]

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Q16 * Q1(sex)	150	100.0%	0	0.0%	150	100.0%
Q16 * Q2(age)	150	100.0%	0	0.0%	150	100.0%
Q17 * Q1(sex)	150	100.0%	0	0.0%	150	100.0%
Q17 * Q2(age)	150	100.0%	0	0.0%	150	100.0%
Q18 * Q1(sex)	150	100.0%	0	0.0%	150	100.0%
Q18 * Q2(age)	150	100.0%	0	0.0%	150	100.0%
Q19 * Q1(sex)	150	100.0%	0	0.0%	150	100.0%
Q19 * Q2(age)	150	100.0%	0	0.0%	150	100.0%
Q20 * Q1(sex)	150	100.0%	0	0.0%	150	100.0%
Q20 * Q2(age)	150	100.0%	0	0.0%	150	100.0%

Q16 * Q1(sex)

Crosstab

Count

	Q1(sex)	Total
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	1	2	
1	8	9	17
2	14	14	28
Q16 3	16	25	41
4	11	35	46
5	0	18	18
Total	49	101	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.514 ^a	4	.002
Likelihood Ratio	21.760	4	.000
Linear-by-Linear Association	13.932	1	.000
N of Valid Cases	150		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.55.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.332	.002
Cramer's V	.332	.002
N of Valid Cases	150	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Q16 * Q2(age)

Crosstab

Count

	Q2(age)		Total
	1	2	
1	8	9	17
2	8	20	28
Q16 3	20	21	41
4	26	20	46
5	12	6	18
Total	74	76	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.983 ^a	4	.092
Likelihood Ratio	8.193	4	.085
Linear-by-Linear Association	4.895	1	.027

N of Valid Cases	150		
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a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.39.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.231	.092
	Cramer's V	.231	.092
N of Valid Cases		150	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Q17 * Q1(sex)

Crosstab

Count

		Q1(sex)		Total
		1	2	
Q17	1	6	0	6
	2	7	12	19
	3	9	40	49

4	25	36	61
5	2	13	15
Total	49	101	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.540 ^a	4	.000
Likelihood Ratio	23.442	4	.000
Linear-by-Linear Association	2.973	1	.085
N of Valid Cases	150		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.96.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.379	.000
Cramer's V	.379	.000
N of Valid Cases	150	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Q17 * Q2(age)

Crosstab

Count

	Q2(age)		Total
	1	2	
1	4	2	6
2	10	9	19
Q17 3	38	11	49
4	20	41	61
5	2	13	15
Total	74	76	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)

Pearson Chi-Square	30.872 ^a	4	.000
Likelihood Ratio	32.840	4	.000
Linear-by-Linear Association	15.810	1	.000
N of Valid Cases	150		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.96.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.454	.000
Cramer's V	.454	.000
N of Valid Cases	150	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Q18 * Q1(sex)

Crosstab

Count

	Q1(sex)		Total
	1	2	

	1	6	15	21
	2	20	30	50
Q18	3	14	31	45
	4	7	25	32
	5	2	0	2
Total		49	101	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.249 ^a	4	.123
Likelihood Ratio	7.690	4	.104
Linear-by-Linear Association	.216	1	.642
N of Valid Cases	150		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .65.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.220	.123
Cramer's V	.220	.123

N of Valid Cases	150
------------------	-----

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Q18 * Q2(age)

Crosstab

Count

	Q2(age)		Total
	1	2	
1	14	7	21
2	24	26	50
Q18 3	24	21	45
4	12	20	32
5	0	2	2
Total	74	76	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.588 ^a	4	.159
Likelihood Ratio	7.426	4	.115
Linear-by-Linear Association	3.974	1	.046
N of Valid Cases	150		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .99.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.210	.159
Cramer's V	.210	.159
N of Valid Cases	150	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Q19 * Q1(sex)

Crosstab

Count

		Q1(sex)		Total
		1	2	
Q19	1	6	12	18

2	2	8	10
3	13	31	44
4	16	37	53
5	12	13	25
Total	49	101	150

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.748 ^a	4	.441
Likelihood Ratio	3.665	4	.453
Linear-by-Linear Association	1.153	1	.283
N of Valid Cases	150		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.27.

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal Phi	.158	.441
Cramer's V	.158	.441
N of Valid Cases	150	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Q19 * Q2(age)

Crosstab

Count

	Q2(age)		Total
	1	2	
1	10	8	18
2	8	2	10
Q19 3	20	24	44
4	24	29	53
5	12	13	25
Total	74	76	150

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Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.672 ^a	4	.323
Likelihood Ratio	4.927	4	.295
Linear-by-Linear Association	1.228	1	.268
N of Valid Cases	150		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.93.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.176	.323
	Cramer's V	.176	.323
N of Valid Cases		150	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Q20 * Q1(sex)

Crosstab

Count

		Q1(sex)		Total
		1	2	
Q20	0	49	101	150
Total		49	101	150

Chi-Square Tests

	Value
Pearson Chi-Square	. ^a
N of Valid Cases	150

a. No statistics are computed because Q20 is a constant.

Symmetric Measures

	Value
Nominal by Nominal Phi	. ^a
N of Valid Cases	150

a. No statistics are computed because Q20 is a constant.

Q20 * Q2(age)

Crosstab

Count

	Q2(age)		Total
	1	2	
Q20 0	74	76	150
Total	74	76	150

Chi-Square Tests

	Value
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Pearson Chi-Square	. ^a
N of Valid Cases	150

a. No statistics are computed because Q20 is a constant.

Symmetric Measures

		Value
Nominal by Nominal	Phi	. ^a
N of Valid Cases		150

a. No statistics are computed because Q20 is a constant.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q21	150	3.46	1.235	1	5
Q22	150	3.01	1.329	1	5
Q23	150	3.22	1.029	1	5
Q24	150	3.02	1.096	1	5
Q25	150	3.15	1.234	1	5
Q26	150	.00	.000	0	0
Q1(sex)	150	1.67	.471	1	2

Kruskal-Wallis Test

Ranks

	Q1(sex)	N	Mean Rank
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From the Perspective of the Polish ESP Learners: Awareness of Legal and Ethical issues in the Use of Mobile based Facebook Learning

Syed Adnan Zafar

	1	49	68.30
Q21	2	101	79.00
	Total	150	
	1	49	65.46
Q22	2	101	80.37
	Total	150	
	1	49	71.74
Q23	2	101	77.32
	Total	150	
	1	49	80.58
Q24	2	101	73.03
	Total	150	
	1	49	70.48
Q25	2	101	77.94
	Total	150	
	1	49	75.50
Q26	2	101	75.50
	Total	150	

Test Statistics^{a,b}

	Q21	Q22	Q23	Q24	Q25	Q26
Chi-Square	2.131	4.099	.597	1.077	1.035	.000
df	1	1	1	1	1	1
Asymp. Sig.	.144	.043	.440	.299	.309	1.000

a. Kruskal Wallis Test

b. Grouping Variable: Q1(sex)

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Q27	150	2.99	1.055	1	5
Q28	150	2.73	1.295	1	5
Q29	150	3.36	1.265	1	5
Q30	150	3.10	1.041	1	6
Q31	150	2.84	1.210	1	5
Q32	150	2.95	1.333	1	6
Q33	150	.00	.000	0	0
Q1(sex)	150	1.67	.471	1	2

Mann-Whitney Test

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Ranks

	Q1(sex)	N	Mean Rank	Sum of Ranks
Q27	1	49	65.29	3199.00
	2	101	80.46	8126.00
	Total	150		
Q28	1	49	72.23	3539.50
	2	101	77.08	7785.50
	Total	150		
Q29	1	49	75.89	3718.50
	2	101	75.31	7606.50
	Total	150		
Q30	1	49	72.43	3549.00
	2	101	76.99	7776.00
	Total	150		
Q31	1	49	83.90	4111.00
	2	101	71.43	7214.00
	Total	150		
Q32	1	49	63.32	3102.50
	2	101	81.41	8222.50
	Total	150		
Q33	1	49	75.50	3699.50
	2	101	75.50	7625.50
	Total	150		

Test Statistics^a

	Q27	Q28	Q29	Q30	Q31	Q32	Q33
Mann-Whitney U	1974.000	2314.500	2455.500	2324.000	2063.000	1877.500	2474.500
Wilcoxon W	3199.000	3539.500	7606.500	3549.000	7214.000	3102.500	7625.500
Z	-2.104	-.660	-.079	-.632	-1.698	-2.485	.000
Asymp. Sig. (2-tailed)	.035	.509	.937	.527	.089	.013	1.000

a. Grouping Variable: Q1(sex)