

مساهمة وسائل التواصل الاجتماعي بوصفها اداة الكترونيه في التدريس والتعلم

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The Incorporation of Social Network As Teaching & Learning Electronic Portfolio (A Case Study on Facebook)

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ABSTRACT

This article aims at investigating the potential of applying the Social Network (Facebook) as a teaching electronic portfolio at the University level. The researchers adopted the descriptive method utilizing the test and the questionnaire as the main tools for yielding the required data. The subjects of the study included (50) English language teachers across various Sudanese universities along with (25) students majoring English in the second year at University of Kassala who have Facebook accounts whereby were taught online inside a Facebook group. The gathered data have been processed using SPSS program. Finally, according to the results, it became evident that there is practical and effective use for Facebook to be applied as teaching and learning electronic portfolio on the academic and educational sites especially at the university level in these respects that learners' performance can easily be monitored and assessed through the social network, teachers and students can collaborate in a secure, closed environment on Facebook group, teachers can maintain a personal content library and share content with members and finally students can instantly access their files through their cloud-based 'Library'.

KEYWORDS: Teaching, Electronic Portfolio, Social Network, Facebook.

INTRODUCTION

The word portfolio refers to a purposeful collection of work that provides information about someone's efforts, progress or achievement in a given area. It is a learning as well as an assessment tool. As applied to language learners, its characteristics are outlined below:

- the learner is involved in deciding what to include in the portfolio.
- the learner may revise material in the portfolio after feedback from the teacher or others.
- the learner is required to assess or reflect on the work in the portfolio, thus becoming aware of the personal development.
- there is evidence of mastery of knowledge.
- it may include various forms of work, such as written work, audio recording, video recording, etc.

When used in teacher education the portfolio is known as a TEACHING PORTFOLIO.

Aims and Scope of the Study

This article was set to discover the practical application of the Social Network Facebook as learning and teaching electronic portfolio at the University level. The scope of the study is limited to (50) English language university teachers and (25) EFL students in the second year at the University of Kassala, Sudan-2016-2017. The article will examine how Facebook can be applied as an electronic portfolio, and to what extent all social network can be incorporated in the same context as what has been practised in respect of Facebook.

Statement of the Problem

Monitoring, checking and following up learners' academic progress and performance have been exhausting and very time-consuming task that most teachers are still unable to surmount although new trends towards the up to date discoveries and inventions in the field of teaching and learning such as computer-assisted language learning (CALL) and web-based teaching and learning have been recently included in this field. The magic of technology especially the social networks bridge the gap between teachers and learners and put the learners' academic performance and progress at the teachers' disposal that can easily be monitored and assessed at any time and this is the article's subject matter and what is going to look for.

Questions and Hypotheses

As mentioned above, this article was set to apply the social network (Facebook) as teaching electronic portfolio at the university level. For achieving this goal, the researchers formulated the following accordingly:

1. To what extent can Facebook be applied as teaching electronic portfolio?
2. How Learners' performance can be monitored and assessed through the social network?

According to the formulation of the above questions, two hypotheses were worded that can statistically be accepted or rejected:

H₁: Using Facebook in teaching literature allows its application as teaching electronic portfolio".

H₂: Learners' performance can easily be monitored and assessed through the social network.

LITERATURE REVIEW

A portfolio is a purposeful collection of students work that demonstrates effort, progress and achievement; a portfolio provides a richer picture of student performance that can be gained from more traditional, objective forms of assessment. Most traditional standards-based portfolios are 3-ring notebooks, organised with dividers and sections for paper-based documents demonstrating each standard. An Electronic Portfolio uses multimedia technology allowing students/teachers to collect and organise portfolio artefacts in many media types (audio, video, graphics, text) with hypermedia links connecting that evidence to the appropriate standards. Students/teachers can publish their Electronic Portfolios on CD-Recordable discs, videotape or the Internet [1].

Process for Constructing Electronic Portfolios

At the 1997 SITE Conference, [2] described a process for developing Pre-Service Teacher Portfolio Process which based on:

- Distinguish between a working and a presentation portfolio.
- Organise a working portfolio according to standards.
- Identify artefacts that denote accomplishments for each standard.
- Produce a working portfolio.

[2] In an article outlined a process for developing electronic portfolios in contrast to the process normally used to develop multimedia presentations:

- decide on goals of the portfolio the based on learner outcome goals that should be based on national/state/local **standards** with associated evaluation rubrics.
- decide on and describe the assessment **context**.
- decide on and describe the **audience(s)** for the portfolio (student, parent, college, community?)
- decide on the **content** of portfolio items (determined by context)
- decide which software **tools** are most appropriate for the portfolio context
- decide which **storage** and **presentation medium** is most appropriate for the situation
- gather **multimedia materials** to include in the portfolio which represent learner's achievement (preferably linked to standards, preferably in a relational database)
- record **student self-reflection** on work and achievement of goals
- record **teacher feedback** on student work and achievement of goals
- organize with **hypermedia links** between goals, student work samples, rubrics, and assessment

- **present** portfolio to appropriate audience (by the student, in age-appropriate situations)
- **evaluate** the effectiveness of portfolio related to the purpose and assessment context

Storing the Working Portfolio

There are many technologies that can be used to store digital portfolio arti-facts during the development stages. Some of the most common include:

- Computer diskette
- CD-Recordable (CD-R) & CD-ReWritable (CD-RW)
- Video Tape
- High-density floppy (Zip Disk)
- WWW or Intranet
- Jaz disk
- DVD-RAM (coming soon)

Skills for Developing Electronic Portfolios

The skills necessary to develop an electronic portfolio are the same for developing multimedia presentations. Below is a list of topics for training sessions that are being offered to students at the University of Alaska Anchorage School of Education, to develop Electronic Portfolios, using Adobe Acrobat and either CD-ROM or videotape as the publishing medium:

- Converting files from any application to PDF using PDF Writer or Acrobat Distiller
- Scanning/capturing and editing graphic images
- Digitizing and editing sound files
- Digitizing and editing video files (VCR -> computer)
- Organizing portfolio artifacts with Acrobat Exchange, creating links & buttons
- Organizing multimedia files and pre-mastering CD-ROM using Jaz disks
- Writing CD-Recordable disc using appropriate CD mastering software
- Recording computer images with narration to videotape (computer -> VCR)

The Value of Online Social Network for Academic Purpose

Online social networking, especially Facebook, has numerous pedagogical advantages for both lecturers and students. Social networking can support students' indirect sharing of resources, thoughts, ideas, productions, writings, notes, etc. This kind of sharing can provide students with insights into the workings of other students [3].

It is extremely important for students to establish a social foundation between them and their peers before they engage in online group work. Facebook clearly provides a social utility that has been identified as having academic potential in the form of internal networks and groups [4].

It is important that the time students spend between and after classes, be utilised for academic purposes via technology. For example, if students are encouraged to take part in group work or online discussions on Facebook, the chances are there that they might utilise Facebook for academic purposes and not only for social purposes. This can benefit their learning and motivate them to engage in academic work before and after classes. The availability of Facebook via mobile phones also means increased interaction and support for students outside of the classroom [5].

DEVELOPMENT OF FACEBOOK

Mark Zuckerberg created Facebook from his Harvard University dorm in February 2004. At that point in time, Facebook was called the facebook.com and only connected college students. In 2005, Facebook expanded to include high schools and schools outside the U.S. In 2006, Facebook found its way into the workplace and allowed anyone over 13 to join. Facebook recorded 12 million users in December 2006. Now, at the end of the 2010 year, Facebook has recorded its 550 millionth member (1 out of 12 people on the planet now have a Facebook account). Facebook's membership rate is now growing at a rate of 700,000 members per day [6].

When a user first registers with Facebook, they need to set up and create a profile page. The page is based on a basic template where users fill in various personal identifiers. The users can include as much or as little information as they want. After they set up their profile they can begin adding friends, join groups and become fans of pages. Facebook offers a search tool that allows users to search for specific information like people and groups. Users can join networks (based on city, workplace, school and region) and allow others in that network to view their profile. Facebook security settings allow users to make their page as accessible or inaccessible as they desire [6].

Today, Facebook is comprised of all types of people, but college students still make up the largest percentage of active Facebook users, which is approximately 30% of all users (insidefacebook.com, 2009). Until now, Facebook serves nearly 500 million people enabling them to share lots of information and connect with others. More than 1 in 4 people who browse the Internet not only have a Facebook account but also returned to the site within the past 30 days [7].

FACULTY PRESENCE ON FACEBOOK

Now users over the age of 25 are accepted on Facebook, more and more professors and other higher education staff are finding a place on the site. However, students and faculty are finding some inconveniences with each other's presence on Facebook. Higher education faculty and staff are being asked by students to be friends on the site and vice versa. Some faculties do not want the controversy and hassle of friendships with their students and some students are irritated that university staffs are asking them to be friends. Yet, some faculty and students have found Facebook friendships to be a tool for classroom activities [8].

SCHOLARS PERCEPTIONS OF FACEBOOK ON COLLEGES

Researchers and scholars have indicated students' feelings about faculty presence on Facebook. Some students prefer access to faculty via Facebook while others feel anxious about it. In fact, some students are unconcerned about this. Some students in Martinez Aleman and Wartman's (2009) study explain, "Professors should not be on Facebook as they are not part of campus social life", demanding that Facebook should exclusively be for college students [9].

On the positive side, Facebook and other online social networks may foster learning, enhance classroom communication, and build a sense of community. Some faculty are even using Facebook to design course material and expanding the learning in the classroom [10].

Nevertheless, faculty and student friendships on Facebook might also exceed the context of education. Since university faculty are appearing on Facebook, the concerns about student-teacher relationships and professional ethics have risen. Consequently, faculty must be careful to not cross any ethical or professional lines when using Facebook and other online social network mediums [8].

Facebook in The College Classroom

Online teaching and learning have been the topic of many pedagogical discussions. The majority of studies focus on the successes, paradoxes, and challenges of teaching exclusively online courses in which instructors rarely, if ever, have face-to-face contact with their students. Interestingly, of all the social networking sites, Facebook is by far the most popular and most frequently used among college students [11].

The popularity and availability of Facebook have therefore inspired numerous academic studies focused on its role in higher education and its potential effects on classroom climate. These researchers suggested that there are benefits associated with the use of Facebook for educational purposes as Facebook's emphasis on peer-to-peer interactions can enhance informal learning experiences. Students have used Facebook effectively for academic purposes and activism. Facebook's greatest value might be its capacity to enhance student satisfaction and engagement, but limited researchers investigating these topics have been inconclusive [11].

[12] Used Facebook groups to initiate optional discussions in a post-graduate distance-learning class. She found that voluntary study group members benefited by extending required material and

making personal contributions on Facebook. These studies paint a vivid picture of Facebook's potential to serve as a teaching and learning tool.

students are using Facebook as an academic tool and that they are involved in a classroom network with the social network as the foundation. Also, lecturers will have to learn how to use the interface of the network. Thus, students and lecturers can be more closely connected, which in return can benefit the lecturer-student relationship. Facebook is a unique social networking site as it creates connections between students and faculty within an online academic community. Facebook increases contact between peers and thus their interactions online are also increased [13].

Finally, joining Groups is another feature that is extremely popular in this Social Network Community. Any user can create a group which can be open to any users or restricted to the targeted, pre-selected participants. The Group application can be utilised in language classes in a variety of useful and helpful manners [13].

To sum up, the sense of community is necessary to sustain a dynamic and meaningful educational experience and is a valuable asset to promote higher-level thinking and the construction of knowledge. This makes Facebook and its Group application deserves to be a learning tool suitable for introduction into the L2 and FL classroom [13].

Using Facebook in Education

The rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes [14].

Currently, social networks are being adopted rapidly by millions of users most of whom are students with a great number of purposes in mind [15].

Studies showed that social network tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible. McLoughlin & Lee, (2007) showed that students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts [16].

Because students complain about lacking opportunities for authentic communication due to non-personalized course content even when alternative delivery methods are employed, providing informal learning contexts by integrating emerging social networks into existing learning practices becomes significantly important to attain more robust learning and teaching opportunities [17].

Facebook has quickly become the social network site of choice by college students and an integral part of the "behind the scenes" college experience. The proliferation of social technologies has created a culture in which youth participate more in creating and sharing content, profoundly changing the way students communicate, interact, and learn [18].

In previous papers indicated that the adoption rates of Facebook in universities and colleges are remarkable - 85% of college students that have a college network within Facebook have adopted it [19].

In many cases, students spend as much or more time online in an informal learning environment - interacting with peers and receiving feedback - than they do with their teachers in the traditional classroom [20].

The characteristics noted in the literature which recommends Facebook as a tool that can contribute significantly to the quality of education are: fostering positive relationships among students and encompassing students' motivation and engagement. Involving students in achieving the learning tasks and successful transfer of knowledge develop a positive attitude towards learning and improving the quality of learning [21].

Some sort of interpersonal intelligence, as well as critical thought, are developed inside the class; communications and interactions on the relationship between students and teacher outside the classes are developed too [18].

Methodology

Method and Design of the Study

The descriptive methodology was adopted by the researchers for achieving the main objective of this study which was conducted at the University of Kassala and different Sudanese universities. Firstly, students at the second year from Faculty of Education in the Department of English Linguistics were selected as a purposive sample which included (25) students as they have Facebook account inside which they have been taught online through the Facebook group for a semester. A second purposive sample which included (50) EFL teachers was selected from different Sudanese universities due to their long experience with using computer and technology in their teaching at university and college level.

TOOLS OF THE STUDY

The researchers used the test and questionnaire as data collection tools of this study. The test was administered to twenty-four (25) students represent a purposive sample, who were tested in the elements of fiction and the literary appreciation of the novel. As for the questionnaire, it was distributed to (50) EFL teachers across different Sudanese universities so as to reflect their attitudes and perceptions towards the application of Facebook as an electronic portfolio. The descriptive method was used here in carrying out this study.

Procedure

As the test and questionnaire represent the data collection tools, particular procedures and steps were followed before collecting the data. To check the validity of the test, five copies of the test were handed over to one Associate professor and two Assistant professors in the field of EFL. The jurors wrote down their comments, suggestions, at the end of the test as requested by the researchers. Accordingly, their suggestions, notes, and advice, the number of the questions were reduced from six to five ones. The test finally administered to the students during the academic year (2015-2016) from the Faculty of Education who majoring in English language and linguistics. Having finished, the test materials were collected and stored by numbers. The online experiment required one semester in which there were two hours online session per week. The treatment lectures were selected from English literature. The students were provided with topics related to elements of fiction and literary appreciation of English novels. As to the questionnaire, it was distributed to fifty (50) EFL University teachers across different Sudanese universities and colleges, to yield their attitudes and perceptions towards the possibility of applying the social network as teaching electronic portfolio.

Reliability and Validity of the Questionnaire

Alpha Cronbach formula is used to compute the reliability of the questionnaire. The value of reliability lies between 0 and 1. The reliability increases according to an increase of alpha value up to 1. Generally, if the alpha value is more than or equal 0.4 the reliability is considered and the questionnaire is reliable. For this study; it was found that $\alpha = 0.92$, and this means the questionnaire has a high reliability.

Validity is the square root of reliability. In our case, SQRT is $(0.92) = 0.96$ which means that there is a very high validity of the questionnaire.

The researchers handed the questionnaire to one Associate professor and four Assistant professors of English language teaching, Instructional Technology and specialists to examine the face, the construct and content validity of the designed instructions and statements. They reviewed the phrasing, suitability, thoroughness, and ease of use of the statements. The jurors noted that the questionnaire is convenient to the purpose of the study. Some changes were made in the paraphrasing of some statements; a few statements were deleted and others were added.

Data analysis

The statistical method was used in the analysis of the gathered data. The tables, figures, frequency, percentage, and independent sample T-test below illustrate what has been stated above.

The Test Analysis in Relation to the Hypothesis

H₁: Using Facebook in teaching novels allows its application as teaching electronic portfolio”.

Table (1): One-sample T-test for the first hypothesis

| Expected Mean | Observed Mean | St.d | t-value | d.f | p-value |
|---------------|---------------|------|---------|-----|---------|
| 12 | 15.90 | 3.26 | 8.45 | 49 | 0.00 |

Table (1) reveals that the p-value is less than the significance level and observed mean is greater than the expected mean; this leads to the acceptance of this hypothesis. This actually verified and confirmed the hypothesis of the study which is, “Using Facebook in teaching literature allows its application as teaching electronic portfolio”.

H₂: Learners’ performance can easily be monitored and assessed through the social network.

Table (2): One-sample T-test for the second hypothesis

| Expected mean | Observed mean | St.d | t-value | d.f | p-value |
|---------------|---------------|------|---------|-----|---------|
| 12 | 15.26 | 3.48 | 6.62 | 49 | 0.00 |

As shown in the above table, it is clear that the p-value (0.00) is less than the significance level, the observed mean (16.86) is bigger than the expected mean (12). These results, in fact, confirmed the second hypothesis which is “Learners’ performance can easily be monitored and assessed through social network”.

The Analysis of the Questionnaire

Statement (1): Teachers and students can collaborate and interact in a secure, closed environment on the online network.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 14 | 28.0 |
| Agree | 20 | 40.0 |
| Neutral | 7 | 14.0 |
| Disagree | 7 | 14.0 |
| Strongly disagree | 2 | 4.0 |
| Total | 50 | 100.0 |

The teachers' opinions are shown in the table (3) explained that 28% of the teachers strongly agree with the statement, 40% agree, 14% are neutral, 14% disagree, and 4% strongly disagree. As such, the above statement seems to be highly controversial, as the teachers expressed different attitudes towards it. However, the teachers who agree with the statement 68% (28% strongly agree, 40% agree) outnumber those who disagree, 32%. These rates support the second hypothesis: “Learners’ performance can easily be monitored and assessed through social network”.

Statement (2): Teachers can post assignments and assessments that are electronically submitted and automatically graded.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 10 | 20.0 |
| Agree | 29 | 58.0 |
| Neutral | 6 | 12.0 |
| Disagree | 4 | 8.0 |
| Strongly disagree | 1 | 2.0 |
| Total | 50 | 100.0 |

The teachers ' replies are displayed in the table (4) above reflected that 20% of the teachers strongly agree with the statement, 58% agree, 12% of the teachers are neutral, 8% disagree, and 1% strongly disagree with the above statement. Despite the controversy, those who agree, 78% (20% strongly agree, 58% agree) outnumber those who disagree, 22%. Thus, these results are also in line with the second hypothesis of the research which reads: “Learners’ performance can easily be monitored and assessed through social network”.

Statement (3): It is easy to monitor students’ academic performance and assess their progress through ‘Social network’.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 10 | 20.0 |
| Agree | 27 | 54.0 |
| Neutral | 6 | 12.0 |
| Disagree | 6 | 12.0 |
| Strongly disagree | 1 | 2.0 |
| Total | 50 | 100.0 |

The teachers' views are shown in the table (5) above explained that 20% of the teachers strongly agree with the statement, 54% agree, 12% of the teachers are neutral, 12% disagree, and 1% strongly disagree. Despite the teachers here expressed different views about this statement, most of them, 74% (20% strongly agree, 54% agree) support the third hypothesis: Learners' performance can easily be monitored and assessed through social network".

Statement (4): The online chat room allows secure and open communication that can be monitored and controlled by the teacher.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 12 | 24.0 |
| Agree | 20 | 40.0 |
| Neutral | 12 | 24.0 |
| Disagree | 6 | 12.0 |
| Strongly disagree | 0 | 0.0 |
| Total | 50 | 100.0 |

The teachers' replies are shown in the table (6) above showed that 24% of the teachers strongly agree with the statement, 40% agree, 24% of the teachers are neutral and 12% disagree. Thus, the results reveal different opinions expressed by the teachers. Nevertheless, the majority of the teachers, 64% (24% strongly agree, 40% agree) support the view conveyed by the statement which is in line with the second hypothesis too.

Statement (5): Teachers and students can store and share documents and files in a wide variety of formats in a web-based environment.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 19 | 38.0 |
| Agree | 19 | 38.0 |
| Neutral | 5 | 10.0 |
| Disagree | 5 | 10.0 |
| Strongly disagree | 2 | 4.0 |
| Total | 50 | 100.0 |

The teachers' opinions are shown in the table (7) above read that 38% of the teachers strongly agree with the statement, 38% agree, 10% of the teachers are neutral, 10% disagree, and 4% strongly disagree. It is clear that despite the controversy created by this statement, most of the teachers, 76% (38% strongly agree, 38% agree) hold the same view expressed in the statement. These results support the first hypothesis that: "Using Facebook in teaching literature allows its application as teaching electronic portfolio".

Statement (6): Teachers and other colleges' personnel can create professional groups, subject area communities, and other networks to extend professional development.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 20 | 40.0 |
| Agree | 18 | 36.0 |
| Neutral | 8 | 16.0 |
| Disagree | 4 | 8.0 |
| Strongly disagree | 0 | 0.0 |
| Total | 50 | 100.0 |

The teachers' attitudes are tabulated in the table (8) above manifested that 40% of the teachers strongly agree with the statement, 36% agree, 16% of the teachers are neutral, 4% disagree. Thus, most

of the teachers, 76% (40% strongly agree, 36% agree) are in favour of the above-mentioned statement which confirms the first hypothesis that reads: “Using Facebook in teaching novels allows its application as teaching electronic portfolio”.

As such the opinions provided by the teachers above came to be in accordance with the literature Review above that the researchers investigated the use of Facebook in academic context which include: Faculty presence on Facebook, scholars perceptions of Facebook on colleges, The value of online social networking for academic purposes, Using Facebook in education, How to use Facebook in teacher education- levels of course integration, Facebook in the college classroom and Educational use of Facebook.

Statement (7): Facebook can facilitate teachers’ communication with learners in an interactive manner.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 13 | 26.0 |
| Agree | 23 | 46.0 |
| Neutral | 9 | 18.0 |
| Disagree | 5 | 10.0 |
| Strongly disagree | 0 | 0.0 |
| Total | 50 | 100.0 |

The teachers ' replies are displayed in the table (9) above showed that 26% of the teachers strongly agree with the statement, 46% agree, 18% of the teachers are neutral and 10% disagree with the above statement. These results are in line with the fourth hypothesis of the research which is: “Using Facebook in teaching literature allows its application as teaching electronic portfolio”.

Statement (8): Teachers and learners can maintain a personal content library and share content with members.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 22 | 44.0 |
| Agree | 15 | 30.0 |
| Neutral | 6 | 12.0 |
| Disagree | 6 | 12.0 |
| Strongly disagree | 1 | 2.0 |
| Total | 50 | 100.0 |

The teachers' replies are shown in the table (10) above reflected that 44% of the teachers strongly agree with the statement, 30% agree, 12% are neutral, 12% disagree, and 2% strongly disagree. The results reveal that 74% (44% strongly agree, 30% agree) are in favour of the idea conveyed by the statement. In fact, these results are in line with the second hypothesis of the article which is: Learners’ performance can easily be monitored and assessed through social network”.

Statement (9): Folder-sharing allows teachers to share all content for particular units of study with select groups or all students.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 13 | 26.0 |
| Agree | 24 | 48.0 |
| Neutral | 9 | 18.0 |
| Disagree | 4 | 8.0 |
| Strongly disagree | 0 | 0.0 |
| Total | 50 | 100.0 |

The teachers' replies are tabulated in the table (11) showed that 26% strongly agree with the statement, 48% agree, 18% are neutral, and 8% disagree. Thus, a great number of teachers 74% (26% strongly agree, 48% agree) are in support of the statement that proves the truth of the first hypothesis: “Using Facebook in teaching literature allows its application as teaching electronic portfolio”.

Statement (10): Students can instantly access their files 24/7 through their web-based ‘Library’.

| Options | Frequency | Percent (%) |
|-------------------|-----------|-------------|
| Strongly agree | 12 | 24.0 |
| Agree | 25 | 50.0 |
| Neutral | 8 | 16.0 |
| Disagree | 4 | 8.0 |
| Strongly disagree | 1 | 2.0 |
| Total | 50 | 100.0 |

The teachers' attitudes as illustrated in table (12) above read that 24% of the teachers strongly agree with the statement, 50% agree, 16% of the teachers are neutral, 8% disagree and 2% strongly disagree. This statement has been another divisive issue, with the teachers' views ranging from 'strongly agree' to 'strongly disagree'. Despite this controversy, those who agreed with the statement, 74% (24 strongly agree, 50% agree) greatly outnumbered those who disagreed, 26% teachers. These opinions support the possibility of applying Facebook network as teaching electronic portfolio.

REPORT & DISCUSSION

The above-reported statistics showed clear and outstanding merits for Facebook applications in the online group as supported by the photos below. Besides the teachers' attitudes and perceptions obtained by the questionnaire, it can be assumed that social not only Facebook but also most social network sites have the possibility and the potentials of being applied as teaching electronic portfolio and of benefits for both teachers and learners in their classroom environment.

CONCLUSION

The last but not the least, after the analysis and the comparison of the results with questions and hypotheses; the results have shown that there are numerous potentials and possibilities of offered by Facebook that allowed its application as a teaching electronic portfolio with the following different respects:

- Teachers and students can collaborate in a secure, closed environment on Facebook group.
- A chat room board on Facebook allows secure and open communication that can be monitored and controlled by the teacher.
- It is easy to monitor student interaction, assess their progress, and check their academic performance through Facebook.
- Teachers can post assignments that are electronically submitted and automatically graded.
- Teachers and other colleges' personnel can create professional groups, subject area communities, and other networks to extend professional development.
- Teachers and students can store and share documents and files in a wide variety of formats in a cloud-based environment.
- Teachers can maintain a personal content library and share content with members.
- Students can instantly access their files 24/7 through their cloud-based 'Library'.
- Folder-sharing allows teachers to share all content for particular units of study with select groups or all students.
- Teachers and students can create a account to connect with their Parents via social network.

The study recommends that Facebook and other social network have the flexibility and the potentials of providing online academic platform for colleges and institutions. The study also advices teachers and to make a maximum use of the social network sites' application that can be helpful in the field of EFL teaching and learning. Finally, the study encourages EFL teachers abandon the negative attitudes and perceptions towards technology and start following the new trends of technology adopted in teaching and learning of EFL.

Facebook Use As Electronic Teaching Portfolio

Figure (1) Group membership



Figure (2) Creating events for online lectures



Figure (3) Designing files as teaching materials

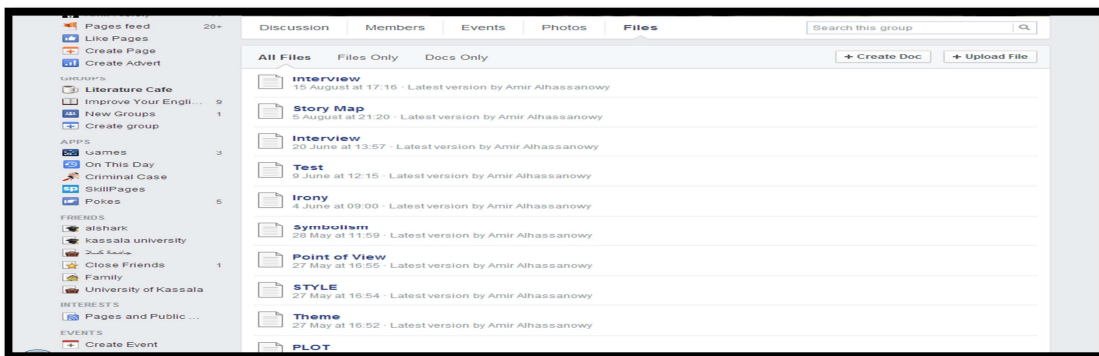


Figure (4) Sample of teaching materials files taught on Facebook

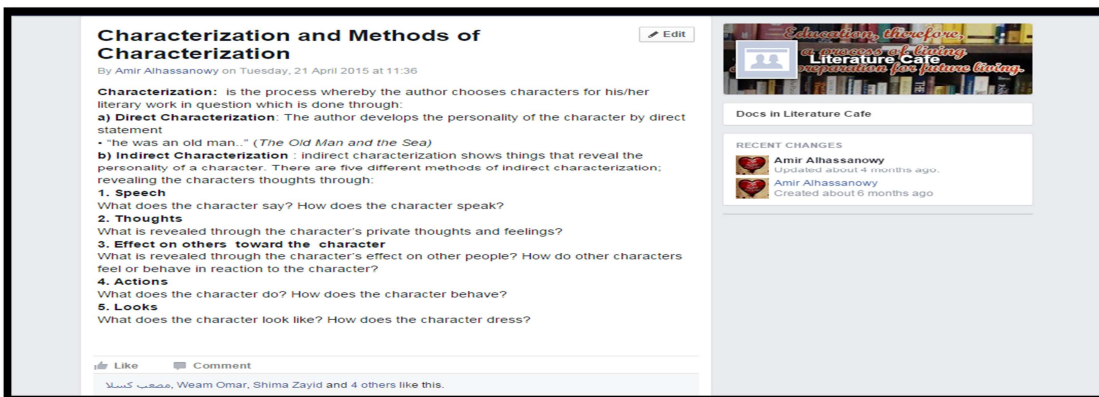


Figure (5) Uploading videos, photos and slides for further works

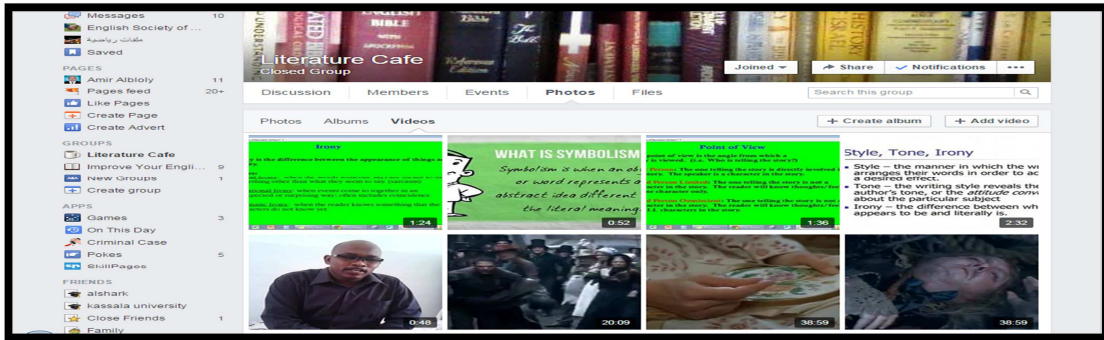


Figure (6) Students' attendance at lectures

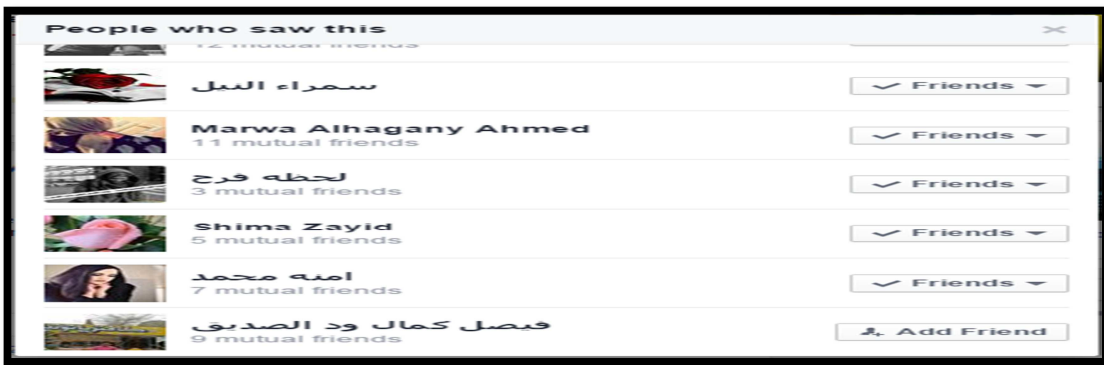


Figure (7) Students' time of participation & interaction with the teacher (1)

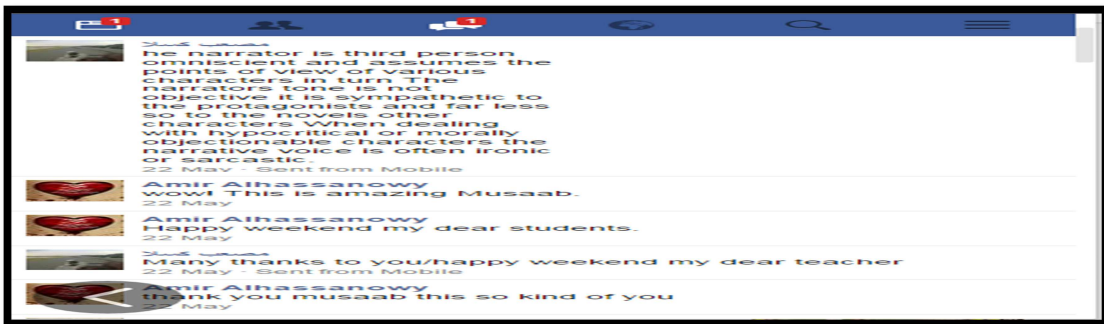


Figure (8) Students' time of participation & work with the teacher (2)

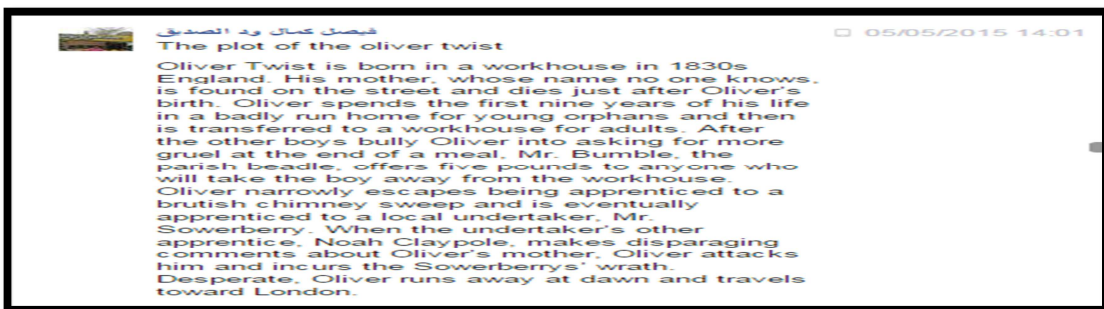


Figure (9) Students' time of participation & work with the teacher (3)

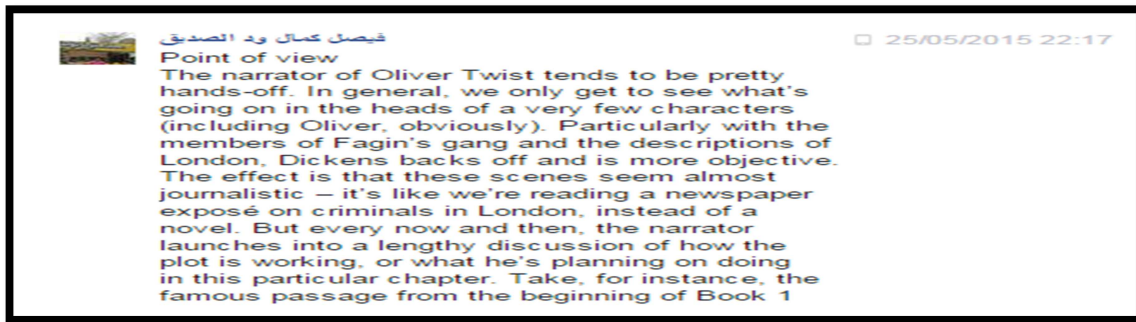


Figure (10) Students' time of participation & work with the teacher (4)

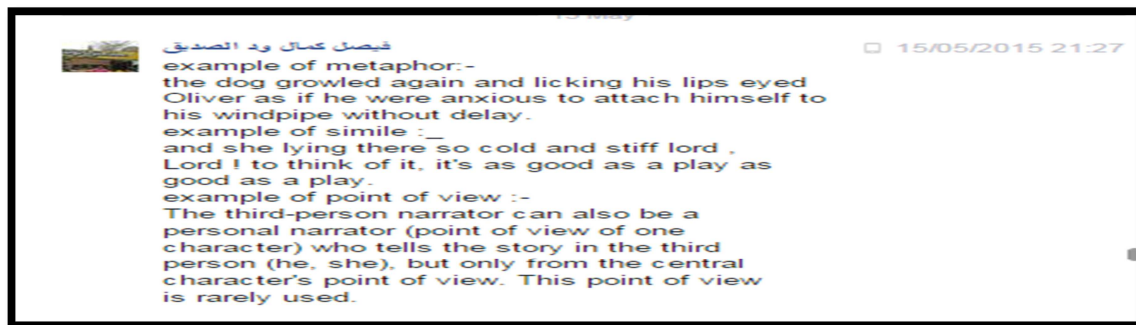
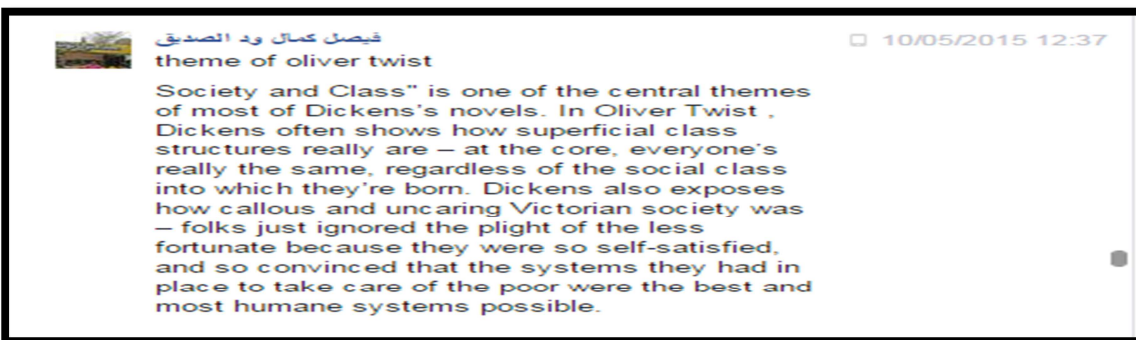


Figure (11) Students' time of participation & work with the teacher (5)



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