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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

AN EVALUATION OF THE ROLE OF USING FACEBOOK ON LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENTS

M. A. THESIS

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Yüksek Lisans Tez Onay Belgesi

Enstitümüz İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1412.020039 numaralı öğrencisi **MOHAMMED SALIH AHMED AL-JAF**'ın **"AN EVALUATION OF THE ROLE OF USING FACEBOOK ON LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENTS**"adlı tez çalışması Enstitümüz Yönetim Kurulunun 18.11.2016 tarih ve 2016/23 sayılı kararıyla oluşturulan jüri tarafından OYBİRLİĞİ ile Tezli Yüksek Lisans tezi olarak KABUL edilmiştir.

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3) Jüri Üyesi : Yrd. Doç. Dr. Hülya YUMRU

Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır.** Aksi halde geçersizdir.

- *To my dear parents*
- *To my brothers and sisters*
- *To my beloved friends*
- *To those who helped me even a word during the project*
- *To The teachers who encouraged and directed me to be a researcher.*

With Love and Respect

FOREWORD

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ABBREVIATIONS

EFL	:English as a Foreign Language
L2	:Second Language
SNS	:Social Networking Site
SNSs	:Social Networking Sites
FbG	:Facebook Group
CMC	:Computer-Mediated Communication

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AN EVALUATION OF THE ROLE OF USING FACEBOOK ON LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENTS

ABSTRACT

Nowadays, social networking sites are becoming popular throughout the world and have been quite popular among various age group users particularly the young users but small number of researches have been done, especially in Iraq, on how much these websites can contribute to language learning and teaching though they seem to offer plenty of opportunities. This study provides insight into EFL students' opinions and attitudes of participating in activities through Facebook for language learning. Therefore, it aims at examining students' views about the online learning atmosphere after having an eight-week course using Facebook, and to find the role of Facebook in language learning. In addition, the study discusses the overall effects and possible uses for Facebook in the field of foreign language learning and teaching. Forty-six students at the English Department, School of Languages from University of Garmian in the academic year (2015-2016) participated as the sample in this study. They were third year University students in northern Iraq, who voluntarily joined a closed Facebook group. This study used a one-group pretest-posttest design to examine its research questions. A questionnaire form using a 5-point Likert scale was used for both tests with research tasks based on any tasks and lessons to improve English language skills. The results indicated that there is a significant difference between participants' attitudes before and after the course and it showed positive attitudes toward most activities for language learning following the completion of the study compared to prior opinions. In the pre-test, the majority of participants considered Facebook to be generally useful because through this network, they can communicate and share knowledge. After the online course, most students indicated that, Facebook has high possibilities for being used as an effective formal educational tool. Furthermore, the posttest revealed that students' positive attitudes toward the usefulness of social networks increased under the influence of research tasks and activities. Finally, this study confirmed that every participant considered Facebook to be highly effective and potential educational tool, especially for improving language knowledge and performance in various online activities.

Keywords: social networking, social media, Facebook, Facebook group, computer assisted language learning

EFL ÜNİVERSİTES ÖĞRENCİLERİNDE DİL ÖĞRENME ÜZERİNDE FACEBOOK KULLANMA ROLÜ DEĞERLENDİRİLMESİ

ÖZET

Günümüzde, sosyal ağ siteleri dünya çapında popüler hale geliyor ve özellikle çeşitli yaş grubu kullanıcıları genç kullanıcıların arasında oldukça popüler olmuştur ama özellikle Irak'ta küçük sayıda araştırmalar yapılmıştır. Her ne kadar çok sayıda fırsat sunmak gibi görünüyor olsa da bu web siteleri dil öğrenme ve öğretmekte katkıda bulunabilir. Bu çalışma, dil öğrenimi için facebook üzerinden Yabancı dil olarak ingilizce öğrenci görüş ve faaliyetlerine fikir verir. Bu nedenle, Facebook'u kullanarak sekiz haftalık kurs yaptıktan sonra çevrimiçi öğrenme atmosferi hakkında öğrencilerin görüşlerini incelemeyi ve dil öğreniminde Facebook'un rolünü bulmayı amaçlayan bir çalışmadır. Ayrıca bu çalışma, ikinci dil öğrenme ve öğretme alanında Facebook için genel efektler ve olası kullanımları tartışır. Garmian Üniversitesi Diller Okulu ingilizce bölümünden 46 öğrenci 2015-2016 akademik yılı içerisinde bu çalışmaya örneklem olarak katıldı. Kuzey Irak'ta üniversite üçüncü sınıf öğrencileri gönüllü olarak boyunca kapalı bir facebook grubuna katıldılar. çalışma, hipotezleri incelemek için bir grup öntest-sontest deseni uygulanmıştır. 5 puanlık Likert ölçeği kullanılarak anket formu İngilizce dil becerilerini geliştirmek için herhangi bir görev ve dersler dayalı araştırma görevleri ile iki test için kullanılmıştı. Sonuçlar,ders öncesi ve ders sonrası katılımcıların tutumları arasında anlamlı bir fark olduğunu belirtti ve önceki görüşlere göre çalışmanın tamamlanmasının ardından dil öğrenimi için faaliyetlere ilişkin olumlu tutum gösterdi. Ön testte, katılımcıların çokluğu nedeniyle ağ üzerinden yararlı olması için Facebook kabul edildi. Böylece iletişim ve bilgi paylaşımı yapabilirler. Online kurs sonrası,öğrencilerin çoğu Facebook'u etkin bir eğitim aracı olarak kullanmak üzere yüksek olanaklara sahip olduklarını gördüler. Ayrıca, sontest sosyal ağların kullanışlılığı karşı öğrencilerin olumlu tutum araştırma görevleri ve faaliyetleri etkisinde artış olduğunu ortaya koydu. Son olarak bu çalışmada,her katılımcı Facebook'un son derece etkili ve potansiyel bir eğitim aracı olduğunu,özellikle çeşitli online aktivitelerin dil bilgisini ve performansı arttırmak için olduğunu doğruladı.

Anahtar Kelimeler: *sosyal ağ, sosyal medya, Facebook, Facebook grubu, bilgisayar destekli dil öğrenimi*

1   INTRODUCTION

This chapter enlightens the background of the study, the statement of the problem, the significances of the study, the aims of the study, the research questions, the scopes of the study and definition of some basic terms have also been shown at the end of this chapter.

1.1   The Background of the Study

Computer-generated environment assists instructors to do various activities with online classes, which is not thinkable to do in traditional classes and schools. I.e. online class learning is a way of study for learning and teaching through web tools without requiring for joining classes in university. Teachers are persuaded that this environment assists students not only to develop their team work as a class, but also to improve their language learning skills. Furthermore, it assists students to become lifetime learners and also offers them with valuable knowledge and practical support to know how to learn English efficiently. Similarly, the Facebook site is a profitable specialized device for the students to discover the most recent exercises, courses and it is an important path for the students to converse to each other, and to communicate with the instructors. Also, it is significant to the individuals who need to be acquainted with various sorts of learning and their suggestions.

Social constructivist speculations joined with an expanding impact of technology in education have actively encouraged the appearance of another zone of research known as computer-mediated communication (CMC), which depends on learners' participation in the knowledge construction utilizing web tools as the primary way of communication. This new way of training concentrates on cooperative learning and essentially draws upon theories that underline group communication and construction of information, for example, constructivism, the theory of social learning, the theory of cooperation learning, and more theory of collaboration (Hmelo-Silver, 2006). The quick improvement of online networking has elevated the enthusiasm of researchers

from different disciplines observing to comprehend social program design and its effect on learning.

Social constructivism and its related theories concentrate on individual learning that happens in response to engaging in group communication. The sources of these theories are usually credited to the Russian therapist Lev Vygotsky (1978). Such as indicated by McKinley (2015), language is an instrument external to the self and utilized for social collaboration and interaction, and the learner effectively builds learning through these communications as opposed to through passively getting data. Learning is initially built cooperatively with others in a social setting and afterward procured by learners and individuals, through cooperative explanation, learning happens in meaningful settings in discussion and cooperation with others (Slavin, 2013). It is proposed here that social networking sites (SNSs) supports these community settings for adapting more suitably than any time in recent memory. SNS is an online site which provides users with a space to build computer-generated communities, share interests and explore with the other users (Song & Kidd, 2010). SNS is the name of the last Web 2.0 tool, as indicated by Cook, Fisher, Graber, Harrison, Lewin, Logan, Luckin, Oliver, & Sharples, (2008), it is an organization service of internet that offer utilizers an incredible chance to take an interest in different groups of knowledge structure and learning distribution.

Traditional learning techniques focused on one- method inactive transmissions of data from instructors to students in the form of lectures and textbooks; while social applications give an adaptable space to personalization of learning and increased correspondence between lecturers and students. Moreover, students can contribute with each other informatively and cooperatively in the context of extended interactions, communications and activities or exercises that are unlimited by time and place (Gamble & Wilkins, 2014).

Lastly, this study is gainful to the individuals who hope to discover distinctive sorts of learning language. In this study, the researcher tries to find out the opinions and perceptions of University students toward the use of SNSs on language learning in order to give proper setting to the first and second research questions supporting the study. Also, the relevant researches relating to this study will be introduced in literature review in Chapter two. Chapter three will explain the methodological

investigations organizing the study including setting and participants, materials, the tools designed for collecting data, data analysis and following procedure. Chapter four consists of Results and Discussion, conveys the findings of the study and gives relevant discourse in light of research questions. Finally, Chapter five discusses conclusions of the study, pedagogical implications, limitations, adds recommendations for the teachers; researchers and students regarding educational use of Facebook and suggestions for further studies.

1.2   The Statement of the Problem

English language teaching has generally been classroom based teaching due to the infrequent chances for students meeting outside classroom. Social networking sites have the possibility to make learning more student focused (Al-Shehri, 2011). The interaction of the language learners ends with the end of the school class. What is critically required and totally vital is to produce chances for the EFL learners to practice English after school hours outside class and in actual everyday communication such precious opportunities are provided by Global Web through SNSs such as Facebook (Muhedeen, 2014). These networking site systems have turned out to be so respected everywhere throughout the world that individuals invest hours imparting through them with individuals from a huge number of miles away. Facebook is one of the Web 2.0 tools having numerous applications for training and for education. When we consider about the millions of Facebook users including students' users, we can't neglect its potential as an instructive device which is broadly gathered that SNSs particularly Facebook should not to be utilized for learning since individuals consider that these sites are made for entertaining and social contacts and they have no value in an educational field (Bosch, 2009).

Though, the use of SNSs via English as a foreign language (EFL) education procedure has not attracted in light of those included in the processes of learning and teaching English language. Hence, it stays to be seen whether interacting through Facebook is a successful technique for improving Kurdish EFL students' language learning and if so to what degree (Muhedeen, 2014). A dissertation was carried out by Muhedeen (2014) with 40 second year students at the English Department, University of Sulaymaniyah in northern Iraq. She examined a noticeable improvement in the students' performance between the pretest and posttest after

having a six-week course regarding food, body, animal, family and color idioms, after the experiment. Also, another study was conducted by Al-Hammody (2014), he examined the utilization of Facebook; he created a group on Facebook to analyze students' opinions of the advantages coming about of interacting in the FbG; and he found that the students of English language at the University of Mosul in Iraq mostly utilized the Facebook page for interacting in English.

Additionally, if there is a campus-based website, the location of this website may limit instructors, as supervisors can monitor the sites and they may control the content instructors share. Moreover, students are regularly unwilling to do asynchronous computer workouts (Mazer, Murphy, & Simonds, 2007). It might be a reason students do not have a desire to learn English from SNSs; they may think that they are not created for learning and that they have only used for socialization and these sites do not have any effects to practice English in their daily life. The English learners believe that they do not need to learn English from websites; they may also think that teaching from classes will be enough for them. Therefore, this belief may cause their motivation towards using SNSs for learning language. Thus, the researcher chose to utilize "closed group" role of Facebook. A Closed group is a Facebook platform that every Facebook user can create so that others can join, permitting its members to interact and collaborate in view of a common attention, alliance or affiliation. In a closed group, the admins of the FbG must approve members to join and only group members can see posted on the group platform. A Closed FbG permits members to make a group for chatting, sharing, discussing or talking about regular points (Janssen, 2010). A total number of 46 third grade university students are selected and added to the closed group on Facebook, in which only the members of the group can connect with each other. This research concentrates on academic utilization of Facebook as a backing to the educational modules. The researcher needed to know students' opinions and perceptions toward the use of social networking i.e. Facebook in Language learning among Kurdish University students.

1.3   The Significance of the Study

Firstly, it should be specified that regardless of the possibility that learning with innovation such as Facebook is an entirely trendy subject with the utilization of SNSs

to language learning in Iraq. Therefore, this study has been done in northern Iraq to examine the educational occasions which provided by Facebook to EFL students. The study has some significant roles in terms of learning English language from Facebook. The outcomes of this study will contribute to the benefit of society considering Facebook plays an important role in the field of language learning. The greater claim for graduates with language background rationalizes the necessity for more effective, life-changing learning approaches. So, schools that the recommended approach got from the outcomes of this study will have the capacity to prepare students better.

On the other hand, the researcher believe that this study would have an influence on the fields of education through giving information about the consequences of using SNSs for language learning. Finally, the study tries to remind and maybe dare to contribute to the improving and updating EFL educational module and help EFL methodologists create teaching materials which suit different methods for learning and match students' level of attainment in language skills.

1.4   The Aim of the Study

In this research, the researcher is looking for developing the knowledge of using Facebook for teaching and foreign language learning. The aim of the research is to notice how Facebook work in academic fields, and to examine students' views about the Online learning atmosphere. As it is obvious that nowadays Facebook is a SNS which is widely used amongst people of different classes and ages, and students are a part of these Facebook users. Due to wide utilization of Facebook, this research attempts to show two basic aims, first to find the role of Facebook and to show students' attitudes toward the use of Facebook in language learning, and second one is to show students' attitudes toward the activities that could be done through Facebook as a tool for language learning.

The over-all aim is to determine whether instructors could provide an extra rewarding learning knowledge for their students by integrating Facebook into second language learning and teaching by investigating students' perceptions and mentalities. The principal goal is to fortify prior confirmation of Facebook's potential in an instructive setting. Another goal is to help instructors distinguish which

particular educational activities utilized through Facebook are most possible to be generally welcomed by students.

1.5   Research Questions

This study concentrates on the perceptions and opinions of a specific group of EFL learners and use FbG as a place for English language practicing online and outside schoolroom. Specifically, this study attempts to response these research questions:

1. What are the University students' opinions of using Facebook in an educational field?

2. What are the University students' opinions towards the activities for language learning through Facebook?

1.6   The Scope of the Study

The current study deals with the role of using Facebook as a part of Educational background. It is limited to third-year EFL university students at the department of English, School of Languages, Faculty of Education at University of Garmian during the academic year (2015-2016) as the study sample to examine the EFL learners' opinions toward the use of SNSs. The study is also concerned with general aspects of the learning process: it works on the skills of English language.

There are many different names to be mention instead of teachers and students such as "Instructors, language teachers, supervisors, online teachers" to name teachers and "students, language learners, group members, participants, online learners, EFL learners" to name students. Frequently, the word "Instructors" will be used for teachers and the word "students" for students throughout the study.

1.7   Definitions of Some Basic Terms

- **Attitude:** A tendency or a propensity to react positively or negatively towards a specific thought, question, individual, or circumstance. Smith (1971) defines Attitude as it is a generally enduring association of convictions around a purpose or a circumstance, inclining one to react in some special way. An attitude is moderately enduring in light of the fact that it is learned, it can be unlearned. Since it

is found out, it can be instructed. Foreign language can be learned. No one is born liking or disliking it. In the event that the student enter to the class with openly neutral attitudes about the target language, or even constructive ones, and has an identity structure which will allow him/her to have an openness and eagerness to see, observe and react, his/her states of mind about language learning will be powerfully affected by the circumstance itself.

- **Perception:**

Perception can be characterized as our recognition and understanding of sensual data. Additionally, it incorporates how we react to the information. We can consider perception as a procedure where we take in sensual data from our surroundings and utilize that data to communicate with our surroundings. Perception permits us to take the sensual data in and make it into meaningful elements (Williams, 2003). In spite of the fact that fundamentally based on imperfect and unreliable information, perception is likened with reality for most functional purposes and aides human conduct in common.

- **Learning:**

Learning is the generally continuous change in an individual's knowledge or conduct because of experience. It includes reinforcing right answers and weakening wrong answers. It includes adding new data to your memory and it includes understanding the exhibited material by attending significant data, rationally redesigning it, and associating it with what you definitely know (Merriam-Webster, 2016).

- **Evaluation:**

It is a systematic assessment of a planned or completed intervention to determine its relevance, efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is useful, enabling the incorporation of lessons learned into the decision making process of both recipients and donors. On the other words, it is the use of systematic inquiry to make judgments about program value, worth and significance and to support program decision making (Merriam-Webster, 2016).

2   LITERATURE REVIEW

This chapter provides an account of Social Networking Sites (SNS) and Web 2.0 tools. It starts by explaining Social Constructivist Theory to Language Learning, describing SNS and web 2.0. Then, it gives a detail about SNSs, especially Facebook, and showing its role in the field of education. The chapter explicates Facebook which is most of the common tools that are widely used by people in general and EFL students in particular. The chapter also justifies the use of Facebook in education and as a medium for language learning and the reasons behind choosing Facebook in particular among all the other SNSs for conducting this study. Also, it shows EFL learners' attitude toward using Facebook and the final section is based on the related literature review, which demonstrates the prior works in this field of education.

2.1   Social Constructivist Theory to Language Learning

Social constructivist theory regards individuals and the social society as interconnected. It is asserted that learners grasp knowledge through participating in social practices of a learning environment, including collaborative and meaningful interactions. As social constructivist theory exerted an influence on education, in general, and on instructional technology field, in particular, the main focus is that learning is defined as meaning-making. Woo & Reeves (2007) stated that according to social constructivists, learning requires the personal interpretation of phenomenon such as the construction of mental model representing complex phenomenon. Thus, when interaction in a learning environment is considered to enhance meaning-making, it will lead to having meaningful interactions, which are related to the social constructivist theory.

Knowledge relies on how individual creates meaning from his/her life experiences. Woo & Reeves (2007) explained that social constructivist theory focuses on the

assumption that learners construct knowledge when they attempt to make sense of their own experiences. This knowledge, which learners construct, consists of formative and constructed explanations by individuals who are engaged in the meaning-making process. Meaning-making, as Woo & Reeves (2007) defined, is the process of sharing various perspectives and experiences in communities of practice. Within the principles of social constructivist learning theory, it is stated that meaningful interaction is a learning approach that is designed to enhance meaning-making, where learners can share various perspectives and experiences in communities of practice, such as in social networks.

Social constructivist theory stresses the role of the learner and the learners' peers as they converse and negotiate meaning. When learners work in a group activity or any collaborative practice, they can grasp concepts that they cannot understand on their own. Also, weak learners, who struggle more than their peers in learning, can benefit from peers who are advanced in the meaning-making process than them (Suthiwartnarueput & Wasanasomsithi, 2012). Vygotsky (1978) underscored the effects of social interaction, language and culture in learning. He emphasized dialogue on the educational environment and argued that all cognitive functions originate in social interactions. Vygotsky (1978) also explained that learning is not the assimilation of new knowledge by learners only; instead, it is the process by which learners are integrated into a knowledge community and focusing on learners' peers as they question, explain and negotiate meaning. Therefore, the abovementioned evidences that learning is occurring from rich conversations with peers or people who have similar or even different perspectives and opinions, all based on their own life experiences.

Furthermore, as a perspective of social constructivist theory, learners construct knowledge through participating in social practices of an educational environment, including collaborative activities and group work assignments, besides social practices outsides the classroom with their friends and family. Woo & Reeves (2007) stated that meaningful interactions in learning environments are designed to enhance meaning, sharing various perspectives and experiences in communities of practice. In addition, Shih (2011) explained that Vygotsky (1978) focused on the effects of social interaction, language and culture on learning. In his study, Shih's (2011) results were consistent with the principle of the social constructivist theory that meaningful

interactions in a learning environment strengthened sharing perspectives, ideas, and experiences in online communities of practice. In an online learning environment designed on the social constructivist learning theory, meaningful interaction should include responding to peers, negotiating and arguing with peers, adding ideas, and offering alternative perspectives regarding real life tasks.

Humans are social beings by nature, thus learning a language is tied to social interactions. Woo & Reeves (2007) stated that learning is viewed primarily as a social product yielded by the processes of conversation and negotiation. Nowadays, many educators have come to see the value of implementing social constructivism in their classes as a more effective educational environment, especially for language learners (Lantz-Andersson, Vigmo, & Bowen, 2013). Learning is seen as an interactive process of participating in various social and cultural practices where collaboration occurs. Consequently, learning is seen as an interaction between learners and their peers situated in their practice. However, not all interactions, discussions, and negotiations occurring anywhere or anytime are meaningful for learners. Facebook Groups portray a community of practice, where learners can interact with their peers and work collaboratively which is an important component of language learning in social constructivist theory. In addition, collaborative interaction promotes a non-threatening learning environment, where a learner's affective filter is reduced. Such a Facebook property will strongly benefit language learners in their learning process.

2.2   Social Networking Sites (SNS)

A social networking site is the name of the last Web 2.0. It is an online site which provides users with a space to build virtual communities, share their interests and activities with the other users and explore the interests of the other users (Song & Kidd, 2010; De Ramirez, 2010). As indicated by Cook et al., (2008), Web 2.0 tool is an organization service of internet that offer utilizers an incredible chance to take an interest in different groups of knowledge structure and learning distribution. Thus, social networking sites are supposed to have moved the Web from an impersonal library of static text-based pages into an interactive software social media network being used by all (Peters, 2009). With a period alteration from Web 1.0, Web 2.0 advancements present a probability for user participation in what creates the Internet.

These Web 2.0 tools permit utilizers to transfer and to be more required in SNS communication groups which are special in relation to Web 1.0 that was progressively a matter of downloading. These websites redefine the way in which digital generation communicates and shares information because most of the face-to-face interactions are replaced by digital communities (Lytras, Damiani, & de Pablos, 2009).

Web 2.0 tools give correspondence and data administration assets that effectively support new types of group effort and coordination of utilizers. Thusly, with more participation given and the less demanding approach to stay associated with other individuals, Web 2.0 advancements have been generally utilized as an additional learning device offering students independence in learning. It is worth mentioning that SNSs have the highest usage frequency and encounter massive growth in the past years (Lusted, 2011). In other words, these innovations support a more extensive scope of expressive ability permitting students to express their interests or work cooperatively with instructors, peers, and true audience.

Web 2.0 devices and SNSs like Facebook have been broadly adopted the world over, drove by youthful grown-ups who populate SNSs by building their virtual lives and framing social relations day by day (Selwyn, 2007; Yu, Tian, Vogel, & Chi-Wai Kwok, 2010). The multiplying utilization of SNS by adults has not just brought an expanded demand for joining them into pedagogical activities and calls for restructured instructional methods, additionally noteworthy changes in styles of student learning (Munoz & Towner, 2009; Mazman & Usluel, 2010; Omar, Embi & Yunus, 2012).

The education world is moving toward the utilization of technology in training. Educators can no more shy away from the computerized world. The use of SNS is exceptionally well known amongst English language learners. As indicated by Srinivas (2010), social networking is a tool which can help instructors and learners to get to data and encourage English learning. Facebook and other Web 2.0 tools are capable computerized apparatuses that have a genuine probable to definitely influence learning of students (Cook et al., 2008), particularly in L2 learning wherever students are heartened to become dynamic participants in a group of learning (Alm, 2006). Truth be told, the use of SNS and other Web 2.0 advancements

into L2 instruction has been appeared to enhance students' general enthusiasm for learning language (Buzzetto-More, 2012; Jones & Shao, 2011; Liou & Peng, 2009; Shih, 2011; Wang & Vasquez, 2012).

The optimistic results from the studies conducted previously have driven more instructors of language to start investigating innovative approaches to use SNS such as Facebook to enhance their individual teaching strategies so as to develop language learning among students (Lockyer & Patterson, 2008; Nakatsukasa, 2009). Among all the Web 2.0 tools, SNS is chosen as a place for this study because it is the tool that can provide the highest degree of social interaction among its users. This is a feature which plays a key part in the interactive approach to Internet- based learning. This does not mean that the other tools have no such an interaction attribute but the level of this property of SNSs is higher than that of the other tools. Here, I will only talk about Facebook which is commonly used by Kurdish community, especially Kurdish University students.

2.3   Facebook: A Social Networking Community

Facebook was built up in 2004 and has become exponentially to develop not just the most well-known SNS on the globe (Mazman & Usluel, 2010), but additionally the most visible informal communication apparatus of the previous decade for students' internet teaching (Omar et al., 2012).

As indicated by Facebook, there are more than one billion users around the world and very nearly 80% of those Facebook users are not from Canada and the United States (Facebook, 2012). Among the rankings by nation, Iraq is the area where the study takes place, the number of users of Facebook in the world amounted to 629,622,400, Users and Iraq is a rate of 0.10% of this Number, that's mean, 625 780 users (Seksek, 2011).

2.4   The Development of Facebook

Facebook is characterized as a widespread free online SNS that allows recorded users to make online accounts, post photographs and transfer recordings, send messages so as to stay in contact with their friends, relatives and partners. The site, which is available in 37 different languages, includes public features such as

Marketplace, Events, Pages, Presence technology and Groups which allows members who have common interests to find each other and interact. Within each member's personal profile, there are several key networking components. The most popular is arguably the Wall, which is essentially a virtual bulletin board. Messages left on a member's Wall can be text, video or photos. Another popular component is the virtual Photo Album. Photos can be uploaded from the desktop or directly from a smartphone camera. All interactions are published in a news feed, which is distributed in real-time to the member's friends (Dean, 2014). It is initially intended for university students, but has since been made available to anybody with an authentic email address (Mason & Rennie, 2008). It was launched by Mark Zuckerberg from his apartment in Kirkland House at Harvard in February 2004. Mark is the man at the top, he is in charge of setting the company's general strategy, and he is the main impetus behind everything Facebook does now and plans to do in the future (Sutherland, 2012).

It took its name from the printed registries known as "face books" that freshmen were handed out so as to help them coordinate their classmates' names with their appearances. These facebooks contain photographs and essential data about the students (Awl, 2009; Treadaway & Smith, 2010). The central idea behind the Facebook site is, along these lines, to generate an online interactive version of a conventional face book, which permits them to set up, customize and redesign their own particular profiles (Awl, 2009).

Zuckerberg composed Facemash in 2003, which is viewed as an indication to Facebook. His webpage is similar to "Hot or Not" which takes photographs from the online college face books accessible at that time. The process of the site is to place two photographs by each other at once and request the users to indicate which one is „hotter". Inside hours of its share, this predecessor of Facebook has attracted in 450 visitors (Alef, 2010). To get these images, Zuckerberg hacked into the password-protected domains of Harvard University and copied all the students' ID images. The site was therefore closed after a few days by the Harvard University. Zuckerberg was charged by the university with violating individual privacy, and faced expulsion. This incident does not only defeat him but inspires him with new inspiration and ideas. Over the next few months, he began writing a draft for a new website; and

launched "Thefacebook" which would mimic the real world of socializing (Kabilan, Ahmad & Abidin, 2010). At the time Facebook was called "thefacebook".

Figure 2.1: The Early Facebook Home Page, from (Moss, 2015)

Facebook has changed its user interface several times. Some changes were very dramatic, so that you even will not recognize Facebook when it was founded. It would useful to represent the history of Facebook's use interface with a timeline of screenshots:

Figure 2.2: The First, Original Facebook User Interface in 2005, ("Interface", 2012)

The company dropped 'The' from its address after purchasing the province name facebook.com in 2005.

Figure 2.3: 2005 Facebook Home Page, from (Moss, 2015)

Figure 2.4: Facebook Profile in 2007, from ("Interface," 2012)

Figure 2.5: Recent Facebook Home Page, from (https://www.facebook.com/)

The newest addition of the Facebook was the "timeline" profile. It was released in March 2012. It is up to users to choose between traditional profile or "timeline" profile.

Figure 2.6: The Modern Profile that most People are Familiar with, from ("Interface", 2012)

The modern profile, another new addition of Facebook was the "timeline" profile. Timeline is designed so that users would see what the other user is doing by looking at their timeline user page. It was made for more fun and to share with the rest of the world what you are up to. Firstly it was optional, in other words users can choose between traditional profile and the timeline. But recently Facebook announced that it would be compulsory for everyone to use timeline profile ("Interface," 2012).

Individuals can start life on Facebook with setting up an individual profile. Joining Facebook is a basic procedure. It is free and everybody can join to utilize it, simply indicate the program http://www.facebook.com and click the "Sign Up" key. Facebook emphasizes its place as a platform for independently generated applications. According to the company's analysts, 24,000 applications have been built on the Facebook platform and an estimated 140 new applications are added per day allowing users to increasingly customize the functionality of their network (Martin & Hawkins, 2010).

An interesting application available in Facebook is Group which can be defined as a social utility that joins individuals with each other, friends and other people who work, and classmates, study and live from place to place. Simply, somebody can invite another person to Join a group, or looking for it on Facebook by entering the name of the group on the search space at the top point of the PC screen. A number of groups are private, joining this type of groups is not so simple, the Facebook user must ask admin groups to join; but some others are totally open, and the utilizer can

click on the "Join Group" button. The Home page of group is the focal point of movement (Muhedeen, 2014).

2.5   The Use of Facebook in Education

Presently, Facebook is utilized as a social network to stay in contact and stay aware of other individuals. At first, Facebook.com was utilized with ".edu" email addresses by college understudies. Carlson (2010) expressed that in 2004, Mark Zuckerberg established Facebook when he was a sophomore at Harvard University and a few years after the fact Facebook was opened to general society. It has been utilized as an interpersonal network more than an educational instrument.

Students use Facebook basically for 'social seeking.' That is, students use Facebook to know more about a one they have met. It is also utilized for social and passionate support and as a resource to discover information. Joinson (2008) has disclosed students send messages to mates and keep up social ties. Thus, there are numerous approaches to utilize Facebook in education. OnlineC (2009) has depicted Facebook potential to be utilized for cooperated learning, and has become a passion for students. Also, students like to share, work together or work as a group. Furthermore, Kessler (2010) has clarified students can investigate on each other's work and assignments with genuinely simple access. Ferenstein (2010) has recommended students can likewise ask their instructor inquiries or talk and utilize Facebook as a message board for free.

Another use is student composing assignments. As per Cody (2010), one case is known as the "Instructors' Letters to Obama Facebook." An educator chose to present a public statement on U.S. President Barack Obama. The instructor welcomed different educators to compose letters as well. As a result, more than 600 educators joined the Facebook venture. A large portion of the letters supported President Obama; however the educators needed their voices to be heard by the president.

Likewise, Facebook is a commercial center for reading material. It is an interpersonal network where books can be sold and purchased. The following capacity of Facebook is the making of groups. OnlineC (2009) has proposed utilizing Facebook for pedagogic purposes; these can be gatherings for a whole class or littler study bunches, there would be correspondence and sharing of information.

2.6 The Use of Facebook as a Medium for Language Learning

Facebook is a standout amongst the most well-known SNSs which permit utilizers to post data, talk with each other, and also cooperate inside the organization (Stelter, 2008). At the point once students utilize Facebook such as an instrument for their scholarship by investing energy scanning profiles, get-together with new individuals, and investigating connections utilizing English language, they have more noteworthy chances to cooperate with an extensive figure of individuals throughout the world and study the goal language in the meantime (Educause, 2006). Students can build new information after they collaborate with the other individuals on Facebook. At the point when students get comments and suggestions, they can utilize the information specified to enhance their language aptitudes. Besides, while students chat on Facebook, they don't need to utilize their genuine names.

They can stay away from face-to-face communication in this manner bringing down the level of nervousness (Murphy, 2009). Such a style of learning may decrease the Affective Filter finally improve inspiration and hazard taking in language learning (Krashen, 1981, 1988). Other than the advantages specified to students, Facebook can likewise give numerous instructional favorable circumstances to educators. It assists the instructor type an association with students relating to tasks, up and coming occasions, valuable links, and tests of effort creating from inside and from outside of classrooms.

Besides its advantages, preceding studies demonstrated that utilizing Facebook as a medium for language learning successfully improves language skill as well as fabricates inspirational mentalities of students. However, due to the quick development of innovation and web, SNSs can be utilized to address this specialty in Language learning and educating in Northern Iraq. Because of the huge popularity of SNSs which is extremely common among students from any foundation, this study decided to utilize the social networking sites i.e. Facebook and attempted to achieve value of social networks in Language learning.

Facebook was adopted for this study although there are many other social networking websites such as Skype, Linkedln, Twitter, Google Plus +, YouTube, and Meetup, etc. There are several reasons why this SNS was selected; the following are only some of them. It is doubtless that Facebook has already won the vacation time

of most of the Kurdish EFL students and they have a great trust in it. They use it for very general communication purposes. So it is researchers' responsibility to make them take benefit from the time that they spend on this site. Another reason of its selection is that Facebook has all the features that are expected to be found in a typical SNS. Ease of use, strong privacy setting, and group application, comment space and user centeredness are the most common Facebook features which might be very important in improving students' performance. In addition to these features, Facebook has anytime and anyplace distribution of interactive multimedia contents which will play a vital role in engaging and involving students in the learning process (Muhedeen, 2014). This feature of Facebook helps its user to take benefit from the other materials available on the Internet by posting them as links. I.e. Link is another essential and helpful component on Facebook. A link is an approved integral Facebook application which assists utilizers with managing links that they might want to share on Facebook wall and gives them a method to see the links of their friends (Blattner, Lomicka, Demaizière, & Zourou, 2012).

One of the questions that comes to our mind whenever we are talking about Facebook is "how can it be used for teaching and learning?" It is doubtless that instructors are enthusiastic to use new methods and tools for their students and they are afflicted with a desire to use what is popular within society (Siemens &Tittenberger, 2009). This desire is exceptionally rational since if students are joyful with these sorts of Web 2.0 tools, why don't influence their aptitudes with innovation for instructing and learning?

2.7   EFL Learners' Attitude Toward Using Facebook

In an early language learning course, Yan & Horwitz (2008) claim that language instructors ought to comprehend learners' convictions about language learning so as to encourage the learning procedure so instructors would have the capacity to turn out with appropriate teaching strategy. The way that belief typically underlies the mentality and the students' engagement in the class just adds to the importance of leading belief examination.

In addition, Attitudes, as indicated by Brown (1994), like all features of the improvement of teaching and influence in individuals, initially develop in youth

individuals and are the consequences of mothers' and companions' mentalities, contact with individuals who are distinctive in several numbers of ways, and cooperating sentimental elements in the human experience. Attitude scales try to figure out what people believe, observe and feel.

Attitude is a significant theory that is frequently used to comprehend and predict individuals' response to a question or change and how conduct can be affected (Fishbein & Ajzen, 1975). Gardner (1985) characterizes attitude as an evaluative response to some referent or attitude purpose, derived on the premise of the individuals' convictions or perceptions about the referent. It is also observed as a mental condition of availability, composed through experience, applying a mandate or active impact upon the individuals' reaction to all articles and circumstances to which it is associated (Admin, 2015). Moreover, it is observed as an educated introduction or organization toward a purpose, which gives a tendency to react positively or negatively to the purpose or circumstance.

A number of researchers and teaching experts have perceived that the use of PC innovation can advantage language educating and learning for instance (Jamieson, Chapelle, & Preiss 2005; Warschauer & Healey, 1998). Among different applications, CMC permits learners to take part in and assemble a learning group to build information and create relationship in an online cooperative setting (Bonk & Cunningham, 1998; Peterson, 2009; Shin, 2006; Vinagre, 2005). The utilization of Web 2.0 devices can possibly encourage cooperation and to expand association among utilizers (Wang & Vasquez, 2012). EFL learners could build up their self-determination, intercultural capability, and language aptitudes through Web 2.0 apparatuses (Lomicka & Lord, 2012; Mak & Coniam, 2008). In light of its intense social capacity and easy to access, CMC has been advertised as a significant approach in which the learners of language can investigate and fortify associations with others and assemble EFL learning groups. These EFL learners have more chances to practice and utilize target languages outside class or inside.

SNSs have lately received consideration from examiners who have investigated their abilities in EFL learning and instructing. In light of McCarthy's (2010) research, the utilization of SNSs may build collaborations among students and decrease language boundaries and social hindrances. Lomicka & Lord (2012) discovered that SNS

utilization could help EFL learners construct cooperative groups and give chances for practicing language outside of class. Also, EFL Learners could propel their learning independently and develop individuality through their collaborations on SNSs (Halvorsen, 2009; Pasfield-Neofitou, 2011). Many researchers have found that Facebook as a commonly utilized SNS can possibly raise language learners' consciousness (Blattner & Fiori, 2011) and has been seen as a facilitative stage for learning language (Kabilan et al., 2010). Learners can attempt further cooperative activities on language learning from Facebook (Lantz-Andersson et al., 2013), which increment their chances to work on utilizing target language and to encourage their language advancement throughout communication (Long, 1985). Incorporating Facebook into language learning contexts, particularly in the EFL setting, makes it workable for learners to expand their measure of language construction even outside of EFL classroom.

Further numbers of studies have concentrated exclusively on students' perspectives of utilizing Facebook without investigating instructors' viewpoints for instance (Erdem & Kibar, 2014; Mitchell, 2012). So, it is crucial to investigate that how instructors Incorporate Facebook into their teaching techniques. While trying to accomplish the gap, however this study is not proposed to be completely logical or semi logical, but rather a descriptive evaluation of students' opinions, perceptions, convictions and attitudes toward the utilization of Facebook and its relationship to students' language learning progress.

2.8   Related Literature Review

In basic terms, language socialization is the procedure through which learners investigate the basic and implicit rules of interaction and communication utilizing the language in a society. "It is significant to know about the language practices in a general public so as to have the capacity in accord with the standards of the social order" (Duff, 2010, p.427). In one of her studies Duff (2009) has demonstrated that learners of English language from various social foundations frequently struggle in classroom discussion and association due to the non-presence of the idea of classroom discussion in their own particular societies.

In a study led by Godwin-Jones (2006) showed how these network systems can directly affect learning, particularly the learning of distant languages, in light of languages' multicultural and interactive nature. This statement is reinforced by different studies (Lomicka & Lord, 2009; Motteram & Sharma, 2009) which additionally underline the capability of SNSs for educating and learning foreign languages, for enhancing and improving learners' oral and composed language aptitudes, and for the advancement and improvement of learning language everywhere throughout the world. In current studies, the impacts of utilizing Facebook on learning language, learners' inspiration and learners' self-confidence have been examined.

Similarly, Bosch (2009) in the study directed among 200 University students of Cape Town in South Africa found that Facebook use for educational purposes offers possible advantages one of them is dropping the force of distance among instructors and University students; however the students respected the idea of utilizing the Facebook for the purpose of education. Another study conducted by Harrison & Thomas (2009), they found that the utilization of SNSs advances active language learning as both instructors and learners can take an interest in a cooperative learning setting which offers chances to cooperation and in this manner helps in language socialization. Social networking sites can offer a stage to L2 learners for group cooperation and individual development (Reinhardt & Zander, 2011), in a study where Facebook was utilized for language instructing, they have found that the utilization of SNS in teaching language support in language socialization and consequently stimulates language acquisition as well.

The social network, Facebook offers the ability of single and group interaction to the users of it. The Facebook users can also upload videos, pictures, records, comments, create pages and groups, send messages and so on, Facebook therefore unprotected to the reliable language (Baralt, 2011). Moreover, it provides a platform for the learners to utilize the target language outside classroom for the purpose of learning and interaction practically. In these ways, Facebook produces occasions for learners to comprehend the social practices inserted in language and apply those in actual life interaction. Utilization of social networks may encourage and engage learners with practicing language more as the activities and exercises on the Facebook platform, establishes correspondence and result (Greenhow, Robelia & Hughes, 2009).

Shih (2011) explored the impacts of utilizing a mixed approach of teaching on the development of the English students' written work capacities. In methodology, Facebook were organized with composing class guideline. 23 first grade Taiwanese students were participated from a technological university in Taiwan. Prior to the experiment, the students were separated into three gatherings: low score, medium score, and high score gatherings; such a division was gotten from the increase scores in the English subject of the 2010 National College Entrance Examination. Throughout the experimentation, all of the students posted their bits of composing, evaluated the nature of composing of understudies from different groups, and providing their companion feedback on Facebook. The discoveries uncovered that Facebook incorporated mixed learning was successful for ESL students. The greater part of the understudy bunches had fundamentally higher scores in the post-test. They made developments in passage association, content, spelling and meaning, vocabulary and words, syntax and grammar. They had modestly to profoundly optimistic attitudes in the direction of the guideline. The learners cited that the accommodation and popularity of Facebook encouraged peer evaluation and propelled them to have extra involvement in their learning.

As an additional bit of confirmation, a study directed by Al-Shehri (2011) with 33 college students, all of them were male studying English language at King Khalid University, Saudi Arabia. They were asked to transfer photographs or video cuts, include portrayals, and post queries on Facebook. The discoveries demonstrated that participants wanted to work together on Facebook using English language when the transferred materials from their companions were intriguing and new to them. Facebook permitted them to stay associated with different systems. With such an exposed door, they possibly will build up the capacities to blend thoughts and realities from different wellsprings of data.

Furthermore, Eren (2012) repeats similar findings. His study was conducted in Gaziantep University in Turkey where students stated positive attitude towards the use of Facebook for learning language beside with conventional methods of educating. A same vision was expressed in another study conducted by Wang, Woo, Quek & Mei (2012) where it is proposed that Facebook can be effectively utilized for learning administration as well. Integrating Facebook in language learning and teaching may provide to the preference and need of self-governing and free learners

of the Net Generation by increasing their self-sufficient learning style. E-BizMBA (2016) has reported that the most mainstream interpersonal network is Facebook, with a normal of 750 million visitors consistently. In this way, instructors should follow their students and dispatch their course programs into the computer-generated world. This examination has focused on the effect of using Facebook to help interaction amongst peers and instructor in the English composition. The members are first year rest medical students in the Faculty of Medicine, Chulalongkorn University.

Besides, in a study conducted by Srirat (2014) the researcher set the study target to investigate impacts of utilizing of FbG as a part of Facebook to encourage instructing the English course for Daily Communication. The study was completed with 50 students selecting the course English in the second semester of scholastic year 2013 at Chiang Mai Rajahat University, Chiang Mai, Thailand. The research data were gathered through the students' exercises inside the class and their cooperation in the FbG. Both qualitative and quantitative strategies were utilized to analyze the collected data, together with pre-test, post-test and questionnaires on satisfaction of self-improvement. The finding demonstrated that utilizing FbG to encourage instructing the foreign language course can help students to get benefits and learn more successfully. Additionally, Gamble & Wilkins (2014) conducted a study in Universities in Japan; it provides understanding on Japanese students' attitudes perceptions and attitudes of participating in activities through Facebook for language learning. Ninety-seven students from three private universities participated in the study. A 26-item quantitative questionnaire utilizing a 7-point Likert scale and an open-ended qualitative questionnaire were utilized as a part of this study. The outcomes demonstrated a little increase in positive mentalities toward most exercises for learning language taking after completing the study contrasted with earlier perceptions, yet there were blended mentalities toward utilizing Facebook as a part of an education.

Another study was conducted by Al-Hammody (2014), he examined the utilization of Facebook; he created a group for participated students, the sample was selected from the University of Mosul in Iraq, for the aim of English language learning. This study utilized a questionnaire shared online and telephone interviews to analyze students' views, opinions and perceptions of the advantages coming about of

interacting and communicating in the created FbG. As per Al-Hammody, 54.3% of the members for the most part utilized the Facebook page for associating in English, 48.6% utilized it for learning new vocabulary, and 25.7% utilized it for looking for feedback and for enhancing interpretation aptitudes. Also, another dissertation was carried out by Muhedeen (2014) with 40 second year students at the English Department, University of Sulaymaniyah in Iraq to investigate the students' recognition and production levels after having a six-week course regarding food, body, animal, family and color idioms, to find out the results of the pretest and posttest after the experiment. It was concluded that there was a noticeable improvement in the students' performance between the pretest and posttest after participating in the experiment and that the differences between the pretest and posttest in terms of the students' recognition and production levels were highly significant.

The premise of this study was that, since students feel significantly more comfortable when utilizing this social communication site; due to having blended capacity students in class included students from both rustic and urban regions and dissimilar teaching circumstances, it was suspected that, students with better language abilities especially English would feel an emotive responsibility towards their lesser abilities of friends and classmates and would correct their errors and help them in the standards of the language throughout cooperation on the site.

The literature review of Facebook has demonstrated that there are numerous approaches to utilize Facebook as an informal network site and for the purpose of education in general. Despite the fact that Facebook has purposes which develop language learning, just few studies have paid attention on this pedagogical issue in Iraq. However, there is a gap between using Facebook and Learning English as a foreign language among Kurdish students. For that reason, the researcher tried to reveal insight into an issue that has a good deal of Facebook's part and to an extent its role has been neglected as there has not been enough research or study about it in northern Iraq. So, he tries to demonstrate the Facebook role in Education and Language Learning, as its role has been mentioned and appreciated sufficiently in researches. Therefore, it is examining ways to utilize Facebook as Language Learning tool among Kurdish EFL University Students.

3   METHODOLOGY

This chapter refers to the methods utilized in this study. It will provide profiles of the participants and describes the instruments used to collect, analyze and record the data. Materials are consisted of a list of questionnaire, Facebook Group and the activities that could be shared on the FbG wall. It also deals with the procedure of the study. Finally, the data analysis and data collection are explained at the end of the chapter.

3.1   Setting and Participants

The study was carried out at University of Garmian in Northern Iraq and continued for Eight Weeks. There were 52 third year students from English Department, 46 of them were participated; only 6 of them did not respond the pretest questionnaire because of not having Facebook account and absentees. The sample contained of (29) females and (17) males. Their ages were between (19) and (39), with an average of (21.96) years. They were all Kurdish native speakers.

Table 3.1: The Statistics of Min, Max, Mean and Standard Deviation of Age

	N	Minimum	Maximum	Mean	Std. Deviation
Age	46	19	39	21.96	3.627
Valid N	46				

As a requirement for being selected to participate in the study, all participated students were required to have an account on Facebook and having prior knowledge using it. So as to give a general understanding of their ability to use Facebook, students were asked through the first section of the questionnaire form to identify their experience using Facebook (Appendix A).

3.2 Materials

This study was primarily used a quantitative method to explore the attitudes and opinions of Kurdish University students' use of Facebook in an educational background. It is also significant to say that the study utilized a one-group pretest-posttest design to examine its research questions. The materials of the study consisted of tools intended to elicit quantitative data, involving a research questionnaire form for the pretest and posttest with 3rd grade English university students, and consisted of the lessons and tasks on English language that could be done through the FbG. These will be deliberated in detail during this section, along with the fundamental materials used to facilitate data gathering.

3.2.1 Computer-Mediated Communication (CMC)

One of the methods of communication, managed by the Internet that has taken the consideration of applied linguists and professionals of language teaching similarly is that of synchronous computer-mediated communication. I.e. CMC is a procedure in which human interaction happens using at least one arranged media transmission frameworks. While the term has generally mentioned to those correspondences that happen by means of computer-mediated organizations including texting, email, rooms of chatting and social networking facilities. CMC is isolated into synchronous and asynchronous methods. In synchronous correspondence, all members are online at the same time. In asynchronous, there are time limitations on correspondence messages and replies, as with messages and emails (Skovholt, Gronning, & Kankaanranta, 2014). Such Language teaching specialists have highlighted the method in which it offers those advantages attributed to communication in the second language that are thought to encourage L2 acquisition, and in addition various additional advantages remarkable to the method (Payne & Whitney, 2002; Sotillo, 2000). Researches on CMC concentrate to a great extent on the social impacts of various computer-supported communication advancements. Numerous late studies include Internet-based social network communication upheld by social programming.

Although various CMC tools exist inside projects particularly intended for educational purposes, in this study, the researcher utilized Facebook which is a program fundamentally proposed for informal communication on the web. Facebook is the greatest online SNS and right now has more than one billion users. Facebook is

additionally a standout amongst the most preferable SNSs among learners, has over a large number of utilizers everywhere throughout the world, from primary and secondary schools to universities. On Facebook, individuals from all ages can make their own profiles, permit individuals to communicate, compose each other's walls and share their favorite photos, recordings and find individuals, add as friends and contact with them. The users of Facebook can see a list of their friends and tap on their account so as to start chat with opening a new text box. The text box in which Facebook users make messages can be seen at the bottom of the computer window.

3.2.2 Facebook Group (FbG)

In this research, the researcher used Facebook activities to provide students with an alternative to support them to be better in language learning. The researcher created a closed-group on Facebook, named (The Facebook Role on Improving English Language) and posted activities as daily basis (See Appendix E). A Facebook Group is a platform that every Facebook user can create so that others can join, permitting its members to interact and collaborate in view of a common attention, alliance or affiliation. Facebook groups might be open to anybody, or Facebook users may join by receiving an invitation from another user. A Facebook Group permits members to make a group for chatting, sharing, discussing or talking about regular points (Janssen, 2010). But in a closed group, the admins of the FbG must approve members to join and only group members can see posted on the group platform. The students used the FbG wall on which they could converse their ideas and share any informative and interesting photos, videos and links to useful websites concerning English Language. At the end of the study, the researcher used the same FbG to obtain the posttest results (See Appendix F). It is important to mention that the study utilized a one-group pretest-posttest design to examine its research questions. A single group of students involved for conducting pretest and after taking the course, the same group involved for conducting posttest. As Gay, Mills, Airasian (2006) stated that the success of the treatment is indicated by comparing the results of the pretest and the posttest. In addition, the researcher tried to add some other members as guest speakers to investigate the significant of questionnaire statements by letting them to join the created group for the study purpose to have interaction with the study participants (See Appendix A). The participants of the study were asked to not leave the group in order to have a proper result after the study.

3.2.3   Questionnaire

A questionnaire, as well-defined by Saris & Gallhofer (2014), is a sequence of questions related to a certain topic. Also, they state that a questionnaire is used for collecting data and the items of the questionnaire are answered by respondents (in this study the respondents are 3rd year students of English Department at University of Garmian). The respondents may give information about themselves. For example, they may express their opinions and perceptions about the process of learning language from SNSs.

Richards (2001) reflects questionnaires the most familiar tools used in research; they may be used in collecting information when dealing with great number of issues such as "language use, preferred learning styles, preferred classroom activates, and attitudes, opinions and beliefs". Likewise, Adams, Fuji, & Mackey (2005) claim that questionnaires can be used to achieve a number of investigations: exploring great number of questions in the L2 research which includes motivations, students' experience in L2 learning, points of view from the L2 teachers on different issues concerning learning and teaching, etc.

Bachman & Palmer (2010) state that there are three common types of questionnaires: multiple-choice questions, rating scales, and open-ended questions. According to them, multiple-choice usually includes one question with four options and the respondents are requested to mark only the answer (or sometimes more than one). Rating scales might be explained as a type of questionnaire in which the questions are scaled, for instance from 1- 5 (e.g., 1 = strongly disagree, worst… and 5 = strongly agree, best…). In the third type, open-ended questions, the respondents are freer (not restricted) in comparison with others. They are asked to respond about certain subjects and they can write their feelings and ideas. Adams et al (2005) refer to open-ended and closed-ended questions. In the last, the participants are instructed to choose one option from four. In open-ended questions respondents have to write answers. Analyzing the first type is easier because it obligates the respondents to choose a limited number of answers, whereas open-ended items are more difficult to analyze because the respondents are free to write. This is why only closed-ended questions have been selected in the questionnaire.

Finally, what is more important is that the questionnaire which is designed to investigate its purposes should be valid, reliable and understandable (Richards, Platt, & Platt, 1992). As Brace (2004) states that a poorly written questionnaire will not provide the data that are required or, worse, will provide data that are incorrect.

3.2.3.1   Research Questionnaire Design

Primarily, a quantitative technique methodology was utilized in this study to examine the university students' opinions of using Facebook in an educational background and their attitudes toward the language activities from Facebook, including its ability to be utilized as a part of a path like a conventional learning administration framework and additionally for different particular language-learning workouts. The 28-statement quantitative questionnaire involved both statement-type and question-type items and was distributed into three sections (See Appendix A). Section one contained five personal questions that asked for students' gender, age, and utilization of Facebook generally, containing to what extent they have been utilizing it and how often, on average, they opened it and their participation at any similar educational FbG before the course answering by yes or no. Section Two consisted of 13 items. It inspected the participants' opinions and perceptions of using Facebook for universal instructive purposes. In this Section, the first statement asked students to show their opinions of easiness to log in to Facebook, the second and third statements asked them to rate Facebook's prospects to utility both academically and socially. The Forth statement asked them to show their perceptions of easiness for making posts, upload pictures and videos on Facebook. The two next statements asked them to show their opinions about the usefulness of Facebook as a contact tool between students-students and teachers-students. The remaining questionnaire items stated to Facebook's appropriateness as a learning management system except the last statement which asked the participants to show their opinions of using Facebook as a good place for practicing English Language. While Section three consisted of 10 statements. It focused on the participants' views of the capability of Facebook's group role for conducting specific activities for language learning. All statements in Section three asked students to evaluate the effectiveness of using Facebook's group function to provide a variety of activities for learning language, covering all four skill sets in addition to other related tasks. Response choices for both second and third sections were scored from 1 *(Strongly Disagree)* to 5 *(Strongly Agree)* on a

Likert scale. Data scored as 3 were considered *neutral* by the researcher. Initially, the researcher chose a 5-point scale to encourage more reliable and varying opinions and to limit responses from being too neutral. Then, for ease of presentation, the results from the questionnaire were collapsed into a five-point scale. For example, data scored from the Disagree side of the Likert Scale, 1 to 2, were merged and labeled as *Strongly Disagree* and *Disagree,* although data scored from the Agree side of the Likert Scale, 4 to 5, were merged and labeled as *Agree* and *Strongly agree*. Data scored as 3 were labeled as *Neutral* (See Appendix A).

3.2.3.2   Validity and Reliability of the Questionnaire

The questionnaire has been taken and adapted from a study by Craig Gamble & Michael Wilkins (2014) in three Universities of Japan, which concluded the data for the same purpose. The research provided insight into Japanese students' opinions and attitudes of participating in activities for language learning through Facebook.

After taking permission from the department of English at University of Garmian to allow the researcher to use 3rd year students as Participants in this study, the researcher prepared a set of questionnaire, a process of giving, sending and mailing a copy of the questionnaire to jury Professionals in the field of applied linguistics and linguistics was conducted to measure its face Validity. Some additions, deletions and modifications have been done on some of the items; after deleting two items of section two, five items have been added, besides, three items have been deleted and another item has been added to section one. The researcher expressed that the questionnaire was approved by the jury members and confirmed that they were understandable, clear and valid for the study purposes. Therefore, appearance validity of the questionnaire has been attained. The jury members consist of 11 specialists (See Appendix B). Also, the researcher worked to test the reliability of the questionnaire items. Reliability is regarded as the second essential property for the evaluation of language tests. It refers to the tendency of a test to yield stability of results across questionnaire items. A group of 20 member 4th grade University students of English Department at University of Sulaymaniyah assessed the items of the questionnaire for clarity and reliability. Consequently, it can be said that this version of questionnaire achieved the reliability. The table below shows the use of Alpha Cronbach to get the reliability of the questionnaire:

Table 3.2: Reliability and Validity

Methods	Result
Alpha Cronbach	0.862
Validity	0.874

It can be seen in the table 3.2 that Cronbach's Alpha was used as a statistical method to get the final result of reliability, the information of the questionnaire obtained from the participants, the result of reliability was 0.862 and the result of validity was 0.874. Thus, the questionnaire was extremely reliable and valid (See Appendix A).

3.2.4   Research Task Design

The teaching through Facebook with the group followed a method. Every week, from Sunday to Thursday, a Lesson, a Task were posted on FbG each day excluding Friday and Saturday based on any tasks and lessons to improve English language skills. Students were given tasks on Grammar, Vocabulary, listening, pronunciation, and word arrangements… etc. (See Appendix C). These tasks were called "Exercises" on Grammar and English Tenses, other tasks were called "Tasks" on Vocabulary, Pronunciation, Auxiliary verbs… etc. In addition, before posting the tasks, support posts were posted on the unchanged topics to enlighten students' understanding and increase their engagement with the topics; these posts were called "Lessons" and numbered them (see the course Lessons Table in Appendix C). Typically each Lesson post would receive students' discussions about the topic of the task post.

Besides, a video was posted to support the lesson and the task each and every day, as some instructors feel that viewing a video is entertaining rather than educating and learning. Instructors can utilize video to catch and hold learners' consideration, while at the meantime educating them (Willmot, Bramhall & Radley, 2012). Most of instructors wouldn't give their learners any kind of content to read without offering support for language learning. At the point when instructors offer similar support with video, the outcome will be successful, agreeable lessons. The videos mostly took from the two YouTube web Channels in this study. First, Learn English with EnglishClass101.com's "English in Three Minutes" series and the others took from

the http://www.engvid.com/'s "Learn English with Valen" series (See Appendix C).
Now and again, video can be equal to an instructor in conveying realities or showing
strategies to help with dominant learning where a student can observe complex
experimental or mechanical systems the same number of times as they have to.
Besides, the interactive features of current web-based media players can be utilized
to advance "dynamic watching" approaches with students (Willmot et al, 2012).

Students were also motivated to interact in the group freely. In addition, students
used to post status, videos, useful links, pictures, comments or news freely which
maintain the practical life interaction on the FbG wall and they were also motivated
to review or edit their classmates' posts and comments. Also, they were given full
independence; the topics were free and did not identify what topic to post (See
Appendix C). The researcher did not score their posts and their participation because
he considered that Facebook is a comfortable learning channel where students could
direct their ideas more freely than in the traditional classroom. Similarly, the
researcher used to post entertainment and enjoyment videos, pictures and puzzle
statuses to give the students a glad time (See Appendix C). Additionally, he used to
post links, DPF files, Audio and video files and participants can take notes from.

The group members were also able to use the language in "ordinary context" in
which the main concentration is on expressive communication which connects the
theory of Task- Based Language Teaching and getting benefit from online social
networks in teaching language. For example, a group member will usually post a
status about their daytime or some unpredicted life occasion for which other
members of the group will give feedback comments on the status. The only rule is
going to be followed in the FbG is that each and every member will have to post
whatever they like and want in English.

3.3   Procedure

This study attempts to show the roles of using SNSs on language learning. In other
words, it focuses on online learning strategy beside the traditional learning strategy
which is classroom to encourage the students to learn English language in Northern
Iraq. In this study, some basic procedures have been applied. It used two types of
tests in order to choose a good sample for the study and to collect its data. The tests

were taken by the participants: pretest, and posttest, the same questionnaire was used as the testing tool for both tests.

Initially, the researcher acquired a permission from English Department at University of Garmian to permit him to work with third year students during the period of his study and use them as Participants. It involved 46 students as EFL learners in order to inspect the effect of Facebook on the students' language learning. The researcher took an approval from his supervisor and the University to conduct the study, he organized a questionnaire form for both pretest and posttest, he contacted with the jury members to check validity and reliability of the questionnaire items. After that, the final version of the questionnaire achieved both validity and reliability and ready to use for the study purpose.

Before conducting the pretest, the researcher informed students about the project and they were satisfied with the idea, decided to cooperate him and participate in his study. With the cooperation of the head of English department, the researcher determined a day for conducting pre-test at (10 May 2016) and all the third grade students were there to take the test excluding 6 of them because of not having Facebook account and absentees. The researcher directed the questionnaire to all participants at the university class. It is important to reveal that the questionnaire consisted of three sections. Section one consisted of 5 personal items, section two consisted of 13 items on students opinions of using Facebook, the last section consisted of 10 items about the activities through Facebook. The pretest was carried out at the beginning of course and the students were requested to answer the questionnaire items outside of class or inside with the goal that they can take as much time as is needed answering every question fairly and proficiently. Also, Students were educated that all questionnaire responses are anonymous. For Section Three, they were requested to respond in view of primary reaction whether each and every activity could be effective or helpful if led through Facebook, as a few students may have had slight or no experience with the activities at this point of the study.

The Closed FbG was created at (10 May 2016) and named (The Facebook Role on Improving English Language) (See Appendix E). After joining the students to the FbG, the researcher directed some moral rules so as to avoid problems and obtain the students to participate in the project successfully. He posted an announcement and

welcomed everybody to the group (See Appendix D). Then, he asked participants to cooperate in the project, explained them the purposes of creating the group so as to understand the project comprehensively. Yet, he explained and assured them that their involvement was voluntary but they could not remove when they had taken pretest because the study involved activities for eight weeks and as soon as after the course period, they have taken posttest. In addition, he promised them that their identities would be kept private.

The activities on the FbG were started its work from (12 May 2016) and continued until (12 July 2016). The Instructor started posting activities on the FbG wall as the place which is chosen for the study. The FbG gave the participants with a chance to be educated for eight weeks in a computer-generated classroom by using different media substance, such as recordings, voice, pictures, notices and different materials accessible on the Internet.

The researcher himself arranged the materials for the study including Exercises on Grammar and English Tenses, Tasks on Vocabulary, Pronunciation, Auxiliary verbs… etc. which were full of interactive and shared as the lessons, Tasks and exercises on the FbG wall. Also, the video posts mostly took from the YouTube web Channels (See Appendix C). This was explained in detail in the "Research Task Design" section (See Page No. 41). Furthermore, the research was carried out in eight weeks and the researcher is the one who taught the students the materials during the course period. He met the participants online once a day for 3 hours or more. The lessons, tasks and exercises from the instructors were shared five days a week but Facebook activities were not limited. These tasks reflected the statements on Section Three of the questionnaire. They contained within posting photos and videos, useful links of subjects and sites, writing and responding to posts by other students, interacting and communicating with each other, editing each other's work posted on group wall, correcting errors among participants and interacting with the instructor through the Facebook messaging organization.

At the end of the eight -week course, the same questionnaire was used to find the posttest results. The purpose of the posttest was to discover to what degree the students' opinions toward using Facebook and the activities on Facebook based on language learning improved after using FbG as a way to share resources and interact

with the members and instructors. The statements of both second and third sections of the questionnaire form were posted online from the FbG (See Appendix F) and the researcher asked the participated students to answer the posttest items in two days in order that they could have enough time answering each question honestly and proficiently by commenting on the Posttest post, then the researcher collected all the data and typed their answers on the Post-test form by himself. After conducting the pretest and posttest, the researcher evaluated the results by using SPSS Version 20 to observe the differences between the results of both tests and to investigate the significant of these differences. Then scoring data was analyzed using ANOVA and T-test.

3.4 Data Analysis

Descriptive analyses of the quantitative data were conducted using *SPSS* (statistical Package for Social Sciences) program version 20. After adding the obtained data into the program, then the data were analyzed to present the mean scores of each item of the pretest and posttest. ANOVA and T-test method was applied to interpret the differences in variables of results of each item too.

3.5 Data Collection

The pretest was carried out at the beginning of the course to find out the students' opinions toward using Facebook in the field of education and their prior opinions toward the activities if could be done on Facebook based on language learning, as some students may have had minor or no knowledge with the activities at this point of the study. The researcher determined a day for conducting pre-test at 10 May 2016 and all the third grade students were there to take the test excluding 6 of them because of not having Facebook account and absentees. The researcher directed the questionnaire to all participants at the university class. They were requested to answer the questionnaire statements outside from class or inside with the aim that they can take as much time as is needed responding every statement fairly and proficiently.

The researcher posted and shared English language learning activities on FbG every day and continues for eight weeks. Concerning the posttest, at the end of last week,

the statements of both second and third sections of the questionnaire form were posted to students online from the FbG to express their opinions toward using Facebook as a Language learning tool in their course (See Appendix F) and the researcher asked students to answer the Posttest items in two days so as they could have enough time answering each statement honestly and proficiently by commenting on the Posttest posts, then the researcher collected all the data and typed their answers on the Post-test form.

4 RESULTS AND DISCUSSION

In the light of the students' responses to the pretest and posttest, the data has been analyzed statistically. The analysis of the data is important to achieve the research aims and to discuss the research questions. First, the participants personal information are distributed regarding gender, age, using Facebook for years, how often accessing Facebook per day and participation at any educational group before conducting the course. Second, the results of the pretest and posttest are tabulated and analyzed regarding students' opinions of using Facebook and students' opinions of activities on language learning which share from the FbG. Lastly, the researcher discusses the findings of the pretest and post-test. It is necessary to say that the findings help the researcher draw conclusions, make recommendations, and suggest topics for further studies. As a final point, the results and discussions are provided in light of the research questions presented in the first chapter.

4.1 Results

This study was primarily used a quantitative method to explore the attitudes and opinions of Kurdish University students' use of Facebook in an educational background. The used materials consisted of tools intended to elicit quantitative data, involving the research questionnaire form for the pretest and posttest, and the tasks on English language. Based on the two research questions proposed in chapter one, the results were obtained from the analysis of the questionnaire at the beginning and at the end of the online course:

- The University students' opinions of using Facebook in an educational field
- The University students' opinions towards the activities for language learning through Facebook

The study was carried out at University of Garmian in Northern Iraq and continued for Eight Weeks. There were 52 third grade students at English Department and 46 of them were participated on this study. As a result, 88% of the total sample

participated on filling in the questionnaire form. Moreover, all sample were Kurdish native speakers.

Concerning section one on the questionnaire form, it contained of five personal questions that asked for students' gender, age, and utilization of Facebook in general, containing to what extent they have been utilizing it and how often they opened it and the last personal question asked them about their participation at any similar educational FbG before the course answering by yes or no. The results of the students' personal information were appeared as follows:

Table 4.1: Gender Distribution

Gender	Frequency	Percentage
Male	17	37.0
Female	29	63.0
Total	46	100.0

It can be seen in the Table 4.1 that of the total participants: 63.0% of them were female and 37.0% of them were male. The total number of the participants was 46, the number of male is 17 and the number of female was 29. Repeatedly, the participation of female was almost as much more again than the participation of male.
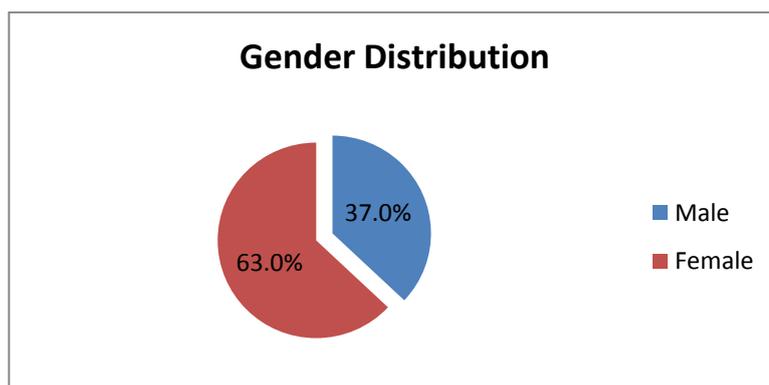
Figure 4.1: Gender Distribution

Table 4.2: Age Distribution

Age	Frequency	Percentage
Less than 22	30	65.2
22-26	14	30.4
26 and More	2	4.4
Total	46	100.0

As shown in the Table 4.2 that of the entire members: 65.2% of them, their ages were less than 22 years which was the largest number comparing to other age groups; 30.4% whose ages were between 22 to 26 years and merely 4.4% of the total number their ages 26 years and more. The total number of the participants was 46, the frequency of less than 22 ages was 30 which was the largest frequency, the frequency of 22-26 ages was 14 and the frequency of 26 and more ages was only 2 which was the smallest age group. Repeatedly, the participation of the first age group was greatly larger than the two other age groups.
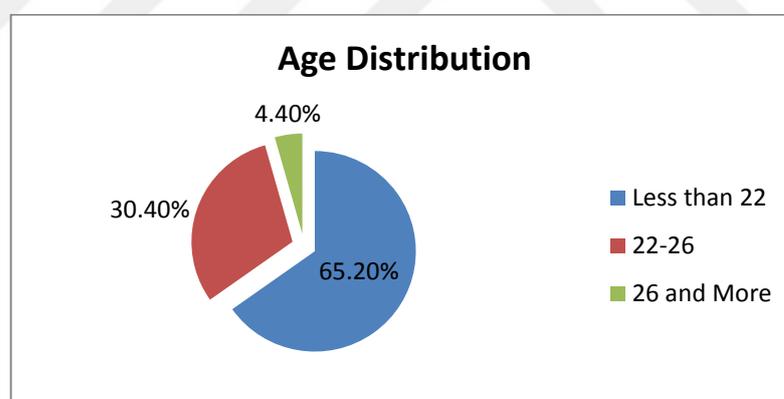
Figure 4.2: Age Distribution

Table 4.3: Using Facebook for Years Distribution

I have been Using Facebook for	Frequency	Percentage
0- 2 years	25	54.3
3- 5 years	15	32.6
6 years and More	6	13.1
Total	46	100.0

It is clear in the Table 4.3 that 54.3% of the total sample have been frequently used Facebook for 0 to 2 years, 32.6% of them have been used Facebook for 3 to 5 years and 13.1% of them have been used Facebook for 6 years and more. The total number of the participants was 46, frequently, 25 of the total sample have been used Facebook for 0 to 2 years, 15 of them have been used Facebook for 3 to 5 years and only 6 of them have been used Facebook for 6 years and more. Repeatedly, the participation of the first set was greatly larger than the two other sets.
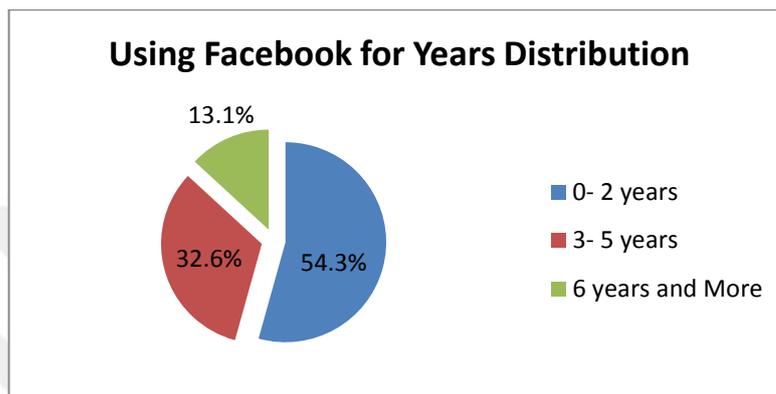
Figure 4.3: Using Facebook for Years Distribution

Table 4.4: How often, Access Facebook per Day Distribution

How often do you access Facebook	Frequency	Percentage
1-3 Hours a day	25	54.3
4 -6 Hours a day	15	32.6
7 or More Hours a day	6	13.1
Total	46	100.0

It is noticed in the Table 4.4 that of the whole members: 54.3% of them regularly accessed Facebook between 1 to 3 hours a day; 32.6% of them accessed Facebook between 4 to 6 hours a day and also 13.1% of them accessed Facebook between 7 or more hours a day. The total number of the participants was 46, frequently, 25 of the total sample accessed Facebook for 1-3 hours a day, 15 of them accessed Facebook for 4-6 hours a day and only 6 of them accessed Facebook for 7 or more hours a day. Repeatedly, the participation of the first set was significantly larger than the two other sets.
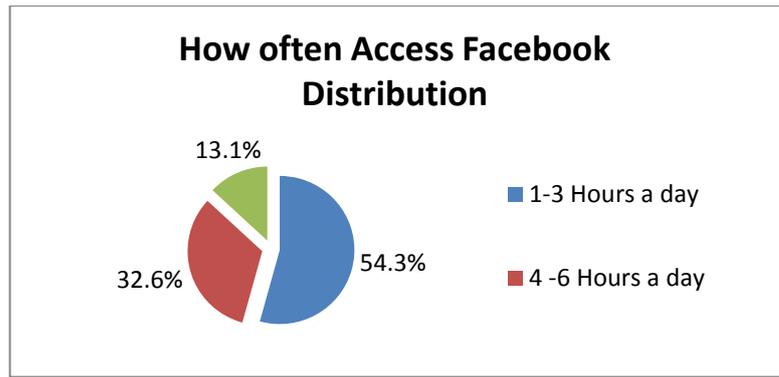
Figure 4.4: How often Access Facebook per Day Distribution

Table 4.5: Participation at any Educational Facebook Group Distribution

Participating at any educational Facebook group	Frequency	Percentage
Yes	23	50.0
No	23	50.0
Total	46	100.0

As it illustrated in the Table 4.5 that of the total participants: 50.0% of them have been regularly participated at educational Facebook Group and 50.0% of them have not been participated at any educational FbG before this course. The total number of the participants was 46, frequently, 23 of the entire sample have been participated at educational FbG, and 23 of them have not been participated at any educational FbG before this course. Repeatedly, the participation of the first set was totally equal to the second set.
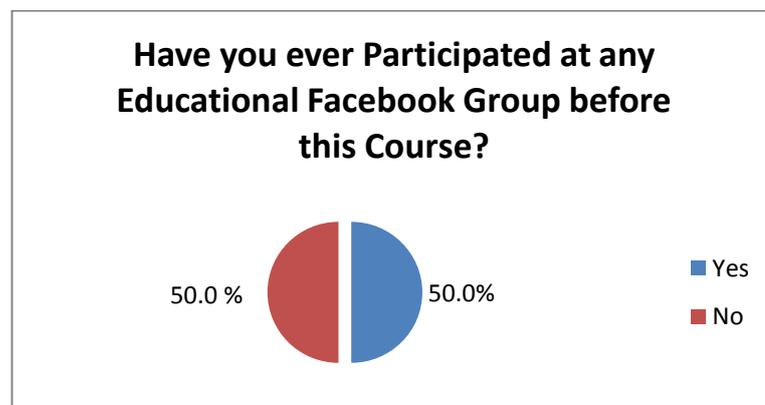
Figure 4.5: Participating at Educational Facebook Group Distribution

Concerning the second section of the questionnaire form, it consisted of 13 items asking about students' opinions of using Facebook in general, used for both pre-test and post-test. In addition, the rating scales were used, it might be explained as a type of questionnaire in which the questions were scaled, for instance from 1- 5 (e.g., 1 = strongly disagree, disagree… and 5 = strongly agree, agree…). The Table below shows results of the students' prior opinions of using Facebook in Pre-test before conducting the course.

Table 4.6: Opinions of using Facebook for Pre-test

| Opinion of using Facebook	1 F. %	2 F. %	3 F. %	4 F. %	5 F. %	Severity Mean	S.D	t-test	P-value
6. I found it easy to log in to Facebook.	0 / 0.0	4 / 8.7	14 / 30.4	15 / 32.6	13 / 28.3	3.80	1.03	26.95	0.00
7. Facebook is a good program Compared to other programs, like Skype, twitter or Gmail.	1 / 2.2	6 / 13.0	10 / 21.7	20 / 43.5	9 / 19.6	3.65	1.01	24.38	0.00
8. Facebook can be used both socially and for educational purposes.	2 / 4.3	4 / 8.7	10 / 21.7	18 / 39.1	12 / 26.1	3.73	1.08	23.39	0.00
9. Facebook is safe to use both socially and for educational purposes.	3 / 6.5	15 / 32.6	13 / 28.3	13 / 28.3	2 / 4.3	2.91	1.02	19.20	0.00
10. It is easy to make posts, upload pictures and videos on Facebook.	2 / 4.3	2 / 4.3	11 / 23.9	16 / 34.8	15 / 32.6	3.86	1.06	24.60	0.00
11. Facebook is a good place to keep in contact with other students from class.	0 / 0.0	5 / 10.9	9 / 19.6	20 / 43.5	12 / 26.1	3.84	.94	27.70	0.00
12. Facebook is a good place to contact my teacher outside of class.	2 / 4.3	7 / 15.2	12 / 26.1	20 / 43.5	5 / 10.9	3.41	1.02	22.61	0.00
13. Facebook is a good place to check class notes or homework assignments posted by the teacher.	1 / 2.2	13 / 28.3	7 / 15.2	15 / 32.6	10 / 21.7	3.43	1.16	19.64	0.00
14. Facebook is a good place to ask for help about homework assignments.	0 / 0.0	2 / 4.3	18 / 39.1	17 / 37.0	9 / 19.6	3.71	.83	30.21	0.00
15. Facebook is a good place to check for school related updates and notices.	1 / 2.2	6 / 13.0	21 / 45.7	16 / 34.8	2 / 4.3	3.26	.82	26.70	0.00

16. Facebook is a good place to notice my partner's English errors and learn from them.	4	5	15	15	7	3.34	1.13	19.92	0.00
	8.7	10.9	32.6	32.6	15.2			
17. Facebook is a good place to notice my errors in my English when I use it than when I speak out loud.	2	9	12	16	7	3.36	1.10	20.72	0.00
	4.3	19.6	26.1	34.8	15.2			
18. Facebook is a good place for practicing English.	1	8	6	16	15	3.78	1.15	22.25	0.00
	2.2	17.4	13.0	34.8	32.6			
Total	19	86	158	217	118	3.54	1.02		
	3.2	14.3	26.4	36.3	19.8			

It can be seen in the Table 4.6 that the higher frequency of the participants' opinions of using Facebook in educational background before the course period on English language learning from the FbG in pretest is the statement 10 (It is easy to make posts, upload pictures and videos on Facebook), the mean of this statement was (3.86) which greater than the mean of other factors. As a result, make posts, upload pictures and videos is an important factor to help students to use Facebook as tool for language learning. However, the least frequency of the participants' opinion of using FbG in educational field in pretest was statement 9 (Facebook is safe to use both socially and for educational purposes) because the mean of this statement was less than other factors. Moreover, 19.8% of the total response were strongly agree with using Facebook as a language learning tool; 36.3% of them were agree; 26.4% of them did not have any information about it; 14.3% of them were disagree and also merely 3.2% of the total sample were strongly disagree with it. In regard to severity, the highest severe item was statement 10 (M= 3.86, SD= ±1.06, p-value <0.001) and the least severe item was statement 9 (M= 2.91, SD= ±1.02, p-value <0.001), the mean of this item was less than the general mean (3.0) which means that this item did not affect students opinion about using Facebook as a tool for learning language comparing to other factors. Finally, the overall mean and standard deviation of all items in pretest were (3.54, ±1.02) respectively.

The Table below shows the results of the questionnaire form concerning section three on students' subsequent opinions of using Facebook in Post-test after conducting the course.

Table 4.7: Opinions of Using Facebook for Post-test

Opinion of using Facebook	1 F. %	2 F. %	3 F. %	4 F. %	5 F. %	Severity Mean	S.D	t-test	P-value
6. I found it easy to log in to Facebook.	0 0.0	0 0.0	1 2.2	35 76.1	10 21.7	4.19	.45	62.80	0.00
7. Facebook is a good program Compared to other programs, like Skype, twitter or Gmail.	0 0.0	1 2.2	1 2.2	27 58.7	17 37.0	4.30	.62	46.49	0.00
8. Facebook can be used both socially and for educational purposes.	0 0.0	6 13.0	7 15.2	21 45.7	12 26.1	3.84	.96	27.03	0.00
9. Facebook is safe to use both socially and for educational purposes.	0 0.0	14 30.4	19 41.3	9 19.6	4 8.7	3.06	.92	22.38	0.00
10. It is easy to make posts, upload pictures and videos on Facebook.	0 0.0	0 0.0	1 2.2	31 67.4	14 30.4	4.28	.50	57.89	0.00
11. Facebook is a good place to keep in contact with other students from class.	0 0.0	0 0.0	1 2.2	35 76.1	10 21.7	4.19	.45	62.80	0.00
12. Facebook is a good place to contact my teacher outside of class.	0 0.0	8 17.4	9 19.6	26 56.5	3 6.5	3.52	.86	27.69	0.00
13. Facebook is a good place to check class notes or homework assignments posted by the teacher.	0 0.0	6 13.0	10 21.7	26 56.5	4 8.7	3.60	.82	29.50	0.00
14. Facebook is a good place to ask for help about homework assignments.	0 0.0	4 8.7	1 2.2	35 76.1	6 13.0	3.93	.71	37.48	0.00
15. Facebook is a good place to check for school related updates and notices.	0 0.0	6 13.0	15 32.6	18 39.1	7 15.2	3.56	.91	26.55	0.00
16. Facebook is a good place to notice my partner's English errors and learn from them.	1 2.2	10 21.7	6 13.0	17 37.0	12 26.1	3.63	1.16	21.19	0.00
17. Facebook is a good place to notice my errors in my English when I use it than when I speak out loud.	0 0.0	6 13.0	7 15.2	29 63.0	4 8.7	3.67	.81	30.46	0.00
18. Facebook is a good place for practicing English.	0 0.0	3 6.5	3 6.5	30 65.2	10 21.8	4.02	.74	36.61	0.00
Total	1 0.2	64 10.7	81 13.5	339 56.6	113 19.0	3.83	0.76		

It is clear in the Table 4.7 that the results of participants' opinions have been changed after taking a course from the FbG. The higher frequency of participants' opinion of using Facebook as a tool for learning English language in posttest was statement 7 (Facebook is a good program Compared to other programs, like Skype, twitter or Gmail), the mean of this statement was (4.30) which greater than the mean of the other factors. As a result, "Facebook is a good program" is an important factor to help students to use FbG as a tool for learning English language. However, the least frequency of participants' opinion of using Facebook as a language learning tool in posttest was statement 9 (Facebook is safe to use both socially and for educational purposes) because the mean of this item was less than the mean of the other factors. Moreover, 19.0% of the total responses were strongly agree with using FbG as a tool for language learning; 56.6% of them were agree; 13.5% of them did not know about it and also merely 10.9% of total sample were disagree and strongly disagree with it. In regard to severity, the highest severe item was the statement 7 (M= 4.30, SD= ±0.62, p-value <0.001) and the least severe item was the statement 9 (M= 3.06, SD= ±0.92, p-value <0.001). Finally, the overall mean and standard deviation of all items in posttest were (3.83, ±0.76) respectively which were increased comparing to the total mean score in pre-test.

Concerning the third section of the questionnaire form, it consisted of 10 items asking about students' prior and subsequent opinions of activities through Facebook and used for both pre-test and post-test. In addition, the rating scales were used. The Table below shows results of the students' prior opinions of activities on language learning if led through Facebook in Pre-test before conducting the course.

Table 4.8: Opinions of Activities on Facebook for Pre-test

Opinion of using Facebook	1	2	3	4	5	Severity			
	F.	F.	F.	F.	F.	Mean	S.D	t-test	P-value
	%	%	%	%	%				
19. Facebook is a good place to discuss different topics with classmates.	1	8	11	20	6	3.47	1.00	23.46	0.00
	2.2	17.4	23.9	43.5	13.0				
20. Facebook is a good place to post writing assignments like short stories or essays.	0	10	11	16	9	3.52	1.04	22.77	0.00
	0.0	21.7	23.9	34.8	19.6				

						Mean	SD		Sig
21. Facebook is a good place to access links to resources provided by the teacher.	1	5	13	24	3	3.50	.86	27.51	0.00
	2.2	10.9	28.3	52.2	6.5				
22. Facebook is a good place to post and respond to surveys.	0	6	20	18	2	3.34	.76	29.62	0.00
	0.0	13.0	43.5	39.1	4.3				
23. Facebook is a good place to read articles and take notes to prepare for next Lesson.	2	10	9	19	6	3.36	1.10	20.72	0.00
	4.3	21.7	19.6	41.3	13.0				
24. Facebook is a good place to listen to audio files and take notes to prepare for next Lesson.	1	12	18	11	4	3.10	.97	21.70	0.00
	2.2	26.1	39.1	23.9	8.7				
25. Facebook is a good place to review or edit classmates' writing assignments.	3	12	11	13	7	3.19	1.18	18.28	0.00
	6.5	26.1	23.9	28.3	15.2				
26. Facebook is a good place to watch YouTube videos and discuss comprehension questions with classmates.	1	9	14	17	5	3.34	.99	22.85	0.00
	2.2	19.6	30.4	37.0	10.9				
27. Facebook is a good place to make video posts as assignments.	0	12	12	18	4	3.30	.96	23.27	0.00
	0.0	26.1	26.1	39.1	8.7				
28. Facebook is a good place to have discussions with "guest speakers" like international students.	0	5	15	20	6	3.58	.85	28.34	0.00
	0.0	10.9	32.6	43.5	13.0				
Total	9	89	134	176	52	3.37	.97		
	1.9	19.3	29.1	38.2	11.5				

It can be seen in the Table 4.8 that the higher frequency of participants' opinion of activities on FbG regarding English language learning before the course period in pretest was statement 28 (Facebook is a good place to have discussions with "guest speakers" like international students), the mean of this item was (3.58) which greater than the mean of the other factors. As a result, having discussions with English speakers on Facebook is an important factor to help students to develop their language skills. However, the least frequency of participants' opinion of activities on FbG as course for learning English language in pretest was statement 24 (Facebook is a good place to listen to audio files and take notes to prepare for next Lesson) because the mean of this item was less than the mean of other items. Moreover, 11.5% of the total responses were strongly agree with activities on FbG regarding English language learning; 38.2% of them were agree; 29.1% of them did

not know about it and also merely 21.2% of the total sample were disagree and strongly disagree with it. In regard to severity, the highest severe item was the statement 28 (M= 3.58, SD= ±.85, p-value <0.001) and the least severe item was the statement 24 (M= 3.10, SD= ±.97, p-value <0.001). Finally, the overall mean and standard deviation of all items in pretest were (3.37, ±.97) respectively.

Also, the Table below shows the results of the questionnaire form concerning section three on students' subsequent opinions of activities on language learning through Facebook in Post-test after conducting the course.

Table 4.9: Opinions of Activities on Facebook for Post-test

Opinion of using Facebook	1 F. %	2 F. %	3 F. %	4 F. %	5 F. %	Severity Mean	S.D	t-test	P-value
19. Facebook is a good place to discuss different topics with classmates.	0 0.0	3 6.5	4 8.7	28 60.9	11 23.9	4.02	.77	35.22	0.00
20. Facebook is a good place to post writing assignments like short stories or essays.	0 0.0	3 6.5	3 6.5	27 58.7	13 28.3	4.08	.78	35.36	0.00
21. Facebook is a good place to access links to resources provided by the teacher.	0 0.0	5 10.9	12 26.1	24 52.2	5 10.9	3.63	.82	29.50	0.00
22. Facebook is a good place to post and respond to surveys.	0 0.0	2 4.3	6 13.0	32 69.6	6 13.0	3.91	.66	40.16	0.00
23. Facebook is a good place to read articles and take notes to prepare for next Lesson.	1 2.2	10 21.7	8 17.4	24 52.2	3 6.5	3.39	.97	23.54	0.00
24. Facebook is a good place to listen to audio files and take notes to prepare for next Lesson.	2 4.3	13 28.3	16 34.8	12 26.1	3 6.5	3.02	.99	20.49	0.00
25. Facebook is a good place to review or edit classmates' writing assignments.	1 2.2	12 26.1	8 17.4	19 41.3	6 13.0	3.36	1.08	21.11	0.00
26. Facebook is a good place to watch YouTube videos and discuss comprehension questions with classmates.	1 2.2	2 4.3	16 34.8	14 30.4	13 28.3	3.78	.98	25.99	0.00
27. Facebook is a good place to make video posts as assignments.	0 0.0	6 13.0	7 15.2	28 60.9	5 10.9	3.69	.83	29.84	0.00

28. Facebook is a good place to have discussions with "guest speakers" like international students.	0	1	1	24	20				
	0.0	2.2	2.2	52.2	43.5	4.36	.64	45.95	0.00
Total	5	57	81	232	85				
	1.1	12.3	17.6	50.4	18.6	3.72	.85		

It is clear in the Table 4.9 that the results of participants' opinion of activities on Facebook have been changed after taking a course regarding English language learning from the FbG. The higher frequency of participants' opinion of activities on FbG in posttest was the statement 28 (Facebook is a good place to have discussions with "guest speakers" like international students); the mean of it was (4.36) which greater than the mean of other factors. As a result, "having discussions with English speakers on Facebook" is an important factor to help students develop their language skills. Consequently, the mean of the statement 28 increased from 3.58 in pretest to 4.36 in posttest, the results between pretest and posttest show that this statement was the most favorable item from the students' point of view because this item has the highest frequency in both pretest and posttest regarding activities through Facebook. However, the least frequency of participants' opinion of activities on FbG regarding English language learning in posttest was the statement 24 (Facebook is a good place to listen to audio files and take notes to prepare for next Lesson) because the mean of it was less than the mean of the other factors. As a result, "Listening to audio files and taking notes for the lessons" is not an important factor for developing students' language skills. Consequently, the mean of the statement 24 decreased from 3.10 in pretest to 3.02 in posttest, the results between pretest and posttest show that this statement was the most unwanted item from the students' point of view because this item has the lowest frequency in both pre and posttests regarding activities through Facebook. Moreover, 18.6% of the total responses were strongly agree with activities on FbG regarding language learning; 50.4% of them were agree; 17.6% of them did not know about it and also merely 13.4% of total sample were disagree and strongly disagree with it. In regard to severity, the highest severe item was the statement 28 (M= 4.36, SD= ±0.64, p-value <0.001) and the least severe item was the statement 24 (M= 3.02, SD= ±0.99, p-value <0.001). Finally, the overall mean and standard deviation of all items in posttest were (3.72, ±0.85) respectively which were increased comparing of the total mean score in pre-test.

Finally, the researcher made a comparison between the participants' pretest and posttest results in order to show the effects of FbG on Participants and to show how much did they take benefits from the educational activities through FbG on language learning.

Table 4.10: The effect of Facebook Group on Participants

Variables	Mean	Standard Deviation	Standard Error	T-test	Sig.
Pre-Test	3.46	0.39	0.0577	-.46254	.000
Post- Test	3.78	0.31	0.0471		
P* <0.05		P** <0.01	P*** <0.001		

As shown in the Table 4.10 that there were statistically significant difference between the mean of pre-test and post-test, the mean of pre-test (before using FbG as a course for learning English language) was (3.47), and the mean of post-test (after using FbG as a course for learning English language) became (3.78) and also p-value was less than the common alpha 0.05 which means that the use of FbG has an impact on participants' opinion after conducting the course because the result of p-value was less than 0.05 and the mean of post-test were vividly increased.

4.2   Discussion

Group is one of the appealing Facebook applications available which can be defined as a social utility that interfaces individuals with companions and other people work, study and live around. Joining a group is as simple as someone inviting another person to join, or searching for it on Facebook by typing the name of the group in the search area at the top of the PC screen. Some groups are private, and the Facebook user has to ask to join; others are totally open, and the Facebook user can join by clicking on "Join Group" button. Relating to this study, the group's Home page is the center of activities. The researcher used English language activities to provide students with an alternative to support them to be better in language learning. The researcher created a closed-group on Facebook and posted activities as daily basis (See Appendix D).

The underlining rationale for using Facebook in education is that the SNSs optimally afford students opportunities to collaborate and build knowledge according to social

constructivist principles. The asynchronous natures of social media learning environments are not bound to a particular setting as with conventional classrooms, and support the standards of sociocultural theory. Obviously, such thinking depends on accessible innovation and instructional systems to be considered easy to utilize (Scott & Palincsar, 2013). The study data demonstrated that members were positive about utilizing Facebook in general and with the maximum percentage of responses, contained numerous responses that conveyed how simple Facebook was to utilize. However, the researcher regularly made updates on homework and other information to the wall within the class FbG.

With regard to the first research question, (*The University students' opinions of using Facebook in an educational field)* the present study indicated that participants belief towards the use of Facebook in education were overall positive in the case of the data in pretest. However, in some cases in the quantitative data in posttest, participants' opinions of Facebook actually increased over the duration of the study.

It can be seen in Table 4.6 that the frequency of participants' opinions of using Facebook in statement 6 (I found it easy to log in to Facebook) on the pretest, the mean was (3.80) while the mean increased to (4.19) on the posttest as shown in Table 4.7, which means that the students found Facebook as an easy tool to log in after having the course. Students' response to Statement 11 (Facebook is a good place to keep in contact with other students from class), we can see it in Table 4.6 the mean was (3.84) in the pretest while it increased to (4.17) in the posttest as shown in Table 4.7, (43.5%) of the total sample were agree; and (26.1%) of them were strongly agree with it in the pretest, while (76.1%) of them were agree; and (21.7%) of them were strongly agree with it in the posttest. It means that the item affected participants' opinions of Facebook's usefulness in contacting classmates after the completion of the course. Regarding the Statement 12 (Facebook is a good place to contact my teacher outside of class), it is also can be seen in Table 4.6 the mean of this item was (3.41) while the mean increased to (3.52) in the posttest and can be seen in Table 4.7, (43.5%) of the sample were agree; and (10.9%) of them were strongly agree with it in the pretest, while (56.5%) of them were agree; and (6.5%) of them were strongly agree with it in the posttest, which means that the item affected students' opinions of Facebook's usefulness in contacting teacher and instructors after the course. It was also similar to the researcher's expectations. The agreement in opinions increased

toward contacting their instructor. Such findings are particularly significant because the main social constructivist validation of utilizing Facebook for learning Language is to provide a setting where students can interact and cooperate with each other and with instructors for learning purposes. In accordance with the social constructivist concept of the group of learning, it is recommended that students must not just be online, but rather should also make a learning group to profit from utilizing online networking as a part of education.

Concerning participants' perceptions of Facebook being a good place to contact the teachers, the researcher regularly posted updates on Facebook group and he was available on Facebook to answer students' questions or give advice. Additionally, he shared items like pictures of interesting quotations, entertainment videos or in some cases participated in student activities. The noticeable difference in participants' opinions on pretest and posttest regarding statements (11 and 12) underline claims made by Mazer, Murphy & Simonds (2007) that teacher self-profession, the amount of individual information made public, positively effects the participation of students and active learning. According to (Mazer et al., 2007), Facebook gives both instructors and students the chance to make interpersonal associations with each other. Along these lines, instructors considering the utilization of Facebook ought to encourage students to utilize their standard Facebook profiles so as to assemble enthusiasm for promoting relations outside the classroom. Without incorporating this key social characteristic that Facebook gives, student inspiration might be adversely affected and learning results consequently restricted. Students might be worried at the beginning; however instructors can lead them through the privacy settings and show them the Facebook's group role platform. With the group platform, students can join in all activities and exercises as group participants without the compulsion to be friends with their classmates.

Another increase in perceptions from the pre-test to posttest within the second section regarding opinions of using Facebook was seen in Statement 13 (Facebook is a good place to check class notes or homework assignments posted by the teacher). In Table 4.6 the mean of this item was (3.43) while the mean increased to (3.60) in the posttest and can be seen in Table 4.7. University students frequently have long drives and different duties inside and outside of the classroom and in this manner appreciate having the capacity to access class materials and information whenever

the time is ideal. Such member responses were reliable with past researches (Maloney, 2007; Bosch, 2009; Ophus & Abbitt, 2009; Madge, Meek, Wellens & Hooley, 2009; Akbari, Eghtesad & Simons, 2012; Karimi & Khodabandelou, 2013) where members' opinions were principally positive in respect for utilizing Facebook to access to materials identified with their studies and enhancing learning results. In this regard, the researchers propose that the asynchronous environment of Facebook in which vital class components are not attached to time and place is one of its main qualities and shows Facebook's potential as a power instructive tool, and one which instructors must particularly exploit for this instructional advantage.

Regarding the second research question, *(the University students' opinions towards the activities for language learning through Facebook)* the results suggested that members' attitudes toward maximum number of questionnaire items identifying with particular activities and exercises through Facebook mostly positive both before and after of completing the study. There were numerous activities and exercises or tasks that show clear changes in students' attitudes, both positively and negatively in the quantitative data that were applicable and merit discourse in more detail.

Attitudes toward Statement 19, (Facebook is a good place to discuss different topics with classmates), as we can see in Table 4.8 the mean of this item was (3.47) while the mean increased to (4.02) in the posttest and can be seen in the Table 4.9, (43.5%) of the total sample were agree; and (13.0%) of them were strongly agree with it on the pretest, while (60.9%) of them were agree; and (23.9%) of them were strongly agree with it on the posttest, this means that the students' attitudes toward discussing topics with classmates increased after the course period, which was similar to various different studies (Arendt, Matic, & Zhu, 2012; Omar et al., 2012; Suthiwartnarueput & Wasanasomsithi, 2012) where students delighted in communicating on Facebook instead of a traditional classroom setting. It could be incidental that higher positive attitudes in the posttest were depended on experiences discussing socially with companions on Facebook and that discussing topics in a scholarly setting met the participants' expectations. It is significant to indicate that this follows dissimilar results by DeSchryver, Mishra, Koehler & Francis (2009) and Wang et al. (2012), who reported that members felt discussions, were unusual and they didn't care for having them. Hence, it is suggested that reasonable instructions be made obvious to students preceding starting any activity. This statement was upheld by Kabilan et al.

(2010) who expressed that with the goal students should see the learning benefit of taking an interest in discussion activities and exercises through Facebook, instructors need to plainly inform them of the objectives and planned learning outcomes of every activity on how to use Facebook to complete the tasks.

Regarding Statement 24, (Facebook is a place for listening to audio files and taking the notes to prepare for the next lesson), attitudes only slightly decreased in the posttest, Also, Regarding Statement 26, (Facebook is a good place to watch YouTube videos and discuss comprehension questions with classmates.), students' attitudes only a little increased in the posttest, Both of these activities are comparative in that they are similarly available through Facebook and both incorporate a listening and composing component. As supported by participants' responses, the researcher suggested that the differences in attitudes reported between Statements (24 and 26) are not based on students' opinions of any restriction of Facebook's convenience. In this manner, taking into account the noticeable change in positive attitudes, as especially noted with Statement 26, the researcher trusted that it would be beneficial for instructors considering the utilization of Facebook to direct different listening exercises and activities by using videos, for instance, YouTube, more regularly than audio files.

Regarding the final statement, the researcher found surprising since the largest change in participants' attitudes was seen in Statement 28, (Facebook is a place to discuss topics with "guest speakers" for example international students) as we can see in Table 4.8 the mean of this item was (3.58) while the mean increased to (4.36) in the posttest and can be seen in Table 4.9, (43.5%) of the total sample were agree; (13.0%) of them were strongly agree; and (32.6%) were voted to neutral in the pretest, while (52.2%) of them were agree; and (43.5%) of them were strongly agree with it and only (2.2%) were voted to neutral in the posttest, as participants believe that talking and discussing topics with guests, each other, and international students more effective than other factors. Hopefully, the researcher added some guests and international students as FbG members at the beginning of the course to show the effects of the questionnaire items.

Though, the attitudes conveyed by the members toward Statement 27, making video posts as assignments, are of particular interest. The results indicated that attitudes at

the pre-test were only moderately positive and in fact slightly increased at the posttest as participants indicated that they were convinced of the activity's usefulness. As we can see in Table 4.8 the mean of this item was (3.30) while the mean increased to (3.69) in the posttest and can be seen in Table 4.9. However, a number of participants expressed positive attitudes toward Facebook's usefulness as a platform for posting video assignments.

Participants' attitudes seem to show that they were more concerned about the quality of their work and took a more active role in their learning when participating in this type of activity through Facebook. Though the primary assignment is really an individual activity, students take a distinct fascination in their execution because of the cooperation of a peer group in an optional aspect of the general activity. By distinguishing their own particular mix-ups and shortcomings, and frequently practicing until they were fulfilled by what they delivered, not just did members show an expanded investment in their learning (Blattner & Fiori, 2009; Li & Pitts, 2009; Mills, 2009; Kabilan, et al., 2010; Shih 2011; Wang & Vasquez, 2012; Yunus & Salehi, 2012), they also took legal accountability for their own particular learning, which is viewed as an imperative component of learner autonomy (Littlewood, 1999). Moreover, the cooperative learning process in which the members engaged in occurs well at the same time with social constructivist concepts on instruction that emphasis on learning as an active and social movement.

As a result of the data analysis, female were participated more than male and also the age of most participations were less than 22 years. In pre-test, participants' perceptions showed that individuals used Facebook as a tool for language learning because it is easy to make posts, upload videos but when participants joined on FbG, their opinions have been changed to be Facebook is a good program compared to other programs, like Skype, twitter or Gmail. Moreover, the result of activities on Facebook showed that Facebook is a good place to have discussions with "guest speakers" like international students before and after the course on FbG, they had the same responses but their responses were extremely increased. Additionally, there were statistically significant relationship between university students and FbG because the p-value of t-test was less than the 0.05 and the mean of posttest was dramatically increased. As a result, University students were affected by FbG as a tool for language learning.

5 CONCLUSION, PEDAGOGICAL IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

The chapter discusses the conclusions of the study, the Pedagogical implications concerning social networking sites use in educational background, demonstrating some limitations of the study during the project, added some recommendations for the instructors, researchers and students regarding educational use of Facebook and it provide topics that the researcher suggested for further studies.

5.1 Conclusion

This research designed to find the results came about by utilizing Facebook Group as a part of educating an EFL correspondence course to Kurdish students at University of Garmian in Iraq. In accordance with social constructivist theory, the essential advantages of Facebook as an effective learning device incorporate affordance of chances for students to cooperate and share information (Bosch, 2009; Maloney, 2007; McCarthy, 2010) and its capacity to promote, better cooperative learning opportunities through correspondence and social communication in the objective language (Wang & Vasquez, 2012).

The findings of the present study demonstrated that the members made very remarkable involvements sharing, discussing, and dealing with each other in English, progressively. The reason was accepted to be because they were helped to join the group activities, lessons and exercises, and the English expressions and sentences to use at the interim through cooperative learning. Additional to that, the findings uncovered that through accommodating learning they made more progressive, notice on language fluency and grammatical correctness. Similarly, utilizing FbG together with learning process in different sorts of classes should inspire achievement in learning and teaching English course in other foreign language setting.

The study concludes that instructors and educators should adjust to the changes in innovation and consider how the progressions influence the learning and teaching process. Online networking as the new pattern in today's general public can be possibly utilized for educating and learning purposes. The role of instructors as a facilitator is vital to guarantee that the utilization of online networking is like-minded with the earlier set purpose. Activities and lessons through FbG can be embraced to enhance students' language skills as well as to help students convey what needs be better, connect and interact with their friends, classmates and instructors in a meaningful manner, assemble a decent relationship among them, and gain from each other. The conclusion is supported by some other researchers who cooperatively gather that when exercises and activities through Facebook are engaging and students can cooperate and think about their own particular learning, then inspiration, self-confidence, and attitudes will enhance (Mazer et al, 2007; Kabilan et al., 2010; Shih, 2011; Yunus & Salehi, 2012, Gamble & Wilkins, 2014; Al-Hammody, 2014). With this respect, the future study may concentrate on examining the factor that impacts the students' collaboration in learning in FbG, how they initiate, help and assess the errands.

5.2   Pedagogical Implications

Facebook and its Utilization as a medium for learning English language dynamically motivates a cooperative leaning background, assembles optimistic outlook among learners, escalates the student inspiration, motivation and involvement and sustains the relationship between students and instructors (Mazer et al, 2007). The instructor can advance the utilization of this SNS by advising and motivating students to have an account on Facebook and add their classmates and their instructors to the friend list. On Facebook, the user can be updated on the home works and tasks, up and coming occasions, and other educational data on it. Samples of text or a lesson can be transferred on the Facebook wall so that the learners could have a chance to share their contemplations and opinions about. Particular work time ought to be given to students so as to have contact with instructors. If the instructor is not online, the students should have a permission to post problems and queries on the instructor's profile wall and have discussion about them with other users of Facebook.

5.3 Limitations

This study has some limitations due to its short time and limited members participating in the Facebook closed group. The Participants number of the study was limited; they were all Kurdish EFL students at University of Garmian in Northern Iraq. Therefore, the results attained cannot be generalized to EFL students as the whole. The study sample has chosen from the English Department during the academic year 2015-2016. The 3rd year students have been selected. Sample from other English departments in different stages may produce similar/different results.

The current study was continued for Eight Weeks. Participants met instructors online once a day for 3 hours or more, but Facebook activities were unlimited. Another thing was that the interaction was not limited between students and instructors or students-students, but they were allowed to interact with guest speakers as well. Time limitations in the Facebook group unlimited the activities to give students a chance to practice their lessons and actively participate in their activities and tasks. The students were allowed to post questions, tasks or any activities relating English language on the FbG main wall, leave messages, or chat with the instructors and other users on Facebook. Therefore, the students were not allowed to use the Kurdish language to discuss their English skills problems. Relating to the questionnaire form, the researcher chose a 5-point scale to motivate more dependable and variable opinions and to limit answers from being neutral excessively.

The findings of the study may be substantiated by the fact that students have enough time to brainstorm while participating in FbG discussions, unlike the case in a traditional classroom where time is limited. Also, Optimistic participant opinions shown toward the use of Facebook propose that there were a small number of difficulties or limitations experienced by the participants that may limit the students' potential learning.

Finally, this study dealt only with Facebook, disregarding other SNSs such as Skype, Twitter, MySpace and Tumblr. Additionally, Facebook was not initially designed for language learning, but it can be used because it is commonly used in several areas of activity or thought. It gives users a greater chance to discuss with many people not limited to only instructors and classmates but they can collaborate with people like native English speakers.

5.4   Recommendations

As presented in this study and in the bright of the conclusion which reveals the role of Facebook that plays in English language learning backgrounds positively. The present study recommends the following for the instructors, researchers and students:

1. The instructors are recommended to explain their students the services providing by the Web 2.0 tool and show them how to utilize these platforms for enhancing their language skills. Moreover, they are recommended to utilize Internet materials in their courses and classes and take advantage from each element for helping students develop their recognition and production levels of skill. This should be possible by making accounts on these Web tool devices and utilizing the services of groups and pages available through such platforms.

2. For additional researches, researchers can investigate the impacts of other language aptitudes. They can investigate the impacts of reading on composing enhancements of students by transferring some composed writings on the wall of Facebook group. The researchers can upload video documents showing English aptitudes as well. Through such a test, they will identify whether the students' reading conception has any impact on their written work ability or not.

3. The study recommended students to use their Facebook accounts for educational purposes and take advantage from the services gave by this tool and the other social communication sites to enhance their objective language since they open new possibilities to language learners which were never conceivable.

4. It demonstrated that when exercises and activities are directed in a learning community made out of peers; learners played a dynamic part and displayed more self-assurance to enhance their shortcoming until they were actually fulfilled.

5. Based on the current study, the researcher believed that the wall of Facebook group, even though with its limits, is fit for giving a number of activities to students and exercises that might be adjusted for students' adapting requirements whether they be listening, talking, reading, or composing assignments.

5.5   Suggestions for Further Studies

The following titles are suggested for further studies:

1. Assessing Educational Performance between Traditional and Distance Learning

2. The Educational Use of Facebook Group to Improve EFL Students' Grammar Skills

3. EFL Learners' Attitudes toward the Use of Facebook Group for English Language Learning

4. Examining the Factor that Impacts the Students' Collaboration in Learning from Facebook Group

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Web Sites:

http://www.engvid.com/

https://www.facebook.com

Learn English with EnglishClass101.com

APPENDICES

Appendix (A)

Questionnaire for 3rd Year Students

University of Garmian
College of Education
Department of English

Dear students…

The researcher is working on his MA thesis entitled **"AN EVALUATION OF THE ROLE OF USING FACEBOOK ON LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENTS"**. The purpose of this study is to notice how Facebook work in educational fields, and to examine your views about the online learning. It is also to find the role of Facebook on language learning. The questionnaire statements ask for your opinions of using Facebook, and your opinions on activities that could be done through Facebook on language learning.

The researcher would greatly appreciate your answering of the following statements. Your answers will be instrumental to the research.

Thank you for your cooperation…

The Researcher

Mohammed Salih Ahmed AL-JAF

Facebook Questionnaire Form

Section One. Personal Information

Please complete the following questions.

1. Your sex: Male _____, Female _____

2. Your age: _____

3. I have been using Facebook for:

      A. 0-2 years _____ , B. 3-5 years _____ , C. 6-8 years _____

4. How often, on average, do you access Facebook per day?

   A. 1-3 x a day_____ , B. 4-6 x a day_____, C. 7 or more x a day_____

5. Have you ever participated at any educational Facebook group before this course?

    Yes_____   No _____

Section Two. Opinions of using Facebook

This set of statements asks you to show your opinions of using Facebook. Please select the answer that best reproduces your perspective for each item. Answer each item as honestly as possible utilizing the following rating scale.

Number	1	2	3	4	5
Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

6	I found it easy to log in to Facebook.	1	2	3	4	5
7	Facebook is a good program Compared to other programs, like Skype, twitter or Gmail.	1	2	3	4	5
8	Facebook can be used both socially and for educational purposes.	1	2	3	4	5
9	Facebook is safe to use both socially and for educational purposes.	1	2	3	4	5
10	It is easy to make posts, upload pictures and videos on Facebook.	1	2	3	4	5
11	Facebook is a good place to keep in contact with other students from class.	1	2	3	4	5
12	Facebook is a good place to contact my teacher outside of class.	1	2	3	4	5
13	Facebook is a good place to check class notes or homework assignments posted by the teacher.	1	2	3	4	5
14	Facebook is a good place to ask for help about homework assignments.	1	2	3	4	5
15	Facebook is a good place to check for school related updates and notices.	1	2	3	4	5
16	Facebook is a good place to notice my partner's English errors and learn from them.	1	2	3	4	5
17	Facebook is a good place to notice my errors in my English when I use it than when I speak out loud.	1	2	3	4	5
18	Facebook is a good place for practicing English.	1	2	3	4	5

Section Three. Opinions of Activities on Facebook

This set of statements asks you to show your opinion on activities that could be done through Facebook. Please select the answer that best reproduces your perspective for each item. Answer each item as honestly as possible utilizing the following rating scale.

Number	1	2	3	4	5
Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree

19	Facebook is a good place to discuss different topics with classmates.	1	2	3	4	5
20	Facebook is a good place to post writing assignments like short stories or essays.	1	2	3	4	5
21	Facebook is a good place to access links to resources provided by the teacher.	1	2	3	4	5
22	Facebook is a good place to post and respond to surveys.	1	2	3	4	5
23	Facebook is a good place to read articles and take notes to prepare for next Lesson.	1	2	3	4	5
24	Facebook is a good place to listen to audio files and take notes to prepare for next Lesson.	1	2	3	4	5
25	Facebook is a good place to review or edit classmates' writing assignments.	1	2	3	4	5
26	Facebook is a good place to watch YouTube videos and discuss comprehension questions with classmates.	1	2	3	4	5
27	Facebook is a good place to make video posts as assignments.	1	2	3	4	5
28	Facebook is a good place to have discussions with "guest speakers" like international students.	1	2	3	4	5

Appendix (B)

The Sent Letter to the Jury Members

University of Garmian
College of Education
Department of English

To The Jury Members

Dear Mr. / Mrs.

The researcher aims to conduct a study titled **"AN EVALUATION OF THE ROLE OF USING FACEBOOK ON LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENTS "**. The aim of this study is to notice how Facebook and Web 2.0 tools work in academic fields, and to examine students' views about the Online learning atmosphere. It is also to find the role of Facebook in language learning.

The basic instrument of this study consists of a questionnaire form for the students, asking them general questions about their opinions of using Facebook on language learning. A prepared set of questionnaire is going to be used for the pre-test at the beginning of the study, at the end of this study the same set of questionnaire is going to be used for the posttest too.

Please, read the items of the questionnaires and permit your judgment by testifying whether the items are suitable for the study and whether the items are fit or not. Any modification, elimination or addition will be thankfully appreciated.

Finally, the researcher would like to emphasize that your recommendations and notes are highly appreciated. Thanks for your time and cooperation.

The Researcher

Mohammed Salih Ahmed AL-JAF

Jury Members:

1. Asst. Prof. Dr. Hoshang Farooq Jawad, University of Sulaymaniyah
2. Asst. Prof. Dr. Abbas Mustafa Abbas, University of Sulaymaniyah
3. Asst. Prof. Dr. Ibrahim Ali Murad, University of Garmian.
4. Asst. Prof. Dr. Jalal Sadullah, University of Garmian
5. Asst. Prof. Dr. Hussein Ali Wali, Sallahadin University.
6. Asst. Prof. Dr. Abbas Fadhil Albayati, Sallahadin University.
7. Asst. Lect. Hemn Adil Karim, University of Garmian.
8. Asst. Lect. Jwan Adil Mohammed, University of Garmian.
9. Asst. Lect. Bahar Asi Amin, University of Garmian.
10. Asst. Lect. Aveen Hidayat Ahmed, University of Garmian.
11. Asst. Lect. Media Rafiq Majeed, University of Garmian.

T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal Bilimler Enstitüsü Müdürlüğü

Sayı : 88083623-044-286   12/01/2017
Konu : Mohammed Salih Ahmed AL-JAF'ın Etik
        Kurul Onayı Hk.

Sayın Mohammed Salih Ahmed AL-JAF

Enstitümüz Y1412.020039 numaralı İngiliz Dili ve Edebiyatı Ana Bilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans programı öğrencilerinden MOHAMMED SALIH AHMED AL-JAF'ın "AN EVALUATION OF THE ROLE OF USING FACEBOOK ON LANGUAGE LEARNING AMONG EFL UNIVERSITY STUDENT" adlı tez çalışması gereği "Facebook Questionnaire Form" ile ilgili anketi 09.01.2017 tarih ve 2017/02 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Özer KANBUROĞLU
Müdür V.

Evrakı Doğrulamak İçin : https://evrakdogrula.aydin.edu.tr/enVision.Dogrula/BelgeDogrulama.aspx?V=BELM6JII9

Adres:Beşyol Mah. İnönü Cad. No:38 Sefaköy , 34295 Küçükçekmece / İSTANBUL   Bilgi için: Hüseyin KAZAN
Telefon:444 1 428   Unvanı: Müdür Yardımcısı
Elektronik Ağ:http://www.aydin.edu.tr/

Appendix (C): Eight-Week course Lessons

days and lessons weeks	Lessons				
	Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
Week 1	Introduce oneself in English	Expressions on Agreement and Disagreement	Asking for an opinion and giving an opinion	Inquiring about agreement or disagreement	1) Expressing deduction 2) Cause and consequence
Week 2	What is Grammar?	All English Tenses in a table	Simple Tenses in English (Past)	Simple Tenses in English (Present)	Simple Tenses in English (Future)
Week 3	Present Progressive Tense	Past Progressive Tense	Future Progressive Tense	Present Perfect Progressive Tenses	Past Perfect Progressive Tense
Week 4	Future Perfect Progressive Tense	Perfect Tenses (Present Perfect)	Present Perfect and Simple Past	Perfect Tenses (Past Perfect)	Perfect Tenses (Future Perfect)
Week 5	What is Preposition?	Classification of Prepositions (Simple and Compound)	Prepositions of Time	Prepositions of Place	1) Prepositions typically come before a noun 2) A preposition usually indicates the temporal
Week 6	What is Vocabulary?	Vocabulary1: various forms of the pronoun #who: (who, whose, whom, whoever, whomever)	Vocabulary2: (whose) with (who's) for (who+is). (his) with (he's) for "he is" or "he has")	Vocabulary3: "WHICH" and "THAT"	Vocabulary 4: Differences Between British and American English
Week 7	Auxiliary Verbs	Uses of "Used to"	"Some" and "Any"	"Both / both of / neither / neither of / either / either of "	Differences between "Like" and "As"
Week 8	What is pronunciation?	(Hear/ hear about/ hear from/ hear of)	Uses of "Shall", "Will" and "Should"	Required Lesson from a Student about using "When" between two clauses	Posting Section Two and Three (questionnaire) to conduct the Post-test online

Some Illustrations of the Exercises, Lessons and Tasks

May 15

Exercise No.3
Arrange the words to build understandable sentences !

1- (her. don't, I, agree, with)
2- (In, come. won't, my, opinion, he)
3- (excellent, actor, I, be, to, him, an, consider)
4- (opinion, I'd, story, about, your, know, like, to, that)
5- (reason, late, the, was, he, That, yesterday, is, why)

👍 Like   💬 Comment

👤 _____1 other   ✔ Seen by 11

_____- I don't agree with her
2- In my opinion he won't come
3- I consider him to be an excellent actor ... See More
Unlike · Reply · 🔘 1 · May 15 at 11:22pm
↪ _____ replied · 1 Reply

June 25

Exercise No. 12
* Choose the right tense to complete the sentences:

6. I _____ (see) this movie about a dozen times already.
7. We _____ (sleep) all day yesterday.
8. I finally _____ (decide) to call her yesterday to ask her out.
9. She _____ (be) never late. I wonder why she is missing.
10. I _____ (be) in class very early this morning to study for my math exam.

👍 Like   💬 Comment

👤 _____2 others   ✔ Seen by 33

View 9 more comments
_____1.have seen
2.slept
3.decided... See More
Unlike · Reply · 🔘 1 · June 26 at 1:36am
↪ _____ replied · 2 Replies

May 17

English Tenses.
The very Simple and Easy way to Understand Different tenses in English

Aspect \ Time	Past	Present	Future
Simple	He Worked	He Works	He will Work
Continuous	He was Working	He is Working	He will be Working
Perfect	He had Worked	He has Worked	He will have Worked
Perfect Continuous	He had been Working	He has been Working	He will Have been Working

👍 Like   💬 Comment

Hello dear students, Mhamad Ahmad asked a question about using "When" between two clauses.
As you can see at the Exercise No.11, "When" used as a connector between the clauses in two sentences. so I liked to share this with all of you !

Let's discuss!!

we can use "#when" as a connector between (Past Tense Clause plus past Tense Clause), and (Past Tense Clause plus Past Continuous Clause), so it is very important for us to separate them from each other.

Let's make a contrast!

If there was a break between the two events in both clauses, but the events happened at the time, which means that there is only a #short #break between them. In the other words, if the main clause event which is the #first #event happened then the #second #event in the complement clause happened only after a #short #interruption, at this time we will use "#Past #Tense+ When+ #past #continuous".

- He #was #washing his car (1st event) (main clause) When you #called. (2nd event) (complement clause).
....

But if the events happened as #series or the #main #clause event which is a second event happened #immediately #after the #complement #clause event which is the first event at the whole sentence, at this time we will use "#Past #Tense+ When+ #Past #Tense".

- he #picked #up his phone(2nd event) (main Clause) When you #called. (1st event) (Complement clause).
....

Another Point!
Concerning Exercise No.10(sentence No.3)...
3. maria _____ (sit) behind the door when we were looking for her.

we can use both WHEN and WHILE in this sentence...
look at this (3. maria was sitting behind the door when/while we were looking for her) because the both events (at both clauses) happened at the same time...

#Vocabulary1: An Important lesson !

One of the most frequently asked questions about grammar is about choosing between the various forms of the pronoun #who: (who, whose, whom, whoever, whomever). The number (singular or plural) of the pronoun (and its accompanying verbs) is determined by what the pronoun refers to; it can refer to a singular person or a group of people:

•The person "who" hit my car should have to pay to fix the damages.
•The people "who" have been standing in line the longest should get in first.

It might be useful to compare the forms of who to the forms of the pronouns he and they. Their forms are similar:

To choose correctly among the forms of who, re-phrase the sentence so you choose between he and him. If you want him, write whom; if you want he, write who.

•#Who do you think is responsible? (Do you think he is responsible?)
•#Whom shall we ask to the party? (Shall we ask him to the party?)
•Give the box to #whomever you please. (Give the box to him.)
•Give the box to #whoever seems to want it most. (He seems to want it most. [And then the clause "whoever seems to want it most" is the object of the preposition "to."])
•#Whoever shows up first will win the prize. (He shows up first.)

	Subject Form	Possessive Form	Object Form
Singular	he who	his whose	him whom
Plural	they who	their whose	them whom

#Vocabulary3
"WHICH" and "THAT"

The word "#which" can be used to introduce both #restrictive and #nonrestrictive clauses, although many writers use it exclusively to introduce nonrestrictive clauses; the word "#that" can be used to introduce only #restrictive clauses.

Think of the difference between them:

- The garage that my uncle built is falling down.
#and
-The garage, which my uncle built, is falling down.

* I can say the #first sentence anywhere and the listener will know exactly which garage I'm talking about — "the one my uncle built".

* The #second sentence, however, I would have to utter, say, in my back yard, while I'm pointing to the dilapidated garage. In other words, the "that clause" has introduced information that you need or you wouldn't know what garage I'm talking about (so you don't need/can't have commas); the "which clause" has introduced nonessential, "added" information (so you "do" need the commas).

Incidentally, some writers insist that the word "that" cannot be used to refer to #people, but in situations where the people are not specifically named, it is acceptable. for example:

- The students that study most usually do the best.

(But we would write:
- The Darling children, who have enrolled in the Lab School, are doing well.)

👍 Like   💬 Comment

#Task3 on Vocabulary3

For each sentence, select the #pronoun that will #best #fit in the blank.(use only #which and #that)

1. Walden Pond, _____ was written in the mid-1800s, remains a popular book among romantic and individualistic Americans.

2. She prefers to watch movies _____ make her cry.

3. He bought all the books _____ are required for the course.

4. The police were able to find no evidence against her, _____ surprised no one who knows her well.

5. She wanted to buy a scarf _____ would complement her blue eyes.

6. The answers, _____ you can find in the back of the book, are sometimes incorrect.

👍 Like   💬 Comment

😊 ▇▇▇▇▇▇▇▇▇▇ 9 others   ✔ Seen by 30

View 11 more comments

1.which
2.that
3.that... See More
Unlike · Reply · 😊 1 · June 30 at 12:48am

Exercise No.10
Choose the correct tense to complete the sentences:

1. My sister _____ (buy) me a flower for my birthday last week.
2. Joseph and Anna _____ (go) to the cinema last Monday.
3. maria _____ (sit) behind the door when we were looking for her.
4. Anna _____ (break) her umbrella yesterday.
5. They said they were tired and _____ (go) upstairs to sleep.

👍 Like   💬 Comment

😊 ▇▇▇▇▇▇▇▇ 1 others   ✔ Seen by 34

Differences Between #British and #American English:

#Vocabulary

The most noticeable difference between American and British English is vocabulary. There are hundreds of everyday words that are different. For example, Brits call the front of a car #the #bonnet, while Americans call it #the #hood.

Americans go on #vacation, while Brits go on #holidays, or hols.

New Yorkers live in #apartments; Londoners live in #flats.

There are far more examples than we can talk about here. Fortunately, most Americans and Brits can usually guess the meaning through the context of a sentence.

you can see some other examples from the Picture below:

LearnEnglishWithFriends

American English	British English
Apartment	Flat
Candy	Sweets
Cookie	Biscuit
Angry	Mad
Diaper	Nappy
Elevator	Lift
French fries	Chips

#PRESENT #PERFECT and #SIMPLE #PAST

Students for whom English is a second language sometimes (quite understandably) have trouble distinguishing between the Simple Past and the Present Perfect tenses. Here is some information about the difference between these two tenses.

* The choice between Present Perfect and Simple Past is often determined by the adverbial accompanying the verb. With adverbs referring to a period gone by, we would use the simple past:
- I #studied all night.
- I studied yesterday.
- I studied on Wednesday.

* With adverbs beginning in the past and going up to present, we would use the present perfect:
- I #have #studied up to now.
- I have studied lately.
- I have studied already.

* An adverbial time-marker such as "today, this month," or "for an hour" can take either the simple past or present perfect:
- I #worked hard today. OR, I #have #worked hard today.

* We tend to use the Present Perfect when reporting or announcing an event of the recent past:
- The company's current CEO #has #lied repeatedly to her employees.

* But we tend to use the Simple Past when reporting or announcing events of the finished, more distant past:
- Washington #encouraged his troops.

NOTE:
Because the time limits for Present Perfect are relatively elastic (stretching up to the present), it is somewhat less #definite than the Simple Past:
- Brett #has #worked with some of the best chefs of Europe [in the course of his long and continuing career].

- Brett #worked with Chef Pierre LeGout [when he lived in Paris].

(Notice how the topic of Brett's work is narrowed down as we move from

Exercise No. 12

* Choose the right tense to complete the sentences:

6. I _____ (see) this movie about a dozen times already.
7. We _____ (sleep) all day yesterday.
8. I finally _____ (decide) to call her yesterday to ask her out.
9. She _____ (be) never late. I wonder why she is missing.
10. I _____ (be) in class very early this morning to study for my math exam.

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2 others   ✓ Seen by 33

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1.have seen
2.slept
3.decided... See More
Unlike · Reply · 🔵 1 · June 26 at 1:36am
        ↳ replied · 2 Replies

have seen
7. slept
8 . decided ... See More
Unlike · Reply · 🔵 1 · June 26 at 3:33am
        ↳ replied · 1 Reply

Write a comment

Some Illustrations of Video Tasks

May 13

Very useful to improve your listening skill or your speaking skill. Repeat!
Talking about academic writing !

VOA Learning English
Education
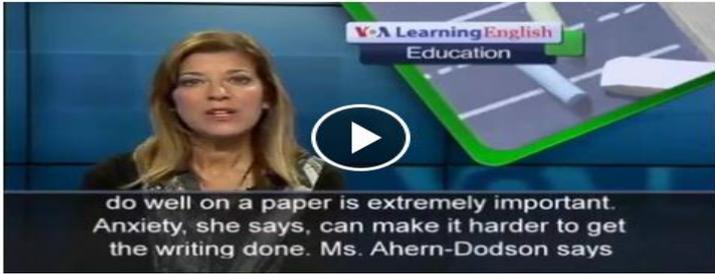
do well on a paper is extremely important.
Anxiety, she says, can make it harder to get
the writing done. Ms. Ahern-Dodson says

👍 Like   💬 Comment

May 14

Don't be Shy!
How to Start a Conversation with Anyone in English. Look and Listen to the video!

In this short video lesson, I'm going to show
you a secret to talking to new people in English.

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June 21

Practice your listening, and try to speak like a native !
listen and listen and listen then Speak !!

* Asking, Where did you go to school ?

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June 25

Listen !!
Seven Workplace Expressions in English !

engVid

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June 27

A Very important video about WHO and WHOM.
How to use Who and Whom ?
listen, learn and enjoy !

A Lesson for Life to Never Forget!

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Some Illustrations of the Student Posts
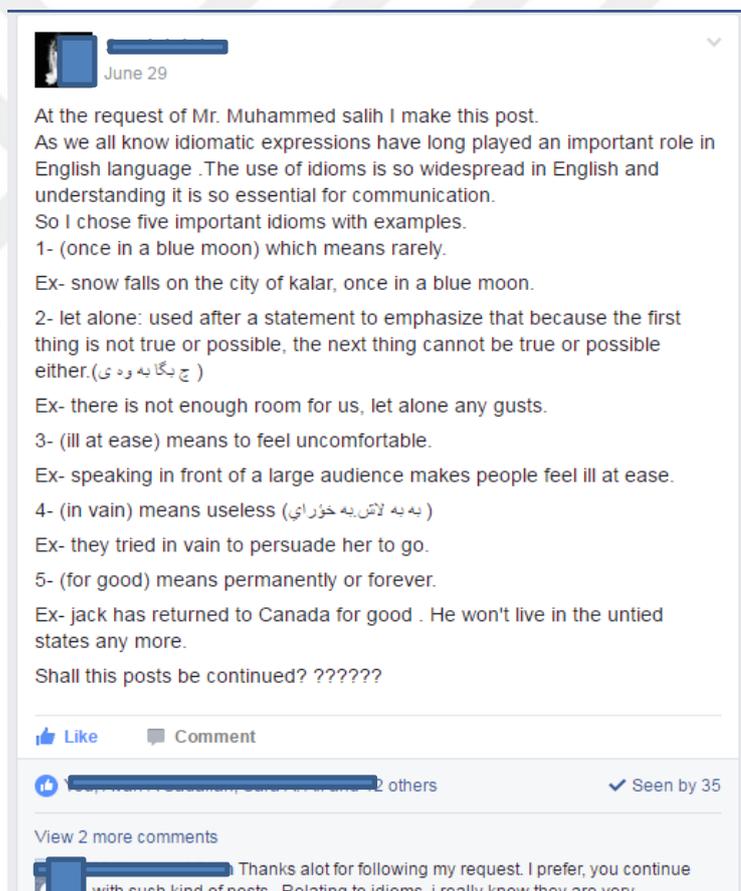
[Name redacted]
July 2

Let me to see clever ones 😐

...

Q: A man was driving a black truck. His lights were not on. The moon was not out. A lady was crossing the street. How did the man see her?

👍 Like   💬 Comment

[reactions] others   ✔ Seen by 37

View 4 more comments

S[redacted]r all did great and the answer is that it was day nor ni8 [redacted]
Like · Reply · 👍 2 · July 2 at 11:46pm

↳ [redacted]lah replied · 1 Reply

[redacted] A man was driving in a day time 😊
Like · Reply · 👍 1 · July 3 at 2:59am

↳ [redacted] replied · 4 Replies

Write a comment... 📷 ☺

[Name redacted]
July 10

✓✓✓✓✓✓✓✓✓
Water+melon=watermelon
ئاو+كاڵە كە=شووتی
Egg+plant=eggplant
هێلكە+ڕوە كە=باینجان
Lip+stick=lipstick
لێو+گۆچان=سوراو
Sun+flower=sunflower
ڕۆژ+گوڵ=گوڵە بە ڕۆژە
Butter+fly=butterfly
یە تر+مێش=پیە پولە
Straw+berry=strawberry
پوش+تۆو=تلیك
Sun+shine✨=sunshine
ڕۆژ+درە وشانە وە=تیشكی خۆر
Pine+Apple=pineapple
سنۆبە ر+سیو=ئە ناناس
lady + bug= ladybird
خانوون+مێرو=خاڵخاڵۆکە
lady + bird= ladybird
خانوون+بالندە=خاڵخاڵۆکە
See+saw=seesaw
دە بینی+جینی=جۆلانە

👍 Like   💬 Comment

[reactions] others   ✔ Seen by 44

[Name redacted]
June 30

Good boy 😐

😂 Haha   💬 Comment

[reactions] 2 others   ✔ Seen by 21

Some Illustrations of Entertainment Posts

Appendix (D): First Post and Welcoming Group members

Appendix (E): The "Name" and the "Description" of the Facebook Group

The Illustrations of the posttest from the Facebook Group

July 10

Dear student, this is #Post #Test , your answers are required, Please select a number from (1 to 5) to answer each item.

#Section #Two. #Opinions of #using #Facebook

This set of questions asks for your opinions of using Facebook. Please choose the answer that best reflects your view for each item. Answer each item as honestly as possible using the following rating scale.... See More

👍 Like   💬 Comment

others   ✔ Seen by 40

9- 3.neutral
10- 4. agree
11- 2. disagree
12- 5.strongly agree
13- 4. agree
14- 2.disagree
15- 4.agree
16- 5. strongly agree
17- 4. agree
18- 5 . strongly agree
19- 4.agree
20- 5.strongly agree

Like · Reply · July 10 at 11:45am

3.5.strongly agree. 9.4.agree. 10.2.disagree. 11.5.strongly disagree. 12.4.agree. 13.5.strongly agree. 14.4.agree. 15.3.neutral. 16.4.agree. 17.2.disagree. 18.4.agree. 19.2.disagree. 20.5.strongly agree

Like · Reply · July 10 at 12:26pm

9. agree
10.disagree
11.agree
12.agree

Section Two

July 10

#Section #Three. #Opinions of #Activities on #Facebook

Dear student, this is #Post #Test , your answers are required, Please select a number from (1 to 5) to answer each item.

This set of questions asks for your opinion on activities that could be done through Facebook. Please choose the answer that best reflects your view for each item. Answer each item as honestly as possible using the rating scale from above.... See More

👍 Like   💬 Comment

👍 _____ 7 others   ✔ Seen by 39

21- 3.neutral
22- 4.agree
23-4.agree
24-2.disagree
25-3.neutral
26-4.agree
27- stronglyagree
28-5.stronglyagree
29-4. Agree
30- 5.stronglyagree
Like · Reply · July 10 at 11:57am

21.4.agree. 22.5.strongly disagree. 23.4.agree. 24.3.neutral.
25.2.disagree. 26.2.disagree. 27.4.agree. 28.4.agree. 29.5.strongly agree.
30.4.agree
Like · Reply · July 10 at 12:35pm

ah 21.agree
22.agree
23.disagree
24.agree
25.disagree
26 disagree

Section Three

89

RESUME

Name Surname: Mohammed Salih Ahmed AL-JAF

Place and **Date of Birth:** Iraq 19/12/1986

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EDUCATION

Bachelor: 2006- 2011, University of Sulaimaniyah, College of Arts, English language and literature department
Master: 2016, Istanbul Aydin University, Department of Languages, English Language and Literature.

WORK EXPERIENCES

(LOCATIONS: NORTHERN IRAQ)

1. Worked as Health, Safety and Environment (HSE) adviser and Translator with Grey Wolf International Drilling Company for three years.
2. Worked with *Asian Oil Company as* assistant Journey manager for six months.
3. Worked as Inspector (Safety and security Inspector) with Western Zagros Company for five months.
4. Worked as English Language teacher with local educational centers.

CERTIFICATIONS FROM *INTERNATIONAL COMPANIES*

1. First Aid and CPR course
2. Personal Protective Equipment (PPE) Awareness
3. Working At Height Awareness
4. Fire Protection, Prevention and Safety
5. Permit to Work Systems
6. Daily Activity Reports
7. Team Leader Training Course

PUBLICATIONS/PRESENTATIONS ON THE THESIS:

Mohammed, Ahmed AL-JAF 2016, *An Evaluation of the Role of Using Facebook On Language Learning among EFL University Students*. MA thesis, Istanbul Aydin University.