



The effect of using CMC (Facebook) as a teaching method on EFL learners' language accuracy

Sattam Khudhur Jassem ALjiboury¹, Mustafa Mukhlif Hammad²

¹ Assistant Teacher, General directorate of education in Nineveh, Iraq

² Assistant Teacher, General directorate of education in AlAnbar, Iraq

Abstract

This study aimed to identify the effect of using CMC (Facebook) as a teaching method on EFL learners' language accuracy. It also investigated to identify differences at ($\alpha = 0.05$) between the experimental group (taught using Facebook) and the control group (taught using the traditional method) in EFL language accuracy. The design of this research was one group pretest-posttest experimental design [36] and was carried out at EFL students in the English department at Al Albayet University. The population of the research was 102 students who were joining speaking II class, because only this class was offered at the time the research was conducted. Using cluster sampling technique, as many as 30 students (students from class B) were chosen as the sample. This result can be attributed to the positive impact of the experience of using face book to education to the students. Were these difference attributable to the experimental group and the considered this outcome active role for students in the future to improve the academic achievement that the new generation As the new generation of followers of Technology.

Keywords: CMC, Facebook, proficiency

Introduction

The world has witnessed in the last few years numerous advents in the various technological fields. There is no doubt that these technological advents has marked the 21st century as it is described as the technological communication and information applications have been the distinguishing mark of this century. It is a fact that the use of communication and information technologies has seen many developments as they have becomes accessible for almost the average person in the countries having the infrastructure to provide such services for their population.

Computer-mediated communications (CMC) are described as communications, mediated by interconnected computers, between individuals or groups separated in space and/or time. Common characteristics of CMC include: asynchronous and synchronous communication capacity, high interactivity, and multiway communication. CMC was first implemented in the United States through a computer network called ARPANET. ARPANET offered a restricted multi-communication pathway linking universities and government research institute (Luppicini, 2007, p. 141) [6].

Today's rapidly expanding Internet connects over a billion people worldwide and affects human communication in profound ways, giving rise to a number of general concerns, such as equality of access. Certainly, the question of access is important for both practical and ethical reasons. Proponents of CMC argue that CMC allows for greater access to education for more individuals at reduced cost. Individuals in the workforce and individuals living in rural areas are provided with new opportunities to pursue studies that may not be possible otherwise (Wallace, 2003) [9].

Contrary to a hardware focused perspective of CMC as a tool, it is important in educational research to also highlight

information design and delivery, human-human and human-machine interactions, mediation effects, and the socio-cultural implications of CMC. CMC is defined in this study as "the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages". This definition addresses the broad scope of processes and tool-use that seems to best fit with a research review of CMC in education.

Social networking sites (SNS's) have been defined as "Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections" (Hunt, ; Atkin, & Krishnan, 2012) [3].

Ellison, Steinfield, and Lampe (2007) [2] identified several SNS orientations such as maintaining relationships, connecting with people with shared interests, and initiating romantic relationships. According to Facebook.com, Facebook's mission is "to give people the power to share and make the world snore open and connected" (Facebook, 2012) [3]. The popularity of Facebook stems from the fact that it is a relatively open and transparent platform, one capable of being used to gather personal information about other users.

Social networking sites (SNSs) attract the attention of many youth nowadays due to the different applications it can provide for them. The most popular SNS today – Facebook - was originally designed as a networking site for college students. Facebook's rapid growth and immense popularity has intrigued communication scholars with an interest in this new form of computer-mediated communication (CMC) (Valenzuela, Park, & Kee, 2009) [7]. Facebook embraces the interactivity of the Internet by allowing users to utilize various

features designed for interpersonal communication. Facebook users spend their time browsing through other users' posts and profiles, liking or commenting on posts, or simply updating their own profiles. Since these are essentially expressive acts, the key to better understanding CMC is through a comprehensive examination of the communication patterns of the Facebook users.

Thus, the purpose of the study was to identify the application of Facebook as one of the computer mediated communication tools in the English as a Foreign Language (EFL) teaching in one of the university course in English department.

Problem of the study

Facebook is an interactive communication tool that has gained much popularity in the last few years. Despite the fact that most Facebook users are using this application for social interactions, many studies have proven that it can be used for improving the different language skills as it provides users with invaluable tools to learn English from native speakers.

Now, EFL learners can use Facebook to make conversations with English native speakers and thus can learn from them different language skills. Furthermore, it can be argued that this application can provide very interesting learning environments for EFL learners as they can both socially interact with others while learning at the same time.

There were different attempts to investigate the effects of using Facebook on language accuracy and language skills, and some of these were mainly focused on speaking, the use of Facebook is not fully understood in the context of EFL teaching. This area needs more investigation and this means that scholars and researchers need further study for the use of Facebook in the different language realms.

The researcher argues that the use of Facebook as a CMC teaching tool can achieve many goals. Firstly; it provides students with interesting learning opportunities. Secondly; students can interact with English native speakers and thus can have real life learning experiences. Finally; the use of Facebook is of great importance as it is one of the most widely use social media websites in the Arab world, and this is evidenced by the huge numbers of Facebook users among the Arab youth.

Questions of the Study

The study addressed the following questions

1. What is the effect of using Facebook as a teaching method on EFL learners' language accuracy?
2. Are there statistical differences at ($\alpha = 0.05$) between the experimental group (taught using Facebook) and the control group (taught using the traditional method) in EFL language accuracy?

Hypotheses of the Study

The following null hypotheses were tested in the following study

1. There is no effect for using Facebook as a teaching method on EFL learners' language accuracy.
2. There are no differences at ($\alpha = 0.05$) between the experimental group (taught using Facebook) and the control group (taught using the traditional method) in EFL language accuracy.

Significance of the study

Significance of the study stems from its attempt to investigate the use of Facebook as one of the computer mediated communication on language accuracy among EFL students.

Objectives of the Study

The study sought achieving the following objectives

1. To identify the effect of using Facebook as a teaching method on EFL learners' language accuracy.
2. To identify differences at ($\alpha = 0.05$) between the experimental group (taught using Facebook) and the control group (taught using the traditional method) in EFL language accuracy.

Definitions of Terms

- **CMC:** Computer-mediated communications (CMC) are described as communications, mediated by interconnected computers, between individuals or groups separated in space and/or time.
- **Social Networking:** The use of internet for social communication and for other social purposes.
- **Facebook:** One of the most popular social networking tools used for social communication.

Limitations of the Study

The study limitations can be described in the following points

1. The study was conducted in At Albayet University. Otherwise, the results reported can't be generalized to other geographical regions.
2. The sample of the study was confined to EFL students in the English department at Al Albayet University.
3. The study was conducted in the second semester of the academic year 2015\2016, thus; results can't be generalized to other periods.

Research Method and Procedure

The design of this research was one group pretest-posttest experimental design^[36] and was carried out at EFL students in the English department at Al Albayet University. The population of the research was 102 students who were joining speaking II class, because only this class was offered at the time the research was conducted. Using cluster sampling technique, as many as 30 students (students from class B) were chosen as the sample.

Previous Literature

The researcher has reviewed the different educational databases to identify the different studies investigating the use of Facebook as a teaching tool in the different educational contexts.

Facebook (FB) is currently considered as the most popular platform for online social networking among university students. Kabilan, Ahmad and Abidin (2010)^[4] investigated if university students consider FB as a useful and meaningful learning environment that could support, enhance and/or strengthen their learning of the English language. A survey was carried out with a sample of (300) undergraduate students at Universiti Sains Malaysia (USM), Penang. It was found that the students believed FB could be utilized as an online environment to facilitate the learning of English. Nevertheless,

teachers or language instructors have to integrate FB as an educational project with pre-determined learning objectives and outcomes for the learning experience to be meaningful instructional tool in the different educational contexts.

The present study approaches the Internet as a social space, where university students make use of computer mediated communication (CMC) applications, i.e. e-mail, instant messaging and social network sites, in order to satisfy social and academic needs. The study focused on university students, because they represent one of the most avid groups of CMC users and additionally, because they are expected to carry their perceptions of media with them into the work place and their social life. In order to investigate this issue, Vrocharidou and Efthymiou (2013) [8] conducted an empirical research using, as a target group, a sample of students from a specific Greek University. Grounded in the "uses and gratifications" perspective, the authors investigated the various profiles of CMC use by students along with (a) the students' perceptions about social and academic usefulness of CMC applications, (b) the extent up to which these perceptions are correlated with students' prior experience with the use of CMC applications, and (c) how both of these factors can predict the frequency of present use of CMC for social or academic purposes respectively. The results revealed that although these three CMC applications constitute "functional alternatives" (media that satisfy similar needs) they are different to the degree of their "functionality" for the gratification of social and academic needs. Furthermore, the degree of CMC used by students is not correlated with the years of CMC experience, but with the profile of use that students dynamically adopt according to their daily needs and preferences. The results provide evidence for the current CMC use by university students and can be useful for the implementation of further academic policies regarding CMC use in Higher Education setting.

Young people's interaction online is rapidly increasing, which enables new spaces for communication; the impact on learning, however, is not yet acknowledged in education. The aim of this exploratory case study conducted by Lantz-Andersson, Vigmo and Bowen (2013) [5] was to scrutinize how students frame their interaction in social networking sites (SNS) in school practices and what that implies for educational language teaching and learning practices. The results based on ethnographic data from a Facebook group in English-learning classes, with (60) students aged between (13 -16) from Colombia, Finland, Sweden and Taiwan indicated that there was a possibility for boundary crossing, which could generate extended spaces for collaborative language-learning activities in educational contexts where students combine their school subject of learning language and their communicative use of language in their everyday life. Such extended spaces are, however, difficult to maintain and have to be recurrently negotiated. To take advantage of young people's various dynamic communicative uses of language in their everyday life in social media, the implementation of such media for educational purposes has to be deliberately, collaboratively and dynamically negotiated by educators and students to form a new language-learning space with its own potentials and constraints.

There is a need to explore English as foreign language (EFL)

learners' interactions with their teachers in social networking media, as interactions that directly relate to the linguistic, social, and cognitive development of learners have not been examined within the EFL learning process. Thus, in the context of Turkish EFL learners' perceptions, this study aims to examine the level of EFL learners' interactions with their teachers on the social networking service Facebook and to determine the relationship between the level of their interaction and the variables of age, gender, and year of study. The sample group of the study consisted of 121 EFL learners at a Turkish state university. Before the frequencies, mean scores, standard deviations, t-test and analysis of variance were computed, a background questionnaire was administered that assessed the degree of their perception of these interactions. The results indicated that Turkish EFL students prefer passive behaviors regarding their interactions with their teachers and that age, gender and year of study are significantly correlated with some of the items in the scale. It is recommended that further research focus on factors that may impact the level of interaction between teachers and learners and on the perceptions of student—teacher interaction on Facebook from the teachers' perspectives (Aydin, 2014).

Statistical Analysis

Analysis of Hypotheses

Hypotheses one: There is no effect for using Facebook as a teaching method on EFL learners' language accuracy.

We have two group (control group and Experimental group (Facebook as a teaching method on EFL learners'))

The mean of control group equal (63), we need know if the Facebook as a teaching method on EFL learners' are effect pragmatic competence of students.

Then, we can use one sample T-Test to know result for hypothesis.

One-Sample Statistics

Table 1

	N	Mean	Std. Deviation	Std. Error Mean
MARK	20	75.9000	9.94670	2.22415

One-Sample Test

Table 2

	Test Value = 63					
	1	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mark	5.800	19	.000	12.9000	8.2448	17.5552

Result

A one sample t-test was conduct on the student's mark to evaluate whether their mean was significantly different from 63. The hypothesis was not supported (reject hypothesis). The Experimental group mean (75.9) and standard deviation (9.94) was significantly difference from 63 because T (19) = 5.80 and P-Value = 0.00 less than 0.05(significant level).

The results support the conclusion that the student's mark in experimental group is more than 63.

Hypotheses Two: There are no differences at ($\alpha = 0.05$) between the experimental group (taught using Face book) and the control group (taught using the traditional method) in EFL language accuracy.

We can use the independent sample T-test to know the differences between two group (control and experimental).

Independent Samples Test

Table 4

	Levene's Test for Equality of Variances		t-tested for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Differences	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Mark Equal variance Assumed									
Equal variance not assumed									

Result

An independent samples T-test was conducting to evaluate the hypothesis that the student's in experimental group are more than the control group. The test was significant because $T(38) = -3.80$ and $P\text{-Value} = 0.001$ less than 0.05 (significant level). The student's in the Experimental group had mean (75.9) and standard deviation (9.94) on th4, average higher than the student's in control group had mean (63.1) and standard deviation (11.28).

Conclusions

- There is effect for using Face book as a teaching method on EFL learners' language accuracy on the pragmatic competence of students.
This result can be attributed to the fact that students feel more comfortable while being taught using Facebook as it is one of their daily activity.
- There are differences in the means scores of students in the achievement test used due to the instructional method used (There is no effect for using Face book as a teaching method on EFL learners' language accuracy).
This result can be attributed to the positive impact of the experience of using face book to education to the students. Were these difference attributable to the experimental group and the considered this outcome active role for students in the future to improve the academic achievement that the new generation As the new generation of followers of Technology.

References

- Aydin Selam. Foreign language learners' interactions with their teachers on Facebook. System. 2014; 42:155-163.
- Ellison NB, Steinfield C, Lampe C. The benefits of Facebook friends: social capital and college students' use of online social network sites. Journal of Computer-Mediated Communication. 2007; 12(4):1143-1168.
- Hunt, Daniel, Atkin, David, Krishnan, Archana. The influence of computer-mediated communication apprehension on motives for facebook use. Journal of Broadcasting & Electronic Media. 2012; 56(2):187-202.

Group Statistics

Table 3

Groub	N	Mean	Std. Deviation	Std. Error Mean
Mark control	20	63.1000	11.28996	2.52451
exp.1	20	75.9000	9.94670	2.22415

- Kabilan, Muhammad, Ahmad Norlida, Abidin Mohamad. Facebook: An online environment for learning of english in institutions of higher education? Internet and Higher Education. 2010; 13(4):179-187.
- Lantz-Andersson, Annika Vigmo, Sylvi Bowen, Rhonwen. Crossing boundaries in Facebook: Students' framing of language learning activities as extended spaces. International Journal of Computer-Supported Collaborative Learning. 2013; 8(3):293-312.
- Luppardini, Rocci. Review of computer mediated communication research for education. Instructional Science. 2007; 35:141-185.
- Valenzuela S, Park N, Kee KF. Is there social capital in a social network site? Facebook use and college students' life satisfaction, trust, and participation. Journal of Computer-Mediated Communication. 2009; 14:875-901.
- Vrocharidou, Anatoli, Efthymiou, Ilias. Computer Mediated Communication for Social and Academic Purposes: Profiles of Use and University Students' Gratifications. Computers & Education. 2012; 58(1):609-616.
- Wallace R. Online learning in higher education: a review of research on interactions among teachers and students. Education, Communication & Information. 2003; 3(2):241-281.