The Role of Facebook Groups in Shaping Self-regulated Learning.
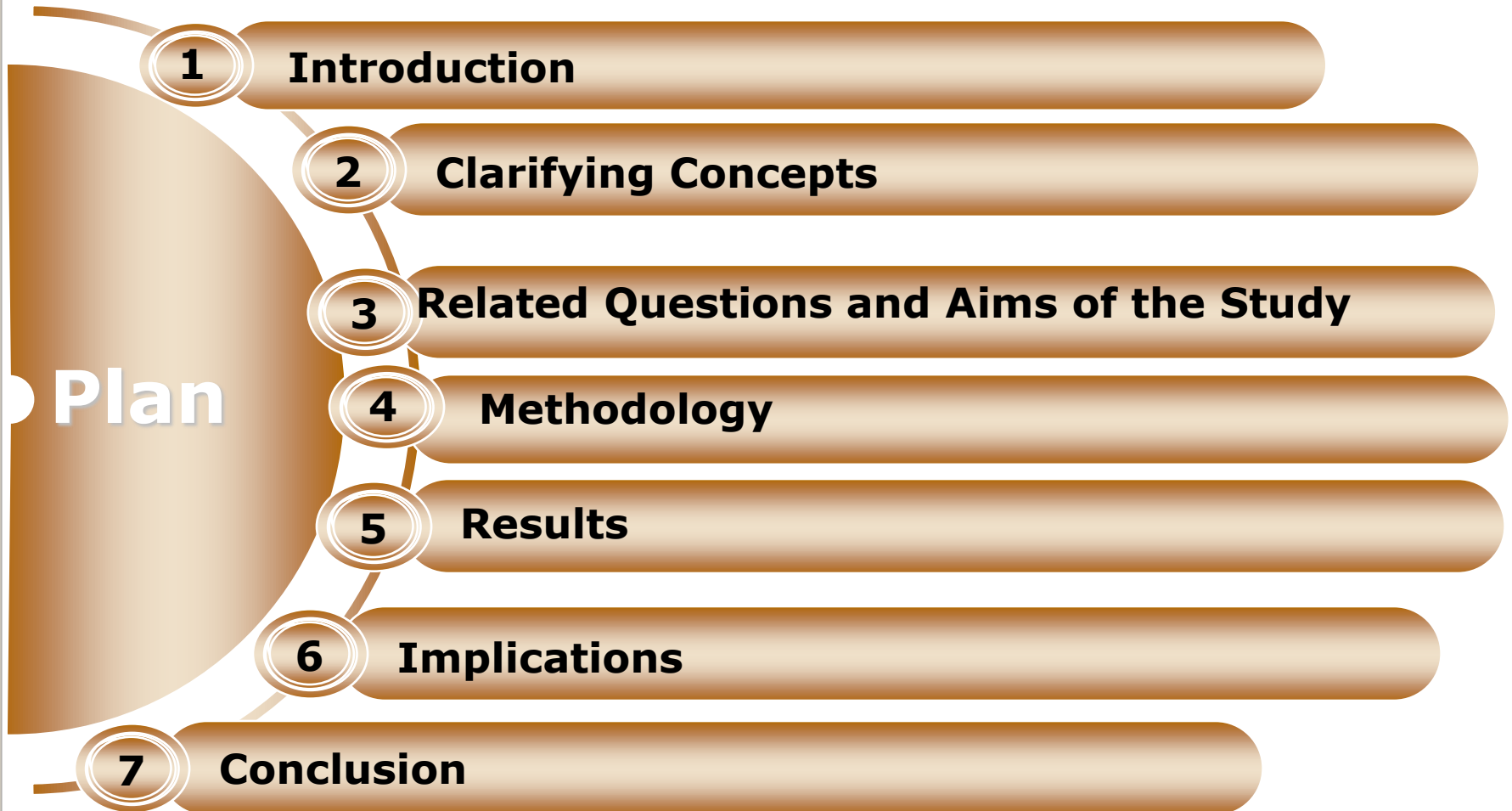# Case of Bejaia EFL Students

Nadia Idri, Bejaia University (nahouari@gmail.com)
Nawal Kadri, Tizi Ouzou University (nawal.k.09@hotmail.fr)

Content

Introduction

Internet ———————▶ a pervasive component of student's life.

Different Purposes (social, educational, entertaining, etc) ———————▶ Use of ⬅️ websites and social media

Facebook ⬌ one of the most popular and widely used social networks by students.

This study's purpose: investigate how Facebook use could help scaffolding self-regulated learning and promote students' ownership and control of the learning process outside classroom.

Bachground

Facebook

It's a social networking site that offers an online platform on which users create profiles for themselves to generate content, share information and interact with other people all over the world (Boyd & Ellison, 2007).

➢ Generate pictures, videos, songs
➢ Share information
➢ Interact with friends
➢ Meet new people
➢ Play games
➢ Upload and download books
➢ Share stories

→ **New ways and possibilities of learning**

Bachground

Self-regulated Learning

A learning approach whereby students take a proactive role in constructing their knowledge and building their learning experiences through social interaction.

⇓

Interaction between a learner and his/her socio-cultural environment

How can Facebook Groups promote the development of self-regulated learning among University Students?

Related Questions

1. To what extent do EFL students use Facebook, and for which purposes?

2. How can these students use Facebook to develop their self-regulated capacities?

Aims of the Study

Linking education to the new technologies

1. To investigate how can students benefit from social media, mainly Facebook, to develop their communicative competence.

2. It attempts to demonstrate how students regulate and take control of their learning process via interaction in Facebook Groups.

Methodology

Participants

Our sample is 50 EFL Students at the University of Bejaia for the questionnaire and 5 Facebook Groups

Data collection Method

Quantitative

⬇

Online Survey

Qualitative

⬇

5 Facebook groups analysis (different discussions)

Results: Questionnaire

Through the Questionnaire, all participants (100%) agreed that Facebook is helpful to learn English. 14.28% rarely use Facebook (English & French) but the 85.71% of the students do use it (English).

When asked about the skills they develop most, results showed

1. Vocabulary: 100%,
2. Writing: 85.71%,
3. Reading:42.86%
4. Speaking & listening with 00%.

Results: Questionnaire

How to use Facebook to learn English:

- It improves students' academic writing through everyday practice.
- It allows the students' to learn new English vocabulary.
- It helps in practicing Foreign Language learning with Natives.
- It promotes team-based learning (between students & teachers)

Results: Questionnaire

Student A wrote: "The best initiative we did (our promotion) was creating a FB group at the starting of each academic year. In these groups, we post everything about our studies (Courses, exam samples, PVs) and even other posts concerns information about different private schools of learning English in our town. To add, I visit other groups which contain native speakers and other speakers of English all around the word to broaden my knowledge and understandings. I like visit pages in which English proverbs are posted; this helps acquire new complex vocabulary in meaningful contexts"

Results: Facebook Groups

1. English Master2 SLD2015:
   https://www.facebook.com/groups/englishm2sld/
2. English Zone-students of English :
   https://www.facebook.com/groups/462000480508341/?ref=browser
3. BEST BEJAIA ENGLISH STUDENTS TEAM:
   https://www.facebook.com/groups/besteam09/?ref=browser
4. Department of English at Bejaia University

https://www.facebook.com/groups/302395939852542/?ref=browser

5. English Zone-students of English :
   https://www.facebook.com/groups/462000480508341/?ref=browser

Results: Facebook Groups

1.Conversation on English Master2 SLD2015 Group:

- Student A: the final challenge, find a job!!! the hard one. isn't it?

- Student B: it's not even a challenge,cuz a fair challenge has all the fitting conditions and requirements.it's an unjust battle in a country where nepotism,corruption and segregation thrive day after day. the future seems bleak. but as our friend has said let's just pray for a better future ➡ One can notice the authentic use of language but also chat language and an inappropriate language to describe the situation.

- Student C: http://debejaia.dz/resultats-des-concours-professionnels/
tt mes felicitation pour ceus qui ont eu le concour ➡ Here, the positive point is sharing important information and links but the negative one is using French in this group.

2. Conversation on English Zone-students of English :

salam my dear students i have good ideas to improve our english level idea n 1 it is to send to eachother invitation and then make a group chat and speak in english in every thing

idea n 2 is to make questions here in this group and all members can answer this helps us to learn new words from the comments

idea n 3 all students who watch a good english film that can help us gives the link here so if u see those ideas are effective just put like or leave a comment love u all

Results: Facebook Groups

3.Conversation on *BEST BEJAIA ENGLISH STUDENTS TEAM Group*:

Student A: a téléchargé un fichier. 30 août, 14:50

[Graham_Goodlad]_British_Foreign_and_Imperial_Poli(BookZa.or.pdf

➡ The student shared a document,

4. Conversation on *Department of English at Bejaia University* :

• Student A: ...NO COMMENT...! joe hack ➡ Provocation of the others (For ethical reaons, the authors prefer not displaying the image)

• Student B: How dare you insulting […]like this !, why you're hiding under the curtain of respecting ethnicity and races.

• Student A: you hate when someone tells the truth...HELL YEAH! hhhhhhhhhhhhhhhhhhhhhh...! this picture shows the origin of EVIL, i mean […]! i didn't mean religion at all...! but you interpreted it you wanted it to be.... that's not my business,... this means your mind is very limitted, and that's really disappointing, boys!.... open your minds so that they can breath fresh air! ➡ The conversation was in English but lasted for long with insults and different view-points.

5.Conversation on _Department of English at Bejaia University :_

- Student A: hello everybody i'm a master student in tlemcen university actually i want a help fro graduate students in suggesting me a theme for my thesis in language sciences .i'm lost
- Student B: Perceptions of Students and teachers about the integration of ICTs in the Oral English Language Classroom! best one ever
- Student A: as a sample we may take all the students of the section or we specify only first yea for eg
- Student C: kech jdid 3la lmaster fi tlemcen ???
- Student A: ds kel sense????

➡ Here, the conversation started well, seeking and providing help but the use of colloquial Algerian and French changed the topic and the form,

Results: Facebook Use-Positive Impact

1. The analysed groups were used to share ideas and discussions. This is more likely helpful to develop the learner's communicative competences.
2. Chatting via Facebook groups is helpful to develop the students' vocabulary.
3. Students use such groups to share useful materials like pictures, videos, documents, presentations and links.
4. Facebook groups help learners interact online. Hence, learners who cannot use English in the real classroom, can interact better on Facebook groups.
5. Facebook help learners widen their social contacts mainly those specialised in English.
6. Students use such groups as a platform to get information about their studies, exams, schedules, etc.
7. Seeking/Providing help

Results: Facebook Use-Negative Impact

1. Students use much abbreviations. Using much contracted forms, symbols and abbreviations develop a habit in the learner. This will lead him use this style mechanically even in exams and academic settings.

2. Students do not make use of an academic style to develop their formal language. We observed more informal and slang language in about 90% of the discussions.

3. Students do not obey to the sociolinguistic rules in conversations like respecting the degrees of formality, degrees of intimacy, status, etc.

4. Use of the other languages like Arabic, Kabyle and French. This shows the language interference aspect and inter-language while using the language,

5. Students do not always respect the group's main objectives, Some ideological, religious, ethnic and political conflicts have been advanced during conversations,

Implications

- ➢ Facebook groups should be controlled by administrators and pend any comment prior its publication,

- ➢ Groups should allow non offensive topics and language. Topics can cover more general issues far from ideological, ethnic, religious or political advances.

- ➢ Administrators should require the use of formal English, correct and accurate language to help learners develop their spelling, grammar, vocabulary.

- ➢ The use of English in an appropriate way is a scaffolding device for beginners. Hence, we strongly recommend their use and command by teachers and advanced learners to tutor beginner and intermediate learners, This is more likely helpful for them to be more autonomous and they will be able to self-regulate their learning gradually.

Conclusion

Using social media is a must-to-do in nowadays learning. Through Facebook groups, one can share his/her experiences with the other. This "other" can be another learner, a teacher, a native speaker, but after all, there is a space of using English and learning from the group. However, students should be careful about the choice they make when joining groups and try to control their conversations. Chatting is a way out to develop language use, but it is also an important step towards self-regulated learning. This simply because the learner now makes his/her own choices, uses his/her own words and expressing his/her own ideas/thoughts/arguments; something not always possible in a real classroom setting.

To end, we share this quote from a student who answered the open question about autonomous learning:

"FB is a space for communication with friends generally with the same level. Mistakes are allowed, and from mistakes we learn. I use it not to be tested but to express my opinions. When using English in FB, there is no such a corrective feedback which could make you anxious; moreover, there is a difference when you use English to communicate and share experiences and feelings freely or using it especially to learn. In the first case you will concentrate on your ideas and how to express it (using appropriate vocabulary …) but in the second case you will concentrate on lge accuracy (generally this is what we do)"

THANK YOU FOR YOUR ATTENTION