Facebook as a Means for Learning English: the Pros and Cons from the Perspective of Iraqi EFL Students

Asst. Instr. Aseel Sabeeh
Mustansiriyah University/College of Basic Education
Email: aseelsabeeh30.edbs@uomustansiriyah.edu.iq

Abstract

With increased advance in technology, the need to be in harmony with this advance in the world in order to fulfill the necessities of Iraqi EFL students who have become ambitious for knowledge using technology cannot be ignored. Thus, technology has become a part of teaching tools as well as a support for learning a foreign language. Every day, the students are exposed to the Internet that presents a variety of tools for learning more easily and effectively.

At present, Facebook is one of the most commonly used social web sites that influence students' life in many aspects including education, especially in English language learning. It provides them with more opportunities to be involved in practice English language authentically outside the classroom, to learn consciously and unconsciously and to consolidate their foreign language skills.

The present study aims at identifying the pros and cons of using Facebook as a tool for learning English language based on Iraqi EFL students' perspective.

To achieve the aim of the current study, a sample of (30) male and female EFL students were chosen from the 4th year/ College of Basic Education/ Mustansiriyah University during the academic year 2018-2019 and questionnaires were implemented for data collection. The results of the data analysis included their perceptions and pointed out the benefits and criticism related to Facebook and learning English.

In the light of the obtained results, some conclusions are drawn and a number of recommendations and suggestions for future studies are stated.

Chapter One: Introduction
1.1. Problem of the Study and its Significance

In any society, information technology plays an important role in effecting the manner individuals' contact, business, interests and study. The Internet and social websites pages form a part of learners' lives for the best or not (Warschaur, 2004: 24). One of the new trends in education nowadays is using Facebook not only for social networking but also for educational purposes in general and for teaching English as a foreign/ second language in particular. Such trend might be due to the fact that Facebook is equipped with a number of features and applications that make it educationally attractive and appealing such as bulletin boards, Timeline, instant messaging, emailing, posting photos and videos, attaching files, downloadable applications and the like. These can supplement the educational functions of Facebook and help instructors everywhere to connect with learners anytime and anywhere (Dweikat, 2016: 2289).

Actually, according to Kabilan et al. (2010: 181), face-to-face and online activities should be integrated in the classroom in a planned and pedagogically valuable manner in order to support the students' academic development. They also pointed out that "computer-mediated communication is one of the oldest yet still most valuable tools of network-based language teaching, as it puts learners in direct contact with others for authentic communication, and therefore, has positive outcomes for teaching and learning of English".

Evidently, this sociocultural perspective of learning has also several challenges and dangers that need to be considered. For example, some studies have shown that social networking has some risks such as: loss of privacy, bullying, harming contacts and more (Livingston & Brake, 2010: 78). Therefore, this study will analyze all the pedagogical implications of using Facebook in learning English as a second Language for educational purposes. First, it will describe the benefits of this social network. Then, it will examine the limitations and problems of this instructional perspective.

Since the problem is relatively new, such this research has been conducted in developed countries and has not been attempted in Iraq yet. Hence, this research aims to fill a gap in the field of EFL learning.

1.2 Aim of the Study

The present study aims to identify both pros and cons of using Facebook as a tool for learning English language based on Iraqi EFL students' perspective.

1.3. Limits of the Study

This study is limited to Iraqi EFL students from the 4th year/ College of Basic Education/ Mustansiriyah University during the academic year 2018-2019.

1.4. Value of the Study

This study can be considered valuable based on the following points:

1. It takes its importance due to the absence of such more studies about the use of Social Networking Sites such as Facebook and students' perspective toward using them in teaching and learning English language majors in Iraq.

2. It also gives English language teachers and learners an opportunity to begin thinking about new ways of teaching and learning a foreign language in an attempt to persuade them to examine modern methods and techniques.

3. It can contribute to helping teachers of English through adopting an innovative approach in teaching the language skills in order to help in solving some problems concerning the absence of motivation, collaborative participation and communication in the teaching and learning of English in Iraq.

4. It can be important to curriculum designers to consider the usefulness of Facebook.

1.5. Definitions of Basic Terms

Facebook: It is merely a gratis social web site platform that promotes and facilities interaction between friends, family and colleagues. It was originally designed for college students in 2004 by Mark Zuckerberg at Harvard University (Techopedia.com).

Pros and Cons: They relate to something advantage and disadvantage that one have to consider carefully in order making a sensible decision (Collins English Dictionary). In this study, they relate to Facebook's advantages and disadvantages that should be carefully considered when using Facebook as tool for learning English language.

Chapter Two: Literature Review

2.1. An Overview of Facebook

Facebook was generated in February 2004 (by Mark Zuckerberg). At first it was used as a site to facilitate social interaction among students only at Harvard University. Later it became most popular and was expanded used for students at other universities. The name of 'Facebook' site derives from the idiomatic name for 'face' and 'book'. 'Face' indicates what you first see of the person who faced you. It is also the obvious part that shows you a sign of what he like which is linked to the social field. While the word 'book' is related to academic one. So, the word 'Facebook' has both the social and academic roots, thus, it can be used for fulfil educational objectives (Rosen, 2011: online).

Nowadays, more than two billions of Facebook users spend 20 minutes as an average per day. Those users are composed of every kind of people; however, university students still cover the biggest proportion of those active users. They share multimedia of info and connect with others. Users must register to again their accounts before using Facebook. Like other sites, it provides a profile into which every user will add personal data, containing sexual category, date of birth, birthplace, politic and religious opinions, mail and address, marital status, activities, interests, favourite songs and films, academic background and the personal image (Bedassa, 2014: online).

2.2. Educational Uses of Facebook for Language Learning

Nowadays, social network sites play a major role in achieving the educational objectives particularly in universities. According to Blattner & Fiori (2009: 20) Facebook is considered the most popular and the fastest site in growing its number of users, they are about more than 100 million users.

At first, the core intention for the appearance of Facebook was keeping students in touch with their colleagues (Ellison et al., 2007: 1147). Wodzicki et al. (2012: 12) mention that, with the passage of time, it was discovered if a cooperative and sharing environment was implemented in Facebook, this would be as supportive of students to share their informal experiences. Roblyer et al. (2010: 136) add that compared with conventional face-to-face communication, Facebook is preferred to communicate with teachers. This may decrease student' immediate embarrassment.

Facebook has three main types of educational functions, Mazman & Usluel (2010: 446) identify these functions as follow:

1. Communication: It contains activities like permitting communication among students and their teachers, assisting class discussions as well as providing homework assignments.
2. Collaboration: It includes activities such as students' joining in academic groups related to their classes, in addition to participating in group works like sharing homework, projects, and ideas.
3. Resource/material sharing: It involves sharing multimedia resources, audio and video clips, animated videos, and various types of documents.

Using Facebook as a communicative tool within the language class will help to reinforce cooperation through target language discussions, status updates, comments, and questions. Students will talk about a photograph or video or will ease an activity in which they describe in the foreign language a certain place, person, activity, etc., and other students try to predict what it is. These sorts of collaborations will encourage a way of association and community between the students permitting for a richer and a lot of partaking learning experience. In this manner, Facebook lets for multi-dimensional oral communication, both among students and between students and the instructor (Terantino & Graf, 2011: 44).

2.3. Theories of Facebook and Language Learning

The researcher discussed the mentioned theories as theories support using Facebook in language learning.

2.3.1. Behaviourism and Facebook

Facebook is full of stimulus-response activities and it is also full of reinforcement. These features like any behavior as the result of stimulus-response-reinforcement. Using Facebook is a behavior and learning how to: listen, speak, read or write effectively through Facebook is another behavior which could be enjoyable applied and determined by the environment (Ibrahim, 2013: 18).

2.3.2. Cooperative Learning and Facebook

Cooperative learning differs from group work; it can be described as structuring positive interdependence. Students learn cooperatively capitalize on one another's resources and skills. Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds (Ibrahim, 2013: 24-25).

Facebook is full of technological affordances supporting a diverse range of interests and practices which integrate several modes of Computer Mediated Communication such as: self-presentation and one-to-one or one-to-many written exchanges, also exchange their ideas and information that is highly educative (ibid.).

2.3.3. Communicative Language Teaching and Facebook

Accidental learning is unintended and not deliberate, outcomes from other educational or non-educational actions, and happens over observing, repeating, social communication and difficulties solving. Through connected Facebook actions for instance, dialogues, texts skimming, and facts investigation, learners practically exercise and raise abilities and awareness (Kabilan et al., 2010: 182).

Accidental learning is seen with association to the Communicative Language Teaching that emphases on the practice of meaning-making and realistic connection, slightly than the domination of systems. It supports a student-centered situation, where they are demanded to be lively and autonomous in educating their communicative experience (Kasuma, 2017: 180).

2.4. Principles of Using Facebook for Language Learning

The use of Facebook to attain instructional objectives in learning English demands taking into consideration three main principles. Righini (2015: 89-91) described these principles.

Principle 1: Co-create content with students guiding them in the framing of new communication paradigm.

The content that is generated on the Facebook and the interactions established through its medium are predominately carried out in English. Teachers may assume different roles when using social media for language learning purposes. They can provide an invaluable contribution in this process by offering support and guidance in the creation of new and unexplored forms of communication based on what is known as established and appropriate at present.

Principle 2: Develop a new set of skills such as collaboration, teamwork and global awareness.

Introducing Facebook into the English language classroom demands the development of a new spectrum of skills and strategies that go beyond simply teaching the language and promoting communicative activities in English. These are the skills of 21th century, prompted by the very technology that

enabled social media tools and collaborative online environment to thrive in all instance of modern life.

Principle 3: Develop independence, learner autonomy and negotiation of themes and texts.

By giving the teacher the possibility to hinge on intrinsic motivation and peer collaboration, the use of social media has a very important contributions to make in building up learner autonomy.

2.5. Characteristics of Facebook as a Learning Tool

Using Facebook as a means for learning based on main characteristics, as presented by Elsayyed (2016: 17), these characteristics as follows:

1. Promote positive associations between students and encourage them to motivate and participate.
2. Participate students in the achievement of the tasks of learning and transfer of facts successfully.
3. Advance a positive attitude concerning learning and improve its quality.
4. Develop personal intelligence as well as critical thinking.
5. Develop communication and interactions about the relations among students and outside the classroom.

2.6. Learning Tools in Facebook

Facebook is the most influential social networking site which is used for collaboration and communication (Golder et al., 2007: online). Mason (2006: 132) defines Facebook as "a social utility that helps people share information and communicate more efficiently with their friends, family and co-workers". Originally started as a medium for college student interaction, Facebook enables peer feedback, having the quality of fit with social context and interaction tools. Since Facebook has high possibility in contributing social communication and interaction, the opportunity of academicians to take this platform for teaching is valuable. The ability of the users to collaborate, produces, and share content with other users and make attachment of documents and videos will enhance the learning environment.

Charnigo & Ellis (2007: 23) add that features comprise my profile, the wall, my photos and my Groups. Profile information can be separated into six basic groups namely: Basic, Contact Info, Personal, Professional, Courses, and Picture. These groups permit a user to post personal information to the recognized cyber friend in the service. The chief concerns of these tools

include privacy disclosure, and also the belief that it does not accommodate academic determinations.

2.7. Considerations for Facebook in Language Learning

Using Facebook for serving instructional purposes in the language classroom demands taking several considerations into academics' account. As recognized by Iman (2013: 6) these considerations are:

1- **The necessity to save the rights of particularity for both students and instructors.**

With consider to this point of weakness, it is advised to just permit the teachers and the students log in their class Facebook groups. In addition, both of them are induced not to share information that could private or rated as not suitable in the educational setting. Also, the instructors can deal with this information in appropriate way.

2- **The importance to set unambiguous anticipations for the Facebook tasks.**

This means the instructor should identify the basic procedures for signing up a new account and achieving the task, and determining what is proper student' activities in such online situations involving the instructions for adding a post, an image, or a movie to be participated with the teacher and other colleagues. This procedure is to remind the academics that partaking in such online situations originates with beliefs related to those traditional class ones.

3- **The method concerned with how to deal with errors correction in an online academic Facebook environment.**

For this purpose, the instructors have adopted a wise resolution not to right mistakes while they happened and encourage natural and free-flowing communication. Because constant correction may negatively affect the quantity of foreign language generated by the learners. The instructors prefer to correct extreme cases or repeated errors by sent private messages. In addition, it is suitable for introducing the target expressions when students return to their native ones in their posts.

4- **The formal writing assignments performed on Facebook.**

With the aim to spot the strong points and weaknesses of the learners' text while boosting more knowledge and improvement, inscribed comment and specific evaluations by the use of a rubric intended for target written text have been supplied by the teacher.

2.8. Pros and Cons of Using Facebook

The basic pros of using Facebook or other social network sites in EFL lessons will be briefly recognized as follows:

1- It is considered as one of the most familiar social platforms where students already feel more comfortable when using them as tools for learning.

2- It develops persons' knowledge and skills as educators. It makes them more conscious of matters surrounding students nowadays.

3- Within controlled setting, it is considered as a vehicle for teachers and learners to communicate more efficiently through sending reminders, posting notes for homework, creating ideas, activities or tasks, etc.

4- It includes the ability to share learning materials, like other social media sites it is full of variation types of multimedia shared.

5- It features easy access. It requires not costly tools only needs a computer or mobile with an Internet connection.

6- It supports shy or embarrassed students who find difficulty with social interactions and engages them through online tasks.

(Osborne, 2015: online)

In addition to the mentioned pros, Terantino & Graf (2011: 47) recognize that, integration Facebook in language courses permits learners to take part with peers in a familiar setup and for an educational determination, as well as it provides opportunities for informal conversations in the target language. Also, it allows for access to realistic materials and sharing of culturally significant photos, videos, and music. These features appear to stimulate social and active language learning.

Despite the many pros associated with using Facebook as a learning mechanism for students, naturally there are always cons in a method. Some of these probable cons are identified by Osborne (2015: online) as follows:

1- Distraction

The primary interest that taking into consideration as soon as using Facebook in the class is in what way it will be a major distraction to the learners. They are simply be deviated from the target task and it is problematic for instructors to state who is care or not.

2- Improper Use

Learners may gain benefit of being capable to contact Facebook in the class and use it for own communications as an alternative for class associated goings-on. Thus, they have to be carefully supervised.

3- Detract From Human Interaction

If students are driven to contribute in class dialogues via Facebook groups this could affect their skill to interrelate in face to face states. There is still necessity to acquire how to have conversations with persons even in current technology centered world.

In addition, Griffith & Liyanage (2008: 80) recognize that there is a risk concerning students' privacy by using Facebook as a learning tool. Trust, safety and privacy are the principal matters interrelated to the usage of social networking sites for teaching and learning.

Chapter Three: Methodology

3.1. Population and Sample Selection

The population of the study covered all the 4th year students of the Department of English in the College of Basic Education at Mustansiriyah University for the academic year 2018-2019. The Sample consisted of (30) male and female EFL who have been intended chosen from this population (have an account on Facebook).

3.2. Instruments of the Study

The instruments used to attain the aim of the study were two adopted quantitative questionnaires made by Kabilan et al. (2010). The first one consists of (16) items that were designed to be responded and measured on the basis of a five point Likart Scale: strongly disagree, disagree, slightly agree, agree, and strongly agree. These items cover the four basic language skills, students' motivation, confidence and attitudes towards using Facebook as a means for learning English (see Appendix 1). While the second one consists of (6) item entailing problems that students confront while using Facebook. They were designed to be answered and measured on the basis of a five point scale: never, rarely, sometimes, often, and very often. (see Appendix 2).

3.3. Face Validity

In order to ensure the face validity both of the questionnaires, they have been exposed to the experts in the fields of linguistics and methodology of teaching EFL. The jury of experts have been demanded to judge whether the items of the questionnaires are suitable or not. They agreed on the suitability and validity of the questionnaires items.

3.4. Reliability

A pilot administration was carried out on 15th October 2018 to find the reliability of the instruments. They were administered to 10 students selected equally from section at the same college, and it was found that the time needed to answer the questionnaires was 30 minutes, also the instructions were clear and stated in an adequate way. In addition, the final result of its reliability used Cronbach Alpha Formula was (0.82) which is acceptable and reliable score.

3.5. Final Administration of the scale

After ascertaining the validity and reliability of the instrument, they have been administered to the selected sample on 17th of December 2018. The allocated time for the questionnaire is 30 minutes. The students' answering sheets were collected by the researcher, then scored and tabulated in order to obtain the final results using suitable statistical tools.

3.6. Scoring Scheme of the First Questionnaire

The questionnaire items were assigned marks ranged from strongly disagree to strongly agree as follows: 1. Strongly Disagree, 2. Disagree, 3. Slightly Agree, 4. Agree, and 5. Strongly Agree.

3.7. Scoring Scheme of the Second Questionnaire

The questionnaire items were assigned marks ranged from never to very often as follows: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Very Often.

The returned questionnaires were analyzed according to means and S.D, and interpreted according to the following levels:
- Strongly disagree (the lowest) = 1.00-1.80
- Disagree (low) = 1.81-2.60
- Moderate (medium) = 2.61-3.40
- Agree (high) = 3.41-4.20
- Strongly agree (the highest) = 4.21-5.00

Chapter four: Result, Findings, Recommendations and Suggestions

4.1. Results

In order to fulfil the aim of the study to detect both pros and cons of using Facebook as a learning tool of English language from the perspective of Iraqi EFL students, Descriptive analyses of the quantitative data were conducted using SPSS version 21.0.

In table (4-1), it is observed that all items are at high level of approval as their weighted mean are higher than the theoretical ones.

Table (4-1)
The Weighted Means of the first Questionnaire's Items

Items No.	Weighted Mean	Percentile Mean
1	3.83	%69.23
2	3.69	%66.14
3	3.87	%61.53
4	3.70	%66.14
5	4.07	%75.37
6	4.07	%75.37
7	3.70	%66.14
8	3.72	%67.68
9	4.76	%69.22
10	3.70	%61.52
11	4.01	%75.38
12	3.73	%63.07
13	3.87	%70.76
14	3.80	%68.22
15	4.07	%80
16	3.86	%67.69
17	4.07	%78.45

In table (4-2), it is clear that all items at high level of frequency as their weighted mean are higher than the theoretical ones, except item number 3 as its weighted mean is less than the theoretical one.

Table (4-2)
The Weighted Means of the Second Questionnaire's Items

Items No.	Weighted Mean	Percentile Mean
1	4.05	%81
2	2.75	%65
3	4.03	%70
4	3.45	%67
5	3.60	%80
6	3.52	%70

4.2. Interpretation of Results

With relation to the results of the first questionnaire that entailing pros of using Facebook to learn English has shown in table (1-4), the researcher finds that the students believe that using Facebook eases, supports, and encourages their English language learning. In addition, it is generally improves their second language skills, and enriches their motivation and confidence while the learning process. Moreover, students' positive attitude towards this learning model was indicated.

The obtained results of the second questionnaire that concerning with cons of using Facebook to learn English identify the problems which Iraqi EFL students confront while using Facebook to learn are :

1- The greatest obvious shortcoming recorded by the students is distraction. Facebook proposes further more tasks than those useful for learning.

2- Facebook users feel worried regarding the privacy. They feel annoyed and uncomfortable when mixing their personal and academic lives on Facebook.

3- Unproductive communication and cooperation over Facebook are additional problem that learners are challenging. Facebook activities are generally written-based and typically limit other communicative indications. As well as the imbalanced contribution of group members.

4- Despite the fact that students recognize the assistances from easy arrival to and interchanges of learning resources, they may often meet misperception around the accurateness and credibility of material shared

through Facebook. Students may feel lost in origin of learning materials that demands great critical analysis for proper choice.

5- Students may face sudden technical failures over which they usually have some degree of governor or they have trouble recovering previous posts.

The findings of this study are also in accord with the results reported by the research studies in developed countries as regards investigating Facebook as an online English language-learning environment and students' perceptions towards this learning model.

4.3. Conclusions

Depending upon the results and findings, the following conclusions have been drawn:

The educational potential of Facebook is great. Facebook can be a useful tool for promoting effective academic practice in English language classes. Motivation and collaborative models of learning and the ease of education related interactions between students makes Facebook and ideal tool for educational online communication.

Despite the fact that Facebook is offering profuse supportive functions to be a great instructional tool, it like any approach, has several of drawbacks that can be categorized into different segments concerning with: distraction, miscommunicating and low efficiency, credibility and authorship, references credit, and private in academic life. These categorizes may be negatively affect its effectiveness to serve the educational goals as well as limit its adoption to be used as an effective tool for learning and improve English language skills.

4.4. Recommendations

On the basis of the results and conclusions put forward, some recommendations have been drawn. It is hoped that they will be of value to the student and instructors in the field of TEFL. These recommendations are as follows:

1- The instructors should try on developing the students' attitudes towards using Social Media Apps for learning and improving English language skills.

2- The trainers have to improve their knowledge of computer skills (computer literacy) and social media. They should be aware that technology needs to be integrated into education.

3- Curriculum designers as well as instructors should seek to identify and reduce the common challenges students face when using Facebook for educational purposes.

4.5. Suggestions for Further Studies

1- The impact of using Facebook on improving English writing skills.
2- The attitudes of teachers towards using Facebook in teaching EFL.
3- A survey study about the challenges of using social media for teaching EFL in Iraq.

References

Bedassa, F. (2014). **Impact of Facebook Usage on Students Academic Performance**. Retrieved on 20 July 2019, from https://www.grin.com/user/1039886.

Blattner, G. & Fiori, M. (2009). "Facebook in the Language Classroom: Promises and Possibilities". **Instructional Technology and Distance Learning**, 6 (1), 17−28.

Charnigo, L. & Ellis, P. B. (2007). "Checking out Facebook.Com: The Impact of a Digital Trend on Academic Libraries". **Information Technology and Libraries**, 26 (3), 23-34.

Dweikat, K. (2016). "Impact of Using Facebook on Improving English Communication Skills - The Case of Implementing the English Language Course as a model at Al-Quds Open University". **An - Najah Univ. J. Res. (Humanities)**. 30 (11), 2288-2318.

Elsayyed, H. A. (2016). "EFL Students' Perceptions and Attitudes towards Facebook as an Educational Learning Tool". **International Journal of Humanities and Social Science Invention**, 5 (9), 15-25.

Golder, S. A., Wilkinson, D. & Huberman, B. A. (2007). **Rhythms of Social Interaction: Messaging within a Massive**. Retrieved on 11 May 2017, from http:// the facebook.com/about.

Griffith, S. & Liyanage, L. (2008). "An Introduction to the Potential of Social Networking Sites in Education". **Proceeding of the Emerging Technologies Conference**, 76-81.

Ibrahim, M. (2013). " The Effect of Using Facebook on Improving Students' Writing Skills in English". M.A. Thesis. Nablus: An-NAJAH National University.

Iman, J. (2013). "Facebook as a Medium of Instruction in English Language Teaching". **Journal Bahasa Dansastra**, 2 (2), 1-8.

Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). "Facebook: An online environment for learning of English in institutions of higher education?" **Internet and Higher Education**, 13 (4), 179-187.

Kasuma, S.A. (2017). "Using Facebook for English Language Learning: The Differences among Gender and Ethnicity". **Journal of Nusantara Studies**, 2 (1) 177-193.

Livingston, S. & Brake, D. R. (2010) "On the Rapid Rise of Social Networking Sites: New Findings and Policy Implications". **Children and Society**, 24, 75-83.

Mason, R. (2006). "Learning Technologies for Adult Continuing Education: Studies in Continuing Education". **Third International Conference on Communities and Technology**, 28 (2), 121-133.

Mazman, S. G. & Usluel, Y. K. (2010). "Modeling Educational Usage of Facebook". **Computers & Education**, 55 (2), 444-453.

Osborne, C. (2015). **The Advantages and Disadvantages of Social Media**. Retrieved on 24 August 2019, from https://www.academia.edu.

Righini, M. (2015). "the Use of Social Media Resources in Advanced Level Classes". In D. Nunan & J. C. Richards (Eds.). **Language Learning beyond the Classroom**, pp.85-100. New York: Routledge.

Roblyer, M., McDaniel, *M*., Webb, *M*., Herman, J. *&* Witty, J. V. (2010). "Findings on Facebook in Higher Education: A Comparison of College Faculty and Student Uses and Perceptions of Social Networking Sites". **The Internet and Higher Education**, 13 (3), 134–140.

Rosen, L. (2011). **Social Networking's Good and Bad Impacts on Kids.** Retrieved on 9 March 2017, from http:// www.apa. Org /news/press/ releases/social-kids.aspx.

Terantino, J. & Graf, K. (2011). "Using Facebook in the Language Classroom as Part of the Net Generation Curriculum". **Language Educator**, 44-47.

Warschauer, M. (2004). "Technological Change and the Future of CALL". In S. Fotos & C. Brown (Eds.), **New Perspectives on CALL for Second and Foreign Language Classrooms** (pp. 15-25). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Wodzicki, K., Schwammlein, E., & Moskaliuk, J. (2012). "Actually, I Wanted to Learn: Study-Related Knowledge Exchange on Social Networking Sites". **Internet and Higher Education**, 15 (1), 9-14.

Appendix 1: The First Questionnaire

NO.	Items	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
1	I practice writing in English via Facebook.					
2	I practice reading in English via Facebook.					
3	Facebook enhances my English communication skills.					
4	Facebook enhances my confidence to write in English.					
5	Facebook helps me to overcome language mistakes.					
6	I learn new words in English via Facebook..					
7	Facebook enhances my confidence to write in English.					
8	Facebook enhances my confidence to read English materials.					
9	Facebook enhances my confidence to communicate using English.					
10	Facebook increases my motivation to communicate using English.					
11	Facebook increases my motivation to read English materials.					
12	Facebook increases my motivation to write in English.					
13	Learning via Facebook makes learning English more interesting.					
14	I have positive attitudes towards learning EFL via Facebook.					
15	I have positive attitudes towards English as a language.					
16	The use of Facebook makes learning English easier.					
17	Facebook encourages me to spend more time learning English.					

Appendix 2: The Second Questionnaire

NO.	Items	Never	Rarely	Some times	Often	Very Often
1	I am easily distracted by other Facebook contents/activities, While using Facebook for educational purposes					
2	I miss updated posts or (urgent) announcements if I do not get online on Facebook regularly, which consequently affect my studies.					
3	I encounter misunderstanding while communicating or group-working by using the Facebook platform.					
4	I feel suspicious/ confused about the verification of education-related resources/materials found/shared on Facebook.					
5	I give attention to showing references/credit when using/sharing educational materials found on Facebook.					
6	I feel uncomfortable/ annoyed when mixing my personal life and academic life on Facebook.					

Facebook as a Means for Learning English: the Pros and Cons from the Perspective of Iraqi EFL Students
Asst. Instr. Aseel Sabeeh

الفيسبوك كوسيلة لتعلم اللغة الإنكليزية: الإيجابيات والسلبيات من منظور الطلبة العراقيين دارسي اللغة الإنكليزية كلغة أجنبية

م. مساعد اسيل صبيح
الجامعة المستنصرية/ كلية التربية الاساسية
Email: aseelsabeeh30.edbs@uomustansiriyah.edu.iq

ملخص البحث

مع زيادة التقدم في التكنولوجيا ، لا يمكن تجاهل الحاجة إلى الانسجام مع هذا التقدم في العالم من أجل تلبية احتياجات الطلبة العراقيين دارسي اللغة الإنكليزية كلغة أجنبية الذين أصبحوا طموحين للمعرفة باستخدام التكنولوجيا. وهكذا ، أصبحت التكنولوجيا جزءًا من أدوات التدريس بالإضافة إلى دعمها لتعلم اللغة الأجنبية. كل يوم ، يتعرض الطلبة للإنترنت الذي يقدم مجموعة متنوعة من الأدوات للتعلم بسهولة وفعالية أكبر.

يعد الفيسبوك موقع التواصل الاجتماعي الأكثر شعبية والذي يؤثر على حياة الطلبة في العديد من الجوانب بما في ذلك التعليم وخاصة في تعلم اللغة الإنكليزية. إنه يوفر لهم المزيد من الفرص للمشاركة في ممارسة اللغة الإنكليزية بشكل أصلي خارج الفصل الدراسي ، للتعلم بوعي ودون وعي ولتعزيز مهاراتهم في اللغة الأجنبية.

تهدف هذه الدراسة إلى تحديد إيجابيات وسلبيات استخدام الفيسبوك كأداة لتعلم اللغة الإنكليزية بناءً على وجهات نظر الطلبة العراقيين دارسي اللغة الإنكليزية كلغة أجنبية.

لتحقيق الهدف من الدراسة الحالية ، تم اختيار عينة من (30) طالب وطالبة دارسي اللغة الإنكليزية كلغة أجنبية من الصف الرابع / كلية التربية الأساسية / الجامعة المستنصرية خلال العام الدراسي 2018-2019 وتم تطبيق استبيانتان لجمع البيانات. تضمنت نتائج تحليل البيانات تصورهم واشارت إلى الفوائد والنقد المتعلقة بفيسبوك وتعلم اللغة الإنكليزية.

في ضوء النتائج التي تم الحصول عليها ، يتم تستخلص بعض الاستنتاجات ويذكر عدد من التوصيات والمقترحات للدراسات المستقبلية.