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**An Investigation of the Learners' Use of Facebook to Learn English**  
**Autonomously**

*The Case of First Year Master Students (LMD)- University of Mohammed*

*Seddik Ben Yahia, Jijel.*

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**language sciences**

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## Dedications

This work is dedicated:

To my parents who switch candles of hope around me, and devoted their lives to see me succeed,

To my adorable Fiancée “Ziad”,

To my dearest sisters “Hassiba” and “Fayrouz”,

To my little angels “Haytem” “Saif Eddin” “Abd Arrahim” “Abd Alghafour” “Anis” “Arij”,

To my brothers “Faras” “Samir” and “Mohammed”,

To my relatives namely “Aunt Marzaka”, “Aunt Moufida” and my grandmother “Hadriya”,

To my friends “Sara” “Linda” and “Sara”

Mouna

For their endless support, I dedicate this work

To the dearest person to my heart my mother “ Rachida “,

To my beloved father “Mohammed“,

To my adorable sisters “Tahani” and “Abir”,

To my dear brothers “Ilias“and “Ramzi“,

To my lovely aunts “Djahida” and “Hayat”,

To my little angels “Hadil”, “ Ilyas” and “Ahmmed Mohemmed”.

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### **Abstract**

The present study aimed at investigate the use of facebook to enhance learner autonomy. It is hypothesized that if students use facebook, they would be able to build their self direction in setting their own learning activities, formulating goals, identifying resources, selecting strategies, and evaluating learning outcomes. The design of the study was a triangulation of a quantitative and qualitative method. A questionnaire is administered to 70 1st year Master students of English at Mohammed Seddik Ben Yahia University, Jijel. Moreover, a participant observation is conducted through a facebook page with 16 students of the same sample. The results revealed that English foreign language learners' autonomy can be developed when using facebook as a tool of learning. The results obtained from this study showed that 1<sup>st</sup> year master students are using facebook for educational purposes to support their autonomy in learning.

### **List of Abbreviations and Symbols**

CALL : Computer Assisted Language Learning

CRAPEL : Centre de Recherche et d'Application en Langues

DL: Distance Learning

EFL: English as a Foreign Language

E-Mail: Electronic Mail

ESL: English as a Second Language

FB: Facebook

FL: Foreign Language

L1: First Language

L2: Second Language

Q: Questions

SAC: Self- Access Centers

TEFL: Teaching English as a Foreign Language

%: Percentage

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## **General Introduction**

1. Background of the study
2. Statement of the Problem
3. Research Aims
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## **General Introduction**

### **1. Background of the Study**

E- Learning plays a vital role in education and it has a great potential to spread learning. It is defined differently by various researchers; Watherhouse (2003) defined e-learning as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, Liaw and Huang (2007) stated that e-learning in academics which is characterized by the use of multimedia constructs made the process of learning more active, interesting and enjoyable. Furthermore, E-learning involves the use of digital tools for teaching and learning, it makes the use of technological tools to enable learners study anytime and anywhere and it involves the training, delivery of knowledge and motivates students to interact with each other, as well as exchange and respect different point of views and it eases communication and improves the relationships that sustain learning (Arkorful & Abaidoo, 2014).

E- Learning appears in the educational field as a powerful tool which creates a lot of opportunities for the learners and facilitates the learning process through its endless services. E-learning provide the people with a wide range of unlimited tools to learn and among them we can see the powerful appearance of the social media tools in the educational system such as face book which serves nowadays as a modern tool in teaching and learning and this is due to its easiness to use. Moreover, the tools resulted from the appearance of e-learning as a new approach in learning results in a shift from the teacher centered instruction to the learner centered instruction which opens the doors for learners to take charge of their own learning and to be more independent and self-reliant.

## **2. Statement of the Problem**

Nowadays and because of the technological revolution and its inventions, learners starts to be more active in the learning process. Besides, we can see the powerful appearance of face book nowadays as the most used tool among people of different ages and races especially the learners. Today's learners use facebook daily at anytime and anywhere, but they are not aware that it has educational purposes and it serves as a means of learning in addition to its role as a means of communication.

It would be interesting to observe if 1<sup>st</sup> year master students at the department of English at Mohammed Seddik Ben Yahia are autonomous and whether they are aware of the educational purposes of face book as well as whether they use it in their education or not.

## **3. Research aims**

The present study aims at investigating and highlighting the concept of learner autonomy in foreign language learning. In addition to that, it aims at examining whether 1st year master students of English in Mohammed Seddik Ben Yahia University are relying on themselves in their learning. Furthermore, it aims at investigating the role of face book as a learning tool to enhance learner autonomy.

## **4. Research Questions**

This study aims at answering the following questions:

- 1- To what extent 1<sup>st</sup> year master students of the English language in Med Seddik Ben Yahia University are autonomous learners?
- 2- Do 1<sup>st</sup> year Master students of English in Mohemmed Seddik Ben Yahia University, Jijel use facebook for educational purposes?

3-Do they use facebook as a learning tool to enhance their autonomy in learning English as a foreign language?

## **5. Research hypothesis**

In order to answer the above questions, it has been hypothesized that the use of facebook would build self directed learners and makes students able to set their own learning activities, learning goals, and make them able to do self assessment.

## **6. Research methodology**

We attempt to investigate data by relying on two tools of research. A questionnaire designed for 1<sup>st</sup> year master students at the English department at Mohammed Seddik Ben Yahia University, Jijel. The questionnaire is used to in investigating the role of face book in building self-directed learners. In addition to the questionnaire, a case study is done on the same sample for the purpose.

## **7. Structure of the Dissertation**

The present study consists of a general introduction, two chapters and general conclusion. The general introduction includes the background of the study; the statement of the problem, the research aims, research questions, the research hypotheses, the significance of the study as well as the research methodology is presented.

The first chapter is a theoretical part and this theoretical part is divided into two main sections. The first section is entitled learner autonomy which tackles the issue of learner autonomy with all its aspects. The second section deals with face book and its use in education.



The second chapter is concerned with the practical part in which participants, instruments of research and materials followed in collecting data are presented. In addition to that, the results of the research, the implications and limitations of the study, and the suggestions for further research are presented in this chapter.

## **Chapter One: Autonomous Learners and the Use of Facebook**

### **Section One: Learner Autonomy**

#### **Introduction**

The present section tackles the issue of learner autonomy as a beneficial process in preparing learners for a lifelong learning. It, then, spots light on the multitudinous definitions of the learner autonomy concept presented in pioneering works, and demonstrating its most characteristics, levels, skills and types of autonomous learning. Furthermore, it sheds light on how teachers can promote learner autonomy. Finally, it mentions also some strategies to enhance autonomy, demonstrating its importance as a vivid component in a lifelong learning.

### **Section One: Learner Autonomy**

#### **1.1.1 Definition of Learner Autonomy**

Learner autonomy is an important issue and it has been a major area of interest in the field of foreign language learning. The concept has been defined differently by a large number of researchers. Holec (1981), a pioneer in the field of learner autonomy, offered this often quoted definition, “The ability to take charge of one’s own learning[...] .This ability is not inborn but must be acquired either by natural means or by formal learning, in a systematic, deliberate way” (p.3). He further explained that to take charge of one’s own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning. In addition to that, Holec’s (1981) influence on the study of learner autonomy has been so strong that many definitions of learner autonomy have subsequently been provided in literature. Allwright (1988) summed up the view of many researchers in the late 1980s, when he wrote

that autonomy was “associated with a radical restructuring of pedagogy, a restructuring that involves the rejection of the traditional classroom and the introduction of wholly new ways of working” (p.35).

Researchers such as Little (1991) believed that learner autonomy is “a capacity for detachment, critical reflection, decision-making, and independent action (p.4). Moreover, Miller (1996) defined learner autonomy from two perspectives; the learners’ psychological relation with the process of learning to the capacity of taking control of one’s own learning, from a recognition of the rights of learners within educational systems to the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. The term of autonomy itself involves the synthesis of both self-direction and learning with the former including dimensions of self-management, self-monitoring, and motivation (Garrison, 1997). Then, Aoki (1998) recognized that autonomy is the capacity to control one’s own learning, but pointed out that autonomy is the capacity to select and plan what and how one is going to learn, and evaluate the effect of the learning when he or she desires to learn.

An agreement of Holec’s (1981) definitions, Sinclair (1999) summarized their opinions into a term of self-directedness. According to her survey review (1999, p.310),” autonomy in language learning is principally concerned with providing learners with situations and opportunities for exercising a degree of independence”. In other words, autonomy means being self-directed. In her survey (1999), Sinclair reviewed that autonomy is a capacity for making informed decisions about one’s own learning, and that this capacity needs to be developed through introspection, reflection, and experimentation in the form of learner training or some other kind of intervention by a facilitator, such as a teacher or counselor. Then, Little (1999) summarized the working definition of learner autonomy from three

different perspectives. First, the basis of learner autonomy is acceptance of responsibility for one's own learning. Second, the development of learner autonomy depends on the exercise of that responsibility in a never-ending effort to understand what one is learning, why one is learning, how one is learning, and with what degree of success. Finally, the effect of learner autonomy is to remove the barriers that so easily erect themselves between formal learning and the wider environment in which the learner lives. Furthermore, Benson (2001) defined autonomy as the ability to take control of one's own learning, largely because the contrast of control appears to be more open to investigation than the constructs of charge or responsibility. Finally, learner autonomy has played a vital role in the field of language learning and has gained much importance and interest among a huge number of researchers because of its importance.

### **1.1.2 Characteristics of Autonomous Learners**

An autonomous learner is a learner who takes responsibility of his/her own learning, follows various strategies, and creates many ways from which he/she can develop his/her level. An autonomous learner has some major distinctive characteristics. He is an active participant in the social processes of learning and an active interpreter of new information in terms of what she/he already and uniquely knows. Autonomous people are intrinsically motivated, perceive themselves to be in control of their decision-making, take responsibility for the outcomes for their actions and have confidence in themselves (Deci & Rayen, 1985; Bandura, 1989). Furthermore, Holec (1979) manifested that an autonomous learner is a learner who is capable of determining the objectives, defining the contents and progressions, selecting methods and techniques to be used and monitoring the procedure of acquisition properly. In addition to that, Holec (1981) stated that learner autonomy develops the individual's freedom by developing those capacities which will enable him/her to act more

responsibly in running the affairs and be an effective member in the society in which he/she lives. Then, according to Dam (1990), autonomous learner is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This needs a capacity and willingness to act independently and in co-operation with others, as a socially responsible person.

Considering learning English as a second/ foreign language (ESL/ EFL), an autonomous learner is a learner who uses English outside the classroom and with foreigners, uses the internet to search for extra information; reads English magazines, newspapers, and listens to and watches English channels, and prepares his/her own glossary. In addition, an autonomous learner is a learner who writes E-mails in English to pen-friends, works in pairs or groups; shares ideas; and works on his/her own without much help from others (Al-Shaqsi, 2009).

Moreover, Thanasoulas (2000), suggested that autonomous learners are the ones who have insights into their learning styles and strategies, take an active approach to the learning task in hand; are risk-takers, i.e., to communicate in the target language at all costs; who are good guessers and attend to form as well as to content, that is, place important on accuracy as well as appropriacy, develop the target language into a separate reference system, have the will to revise and reject hypotheses and rules that do not apply; and have a tolerant and outgoing approach to the target language.

Furthermore, in Nunan (2000) study, he outlined common characteristics for learners who successfully improved their language skills through learning autonomously. These characteristics and requirements include: a diversity of skills, passion and enjoyment for a particular field, a focused and active approach to learning, and finally, pursuit of learning and success despite high probability of failure.

### 1.1.3 The Origins of Autonomy in Language Learning

It was not until the beginning of the 1970's that the word autonomy, meaning law in Greek, started to be used in the field of language learning. Despite the fact that autonomy has been around for only centuries in the field of education or learning, it has been long used in other fields such as philosophy, religion, and medicine. The concept of autonomy dates back to ideas of personal autonomy in contemporary western political philosophy. After that, the concept of autonomy entered the field of language teaching through the Council of Europe's Modern Language Project, established in 1971. One of the outcomes of this project was the establishment of "Centre de Recherche et d'Application en Langues" (CRAPEL) at the University of Nancy, France, which rapidly became a focal point for research and practice in the field.

Yves Chalon, the founder of CRAPEL, is considered by many to be the father of autonomy in language learning. Chalon died at an early age in 1972 and the leadership of CRAPEL was passed to Henri Holec, who remains a permanent figure within the field of autonomy today. A seminar on self-directed learning and autonomy at the University of Cambridge in December 1976, which included contributions from Philip Riley and Caroline Stanchina of CRAPEL, was also an important foundational event in the field (Harding-Esch, 1977). Holec's (1981) project report to the Council of Europe is a key early document on autonomy in language learning. The journal *Mélanges Pédagogiques*, published at CRAPEL, has also played an important role in the dissemination of research on autonomy from the 1970s to the present day. Important early papers on autonomy from *Mélanges Pédagogiques* were distributed internationally in Riley's (1985) collection on *Discourse and Learning*. Subsequently, Holec put forward the theoretical basis and pedagogical implications of learner autonomy.

### **1.1.4 Terms Related to Autonomous Learning**

There are a number of terms related to autonomy that can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning' or 'distance learning'. These terms basically describe various ways and degree of learning by oneself, whereas autonomy refers to abilities and attitudes (or whatever the capacity to control one's own learning consists of). Over the last few years, more and more research is coming out on autonomy in the classroom and 'teacher autonomy'.

The terms 'independent learning' and 'self-directed learning' also refer to ways of learning by oneself. But these terms are very often used as synonyms for autonomous learning. Coming across any of these terms necessitates knowledge of what each means.

#### **1.1.4.1 Autonomous Learning**

Autonomy is a relatively new concept in the field of education which has been defined by different scholars. Benson (2008) stated that, the concept of autonomy in learning draws its meaning from the concept of personal autonomy, it is concerned with the kind of learning that best helps learners to lead autonomous lives. Autonomous life refers to individual freedom in making free choices of goals and relations as key ingredients of individual well-being (Raz, 1986, as cited in Benson 2008). In this regard, autonomy has to do with individual freedom and human rights for making individual choices. It is a matter of lifelong process rather than a need for a particular situation or course. There appear to be at least three basic definitions of autonomy, corresponding broadly to its technical, psychological, and political dimensions (Benson, 1997):

1. Autonomy as the act of learning on one's own and the technical ability to do so.

2. Autonomy as the internal psychological capacity to self-directed one's own learning.
3. Autonomy as control over the content and processes of one's own learning.

Moreover, Benson and Voller (1997, p.1) hold that autonomy consists at least of five phases. Firstly, for situations in which learners study entirely on their own. Secondly, for a set of skills which can be learned and applied in self-directed learning. Thirdly, for an inborn capacity which is suppressed by institutional education. Finally, for the exercise of learners' responsibility for their own learning (cited in Thanasoulas, 2000). These definitions, however, are far explicit enough to be of pedagogical use.

Furthermore, Littlewood (1999) made a distinction between proactive and reactive as two types of autonomous learning. First, Proactive autonomy refers to one's initiative in formulating directions, affirms learners' individuality and sets up directions which they themselves have partially created. Though they seem to be different, they actually represent different extents of autonomy and should be regarded as a continuum instead. That is, according to Holec (1981), learners are able to take charge of their own learning, determine their objectives, select methods and techniques and evaluate what has been acquired (as cited by Littlewood, 1999, p.75). This is the only concept of autonomy discussed by the West. Second, Reactive autonomy does not create its own directions, once a direction has been initiated, it enables learners to organize resources autonomously in order to reach their goal. After the direction has been set, reactive autonomy enables learners to organize their resources autonomously in order to reach their goal. It is this form of autonomy that stimulates the learner to do their learning (Littlewood, 1999).



### **1.1.4.2 Self-Directed Learning**

Self-direction is particular attitude to the learning task, where the learner accepts responsibility for all the decisions concerned with this learning but does not necessarily undertake the implementation of those decisions (Dickinson, 1987).

### **1.1.4.3 Distance Learning**

Distance learning (DL) is a form of open learning is oriented to disseminating knowledge and presenting freedom to what and how to study; this form of education develops personality and ability to think critically. Distance education is the relationship based on a dialogue, structure, and independent decisions and mediating technologies (Moore, 1990).

According to Keegan (1986), DL is characterized by the following distinctions:

- Separation of the teacher and student;
- Influence of an education institution on planning and preparing learning materials;
- Use of technical and information technologies; double-way communication; the possibility of unplanned seminars;
- Participation in applying the most technically developed education.

### **1.1.4.4 Independent Learning**

Independent learning and teaching is an educational system in which the learner is autonomous, and separated from his teacher by space and time, so that communication is by print, electronic, or other non-human medium. It implies freedom from control by, and dependence on, others. It is defined by different scholars such as Knight (1996) who stated that “Independence...is not the absence of guidance, but the outcome of a process of learning that enables learners to work with such guidance as they wish to taking...getting their needs considerable insightful planning and action “(p.35). Moreover, Thomas (2014) stated that

independent learning is undertaken outside contact hours i.e. outside the formal education contexts, but contributes to course- specific learning outcomes; independent learning is undertaken by students, either on their own or with others, without direct input from teaching staff.

#### **1.1.4.5 Self-Instruction Learning**

It consists of both exploiting learning tools designed for self-studying and conducting learning activities independently from the instructor (Benson, 2007). Furthermore, Little (1991), stated that self- instruction learning is a type of learning without the teacher direction.

#### **1.1.4.6 Tandem Learning**

Tandem learning, which takes place when two people are learning each other's language, and work to help one another. It has a long association with autonomy (Benson, 2007).

#### **1.4.8 Self-Access Learning**

It is a learning approach where learners learn from materials and facilities that are organized to facilitate learning; self instruction in using these materials. Various self access centers have been established around the world. These centers provide necessary materials where the learners work on their own learning (Dickinson, 1987).

#### **1.1.5 Levels of Learner Autonomy**

According to Nunan (2000), we can distinguish several steps to develop a degree of autonomy. So, he listed five levels of autonomy. Awareness is the first level in which learners identify strategy implications and identify their own preferred styles/ strategies, i.e. learners in this level are made aware of the pedagogical goals and content of materials they are using. Involvement is the second level when learners make choices among a range of options. In

other words, learners are involved in selecting their own goals from a range of alternatives on offer. Invention is the level number three, and it happens when the learners modify and adapt tasks, i.e. learners involved in modifying and adapting the goals and content of the learning material. In addition to these three levels, Nunan added creation as a fourth level of autonomy, in which learners create their own goals and objectives. Finally, transcendence is the final level when the learners become teachers and researchers, i.e. Learners go beyond the classroom and make links between the content of classroom learning and the world beyond the classroom, they function as fully autonomous learners.

### **1.1.6 Promoting Learner Autonomy**

Brajcich (2000) suggested the following ways to promote learner autonomy:

- The teacher should encourage students to be interdependent and to work collectively and ask students to keep a diary of their learning experiences;
- Explain teacher/student roles from the outset;
- Progress gradually from interdependence to independence.
- Give the students non-lesson classroom duties to perform (taking roll, writing instructions, notices etc, on the board for the teacher);
- Have the students to design lessons or materials to be used in class;
- Instruct students on how to use the schools resources centers: the school library, the langue laboratory, and the language lounge;
- Emphasize the importance of peer-editing, corrections, and follow up questioning in the classroom;
- Encourage the students to use only English in class;

- Part of the role of the language teacher is to create an environment where students feel they should communicate in the target language and feel comfortable doing so;
- Teachers should stress fluency rather than accuracy and allow the students to use reference books, including dictionaries in class.

Furthermore, Dornyei (2001) specified two practical classroom changes to foster autonomy by increasing learner involvement in organizing the learning process, and make a change in the teacher's role. He also emphasized that the key issue in increasing learner involvement is to share responsibility with learners in their learning process, recommending several ways to achieve this. Among these are to give students positions of genuine authority, to encourage student contributions and peer teaching, to encourage project work, and to allow self-assessment procedures when appropriate.

Regarding the teacher's role, there is a need to adapt a somewhat non-traditional teaching style, often described as the facilitating style. In the autonomous mode, the facilitator respects the total autonomy of the group in finding their own way and exercising their own judgment ( Dornyei, 2001, pp.104-105).

Moreover, different activities that provide learners with the opportunity to work independently can be used to promote learner autonomy. Harmer (2008) presented a range of activities for training learners to be autonomous, some of which are:

1. Thinking about learning: the learners are provided with a list of can do statements in which they think about their learning. These activities help learners to reflect on their own learning. Reflection makes their learning long lasting since they are likely to memorize the things they have learned. Teaching learners to take notes also helps

them to be independent learner. Rather than providing the learners with the notes, teachers should provide them with various ways of taking notes (spider gram). Once they are familiar with different ways of taking notes they can use these skills independently while reading or attending a lecture.

2. Taking over: gradually, learners can take over the responsibility for their own learning. Harmer (2008) suggested various activities for this. Such activities include asking students to use a dictionary which helps them to learn meanings of new words independently. They provide learners with a sense of achievement as well as boost their confidence.
3. Learning journals: learning journals help learners to be autonomous. They also develop learners' writing skills, help to express their feelings, provide an opportunity for learners to think both about what they are learning and how they are learning. They enhance their memory of the things they have learned. Learners might be asked to describe their reaction to a lesson or can be asked to write about anything of their interest. Teachers need to provide feedback on students' writings.
4. Forcing agency: some learners do not just refuse to take responsibility for their own learning; they feel secure when teachers provide them with solutions to their all problems. Activities like the story circle writing and jigsaw reading activity make learning more structured for students and help them to contribute something somewhat independently.
5. The self-access centers (SAC): self-access centers are the centers where learners can choose reading materials according to their own interest. They can visit such centers on regular basis or in their own spare time.

### **1.1.7 Skills Required for Autonomous Learning**

The skills required for autonomous learning can be divided into cognitive skills, metacognitive skills and affective skills:

- Cognitive skills include memory, attention and problem-solving (Carr, 1996; Malone and Smith, 1996; Boekaerts, 1997; Anthony, 1994; Zimmerman, et al., 1996). Learners need to have reached a certain level in their cognitive development, such as being able to decode basic information, before they can embark on autonomous learning.
- Metacognitive skills are skills associated with an understanding of how learning occurs, such as learners being able to state how they learn and identify other people who help them with their learning (Malone and Smith, 1996; Bransford, et al., 2000; Bullock and Muschamp, 2006). These skills are necessary for learners to self-assess their learning.
- Affective skills are skills related to feeling and emotions, such as developing a value system, then internalizing and acting on these values. Motivation is considered as the most important affective skill and is directly associated with an increased capacity for autonomous learning and can also be an outcome of autonomous learning (Malone and Smith, 1996; Neber and Schommer-Aikins, 2002; Bishop, 2006, as cited in Meyer, 2010).

### **1.1.8 Strategies to Enhance Autonomous Learning**

In order to be autonomous and rely on themselves, FL learners use infinite lists of strategies which are beneficial, among these lists there are nine practical strategies stated by O' Malley and Chamot (1990, p 44). The first strategy is repetition, when imitating others'

speech. The second is resourcing, i.e., referring to dictionaries and other materials. The third strategy is translation that is, using learners L1 as a basic for understanding and/or producing the target language. Another strategy is note taking. Furthermore, they also suggest deduction strategy which refers to the conscious application of the L2 rules, and contextualization strategy when inserting a word or a phrase in a meaningful sequence. Moreover, they suggest the transfer and the inference strategies. The former, is when the learner uses the knowledge his/her first language to remember and understand facts in the L2 while the latter is when the learner matches an unfamiliar word to available information. Finally, the last strategy they suggested is question for clarification when the learner asks his/her teacher or peers to explain.

Other strategies are given by Wenden (1998), the first is directed attention when the learner decides to concentrate on general aspects of a task, and the second is selective attention which refers to the act of paying attention to specific aspects of a task, the third is self-monitoring, i.e., checking ones performance as one speaks. Another strategy is self-reinforcement which refers to the act of rewarding oneself for success. The last strategy given by Wenden (1998) is self-evaluation, i.e., assessing one's performance in relation to one's standards (as cited in Thanasoulas, 2000, pp.121-122).

### **1.1.9 The Significance of Autonomous Learning**

One of the great important issues in education is the emphasizes put on the necessity of the ability to learn and think of one's own accord. This ability bears a close resemblance to autonomy, cooperativeness and creativeness to survive and succeed in every area of our society. From the general educational perspective, Umeda (2004, p. 61) specified three reasons for the significance of autonomy:

- Fostering a survival capacity to cope with rapid social changes;

- Developing the learner's individuality; and
- Improving the diversity of the learner's cultural and educational background.

The same idea is expressed by Benson (2001) who said that, "autonomy is a precondition for effective learning; when learners succeed in developing autonomy, they not only become better language learners but they also develop into more responsible and critical members of the communities in which they live" (p. 1). Furthermore, learners who developed their own autonomy, they will take the necessary responsibility for their own learning and become intrinsically motivated and engage themselves in their learning initiatives and actively (Little, 2006). In other words, autonomous learners can apply the knowledge and skills acquired in the classroom to situations outside the classroom (Little, 2006).

### **1.1.10 Learner Autonomy Assessment**

In the process of becoming more autonomous, there is still no specific assessment.

Benson (2001, p. 51) stated that the measurement of autonomy is problematic for a number of reasons:

- The most important factor influencing the possibility of measuring degrees of autonomy is the factor that autonomy is clearly a multidimensional construct;
- The second problem in the measurement of autonomy concerns the nature of the construct;
- The third factor affecting the ability to measure degrees of autonomy concerns the nature of acquisition of autonomy as a developmental process.

In the traditional educational context, evaluation is one of the primary functions and responsibility of the teacher. Learners' ability to monitor their learning and evaluate their success is not an issue because the teacher and the institution will determine when sufficient



learning has taken place. Whereas, in autonomous learning self-assessment could be a crucial skill for learners to acquire in order to maximize their learning and reach their potential as autonomous learners (Simonian & Robertson, 2002).

According to Benson (2001), autonomy is only being measured indirectly through performance by introspective methods, such as questionnaires collection, portfolios, self-reports, interviews for getting learners' experiences, and learning journals and diaries. Then, based on the reflection and data analysis, researches on learner autonomy can be carried out.

### **1.1.10. 1 Portfolios**

Portfolio use has great potential to promote learner responsibility and independence. It has different meanings to different teachers, and its basic three types are: showcase portfolios, collections portfolios, and assessment portfolios (Shimo, 2003). Showcase portfolio is typically used to display a student's best work to parents and school administrators. Collection portfolios contain all of a student's work and assessment portfolios are focused reflections of specific learning goals that contain systematic collections of student work, student self-assessment, and teacher assessment (Shimo, 2003). Basically, assessment portfolios are different from the others in that students go over their previous and present work, and choose items to put into their folder according to certain criteria. The items are usually not only the best work, as is the case of showcase portfolios, but include various kinds of work to show ongoing learning processes. One of the main benefits of portfolio assessment is the promotion of learner reflection. By having reflection as part of the portfolio process, students are asked to think about their needs, goals, weakness, and strengths in language learning, which enhance the feeling of learner ownership of their work and increase opportunities for dialogs between students and teachers about curricular goals and learner progress. In most cases, portfolio as an assessment instrument is widely applied.

Shimo (2003) reported on the use of portfolio in students' native language, she showed that portfolio is a helpful instrument for encouraging learners to reflect on their own learning process.

Although many programs are moving toward portfolio assessment as opposed to the traditional, holistic assessment, still portfolio use has not yet become a substantial assessment or instructional tool.

### **1.1.10.2 Self-reports**

According to Wenden (1998, p.79), a good way of collecting information on how students go about a learning task and helping them become aware of their own strategies is to assign a task and have them report what they are thinking while they are performing it. This self-report is called introspective, as learners are asked to introspect on their learning. In this case, the introspective self-report is a verbalization of one's stream of consciousness (Wenden, 1998, p.81). Introspective reports are assumed to provide information on the strategies learners are using at the time of the report.

Another type of self-report is what has been dubbed as retrospective self-report, since learners are asked to think back or retrospect on their learning. Retrospective self-reports are quite open ended, in that there is no limit put on what students say in response to a question or statement that points to a topic in a general way. There are two types of retrospective self-report: semi-structured interviews and structured questionnaires.

- Semi-structured interview may focus on a specific skill with a view to extracting information about learners' feelings towards particular skills (reading, listening, etc.), problems encountered, techniques resorted to in order to tackle these problems, and learners' views on optimal strategies or ways of acquiring specific skills or dealing with learning tasks.

- Structured questionnaire seeks the same information but in a different way i.e., by dint of explicit questions and statements, then ask learners to agree or disagree, write true or false, and so on.

### **1.1.10.3 Diaries and Evaluation Sheets**

One of the principal goals of education is to alter learners' beliefs about themselves by showing that their putative failures or shortcomings can be ascribed to a lack of effective strategies rather than to a lack of potential. According to Vygotsky (1978), learning is an internalised form of a formerly social activity, and “a learner can realize his or her potential interactively...through the guidance of supportive other persons such as parents, teachers, and peers” (Wenden, 1998, p.107). The role of diaries and evaluation sheets is to offer students with the possibility to plan, monitor, evaluate their learning, and identifying any problems they run into and suggesting solutions. In other words, learning diaries is seen as a useful mean to help learners self-monitor, self-assess and become critically reflective (Cotteral, 1995; Nunan, Lai & Keobke, 1999; Usuki, 2001; Yang 2005a). Moreover, Barfield (2003) tried to explore the parallel development of learner autonomy through a student's learning diary. The student's diaries make him think closely about his own learning assumptions and habits and understand better ways to learn and research.

## **Conclusion**

The present section provides an overview of learner autonomy. It provides definitions of the concept precisely as a valid system of education, which allows learners to develop the lifelong habit of being self-directed and motivated learners. It has been proved that promoting learner autonomy inside the classroom is a crucial step which must be taken into consideration by the teacher to foster autonomy. Interestingly, the significance of learner

autonomy lies on helping the learners to develop the attitude that learning is a lifelong process and acquire the skills of self- directed learning. The following section is going to be about Face book as a second variable to this study, it will show the importance of Face book as a tool of education.

## **Section Two: Facebook**

### **Introduction**

This section explores the issue of facebook and its role in education. In addition to that, it sheds light on the various definitions of the concept, its origins and features. Furthermore, it highlights its benefits, disadvantages and its use in education.

#### **1.2.1 Definitions of Facebook**

Facebook is a debatable subject that has gained the interest of many researchers. It was defined differently by a large number of scholars. Boyd & Ellison (2007) defined face book as a social networking site that offers an online platform on which users create profiles, generate and share contents and information, and interact with other known and unknown individuals. Similarly, they define it as an online communication tool allowing users to construct a public or private profile in order to connect and interact with people who are part of their extended social network (Boyd and Ellison, 2007). Moreover, Kazeniak (2009) asserted that face book is a social networking site which provides users with a platform to create a personal profile page, add and send messages. Furthermore, FB is an online social network initially launched by a group of students at Harvard University, and subsequently expanded all over the world, becoming the largest social network worldwide (Kirkpatrick, 2010). In addition to that, Face book can be defined as a unique online service platform, or area where social communication and/or social relations can be established and individuals intensely share information (Tiryakioglu & Erzurum, 2011). At the same time, they stated that face book is an online network software which enables users to connect to each other via private or public correspondences based on different authorization levels in networks and join other groups and share contents with other users (Tiryakioglu & Erzurum, 2011). Moreover, FB can be used as

a helpful tool in learning and as a powerful instrument in building strong relationships between people and provide learners with a very comfortable learning environment to improve their educational levels.

### **1.2.2 The History of Facebook**

Facebook is one of the biggest quite popular social networking websites around the globe. The website includes people of all ages, races and nationalities. It was created in February 2004 by Mark Zuckerberg with the help of Andrew McCollum and Edwardo Saverin. It actually started out in theory when Zuckerberg launched FACEMASH.COM, which allowed its visitors (basically his Harvard classmates) to compare two students' pictures side by side to let them decide who was hot and who was not (Zeevi, 2013). Later on, in 2004, Zuckerberg registered THE FACE BOOK.COM domain, and the idea of the website was motivated by the social needs at Harvard to be able to identify people in other residential houses (Koplowitz, 2012). Originally the website is designed for college students in the United States (Harvard) in early 2004. Moreover, it was at first limited to college students Harvard with a valid e-mail address (Boyd & Ellison, 2008), then it was expanded to other universities such as Yale university. At the beginning the site start without the photos, wall; news feed; events and pages features (The Associated press, 2014). Later on, in 2005, they dropped the 'the' and the website become "facebook.com" (Loomer, 2012).

In 2006, face book expanded once again. It became available for anyone aged 13 years and over with valid e-mail address (The associated press, 2014). Then, face book application became available on mobile phones and become more rich with a wide list of features which included the FB mobile texts, mobile photo upload, groups, events, news feed, mini feed, new privacy controls, shares links to articles, photos and videos, news feed preferences, and profile pictures album (Loomer, 2012). In 2007, face book agrees to sell a 1.6 percent stake to

Microsoft for 240 million dollars and it developed the notes feature (The associated press, 2014). In 2008, face book introduced chat and reached 100 million active users (Koplowitz, 2012). In 2009, face book introduced the like and the username feature, and the number of users became 250 million. By the end of 2009, the users' number reached 350 million users (Peckham, 2016). In 2010, the number of users reached 500 millions. In 2011, face book introduced timelines which is a new version of profile page (Koplowitz, 2012). Finally, in 2012 the face book reached 900 million active users (Koplowitz, 2012). But, it is still in development adding new features and applications.

### **1.2.3 Facebook Features**

By gaining much popularity in few years and reaching the third grade as the largest and the most famous site after Google and Yahoo, face book is rich by an endless list of features that provide many chances for its users.

#### **1.2.3.1 News-Feed**

News feed is a face book feature launched in September 2006. It is a central way for face book users to get updates about their friends, family and anything that matters most to them, and the central place to have conversations with people they care about. Its goal is to show people the stories that matter most to them (Krug, 2016). In addition to that, news feed is what a face book user see when they log into face book, and it reflects the stories related to people, groups and pages you are connected to on face book (Harmon, 2011). Furthermore, the feature allows face book users to track their friends facebook movements by the minute (Kolowich, 2016).

### **1.2.3.2 The Like Button**

The facebook "Like" button is a feature that allows users to show their support for specific comments, pictures, wall posts, statuses, or fan pages. Added in February 2009, the "like" button allows users to show their appreciation for content without having to make a written comment (Rouse, 2010).

### **1.2.3.3 Photos and video uploads**

A face book feature that helps face book users to share and upload unlimited videos and photos on his/her face book wall, and they can also create albums and customize the privacy of the albums (Zulkifli & Halim,2016).

### **1. 2.3.4 Timeline**

A timeline is a section of a face book user's account that replaces the profile and wall pages and merges them together. Status updates, photos, friendships made, as well as job history, material status changes, and other information that a face book user has recorded in his/her profile appears on it (Duffy, 2012).

### **1.2.3.5 Events**

It is a calender based resource which can be used to notify users of upcoming occasions. In addition to that, events can be created by anyone and can be open to anyone or private (Rouse,2010).

### **1.2.3.6 Face book Groups**

It is a face book feature that gives people a private space to share review of learning activities in face book in order to inoculate meaningful learning (Zulkifli & Halim, 2016). In addition to that face book groups are the place for small group communication and for people



to share their common interests and express their opinions. This feature allows people to come together around a common cause, issue or activity to organize and express objectives, discuss issues and post photos and share related content (Hicks, 2010). Moreover, the group can be a public one or a private group in which anyone can find this group but only members can see its posts, and it can be secret where nobody can find the group unless added by a member (Pring, 2012). Furthermore, a face book group is like a club where people can share thoughts, photos, links and more, and it allows people to communicate with a very specific set of individuals (Cowles, 2015).

### **1.2.3.7 Chat**

A new way for face book user to communicate with his friends, and it is a new concept which refers to an instant messaging system that allows friends to communicate more efficiently (Logan, 2008).

### **1.2.4.8 Notification**

Notification is another feature of facebook, it appears in the bottom left. It is sent by the facebook user to remind his/her friends about events and other activities (Zulkifli & Halim, 2016).

## **1.2 .4 Facebook Advantages and disadvantages**

Although facebook is the most successful social networking site, and one of the major symbols of social media and attractive outcomes of modern technology, it has two sides. One is positive and helpful while the other is harmful and sometimes very dangerous.

### **1.2.4.1 Advantages of Facebook**

One of the advantages of facebook is that it is free and at the same time it is the best medium for communication because one can easily send messages, start a video call, and

upload photos and videos without charge. Furthermore, it provides its users with a range of different applications, games, and quizzes (Hasan, 2015).

Another benefit of face book is that it allows people connect to different people all over the world. People everywhere these days are familiar with Face book. This gives them the opportunity to learn more about the culture, values, customs, and traditions of other countries. Moreover, face book is the most convenient tool for finding old buddies and keeping friendships alive. Because, when friends move away it is difficult to keep up communicating with them. Face book provides the opportunity to easily communicate with old friends and keep up-to-date on what they are doing (Hasan, 2015).

Another important advantage of facebook is that it is rich by a wide range of features which are very helpful such as the newsfeed which plays a vital role in getting the latest information. In addition to that, face books' group feature helps students share their information about the subjects, home works, assignments and exams (Hasan, 2015).

Moreover, facebook plays a vital role in improving the users' moods, because being in touch with friends made the user feels better. Furthermore, facebook is a platform for face to face communication which improves the development of self-identity (Shukla, 2015). In addition, the use of facebook provides learners with "a dynamic and unthreatening environment" to communicate (Schroeder & Greenbowe, 2009, p. 5), and social networking has the potential to support diverse instructional strategies, dynamic learning materials, and learning communities (Arnold & Paulus, 2010).

### **1.2.4.2 Disadvantages**

Facebook is addicting and many people use Face book day and night without thinking how much time they have wasted on it, and that they could have done more important work during that time. Moreover, Face book is a useful and helpful tool, but it becomes harmful if one begins wasting valuable time. This is the site's biggest disadvantage, because the loss of your precious time can lead to other problems. Furthermore, people become addictive or can become addictive easily. Once one gets connected with his/her face book friends he/she will realize how frequently he/she opens Face book and also spends so much time in commenting, viewing other's pictures, playing games or doing other stuff. Unfortunately, many people know drawbacks of using Face book but can't stop using it (Shukla, 2015).

Another disadvantage of face book is fake profiles; it is easier to create fake profiles using others' stolen pictures. People often use fake profiles to insult or harass someone they do not like. For instance, there have been several news stories about people, normally students, who became depressed or suicidal after being harassed on Face book. will find a lot. There is no limit to such profile, and most of them are created by stalkers or by marketers to gain more friends and use it for their marketing purposes. In addition to that, there are plenty of groups and pages that are created to abuse or violate other religions, personalities, nationalities, etc (Shukla, 2015).

Finally, facebook affects health negatively, sitting in front of the computer for a long time will results in laziness and laziness result in obesity. Moreover, too much exposure to the computer is bad for the eyes (Shukla, 2015).

### **1.2.5 The Use of Facebook for Education**

Facebook is a place for people to get away from the spatial barriers and intervals. It is a tool which makes the world like a very small village where people communicate their opinions, ideas. In addition to that, face book is playing a vital role in students' performance and it has received much attention regarding its role as an educational tool (Aydin, 2012). Furthermore, FB creates a comfortable learning environment for learners, and allows teachers to provide learners with direct useful online educational resources. In addition to that, face book can be of benefit to educators in a variety of ways. For example, Facebook can act as a rapid avenue of communication between educators and students, with students often receiving instructor's and classmate's messages through Face book far quicker than through other online communication platforms (Sturges, 2011). The high degree of familiarity that students have with Face book also makes it an effective learning environment (Nemec et al., 2011) and may help students relate to course concepts in a more efficient and engaging way (Pemberton, 2011). Furthermore, Research by Selwyn (2009) analyzing public posts by students on face book found that the platform was particularly useful in reinforcing and expanding informal learning, from the sharing of resources and materials, to bonding socially around education activities, to mutual support in stressful situations such as exam preparation. Additionally, facebook groups are especially popular as supplements to existing interaction spaces in many units and courses, not least of all because the affordances of groups mean that students and educators do not have to technically become 'friends' on facebook in order to interact with one another (Kent, 2014). In facebook groups, students may be asked to share resources, annotate material online, critique or review related material, or simply comment on material raised during a unit. Indeed, students may be required to create their own facebook groups or pages as part of engaging with a particular topic, or presenting material to an audience beyond that of their peers, tutor or marker. Moreover, for students who only interact online, facebook

can provide an extremely important space to interact with fellow students and with teachers, often compensating in some respects for the lack of informal and face to face discussion opportunities enjoyed by their campus-based counterparts (Leaver, 2014). Moreover, face book is a platform to communicate with students outside that controlled environment where teachers can meet students in their territory. As a result, students can feel motivated to contribute to an online community if they subsequently receive support or help. It also leads students to feel that they are being supported by a whole portion of their class community and promotes students' desire to maintain a valued relationship with others. Students continue developing and strengthening relationships with others.

In addition to that, facebook has an unlimited number of educational benefits when it is attached to teaching because it creates communication and interaction between teachers as well as students. In other words, FB provides teachers with an environment of communication and interaction which is not limited by time or space. For instance, the discussions and interviews around subjects can be done outside class and this communication can be done through participations that teachers or learners do in a form of a comment or likes. Moreover, face book provides easiness and fast communication with teachers through asking questions or sending messages or engaging directly through FB chat.

Facebook can be a good learning tool because it helps learners. Promnitz (2011) suggested that after relating activities with FB, the most introverted learners become the most active ones in class. Secondly, FB supports collaborative learning and the latter transfers the learner from isolation to collaborative work. Furthermore, Barseghian (2011) argued that FB encourages collaboration, in which learners can talk and work together and can also assign and hold meetings outside class. Then, khedo et al (2012) suggested that social media provide an opportunity for learners to work together in groups and exchange ideas and information and also have help and support from others. Finally, facebook is a very useful tool for

education and independent learning and as Shalty et al (2013) suggested FB power lies in its establishment of a learner's society where each one learns from the other.

### **1.2.6 Facebook Benefits in Class**

Facebook is a very useful tool that anyone can use to enrich his/her knowledge and develop his/her capacities, and it is a suitable platform for students to learn. For example, almost every student is familiar with facebook, for that reason most are excited to be able to use the site for collaborative learning. Moreover, facebook is a useful tool in reminding students of important dates and events right due to the event feature. In addition to that, facebook helps students to practice the skills they need (Barseghian, 2011).

Another benefit of facebook is that it opens up the possibility for students to share what they have learned not just with their fellow students, but with the world. Furthermore, posting links on the classroom wall, for example, makes it easy for the students to read them. Moreover, absent students can stay updated using the classroom facebook group. In addition to that, facebook encourages collaboration rather than cliques because everyone can speak up and work together on facebook, and both the teachers and students can benefit from the social bond created by interaction on facebook. Moreover, students can get access to extra assignments because instructors can post extra credit assignments or just fun activities students can pick up (Barseghian, 2011).

Easiness in use is another benefit of facebook. By tagging important items, you can easily collect links, photos, notes, and other resources that are essential for pre-exam review, which is useful for instructors as well as students. Furthermore, students may passively listen to lectures, but interactively using Face book will result in active learning. Moreover, class resources are available anywhere: Students can read notes and assignments anywhere they can

find the Internet when they're posted on facebook. In addition to that FB serves as a research tool because students can use their face book friends to gather information, and they also can share resources with colleagues. Furthermore, classroom discussions onto facebook, where students can spend more time in active learning and debate (Barseghian, 2011).

Facebook breaks down barriers, making instructors more socially available to students- and making it easier to talk to them. Moreover, teachers can easily ask experts to chime in on facebook pages, sparking a new level of discussion and involvement. In addition to that, face book teach the students the importance of creating content, posting discussions, and resources instead of simply consuming content. Furthermore, it helps better in understanding students' interest. For instance, when students make their profile details available, instructors can learn more about a student's major, interests, and background, allowing them to suggest information and topics they are interested in (Barseghian, 2011).

## **Conclusion**

This section provides an overview on face book and its vital role that plays in education. The section defines the concept, highlights its major role in education, and its benefits in the classroom. Furthermore, it spots lights on its inventor's life, its company, and its history as well as its features. Moreover, integrating face book in class or using it outside by learners for the sake of education is an important step towards building genuine learners and more responsible ones; it creates a very comfortable atmosphere where all types of learners can share what they have in mind and what they hide inside. Besides, FB builds a sense of working in collaboration between students.

## **Chapter Two: Methodology and Data Analysis**

### **Introduction**

This study aims at investigating the use of face book to learn autonomously by first year master students at the department of English/ Mohammed Seddik Ben Yahia University/Jijel. In addition to that, the study aims to know to what extent 1<sup>st</sup> year EFL master students at Mohammed Seddik Ben Yahia University, Jijel are self-reliant in their own learning. The general design of the study, its research tools and procedures, its data collection and results are presented in this chapter. The methods works well with the analysis of the results in this research is both quantitative and qualitative. Thus, both a questionnaire and a participant observation are used to collect data from the population.

### **Section Two: The Questionnaire**

#### **2.1.1 Description of the Questionnaire**

The students' questionnaire consists of 21 questions; it is divided into three main parts. The first part is composed of one question concerned with general information about the participants mainly the respondents' gender. The second part consists of 9 questions that collect the data about the learners' autonomy. The third part includes 11 questions and it is concerned with facebook and its use in education. The 21 questions are arranged in a logical order and they involve different types "closed questions" which require the participants to select 'yes' or 'no' or to choose the options from a list. Open-ended questions intended to have students' justifications, in other words it necessitated learners' personal opinions or background information about the use of facebook.



### 2.1.2 Population

The participants in this study are EFL first year master students in the English Department at Med Seddik Ben Yahia University/Jijel. The participants in this study were randomly chosen. The whole population of the study is presented by a total number of 92 master one students of English at Mohammed Seddik Ben Yehia University, Jijel.

### 2.1.3 Administration of the Questionnaire

The questionnaire is handed during the academic year of 2015/2016 on the 5<sup>th</sup> of May 2016. The respondents of the questionnaire are given equal and sufficient time to read and answer the questions, and each participant worked individually.

### 2.1.4 Results and Analysis of the Questionnaire

#### Section One: General Information

##### Q1. Gender:

Table 1

*Gender*

Gender	Subjects	Percentage%
a. Male	4	5,71%
b. Female	66	94,28%
Total	70	100%

The results of this question showed that 4 participants of the population in this questionnaire are males. While, the vast majority of the population are females representing the percentage of 94,28.

## Section Two: Learner Autonomy

### Q1: Are you satisfied with your level as an EFL learner?

Table 2

*Students' satisfaction of their level*

Options	Subjects	Percentage%
Yes	28	40%
No	42	60%
Total	70	100%

The question requires students to provide a justification .A considerable number of the students (60%) declared that they are not satisfied with their levels as EFL learners. However, only 40% declared that they are really satisfied with their levels.

The majority of the sample (42) said that they are unsatisfied with their levels as EFL learners. As justifications, they said that they cannot express their ideas because of the lack of vocabulary. Additionally, some students claimed that they have problems concerning communication in the target language. However, others (28), who answered yes, they stated that using the English language inside the classroom is sufficient for them to be competent.

**Q2: Do you want to improve your level?**

Table 3

*Learners' Willingness towards improving their levels*

Options	Subjects	Percentage%
Yes	70	100%
No	00	00%
Total	70	100%

The aim behind asking this question is to know to what extent EFL learners are motivated to improve their levels. With references to the results of the above table, 100% of the students are eager to improve their English levels. All the participants stated that they do not feel satisfied because they miss some important skills to be native like speakers. In addition, they claimed that they wanted to use the language correctly and fluently. Others stated that being a native like speaker opens for them the doors to get the desired career.

**Q3: Do you think that classroom input is sufficient for you to communicate?**

Table 4

*Students' opinions about Classroom Input*

Options	Subjects	%
Yes	3	4,28%
No	67	95,71%
Total	70	100%

The results demonstrated in table above showed that the vast majority of the learners 95,71% believe that the class material is not sufficient and they rely on other materials to communicate as an EFL learner. Those 67 students out of 70 who are using other materials to communicate provided the following justifications:

- 1- Classroom input does not cover all the aspects needed for a successful communication.
- 2- EFL learners need more practice of the target language through communicating in authentic situations.
- 3- Classroom input does not serve the needs and preferences of the learner.
- 4- A combination should be made between classroom input and students' needs. Because students can learn in their own what is missing in the language course.

**Q4: What kind of learning do you prefer?**

Table 5

*Students' Preferred Approach to Learn*

Options	subjects	%
Learner-centered approach	60	85,71%
Teacher-centered approach	10	14,28%
Total	70	100%

According to the table above, we found that 85,71% of the students preferred the learner-centered as an approach to follow in their learning. While, 14,28% of the participants liked to follow a teacher- centered approach. The purpose behind asking such a question is to find out the kind of learning that students prefer.

**Q5: Do you rely on yourself to improve your educational level?**

Table 6

*Learners' Self-reliance*

Options	Subjects	%
Yes	57	81,42%
No	13	18,57%
Total	70	100%

The question is asked to see whether the participants are self-reliant in their learning or they rely only on classroom input. The results showed that the majority of the students

(81,42%) confirmed on the statement that successful students must rely on themselves to improve their educational levels using different types of materials. They put this view forward because they think that materials that do not suite their learning objectives can undermine their motivation. Thus, the selection of the materials should match their previously defined learning objectives and the target language.

**If yes, what materials in addition to the teachers' materials do you use?**

The participants claimed that they use a range of materials in order to improve their educational levels. These materials are summarized in the following points:

- 1- 21 students stated that they use online search forms and they browse for appropriate websites on the internet.
- 2- The large number of the students (23) declared that they use authentic listening and reading materials in the continuously growing number of audios and printed texts.
- 3- 13 participants stated that they communicate in both oral and written forms through social media such as face book in order to help themselves to be corrected.

**Q6: Do you set your own learning goals and objectives?**

Table 7

*Learners' tendency to set goals and objectives*

Options	Subjects	%
Yes	54	77,14%
No	16	22,85%
Total	70	100%

The aim behind asking this question is to see if first year master students are self-responsible in setting their own learning objectives and goals. In response to question 6 a great number of the participants 54 (77,14%) do independently set their learning goals and objectives. Whereas, only 16 of the participants (22,85%) do not .

**Q7: Do you select your own learning materials?**

Table 8

*Students' Selection of Learning Materials*

Options	Subjects	%
Yes	55	78,57%
No	15	21,42%
Total	70	100%

In this item students are asked if they select their own learning materials or not. 78,57% of the subjects are selecting their own learning materials. Thus, they are agreed to be independent in directing their learning. While, 21,42% of the subjects are not.

**Q 8: Do you make self-assessment?**

Table 9

*Students' use of self-assessment strategies*

Options	Subjects	%
Yes	44	62,85%
No	26	37,14%
Total	70	100%

We have asked this question for the sake of knowing whether first year master students use self-assessment strategies during their learning or not. The table above reveals that 44 of



the participants (62,85%) use self-assessment as a strategy to assess their learning process. However, others 26 students (37,14%) ,who answered no, prefer the teacher's presence and assessment.

**Q9: As a learner and a future teacher, do you agree with the idea of autonomy in learning?**

Table 10

*Using Autonomy as an Aspect of Learning*

Options	Subjects	%
Yes	50	71,42%
No	16	22,85%
No answer	4	5,71%
Total	70	100%

From the data illustrated above, it can be noticed that a large number of students representing the percentage of 71,42% thought of learner autonomy as an important aspect of learning. While 22,85% of them are highly dependent on their teachers. However, 5,71% of the whole population did not answer the question.

**Justify**

The majority of the sample (50 students) that chose the option 'yes' provided different answers:

- 1- 18 students from the whole population claimed that the more they rely on themselves and be independent seeking for knowledge, the more they improve their levels.

2- 13 students believed that autonomy helps learners to discover themselves and creates a learner-centered approach.

3- Others students (19), claimed that learning autonomously can improve not only the learners' language skills and knowledge, but also their ability to organize themselves and this will serve them well in other areas of learning and life.

However, the other 16 students who answered no stated that teachers' input is enough for them to be competent and successful in their learning.

### **Section Three: Facebook**

#### **Q1: Do you have a face book account?**

Table 11

#### *Students' use of facebook*

Options	Subjects	%
Yes	61	87,14%
No	09	12,85%
Total	70	100%

The question was designed to determine whether EFL learners have a face book account or not. It was predicted that the majority of the respondents do have a face book account and from the results in the table we found that 87,14% of the students have a face book account, whereas only 12.85% of the participants did not.

**Q2: What do you use facebook for?**

Table 12

*The purposes behind Using Facebook*

Options	Subjects	%
a. To pass time	11	18.03%
b. To chat	12	19.67%
c. To have new friends	0	0%
d. For education	5	8.19%
A+B	4	6.55%
B+D	24	39.34%
A+D	2	3.27%
C+D	3	4.91%
Total	61	100%

The aim behind asking this question is to know the different reasons behind students' use of face book. Moreover, the focal aim of asking this question is to know whether they use it for educational purposes or not. The results from the table showed that the vast majority of the participants spent their time on face book for two main reasons chatting and for education. While the rest of the population used it for different purposes.

**Q3: Do you have university friends on your facebook account?**

Table 13

*University friends on facebook*

Options	Subjects	%
Yes	60	98.36%
No	01	1.63%
Total	61	100%

The question was asked to identify who among these participants had school friends on his/her face book account and to know whether these students exchange pieces of information concerning their studies with their friends or not. It is obvious from the table that the vast majority of the participants representing the percentage of (98.36%) had school friends on their face book account whereas only 1.65% of the participants have not school friends on their face book account.

**Q4: Do you use the English language during face book chat?**

Table 14

*The use of the English language during face book chat*

Options	Subjects	%
Yes	52	85.24%
No	09	14.75%
Total	61	100%

This question was addressed to know if the participants use the English language as a medium of communication in chatting with their friends. The table shows that the majority of students (85.24%) are using face book to chat through English while only (14.75) do not chat using English.

**Q5: Do you use your facebook account to chat with native speakers of English?**

Table 15

*Facebook chat with English language native speakers*

Options	Subjects	%
Yes	19	31.14%
No	42	68.85%
Total	61	100%

The aim behind asking this question is to know whether the participants are active users of face book and whether they are motivated to chat with the native speakers of English through face book. 31.14% of the population use face book to chat with English native speakers, while the vast majority (68.85 %) did not chat with English native speakers. When analyzing the results of the students' questionnaire, it can be observed that a considerable number of the participants found chatting with native speakers of English as an additional way of education. Moreover, they said that while chatting with English native speakers they practice the language and at the same time they enlarge their knowledge and improve their language skills and communication abilities. Additionally, some of the participants claimed that they chat with native speakers in order to be fluent and to learn more about the target culture, while others stated that chatting with English native speakers will help them better in improving their levels in English and they will have good command on it.

**Q6: do you prefer the use of facebook or face to face instruction?**

Table 16

*Preferred ways of learning*

Options	Subjects	Percentage
Facebook	24	39.34%
Face to face instruction	31	50.81%
Both	6	9.83%
Total	61	100%

The purpose of this question is to know whether students prefer to learn following traditional materials or to rely on other learning materials specifically facebook. Furthermore, the question aims at identifying whether students are responsible for their own learning or they rely on the feedback they receive from their teachers. It is noted from the table that the majority of the students representing the percentage of 50.81% argued that they use facebook as a way of learning, while 39.34% argued that they prefer to follow face to face instruction to learn, and only 9.83% of the subjects were mixing between the two. From the analysis of the data of the students' questionnaire, it can be observed that a considerable percentage representing 39.34% of the participants stated that they use facebook as a way for getting knowledge due to its usefulness. Furthermore, they argued that facebook is enjoyable and easy to get into it at anytime and anywhere. In addition, they claimed that face book is a good environment for learning because it provides its users an infinite number of opportunities to learn especially the use of facebook groups' feature and face book pages. Moreover, some participants claimed they prefer face book because it is a way that promotes motivation

towards learning and drive the learner to be more responsible and self-reliant because the learner will rely on himself when posting an article that he wrote himself or adding a point of view. Whereas, we found that 50.81% of the participants preferred to follow face to face instruction claiming that facebook is not created for educational purposes and that facebook is an informal environment. Furthermore, they stated that facebook is a waste of time, while face to face instruction is much better because they feel that they are more reliable and it provides the learners with different kinds of knowledge and it highlights various aspects of language. In addition to that, they stated that face to face instruction is valid in reaching the goals of teaching. Finally, we found that only 9.83 of the participants use the two considering them as two faces of the same coins, and each one completes the other.

**Q7: Do you think that using face book as a learning tool would help you to be more responsible for your own learning?**

*Table 17*

*Face book and students' own learning*

Options	Subjects	%
Yes	41	67.21%
No	20	32.78%
Total	61	100%

The question was asked to know whether students are responsible for their own learning or not and if face book helps them to enhance their autonomy. The table above reveals that 41 of the students (67.27%) argued that using facebook as a learning tool helps them to be more



responsible for their own learning. On the other hand, we found that only 32.78% of the participants claimed that face book does not help them to be independent in their learning.

**Please, justify?**

The majority of the sample (41) said that face book is a helpful tool in achieving the learner independence in their learning. Moreover, they said that face book helps the learner to discover the gaps in learning and encourages him/her to improve their self confidence. Furthermore, they stated that face book gives the learner the opportunity to select what works better with his/her interest. In addition to that, they stated that face book motivates the learner to be self directed through expressing his/her ideas and points of views. Additionally, they claimed that facebook is a free environment where the learner is far from the pressure and the stress that they found in class.

**Q8: What problems do you meet in class concerning participation?**

Table18

*Students' problems with classroom participation*

Options	Subjects	Percentage
You feel shy	16	26.22%
You have a lack of vocabulary	06	9.83%
Have no opportunity to participate	0	0%
You are afraid of negative feedback	03	4.91%
None	14	22.95%
A+B	07	11.47%
B+C	01	1.63%
A+D	04	6.55%
A+B+D	04	6.55%
B+D	01	1.63%
All	05	8.19%
Total	61	100%

By asking this question we intended to know the reasons that prevent learners from participating and reacting to the teachers' feedback in class. From the analysis of the table, it can be observed that the population is facing various sets of problems that prevent them from

classroom participation. A considerable percentage of 26.22% of the students suffer from the problem of shyness, and a percentage of 4.91% of the participants did not participate in class because they were afraid of negative feedback. While, 9.85% of the subjects did not participate in class due to the lack of vocabulary. In addition to that, we found that 11.74% of the students have multiple reasons they feel shy and at the same time they have a lack of vocabulary, and 1.63 of the participants face the problem of lacking vocabulary mixed with lacking opportunities to participate and 6.55% of the learners have the problem of shyness and feeling afraid of negative feedback. Furthermore, we found that 8.19% of the subjects meet the problems of lacking vocabulary and the problem of fear of negative feedback, but only 22.95% of the learners do not face any problems.

**Q9: Do you meet the same problems when using facebook for education?**

*Table 19*

*Problems concerning participation when using facebook for education*

Options	Subjects	%
Yes	08	13.11%
No	53	86.88%
Total	61	100%

In this question, students were asked to find out if the learners face the same problems that are stated in the previous question when using face book for education, or they felt comfortable using FB. As the table reveals, the vast majority of the students (86.88%) did not find such problems when using face book as a tool for education. While, only (13.11%) of the participants meet these problems when using face book.

**Q10: Do you think that you will achieve better results if face book is integrated in class?***Table 20**Facebook and students' achievements in class*

Options	Subjects	%
Yes	38	62.29%
No	23	37.70%
Total	61	100%

We intended from asking this question to know if learners view face book as a useful tool for education. Furthermore, we intended to see the students' reaction and perceptions towards the use of face book in the classroom. The table above reveals that the majority of the participants (62.92%) feel that integrating face book in class will help them to achieve better results, while only 37.70% of the participants feel that face book is not helpful in achieving good results in their education.

**Justify**

62.29% of the respondents reported that, if face book is integrated in class they will benefit more and they will develop their levels because face book helps them to exchange knowledge. Furthermore, they stated that they will achieve better results because shyness and stress are reduced as well as opportunities for expressing ideas are increased. Moreover, the majority of the participants stated that by adding face book to the class atmosphere the process of learning will be more interesting. Whereas a percentage of 37.70% of the participants did not accept the idea of integrating face book in class, they claimed that face book is not formal and it is not designed for learning but for social communication.

**Q11: Does the use of face book's group feature in class settings make a difference in students' academic achievements?**

*Table 21*

*Face book group and students academic achievements*

Options	Subjects	%
Yes	47	77.04%
No	14	22.95%
Total	61	100%

The question was asked to test whether students are members of any educational group on face book and to what extent it is useful in a classroom setting. The table shows that the vast majority of the participants (77.04%) claimed that the use of the face book group in class will increase the learners' academic achievements, whereas only 22.95% of the subjects did not agree on that idea.

**Please, justify**

The majority of the sample representing the percentage of 77.04% of the students are eager to integrate the face book group feature within class, because it helps much more the learners in achieving better results by sharing information and exchanging ideas and different pieces of information that are in relation to classroom input. Whereas the rest of the population (22.95%) claimed that it is not suitable because face book groups may result in non academic and informal learning.

### 1.2.5 Discussion of the Results

The analysis of the questionnaire reveals the following:

1-To begin with, approximately the whole population are unsatisfied with their levels as EFL learners. Thus, they showed a great interest in taking charge of their own learning and being responsible.

2- Since classroom input does not cover all the aspects of the target language, 1<sup>st</sup> year master students work on their own in order to be competent in the target language. Moreover, the desire to be like a native speaker promotes them to use various types of materials such as online materials. Accordingly, the majority of 1<sup>st</sup> year master students learn individually by setting their own learning goals, selecting their own learning materials, and using self-assessment as a strategy during their learning process.

3-Almost all students agree that following the learner-centered approach helps them to overcome the gaps in terms of the target language proficiency.

4- According to participants' response, it can be demonstrated that the vast majority of the students are familiar with the idea of autonomy in learning

5- The vast majority of 1<sup>st</sup> year master at the English department at the university of Med Seddik Ben Yahia, Jijel were already familiar with facebook and they are regular users of it.

6- Most of these students use facebook to be socially and academically connected with their school friends using English as a medium to exchange information and opinions.

7- A considerable percentage of students stated that FB is a learning tool, and that classroom learning is more passive. Moreover, they stated that facebook is a place where the learner has more great learning opportunities by helping learners to develop their confident, and creates

the sense of responsibility which reveals that the use of facebook helps these learners to be autonomous and more reliant on themselves in their learning. And since it promotes collaboration and interaction between EFL learners as well as facilitates communication and promotes the exchange of language and culture, students found it a better learning place.

8- Finally, 1<sup>ST</sup> year master students reacted positively to the use of facebook as a learning tool to enhance their autonomy in learning because they found it as a warm and comfortable place to learn individually , and express their opinions and ideas, exchange different pieces of information without pressure. Furthermore, from the discussion of the students' answers it can be concluded that using FB as a learning tool supports educational activities by promoting interaction, collaboration and makes students more responsible for their own learning.

## **Section Two: The Participant Observation**

This section aims at investigating whether first year Master students use facebook for education. It includes the description and the administration of the participant observation, the sample as well as the results analysis and its interpretations.

### **2.2.1 Description of the Participant Observation**

The purpose of this study is to find out if facebook is used for educational purposes. The study started in 05/05/2016, the experience began with the creation of a facebook page called “Education education”, the page is created for the purpose of knowing whether 1<sup>st</sup> year master students at the department of English at Mohammed Seddik Ben Yahia University, Jijel use facebook as an instrument for developing their own learning. The page contains different resources such as videos in relation to the English language, pictures which are selected for the purpose of education, and others concerning the cultural knowledge. In addition to that, we posted 25 videos on the page, some of them are used for the purpose of helping students to develop their listening skills and pronunciation (11 videos), while others are selected for the purpose of helping students to learn new vocabulary. Besides, others are selected for the purpose of providing students with some ways to respond in English and rest are selected to help the learners in their studies in the university; one is concerning psychology and the second is concerned with TEFL module. Moreover, 38 pictures were posted (see appendix). Some are concerned with research methodology, others are concerned with some books’ title that may help the learners, and others are concerned mathematics. While, others are used to for the purpose of testing the students’ cultural knowledge and the rest are used for the purpose of helping students to guess and express their opinions in order to help them develop their vocabulary. Furthermore, various features of facebook are used to keep in touch with the members of the this page and to have their opinions about the page contents such as facebook



chat feature as well as the comment feature which is used for the purpose of giving students the opportunity to express their ideas and thoughts and to share information, this allows for an understanding of their interaction with the page and their attitudes towards the use of FB as an instructional tool. Besides, the main sources of data analyzed in this section are facebook comments, likes, as well as interviews' responses. Additionally, the interviews were chosen in order to offer the opportunity for students to express how they felt about the use of FB as a tool of learning. Moreover, we have used YouTube as a source to get the videos. At the end of the study, an interview was conducted in order to know the participants' views about the use of facebook as a learning tool. The interview consisted of five main questions, the questions are as follow:

- 1- How did you found the facebook page 'Education education'?
- 2- When you watch the posted videos and pictures on this page, did you learn anything from them?
- 3- When you made a comment how do you feel?
- 4- Did you found the same problems as the ones you have in class?
- 5- Do you think that face book as a useful learning tool, and what are the benefits of face book as a learning instrument?

Finally, the study lasts 15 days from 05/05/2016 to 19/05/2016. However, the page reached the number of 31 likes in two weeks.

### **2.2.2 Population**

This study is implemented with 16 students among 92 students. The participants are all Master 1 students in the department of English Mohammed Seddik Ben Yahia, Jijel. The study was done online by creating a facebook page and the students joined us on our facebook account. Moreover, all the participants in this study were females and no male participation. The participants' names were: Afaf, Amira, Raja, Khadidja1, Khadidja2, Najat, Samira, Yasmina, Linda, Yossra, Amal, Naima, Sara, Nawal, Mouna, Mariam, with ages ranging from 22 to 23 years old.

### **2.2.3 Administration of the Participant Observation**

The study is done online through a facebook page, and the study is done during the academic year 2015/2016. The participants of the study are given the opportunity to follow the page posts, watch and comment the videos, see the pictures and read the notes as well as making likes freely without any pressure. Moreover, the observation takes 15 days from the 5<sup>th</sup> May 2016 to the 19<sup>th</sup> of May 2016.

### **2.2.4 Results and analysis**

Based on the analysis of the students' comments and likes of the page postings, and after calculating the participants' comments, likes, shares, and watching, we conclude that students showed interest for the page and its contents and enjoyed this experience of using facebook for education experience.

Table 22

*The Number of Participants Likes, Shares, Watching*

<b>Number</b>	<b>Likes</b>	<b>Comments</b>	<b>Watching</b>	<b>Sharing</b>
Video 1	4	2	8	/
Video 2	3	1	6	/
Video 3	3	1	6	/
Video4	4	1	4	/
Video5	2	/	12	/
Video 6	4	/	14	/
Video 7	4	/	9	/
Video 8	3	/	5	/
Video 9	3	/	6	/
Video 10	4	/	4	/
Video 11	3	/	3	/
Video 12	4	/	2	/
Video 13	4	/	8	/
Video 14	9	3	13	/
Video 15	6	/	6	1
Video 16	8	2	15	1
Video 17	7	3	15	/
Video 18	3	/	8	/
Video 19	4	/	5	1
Video 20	4	/	8	/
Video 21	6	1	8	1

Video 22	4	/	7	/
Video 23	9	1	14	1
Video 24	7	1	17	/
Video 25	6	/	12	/
<b>Total</b>	<b>118</b>	<b>16</b>	<b>215</b>	<b>05</b>

All the participants of the study stated that they had enjoyed the experience of learning using facebook. In addition to that, the participants are already active users of facebook. Furthermore, the subjects of the study followed the page posts daily, because they found the page content important and really addresses their weaknesses in the learning of the target language.

As students showed interest through making likes for the videos and its contents and in regard to the number of the likes showed in the table above, it has been found that the participants enjoy the idea of using facebook as a tool of learning. Moreover, most of the participants of this study are regular users of facebook and this can be showed from the number of likes and watching in the table above (118) likes and (215) watching done by the participants for the videos, and in regard to the number of comments which done by the participants of this study we found (16) comments. Accordingly, we concluded that the posted videos are very helpful tools for learners to learn English and that the FB videos' feature is really interesting especially when it addresses their needs as EFL learners. In addition, some of the participants stated that watching the page videos helped them to develop their English listening skills as well as learning new vocabularies as they stated in their comments.

*Table 23**Pictures likes and comments number*

Pictures	Likes	Comments
Picture1	8	4
Picture2	5	/
Picture3	3	/
Picture4	3	/
Picture5	6	/
Picture6	3	/
Picture7	3	/
Picture8	3	/
Picture9	3	/
Picture10	4	1
Picture11	4	/
Picture12	3	/
Picture13	5	/
Picture14	5	1
Picture15	5	3
Picture16	5	/
Picture17	6	3
Picture18	5	2
Picture19	6	3
Picture20	7	1
Picture21	7	1

Picture22	7	2
Picture23	5	2
Picture24	8	3
Picture25	6	1
Picture26	7	/
Picture27	7	/
Picture28	8	4
Picture29	6	/
Picture30	4	2
Picture31	4	1
Picture32	4	2
Picture33	4	/
Picture34	4	/
Picture35	6	/
Picture36	5	/
Picture37	3	/
Picture38	9	1
Total	199	37

The above table showed the number of the participants' like for the pictures posted in the page. The number of likes reached 199 likes for the posed pictures. Concerning the number of comments and according to the table we found that the number of students' comments reached the number of 37 comments. And accordingly it can be said that the posted pictures are important and goes with the participants' main interests and serves their learning needs.

Moreover, the participants understudy showed greater interest to the page and its contents, and they enjoyed the idea of the page as well. In addition to that the participants stated that it is interesting and helpful for them in their learning of English as a foreign language.

Comment1: I really like this page. The videos, information and references you provided for us in specific were helpful for any learner of English (posting interesting videos of native speakers of the language) are successful ways for being a native like. I really benefited from the things being posted in this page. (1 students)

Comment2: to be honest, I want to say that this page has been really beneficial for us as learners of English or any person who is interested to pick up his/her level taking it as a support. I benefited mostly from the way of posting different kinds of information both linguistic and cultural knowledge concerning the language. (1 students)

Comment3: I like the page, it is very informative. It is really good and beneficial as well and it contains important things. (1 students)

Comment4: it is really interesting (11 students)

Comment5: it is good and very helpful (2 students)

After analyzing the students' interviews it has been found that found:

Concerning the 1<sup>st</sup> question of the questionnaire: How did you find the face book page 'Education education'?

All the participants in the interview found it interesting and very helpful for them as EFL learners. In addition to that, the participants stated that the page is very useful as an educational tool.

Student 1: the page is very interesting especially the videos.

Student 2: it is the first time that I see such a method and I think it is very interesting.

Student 3: I really like information that the page posted, it is a good educational page.

The second question of the interview: When you have watched the posted videos and pictures on this page, did you learn anything from them?

The participants reacted positively to the page content and they stated that they have learned a lot from the information posted in the page. Furthermore, the interview's participants stated that the page content is beneficial for them because it suits their levels and it develops their learning. In addition to that, the page addresses directly the learners' needs and weaknesses in the target language.

Student 1: I think you choose the videos that suit our level to learn language pronunciation and enrich our vocabulary. In addition, it suits our level of study.

Student 2: new vocabularies and more than that I am improving my listening skills.

Concerning the third question of the interview: When you made a comment, how do you feel?

It can be said that FB is a stress free environment because the participants feel relaxed and confident when they express their ideas and opinions as well as sharing information. In addition to that, students stated that face book helps them to be active learners and it decreases the feelings of shyness as the page helps them to learn more about the course content without caring about the time and space limits. Moreover, they stated that FB gives them energy and power and gives them unlimited chances to refresh and develop what they have learned in class. As well as it develops their sense of autonomy in learning and makes them more responsible for their own learning.



Concerning the question number 4 and 5 of the interview: - Did you find the same problems as the ones you have in class?

-Do you think that face book is a useful learning tool, and what are the benefits of face book as a learning instrument?

The 2 questions dealt with the students' opinions about the use of face book as a learning tool and its benefits as a tool for learning; it has been found that the majority of the interview participants stated that it is a very helpful tool in education.

Student 1: developing the language through chatting or discussing with people different topics, help us to be self confident, because there is no fear about the reaction of the speaker or fear when making mistakes and things of the like.

Student 2: we benefit from our interaction and communication with different kind of people to learn. Then we can exploit videos shared by others for the sake of learning new things.

### **2.2.5 Results Interpretation**

From the analysis of the results of the participant observation it has been concluded that:

1- The page helps the participants to find information and everything that they need for their learning of English.

2- Facebook helps the learners to join conversations without being worried about how they say things, and they feel relaxed and confident when they make comments.

3- Facebook is a good place to learn because it fosters both interaction and communication, and it positively impacts the learning process.

4- Facebook helps the learner to generate his/her own ideas.

5- Facebook is a facilitative tool because it overcomes the problem of passive participation of the learners in class discussions.

6- With its features, facebook plays a vital role in motivating students to be self reliable in their learning.

## **Conclusion**

This chapter provided a brief description of the methodology used in this piece of research. A triangulation of a questionnaire and participant observation was exploited to gather the data. Furthermore, a description of the sample population was presented in this chapter. The first section is used to analyze the participants' answers of the questionnaire as well as their interpretations. The next section of the chapter dealt with the participant observation, its results analysis and interpretations. What is revealed by the results obtained from the participant observation and the questionnaire conducted by Master One Students with regard to the use of facebook as a tool of learning to learn autonomously.

## **General Conclusion**

The present study tends to investigate the use of face book to learn autonomously. This research paper is divided into two main chapters; the first one is concerned with the theoretical part while the second deals with the practical part. The 1<sup>st</sup> chapter is divided into two sections, the first section deals with learner autonomy and the second section is about using facebook as an instrument of learning. Besides, the second chapter includes the methodology, and the research design as well as the results and their interpretations.

In conducting this research we rely on two main research tools in gathering the data. A questionnaire addressed to first year master students in the department of English at Mohammed Seddik Ben Yahia University, Jijel and a participant observation conducted on line through a facebook page on the same population and at the same university.

The participants in this study were first year master students in the department of English at Mohammed Seddik Ben Yahia University, Jijel. 70 of the students participated in the questionnaire, while 16 participants in the participant observation. The findings of this study provided answers to the research questions and the answers received from the questionnaire and the case study would serve to answer the research questions. The respondents' answers of this study showed that 1<sup>st</sup> year master students are familiar with the use of facebook and they are active users of it. They reacted positively to the use of facebook as a tool to enhance their autonomy in learning. In addition to that, 1<sup>st</sup> year master students at Mohammed Seddik Ben Yahia University, Jijel are to some extent autonomous, because they are able to set their learning goals as well as they are able to select the materials that serve their needs and suits their interests. Moreover, it has been hypothesized that the use of facebook would build self-directed learners and makes students able to set their own learning activities, learning goals, and do self assessment. After analyzing the results of the students' questionnaire and the

results of the participant observation it can be concluded that this hypothesis is confirmed because the participants are autonomous learners and they rely on facebook as a learning instrument to develop their autonomy. Accordingly, the use of facebook would help them to be autonomous in learning English as FL.

In regard to the findings of the study, first year master students in the department of English at Mohammed Seddik Ben Yahia University, Jijel have positive attitudes towards the use of facebook as an instrument for learning. In fact, these students are autonomous in their learning of the English language because they rely on themselves in developing their autonomy in learning.

### **Limitations of the Study**

The first limitation of the study is the time constraints; learner autonomy and facebook are two issues which are rich of an infinite number of important elements. Furthermore, it is impossible to conduct the study on a large number of subjects since we worked only with first year master EFL students in the English Department at Mohammed Seddik Ben Yehia University, Jijel. In the investigation of students' use of FB to learn autonomously, the sample is restricted to only 70 students. In addition, it must be recognized that the obtained data in this research may not be completely accurate and merely represent individual perceptions of actions and opinions.

Concerning the participant observation, and due to the time constraints, the study did not last for a long time and it is done on a small sample. Moreover, it did not cover the aspect of autonomy, but it dealt only with the use of facebook in education.

This research dealt only with EFL learners in an Algerian context for that it may not be suitable to generalize the findings to other types of learners in other educational domains.

Finally, we do not find full collaboration from the part of the learners who are the sample of this study in addition to the rare presence of the male members since there are only four male students in the sample.

### **Recommendations and Suggestions for Further Research**

In the light of what was found from the analysis and the discuss of the results obtained, it can be concluded that first year master students in the department of English at Mohammed Seddik Ben Yahia University, Jijel are self reliant in their learning and they use facebook as a tool of learning to develop their autonomy.

It has been recommended that:

- The Algerian university should integrate E-Learning into the educational system.
- The Algerian University should create a balance between the Algerian curriculum and the use of facebook in class.
- The teachers should address the students' needs and consider their individual differences.
- The teachers should encourage students to conduct research in order to create motivation towards learning.
- Teachers should encourage students' to develop their autonomy in learning through giving opportunities for students to participate in the lesson presentations.
- The Algerian University authorities should design a curriculum on the basis of a learner-centered approach.

This research may have highlighted the importance of face book as a tool for learning to enhance learner autonomy to be well informed about all the aspects of the target language as well as to be good speakers of the language.

Further research should be conducted to investigate other social networking tools and their role in developing language learning. We also recommend research on the effectiveness of modern technology in promoting students' learning.

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## Appendix

### The Questionnaire

This questionnaire is a part of our research to fulfill our requirements for the master degree. It aims at gathering information to examine to what extent first year master students at the University of Med Seddik Ben Yahia/ Jijel use face book as a learning tool to be autonomous and more responsible for their own learning. We will be grateful if you give us a little of your precious time to answer these questions. Please, put a tick (√) in the box corresponding to your choice and full statements when necessary.

#### Part One: General Information

1. Gender: a. male

b. female

#### Part Two: Learners' Autonomy

1. Are you satisfied with your level as an EFL learner?

Yes

No

Justify:

.....

.....

.....

2. Do you want to improve your level?

Yes

No

Justify:

.....  
.....  
.....

3. Do you think that classroom input is sufficient for you as an EFL learner to communicate?

Yes

No

Justify:

.....  
.....  
.....

4. What kind of learning do you prefer?

Teacher-centered approach

Learner-centered approach

5. Do you rely on yourself to improve your educational level?

Yes

No

-If yes, what materials in addition to the teachers' materials do you use?

.....  
.....

6. Do you set your own learning goals and objectives?

Yes

No

7. Do you set your own learning materials?

Yes

No

8. Do you make self-assessment?

Yes

No

9. As a learner and as a future teacher do you agree with the idea of autonomy in learning?

Yes

No

Justify:

.....

.....

.....

**Part Three: Face book**

1. Do you have a facebook account?

Yes

No

2. What do you use facebook for?

a. To pass time

b. To chat

c. To have new friends

d. For education

3. Do you have school friends on your facebook account?

Yes

No

4. Do you use the English language during facebook chat?

Yes

No

5. Do you use your facebook account to chat with native speakers of English?

Yes

No

If yes, why?

.....  
.....  
.....

6. Do you prefer the use of facebook or face to face instruction?

Facebook

Face to face instruction

.....  
.....  
.....

7. Do you think that using facebook as a learning tool would help you to be more responsible for your own learning?

Yes

No

Pleas, justify

.....  
.....  
.....

8. What problems do you meet in class concerning participation?

- a. You feel shy
- b. You have a lack of vocabulary
- c. Have no opportunity to participate
- d. You are afraid of negative feedback
- e. Non

9. Do you meet the same problems when using facebook for education?

Yes

No

10. Do you think that you will achieve better results if facebook is integrated in class?

Yes

No

Justify:

.....  
.....  
.....

11. Does the use of facebook's group feature in class setting make a difference in student's academic achievements?

Yes

No

Justify:

.....

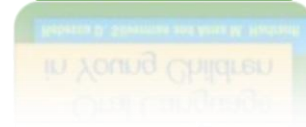
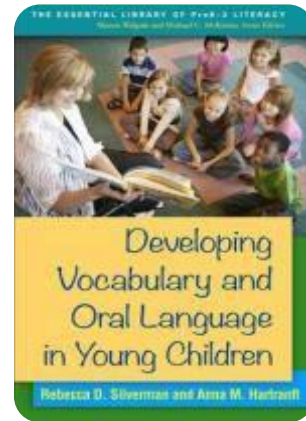
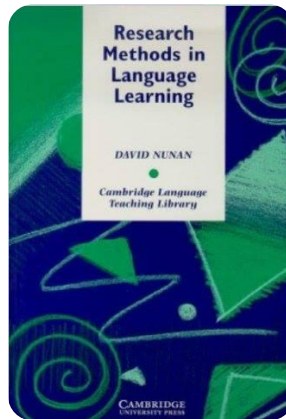
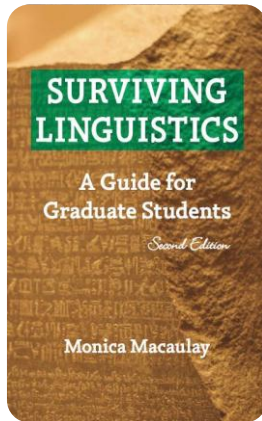
.....

.....

Thank you for your collaboration.

## The Participant Observation

*Group of pictures N1: Books' Titles*



## Group of pictures N2: Information Concerning Research Methodology

**Types of Triangulation**

- **Theoretical Triangulation**  
Looking at the research situation from different theoretical perspectives.
- **Methods Triangulation**  
One researcher using two or more research techniques (within and between QUAN-QUAL techniques);  
Two or more researchers using the same research technique;  
Two or more researchers using two or more research techniques.
- **Data Triangulation**  
Combining qualitative and quantitative data within the same method.  
The types of data these three methods generate are field notes, audio (and sometimes video) recordings, and transcripts.

**Triangulation**

- **Triangulation:** We learn more by observing from multiple perspectives than by looking from only a single one
- Improves the **accuracy** of the research

**MEANING OF ETHNOGRAPHIC RESEARCH**

Ethnography is the in-depth study of naturally occurring behavior within a culture or social group. It seeks to understand the relationship between culture and behavior; with culture referring to the beliefs, values, and attitudes of a specific group of people.

The ethnographic research method was developed by anthropologists as a way of studying and describing human cultures. Anthropologists immerse themselves in the lives of the people they study, using primarily extended observation and occasionally in-depth interviewing to gain clarification and more detailed information.

EMPIRICAL & ANALYTIC PHASE

**TRIANGULATION**

- A compatibility procedure designed to reconcile the two major methodologies by eclectically using elements from each of the major methodologies as these contribute to the solution of the major **problem.**

Qualitative Research (Data: principally verbal)	Quantitative Research (Data: principally numerical)
Descriptive Studies	Survey Studies
Historical Studies	Experimental Studies
Case Studies	Quasi-experimental Studies
Ethnographic Studies	Statistical Analytical Studies

- **Your methodology answers two main questions:**
- **How did you collect the data?**
- **How did you analyze the data?**

**Designing Research**

**Research Proposal**

What do you want to investigate?	What do other researchers say?	How are you going to investigate the topic?
Establish context. Develop main research question. Extract and order your subsidiary questions (3) Write up the <b>background of your research problem.</b>	Find appropriate background info from appropriate sources. Write up what they said in your <b>Literature Review.</b>	Appropriate theories. Select methods and styles of research as well as a practical outline of how you will go about answering your research problems. Your <b>Research Methodology.</b>

Introduction



## Types of Questions

- **Open-ended** questions state a question and leave room for the respondent to write out or narrate an answer.
- **Close-ended** questions force the respondent to select a single response from a list.

## Ethnographic Research

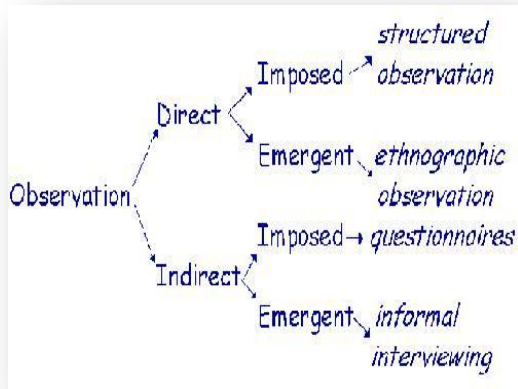
- Ethnographic fieldwork was developed originally by anthropologists to study a society, culture or group in depth.
- The approach depended heavily on observation and in some cases integration into the society.
- Participant observation enables researchers to share the experience of their subjects.

## 1. Survey Research

- Examples of research questions that can be examined with survey research:
  - (i) How do university students spend their leisure time?
  - (ii) How will citizens of Malaysia vote in the next general election?
- Could you think of other research questions that can be investigated with survey research?

## What is Research?

- Research is to
  - Discover **new** knowledge
  - Seek answers to **questions**
- Basic research
  - Often driven by curiosity for fundamental/general knowledge/understanding
  - High impact examples: relativity theory, DNA, ...
- Applied research
  - Driven by practical needs
  - High impact examples: computers, transistors, vaccinations, ...
- The boundary is vague, and distinction isn't important, but all require innovations and discovery of new knowledge; **others must be able to learn something new from your work that they can't learn from any existing literature**

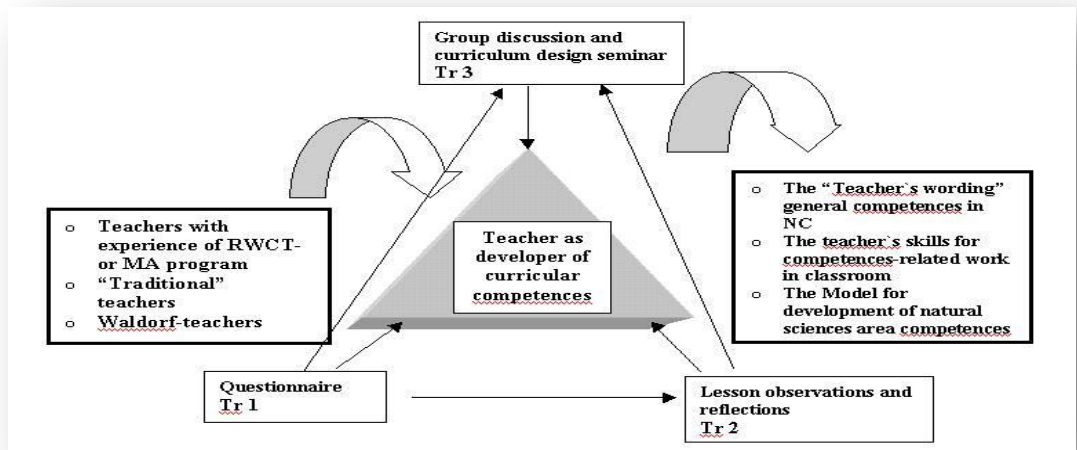


## Research Paradigms

Three fundamental questions:

- The **ontological** question i.e. what is the form and nature of reality
- The **epistemological** question i.e. what is the basic belief about knowledge (i.e. what can be known)
- The **methodological** question i.e. how can the researcher go about finding out whatever s/he believes can be known.

(Guba and Lincoln, 1994)



## TYPES OF TRIANGULATION

1. Data Triangulation
2. Investigator Triangulation
3. Theoretical Triangulation
4. Methodological Triangulation
5. Environmental Triangulation

October 15, 2014

TRIANGULATION IN QUALITATIVE RESEARCH  
DANNY GLASSMANN, PH.D.

	Qualitative	Quantitative
Conceptual	Concerned with understanding human behaviour from the informant's perspective Assumes a dynamic and negotiated reality	Concerned with discovering facts about social phenomena Assumes a fixed and measurable reality
Methodological	Data are collected through participant observation and interviews Data are analysed by themes from descriptions by informants Data are reported in the language of the informant	Data are collected through measuring things Data are analysed through numerical comparisons and statistical inferences Data are reported through statistical analyses

Source: Adapted from Minichiello *et al.* (1990, p. 5)

### Methodological Triangulation

- › Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program
- › For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found
- › If the conclusions from each of the methods are the same, then validity is established

## Definition and Purpose

- **Ethnographic research**
  - **Definition**
    - A qualitative approach that studies the **cultural** patterns and perspectives of participants in their natural settings
  - **Purpose**
    - To describe, analyze, and interpret the culture of a group over time to understand the group's shared beliefs, behaviors, and language

Objectives 1.1 & 1.2

*Group of Pictures N3: Information Concerning the General Culture*

2. Who invented telephone? _____
3. Which country invented zero? _____
4. River of Russia is _____
5. Animals that eat flesh are _____

**Table 1. A checklist of questions for designing a mixed method procedure**

Is a basic definition of mixed methods research provided?
Is a reason given for using both quantitative and qualitative approaches (or data)?
Does the reader have a sense for the potential use of a mixed methods design?
Are the criteria identified for choosing a mixed methods strategy?
Is the strategy identified, and are its criteria for selection given?
Is a visual model presented that illustrates the research strategy?
Is the proper notation used in presenting the visual model?
Are procedures of data collection and analysis mentioned as they relate to the model?
Are the sampling strategies for both quantitative and qualitative data collection mentioned? Do they relate to the strategy?
Are specific data analysis procedures indicated? Do they relate to the strategy?
Are the procedures for validating both the quantitative and qualitative data discussed?
Is the narrative structure mentioned, and does it relate to the type of mixed methods strategy being used?

Source: John Creswell (2007, p. 212)

No.	General Knowledge Question	Answer
1	The first Prime minister of Bangladesh was	Mujibur Rehman
2	The longest river in the world is the	Nile
3	The longest highway in the world is the	Trans-Canada
4	The longest highway in the world has a length of	About 8000 km
5	The highest mountain in the world is the	Everest
6	The country that accounts for nearly one third of the total teak production of the world is	Myanmar
7	The biggest desert in the world is the	Sahara desert
8	The largest coffee growing country in the world is	Brazil
9	The country also known as "country of copper" is	Zambia
10	The name given to the border which separates Pakistan and Afghanistan is	Durand line
11	The river Volga flows out into the	Caspian sea
12	The coldest place on the earth is	Verkoyansk in Siberia
13	The country which ranks second in terms of land area is	Canada
14	The largest Island in the Mediterranean sea is	Sicily
15	The river Jordan flows out into the	Dead sea
16	The biggest delta in the world is the	Ganges Delta
17	The capital city that stands on the river Danube is	Belgrade
18	The Japanese call their country as	Nippon
19	The length of the English channel is	564 kilometres
20	The world's oldest known city is	Damascus

**General Knowledge**

- Which country is the longest and thinnest in the world?
- What is an exploding star called?
- Who was the longest reigning queen?
- Who wrote the song 'Black Magic Woman'?
- Who did England beat in the 1966 semi-finals of the World Cup?

**Lancashire Meet Trivia**

- Who first was the first recipient of the award made by Philfish 1996?
- Who held Kylie and Jason captive in the hope that they would share their knowledge of the heather fly?
- Who was left in the role of 'Head of Security' once the meet was over?
- What number post is/was the thread set to 'explode'?
- Who suggested 'A Perfect Day's fishing'?



## Group of Pictures N4: American English versus British English



### British & American English

spelling: O/U vs. O

British	American
arbour /ˈɔːbɜːr/	arbor /ˈɑːbər/
humour /ˈhjuːmər/	humor /ˈhjuːmər/
harbour /ˈhɑːbər/	harbor /ˈhɑːbər/
enamoured /ɪˈnæməd/	enamored /ɪˈnæməd/

American English at State americanenglish.state.gov

### Words with British and American Pronunciations

adˈvɜːtɪsmənt	advertisement	ædˈvɜːtaɪzmənt	ˈflʌrɪ	flurry	ˈflɜːrɪ
ˈɑːnsə(r)	answer	ˈænsər	ˈfærəʊ	furrow	ˈfɑːroʊ
ˈeɪprɪkət	apricot	ˈæprɪkət	ˈhʌrɪkən	hurricane	ˈhɜːrəkən
ɑːˈtiːziən	artesian	ɑːˈtiːʒn	ˈhʌrɪ	hurry	ˈhɜːrɪ
ˈæsfælt	asphalt	ˈæsfɔːlt	ɪnˈhɪərənt	inherent	ɪnˈhɪrənt
bəˈnɑːnə	banana	bəˈnænə	ˈleɪzə(r)	leisure	ˈliːʒər
bɪtʃəmən	bitumen	bəˈtuːmən	ˈmæfɪə	Mafia	ˈmɑːfɪə
buːθ	booth	buːθ	ˈmæsɑːʒ	massage	məˈsɑːʒ
kɑːdɑː(r)	cadre	ˈkædri	ˈnʌrɪʃ	nourish	ˈnɜːrɪʃ
ˈʃəʊfɑː(r)	chauffeur	ʃoʊˈfɜːr	ˈprɪvəsi	privacy	ˈpraɪvəsi
kəʊˈhɪərənt	coherent	kəʊˈhɪrənt	ˈrekərd	record	ˈrekərd
ˈkɒŋɡres	congress	ˈkɒŋɡrəs	səˈnɑːrɪəʊ	scenario	səˈnæriəʊ
kəˈrɒl	corral	kəˈræl	ˈskwɪrəl	squirrel	ˈskwɜːrəl
ˈkʌrɪdʒ	courage	ˈkɑːrɪdʒ	ˌsɪmlˈteɪniəs	simultaneous	ˌsæmlˈteɪniəs
ˈkʌrənt	current	ˈkɑːrənt	təˈmɑːtəʊ	tomato	təˈmeɪtəʊ
ˈkʌrənsɪ	currency	ˈkɑːrənsɪ	vɑːz	vase	veɪz
ˈkʌrənt	current	ˈkɑːrənt	ˈvɪtəmɪn	vitamin	ˈvaɪtəmɪn
ˈdɪnəstɪ	dynasty	ˈdaɪnəstɪ	ˈwɒrɪ	worry	ˈwɜːrɪ
fəʊlkn	falcon	ˈfælkən	jɔː(r)	your	jɜː
ˈflʌrɪʃ	flourish	ˈflɜːrɪʃ	zed	Z	ziː

www.vocabularypage.com #vocabpage

## vocabulary

### BRITISH ENGLISH - AMERICAN ENGLISH

American football - football	off-licence - liquor store
autumn - fall	pants - underpants
bin - trash can	petrol - gas
biscuit - cookie	pocket money - allowance
bonnet - hood (cars)	post - mail
boot - trunk (cars)	primary school - elementary school
busy - engaged (phones)	pub - bar
caravan - trailer	return - round-trip (ticket)
car park - parking lot	rubber - eraser
chemist - drug store	rubbish - garbage/trash
chips - french fries	secondary school - high school
city centre - downtown	single - one-way (ticket)
crisps - potato chips	shop assistant - sales clerk
CV - resume	sweets - candy
film - movie	takeaway - take out
flat - apartment	tap - faucet
football - soccer	timetable - schedule
garden - yard	torch - flashlight
holiday - vacation	trainers - sneakers
lift - elevator	trousers - pants
mark/grade - grade	underground - subway
motorway - freeway/highway	wardrobe - closet
mobile phone - cell phone	zip - zipper

**SPELLING**  
 catalogue - catalog  
 centre - center  
 cheque - check  
 colour - color  
 favourite - favorite  
 honour - honor  
 jewellery - jewelry  
 maths - math  
 metre - meter  
 neighbour - neighbor

Cork English Teacher

### British and American English

10 things you wear and one which you carry. Which one do you carry?

	bag		purse
	braces		suspenders
	dinner jacket		tuxedo
	fights		panty hose
	trousers		pants
	nightdress		nightgown
	trainers		sneakers
	pyjamas		pajamas
	waistcoat		vest
	undershirt		undershirt
	dressing gown		robe

British & American English		Spelling Differences	
British sweets	American candy	British odour	American odor
British candy floss	American cotton candy	British pyjamas	American pajamas
British ice lolly	American popsicle	British programme	American program
British treacle	American molasses	British parlour	American parlor
		British apologise	American apologize



British & American English	
British underground	American subway
British chemist's	American drugstore / pharmacy
British phone box	American phone booth
British queue	American line

### Lexical Differences

British English	American English
☒ Pardon?	☒ Excuse me?
☒ Autumn	☒ Fall
☒ Film	☒ Movie
☒ Trousers	☒ Pants
☒ Flat	☒ Apartment
☒ Tin	☒ Can
☒ Mobile phone	☒ Cell phone
☒ Biscuit	☒ Cookie
☒ lorry	☒ truck

Group of pictures N5 : Some Quotes

Raise your words,  
not your voice.  
It is rain that  
grows flowers,  
not thunder.  
-Rumi

Books are a  
hard-bound  
drug with no  
danger of an  
overdose.  
I am a  
happy  
victim of  
books.

“THE BEST  
DEFENCE  
IS A GOOD  
OFFENCE.”  
English Proverb

There is no end to education.  
It is not that you read a book,  
pass an examination, and  
finish with education. The  
whole of life, from the  
moment you are born to the  
moment you die,  
is a process of  
learning.  
~Jiddu  
Krishnamurti

## Group of pictures N6: Learning Vocabulary and Grammar

Synonyms for the most used verbs VocabularyPage.com

begin	make	do	show	come
start	create	execute	display	approach
launch	originate	enact	exhibit	advance
initiate	invent	carry out	point to	near
commence	form	accomplish	indicate	arrive
open	beget	finish	present	reach
stop	destroy	cry	hurt	break
cease	ruin	shout	damage	fracture
halt	demolish	yell	harm	shatter
stay	raze	scream	injure	smash
pause	waste	yowl	wound	wreck
discontinue	kill	roar	distress	crash
run	jump	keep	fly	hide
dash	leap	hold	soar	conceal
spring	retain	hover	cover	
race	bounce	withhold	flit	mask
rush	bound	preserve	wing	cloak
sprint	skip	maintain	flee	camouflage

www.vocabularypage.com #vocabpage

How much?

How much is the camera?

It is 55 \$ dollars.

How long?

How long will it take?

It will take two hours.

How often?

How often do you swim?

I swim twice a week.

### Grammar through Stories - Nouns

#### A Cure for a Headache

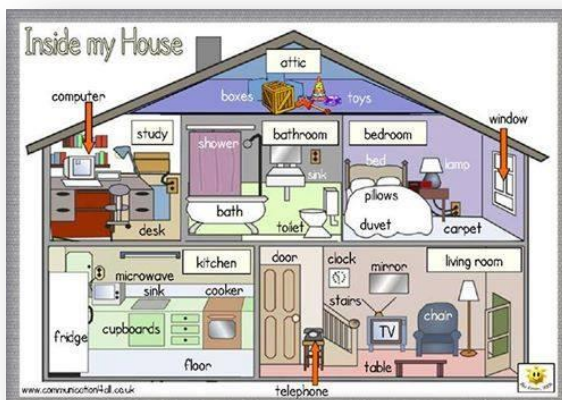
One day a man went into a chemist's shop and said, "Have you anything to cure a headache?"

The chemist took a bottle from a shelf, held it under the gentleman's nose and took out the cork. The smell was so strong that tears came into the man's eyes and ran down his cheeks.

"What did you do that for?" he said angrily, as soon as he could get back his breath.

"But that medicine has cured your headache, hasn't it?" said the chemist.

"Yes, but," said the man, "it's my wife that has the headache, not me!"





### Verb tenses: adding -ed and -ing

**Verbs ending with silent e**

Drop the final e before adding -ed and -ing:

Verb	Past tense	Present participle
save	saved	saving
taste	tasted	smiling

**e+ed=ed**

Do not drop the final e of verbs ending in -ee, -ye, and -oe:

Verb	Past tense	Present participle
free	freed	freeing
dye	dyed	dyeing

**ee+ed=eed**  
**ye+ed=yed**  
**oe+ed=oed**

**Verbs ending with silent c**

Add -k to the verbs ending in -c before adding -ed and -ing:

Verb	Past tense	Present participle
picnic	picnicked	picnicking
mimic	mimicked	mimicking
traffic	trafficked	trafficking

**c+ed=cked**

Some verbs double the final consonant before -ed and -i  
Visit the link above for consonant-doubling verbs

[www.vocabularypage.com](http://www.vocabularypage.com) #vocabpage

### Questions with Do / Does

We use **Do** or **Does** to make a question in the simple present tense.\*

\* Exceptions: Questions with To Be and Modal Verbs (can, might, should etc.)

Auxiliary	+	Subject	+	Verb ... ?
<b>DO</b>		I / you / we / they		go ... ?
<b>DOES</b>		he / she / it		want ... ?
				like ... ?

Affirmative: **You speak English.**  
Question: **Do you speak English?**

Affirmative: **He speaks English.**  
Question: **Does he speak English?**

\*\* The base form of the infinitive = to go, to need, to speak, to live  
Look: Third person verbs lose the final "s" in questions

[www.grammar.cl](http://www.grammar.cl) [www.woodwardenglish.com](http://www.woodwardenglish.com) [www.vocabulary.cl](http://www.vocabulary.cl)

<b>Who?</b>	Who is that boy? My brother Tom.	
<b>When?</b>	When is the party? On Friday at 2 o'clock	
<b>What?</b>	What is on the table? There is a pencil.	
<b>Why?</b>	Why are you late? Because I missed my bus.	
<b>Where?</b>	Where is your book? It is in the bag.	
<b>Which?</b>	Which is your apple? The green one.	

### Call

**Call at**  
to stop briefly  
The train called at the station.

**Call for**  
to need something  
This work calls for intense concentration.

**Call in (s)**  
to ask someone to come to you for aid  
The bank called in the police to investigate the fraud.

**Call off (s)**  
to decide that something will not take place.  
The referee had to call the game off because of bad weather.

**Call on**  
to ask someone in a group to respond  
The teacher called on me, but I couldn't remember the answer.

[www.vocabularypage.com](http://www.vocabularypage.com) #vocabpage



**undress**      **loosen**

**unzip**

**unbutton**      **untie**

## vocabulary

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holiday - vacation	trainers - sneakers
lift - elevator	trousers - pants
mark/grade - grade	underground - subway
motorway - freeway/highway	wardrobe - closet
mobile phone - cell phone	zip - zipper

**SPELLING**

catalogue - catalog
centre - center
cheque - check
colour - color
favourite - favorite
honour - honor
jewellery - jewelry
maths - math
metre - meter
neighbour - neighbor

[Cork English Teacher](https://www.facebook.com/Cork-English-Teacher)

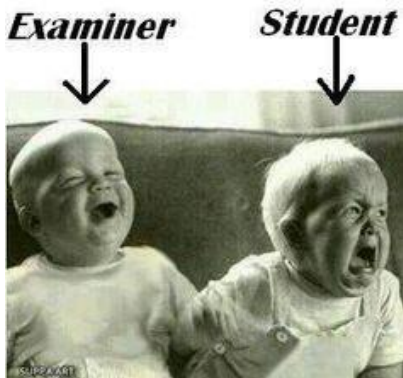
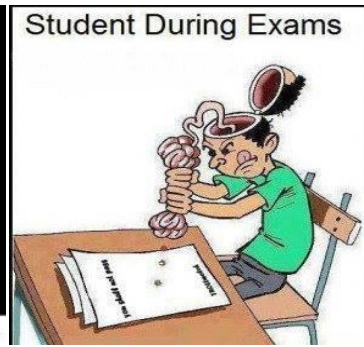
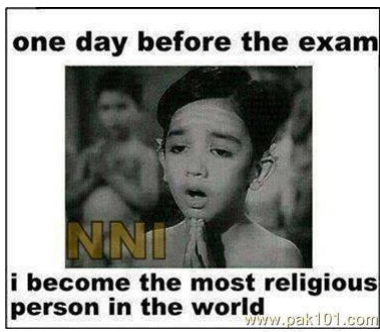


**squeeze**      **crumple**      **squash**

**press**      **wring**      **crush**



Group of pictures N6: pictures for fun



Group of pictures N7: pictures for guessing


**SOLVE THIS**

?

6	7		
7	3	4	
8	2	1	4



**SOLVE THIS IF YOU ARE A GENIUS !**



$1+4=10$   
 $2+8=20$   
 $4+16=40$   
 $8+32=??$

نحدي  
المسئلة  
هنا



## Résumé

La présente étude vise à étudier l'utilisation de Facebook pour améliorer l'autonomie de l'apprenant. On suppose que si les élèves utilisent Facebook pour construire leur sens de soi dans l'établissement de leurs propres activités d'apprentissage, la formulation des objectifs, l'identification des ressources, le choix des stratégies, et l'évaluation des résultats d'apprentissage. La conception de l'étude était une triangulation d'une méthode quantitative et qualitative. Un questionnaire est administré à 70 étudiants de 1ère année de Master qui étudient l'anglais à Mohammed Seddik Ben Yahia Université, Jijel. En outre, une étude de cas se fait à travers une page Facebook avec un échantillon de 16 étudiants du même niveau et le domaine et appartenant à la même université. Les résultats révèlent que l'autonomie des apprenants EFL est développé en utilisant le livre de visage comme un outil d'apprentissage. Par conséquent, les hypothèses sont confirmées en ce sens que les étudiants en master 1ère année en utilisant le livre de visage à des fins éducatives pour soutenir leur apprentissage autonome.

## ملخص

تهدف هذه الدراسة للتحقيق في استخدام الفيسبوك لتعزيز استقلالية المتعلم و يفترض أنه ما إذا كان الطلاب يستخدمون الفيسبوك لبناء التوجيه الذاتي في وضع أنشطة التعلم الخاصة بهم، وصياغة الأهداف، وتحديد الموارد واختيار الاستراتيجيات، وتقييم نتائج التعلم. كان تصميم الدراسة على اساس التثليث من الأسلوب الكمي والنوعي حيث تم إدارة استبيان إلى 70 طالبا في السنة الأولى ماستر يدرسون اللغة الإنجليزية في جامعة محمد الصديق بن يحيى /جيجل. وعلاوة على ذلك، تتم دراسة القضية من خلال صفحة الفيسبوك مع عينة من 16 طالبا من نفس المستوى والميدان والذين ينتمون إلى نفس الجامعة.بينت النتائج أن استقلالية متعلمي اللغة الإنجليزية كلغة أجنبية تطورت عندما تم استخدام الفيسبوك كأداة للتعلم. لذلك، تؤكد الفرضية أن طلاب السنة الأولى ماستر يقومون باستخدام الفيسبوك للأغراض التعليمية لدعم التعلم الذاتي.